

INSTITUTIONAL CLIMATE FOR STUDENT ASSESSMENT

A Faculty and Administrative Survey for the Research Program on Institutional Support for Student Assessment



The “Institutional Climate for Student Assessment” (ICSA) survey has been developed by the research program on Institutional Support for Student Assessment for the National Center for Postsecondary Improvement* (NCPI). The primary purpose of the ICSA is to examine how your institution supports student assessment at the institutional level. We are interested in your perception of how your institution approaches student assessment, how it provides organizational and administrative support for it, the types of policies and practices used to promote it, and the uses and impacts of that student assessment information. We are interested in your perception of these topics even though you may not be directly involved with them.

In this study, we are interested in assessment of undergraduate students **at the institutional level**, rather than at the classroom or department level, unless specifically stated otherwise. Student assessment is defined as those activities, other than traditional end-of-course grading, focused on measuring undergraduate student performance. Student performance includes students’ academic, personal, and social development; attitudes; behavior; and perceptions related to their role as students.

The ICSA is designed for faculty and for academic, student affairs, institutional researchers, and student assessment administrators. This survey is part of an intensive case study that examines your institution’s approach to and strategy for supporting student assessment. The case study report describing your institution’s student assessment strategy will include a profile of responses to this survey. This information should be helpful both in better understanding and in enhancing support for student assessment at your institution. Any questions concerning the survey can be addressed to:

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COMPLETING THE ICSA

The questionnaire should take less than 45 minutes to complete. Please answer each question from your perspective, even if you are not directly involved with the topic. Keep in mind that the questions refer to student assessment of undergraduate students at your institution. The questionnaire is coded to allow for follow up only. Your responses will remain confidential and only aggregate data will be reported. Specific individuals will not be identified in any analyses or reports. Return the completed questionnaire in the enclosed return envelope.

I. INSTITUTIONAL ACADEMIC CULTURE

The questions in this section ask you to adopt an institution-wide perspective, as opposed to a department or classroom level perspective.

Items A-E below contain descriptions of higher education institutions. None of the descriptions is any better than the others; they are just different. Think of these items in the context of undergraduate education at your institution.

For items A-D, please distribute 100 points among the descriptions depending on how similar each is to your institution; e.g., if “1” seems very similar to your institution, “2” seems somewhat similar, and “3,” “4,” and “5” do not seem similar, you might give 70 points to “1” and 30 points to “2”.

A. Purpose of Undergraduate Education (Distribute 100 points)

My institution believes that the purpose of undergraduate education is:

1. _____ to make the world a better place for all of us. Students must be taught to make the most of their roles in society and to strive to improve it.
2. _____ to provide students with knowledge and skills that enable them to earn a living and contribute productively to society.
3. _____ to emphasize the great learning and discoveries of the human mind. Students should be able to demonstrate both breadth of knowledge and depth in their major fields.
4. _____ to help students clarify their beliefs and values and thus achieve commitment and dedication to guide their lives. The development of personal values is an educational outcome as important as acquisition of subject knowledge.
5. _____ to enhance the thinking capability of students. Students must learn to reason critically and to communicate their thoughts.

Total = 100 points

B. Governance of Undergraduate Education (Distribute 100 points)

Academic decision making **at my institution** can best be described as:

1. _____ collegial: There are widespread opportunities to participate meaningfully in decision making.
2. _____ formal/rational: Decision making is formally structured. Problems are analyzed. Decisions are made in a logical and reasoned manner.
3. _____ autonomous: Academic and professional units function with a good deal of freedom in a decentralized or loosely coordinated environment.
4. _____ autocratic: Decisions are made by higher level administrators with little or no consultation with faculty or lower level academic units.
5. _____ political: Different people or groups move in and out of the decision making process, wielding varying amounts of power at different times.

