

## Preliminary Analysis

### HLC Academy for Assessment of Student Learning Project

Ferris State University, Fall 2008

Data are in percentages (265 valid responses and 2 missing responses, unless otherwise noted)

Please respond to each of the following statements by circling the response to the right that best fits for you.	SA = Strongly agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree				
1. I am comfortable with my ability to write learning outcomes for the courses I teach.	SA 39.1	A 44.7	N 8.6	D 6.0	SD 1.5
2. I prepare and distribute a set of learning outcomes for each of the courses I teach.	SA 45.1	A 38.0	N 9.4	D 6.8	SD 0.8
3. Learning outcomes are specified on each course syllabus that I provide to students.	SA 48.7	A 37.4	N 7.2	D 5.3	SD 1.5
4. The learning outcomes for my course are measurable.	SA 26.1	A 53.8	N 12.5	D 7.2	SD 0.4
5. The learning outcomes for my courses are described relative to specific assessment method(s)	SA 8.7	A 22.0	N 23.5	D 36.4	SD 9.5
6. For any given student learning outcome for a course, I use more than one assessment method to determine if students have achieved it.	SA 28.7	A 46.0	N 16.2	D 6.4	SD 2.6
7. If asked, I believe students would say that descriptions of the learning outcomes for my course are readily available.	SA 21.5	A 47.5	N 18.5	D 10.6	SD 1.9
8. Faculty development programs are readily available on assessment of student learning outcomes.	SA 11.6	A 44.0	N 30.9	D 10.8	SD 2.7
9. I have attended faculty development programs at Ferris State University on assessment of student learning outcomes.	SA 20.4	A 38.5	N 12.5	D 20.4	SD 8.3
10. I have attended faculty development programs outside of Ferris State University on assessment of student learning outcomes.	SA 18.1	A 28.3	N 10.2	D 25.7	SD 17.7
11. I believe that efforts to improve faculty's ability to assess student learning outcomes are important.	SA 35.3	A 46.2	N 9.8	D 6.0	SD 2.6
12. If I have questions about assessment of student learning outcomes, there is a colleague or other knowledgeable person in my college to contact.	SA 28.6	A 37.6	N 18.8	D 11.3	SD 3.8
13. If I have questions about assessment of student learning outcomes, I have resources such as books, websites, and research literature to consult.	SA 27.1	A 41.1	N 20.3	D 9.0	SD 2.3

