2020 Assessment Perceptions Survey – Academic

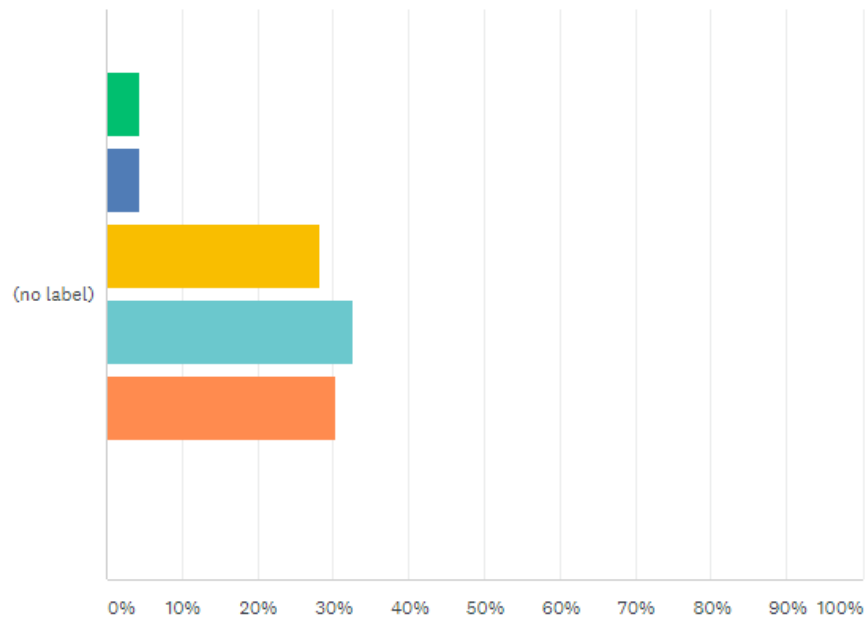**Q1**

Customize | Save as ▼

In recent years, my commitment to learning assessment has:

Answered: 46   Skipped: 0

Legend:
- ■ Greatly Decreased
- ■ Somewhat Decreased
- ■ Been Unchanged
- ■ Somewhat Increased
- ■ Greatly Increased
- ■ N/A

	GREATLY DECREASED	SOMEWHAT DECREASED	BEEN UNCHANGED	SOMEWHAT INCREASED	GREATLY INCREASED	N/A	TOTAL	WEIGHTED AVERAGE
▼ (no label)	4.35% 2	4.35% 2	28.26% 13	32.61% 15	30.43% 14	0.00% 0	46	2.80

Q2

In recent years, the individual learning assessment methods I use (and report in Nuventive) to evaluate student learning in my courses have been:

Answered: 46   Skipped: 0
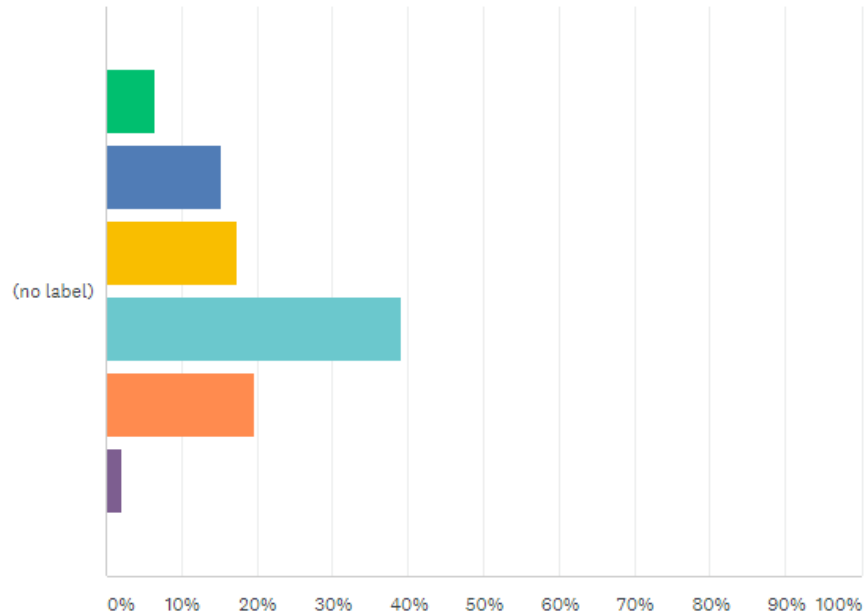
■ Much Less Effective ■ Somewhat Less Effective ■ Unchanged
■ Somewhat More Effective ■ Much More Effective ■ N/A

