Using surveys for understanding and improving university educational programs

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Two useful resources (pdf files)

• Planning a program evaluation: Worksheet. (Taylor-Powell, Steele, & Douglah, 2006)

• Using surveys for understanding and improving foreign language programs (Davis, 2011)

the assessment cycle...

Identify USERS

Identify USES

Use

Develop student learning outcomes

Formulate assessment questions

“Use-focused” assessment

Select/Develop assessment tools

Collect evidence

Analyze, interpret, report results

Norris (2006)
Using Surveys for Understanding and Improving University Educational Programs

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the use-focused assessment cycle...

Develop student learning outcomes

Identify USERS

Identify USES

Formulate assessment questions

Select/ Develop assessment tools

Collect evidence

Analyze, interpret, report results

Use

intended user(s)...

Who is going to use assessment findings?

groups
  - curriculum development committee
  - assessment committee

individuals
  - program chair/head
  - curriculum coordinator
  - assessment specialist
  - faculty
  - lecturers
  - teaching assistants
  - student representatives
  - dean

intended use(s)...

What will intended users do with assessment findings?

examples:
  • better understand student learning [at a curricular juncture] in order to develop or improve [a course / program / materials / technology]...
  • better understand the degree to which students are able to [learning outcome] for the purpose of course / curricular improvements.
  • communicate learning expectations to students / the institution / employers / the public
  • make requests for resources
  • meet institutional assessment requirements

be specific
prioritize
consider feasibility
**assessment question(s)...**

What specifically do intended users want to know? (expressed as a question...)

Examples:

- What types of classroom activities and tests/quizzes are most helpful to students?
- Is student progress at a certain curricular juncture as expected? How ready are students for the capstone course (etc.)?
- Do recent innovations (e.g., moves to online learning or learning communities) help students learn more effectively?
- What do graduating students think they can do by the end of the program? Is there any gap between what they think they can do and their actual performance?

*be specific
*prioritize
*consider feasibility

*Suskie (2009)

**use-focused assessment...**

- Who will use assessment findings? ("users")
- What will those people do with assessment findings? ("uses")
- What do they want to know? ("assessment question")

Given assessment uses & questions,

- which tools?
- how best to analyze/interpret findings?
- how best to report?

**question**

What types of classroom activities and tests/quizzes were most helpful for student learning?

**indicators**

- student satisfaction with class tests/quizzes & activities
- instructor perceptions of student learning, enjoyment, participation, motivation
- student performances: demonstrated/perceived learning on tests/quizzes and assignments

**tools**

- surveys
- interviews
- focus group
- observation
- expert panel
- case study
- tests
- photos
- video
- document review
- testimonials
- simulated problems/situations
- journals/logs/diaries
what surveys can do...

elicit information about respondents’...
  • background
  • experiences
  • plans, expectations
  • attitudes, beliefs, opinions, values (e.g., reflection prompt)
  • perceived skills, knowledge (e.g., self-rated learning)

survey? interview? focus group?

<table>
<thead>
<tr>
<th>USE</th>
<th>survey?</th>
<th>interview?</th>
<th>focus group?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. quick &amp; efficient data collection/analysis</td>
<td>✔</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>2. numerical/quantitative data</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. numerous respondents</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. respondent anonymity</td>
<td></td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>5. sampling, generalization to a population</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. patterns across individuals; trends</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. remote respondents (e.g., alumni; employers)</td>
<td>✔ ✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. post-hoc response follow-up</td>
<td>✔ ✔ ✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. textual/narrative data</td>
<td>✔ ✔ ✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. interaction (active participation; co-constructed knowledge)</td>
<td>✔ ✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. in-depth, detailed, rich information</td>
<td>✔ ✔</td>
<td></td>
<td></td>
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<tr>
<td>12. flexible questioning</td>
<td>✔ ✔</td>
<td></td>
<td></td>
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<tr>
<td>13. probing, clarifying questioning</td>
<td>✔ ✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. group dynamics (co-constructed knowledge; group thinking)</td>
<td></td>
<td></td>
<td>✔</td>
</tr>
</tbody>
</table>

other factors to consider...

• attitudes of users/decision-makers towards survey research
• respondent motivation
• respondent ability to supply information
• accessibility of respondents
• language ability of respondents
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John McE. Davis

- reporting results
- developing the survey
- analyzing, presenting, interpreting data
- administering
- users, uses, questions, indicators

What types of classroom activities and tests/quizzes are most helpful to students?

- levels of satisfaction with
  - level of course
  - textbook
  - other materials
  - assessments
- specific activities that helped students to learn
- specific aspects of textbook that helped with learning
- felt level of preparation to continue Portuguese study
- self ratings of learning outcomes achievement
- suggestions for course improvements

- write items
- format layout
- edit/review
- pilot
- elaborate indicators
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Write items

• levels of satisfaction with
  o level of course
  o textbook
  o other materials
  o assessments
• specific activities that helped students to learn
• specific aspects of textbook that helped with learning
• felt level of preparation to continue Portuguese study
• self ratings of learning outcomes achievement
• suggestions for course improvements

Elaborate indicators

1. List the course activities that helped you learn.

2. To what extent are you able to contrast cultural themes and behaviors between the Portuguese-speaking world and Spanish-speaking countries?
   □ 1 = Not at all
   □ 2
   □ 3
   □ 4 = Easily

Format layout

Edit/Review

Pilot
1. What suggestions do you have to improve PORT 201?