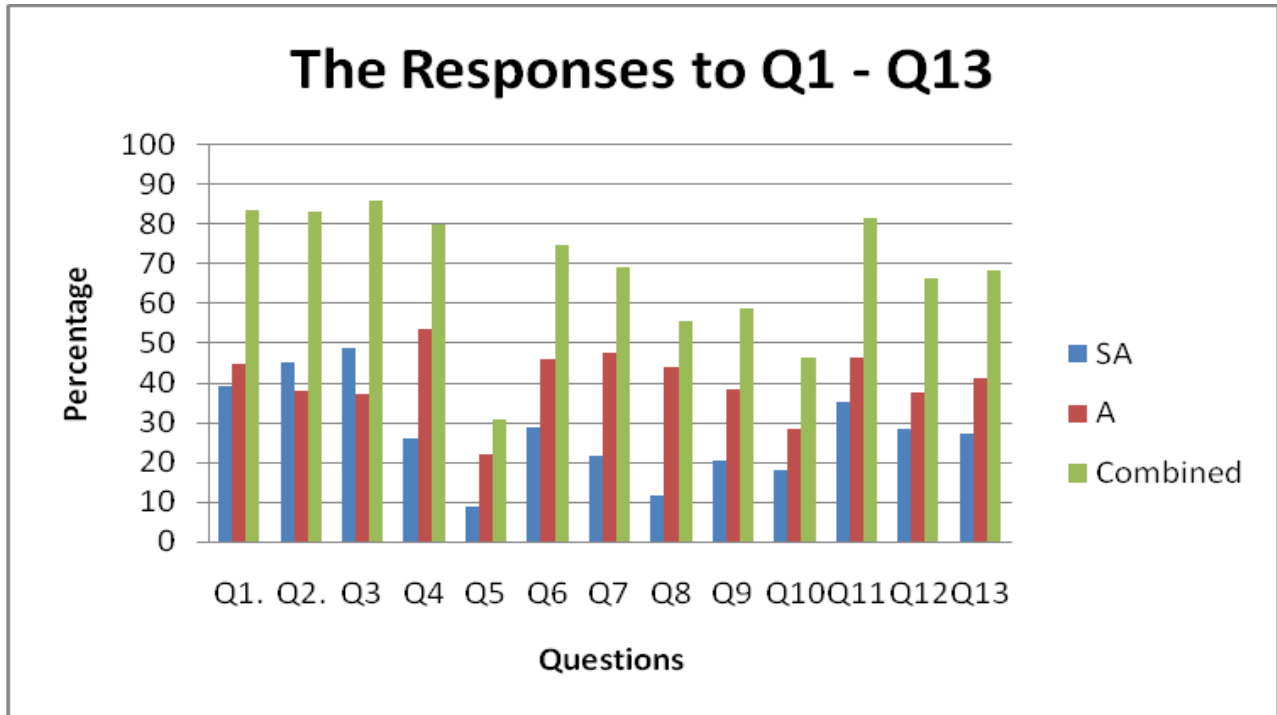


Table \*. Percentage of Strongly Agree (SA), Agree (A), and Combined SA and A responses to questions 1 through 13.

<b>Please respond to each of the following statements by circling the response to the right that best fits for you.</b>	VI = Very Important; I = Important; SWI = Somewhat Important; NI = Not Important			
14. Exams with multiple choice questions	VI 26.0	I 31.7	SWI 20.0	NI 22.3
15. Exams with true/false and/or matching questions	VI 10.6	I 24.9	SWI 29.4	NI 35.1
16. Exams with one or more short-answer questions (264, 3)	VI 33.3	I 39.0	SWI 19.7	NI 8.0
17. Exams with one or more long essay questions (266, 1)	VI 24.8	I 28.6	SWI 25.2	NI 21.4
18. Clinic-based observations (245, 22)	VI 29.8	I 18.4	SWI 10.2	NI 41.6
19. Internship, field experience, practicum, or similar workplace-based experience (258, 9)	VI 47.7	I 18.6	SWI 5.8	NI 27.9
20. Attendance in class (264, 3)	VI 58.3	I 31.1	SWI 6.4	NI 4.2
21. Attendance at event outside of class (263, 4)	VI 17.1	I 28.9	SWI 31.2	NI 22.8
22. Individual student oral presentation (262, 5)	VI 30.5	I 41.2	SWI 20.6	NI 7.6
23. Group oral presentation by students	VI 21.8	I 36.3	SWI 24.8	NI 17.2
24. Artistic performance (e.g., dance, musical performance, dramatic reading) (255, 12)	VI 7.5	I 12.2	SWI 17.6	NI 62.7
25. Creative work (e.g., painting, pottery, poem, short story) (259, 8)	VI 10.8	I 15.8	SWI 20.5	NI 52.9
26. Written papers (other than a Creative Work as described above) of 5 or fewer pages (263, 4)	VI 41.1	I 35.0	SWI 14.1	NI 9.9
27. Written papers (other than a Creative Work as described above) of 6 or more pages (263, 4)	VI 31.9	I 31.9	SWI 16.3	NI 19.8
28. Portfolios (266, 1)	VI 25.9	I 24.8	SWI 17.3	NI 32.0
29. Classroom-based discussions (265, 2)	VI 54.0	I 29.4	SWI 11.3	NI 5.3
30. Online discussions (264, 3)	VI 16.3	I 21.6	SWI 32.2	NI 29.9
31. In-class work, other than discussions (e.g., problem sets, case studies) (263, 4)	VI 42.6	I 37.3	SWI 13.3	NI 6.8
32. Out-of-class homework (e.g., problem sets, case studies) (267)	VI 39.7	I 41.2	SWI 13.5	NI 5.6
33. Website or wiki construction (255, 12)	VI 6.3	I 15.7	SWI 25.1	NI 52.9
34. Laboratory-based simulations (262, 5)	VI 32.8	I 21	SWI 12.2	NI 34.0

