Survey of Assessment Participants
2014-2015

Total Number of Respondents: 254

Campuses Represented: *Vincennes, Jasper and ASL*
Colleges Represented: *Business & Convergent Technology; Health Sciences & Human Performance; Humanities;*
                            Science, Engineering & Mathematics; Social Science & Performing Arts; Technology
Co-Curricular Representation: *Shake Learning Resource Center, Student Affairs*

Instructional Assessment		Co-Curricular Assessment			
ASL	1	**Vincennes Campus*			
Jasper	43	*SLRC*	7		
Vincennes	173	*Student Affairs*	30		
Total	217	+	Total	37	=	254

Identify your college/area:		
	n	**%**
Business & Convergent Technology	27	11%
Health Sciences & Human Performance	16	6%
Humanities	42	17%
Science, Engineering & Mathematics	45	18%
Social Science & Performing Arts	28	11%
Technology	35	14%
Co-Curricular	37	15%
No Response	24	9%
TOTAL	254	100%

Employment Status		
	n	**%**
Full Time	229	90%
Contract Adjunct	8	23%
Adjunct	10	29%
Part Time	2	6%
No Response	5	14%
TOTAL	254	162%

Years of Service at VU		
	n	**%**
less than 5	82	32%
5-10 yrs	52	20%
10-20 yrs	51	20%
20+	51	20%
No Response	18	7%
TOTAL	254	100%

How many years have you participated in the assessment process that began in 2011?		
	n	%
1 year	33	13%
2 years	31	12%
3 years	32	13%
4 years	101	40%
I have not participated	52	20%
No Response	5	2%
TOTAL	254	100%

In my department, I meet my assessment responsibilities as a:		
	n	%
Single-member department	25	10%
Collaborator with other department members	179	70%
I have not participated	36	14%
No Response	14	6%
TOTAL	254	100%

In what way have you participated in the assessment process at VU during the last year? Check all that apply.		
	n	%
A. Assessed program learning	133	52%
B. Assessed general education	46	18%
C. Assessed co-curricular experiences	47	19%
D. Completed and submitted reports	129	51%
E. Participated in the analysis of assessment data	126	50%
F. I have not participated	47	19%
No Response	9	4%

If you checked "F", explain why and skip to question #13:
Comments:
I have not taught a course yet that has used an assessment plan.
Not taught a class that uses it.
I have not yet taught any UCC courses.
Did not teach any classes w/assessment.
Have not taught classes where it was required or not informed that's what I was doing.
I have given NOCTI tests to senior level students. The NOCTI test is a capstone-type process which covers all areas of my department.
This is my first year at VU
I'm new and have not had this responsibility assigned…yet.
This is my first year as an instructor here and I have not yet been involved. I have participated in training in order to prepare for participation.
(Name) has taken care of it.
Just beginning to learn
I am a new employee, and have only been working for 3 month
I have administered the assessments to the students but the department chair completed the assessment.
Others in the department have been in charge of the assessment
1st year of employment
Not asked
Not available at times
Not asked to
I have never been asked to participate
Was not asked or made aware!
I am a temporary employee and have not been asked to do any assessments.
This was the first year I participated
New hire as of Jan. 2015
have not been invited
I was not working at VU during this time period.
As someone completing assessment at VU for the first time, there was a lack of explanation before beginning, which made it very difficult to be productive before my assessment meeting.

The steps in the assessment process are easy for me to complete:		
	n	%
Strongly Agree	9	4%
Agree	111	44%
Disagree	59	23%
Strongly Disagree	21	8%
No Response	54	21%
TOTAL	254	100%

