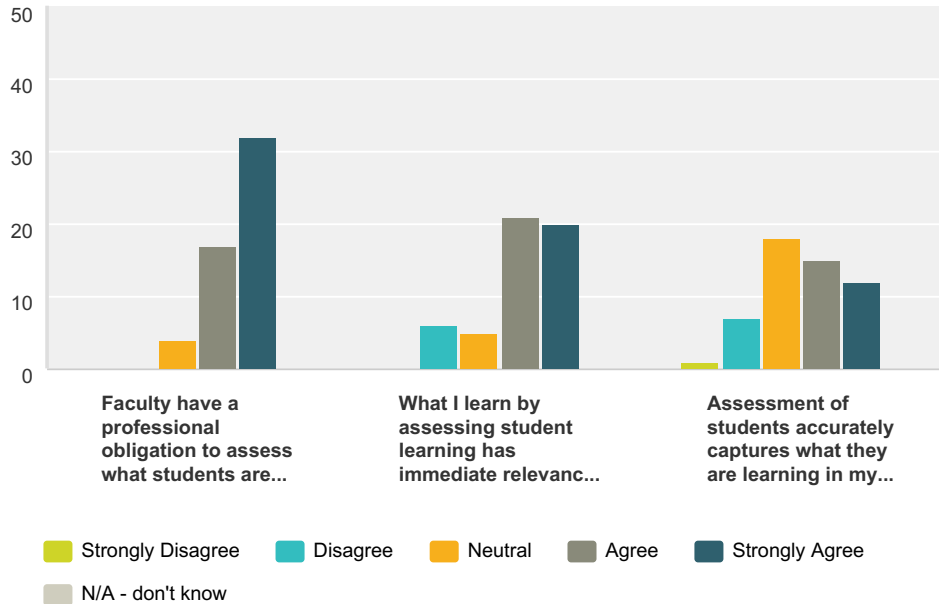


Assessment Perceptions - Academics

Q1 Please provide your perspective on evaluating individual student learning (quizzes, exams, reports, labs) of clearly stated goals. Please use the comment box for issues or concerns we didn't think of.

Answered: 53 Skipped: 2



	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	N/A - don't know	Total	Weighted Average
Faculty have a professional obligation to assess what students are learning.	0.00% 0	0.00% 0	7.55% 4	32.08% 17	60.38% 32	0.00% 0	53	4.53
What I learn by assessing student learning has immediate relevance to what takes place in the classroom.	0.00% 0	11.54% 6	9.62% 5	40.38% 21	38.46% 20	0.00% 0	52	4.06
Assessment of students accurately captures what they are learning in my classroom	1.89% 1	13.21% 7	33.96% 18	28.30% 15	22.64% 12	0.00% 0	53	3.57

Basic Statistics					
	Minimum	Maximum	Median	Mean	Standard Deviation
Faculty have a professional obligation to assess what students are learning.	3.00	5.00	5.00	4.53	0.63
What I learn by assessing student learning has immediate relevance to what takes place in the classroom.	2.00	5.00	4.00	4.06	0.97
Assessment of students accurately captures what they are learning in my classroom	1.00	5.00	4.00	3.57	1.04

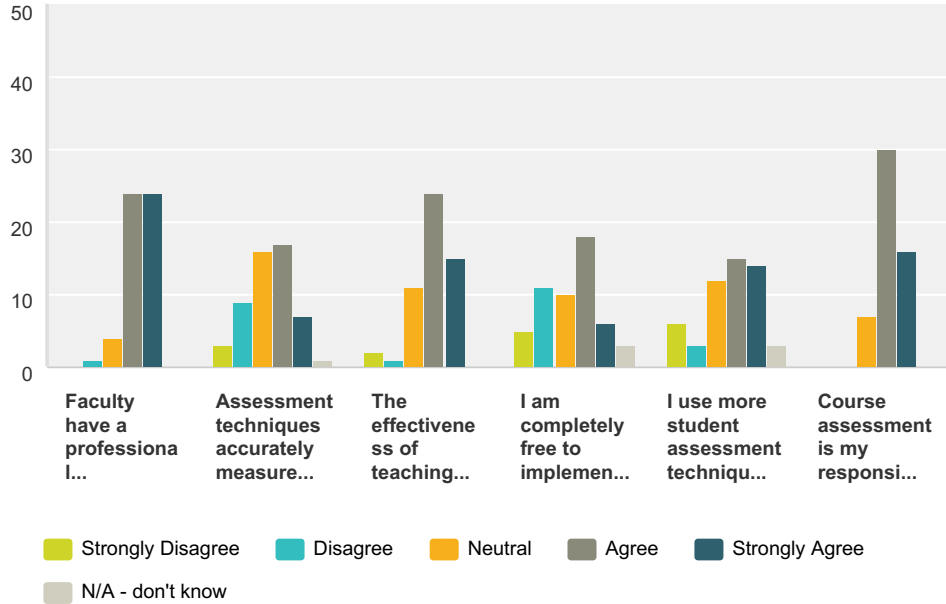
#	Comments:	Date
1	Assessment is an integral part of good teaching.	4/24/2015 10:19 AM

