

# HLC Academy for Assessment of Student Learning Project

## ***Ferris State University, Fall 2008***

Ferris State University is one of several institutions participating in the Higher Learning Commission's (HLC) [Academy for Assessment of Student Learning](#). Our project, which began during the Spring 2008 semester, focuses on course-level assessment of student learning.

The survey that follows is designed to provide information that can help determine the specific initiatives, support, resources, and other conditions that can assist the University in general and faculty in particular to both engage in and use results from course-level assessment of student learning. The results from the survey will also serve as a benchmark for measuring some aspects of the impact of this project to enhance teaching and student learning through the assessment of student learning outcomes.

We would appreciate your taking a few moments to complete this survey; experience suggests that the survey can be completed in approximately 15 minutes. You do not need to identify yourself by name; your anonymity will be maintained. The survey results, which will be compiled by staff in Institutional Research and Testing and presented in aggregate form, will be shared with the University community and the HLC Academy for Assessment of Student Learning; a summary of the results will also be posted on the web.

Throughout the survey we use several terms related to assessment, some of which may have multiple uses and meanings. Thus, we offer here definitions of two terms as we intend them to be understood in the survey.

**Assessment or assessment method(s):** A process or means for collecting data to determine how well students are achieving intended learning outcomes and to inform changes in courses or programs to improve student learning.

**Learning outcomes:** Statements of how and what knowledge, skills, and behaviors students are expected to demonstrate at the module, course, or program level.

On behalf of everyone at Ferris State University who is involved in the HLC Academy for Assessment of Student Learning (see names below), I wish to thank you for your time and input on this survey; we shall appreciate your candid feedback.

*Robbie*

Roberta Teahen, Ph.D.

Associate Vice President for Academic Affairs

FSU Team Lead, HLC *Academy for Assessment of Student Learning* Project

Other *Academy* Team Members: Ann Gilley, Matt McNulty, Tom Oldfield, Piram Prakasam, Todd Stanislav, , Cheryl Thomas, Dean Van Loo, Robert von der Osten, and Michelle Weemaes

# HLC Academy for Assessment of Student Learning Project

## Faculty survey concerning the assessment of student learning at the course level

Ferris State University, Fall 2008

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	A	N	D	SD
2. I prepare and distribute a set of learning outcomes for each of the courses I teach.	SA	A	N	D	SD
3. Learning outcomes are specified on each course syllabus that I provide to students.	SA	A	N	D	SD
4. The learning outcomes for my course are measurable.	SA	A	N	D	SD
5. The learning outcomes for my courses are described relative to specific assessment method(s) (e.g., "Learning outcomes 1 and 2 will be measured on Exam 1." "Learning outcomes 1-4 will be measured on Writing Assignment 2.").	SA	A	N	D	SD
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	A	N	D	SD
7. If asked, I believe students would say that descriptions of the learning outcomes for my course are readily available.	SA	A	N	D	SD
8. Faculty development programs are readily available on assessment of student learning outcomes.	SA	A	N	D	SD
9. I have attended faculty development programs at Ferris State University on assessment of student learning outcomes.	SA	A	N	D	SD
10. I have attended faculty development programs outside of Ferris State University on assessment of student learning outcomes.	SA	A	N	D	SD
11. I believe that efforts to improve faculty's ability to assess student learning outcomes are important.	SA	A	N	D	SD
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	A	N	D	SD
13. If I have questions about assessment of student learning outcomes, I have resources such as books, websites, and research literature to consult.	SA	A	N	D	SD

The following questions are designed to help us understand what assessment methods are used to measure students' learning at Ferris State University. Using the scale provided below for each assessment method, please indicate the level of importance it has in helping you determine student learning.

We recognize that, in any given semester, you may teach different courses and use different assessment methods in each of the courses. That being said, answer the following questions having in mind what is the typical or most common course that you teach.

<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	I	SWI	NI
15. Exams with true/false and/or matching questions	VI	I	SWI	NI
16. Exams with one or more short-answer questions	VI	I	SWI	NI
17. Exams with one or more long essay questions	VI	I	SWI	NI
18. Clinic-based observations	VI	I	SWI	NI
19. Internship, field experience, practicum, or similar workplace-based experience	VI	I	SWI	NI
20. Attendance in class	VI	I	SWI	NI
21. Attendance at event outside of class	VI	I	SWI	NI
22. Individual student oral presentation	VI	I	SWI	NI
23. Group oral presentation by students	VI	I	SWI	NI
24. Artistic performance (e.g., dance, musical performance, dramatic reading)	VI	I	SWI	NI
25. Creative work (e.g., painting, pottery, poem, short story)	VI	I	SWI	NI
26. Written papers (other than a Creative Work as described above) of 5 or fewer pages	VI	I	SWI	NI
27. Written papers (other than a Creative Work as described above) of 6 or more pages	VI	I	SWI	NI
28. Portfolios	VI	I	SWI	NI
29. Classroom-based discussions	VI	I	SWI	NI
30. Online discussions	VI	I	SWI	NI
31. In-class work, other than discussions (e.g., problem sets, case studies)	VI	I	SWI	NI
32. Out-of class homework (e.g., problem sets, case studies)	VI	I	SWI	NI
33. Website or wiki construction	VI	I	SWI	NI
34. Laboratory-based simulations	VI	I	SWI	NI
<b>There are probably some things we missed, so please tell us about other methods you use to assess students' learning in your courses.</b>				
35.	VI	I	SWI	NI
36.	VI	I	SWI	NI
37.	VI	I	SWI	NI
38.	VI	I	SWI	NI
39.	VI	I	SWI	NI

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				
40. My Department Head (or Chair or Program Coordinator) should spend more time improving the college's efforts to assess student learning outcomes.	SA	A	N	D	SD
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	A	N	D	SD
42. My Dean should spend more time improving the college's efforts to assess student learning outcomes.	SA	A	N	D	SD
43. My Dean should allocate more resources toward improving the college's efforts to assess student learning outcomes.	SA	A	N	D	SD
44. The Office for Academic Affairs should spend more time improving the University's efforts to assess student learning outcomes.	SA	A	N	D	SD
45. The Office for Academic Affairs should allocate more resources toward improving the University's efforts to assess student learning outcomes.	SA	A	N	D	SD
46. More attention should be given to assessment of student learning in University-wide communications.	SA	A	N	D	SD
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	A	N	D	SD
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	A	N	D	SD
49. My ability to provide accurate and diverse methods of assessing student learning outcomes could be improved.	SA	A	N	D	SD
50. Assessment of student learning outcomes is an integral component of my efforts to improve my teaching and student learning.	SA	A	N	D	SD
51. If a mentor were available in my college to consult regarding assessment of student learning outcomes, I would contact him or her.	SA	A	N	D	SD
52. I routinely work with my colleagues to assess student learning in our program or individual courses.	SA	A	N	D	SD
53. I would like to work (or continue to work) with my colleagues to assess student learning in our program or individual courses.	SA	A	N	D	SD
54. I have a written assessment plan available for each of my courses.	SA	A	N	D	SD
55. I use the information that I receive from my assessments of student learning outcomes to improve my course or my teaching.	SA	A	N	D	SD

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

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

- |        |       |           |
|--------|-------|-----------|
| a. Yes | b. No | c. Unsure |
|--------|-------|-----------|

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 | d. 10-14 years      |
| b. 1-4 years        | e. 15-19 years      |
| c. 5-9 years        | f. 20 or more years |

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

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

63. What is your current rank?

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

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) \_\_\_\_\_

*Thank you for taking time to complete this survey. We appreciate having your feedback.*