Total = 100 points

C. Educational Change Orientation (Distribute 100 points)

In addressing educational change in undergraduate education, **my institution**:

1. _____ leads. It looks ahead and anticipates educational trends. It sets the goals and the pace and other institutions follow.
2. _____ adapts. It is constantly looking outward, monitoring the trends in undergraduate education and changing accordingly.
3. _____ responds. It observes what is happening in other institutions. As other institutions change, my institution follows by adopting their patterns and initiatives.
4. _____ resists. It usually rejects or ignores changes in undergraduate education taking place at other institutions.

Total = 100 points

D. Responsibility for the Undergraduate Teaching and Learning Process
(Distribute 100 points)

The **undergraduate** teaching and learning process (curricular requirements, learning goals, teaching techniques, course content, etc.) **at my institution** is mainly determined by:

1. _____ individual faculty.
2. _____ individual departments, schools, or colleges.
3. _____ an institution-wide academic governing body (e.g. faculty senate).
4. _____ academic administrators.
5. _____ institutional or system governing board.

Total = 100 points

E. Perceptions of Undergraduate Educational Quality

Please rate **your institution's** change in performance on the following indicators of undergraduate education over the past 5 years. (Circle **one** for each)

Improvement over the Past 5 Years

Very much improved – 5				
Somewhat improved – 4				
About the same – 3				
Somewhat worse – 2				
Very much worse – 1				

Perceptions

- | | |
|---|-----------|
| 1. The quality of undergraduate education | 1 2 3 4 5 |
| 2. The ability of this institution to meet the educational needs of entering undergraduate students | 1 2 3 4 5 |
| 3. The preparedness of undergraduate students for collegiate-level work | 1 2 3 4 5 |
| 4. The effort undergraduate students devote to their studies | 1 2 3 4 5 |
| 5. The academic performance of undergraduate students | 1 2 3 4 5 |

II. **INSTITUTIONAL APPROACH TO STUDENT ASSESSMENT**

Sections II - VI specifically address **your institution's** approaches to, support for, influences on, practices regarding, and uses and impacts of student assessment.

A. Content of Student Assessment

Please rate the emphasis placed by **your institution** on the following content areas of student assessment. (Circle **one** for each)

	<u>Emphasis</u>				
	Very Strong – 5	Strong – 4	Moderate – 3	Little – 2	None or Unknown – 1
<u>Content Area</u>					
1. Basic college-readiness skills	1	2	3	4	5
2. Cognitive development (higher-order skills, general education competencies, competence in major field of study)	1	2	3	4	5
3. Affective development (values, attitudes, personal growth, etc.)	1	2	3	4	5
4. Social development (political, social or community involvement)	1	2	3	4	5
5. Vocational or professional skills or competence	1	2	3	4	5
6. Student academic plans, intentions, and progress	1	2	3	4	5
7. Student satisfaction and involvement with the institution	1	2	3	4	5

B. Methods of Student Assessment

In its student assessment efforts, to what extent does **your institution** emphasize the following methods of collecting student assessment data? (Circle **one** for each)

	<u>Emphasis</u>				
	Very Strong – 5	Strong – 4	Moderate – 3	Little – 2	None or Unknown – 1
<u>Method</u>					
1. Institutional or state developed instruments or tests	1	2	3	4	5
2. Commercial instruments or tests	1	2	3	4	5
3. Student-performance methods (observations of student performance or demonstrations, portfolios, capstone courses)	1	2	3	4	5
4. Student or alumni interviews, focus groups, and surveys	1	2	3	4	5
5. External examination of students (licensure exams, external reviewers)	1	2	3	4	5
6. Employer interviews, focus groups and surveys	1	2	3	4	5
7. Transcript analysis	1	2	3	4	5
8. Other: please specify: _____	1	2	3	4	5

III. INSTITUTIONAL SUPPORT FOR STUDENT ASSESSMENT

The questions in this section address **institution-wide** evidence of support for student assessment.