Assessment Perceptions - Academics

2	Assessment with the potential to be used in personnel decisions will never give accurate data. Outcome-based assessment literature has many studies where, in order to have students "meet expectations", the instructor either makes the summative assessment questions too easy or coaches the students on those particular questions. The data you receive is often not valid. A tangential effect of such outcomes-based assessment practices is to increase the rate of grade inflation. The evidence that this happens stares back at us each day in the classroom. Our current students are the product of No-Child Left Behind where the outcomes are used in personnel, budget, and enrollment decisions. Are these student better prepared under NCLB than they were prior to 14 years ago?	4/23/2015 9:46 AM
3	While I would like to presume what I am assessing is an accurate reflection of what students are learning in my classroom, this has not been verified.	4/21/2015 11:41 AM
4	Students are exposed to a great deal of information....they may retain it long enough to respond to a quiz or a test but they probably don't bother to actually LEARN the information unless they need to use that information in their immediate future Sometimes the best we can do is help students to become aware that the information and professional terms/ vocabulary that is presented in class is consistent with what they will find in the work place...and if they can't specifically remember what they "learned", perhaps they can remember the affiliated sources	4/20/2015 12:57 PM
5	I don't know how to do it, but I think more responsibility for learning should fall on the student.	4/20/2015 10:26 AM
6	Depends what you mean by assessment. A professional will monitor the progress and performance of students and adjust accordingly. An elaborate system of data metrics can go beyond that to be a chore in itself without real-time relevance.	4/20/2015 10:20 AM
7	Students learn more, than just what is on assessments (quizzes, test, etc) Students should also bear some responsibility for monitoring their progress related to the assessments and not just rely on teachers to keep track of their performance and grades.	4/16/2015 7:09 PM
8	I get more out of learning from employers of my students and alumni to better capture what they are and not learning in my classroom. Specific feedback from students with regards to how well they learned the course objectives has been useful.	4/16/2015 5:34 PM
9	I utilize assessment to make short term and long term adjustments in my classroom. It is an ongoing and fluid process	4/16/2015 4:06 PM
10	If the method of assessment is authentic to the discipline and appropriate within the context of the assignments and outcomes of the course, then, yes, assessment is an effective tool for improving teaching and facilitating learning	4/16/2015 2:41 PM
11	Studies of teacher assessment at the University level show that if the student is getting a high grade, they are more likely to give a positive assessment. The degree of difficulty of the course material also means that the instructor of the class, will get a lower scores on assessments, no mater how skilled or capable. Assessments are also skewed to the positive if the instructor engages in "likable" behavior.	4/16/2015 2:29 PM
12	There are multiple variables that influence student performance on quizzes, exams, labs, etc. I don't think that they are the end-point of student learning assessment.	4/16/2015 1:48 PM

Q2 Please provide your perspective on assessing group-level student learning (course notes, assessment summary). Please use the comment box for issues or concerns we didn't think of.

Answered: 53 Skipped: 2



	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	N/A - don't know	Total	Weighted Average
Faculty have a professional obligation to assess whether students are learning.	0.00% 0	1.89% 1	7.55% 4	45.28% 24	45.28% 24	0.00% 0	53	4.34
Assessment techniques accurately measure student achievement of the learning outcomes	5.66% 3	16.98% 9	30.19% 16	32.08% 17	13.21% 7	1.89% 1	53	3.31
The effectiveness of teaching is enhanced when faculty assess students	3.77% 2	1.89% 1	20.75% 11	45.28% 24	28.30% 15	0.00% 0	53	3.92
I am completely free to implement my own approach to assessment.	9.43% 5	20.75% 11	18.87% 10	33.96% 18	11.32% 6	5.66% 3	53	3.18
I use more student assessment techniques than I did five years ago.	11.32% 6	5.66% 3	22.64% 12	28.30% 15	26.42% 14	5.66% 3	53	3.56
Course assessment is my responsibility	0.00% 0	0.00% 0	13.21% 7	56.60% 30	30.19% 16	0.00% 0	53	4.17

Basic Statistics					
	Minimum	Maximum	Median	Mean	Standard Deviation
Faculty have a professional obligation to assess whether students are learning.	2.00	5.00	4.00	4.34	0.70
Assessment techniques accurately measure student achievement of the learning outcomes	1.00	5.00	3.00	3.31	1.08