Comments:
too many steps, too many details that are not important when compared to program outcomes
Some steps confusing. Assessment folks helpful. Can be time consuming.
I do not submit the final report.
Process is unnecessarily unyieldy & isn't useful/helpful for classes that aren't traditional "Book"
I agree, with the help of (Name)!
Confusing forms. Too much jumping around.
They are easy but difficult to find time
When UCC assessment moved to blackboard I had a lot of confusion with posting assignments, aligning rubrics, gathering data, & having students submit.
But the committee that receives my report is not knowledgeable in my area & asks for too many do-overs.
a joke
The process is time consuming and wasteful
The documentation lengthens the time required to complete labs which results in less time for other material
It isn't that difficult but very time consuming
Too many steps
I have not done full assessment yet
Takes hours to do assessment process.
Way too complicated
Within our department, we have a great understanding of the processes involved. We understand what makes our graduates successful in industry, and the items they may lack which would make them struggle. As a department, we constantly work to keep up with the work force, so our teaching methods are constantly evolving. Meaning something we "assess" in 2014 could be almost obsolete by 2016. We simply do not have 3 years to implement needed improvements. Ours are made when they are made known in order to ensure the success of our graduates, who are the ones that make our department successful.
Too much redundancy!
I create an assessment & the committee attempts to change my preferred assessment
Hard to keep segments separated.
But are very time consuming
The process is very confusing. The document includes too many parts and they are hard to read. It is easy for me to get lost in that complicated system. It took me a while to get used to the system.
The task is time consuming which makes it challenging. Getting full participation can be challenging, too.
The steps make sense. It is simply finding the time to do it that is challenging.
Fairly overblown at times.
Difficult to understand. Not much attention is paid to extension campus.
As long as I refrain from "over analyzing" the process.
Hard to see what expectations were
It just takes breaking it down, step by step.

I received helpful feedback from the Assessment Committee:		
	n	%
Strongly Agree	30	12%
Agree	121	48%
Disagree	34	13%
Strongly Disagree	13	5%
No Response	56	22%
TOTAL	254	100%

Comments:
As we work as a dept. I have not needed to receive feedback
what feedback?? (Name) is the only person who commicates w/us…
Most of the feedback is helpful. Some is easily refuted with a single course description
every submission generated "new feedback" :(
Gen. Ed. joke
Seems to be more of a dictatorship than work together. I do not need another boss or someone that thinks they can dictate to me my function.
Most feedback has been confusing because it is going through 2-3 other people to get to me. Most often just asking for clarification.
Some of the comments seem trivial
There is no feedback - they just demand changes
I have not done full assessment yet
Committee adds new requirement with each submission
As I shared, our department is specialized, and doesn't follow the path of any other area on campus. It is extremely frustrating for us when the assessment committee decides to try and comb through our information and make suggestions when it is obvious they have little to no knowledge of the items we are assessing. It seems to me, that it is the assessment committee's goal to make the process into more work than it ever needs to be, but over evaluating assessments and making open ended suggestions which in most cases just simply
(Name) and (Name) were great helping me doing the assessment.
As a member of aforementioned committee, this is N/A
Some yes, some no
None
The more feedback at each step of the process, the better.
person interacted w/my supervisor
Feedback was helpful - challenging to implement
Very helpful in processing

My assessment liaison has been helpful through the assessment reporting process:		
	n	%
Strongly Agree	71	28%
Agree	110	43%
Disagree	12	5%
Strongly Disagree	6	2%
No Response	55	22%
TOTAL	254	100%

Comments:
(Name) & (Name) are/have been helpful.
you really need a center "meh" choice
This year! (Name) No; (Name) has been the very best!
They have been as helpful as possible short of doing assessment for me.
(Name) & (Name) are doing a great job.

I have not done full assessment yet

sometimes

Always gives timely comments.

As a member of aforementioned committee, this is N/A

I have only heard her name twice.

person interacted w/my supervisor

(Name) and (Name) have both been extremely helpful.

The assessment process helps me effectively evaluate my program outcomes:		
	n	%
Strongly Agree	15	6%
Agree	111	44%
Disagree	53	21%
Strongly Disagree	17	7%
No Response	58	23%
TOTAL	254	100%

Comments:

I believe we still struggle with transfer curriculae

Really undecided. But beginning to feel better about it.

Not sure, the numeric results do not inform us on how to improve change in pro. outcomes

I'm meeting a requirement for the university; the types of evals required aren't helpful for my program

I've had to change my assignments to fulfill assessment requirements.

It assesses only one teaching skill

It evaluates one small part of one class - does not evaluate program.