A. Institutional Mission Priorities

To what extent are the following components priorities in **your institution's** mission? (Circle **one** for each)

Mission Component	Priority				
	Very High – 5	High – 4	Moderate – 3	Low – 2	Very Low or Unknown – 1
1. Excellence in undergraduate education	1	2	3	4	5
2. Teaching undergraduates	1	2	3	4	5
3. Research	1	2	3	4	5
4. Service to the external community	1	2	3	4	5
5. Service to institution (serving on committees, etc.)	1	2	3	4	5
6. Assessment of undergraduate student learning	1	2	3	4	5
7. Identifying clear educational outcomes expected of students	1	2	3	4	5
8. Interdisciplinary teaching or research	1	2	3	4	5
9. Alternative delivery systems (distance learning, experiential learning, learning communities)	1	2	3	4	5
10. Innovative instructional methods (peer teaching, cooperative learning, collaborative learning)	1	2	3	4	5
11. Student diversity	1	2	3	4	5

B. Purpose of Conducting Student Assessment

How important to **your institution** is each of the following purposes for pursuing undergraduate student assessment? (Circle **one** for each)

Purpose	Importance				
	Very important – 5	Important – 4	Somewhat important – 3	Not important – 2	Very unimportant – 1
1. Preparing institutional self-study for accreditation	1	2	3	4	5
2. Meeting state reporting requirements	1	2	3	4	5
3. Guiding internal resource allocation decisions	1	2	3	4	5
4. Guiding undergraduate academic program improvement	1	2	3	4	5
5. Improving the achievement of undergraduate students	1	2	3	4	5
6. Improving faculty instructional performance	1	2	3	4	5
7. Improving our institution's external image and reputation	1	2	3	4	5

C. Influences on Student Assessment

How important are the following influences on student assessment **at your institution**? (Circle **one** for each)

Influences	Importance				
	Very important – 5	Important – 4	Somewhat important – 3	Not important – 2	Very unimportant – 1
1. An institution-wide formal plan that all academic administrators and faculty are required to follow	1	2	3	4	5
2. An institution-wide informal policy that all academic administrators and faculty are encouraged to follow	1	2	3	4	5
3. Senior level administrators (e.g. Vice President of Academic Affairs, Deans, etc.)	1	2	3	4	5
4. Individual departments who assess their own students.	1	2	3	4	5
5. Individual faculty members who champion assessment	1	2	3	4	5
6. Vocal detractors of student assessment	1	2	3	4	5

D. Institution-Wide Activities

How important is each of the following administrative or governance activities in promoting undergraduate student assessment **at your institution**? (Circle **one** for each)

Activities	Importance				
	Very important – 5	Important – 4	Somewhat important – 3	Not important – 2	Very unimportant or unknown – 1
1. Annual presidential or other institution-wide initiative, forums or seminars on student assessment	1	2	3	4	5
2. Board of trustees committee that addresses student assessment	1	2	3	4	5
3. Faculty governance committee that addresses student assessment issues	1	2	3	4	5
4. Student representation on student assessment committees	1	2	3	4	5
5. Planning for student assessment	1	2	3	4	5
6. Institution-wide steering committee or task force on student assessment	1	2	3	4	5

E. Support for Student Assessment

How supportive are the following groups or individuals of undergraduate student assessment activities in **your institution**? (Circle **one** for each)

	<u>Supportiveness</u>				
	Very supportive – 5	Somewhat supportive – 4	Neutral – 3	Somewhat unsupportive – 2	Very unsupportive or unknown – 1
<u>Groups</u>					
1. Board of trustees	1	2	3	4	5
2. Chief executive officer	1	2	3	4	5
3. Chief academic officer	1	2	3	4	5
4. Chief student affairs officer	1	2	3	4	5
5. Academic administrators	1	2	3	4	5
6. Student affairs administrators	1	2	3	4	5
7. Faculty governance body	1	2	3	4	5
8. Faculty	1	2	3	4	5
9. Student government	1	2	3	4	5
10. Students	1	2	3	4	5
11. Institutional research, academic review, and student assessment office	1	2	3	4	5

IV. **EXTERNAL INFLUENCES ON STUDENT ASSESSMENT**

How influential have the following external factors been on **your institution's** level of involvement in undergraduate student assessment? (Circle **one** for each)