Assessment Perceptions - Academics

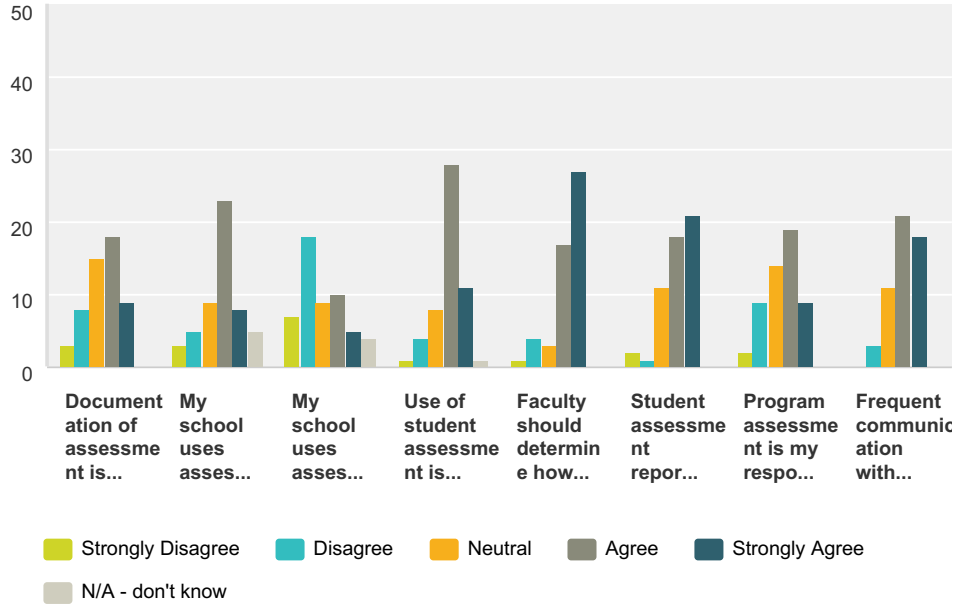
The effectiveness of teaching is enhanced when faculty assess students	1.00	5.00	4.00	3.92	0.95
I am completely free to implement my own approach to assessment.	1.00	5.00	3.00	3.18	1.19
I use more student assessment techniques than I did five years ago.	1.00	5.00	4.00	3.56	1.28
Course assessment is my responsibility	3.00	5.00	4.00	4.17	0.64

#	Comments:	Date
1	Of course faculty assess...we have for centuries. This new approach to formally reported assessment using outcomes-only is the ersatz idea of Margaret Spellings. It hasn't helped secondary education and it is not helping post-secondary education. The idea that there are consequences to poor performance incentivizes cooking the numbers. Cooked numbers don't help to improve our students' learning.	4/23/2015 9:46 AM
2	The effectiveness of teaching is enhanced when the student accepts responsibility for learning	4/20/2015 12:57 PM
3	There are a range of ways to conduct assessment --summative and formative---quantitative and qualitative-. Unfortunately, the emphasis on the "TRACDAT" model of assessment limits the quality and utility of assessment information. Example--outcomes can be assessed quantitatively; however --if one wants to understand how students learn, or why outcomes are or are not being met, qualitative assessment is much more helpful. As an instructor, answers to these questions are much more helpful that a percentage score for meeting an objective	4/20/2015 10:40 AM
4	Assessment is an ongoing process of evaluating and measuring results of student learning. Why does the institution – have one day for assessment scheduled at the end of the semester. Does that not give the wrong message of why are we doing this and questions the sincerity of the institution to support such efforts? I believe that administration – could careless about the assessment process and its only a need for HLC. Their actions and behavior in how the institution uses assessment and approaches the process shows that they are not interested in assessment.	4/20/2015 10:22 AM
5	Assessment is a professional responsibility, The assumption here seems to be that assessment consists of various reporting techniques that give data for course outcomes. This reporting is driven by institutional requirements. The instructor's ability to read the students in class and gauge their performance on course ideas and content may be reflected in that data, but is ultimately separate from that data, which is primarily a reporting artifact.	4/20/2015 10:20 AM
6	The question is oddly worded.	4/20/2015 9:11 AM
7	Course assessment belongs with those faculty that actively teach the course.	4/16/2015 7:09 PM
8	It is sometimes challenging to use as much or make definitive statements when there are small class sizes and high variability in students, but the process is still useful.	4/16/2015 6:00 PM
9	Assessment in itself that typically happens inherently when conscientious faculty members teach (especially in settings such as those at LSSU). In a small university like LSSU, it is the responsibility of the dean or such administrators to address any issues related to faculty members who are not performing (instead of dragging everyone through a laborious process to address a few).	4/16/2015 5:34 PM
10	Being from an accredited program limits flexibility and freedom to some extent	4/16/2015 4:06 PM
11	The techniques I am being asked to use (eg Trac Dat) for Course Assessment do NOT accurately measure student achievement and do not provide useful info in improving teaching. Our dept had a good and useful system in place four years ago that was giving us very useful assessment data, but it went by the wayside when the provost pulled his support. No more release time for running assessment, he said. It should happen by committee the way they do it in Engineering. We protested. We are not engineering and we don't assess the way they do. No use. There went what had been a very useful program assessment strategy, now replaced with a generally useless classroom-based assessment program where everyone is using different tools so none of the data can be collated and compared. Dumb and dumber.	4/16/2015 3:56 PM
12	See above comments.	4/16/2015 2:29 PM

Assessment Perceptions - Academics

Q3 Please provide your perspective on school review and documenting use of assessment (school minutes, program review). Please use the comment box for issues or concerns we didn't think of.