	MUCH LESS EFFECTIVE	SOMEWHAT LESS EFFECTIVE	UNCHANGED	SOMEWHAT MORE EFFECTIVE	MUCH MORE EFFECTIVE	N/A	TOTAL	WEIGHTED AVERAGE
▼ (no label)	6.52% 3	15.22% 7	17.39% 8	39.13% 18	19.57% 9	2.17% 1	46	2.51

Q3

In recent years, the volume of assessments in my courses has:
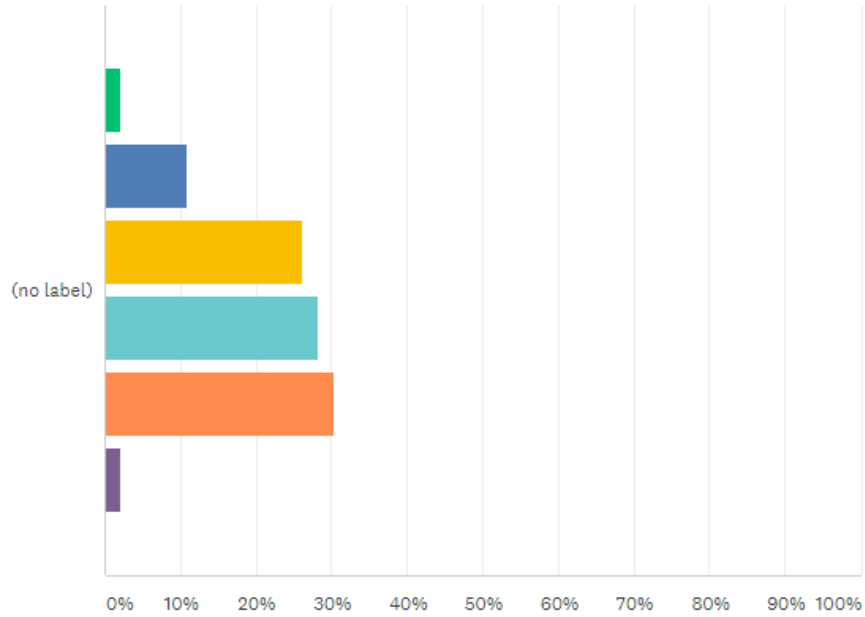
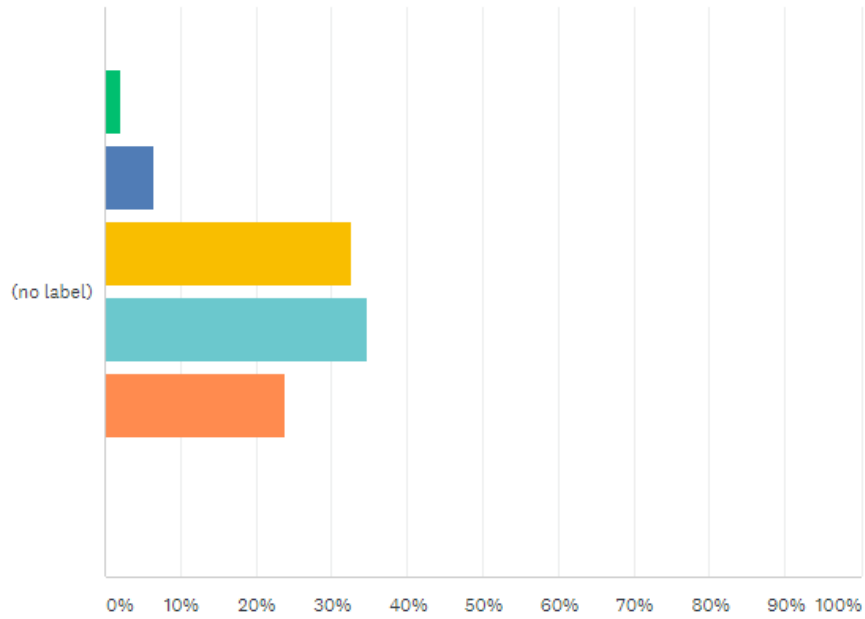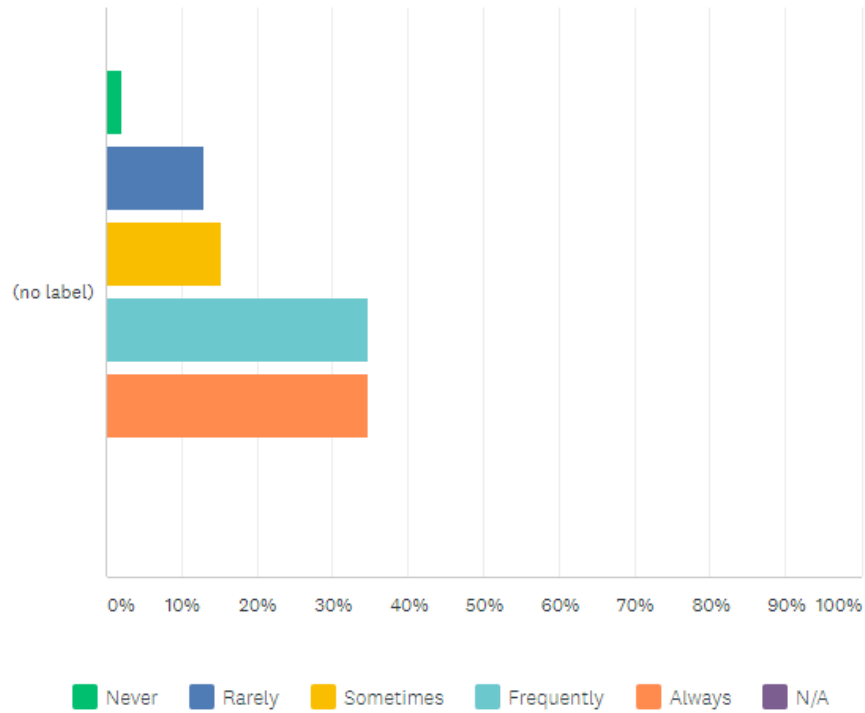Answered: 46   Skipped: 0

