

Survey of Assessment Participants 2011-2012

Areas Represented: Business & Public Service, Health Sciences & Human Performance, Humanities, Math & Science, Social Science & Performing Arts, and Technology

Total Number of Respondents: 110

What was your level of participation in this assessment effort at VU? Check all that apply.

	n	%
A. Assessed learning in the classroom.	98	89%
B. Completed and submitted reports.	90	82%
C. Participated in the analysis of assessment data.	87	79%

The steps in the assessment process were easy for me to follow.

	n	%
Strongly Agree	9	8%
Agree	67	61%
Disagree	22	20%
Strongly Disagree	5	5%
No Response	7	6%
Total	110	100%

I received helpful feedback from the Assessment Committee.

	n	%
Strongly Agree	39	35%
Agree	58	53%
Disagree	9	8%
Strongly Disagree	1	1%
No Response	3	3%
Total	110	100%

My division liaison has been helpful.

	n	%
Strongly Agree	82	75%
Agree	26	24%
Disagree	1	1%
Strongly Disagree	0	0%
No Response	1	1%
Total	110	100%

The assessment process was effective for evaluating my program outcomes.

	n	%
Strongly Agree	17	15%
Agree	72	65%
Disagree	13	12%
Strongly Disagree	5	5%
No Response	3	3%
Total	110	100%

The assessment process helped me identify improvements in my curriculum.

	n	%
Strongly Agree	19	17%
Agree	73	66%
Disagree	11	10%
Strongly Disagree	5	5%
No Response	2	2%
Total	110	100%

I found the following workshops helpful:

A. Spring 2011 Professional Development workshop introducing the new process, forms, and assessment examples

	n	%
Strongly Agree	12	11%
Agree	48	44%
Disagree	9	8%
Strongly Disagree	5	5%
Did Not Attend	30	27%
No Response	6	5%
Total	110	100%

B. Fall 2011 Workshop 1 on writing mission and outcomes statements

	n	%
Strongly Agree	13	12%
Agree	38	35%
Disagree	6	5%
Strongly Disagree	3	3%
Did Not Attend	43	39%
No Response	7	6%
Total	110	100%

C. Fall 2011 Workshop 2 on identifying what to assess, general types of assessment and tools

	n	%
Strongly Agree	13	12%
Agree	37	34%
Disagree	5	5%
Strongly Disagree	3	3%
Did Not Attend	45	41%
No Response	7	6%
Total	110	100%

D. Fall 2011 Workshop 3 on rubrics, reflective writing, test blueprints, and think-alouds

	n	%
Strongly Agree	18	16%
Agree	26	24%
Disagree	5	5%
Strongly Disagree	3	3%
Did Not Attend	53	48%
No Response	5	5%
Total	110	100%

E. Spring 2012 Workshop 4 on analyzing data and identifying improvements

	n	%
Strongly Agree	16	15%
Agree	27	25%
Disagree	5	5%
Strongly Disagree	3	3%
Did Not Attend	52	47%
No Response	7	6%
Total	110	100%

I think the new assessment process is an improvement over the previous process.

	n	%
Strongly Agree	34	31%
Agree	49	45%
Disagree	17	15%
Strongly Disagree	4	4%
No Response	6	5%
Total	110	100%

Faculty Comments on Assessment Survey Questions 2011-2012

Q2. The steps in the assessment process were easy for me to follow.

followed process using models supplied in workshop then...

Fitting the assessment process into our program is difficult

some of the steps are very repetitive

With Freda's feedback.

Some of the boxes on the form were redundant or seemed to ask for the same information in different way. Forms were hard to use.

Instructions were too lengthy and "wordy" make it simple

Better Instructions

Get A plan, set a model, don't flip-flop goals etc constantly!

The process was frustrating. The rules were made as they process continued.

There seemed to be some redundancy.

Seemed to change and not everyone was on the same page.

Once the false-starts (do-overs) were done - it was fine.

Some parts were confusing but Mike explained things very well during meetings.

At the time I thought they were easy, but I frequently learned "The Committee" wanted something different.

Based on the returned comments much more detail was expected than stated.

Definitely had some questions along the way but it was easy to get my questions answered. It was nice to have information readily available for clarification.

It was a little be of a moving Target

We did the assessment to the best of our ability.

At first the concept of what "assessment" was, was vague to nearly meaningless

Difficult at first as to what was the interpretation of terminology we were required to use. The way I/we were understanding a term was different than the way the comm. saw it.

With guidance, I was able to easily understand the work. The actual time & effort was difficult to find & do. Tedious & time consuming.

The form was hard to follow with little direction on the actual form. Thank goodness we had a liaison to help us through the steps.

It was difficult to understand exactly what it was the committee wanted. They seem to change mid-way and kept asking for revisions.

It seemed to me that some of the requirements for each step were changed at the last minute, which made it difficult to complete the project on time

Requirements changed

It would have been much more difficult without guidance from one of the committee members (Rene).

