Survey on Student Learning Outcomes Assessment

This survey was administered to 130 Assessment Coordinators on December 13th, 2013 via Qualtrics. They were given to January 15th, 2014 to complete the survey. A total of 39 coordinators completed the survey (30% response rate). Fifteen Departments/Majors or Programs from the College of Arts and Science and six Departments/Majors or Programs from the College of Engineering and Applied Science completed the survey.

Program Level	% (count)	Program Accreditation? (Yes %)	Explicit Student Learning Outcomes (Yes %)
Undergraduate	41.0 (16)	56.3	56.3
Graduate	30.8 (12)	41.7	72.7
Both Undergraduate & Graduate	23.1 (9)	44.4	55.6
Other	5.1 (2)	100.0	100.0

Assessment Coordinators	
Status	% (count)
full time on assessment	55.3 (21)
part time on assessment	39.5 (15)
Other	5.3 (2)
Rank	
Tenured-faculty member	56.4 (22)
Pre Tenured faculty member	10.3 (4)
Lecturer	5.1 (2)
Staff Member	5.1 (2)
Other	15.4 (6)
Teaching load	
Do not receive any teaching load reduction	61.5 (24)
Receive one course equivalent teaching load reduction	7.7 (3)
Receive more than one course equivalent teaching load reduction	5.1 (2)
Other	17.9 (7)

Do your students participate or are represented in the following types of assessments?	Yes (%)	Very Few (%)	Some (%)	Half (%)	Most (%)	All (%)	Don't Know (%)
Performance assessments, other than grades, of simulations, lab and other demonstrations, critiques, senior capstone presentations, recitals, etc.	54.1	0.0	23.8	0.0	14.3	57.1	4.8
Performance assessments, other than grades, in field experiences (e.g., internship, practicum, student teaching, service-learning)	56.8	5.3	15.8	0.0	21.1	52.6	5.3

Do your students participate or are represented in the following types of assessments? (cont.)	Yes (%)	Very Few (%)	Some (%)	Half (%)	Most (%)	All (%)	Don't Know (%)
Formal assessment of student performance (as above) accomplished by people external to the institution (e.g., professionals in the field, employers, external examiners from other institutions)	55.6	4.8	23.8	0.0	28.6	38.1	4.8
Professional licensure examinations	44.4	13.3	46.7	0.0	13.3	26.7	0.0
Standardized certification examinations (e.g., CPA, financial planner or therapeutic recreation exam)	29.7	20.0	30.0	0.0	10.0	40.0	0.0
Locally developed content examinations	43.2	0.0	7.1	0.0	7.1	71.4	14.3
Capstone course	48.6	11.8	11.8	0.0	5.9	64.7	5.9
Comprehensive exam (oral or written)	44.4	0.0	16.7	0.0	8.3	75.0	0.0
Culminating project or demonstration	69.4	13.0	13.0	0.0	8.7	65.2	0.0
Rubrics to assess student work	62.9	0.0	19.0	4.8	14.3	52.4	9.5
Portfolios (a purposeful collection of student work intended to demonstrate achievement of learning objectives)	43.2	0.0	37.5	6.3	12.5	43.8	0.0
National student surveys (e.g., NSSE, CCSSE, SENSE, CSEQ, SSI, CIRP FS, CSS, YFCY, FYI)	19.4	0.0	28.6	0.0	0.0	42.9	28.6
Locally-developed student surveys	61.1	0.0	39.1	8.7	8.7	34.8	8.7
Student interviews or focus groups	47.1	10.5	42.1	15.8	0.0	21.1	10.5
Alumni surveys	45.7	5.3	42.1	0.0	10.5	26.3	15.8
Alumni interviews or focus groups	22.9	20.0	50.0	0.0	0.0	20.0	10.0
Employer surveys	28.6	16.7	33.3	8.3	0.0	25.0	16.7
Employer interviews or focus groups	20.0	12.5	37.5	25.0	0.0	12.5	12.5
Field tests	17.1	14.3	14.3	0.0	0.0	57.1	14.3