	<u>Influence</u>				
	Very influential – 5	Influential – 4	Somewhat influential – 3	Hardly influential – 2	Not influential or unknown – 1
<u>External Factor</u>					
1. State requirements for or review of my institution's student assessment efforts	1	2	3	4	5
2. Regional (institutional) accreditation requirements or review	1	2	3	4	5
3. Professional (program/field) accreditation requirements or review	1	2	3	4	5
4. Professional associations promoting student assessment (institutional, disciplinary, or administrative)	1	2	3	4	5
5. Private foundations or corporate groups	1	2	3	4	5

V. **ASSESSMENT POLICIES AND PRACTICES**

Institutions have adopted a variety of intentional policies and practices designed to support student assessment. From your perspective, how important does **your institution** consider the following policies and/or practices in encouraging student assessment activities? (Circle **one** for each)

	<u>Importance of Practice to Your Institution</u>				
	Very important – 5	Important – 4	Somewhat important – 3	Not important – 2	Very unimportant or unknown – 1

Policy or Practice

A. Student Assessment Information

1. Dissemination of student assessment reports and studies	1	2	3	4	5
2. Access to student assessment data on individual students for advisors and academic units	1	2	3	4	5
3. Computerized student information system	1	2	3	4	5

B. Student Policies

1. Requiring student participation in student assessment activities	1	2	3	4	5
2. Incentives encouraging students to participate in student assessment activities	1	2	3	4	5
3. Individual feedback provided to students regarding their own student performance results	1	2	3	4	5
4. Student assessment activities scheduled in the academic calendar	1	2	3	4	5

C. Professional Development

1. Faculty workshops on student assessment	1	2	3	4	5
2. Support for faculty to attend professional conferences on student assessment	1	2	3	4	5
3. Internal or external consultant services for faculty on the use of student assessment in course design or instruction	1	2	3	4	5
4. Assistance for faculty (paid leaves, stipends, mini grants or course reduction) to improve their use of student assessment	1	2	3	4	5
5. Student assessment workshops for deans, department chairs, and other academic administrators	1	2	3	4	5
6. Student assessment workshops for student affairs staff and administrators	1	2	3	4	5

Assessment Policies and Practices (continued)

Importance of Practice to Your Institution
 Very important – 5
 Important – 4
 Somewhat important – 3
 Not very important – 2
 Not important or unknown – 1

D. Evaluation and Rewards

- | | | | | | |
|--|---|---|---|---|---|
| 1. Evidence of student performance (not just student teaching evaluation) considered in faculty evaluation for promotion or tenure | 1 | 2 | 3 | 4 | 5 |
| 2. Evidence of student performance considered in faculty evaluation for annual salary or merit increases | 1 | 2 | 3 | 4 | 5 |
| 3. Faculty scholarship on or participation in student assessment activities considered in promotion or tenure reviews | 1 | 2 | 3 | 4 | 5 |
| 4. Faculty scholarship on or participation in student assessment activities considered in salary reviews or merit increases | 1 | 2 | 3 | 4 | 5 |
| 5. Public recognition or awards for faculty for innovative or effective use of student assessment | 1 | 2 | 3 | 4 | 5 |
| 6. Experience or skill in student assessment considered in faculty hiring process | 1 | 2 | 3 | 4 | 5 |
| 7. Encouraging faculty to assess student learning in their classes | 1 | 2 | 3 | 4 | 5 |
| 8. Rewards or incentives for academic and student affairs administrators who promote use of student assessment in their unit | 1 | 2 | 3 | 4 | 5 |
| 9. Incentives for academic units to use student assessment information in their evaluation and improvement efforts | 1 | 2 | 3 | 4 | 5 |

