Appendix B: Survey on Student Learning Outcomes Assessment

This survey is intended to learn about assessment activities in the program or department that you identify with in the first question. Student learning outcomes include general and specialized knowledge, skills, abilities, dispositions, and values that students should be able to demonstrate as a result of completing the program of study.

1. School:       Department:       Major or Program:       

2. I am the:
   Program Director [SKIP LOGIC-> continue onto Question 3.]
   Department Chair [SKIP LOGIC-> goes to Question DC3 on page 6.]
   Other: Please specify

3. Is your program, or some aspect of it, accredited by a specialized accreditation entity?
   Yes
   No
   Not sure

4. Does your program have an explicit set of student learning outcomes that applies to ALL STUDENTS majoring in the program area in addition to those that might apply to students in all majors?
   Yes
   Under development now
   No
   Not sure

5. How many students in your program participate or are represented in the following types of assessments?

<table>
<thead>
<tr>
<th>Performance assessments, other than grades, of simulations, lab and other demonstrations, critiques, senior capstone presentations, recitals, etc.</th>
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</thead>
<tbody>
<tr>
<td>Performance assessments, other than grades, in field experiences (e.g., internship, practicum, student teaching, service-learning)</td>
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<tr>
<td>Formal assessment of student performance (as above) accomplished by people external to the institution (e.g., professionals in the field, employers, external examiners from other institutions)</td>
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<tr>
<td>Professional licensure examinations</td>
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<td>Standardized content examinations (e.g., ETS Major Field Tests; PRAXIS)</td>
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<tr>
<td>Standardized certification examinations (e.g., CPA, financial planner or therapeutic recreation exam)</td>
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<tr>
<td>Locally developed content examinations</td>
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<tr>
<td>Capstone course</td>
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<tr>
<td>Comprehensive exam (oral or written)</td>
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<tr>
<td>Culminating project or demonstration</td>
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<tr>
<td>Rubrics to assess student work</td>
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<tr>
<td>Portfolios (a purposeful collection of student work intended to demonstrate achievement of learning objectives)</td>
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</table>

<table>
<thead>
<tr>
<th>None</th>
<th>Very few</th>
<th>Some</th>
<th>About half</th>
<th>Most</th>
<th>All</th>
<th>Uncertain</th>
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</table>
National student surveys (e.g., NSSE, CCSSE, SENSE, CSEQ, SSI, CIRP FS, CSS, YFCY, FYI)
Locally-developed student surveys
Student interviews or focus groups
Alumni surveys
Alumni interviews or focus groups
Employer surveys
Employer interviews or focus groups
Results from institution-wide assessments broken out for students in your program (e.g., CLA, CAAP, MAPP, Work Keys)
Results from institution-wide surveys broken out for students in your program (e.g., NSSE/CCSSE, Student Satisfaction Inventory)
Other, if applicable (briefly describe):

6. To what extent has your program USED student learning outcomes results for each of the following?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Not at all</th>
<th>Some</th>
<th>Quite a bit</th>
<th>Very much</th>
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<tbody>
<tr>
<td>Preparing self-studies or reports for programmatic or specialized accreditation</td>
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<tr>
<td>Preparing self-studies or reports for institutional accreditation</td>
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<tr>
<td>Preparing self-studies or reports for program review</td>
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<tr>
<td>Revising program learning goals</td>
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<tr>
<td>Determining student readiness for learning in the English language</td>
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<tr>
<td>Determining student readiness for college-level work</td>
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<tr>
<td>Determining student readiness for admission to the program or major</td>
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<tr>
<td>Determining student readiness for later courses in the program or major</td>
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<tr>
<td>Reviewing or revising program or department curriculum</td>
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<tr>
<td>Improving instruction or pedagogy</td>
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<tr>
<td>Evaluating faculty and staff performance</td>
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<tr>
<td>Evaluating overall program or department performance</td>
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<tr>
<td>Informing program or department planning</td>
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<tr>
<td>Determining classroom and instructional equipment needs</td>
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<tr>
<td>Supporting budget requests to central administration</td>
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<tr>
<td>Other, if applicable (briefly describe):</td>
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</table>

7. Is a person in your program responsible for coordinating or implementing student learning outcomes assessment?
   Yes, (full-time on assessment) (SKIP LOGIC -> continues onto question 8)
   Yes, (part-time on assessment) (SKIP LOGIC -> continues onto question 8)
   No, (SKIP LOGIC -> Goes to question 9)