Answered: 53 Skipped: 2



	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	N/A - don't know	Total	Weighted Average
Documentation of assessment is important to student learning.	5.66% 3	15.09% 8	28.30% 15	33.96% 18	16.98% 9	0.00% 0	53	3.42
My school uses assessment data to improve student learning.	5.66% 3	9.43% 5	16.98% 9	43.40% 23	15.09% 8	9.43% 5	53	3.58
My school uses assessment but does not formally document it.	13.21% 7	33.96% 18	16.98% 9	18.87% 10	9.43% 5	7.55% 4	53	2.76
Use of student assessment is valuable to improve the quality of education at the program level.	1.89% 1	7.55% 4	15.09% 8	52.83% 28	20.75% 11	1.89% 1	53	3.85
Faculty should determine how student learning is assessed in courses and programs.	1.92% 1	7.69% 4	5.77% 3	32.69% 17	51.92% 27	0.00% 0	52	4.25
Student assessment reporting limits the amount of time I have to devote to other academic activities.	3.77% 2	1.89% 1	20.75% 11	33.96% 18	39.62% 21	0.00% 0	53	4.04
Program assessment is my responsibility.	3.77% 2	16.98% 9	26.42% 14	35.85% 19	16.98% 9	0.00% 0	53	3.45
Frequent communication with colleagues improves my student assessment practices.	0.00% 0	5.66% 3	20.75% 11	39.62% 21	33.96% 18	0.00% 0	53	4.02

Basic Statistics					
	Minimum	Maximum	Median	Mean	Standard Deviation

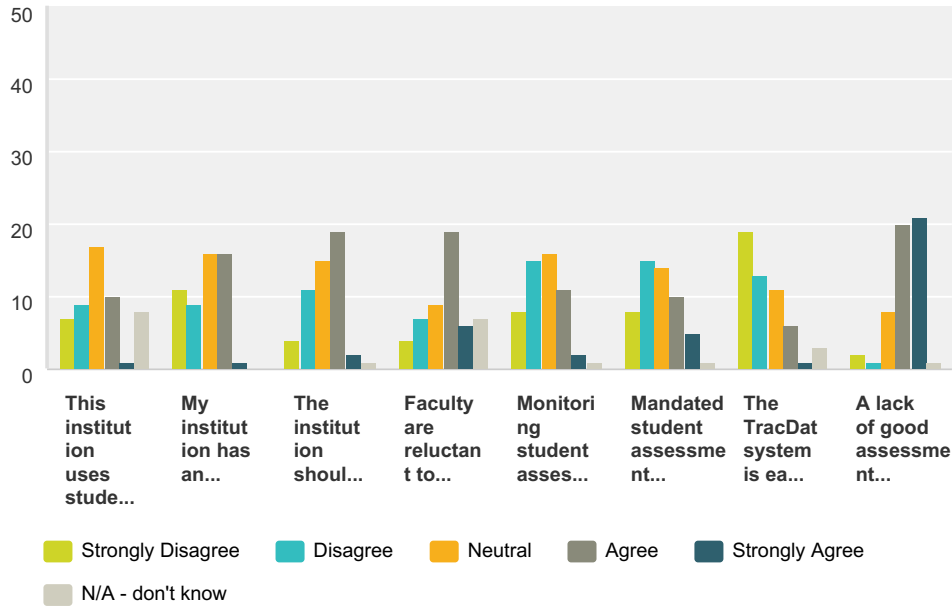
Assessment Perceptions - Academics

Documentation of assessment is important to student learning.	1.00	5.00	4.00	3.42	1.11
My school uses assessment data to improve student learning.	1.00	5.00	4.00	3.58	1.08
My school uses assessment but does not formally document it.	1.00	5.00	2.00	2.76	1.22
Use of student assessment is valuable to improve the quality of education at the program level.	1.00	5.00	4.00	3.85	0.91
Faculty should determine how student learning is assessed in courses and programs.	1.00	5.00	5.00	4.25	1.00
Student assessment reporting limits the amount of time I have to devote to other academic activities.	1.00	5.00	4.00	4.04	1.01
Program assessment is my responsibility.	1.00	5.00	4.00	3.45	1.07
Frequent communication with colleagues improves my student assessment practices.	2.00	5.00	4.00	4.02	0.88

#	Comments:	Date
1	Frequent communication WOULD improve my assessment practices but I don't feel that we spend nearly enough time having these conversations in my school. I would like to see regular meeting time devoted to assessment and learning conversations.	4/24/2015 10:19 AM
2	"Responsibility" is often followed by "punishment". No punitive system can work. The carrot is a much better tool in this case, but the stick is what AP Myton continues to embrace. "The Hammer"? Really? When such terms come from an administrator's mouth, it is no wonder that the level of discourse on campus is in its current state.	4/23/2015 9:46 AM
3	Frequent communication with my colleagues improves my ability to provide information to my students	4/20/2015 12:57 PM
4	Program assessment (review) does not appear to be directed towards program improvement but instead to meet institutional or accreditation requirements. I am immensely supportive of program review/assessment if it is tied to MEANINGFUL outcomes that will improve the quality of students' education. Additionally, currently, there is inadequate institutional support (secretarial services, economic support for external reviewers) to conduct quality program reviews that will benefit students	4/20/2015 10:40 AM
5	We only individually document it, but we do discuss it informally with other faculty. Frequent communication with colleagues that teach the course, or in the program, is useful, but not with faculty outside of the program area. Perhaps through the faculty center that could be useful, but not through any monitoring or review of the actual assessment. The data is not valuable, because it's available outside of the faculty and program and therefore is not a 'good' assessment. If you want real assessment, it needs to be kept at the program level, private. The contract and process is not trust worthy.	4/16/2015 7:09 PM
6	If a program goes through an assessment process as directed by the program's national accrediting agency, that should more than adequately meet or exceed overall HLC accreditation and assessment needs.	4/16/2015 5:34 PM

Q4 Please provide your perspective on institutional reporting on assessment (including Tracdat). Please use the comment box for issues or concerns we didn't think of.