We don't need you This is a joke..

I do what I have to do to get (Name) off my back. It has added no value to my Department, course or teaching. Not to mention it is time I could/and should be recruiting and doing other things within my department.

Most of the feedback/data, I would have gotten without doing the assessment, it just adds paperwork to my already busy load.

3 years must change project. Data is not filtered - how has assessment helped VU?

I have not done full assessment yet

Our graduate's success and the members of our advisory committee who hire them are what helps us evaluate our program most.

I evaluate in many ways - this one way is not special

This is merely one tool. It helps, but I would not state "effectively"

Like I said before, I am new and do see that it gives me a strategy to evaluate the program

Some instances yes, some no!

I am the best person to do this, along with my peers.

Collected data seems to highlight what is already known. With this awareness, activities are consistently integrated & tweaked - too many variables at this to rely on accuracy.

Nothing is done with these reports - not enough, anyway. Nothing is communicated

Not needed. Let teachers teach.

I did this before 2011 and did not need more evaluation for classes

still evolving

It is almost overwhelming - more work into it when I can assess less formally - overly focused on the assessment

The assessment process helped me identify improvements in my curriculum/program:		
	n	%
Strongly Agree	17	7%
Agree	115	45%
Disagree	47	19%
Strongly Disagree	12	5%
No Response	63	25%
TOTAL	254	100%

I have participated in assessment professional development/workshops in the last two years:		
	n	%
1	42	17%
2 to 3	73	29%
4 to 5	59	23%
I have not participated	65	26%
No Response	15	6%
TOTAL	254	100%

I have found workshops on the following assessment topics helpful:		
A. Assessment Tools and Techniques (developing rubrics, reflections, test question analysis, etc.)		
	n	%
Strongly Agree	14	6%
Agree	103	41%
Disagree	13	5%
Strongly Disagree	7	3%
Did Not Attend	67	26%
No Response	50	20%
TOTAL	254	100%

B. The Assessment Process (Steps 1-7)		
	n	%
Strongly Agree	13	5%
Agree	107	42%
Disagree	15	6%
Strongly Disagree	9	4%
Did Not Attend	61	24%
No Response	49	19%
TOTAL	254	100%

C. Grading vs. Assessment		
	n	%
Strongly Agree	10	4%
Agree	60	24%
Disagree	20	8%
Strongly Disagree	9	4%
Did Not Attend	99	39%
No Response	56	22%
TOTAL	254	100%

D. Critical Thinking		
	n	%
Strongly Agree	15	6%
Agree	79	31%
Disagree	15	6%
Strongly Disagree	10	4%
Did Not Attend	84	33%
No Response	51	20%
TOTAL	254	100%

E. Data Collection/Analysis		
	n	%
Strongly Agree	10	4%
Agree	83	33%
Disagree	20	8%
Strongly Disagree	10	4%
Did Not Attend	79	31%
No Response	52	20%
TOTAL	254	100%

I have found workshops on the following assessment topics helpful: *continued*

F. Curriculum Mapping

	n	%
Strongly Agree	3	1%
Agree	54	21%
Disagree	15	6%
Strongly Disagree	6	2%
Did Not Attend	120	47%
No Response	56	22%
TOTAL	254	100%

What elements of the workshops did you find most helpful (handouts, explanation, discussion, etc.)?

(Handouts x29)   (Discussion x25)   (Explanation x14)

workshops do not target specifics enough & therefore are not helpful - needs to be more program specific.

Discussion from peers

Working through the steps.

group work and discussions

(Name)'s explanations and individual workshops in my area - on orientation - never 3 hour workshop. Please change up venue and make 3 different workshops (1 hour long)

Explanations of examples

Group discussions

Discussion and collaboration help me the best.

Face to face explanation of the forms.

Handouts for reference, discussions

Examples of good assessment

Discussions seem most beneficial - Always.

examples

Haven't been to any

handouts, explanation, discussion

discussion w/other assessors

Handouts & examples mainly

Discussion with colleages from other Departments regarding methods/presentation/assignments.