8. If Yes, is that person a:
   Tenured faculty member
   Not tenured faculty member
   Non-tenured faculty member
   Staff member
9. Which of the following accurately describe this position? (Select all that apply.)
   Does not receive any teaching load reduction
   Receives one course equivalent teaching load reduction
   Receives more than one course equivalent teaching load reduction
   Other (please specify):

10. Does your program have a committee or group responsible for coordinating and implementing student learning outcomes assessment?
    Yes. What is the name of this committee?: _____________________
    No

11. Does your program generate annual reports based on its student learning outcomes assessment activities?
    Yes (SKIP LOGIC -> continues onto question 12)
    No (SKIP LOGIC -> goes to question 13)

12. Who receives these reports? (Select all that apply.)
    Program faculty
    Program/department chairperson
    Dean of school/college
    Provost/chief academic officer
    State board or agency
    Prospective students
    Currently enrolled students
    Alumni
    Other (please specify):

13. Which of the following would be helpful for your program to more effectively assess student learning outcomes? (Select all that apply.)
    A More faculty release time to coordinate student learning outcomes assessment activities
    B Some or additional stipends for faculty assessment leaders
    C A program or department assessment committee, if not now in place
    D Full-time assessment position in your program or department, if not now in place
    E Some or more external consultants
    F More faculty involvement in assessment
    G Stronger support from the institution’s leaders
    H Better tests or measures of student learning outcomes
    I More information about policies and practices of programs like yours at other institutions
    J More information about assessment tools and approaches
    K Greater faculty/staff expertise in assessment methodology among program faculty
    L More help with assessment tools and approaches from institutional resources (e.g., institutional assessment office, teaching/learning center)
    M More financial resources to pay for assessment instruments, etc.
    N More recognition of faculty and staff members doing good work in assessment
    O Other, if applicable (briefly describe):

14. From the list of factors above, please select the three that would be most helpful to your program by entering the letter corresponding to the selected factor for each response below:
    ___ Most Helpful
    ___ Second most helpful
    ___ Third most helpful

Questions 15 - 28 address student achievement in courses that are specifically required by their major or program, but that are taught by other departments. Examples include many introductory STEM courses.
15. Does your department/unit administer any large-enrollment (>50 students) courses that are taken by students to fulfill specific requirements of other majors or programs?
   Yes (SKIP LOGIC -> continues onto question 16)
   No (SKIP LOGIC -> goes on to question 22)

16. Please list these courses: [blank]

17. On what basis are faculty in your department/unit assigned to teach these courses? Numerically rank the following criteria (equal rankings OK).
   ___ Seniority
   ___ Equity in teaching load
   ___ Not research-active
   ___ Interest and/or knowledge in the area being taught
   ___ Pedagogic skill in teaching introductory or Gen Ed courses
   ___ Other (please specify): [blank]

18. Are the syllabi and learning objectives for these courses available to faculty in the requiring programs?
   Yes
   If they are available online, please give the URL: [blank]
   No

19. Do you discuss the learning objectives and content of these courses with faculty or directors from the requiring programs?
   Yes
   Is there any regular forum for such discussions? Yes   No
   No

20. Do you share information about student performance in these courses with the requiring programs?
   Yes
   No

21. Do you receive any information about the later performance of students who have completed these courses, from the programs that require them?
   Yes
   No

22. Do programs administered by your department/unit require specific introductory courses that are taught by faculty from other departments/units?
   Yes (SKIP LOGIC -> continues onto question 23)
   No (SKIP LOGIC -> goes to question 28)

23. Please list these courses by departments/units: [blank]

24. Are the syllabi and learning objectives for these courses routinely available to you and faculty in your program?
   Yes
   No

25. Do you discuss the learning objectives and content of such courses with the program directors and faculty that administer and teach them?
   Yes
   Is there any regular forum for such discussions? Yes   No
   No
26. Do you receive any information from the teaching department about student performance in these courses?
   Yes
   No

27. Do you share information with the teaching department about the later performance of students in your program who have completed these courses?
   Yes
   No

28. Please add any comments or suggestions for improving student learning outcomes in programs requiring courses from multiple departments.

29. Is there a dedicated program budget line for student learning outcomes assessment?
   Yes (SKIP LOGIC -> continues onto question 30)
   No (SKIP LOGIC -> goes to question 31)

30. About how much is your dedicated program budget?

31. To your knowledge what are some of the institutions in your field that are exemplars in assessment of student learning outcomes?
   Yes
   If they are available online, please give the URL: ______________________
   No

32. If the university establishes a peer review system whereby programs/departments are reviewed by other peer programs/departments, which program/department would you suggest in reviewing your own program/department?