Answered: 53 Skipped: 2



	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	N/A - don't know	Total	Weighted Average
This institution uses student assessment in shaping academic planning and policy-making.	13.46% 7	17.31% 9	32.69% 17	19.23% 10	1.92% 1	15.38% 8	52	2.75
My institution has an atmosphere conducive to faculty cooperation and interaction.	20.75% 11	16.98% 9	30.19% 16	30.19% 16	1.89% 1	0.00% 0	53	2.75
The institution should determine how assessment findings are reported.	7.69% 4	21.15% 11	28.85% 15	36.54% 19	3.85% 2	1.92% 1	52	3.08
Faculty are reluctant to engage in student assessment for fear that assessment results will be used in evaluations.	7.69% 4	13.46% 7	17.31% 9	36.54% 19	11.54% 6	13.46% 7	52	3.36
Monitoring student assessment is a distraction and competes with essential academic work.	15.09% 8	28.30% 15	30.19% 16	20.75% 11	3.77% 2	1.89% 1	53	2.69
Mandated student assessment reporting limits the academic freedom of faculty.	15.09% 8	28.30% 15	26.42% 14	18.87% 10	9.43% 5	1.89% 1	53	2.79
The TracDat system is easy to use.	35.85% 19	24.53% 13	20.75% 11	11.32% 6	1.89% 1	5.66% 3	53	2.14
A lack of good assessment practices could jeopardize my university's accreditation.	3.77% 2	1.89% 1	15.09% 8	37.74% 20	39.62% 21	1.89% 1	53	4.10

Basic Statistics

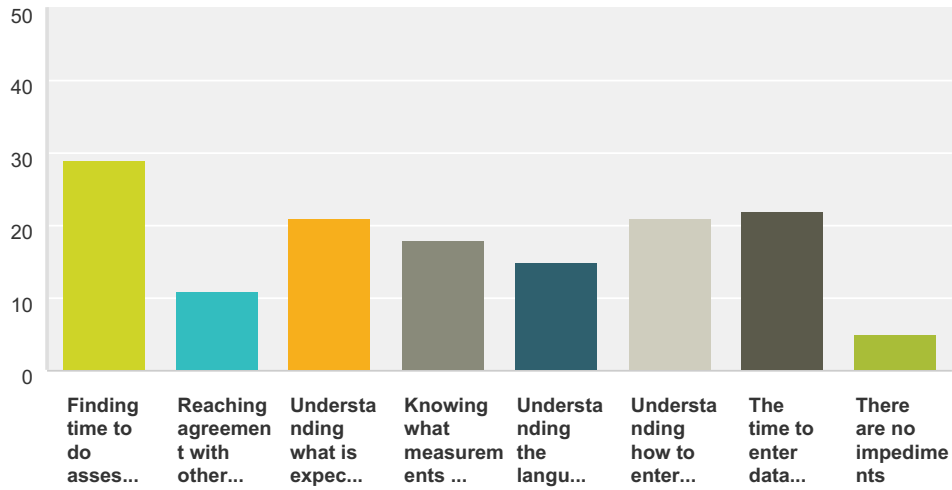
Assessment Perceptions - Academics

	Minimum	Maximum	Median	Mean	Standard Deviation
This institution uses student assessment in shaping academic planning and policy-making.	1.00	5.00	3.00	2.75	1.05
My institution has an atmosphere conducive to faculty cooperation and interaction.	1.00	5.00	3.00	2.75	1.15
The institution should determine how assessment findings are reported.	1.00	5.00	3.00	3.08	1.03
Faculty are reluctant to engage in student assessment for fear that assessment results will be used in evaluations.	1.00	5.00	4.00	3.36	1.16
Monitoring student assessment is a distraction and competes with essential academic work.	1.00	5.00	3.00	2.69	1.08
Mandated student assessment reporting limits the academic freedom of faculty.	1.00	5.00	3.00	2.79	1.20
The TracDat system is easy to use.	1.00	5.00	2.00	2.14	1.11
A lack of good assessment practices could jeopardize my university's accreditation.	1.00	5.00	4.00	4.10	0.99