Discussion of problems is definitely most useful.

general knowledge ok, but often vague and unfocused

I can read a powerpoint at my desk - a workshop should go deeper

My questions were answered.

everything was helpful

Just beginning to understand.

Discussion after workshop

Handouts and presentations

New liaison

None

Some hand out, speaker.

still learning

Discussion, critical analysis, how to apply results to future objectives.

Discussion, hearing ideas from others

I have not attended yet. I am a new employee.

actual examples

The handout helped explain things

Handouts - to use as a future reference when completing some of the steps

Talking with others at the workshop, open discussions

The online workshop was very helpful

Did not attend

Open discussion and examples of assessments were most beneficial

Hearing the discussion & seeing examples from other programs

I would love to watch webinars but they are not accessible to Deaf and Hard of Hearing faculty members. This needs to be addressed in the committee. I really want to learn different parts of the assessments and I don't have the access to the information.

The explanation of the rubrics and the discussion with collegues were valuable

discussions and practice (hands on)

Explanation/Examples

Handouts help, along with hands-on activities

Examples given

Handouts & real examples

handouts are good. Discussion good. I cannot remember too many specifics without reviewing my notes

all of it.

The opportunity to ask questions is most helpful.

Most wkshps demonstrate the arbitrary nature of assessment - the overreliance on numeral quantifiers

The handouts and examples have been very helpful.

explanation and powerpoint examples

Testimony from actual program participants, those that actually dove in.

I like seeing the purpose - how it all fits together

Have not attended

All items helpful.

handouts, explanation, examples

Assessments/Data collection Analysis

All of the elements were helpful in helping me understand the process better.

group activities

Explanation of the required steps.

Each element helped in explaining and clarifying the process.

What aspect of the assessment process do you want to better understand?

Steps 5-7

Just working to keep it relevent & not just extra work.

critical thinking

How to formulate CT assignments; How to more consistantly apply rubric

None

Report writing

Need more examples

All of it and how this helps our university as a whole. (This specific type of assessment, not assessment in genera

Where the process/forms came from.

How to effectively assess programs/courses that don't fit the "standard" model of courses.

Simplify forms

statistical analysis

Why - really

steps 6 & 7

writing report

grading vs assessment; data analysis

It needs to be simplified, faculty should not be criticized for their report

Creating effective assignments & exercises

How specific test problems are chosen for assessment.

Are there better ways to evaluate higher order thinking that do not require essay writing/evaluation?

Why a committee can tell a program's personnel how to assess the program.

"most of it" (especially mapping and BB rubrics)

timelines

Simplify

terminology

why it must be so cumbersome

Just beginning to understand

Data Analysis

Why ours is so much more complicated than other university's

Why the committee is a dictator.

Data collection/analysis

All of it.

None! The assessment process takes up way to much of my time. I already have assessment strategies in place that work.

More detail - same info from all members

Why we use this assessment process vs the assessments dictated by industry standards.

Why our assessment grows each year.

I agree that some type of assessment is necessary, and it does provide positive information for our department. What I do not agree with it the ideal that a committee who has no direct involvement in our area. I do not feel it would be my place nor could I effectively assess the on goings of the English or math departments, so it doesn't seem feasible for members of other areas, professional skills sets, and so on to be able to assess ours.

Why the results have to be re-worded repeatedly

All

future impact on student learning.

New employee

The big picture or end goal.

All of it

writing final report

What wording is acceptable to the committee

Everything - I haven't been involved at this point

Rubrics and the measurement of strengths & weaknesses.

What specific areas can be assessed? Meaning I would like to do an assessment on my specific classes. Improve or delete a course.

The development of qualitative analysis would be helpful

Mapping courses

Data analysis

How it works on a university level and how it can be used to make changes

what is exactly expected for explanations

What faculty are thinking about the way students learn

why it is being rammed down our throats?

The creation of an assessment

How to really use assessment to develop greater/more impactful change in my program

The process itself could be simpler & more straightforward

How to apply the process to making changes.

What happens to the information.

Why?

What is the ultimate result?

the assessment rubrics - why so redundant w/language?