## Written responses to Questions 35 – 39

### **Allied Health Sciences**

1. Participate in simulated interaction
2. Competency Based Performance evaluation
3. Community Activities
4. Professionalism traits in lab
5. Service Learning
6. Affective domain

### **Arts and Sciences**

1. Role-playing activities
2. Bribe money
3. Student self-report and goal-setting.
4. Journaling
5. Verbal/Non verbal presentations
6. Daily Quizzes
7. Dissecting Skills
8. Service learning and Journaling
9. Classroom observation & anecdotes
10. Timed exams- open book-online
11. Conferences (one on one)
12. Power planning with learners
13. Student self assessment (means-self "grade")
14. Peer review workshop
15. Primary research
16. Individual responses in class to questions

17. Peer Revision
18. Talk to the Students
19. Skills using scientific equipment
20. Exams and quizzes requiring drawing structures
21. Group Conferences
22. Posters created for Elem. Students, plus memo explanations of pedagogy
23. Computer Lab
24. Support building with learner
25. Socratic questioning and dialogue
26. Office hours discussion

### **Business**

1. Research Skills
2. Exams w/problem sets
3. Comprehensive final exam
4. Working with business owners who can assess the real-world applicability of student learning.
5. Real world projects.
6. Student critiques of other student's work.
7. The use of a tax database.
8. Projects
9. Business simulations
10. Ability to do independent research
11. Individual discussion (one-on-one) reviewing course/achievement
12. "Application" Projects (application concept to research and application)
13. Case studies
14. Concept reflection (learn/do)

15. Assessment by more than one instructor
16. Summative vs. Formative Assessment
17. Longitudinal data

### **Education and Human Services**

1. Maintaining Compliance with HIRB
2. Practice application scenarios
3. Practical application of material-scenarios
4. Role playing
5. Project based outcomes- more than portfolio
6. Interviews in class and outside of the classroom
7. Projects
8. Student in-class teaching of others
9. Interactive on-line journal
10. Teaching mini lessons
11. Problem-based learning
12. Critical analysis of current events
13. Sm. Group students teaching material
14. Group Work

**Michigan College of Optometry**

1. Oral Exams
2. Exams with problems to solve
3. Lab proficiency exams

**Professional and Technological Studies**

1. Oral Examination
2. Student Driven Tutorial
3. Student 'buy in' to the course- involvement

**Engineering Technology**

1. In class group problem solving
2. Discussion with Students
3. Input of internship supervisors
4. Online Quizzes
5. Projects, Team/Individual
6. Problem based tests (Equations Solved)
7. Proficiency with relevant software (Cap, plets flow analysis, etc)
8. Work with Industry
9. Performance exam in lab (skills mastery)
10. Team presentations
11. Case Studies
12. Site visit interview reports
13. Technical projects with written submittals
14. Quality of the research on their topic
15. Drafts of their paper with an outline