#	Comments:	Date
1	Faculty have been collecting data doing assessment since Plato starting having TED talks. We just haven't been required to create an external data base. I know this will satisfy HCL (it's like "teaching to the test") but I don't really believe that this external data base will result in outcomes that enhance the learning and teaching environment for the students or the faculty	4/20/2015 12:57 PM
2	There is an established quantitative evidence basis for many teaching/institutional practices (including those that benefit retention) in higher education. These established empirical findings in the professional literature appear to have little impact on university policies and practices.	4/20/2015 10:40 AM
3	HLC requires reporting. We are such a small place where instructors interact with students that informal assessment takes places continuously. Unfortunately, the extra reporting requirement is simply the current price of accreditation.	4/20/2015 10:20 AM
4	TracDat is slow and time consuming. The inability to have objectives by year is not good. Having 'active' and 'inactive' learning outcomes is not good, especially when you refine them. That whole process in the software is poor.	4/16/2015 7:09 PM
5	Tracdat is yet another data crunching system that is meaningless for truly improving my program and my students' learning. What's the point if Tracdat data is the main focus when any of us faculty members can teach in such a way that we can provide whatever numbers are needed to make my courses "smell like roses". Tracdat is yet another academic gizmo (a gimmick).	4/16/2015 5:34 PM
6	TracDat is not intuitive and has to be relearned every time one uses it. Some simple navigation fixes could vastly improve the software.	4/16/2015 5:07 PM
7	The LSSU President and administration are NOT managing assessment properly. They confuse assessment to improve student learning with assessment which is used as a "hammer" against individual faculty. LSSU Deans then want the result of their evaluations to ensure that they are able to discipline or fire an instructor. They have little concern for improving instruction which will serve students and faculty.	4/16/2015 2:29 PM

Q5 The biggest impediment(s) to my doing assessment is (check as many as apply):

Answered: 53 Skipped: 2



Answer Choices	Responses
Finding time to do assessment (1)	54.72% 29
Reaching agreement with others on assessment issues (2)	20.75% 11
Understanding what is expected of me (3)	39.62% 21
Knowing what measurements to use (4)	33.96% 18
Understanding the language of assessment (5)	28.30% 15
Understanding how to enter information into TracDat (6)	39.62% 21
The time to enter data into Tracdat (7)	41.51% 22
There are no impediments (8)	9.43% 5
Total Respondents: 53	

Basic Statistics				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	8.00	4.00	4.09	2.22

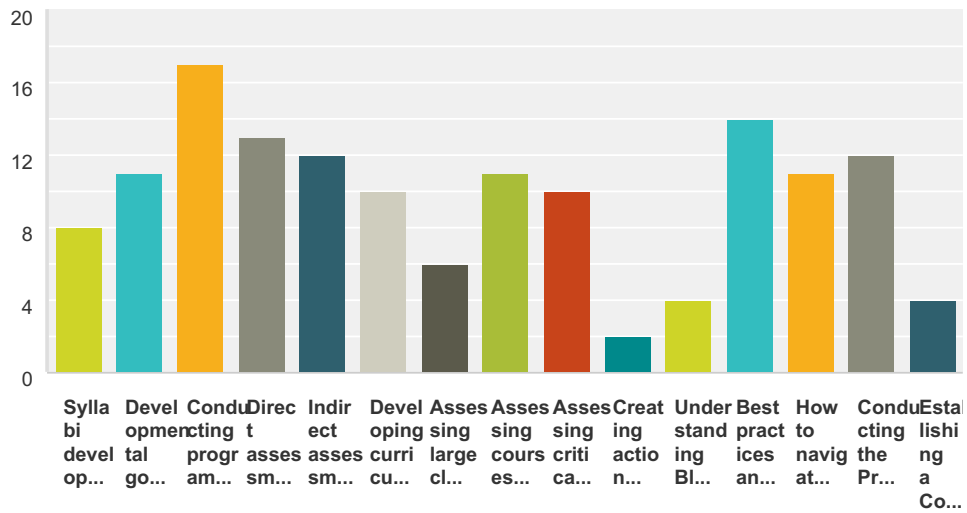
#	Other (please specify)	Date
1	I don't always complete TracDat tasks in a timely manner because it doesn't feel important. While I feel that assessment is a necessity and I do assess and personally reflect on the results, entering the data in TracDat doesn't serve any immediate purpose. If my school closed the loop by then taking TracDat data and having rich conversations about it, I would be better about entering. Right now I enter the data because LSSU needs it for HLC. Conversations that result in professional growth would be a much greater incentive for me.	4/24/2015 10:19 AM

Assessment Perceptions - Academics

2	Finding time to gather all of my records and re-learn TracDat prompts....it is not a problem finding the time to do the assessment....the assessment has already been done...it's entering the data in TracDat that is frustrating, disheartening and depressing I do not like TracDat. If I don't enter data consistently....and this happens because there isn't always data to enter, I need to spend time re-learning the system. Once I bite the bullet and accept that I will never recover the time devoted to this task, once I come to accept the inevitable....death, taxes, TracDat....it just becomes plug and chug and I can make it work.	4/20/2015 12:57 PM
3	I understand that continued institutional accreditation requires it, but it is irritating to be told I must be continually bending over backwards and jumping through all kinds of time-consuming hoops to prove the worth of my instruction to people who have no stake in its outcome and no expertise in my discipline.	4/20/2015 11:28 AM
4	Because assessments are 'public', that has implications. There are many factors outside the control of faculty that impact assessment. So, I have to put together a public assessment and a 'real' assessment. That's the problem with building institutional assessment and why we have grade inflation in colleges today.	4/16/2015 7:09 PM
5	In particular, the time to evaluate student-generated materials *and then figure out what to do about them on a relevant time-scale (usually the next class meeting!)* is extremely difficult to find.	4/16/2015 3:49 PM
6	Tracdat is overly complicated and difficult to use. Indeed its only purpose is to satisfy what LSSU administrator feel is being "graded" by the HLC.	4/16/2015 2:29 PM