There are so many assessment projects on campus. There will soon be more, too. Is there no way to combine.

How to design assessment tools to better harvest significant data.

Does it actually teach critical thinking

The purpose of the assessment process.

Curriculum mapping since I didn't attend…

Always learning more about process

It is a waste of time

Unsure

None

Data collection

I find that I sometimes get "lost in the details" of the whole process.

Curricum maping

analysis

Timelines & outcome. Timelines appear to be non-existent

Still having some difficulty with analysis of data.

What recommendations do you have for improving the assessment process?

Use the data we already generate through our accreditation process as our campus assessment.

More specific instructions/hints on completing steps 5-7

Unclear regarding what type of data committee wants - was not clearly communicated, and changed several times.

Time element. Doing the writing, etc - takes time.

Release time given to the faculty member who is in charge of completing all data and submitting.

Release time for assessment leader in areas: (Name). I don't know anything math-related or science related; please do not make us look at their assignments.

perhaps more room for qualitative assessment - the current trends do not correspond to outcomes involving creative expression such a speech; more support for the committee and liaisons from academically trained assessment professionals

Hire someone who has experience & training in assessment to lead the process

Release time; increased faculty for strapped departments; better compensation for dept. chairs

Seems like busy work; I'm a motivated faculty member who does this kind of thing on my own.

Simplify it!

Available on web

I believe assessment is important and valuable, however I believe to do this correctly I need more time, it is difficult to do justice to this assessment and teach my classes well and perform all of my other duties well. So, maybe more release time? Also, having one on one time with someone who has training in assessment would help.

Change the forms. Have us collect data for longer period of time, perhaps 3 years, before being required to make changes. Making changes based on one semester of data does not make sense.

The entire process is too complicated, based on the document format, language that fits the specific requirements of (Name), & enforced "critical thinking" format, for which there is only 1 acceptable form at VU. The assessment format does not allow for professors to manage their classroom in an effective way because of the restrictions of one allowable form of critical thinking. Instead of allowing for different approaches & differentiated instructions academic freedom, & teacher professionalism has been compromised. Take a look at our student population and the obsenely inappropriate rubric - we have inauthentic assessment & processes.

less time consuming and more faculty participation in my department

Put a person in charge who realizes that the purpose of education is not just to write a good paper, but also to understand and apply math

Meetings w/assessment advisor & Department(s) to discuss information - results

I need more time to learn about the process

Better clarification of requirements for courses that meet semesterly. Do they submit 2 reports? Can they submit just one?

VU needs to put its money where it emphasis is - Assessment activities often take time that in past I would have used for class prep work. Some assessment activities don't require extra work, but some DO.

Give someone release time to have time to do a decent job.

The very discipline-rigid "rubrics" eschew interdisciplinary study and are in my opinion an artifice (largely) of bean counters who have never seen a classroom.

For larger classes with several sections and multiple instructors; can we assess by section. Because what I would like to assess is separate from others in my department.

Simplify….It is a mess

Overhaul the entire process - Eliminate duplication of effort. Streamline and remove the repeated back and forth of

submissions. Build it with ease in mind. Achieve to goals of the higher education requirements by working smarter not

Less paperwork more succinct/concise info/reporting

Standardize or allow the use of tests that are relevant to the program and give feedback & comparisons to other like

less paperwork

Just beginning to understand.

Assessment consumes many hours of my time. Could the process be every other year?

Simplification and less reporting. When are secondary institutions going to be required to do VU assessment activities? When is VU going to access Excel classes and early college?

To much back & forth over wording. After assessment & data is turned in then committee should take over from there. Over 30 to contact hours, office hours, grading test, preparing for class puts one over 50 hours a week plus recruiting. Do not need assessment sent back for changes, just make them.

Not enough room to write all the improvements needed but: simplify it; less intrusive; collect usuable data

Stop making the process so tough.

The process is too complicated.

Don't know

made simpler

Simplify quantity of paperwork and how results are used as a whole.

Make it simpler, way too complicated

Get rid of it!

make uniform

Must be a simpler way.