Legend:
- Greatly Declined
- Somewhat Declined
- Been Unchanged
- Somewhat Increased
- Greatly Increased
- N/A

	GREATLY DECLINED	SOMEWHAT DECLINED	BEEN UNCHANGED	SOMEWHAT INCREASED	GREATLY INCREASED	N/A	TOTAL	WEIGHTED AVERAGE
(no label)	2.17% 1	10.87% 5	26.09% 12	28.26% 13	30.43% 14	2.17% 1	46	2.76

Q4

In recent years, the quality of assessments in my courses has:

Answered: 46   Skipped: 0

Legend:
- 🟩 Greatly Declined
- 🟦 Somewhat Declined
- 🟨 Been Unchanged
- 🟩 Somewhat Increased
- 🟧 Greatly Increased
- 🟪 N/A

	GREATLY DECLINED	SOMEWHAT DECLINED	BEEN UNCHANGED	SOMEWHAT INCREASED	GREATLY INCREASED	N/A	TOTAL	WEIGHTED AVERAGE
(no label)	2.17% 1	6.52% 3	32.61% 15	34.78% 16	23.91% 11	0.00% 0	46	2.72

Q5

What I learn by assessing student learning has immediate relevance to what takes place in my courses.

Answered: 46   Skipped: 0

■ Never ■ Rarely ■ Sometimes ■ Frequently ■ Always ■ N/A

	NEVER ▼	RARELY ▼	SOMETIMES ▼	FREQUENTLY ▼	ALWAYS ▼	N/A ▼	TOTAL ▼	WEIGHTED AVERAGE ▼
▼ (no label)	2.17% 1	13.04% 6	15.22% 7	34.78% 16	34.78% 16	0.00% 0	46	2.87

In recent years, Program Assessment in my area has had the following impact on our Program:

