

# PRE-SURVEY PART ONE

## Knowledge, Enthusiasm, & Reservation Scale for Describing Campus Attitudes toward Assessment of Student Learning

Think about the full-time and regular part-time employees of your college--all of them (faculty, administrators, support staff, professional staff, maintenance staff, technicians, etc.).

**(5 minutes--don't think too much) Individually**, complete the scale--make sure your percentages total 100 across each scale).

### A. Knowledge about assessment's role in the improvement of student learning.

Given you general impressions, identify the percentage of your employees that fall into the categories below.

___ %	___ %	___ %	___ %
◆ Little or no knowledge. May have heard the words or name.	◆ Know some pieces, a few basics, it's not "new news."	◆ Knows basics, understands general purposes and ideas, but doesn't use systematically .	◆ Knowledgeable, uses assessment results to improve student learning, learning environments, the institution

### B. Enthusiasm Level for Using Assessment Strategies to Improve Student Learning.

Given you general impressions, identify the percentage of your employees that fall into the categories below.

___ %	___ %	___ %	___ %
◆ Strongly and vocally opposed to assessing and documenting student learning.	◆ No interest or uninterested, but likely to be compliant or acquiescent.	◆ Interested, willing, and cooperative, but others will lead.	◆ Engaged and enthusiastic enough about assessment of student learning to make it happen.

### C. Understanding of Assessment Processes & Strategies Needed Campus-wide to Improve Student Learning

Given you general impressions, identify the percentage of your employees that fall into the categories below.

___ %	___ %	___ %	___ %
◆ See only own job, own function, and its autonomy; sees no value in institutional reporting or analyzing assessment data beyond own job.	◆ See assessment of student learning almost exclusively as a faculty function, or at most a departmental one.	◆ Understand the uses and value of information on student learning at the institutional level.	◆ Actively support the use of information derived from assessment of student learning as an indicator of institutional effectiveness..

## PRE-SURVEY PART TWO

### Taking Stock of Fundamental Questions

Jot your initial responses to each of the questions below based on your knowledge of what is happening at your institution.

1. Over the past 2-3 years, what's been accomplished at your institution (or in your own area) in terms of new teaching strategies, technology, curricula, delivery, assessing outcomes, program improvement, etc.?

2. What are the biggest challenges and issues with making assessment meaningful, useful, workable and reasonable at your institution?

3. What, if accomplished, would make the biggest difference in your institution's efforts to assess and improve student learning?

4. If you had to generalize where your institution is in terms of assessing and improving student learning, would you say:

\_\_\_\_\_ You're currently defining learning outcomes at multiple levels (course, program, general education/institutional).

\_\_\_\_\_ You're setting up structures and groups to look at curricula, syllabi, software, delivery, student success, student learning outcomes, etc.

\_\_\_\_\_ You're assessing learning outcomes and have data on what and how well students are learning those outcomes at multiple levels--or at least one level (course, program, etc.).

\_\_\_\_\_ You've analyzed the data on student learning outcomes and have made changes in curricula, teaching, delivery, etc.

\_\_\_\_\_ You've done the above and have discovered that the assessment strategy isn't working to get you the meaningful data and so you're changing how you assess to get better data.

\_\_\_\_\_ You've done the above, have revised the ways you assess many times, and are finally getting meaningful data for learning outcomes (course, program, general education, institutional).

\_\_\_\_\_ You've done the above and have completed several iterative action research cycles into your students' learning and are beginning to see improvements in learning.

\_\_\_\_\_ You've determined what data on student learning, engagement, satisfaction, and education effectiveness you will share with the public and are sharing it.

**Bring your Pre-work to the April 23 Dialogue.**  
*(For your use during the session--it will not be collected or compiled.)*