To what extent has your program used student learning outcome results for each of the following?	Not at all	Some	Quite a bit	Very much
Preparing self-studies or reports for programmatic or specialized accreditation	34.3	20.0	11.4	34.3
Preparing self-studies or reports for institutional accreditation	37.1	25.7	8.6	28.6
Preparing self-studies or reports for program review	14.7	35.3	14.7	35.3
Revising program learning goals	13.9	30.6	27.8	27.8
Determining student readiness for learning in the English language	74.3	14.3	5.7	5.7
Determining student readiness for college-level work	75.0	11.1	5.6	8.3
Determining student readiness for admission to the program or major	61.1	16.7	0.0	22.2
Determining student readiness for later courses in the program or major	47.2	11.1	13.9	27.8
Reviewing or revising program or department curriculum	13.9	25.0	22.2	38.9
Improving instruction or pedagogy	14.3	25.7	28.6	31.4
Evaluating faculty and staff performance	20.6	38.2	11.8	29.4
Evaluating overall program or department performance	17.1	28.6	22.9	31.4
Informing program or department planning	11.8	26.5	26.5	35.3

To what extent has your program used student learning outcome results for each of the following? (cont.)	Not at all	Some	Quite a bit	Very much
Determining classroom and instructional equipment needs	32.4	20.6	20.6	26.5
Supporting budget requests to central administration	42.4	21.2	15.2	21.2

Accountability and Feedback Loop	
Do you have a committee or group responsible for coordinating and implementing student learning outcomes assessment?	63.2% (24) – YES
Generate annual reports based on its student learning outcomes assessment activities?	35.1% (13) – YES
Who receive these reports?	count
Program faculty	10
Program/department chairperson	10
Dean of school/college	9
Provost/chief academic officer	3
State board or agency	3
Institutional effectiveness/Assessment committee	3
Prospective students	1
Is there a dedicated program budget line for student learning outcomes assessment?	Yes – 1; No -29 Don't Know - 4

Communication Across Majors and Programs	
Does your department administer any large enrollment introductory courses in which 1/3 or more of the students are majors in other programs?	53.8% (21) - YES
Do you publish syllabi and learning goals for these courses in a way that is accessible to faculty in other programs? (count)	11 – YES (52.4% of the 21)
Do you discuss goals and/or content of such courses with faculty or directors from the other programs that require them? (count)	11 – YES (52.4% of the 21)
Do you share any information with other programs about the later performance of students who have completed these courses? (count)	5 – YES (23.8% of the 21)

Which of the following would be helpful for your program to more effectively assess student learning outcomes?	%	Most Helpful	2nd Most Helpful	3rd Most Helpful
More faculty release time to coordinate student learning outcomes assessment activities	53.8	10	1	5
Some or additional stipends for faculty assessment leaders	51.3	4	5	6
A program or department assessment committee, if not now in place	15.4	0	4	0
Full-time assessment position in your program or department, if not now in place	41.0	5	4	2
Some or more external consultants	23.1	0	2	2
More faculty involvement in assessment	35.9	5	2	1

Which of the following would be helpful for your program to more effectively assess student learning outcomes? (cont.)	%	Most Helpful	2nd Most Helpful	3rd Most Helpful
Stronger support from the institution's leaders	23.1	0	1	1
Better tests or measures of student learning outcomes	28.2	0	2	0
More information about policies and practices of programs like yours at other institutions	33.3	1	1	1
More information about assessment tools and approaches	53.8	0	2	1
Greater faculty/staff expertise in assessment methodology among program faculty	51.3	3	2	0
More help with assessment tools and approaches from institutional resources (e.g., institutional assessment office, teaching/learning center)	35.9	2	2	5
More financial resources to pay for assessment instruments, etc.	51.3	1	4	1
More recognition of faculty and staff members doing good work in assessment	35.9	2	1	0