Answered: 46   Skipped: 0
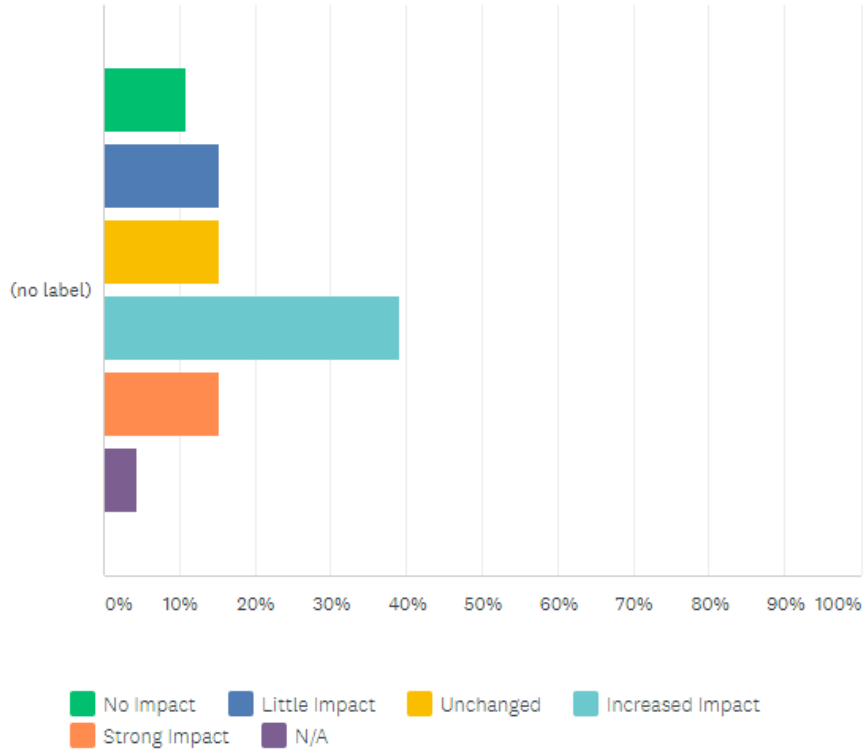
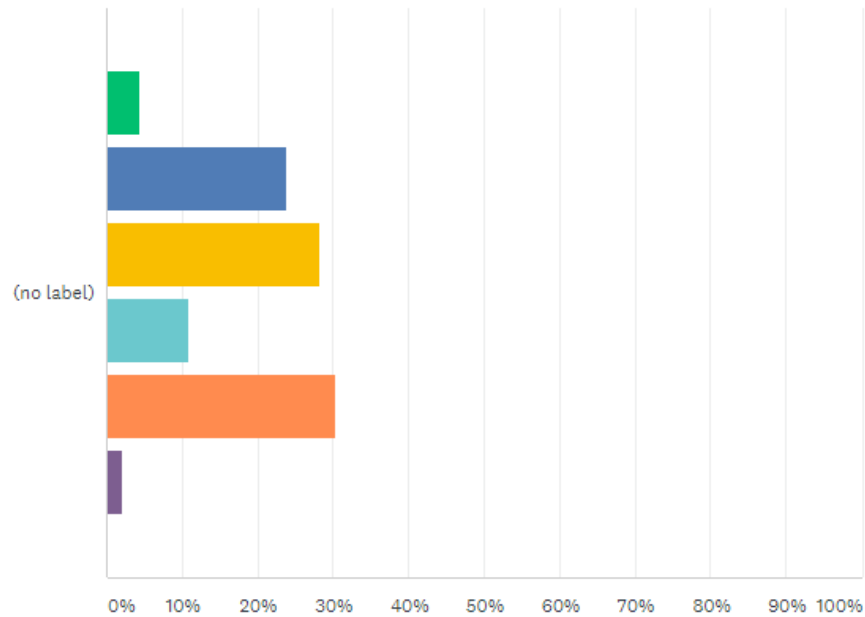|	NO IMPACT ▾	LITTLE IMPACT ▾	UNCHANGED ▾	INCREASED IMPACT ▾	STRONG IMPACT ▾	N/A ▾	TOTAL ▾	WEIGHTED AVERAGE ▾
▾ (no label)	10.87% 5	15.22% 7	15.22% 7	39.13% 18	15.22% 7	4.35% 2	46	2.34

What my colleagues and I learn from Program Assessment and Program Review has immediate relevance to what takes place in our Program.