E. Academic Management

- | | | | | | |
|---|---|---|---|---|---|
| 1. Annual budget allocation to academic units to support student assessment | 1 | 2 | 3 | 4 | 5 |
| 2. Academic department or program planning/review using student assessment data | 1 | 2 | 3 | 4 | 5 |
| 3. General education or core curriculum review using student assessment data | 1 | 2 | 3 | 4 | 5 |
| 4. Course review and development using student assessment data | 1 | 2 | 3 | 4 | 5 |
| 5. Review and planning for student academic support services based on student assessment data | 1 | 2 | 3 | 4 | 5 |
| 6. Evaluation of the student assessment process | 1 | 2 | 3 | 4 | 5 |

VI. USES AND IMPACTS OF STUDENT ASSESSMENT

A. Uses of Student Assessment Data

To what extent does **your institution** use undergraduate student assessment information in making decisions or changes in the following areas?
 (Circle **one** for each)

Use of Student Assessment Data
 Very high – 5
 High – 4
 Moderate – 3
 Low – 2
 None or Unknown – 1

Decisions and Changes

- | | | | | | |
|---|---|---|---|---|---|
| 1. Undergraduate academic mission or goals | 1 | 2 | 3 | 4 | 5 |
| 2. Academic programs or majors | 1 | 2 | 3 | 4 | 5 |
| 3. General education curriculum | 1 | 2 | 3 | 4 | 5 |
| 4. Student out-of-class learning experiences (e.g. internships, service learning) | 1 | 2 | 3 | 4 | 5 |
| 5. Distance learning initiatives | 1 | 2 | 3 | 4 | 5 |
| 6. Student academic support services (e.g. advising, tutoring) | 1 | 2 | 3 | 4 | 5 |
| 7. Student affairs activities or organization | 1 | 2 | 3 | 4 | 5 |
| 8. Pattern of resource allocation to academic units | 1 | 2 | 3 | 4 | 5 |
| 9. Student assessment plans, policies, or processes | 1 | 2 | 3 | 4 | 5 |
| 10. Faculty promotion and tenure policies | 1 | 2 | 3 | 4 | 5 |
| 11. Faculty salary increases or rewards (release time, travel funds, etc.) | 1 | 2 | 3 | 4 | 5 |
| 12. Reports for external agents | 1 | 2 | 3 | 4 | 5 |

B. Impacts of Student Assessment

What impact has student assessment information had on the following indicators of **your institution's** performance?
 (Circle **one** for each)

Impact of Student Assessment
 Very positive – 5
 Somewhat positive – 4
 None or unknown – 3
 Somewhat negative – 2
 Very negative – 1

Indicators

- | | | | | | |
|--|---|---|---|---|---|
| 1. Campus discussions of undergraduate education | 1 | 2 | 3 | 4 | 5 |
| 2. Faculty satisfaction | 1 | 2 | 3 | 4 | 5 |
| 3. Faculty interest in teaching | 1 | 2 | 3 | 4 | 5 |
| 4. Changes in instructional or teaching methods used | 1 | 2 | 3 | 4 | 5 |
| 5. Student satisfaction | 1 | 2 | 3 | 4 | 5 |
| 6. Student retention or graduation rates | 1 | 2 | 3 | 4 | 5 |
| 7. Student grade performance | 1 | 2 | 3 | 4 | 5 |
| 8. Student achievement on external exams (professional licensure, GRE) | 1 | 2 | 3 | 4 | 5 |
| 9. Student applications or acceptance rates | 1 | 2 | 3 | 4 | 5 |
| 10. Allocation or share of state funding | 1 | 2 | 3 | 4 | 5 |
| 11. Institutional evaluation from regional accreditation agency | 1 | 2 | 3 | 4 | 5 |
| 12. Private fund raising results | 1 | 2 | 3 | 4 | 5 |
| 13. Success on grant applications | 1 | 2 | 3 | 4 | 5 |
| 14. Institutional reputation or image | 1 | 2 | 3 | 4 | 5 |

VII. ATTITUDES TOWARD, INVOLVEMENT IN, AND SATISFACTION WITH STUDENT ASSESSMENT

The following questions focus on your **personal** attitudes toward, satisfaction with, and involvement in student assessment **at your institution**.