Simplify - takes way too much time

Simplify

I agree that some type of assessment is necessary, and it does provide positive information for our department. What I do not agree with it the ideal that a committee who has no direct involvement in our area. I do not feel it would be my place nor could I effectively assess the on goings of the English or math departments, so it doesn't seem feasible for members of other areas, professional skills sets, and so on to be able to assess ours.

Better document - less boxes - easier to read - larger font size

None at this time.

Simplified format, see results at program level, class level, & make it more seamless and less time-consuming for faculty

Seems to be quite a bit of repitition that could be streamlined

New employee

To create an efficient way to submit reports and receive feedback.

Cut out all the duplication of reporting results.

Actual examples from the college or department.

Be more clear on what you want from us.

Release time to perform this function

mapping

Develop a "fill-in" template to complete each section. There should be enough commonality to develop a template where we fill in the blanks. Quick! Easy! Complete!

Automate as much as possible.

1) Clarify goals of assessment, 2) Discribe in detail what can be assessed, 3) improve upon what specific verbage should be used 4) allow new professor a "learning year" so we can better understand assessment.

I recommend emphasizing how we can do a better job of evaluating critical thinking skills

Having fewer revisions required by the committee. If they want some wording changed, give them the authority to do simple revisions instead of sending the document back multiple times for changes, after changes. This is the most frustrating part of the system in my opinion.

Review with Faculty upon submission.

Please reformat the document - more user-friendly.

Variety of times for the adjuncts

show examples of good assessment; the way you want us to repor

Incentivising good assessment in a meaningful way

Better integrate assessment with existing assignments, rather than requiring new assignments to assess.

Do away with it. From what I have read, there are no studies which show that assessment improves teaching or learning. It seems that our time could be utilized much better.

Can we switch our focus back to actual teaching instead of assessing?

Make sure all members are a part of this process. A designation of specific roles for each member.

Limit the arduousness of it. Get feedback back faster.

Simpler outline - it seems to be evolving into something done to satisfy the committee standards & outline rather than a true evaluation acc to dept. needs & goals

Receive more constructive information once the process has been completed.

Keep it at grass roots level (illegible)

Gress less time talking

Our meddling intellect mis-shapes the beauteous forms of things: - we murder to dissect. William Wordsworth

Would it be possible to give faculty released time on ocassion for assessment?

I recommend that the results of what is learned from the process get communicated to those in the "trenches" so that the results transform the way we teach and do business. To me, this is the missing component. We have the process, we have the results, but instead of improvements being made, I see too much remaining status quo.

I just think for some departments assessment does not flow as cohesively into the suggestive rubrics. More specificity for individual programs

don't have programs that are separate from the already established curriculum

Figure out ways to use artifacts in two or more different projects. Make it clear that the data is being used

We collect, begin to analyze, and by then collect again. There is no time to plan effective changes or provide deeper analysis that provides greater context.

Combining it w/critical thinking project and/or folding it into course work.

None

Continuous workshops to ensure new hires understand the process & to refresh current faculty understanding

More communication

Scrap it

More inclusion of Jasper data; increase collaboration between VM departments and JM

Condense - too lengthy, too many steps

Template still seems too complicated.

Campus wide survey that areas could include one or two questions for their area's assessment

Please continue the workshops/trainings and the one on one support!

More one-on-one time with a member of the Assessment Committee in order to process feedback

Perhaps some "refresher" workshops as we near different "completion" steps in the assessment process. Continue to provide face-to-face feedback from the committee.

Better accountability by those who are required to do assessment from Deans to departments that are not compliant

Keep assessments simple.

Make easy to complete.

Simplify

orientation for new staff on assessment process

We are on track as an institution. We need to have access to data for reporting purposes.

1) more frequent workshops to help clarify process-when there are gaps assessment "thinking" is forgotten; 2) Grp assessment projects - having a goal to achieve & different areas assess what they do to help attain that goal.

There is no direction when starting from the beginning. There needs to be a very in depth description sheet that accompanies the word doc template or a sit-down explanation meeting before starting.

easier to follow - do not want assessment to overtake the job

Make it as easy to follow as possible