<b>Please respond to each of the following statements by circling the response to the right that best fits for you.</b>	SA = Strongly agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree				
40. My Department Head (or Chair or Program Coordinator) should spend more time improving the college's efforts to assess student learning outcomes. (264, 3)	SA 4.9	A 28.4	N 40.2	D 18.9	SD 7.6
41. My Department Head (or Chair or Program Coordinator) should allocate more resources toward improving the college's efforts to assess student learning outcomes.	SA 9.1	A 28.6	N 41.4	D 17.1	SD 5.7
42. My Dean should spend more time improving the college's efforts to assess student learning outcomes.	SA 7.9	A 25.3	N 41.9	D 19.2	SD 5.7
43. My Dean should allocate more resources toward improving the college's efforts to assess student learning outcomes.	SA 14.8	A 28.5	N 36.1	D 15.2	SD 5.3
44. The Office for Academic Affairs should spend more time improving the University's efforts to assess student learning outcomes.	SA 12.5	A 31.6	N 35.4	D 16.0	SD 4.6
45. The Office for Academic Affairs should allocate more resources toward improving the University's efforts to assess student learning outcomes.	SA 19.1	A 32.4	N 31.7	D 12.2	SD 4.6
46. More attention should be given to assessment of student learning in University-wide communications.	SA 10.3	A 33.5	N 39.2	D 12.9	SD 4.2
47. Improving my efforts in assessment of student learning outcomes in the classroom is recognized in our college's tenure and promotion policy(ies) and procedures.	SA 7.7	A 25.5	N 37.8	D 17.0	SD 12.0
48. Improving my efforts in assessment of student learning outcomes in the classroom should be recognized in our college's tenure and promotion policy(ies) and procedures.	SA 18.3	A 43.7	N 28.9	D 4.9	SD 4.2
49. My ability to provide accurate and diverse methods of assessing student learning outcomes could be improved.	SA 13.9	A 56.0	N 20.7	D 7.1	SD 2.3
50. Assessment of student learning outcomes is an integral component of my efforts to improve my teaching and student learning.	SA 23.1	A 56.8	N 15.2	D 3.0	SD 1.9
51. If a mentor were available in my college to consult regarding assessment of student learning outcomes, I would contact him or her.	SA 14.0	A 45.8	N 24.2	D 13.6	SD 2.3
52. I routinely work with my colleagues to assess student learning in our program or individual courses.	SA 12.1	A 42.6	N 23.0	D 15.8	SD 6.4
53. I would like to work (or continue to work) with my colleagues to assess student learning in our program or individual courses.	SA 16.2	A 53.8	N 19.5	D 7.5	SD 3.0
54. I have a written assessment plan available for each of my courses.	SA 12.3	A 29.9	N 28.4	D 23.4	SD 6.1
55. I use the information that I receive from my assessments of student learning outcomes to improve my course or my teaching	SA 29.7	A 44.4	N 17.7	D 4.1	SD 4.1

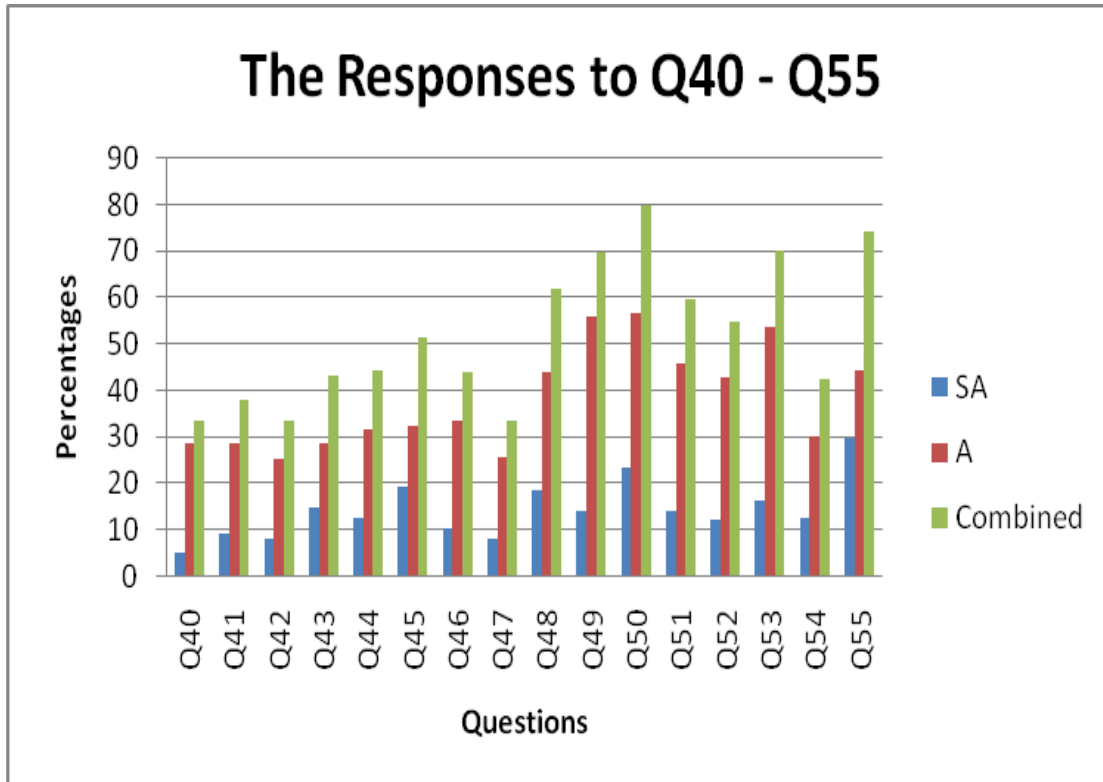


Table \*. Percentage of Strongly Agree (SA), Agree (A), and Combined SA and A responses to questions 40 through 55.