DC3. A successful student in the major offered by your department will be able to:
   Examples: Integrate information from multiple courses, Critically analyze a research article...

DC4. Which of the following does your department do? (check all that apply)
   Placement Tests
   Use required capstone experiences (seminar, thesis, field project)
     Percentage of majors who complete such experiences? ___
     Course number of capstone course: ______
   Have more than one faculty member rate student paper (thesis, essay)
   Have oral defense of a project
     Percentage of majors who have oral defense? ___
   Require students to make oral presentations
   Conduct evaluations of internship performance
   Require students to construct a portfolio
   Have multiple raters evaluate a portfolio
   Conduct exit interviews of graduates
Survey alumni

Monitor performance of majors on standardized exams (GRE, GMAT, MCAT, LSAT, licensing exams, etc.) Which exams?

- GRE
- GMAT
- MCAT
- LSAT
- Other: ________

Do you use the results for improving curriculum?

- Yes
- No

Keep records of students who go to graduate school

Keep job placement records

Public demonstrations of student research (poster sessions, student research symposia, etc.)

Program is reviewed by an outside group, such as a professional organization

Other (please specify): ______________________________________________________

DC5. How important are each of the following to your department in making changes in its curriculum? Please check the appropriate box.

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Do not use</th>
<th>Not Important</th>
<th>Somewhat Important</th>
<th>Very Important</th>
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</thead>
<tbody>
<tr>
<td>Recommendations of a curriculum committee</td>
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<td>Course evaluations</td>
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<td>Student complaints</td>
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<td>Recommendations from national organizations in the discipline</td>
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<td>Analysis of the quality of students’ work</td>
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<td>Alumni feedback</td>
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<td>Employer feedback</td>
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<td>Changes in the discipline</td>
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<td>Department self-study/External review</td>
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<td>Periodic curricular reviews at department meetings</td>
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<td>Curricular changes at the college level</td>
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<td>Accreditation standards</td>
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<td>Student interests</td>
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<tr>
<td>Other (please specify)</td>
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</table>

Questions DC6 – DC19 address student achievement in courses that are specifically required by their major or program, but that are taught by other departments. Examples include many introductory STEM courses.

DC6. Does your department/unit administer any large-enrollment (>50 students) courses that are taken by students to fulfill specific requirements of other majors or programs?

- Yes (SKIP LOGIC -> continues onto question DC7)
- No (SKIP LOGIC -> goes on to question DC13)

DC7. Please list these courses:

DC8. On what basis are faculty in your department/unit assigned to teach these courses? Numerically rank the following criteria (equal rankings OK).

- Seniority
- Equity in teaching load
- Not research-active
- Interest and/or knowledge in the area being taught
- Pedagogic skill in teaching introductory or Gen Ed courses
DC9. Are the syllabi and learning objectives for these courses available to faculty in the requiring programs?
   Yes
   If they are available online, please give the URL: ____________________
   No

DC10. Do you discuss the learning objectives and content of these courses with faculty or directors from the requiring programs?
   Yes
   Is there any regular forum for such discussions? Yes No
   No

DC11. Do you share information about student performance in these courses with the requiring programs?
   Yes
   No

DC12. Do you receive any information about the later performance of students who have completed these courses, from the programs that require them?
   Yes
   No

DC13. Do programs administered by your department/unit require specific introductory courses that are taught by faculty from other departments/units?
   Yes (SKIP LOGIC -> continues onto question DC14)
   No (SKIP LOGIC -> goes to question DC19)

DC14. Please list these courses by departments/units:

DC15. Are the syllabi and learning objectives for these courses routinely available to you and faculty in your program?
   Yes
   No

DC16. Do you discuss the learning objectives and content of such courses with the program directors and faculty that administer and teach them?
   Yes
   Is there any regular forum for such discussions? Yes No
   No

DC17. Do you receive any information from the teaching department about student performance in these courses?
   Yes
   No

DC18. Do you share information with the teaching department about the later performance of students in your program who have completed these courses?
   Yes
   No

DC19. Please add any comments or suggestions for improving student learning outcomes in programs requiring courses from multiple departments.

DC20. To your knowledge what are some of the institutions in your field that are exemplars in assessment of student learning outcomes?
   Yes
If they are available online, please give the URL:_____________________
No

DC21. If the university establishes a peer review system whereby programs/departments are reviewed by other peer programs/departments, which program/department would you suggest in reviewing your own program/department?