Q6 I would like more information on (check as many as apply):

Answered: 34 Skipped: 21



Answer Choices	Responses	
Syllabi development and the bigger picture (1)	23.53%	8
Developmental goals and course learning outcomes (2)	32.35%	11
Conducting program level assessment (3)	50.00%	17
Direct assessment methods (4)	38.24%	13
Indirect assessment methods (5)	35.29%	12
Developing curriculum mapping (6)	29.41%	10
Assessing large classes (7)	17.65%	6
Assessing courses with multiple sections (8)	32.35%	11
Assessing critical thinking (9)	29.41%	10
Creating action plans (10)	5.88%	2
Understanding Bloom's Taxonomy and its relationship to assessment (11)	11.76%	4
Best practices and examples from my discipline (12)	41.18%	14
How to navigate the TracDat system (13)	32.35%	11
Conducting the Program Review (14)	35.29%	12
Establishing a Course Rotation Plan (15)	11.76%	4
Total Respondents: 34		

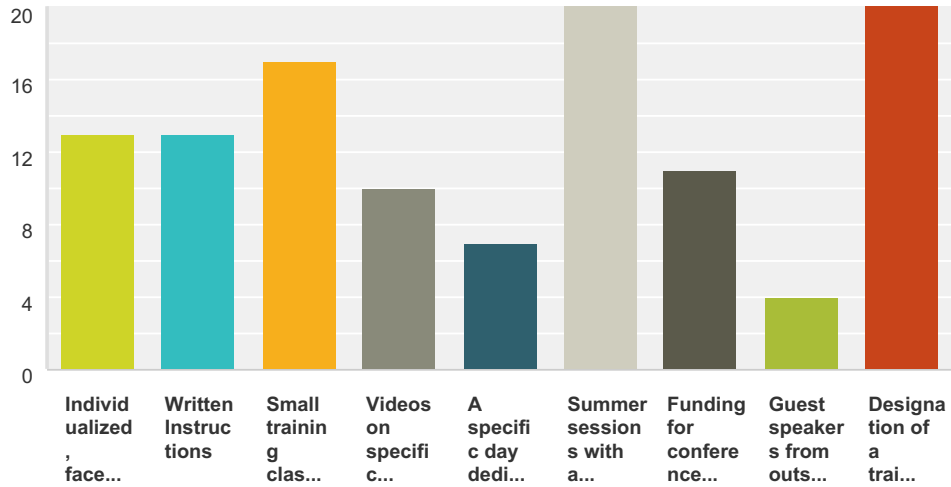
Basic Statistics				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	15.00	7.00	7.42	4.32

Assessment Perceptions - Academics

#	Other (please specify)	Date
1	Bloom's taxonomy has no basis in actual learning and is consistently misused. particularly in the belief that "higher is better".	4/23/2015 9:46 AM
2	I would like an In-service during the semester when classes are canceled (NO,,,,,,DO NOT RE-ALLOCATE A DAY CURRENTLY USED AS PART OF SPRING BREAK, OR ANY OTHER BREAK) and all faculty, administration and office support staff are on site and we all devote that day to trying to enter our data into TracDat.	4/20/2015 12:57 PM
3	Other universities and small colleges have assessment. Why are they not having problems like we do here at LSSU? We need to have the newly established faculty resource office provide actual help to faculty with assessment and not just put out "feel good" reading and presentation which are too heavy on theory. Why doesn't this office set up a staff member who can help faculty with the mechanics of Tracdat reporting and use. They could do the inputs to Tracdat base on faculty submission.	4/16/2015 2:29 PM
4	I feel pretty confident in those topics but then I have been working in that area and studying those topics for several decades.	4/16/2015 2:16 PM

Q7 I would prefer the following method for learning more on the assessment and documentation of student learning (check as many as apply):

Answered: 41 Skipped: 14



Answer Choices	Responses
Individualized, face-to-face assistance (1)	31.71% 13
Written Instructions (2)	31.71% 13
Small training classes on campus during the school year (3)	41.46% 17
Videos on specific subjects (4)	24.39% 10
A specific day dedicated to assessment activity in my department (5)	17.07% 7
Summer sessions with a stipend (6)	48.78% 20
Funding for conference attendance (7)	26.83% 11
Guest speakers from outside of the university (8)	9.76% 4
Designation of a trained Departmental Assessment Liaison to whom I could go to for assistance (9)	48.78% 20
Total Respondents: 41	

Basic Statistics				
Minimum 1.00	Maximum 9.00	Median 5.00	Mean 4.99	Standard Deviation 2.68

#	Other (please specify)	Date
1	The trained Dept Assessment Liaison should be given a stipend.	4/16/2015 5:34 PM
2	For the last point above: A Department Assessment Liaison who is given a course release for holding that position!!!!	4/16/2015 3:56 PM
3	Designation of a trained, appropriately compensated Departmental Assessment Liaison.	4/16/2015 3:49 PM

Assessment Perceptions - Academics

4	We do not need any of this stuff listed in #7. Don't forget faculty are here to teach!!!! See my remarks in the box for section 6.	4/16/2015 2:29 PM
5	I have no strong opinions in how to advance assessment at LSSU	4/16/2015 2:16 PM

Assessment Perceptions - Academics

Q8 Are there other assessment related issues or topics you would like to comment on?