Answered: 46   Skipped: 0

■ Never ■ Rarely ■ Sometimes ■ Frequently ■ Always ■ N/A

	NEVER ▼	RARELY ▼	SOMETIMES ▼	FREQUENTLY ▼	ALWAYS ▼	N/A ▼	TOTAL ▼	WEIGHTED AVERAGE ▼
▼ (no label)	4.35% 2	23.91% 11	28.26% 13	10.87% 5	30.43% 14	2.17% 1	46	2.40

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

Answered: 32   Skipped: 14
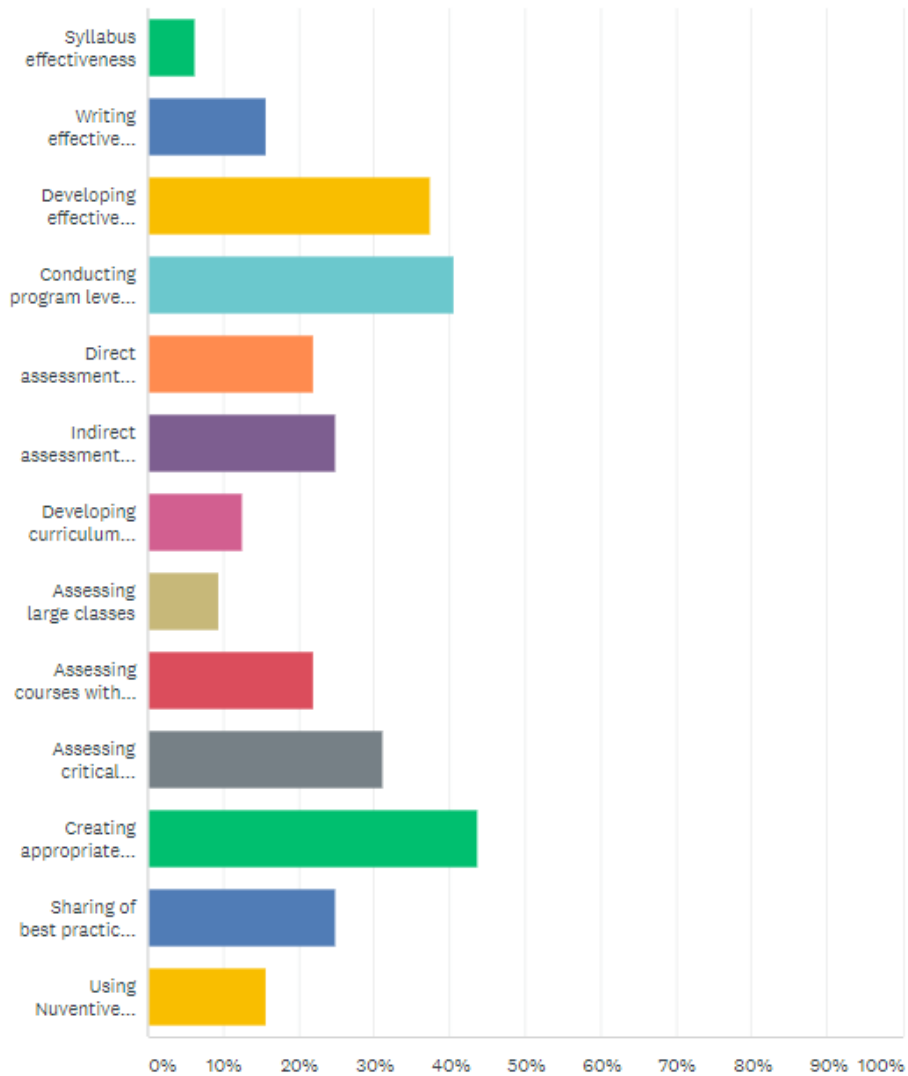
ANSWER CHOICES	RESPONSES	
▼ Syllabus effectiveness	6.25%	2
▼ Writing effective learning outcomes	15.63%	5
▼ Developing effective methods of assessment	37.50%	12
▼ Conducting program level assessment	40.63%	13
▼ Direct assessment methods	21.88%	7
▼ Indirect assessment methods	25.00%	8
▼ Developing curriculum mapping	12.50%	4
▼ Assessing large classes	9.38%	3
▼ Assessing courses with multiple sections	21.88%	7
▼ Assessing critical thinking	31.25%	10
▼ Creating appropriate action plans as "Use of results" to enter in Nuventive™ Improve (TracDat)	43.75%	14
▼ Sharing of best practices for assessment with examples from my discipline	25.00%	8
▼ Using Nuventive Improve™ (Tracdat) to report assessment findings more effectively	15.63%	5

Total Respondents: 32

Comments (3)

☐ **None**

6/1/2020 10:08 PM   View respondent's answers   Add tags ▼


☐ **Nothing. PhD and teaching for 25+ years I do not need to playy like a k-12 teacher with busy work**

5/21/2020 9:45 PM   View respondent's answers   Add tags ▼

☐ **How to craft a statement when what you are doing is working well and you don't want or feel you need to make changes.**