A. Attitudes

Please describe how you feel about the following statements regarding student assessment **at your institution**. (Circle **one** for each)

Your Attitudes about the Following

Agree strongly – 4
Agree somewhat – 3
Disagree somewhat – 2
Disagree strongly – 1

Attitudes

- | | | | | |
|---|---|---|---|---|
| 1. Mandated student assessment limits the academic freedom of faculty. | 1 | 2 | 3 | 4 |
| 2. Results of student evaluations of teaching influence how faculty assess students. | 1 | 2 | 3 | 4 |
| 3. Faculty are free to implement their own approaches to student assessment. | 1 | 2 | 3 | 4 |
| 4. Faculty have a common understanding of the meaning of the term <i>student assessment</i> . | 1 | 2 | 3 | 4 |
| 5. Administrators have a common understanding of the meaning of the term <i>student assessment</i> . | 1 | 2 | 3 | 4 |
| 6. Student assessment limits the amount of time faculty have for other academic activities. | 1 | 2 | 3 | 4 |
| 7. Student assessment is more effective when determined by the faculty member rather than by the institution. | 1 | 2 | 3 | 4 |
| 8. Student assessment has improved the quality of education at this institution. | 1 | 2 | 3 | 4 |
| 9. Students today are learning more due to an institutional focus on the assessment of student learning. | 1 | 2 | 3 | 4 |
| 10. Student assessment techniques accurately measure students learning. | 1 | 2 | 3 | 4 |
| 11. The effectiveness of teaching is enhanced when faculty regularly engage in student assessment. | 1 | 2 | 3 | 4 |
| 12. Faculty use more student assessment techniques than they did five years ago. | 1 | 2 | 3 | 4 |
| 13. Faculty use student assessment information to modify how or what they teach. | 1 | 2 | 3 | 4 |
| 14. Faculty frequently communicate with colleagues on how to improve their students assessment practices. | 1 | 2 | 3 | 4 |
| 15. Faculty enjoy participating in student assessment activities. | 1 | 2 | 3 | 4 |
| 16. Faculty and administrators agree on the value of assessing student learning. | 1 | 2 | 3 | 4 |
| 17. Faculty update their in-class assessment techniques on a regular basis. | 1 | 2 | 3 | 4 |
| 18. Assessing students has resulted in the development of learning experiences that better meet diverse learning styles. | 1 | 2 | 3 | 4 |
| 19. Faculty are reluctant to engage in student assessment for fear that student assessment results will be used in evaluations. | 1 | 2 | 3 | 4 |
| 20. State or federally mandated assessment requirements improve the quality of undergraduate education | 1 | 2 | 3 | 4 |

B. Satisfaction

Please rate your **personal** satisfaction with the following statements about student assessment **at your institution**. (Circle **one** for each)

Your Satisfaction
Very satisfied – 5
Satisfied – 4
Neutral or unknown – 3
Not satisfied – 2
Very dissatisfied – 1

Statements

- | | | | | | |
|---|---|---|---|---|---|
| 1. Institution's approach to student assessment (content and methods) | 1 | 2 | 3 | 4 | 5 |
| 2. Institution-wide plan or policy on student assessment | 1 | 2 | 3 | 4 | 5 |
| 3. Opportunities to participate in policy making about student assessment | 1 | 2 | 3 | 4 | 5 |
| 4. Administrative leadership support for student assessment | 1 | 2 | 3 | 4 | 5 |
| 5. Faculty leadership support for student assessment | 1 | 2 | 3 | 4 | 5 |
| 6. Student support for student assessment | 1 | 2 | 3 | 4 | 5 |
| 7. Professional development for student assessment | 1 | 2 | 3 | 4 | 5 |
| 8. Evaluation and rewards based on student assessment data or involvement | 1 | 2 | 3 | 4 | 5 |
| 9. Use of student assessment data in making academic decisions | 1 | 2 | 3 | 4 | 5 |
| 10. Impact student assessment has had on your institution | 1 | 2 | 3 | 4 | 5 |