The following table gives the sum of the percentages of the respondents who marked “Agree” or “Strongly Agree”. The table cells contain the percentages and the total number in the college that responded to the question in parentheses.

### Question 58 versus the variables in Q1- Q13 and Q40-Q55

	AH	AS	BUS	EHS	MCO	PTS	TEC
Q1	80.0 (25)	93.6 (78)	82.4 (51)	88.5 (26)	69.2 (13)	100 (7)	73.8 (65)
Q2	80.0 (25)	97.4 (78)	84.4 (51)	80.7 (26)	76.9 (13)	71.4 (7)	69.3 (65)
Q3	87.5 (24)	97.4 (78)	86.3 (51)	88.4 (26)	76.9 (13)	85.7 (7)	72.3 (65)
Q4	80.0 (25)	81.8 (77)	80.4 (51)	96.2 (26)	53.9 (13)	100 (7)	73.4 (64)
Q5	33.3 (24)	41.6 (77)	29.4 (51)	38.5 (26)	0.0 (13)	28.6 (7)	21.5 (65)
Q6	68.0 (25)	77.0 (78)	84.0 (50)	92.4 (26)	38.5 (13)	71.5 (7)	67.7 (65)
Q7	62.5 (24)	84.6 (78)	72.5 (51)	73.1 (26)	69.2 (13)	57.2 (7)	49.2 (65)
Q8	41.7 (24)	64.0 (75)	58.0 (50)	80.7 (26)	30.8 (13)	50.0 (6)	43.7 (64)
Q9	64.0 (25)	62.4 (77)	54.9 (51)	69.2 (26)	7.7 (13)	67.2 (7)	61.5 (65)
Q10	52.0 (25)	49.4 (77)	49.0 (51)	57.7 (26)	30.8 (13)	42.9 (7)	36.9 (65)
Q11	88.0 (25)	71.8 (78)	90.2 (51)	84.6 (26)	84.6 (13)	100 (7)	80.0 (65)
Q12	56.0 (25)	78.2 (78)	70.6 (51)	80.8 (26)	53.9 (13)	85.7 (7)	46.1 (65)
Q13	64.0 (25)	74.4 (78)	56.9 (51)	88.5 (26)	53.8 (13)	85.7 (7)	64.7 (65)
Q40	60.0 (25)	16.9 (77)	37.2 (51)	52.0 (25)	46.2 (13)	42.9 (7)	29.7 (64)
Q41	64.0 (25)	22.4 (76)	43.1 (51)	48.0 (25)	46.2 (13)	42.9 (7)	21.9 (64)
Q42	48.0 (25)	18.2 (77)	41.2 (51)	28.0 (25)	46.2 (13)	42.9 (7)	78.4 (65)
Q43	60.0 (25)	26.3 (76)	41.0 (51)	41.6 (24)	53.8 (13)	42.9 (7)	50.8 (65)
Q44	68.0 (25)	29.0 (76)	50.0 (50)	52.0 (25)	61.5 (13)	42.9 (7)	43.1 (65)
Q45	75.0 (24)	35.5 (76)	56.0 (50)	60.0 (25)	69.2 (13)	42.9 (7)	53.9 (65)
Q46	72.0 (25)	31.6 (76)	56.0 (50)	40.0 (25)	61.5 (13)	57.1 (7)	33.9 (65)
Q47	54.2 (24)	43.4 (76)	21.3 (47)	24.0 (25)	38.5 (13)	42.9 (7)	23.1 (65)
Q48	72.0 (25)	57.2 (77)	68.0 (50)	76.0 (25)	76.9 (13)	85.8 (7)	48.5 (64)
Q49	88.0 (25)	55.1 (78)	82.3 (51)	80.0 (25)	69.3 (13)	85.8 (7)	64.6 (65)
Q50	92.0 (25)	77.9 (77)	82.3 (51)	84.0 (25)	61.5 (13)	85.8 (7)	76.5 (64)
Q51	84.0 (25)	59.0 (78)	70.0 (50)	24.0 (25)	92.3 (13)	57.2 (7)	50.0 (64)
Q52	72.0 (25)	54.6 (77)	50.9 (51)	60.0 (25)	38.5 (13)	85.8 (7)	47.7 (65)
Q53	84.0 (25)	61.5 (78)	70.5 (51)	80.0 (25)	69.2 (13)	100 (7)	66.1 (65)
Q54	33.3 (24)	53.9 (76)	48.9 (49)	44.0 (25)	23.1 (13)	71.5 (7)	27.7 (65)
Q55	84.0 (25)	74.4 (78)	80.4 (51)	88.0 (25)	76.9 (13)	85.7 (7)	56.9 (65)