5/21/2020 10:13 AM   View respondent's answers   Add tags ▼

📌 Customize   Save as ▼

I would prefer to learn more about institutional assessment through the following methods (check as many as apply):

Answered: 34   Skipped: 12
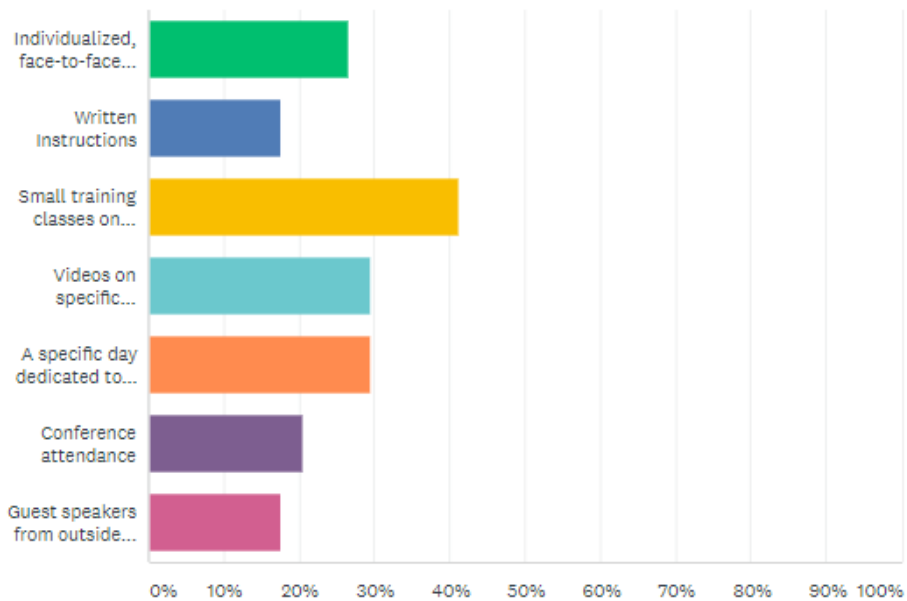
ANSWER CHOICES ▼	RESPONSES ▼	
▼ Individualized, face-to-face assistance	26.47%	9
▼ Written Instructions	17.65%	6
▼ Small training classes on campus during the school year	41.18%	14
▼ Videos on specific subjects	29.41%	10
▼ A specific day dedicated to assessment activity in my department	29.41%	10
▼ Conference attendance	20.59%	7
▼ Guest speakers from outside of the university	17.65%	6
Total Respondents: 34		

Comments (4)

☐ **None**

6/1/2020 10:08 PM

View respondent's answers   Add tags ▼

☐ **Nope. I would rather work on improving my courses not filling out worthless paperwork.**

5/21/2020 9:45 PM

View respondent's answers   Add tags ▼

☐ **See my comments in 10 below**

5/21/2020 10:31 AM

View respondent's answers   Add tags ▼

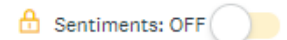☐ **Automating some of our assessment to Moodle**

5/21/2020 10:15 AM

View respondent's answers   Add tags ▼

Q10

Optional: How do you think assessment processes at LSSU could be improved, or are there other assessment related issues or topics about which you would like to comment?

Answered: 16   Skipped: 30

RESPONSES (16)   WORD CLOUD   TAGS (0)   🔒 Sentiments: OFF ⬤

☐   Apply to selected ▼   Filter by tag ▼ | Search responses 🔍 | ❓

Showing **16** responses

☐ I would like to see more responsiveness to the use of results budget requests that we take the time to complete in Nuventive.

6/3/2020 1:21 PM   View respondent's answers   Add tags ▼

☐ The assessment process and fuss is all a bunk. But I realize we need to do this for HLC. This is a meaningless and costly process for small institutions and programs (such as those at LSSU).

6/1/2020 10:08 PM   View respondent's answers   Add tags ▼

☐ We all need to know the expectations. We have done the same work multiple times under different deans. Then we are told we have done them wrong and need to start again. This is very frustrating and my commitment to assessment has declined.

5/24/2020 1:41 PM   View respondent's answers   Add tags ▼

☐ Rather than a centralized software / database, leave the methods, format, reporting medium and storage location, etc., to the discretion of the departments and instructors (who, after all, are in the best position to know what is useful to them; it's always alleged that the entire activity is pursued at all in order to benefit performance in the individual courses and programs, not primarily for some wider or external audience desiring uniformity of reporting formats and central storage).