Answered: 11 Skipped: 44

#	Responses	Date
1	I don't want to see assessment trivialized at LSSU. Instead of focusing on the process of entering data in TracDat, try focusing on WHY we should assess and how that data can make us better educators. Schools need to really focus on the conversations about what happened when faculty assessed and what changes they made rather than focusing solely on what percentage of course had data entered. I think that approach leads to garbage in, garbage out and an overall misunderstanding of what assessment is for. Faculty walk away with the opinion that assessment is something that is being done to us and not something that we can do as a self-improvement cycle.	4/24/2015 10:19 AM
2	While there has been a focus on assessment as of late, the implementation of these efforts has been severely botched. As a result, little progress has been evident from my perspective with respect to generating meaningful documentation of assessment activities. The reality is that building a meaningful assessment culture will take time (probably a decade or two) which we do not have due to accreditation timelines. Thus, what will be most practically useful is a clear statement of what the accrediting body is looking for. If this cannot be generated or obtained, we are frankly wasting our time with the haphazard methods we are currently using to attempt to generate documentation to show things we are guessing at, and I personally only have so much time I'm willing to spend chasing metaphoric butterflies when I could be spending that time more directly benefiting my students. I do not believe I am alone in this opinion.	4/21/2015 11:41 AM
3	Someone needs to have more clear control of checking to make sure that course and program assessment happens in a reliable and meaningful way. Right now Deans are supposed to do this and they do not have the time. Giving this responsibility to chairs would be a good start as long as chairs had more time to accomplish it.	4/20/2015 2:24 PM
4	This is hardly a short survey. We are increasingly expected to teach more with less. To have formal assessment imposed upon us just adds to this burden and decreases our ability to teach effectively. Every faculty I know is constantly assessing his/her ability to teach and his/her students knowledge and abilities. I edit my courses every semester to ensure that I am as effective as I can be. Much of what a student learns isn't captured in formal assessment.	4/20/2015 9:11 AM
5	I just want to say thank you for asking me my perceptions and views on assessment. It is good to feel as though administration cares about helping me achieve my assessment goals and not just blaming me for not always reaching them.	4/17/2015 9:32 AM
6	Assessment belongs at the program and course level and should not be available outside the program.	4/16/2015 7:09 PM
7	Assessment happens at LSSU! It is recognized that we need to do something to address HLC requirements. But, we don't need to go overboard. LSSU is over reacting and making assessment a huge deal than it needs to be. This typically happens when you create an upper level Admin position (Assoc. Provost) to oversee an issue like this. Making everyone run around and document the heck out of everything makes this job justifiable. Why don't we also create an Assoc. Provost for Retention. Retention is important too. So, with the leadership of this new Assoc Provost for Retention we can fill more forms, complete more reviews, enter more data, and so on!! Assessment certainly needs to happen at the program level (particularly because that is the "flavor" of the day for HLC and accrediting agencies). Work is done at the program level (not at the VP level). It would help to have a driven and capable designated person to address assessment at the program or school level (with some compensation). Whenever it is time to host HLC etc. then provide a stipend for a faculty or AP Staff member to collate the assessment data and compile it for HLC review. From a cost point-of-view, we will still come out ahead - but have more work done at where it needs to happen with accountability at the school or program level (with the designated person). Sorry I have been driven to be so candid and to have a strong opinion (but valid I hope, especially since several of my peers feel that way).	4/16/2015 5:34 PM

Assessment Perceptions - Academics

8	<p>A sharp distinction needs to be made between the concept of assessment (teachers making adjustments to improve student learning) and any particular regime that attempts to mandate, proscribe, or otherwise govern this. I could not answer the survey questions since my responses would be dramatically different depending on whether the concept of assessment is intended or the current LSSU assessment practice is intended. Regarding the concept of assessment, I would say good teachers have been doing this for thousands of years and will continue to do so. Regarding the current LSSU assessment practice, I would say it is onerous and does little to encourage course or program improvement while, on the contrary, stifling it with scads of busy work. I realize that the current practice was put into place as a response to HLC assumed practices. First of all the LSSU response seems to have gone overboard and generated lots of work for the faculty with no significant remuneration. Secondly, HLC is misguided. While there is not much that can be done regarding the latter, the former could be addressed by assessing less and hiring specialists to do the remaining assessment (collection of data and entering it into some centralized database), while only bringing in the faculty to evaluate and make decisions.</p>	4/16/2015 4:04 PM
9	<p>Give faculty release time and training. Get rid of Trac Dat-- the focus on individual classes is a waste of time and energy. We should be doing program assessment.</p>	4/16/2015 3:56 PM
10	<p>We are wasting out time and the taxpayers money on needless paperwork and complicated bureaucracy. How about making an equal effort on recruiting students and supporting the students we have. If we do not have students, LSSU will be absorbed into another institution or disappear. Seems to me the administration is working to rearrange the deck chairs as the Titanic sinks below water.</p>	4/16/2015 2:29 PM
11	<p>No</p>	4/16/2015 1:50 PM