The following tables give the sum of the percentages of the respondents who marked “Very Important”, “Important” or “Strongly Agree”. The table cells contain the percentages and the total number in the college that responded to the question in parentheses.

### Question 58 versus the variables in Q14 – Q34

	AH	AS	BUS	EHS	MCO	PTS	TEC
Q14	100.0 (25)	51.3 (78)	88.2 (51)	72.0 (25)	100.0 (13)	85.7 (7)	89.1 (64)
Q15	83.3 (24)	41.0 (78)	66.7 (51)	57.7 (26)	73.2 (13)	71.4 (7)	85.9 (64)
Q16	94.0 (25)	89.6 (77)	90.0 (50)	84.0 (25)	92.3 (13)	85.7 (7)	98.5 (65)
Q17	72.0 (25)	84.6 (78)	82.0 (50)	92.3 (26)	61.5 (13)	71.4 (7)	69.2 (65)
Q18	81.8 (22)	31.1 (74)	50.0 (42)	84.0 (25)	92.3 (13)	85.7 (7)	68.3 (60)
Q19	88.0 (25)	45.3 (75)	66.7 (48)	100.0 (26)	76.9 (13)	100.0 (7)	78.1 (62)
Q20	100.0 (25)	97.4 (78)	93.9 (49)	96.2 (26)	84.6 (13)	100.0 (7)	95.3 (64)
Q21	76.0 (25)	70.1 (77)	73.5 (49)	80.8 (26)	53.8 (13)	85.7 (7)	92.2 (64)
Q22	96.0 (25)	92.1 (76)	89.8 (49)	96.2 (26)	76.9 (13)	100.0 (7)	93.8 (64)
Q23	96.0 (25)	72.7 (77)	86.0 (50)	96.2 (26)	53.8 (13)	100.0 (7)	85.5 (62)
Q24	22.7 (22)	46.7 (75)	29.8 (47)	64.0 (25)	30.8 (13)	71.4 (7)	25.0 (64)
Q25	37.5 (24)	55.8 (77)	36.2 (47)	84.0 (25)	23.1 (13)	85.7 (7)	35.9 (64)
Q26	92.0 (25)	92.3 (78)	87.8 (49)	96.0 (25)	69.2 (13)	100.0 (7)	90.6 (64)
Q27	88.0(25)	75.0 (76)	79.6 (49)	92.3 (26)	61.5 (13)	85.7 (7)	83.1 (65)
Q28	76.0(25)	57.7 (78)	62.0 (50)	88.5 (26)	38.5 (12)	85.7 (7)	80.0 (65)
Q29	100.0 (25)	94.9 (77)	94.0 (47)	100.0 (25)	82.3 (13)	100.0 (7)	92.3 (64)
Q30	91.7 (24)	65.4 (78)	71.4 (49)	92.3 (26)	61.5 (13)	100.0 (7)	55.4 (65)
Q31	100.0 (25)	84.4 (77)	96.0 (50)	96.2 (26)	84.5 (13)	100.0 (7)	98.4 (63)
Q32	96.0 (25)	89.7 (78)	96.1 (51)	100.0 (26)	92.3 (13)	100.0 (7)	96.9 (65)
Q33	54.2 (24)	34.7 (75)	47.8 (46)	64.0 (25)	46.2 (13)	85.7 (7)	47.6 (63)
Q34	92.0 (25)	32.0 (75)	66.0 (50)	13.1 (26)	69.2 (13)	57.1 (7)	93.8 (64)

**I will construct similar tables for the other Independent variables if you found this informative. I will also produce graphs of this data.**

56. Has assessing student learning been helpful to you? If yes, how? If no, please explain.
57. In what way(s) can the University, your College, Department, colleagues, or others be of help to you in assessing your students' learning?