☐ Assessment targets seem random and little feedback is given by administration. It would be nice to have systematic targets across disciplines and regular feedback on the results of assessment.

5/22/2020 9:35 AM   View respondent's answers   Add tags ▼

☐ Bring in monkeys to teach. Education is going downhill by your constant over control-Make Orwell Fiction again and get a life HLC and leave teaching to people who can do something besides paper shuffling.

5/21/2020 9:45 PM   View respondent's answers   Add tags ▼

☐ Things that could be improved are helping faculty understand how to make assessment meaningful versus just a task that has no implication to them besides a checklist. I think some assessments are mostly part of a grade which help with participation. I know other non graded assessments can be viewed as voluntary, having less participarion and meaning to to students. How can we bridge the gap and have a mixture of both formative and summative assessments as part of our process without making it extra.

5/21/2020 7:54 PM   View respondent's answers   Add tags ▼

As I am still relatively new to the academic environment, I seem to be in the process of learning what I still do not know in terms of assessment.

5/21/2020 6:00 PM   View respondent's answers   Add tags ▼

I think we are too focused on assessment at this university. Assessment is very important, but it should be done more "nimbly" and we should have a greater focus on instruction and course design. We should spend more time thinking about how to give our students high quality, possibly interdisciplinary, learning experiences and less time assessing the job we're currently doing. Assessment is important. Education is the goal.

5/21/2020 4:04 PM   View respondent's answers   Add tags ▼

Using internally developed software may help as long as it is user-intuitive (does not have much of a learning curve). Right now I think repetition and a stable process would help our area the most in terms of the assessment cost-benefit.

5/21/2020 12:38 PM   View respondent's answers   Add tags ▼

I think we could get rid of the meaningless comparison of single number datapoints that seems to pervade the LSSU assessment culture, and get back to doing meaningful assessment about what actually happened and what we are going to do about it. Getting rid of the TracDat system and going to a PDF based collection of data would help with this alot.

5/21/2020 11:17 AM   View respondent's answers   Add tags ▼

Personally, I think TRACDAT is a major waste of time, if I am allowed to be honest. We spend multiple hours putting data in TRACDAT and really means nothing. For example, 76% of students earned full credit on problem 4 from the final exam which maps to objective 6 in the class. So what? Was problem 6 multi-step meeting more than one objective, was it easy verses hard or anything. It seems to me that we do this only to put a check mark down for completing the assessment activities. Additionally, how do you compare Fall 19 to Spring 20 data? Spring is a very unique semester, so comparing those without context is useless.

5/21/2020 11:02 AM   View respondent's answers   Add tags ▼

Not changing the assessment software continuously would improve the quality of the reports

5/21/2020 10:44 AM   View respondent's answers   Add tags ▼

1. Nuventive Improve is an inefficient platform--to teach a new faculty member how to enter data for courses required a 30 step process (each step was listed out--I have it documented); I recommend that the University look for another assessment platform 2. I have developed an approach to assessment which I found useful--it involves having a student observer (SI) give feedback on each class session. I found it very helpful in improving teaching. However, I have been informed that the budget will no longer permit it--which raises questions about LSSU's institutional commitment to meaningful assessment to improve teaching 3. With regard to program level assessment, I have requested multiple times that my program undergo an external review by qualified reviewers in my discipline. Despite the fact that HLC recommends external reviews, I have never received an affirmative response to proceed with this process. I have written two program reviews in the past 5 years. In the absence of recommendations from an external reviewer, I and my colleagues have made recommendations for program improvement and received minimal response. In sum, my experience with Assessment is that it is not being used as a vehicle for meaningful improvement in instruction or programs. Instead, the the "boxes are checked" and reports archived for our external accrediting body (HLC)

5/21/2020 10:31 AM   View respondent's answers   Add tags ▼

I have done TracFat assessments since 2013... most of the work I do in assessment relates to changing standards and objectives. Doing my best.... seems there is not set right way.,, LSSU dynamics ....:)

5/21/2020 10:24 AM   View respondent's answers   Add tags ▼

Now that we have worked with this tool for a few years, it might be helpful to go back to the beginning and review all the features the product has to offer.

5/21/2020 10:13 AM   View respondent's answers   Add tags ▼