The steps were easy to understand - the difficult part was understanding what would be a good assessment tool, etc.

At first it was not easy. But after a little while, it became a bit easier

The steps were helpful along with model reports

The steps were organized well but some steps needed further explanation to understand.

Except for the need to reword the sentences

Specifics of items 6, 7, 8 were a little vague as to what was actually wanted for the items
The stepwise process was good. It was somewhat unclear what specific information was required (I'm new at this). However, Rene's help was great!!
They changed the expectations on the report, especially steps 6, 7, 8; very frustrating
Most well defined assessment i've seen in years
We changed them along the way.
Prof. Mary Hollars was nothing less than super in her effort & support.
required a lot of extra time
Instructions difficult to understand
Since this was the first time, it was a little hectic, but I can see it going smoothly in the future.
Our department has been working on all steps for some time. Collaboration made assessment workable.
We discussed, interpreted, came with input, came to consensus.

Q3. I received helpful feedback from the Assessment Committee.

assessment committee seems to arbitrarily change/delete/demand change w/o valid reasoning (or reasons that make sense to me) I hear the "idealized" goals in the workshop & hit walls put up by committee
Drove me nuts!
Thanks to Freda
I received feedback from department and division levels
They were very helpful at every step

Yes, but it was not received in a timely fashioned & often requested back with short response times.
I did not have direct contact with the Committee.
Rene was available to provide timely and constructive feedback. Much appreciated.
Karen Ball was very helpful.
Yes - the Assessment Comm. was helpful in their suggestions on the report.

Thank you for providing detailed guidance at every stage, especially through our division liaison.
I felt like original directions were vague. However, once I got feedback from the committee, I had a much better understanding
I appreciate that they had a difficult job and were trying to help
Not ALL feedback was helpful
Freda & Rene were very helpful - Esp Freda as she is the person who I worked with!

Karen Ball was a life saver! The comments from the committee were helpful and easy to follow.
Karen Ball was a great help for us.
Our Division Liaison, Karen Ball, was exceptionally helpful. The one-page "checklist" report was also helpful
Sometimes too strong
They identified areas that needed to be modified - reworked.
overall they did a good job.
they worked well with me
Karen Ball, Amy H. and Mike G have been helpful and attentive.
examples were extremely helpful

Q4. My division liaison has been helpful.

DNA

Brian L. was very helpful.

Karen has done her best to clarify & facilitate everything
wish he would "Go Away!"

Freda was great

Department liaison was more helpful to me directly.

Mary has been excellent!

We would never have completed this process without Karen.

Karen was great at clarifying sometimes very "merky" instructions

Freda does a great job

see comments above.

Freda has been an excellent resource!

Karen Ball tried to smooth the process.

Karen Ball was above & beyond knowledgeable, available, supportive & so helpful in explaining & in
guiding me/us through this process.

Excellent assistance & follow-up.

Karen Ball was very helpful even to the point of coming to our Dept. Assessment meetings to answer
our questions.

Our liaison was extremely helpful

Rene LaMontagna was very helpful

Karen took a lot of time with us walking through the requested changes/improvements.

Again...I don't know what I would have done without Karen. She patiently explained the revision
details and helped me formulate responses.

Karen Ball was a great help for us.

SUPER!

Kudos to Karen and the whole committee for ALL their work!

Karen deserves a round of applause!

Rene has been wonderful and explained the steps well.

Mary Hollars does an excellent job explaining the process and providing me with examples.

Both Mary & Rene helped a lot!

The Division Liaison, Rene LaMontagna, was absolutely essential in order to complete this task.

Dan has been a positive and hard working person for us. We appreciate his efforts
communication w/liaison was regular & helpful. He always had insightful suggestions
very patient, kept me on target

Dean Reinhart, et al are "team players" on assessment.

Rene ROCKS!!!

again, feedback, examples & praise!

Q8. I would like to learn more about:

satisfied at this point

not having to do this nonsense again!

I think these workshops should be posted online so we could view when we have time.

What happens next? Where do we go from here - what should I be doing for next fall?

workshops always conflicted with other obligations

what the National data says about the actual efficacy of this process actually is?

Streamlining and simplifying the process. This will likely happen as we repeat the sequence and grow accustomed to it.

I was so busy with my classes that it was difficult to find time to attend workshops!

Question writing

modifying/improving course/program in light of assessment data, ie. applying theory to practice, data to action

Evaluating the collected data.

Rubrics

course mapping

Ass'ment changes to content & program outcomes.

Creating Rubrics

Rubrics, assessment & identifying what to assess

test blue prints

Core curriculum standardization

sorry - either honestly forgot - other commitments & as adjunct - participated 100% in assessment, but not so in "outside" workshops

Faculty Recommendations of Assessment Process

Q10. What recommendations do you have for improving the assessment process?

Quit making deadlines prior to finals completion. Need that data first!

None at the point. thanks.

Tailored to fit each Program

I believe the new process is too short termed.