58. Please indicate the College in which you are a faculty member.

- a. Allied Health Sciences
- b. Arts and Sciences
- c. Business
- d. Education and Human Services
- e. Kendall College of Art and Design
- f. Michigan College of Optometry
- g. Pharmacy
- h. Professional and Technological Studies
- i. Technology
- j. University College
- k. FLITE

**Q58**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	AH	25	9.4	9.4	9.4
	AS	78	29.2	29.3	38.7
	BUS	51	19.1	19.2	57.9
	EHS	26	9.7	9.8	67.7
	MCO	13	4.9	4.9	72.6
	PTS	7	2.6	2.6	75.2
	TECH	65	24.3	24.4	99.6
	FLITE	1	.4	.4	100.0
	Total	266	99.6	100.0	
Missing		1	.4		
Total		267	100.0		

59. Does your program have accreditation guidelines that require assessment of student learning outcomes?

a. Yes

b. No

c. Unsure

**Q59**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	155	58.1	59.4	59.4
	NO	55	20.6	21.1	80.5
	UNSURE	51	19.1	19.5	100.0
	Total	261	97.8	100.0	
Missing		6	2.2		
Total		267	100.0		

60. In the space below, please indicate what are barriers, constraints, or obstacles to increasing your engagement in the assessment of student learning outcomes?

61. How long have you been a faculty member (total number of years, including time at Ferris State University and any other college or university)?

- a. Less than 1 year
- b. 1-4 years
- c. 5-9 years
- d. 10-14 years
- e. 15-19 years
- f. 20 or more years

**Q61**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LT 1	11	4.1	4.2	4.2
	1-4	43	16.1	16.2	20.4
	5-9	47	17.6	17.7	38.1
	10-14	39	14.6	14.7	52.8
	15-19	33	12.4	12.5	65.3
	GE 20	92	34.5	34.7	100.0
	Total	265	99.3	100.0	
Missing		2	.7		
Total		267	100.0		

62. How long have you been a faculty member at Ferris State University?

- a. Less than 1 year
- b. 1- 4 years
- c. 5-9 years
- d. 10-14 years
- e. 15-19 years
- f. 20 or more years

**Q62**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LT 1	19	7.1	7.2	7.2
	1-4	63	23.6	23.9	31.1
	5-9	61	22.8	23.1	54.2
	10-14	24	9.0	9.1	63.3
	15-19	31	11.6	11.7	75.0
	GE 20	66	24.7	25.0	100.0
	Total	264	98.9	100.0	
Missing		3	1.1		
Total		267	100.0		

63. What is your current rank?

- a. Professor
  - b. Associate Professor
  - c. Assistant Professor
  - d. Instructor
  - e. Other (please indicate)
- 

**Q63**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Professor	76	28.5	29.2	29.2
	Assoc Professor	71	26.6	27.3	56.5
	Assit Professor	73	27.3	28.1	84.6
	Instructor	21	7.9	8.1	92.7
	Other	19	7.1	7.3	100.0
	Total	260	97.4	100.0	
Missing		7	2.6		
Total		267	100.0		

64. Which of the following best describes your position?

- a. Tenured or tenure-track
- b. Non-tenure track position (full-time and/or full-time temporary)
- c. Part-time adjunct teaching primarily on the Big Rapids campus
- d. Part-time adjunct teaching primarily at locations other than Big Rapids
- e. Other (please indicate) \_\_\_\_\_

**Q64**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tenure/trk	221	82.8	84.7	84.7
	Full non-Tenure/trk	20	7.5	7.7	92.3
	Part BR	15	5.6	5.7	98.1
	Part not BR	3	1.1	1.1	99.2
	Other	2	.7	.8	100.0
	Total	261	97.8	100.0	
Missing		6	2.2		
Total		267	100.0		

This is a preliminary analysis submitted by Nate Tymes at Research Consulting Center in the COB