C. Involvement

Please rate your **personal** involvement in the following activities related to student assessment **at your institution**. (Circle **one** for each)

Your Involvement
Very highly involved – 5
Highly involved – 4
Involved – 3
Moderately involved – 2
Not involved – 1

Activities

- | | | | | | |
|--|---|---|---|---|---|
| 1. Participation in institutional workshops or seminars to learn about student assessment | 1 | 2 | 3 | 4 | 5 |
| 2. Creating new assessment techniques | 1 | 2 | 3 | 4 | 5 |
| 3. Participation in program review, curricular evaluation, or planning activities using student assessment results | 1 | 2 | 3 | 4 | 5 |
| 4. Service on school-wide or institution-wide committee or task force on student assessment | 1 | 2 | 3 | 4 | 5 |
| 5. Setting assessment policy for institution | 1 | 2 | 3 | 4 | 5 |
| 6. Publishing articles, reports, or other writings on student assessment | 1 | 2 | 3 | 4 | 5 |
| 7. Attendance at state, regional, or national workshops or conferences on student assessment | 1 | 2 | 3 | 4 | 5 |
| 8. Presentation at state, regional or national workshops or conferences on student assessment | 1 | 2 | 3 | 4 | 5 |
| 9. Advising students using their individual student assessment results | 1 | 2 | 3 | 4 | 5 |
| 10. Interpreting the results of studies of student assessment at my institution | 1 | 2 | 3 | 4 | 5 |

The following 5 involvement questions are for faculty members. **Administrators, please skip to Section VIII: Personal Data.**

	Involvement				
Very highly involved	—	—	—	—	—
Highly involved	—	—	—	—	—
Involved	—	—	—	—	—
Moderately involved	—	—	—	—	—
Not involved	—	—	—	—	—

Activities (cont.)

11. Use of student assessment in my instruction	1	2	3	4	5
12. Use of active assessment techniques (student portfolios, performances, observations) in my classroom.	1	2	3	4	5
13. Revision of my course or instructional methods based on student assessment results	1	2	3	4	5
14. Evaluating the success of my classroom assessment activities	1	2	3	4	5
15. Participation in departmental activities related to student assessment	1	2	3	4	5

VIII. PERSONAL DATA

1. Sex Male Female
2. Race / Ethnicity
 - American Indian or Alaskan Native
 - Asian
 - African American/Black
 - Hispanic/Latino
 - Native Hawaiian or other Pacific Islander
 - White
 - Other
3. Primary Appointment
 - Faculty
 - Administrator
4. Academic Field (Faculty appointment only)
 - Natural Sciences
 - Arts & Humanities
 - Social Sciences
 - Professional/Occupational
5. Rank (Faculty appointment only):
 - Lecturer or instructor
 - Assistant Professor
 - Associate Professor
 - Professor
 - Other, please specify: _____
 - No ranks at this institution
6. Tenure Status (Faculty Appointment only)
 - Tenured
 - Tenure track, not tenured
 - No tenure for my position

7. Administrative Appointment
 - Academic affairs administrator
 - Department or division chair
 - Student affairs administrator
 - Institutional research, academic evaluation, or student assessment officer
8. For how many years have you worked
 - a. at this institution _____ years
 - b. in higher education _____ years
9. Highest Degree
 - Doctorate of Philosophy
 - Professional Doctorate (J.D., M.D.)
 - Master's
 - Certificate beyond Bachelor's
 - Bachelor's
 - Associate's Degree
 - Other, please specify: _____
10. Faculty Appointment
 - Full time faculty
 - Part-time faculty
 - None

D. Your Feedback

Please use this space to elaborate on any of your responses and/or to provide additional information on your institution's approach to, support for, and practices regarding assessment of undergraduate students.

Thank you for taking the time to share your experiences and perspectives with us. Please review the questionnaire to be sure you have not skipped any questions you can answer. We look forward to receiving your responses via the enclosed envelope.