Less Complicated; Less time; More control by individual departments

Keep the process simple. The process seems to grow in complexity each time the Assessment Committee reviews a document.

Make corrections to the "table" from info you found necessary from the first run w/a new document.

Make the forms simpler to use. Also, the beginning of the next semester (academic year) forms should begin with changes/implementation of changes for previous assessment.

1) get new leadership; 2) make instructions more simple to understand

I found this process frustrating and threatening. Despite following directions, answering questions, making suggested changes, it was never acceptable. It felt like I was trying to guess & keep changing things until I finally hit the predetermined answers set by someone else. Additionally, no one on this campus knows how to teach what I do. It's unlike any other subject. The curriculum I use has been scientifically proven internationally by professionals and scholars in the field to be the most effective and efficient method of teaching this subject. These leaders in the field are the only ones who have the knowledge to be critical of my teaching. Only they can tell me what, if anything, should be changed. Their research, experience and knowledge has led to tremendous success for my students. I will not do anything to jeopardize that.

Entire Process is not being done correctly! Stop Harassing BUSY People.

Give it up!

Be more realistic about the process. This was too time consuming. Faculty felt degraded by the committee. Each faculty would be the expert for their class, not this committee.

more release time for faculty that are involved heavily in the process.

Streamline & simplify; Don't add last minute deadlines by surprise

Took way too much time - when we document assessment for Accreditation already. Rules seemed to change in the middle.

Regarding 5 - I was not able to assess the area I preferred due to deadline imposed by the committee.

I mainly found I need more/better equipment. Next year should be more useful.

Did not attend workshops d/t clinical conflict or classroom.

Very helpful and interesting

More release time to work together - attend workshops, etc.

1) Shorten it!!; 2) Decide on a format and stick with it. Do not make major changes at week 13 or 14 of the semester! 3) Learn to love brief, concise, and to-the-point!

Get the process finalized so things don't change in the middle; Provide templates with built-in equations if you want calculations.

Nice job - lots of hard work from many people.

The committee members should give shorter talks and use plain language. Karen Ball did try to simplify the process.

I'm sure I didn't attend all but am unsure of which I didn't (RE: workshops)

Glossary - defining terminology how the Assessment Comm. views it. A better/clearer explanation of terms so we are all on the same page.

None, it seems like it will lead to continual improvement on its own as we practice & apply it. I wish the process were less mechanical & formalized. As a conscientious professor, I largely improve learning by listening to the students, assisting them with their work & collaborating or discussing ideas w/my colleagues.

None @ this time

This information will be contained only in house correct? We have not been given much "vision" on where the assessment process is heading in the near future. Or is it?

Needs to have clear and concise directions/steps to completing the form. This survey should have had a checkbox for neutral because at times I neither agreed or disagreed with the question. Evaluation of Analysis and Improvement narrative the actions needed to be later for Questions about Identified Assessment Improvements and Considerations for Future Assessment Process Improvements. There has been a difference in comments from assessment committee members with regards to which one of these needs to be corrected now and which one will be improved upon in the next calendar year.

Allow more flexibility in timeframe to make it possible to assess spring only courses.

It was our recommendation that, campus wide, one day during Prof. Development week be devoted to Assessment Planning each year. Perhaps a workshop/presentation in the morning & dept. meetings in the afternoon. In reporting results, we now understand that more narrative is needed for reflecting on results & process. However, I think revising the reports once submitted needs to be done carefully to make sure reports are true to the assessment that was done (right or wrong). Otherwise it could be tempting to create a report that fits what the committee wants instead of what was actually found. At some point the Assessment Committee should accept reports & make suggestions for improvements next year. I realize this is a process & we are all learning as we go! I understand that this is a process - and will evolve over time...a very good thing.

(drawing of new feedback form presented/suggested)

None.

Have talked with Rene & Freda about being able to assess later in the academic year.

Do not keep changing the format.

Rethink and be sensitive to due dates that may come at difficult times for faculty and staff - finals week, etc.

On-going workshops

Less "word smithing" by the committee!

It seems we were told that we need to start the process of developing a plan. It then jumped to extremely detailed & finished product. It seems there were mixed messages

I'm impressed with present development

Make what you want clearer

Historical data from previous faculty members.

Understand the work/travel schedule of Instructor. I travel a lot, made deadline difficult.

I think most of the "chaos" was due to the "newness" of the process. I really think things will be easier as time goes on. I feel the process is effective & fairly clear.

More advanced notice on due dates, meetings, etc., if possible

I really appreciated the workshops and the support of our division liaison! I am somewhat worn out - like most faculty members at this time of the semester - so at the moment no recommendations for improvement are coming to mind. I think that VU has made a "giant leap" this year in creating a culture of assessment on campus.

Skills for collaborating across campus may be useful to develop.

I personally do not have any. I'm sure it helps greatly that our group worked well together - we all gave input, had own examples & ideas - brainstormed w/fun, enthusiasm & good leadership - not to mention our recorder/typist/ put-together person - Marta!!