[TEXT ENTRY]

2. List the features of the textbook that helped you learn.

[TEXT ENTRY]

3. To what extent can you understand your classmates when they talk about topics beyond their personal lives.

☐ 1 = not at all
☐ 2
☐ 3
☐ 4 = very well

[TEXT ENTRY]

Please clarify your ratings above as necessary:
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<table>
<thead>
<tr>
<th>strengths</th>
<th>weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• exploratory</td>
<td>• time consuming to complete</td>
</tr>
<tr>
<td>• wide range of possible answers</td>
<td>• mentally taxing</td>
</tr>
<tr>
<td>• richness; descriptions of dynamic phenomena</td>
<td>• labor/writing-intensive to answer</td>
</tr>
<tr>
<td>• yield graphic examples, illustrative quotes</td>
<td>• &quot;essay test&quot;-like aspect (threatening)</td>
</tr>
<tr>
<td>• enable free expression of opinions</td>
<td>• prone to be left blank/skipped</td>
</tr>
</tbody>
</table>

**open response**

**closed response**

**alternative/dichotomous**

1. Do you plan to take another Portuguese course next semester?
   - ☐ Yes  ☐ No

**multiple choice**

2. Student status:
   - ☐ freshman
   - ☐ sophomore
   - ☐ junior
   - ☐ senior
   - ☐ graduate student
3. To what extent are you able to conduct independent research on course topics?

☐ 1 = not at all  ☐ 2  ☐ 3  ☐ 4  ☐ 5 = easily

**Rating Scale**

- relatively easy to complete
- less likely to be skipped
- faster data analysis
- statistical data analysis

**Strengths**

- narrower range of response
- lack an exploratory aspect
- trickier to write

**Weaknesses**

*(1)* Less class time should be spent on free-writing and group discussion activities.

☐ strongly disagree  ☐ disagree  ☐ agree  ☐ strongly agree

**Revised**

Less class time should be spent on free-writing activities.

☐ strongly disagree  ☐ disagree  ☐ agree  ☐ strongly agree

**Troubleshooting**

- double-barreled
(2) Would you say that your understanding of the course performance targets was facilitated by use of rubric assessment methods?

Revised Did the course rubrics help you to understand assignment requirements?

(3) Should the instructor not schedule an exam the same week a paper is due?*

Revised Should the instructor schedule an exam the same week a paper is due?

*University of Texas at Austin (2007)

(4) This semester we used state-of-the-art technology with the Classroom Performance System. What is your opinion of the system?*

Revised What is your opinion of the Classroom Performance System?

*University of Texas at Austin (2007)
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(5) On average, how many journal entries did you complete each week?
☐ 0  ☐ 1  ☐ 2  ☐ 3 or more

Avoid socially desirable responses

Revised
It is a challenge to complete the journal assignments.
☐ strongly disagree  ☐ disagree  ☐ agree  ☐ strongly agree

Avoid... • wordiness • negative wording • double-barreled(ess) • bias / leading • social desirability • offensive language • abbreviations • ambiguous terms • “all” “always” “none” “never” • technical terms / jargon • complex vocabulary / syntax • unbalanced / leading answer choices • incomplete answer choices

"Learning assessment" items...

1. reflection prompts*

1. Describe something important you've learned about yourself from this course.

[TEXT ENTRY]

*Suskie (2009)
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"learning assessment" items...

1. reflection prompts*

- What was the single most meaningful thing you learned from this assignment / course / program?
- What was your favorite part of this course / program?
- What did you learn about writing / research / [other skill] from this assignment / course / program?
- What strategies did you use to learn the material for this assignment / course / program? Which were most effective? Why?
- What problems did you encounter in this assignment / course / program? How did you solve them?

"learning assessment" items...

2. self-rated learning

LIBRARY SKILLS *
How strong are your skills in the following areas?

<table>
<thead>
<tr>
<th>low</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>high</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

1. Identify potential sources of information related to this course
2. Find information that's appropriate for and relevant to this field of study.
3. Critically evaluate information you find, including its accuracy, authority, coverage, objectivity, and currency
4. Cite the work of others accurately and ethically

Please provide any comments to help us understand your ratings:

"learning assessment" items...

Use issues...

Table 1: Program strengths and recommendations for improvements, (N = 15)

<table>
<thead>
<tr>
<th>Strengths</th>
<th>n</th>
<th>Recommendations</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Quality of teaching&quot; (4)</td>
<td>4</td>
<td>&quot;Course availability&quot; (3)</td>
<td></td>
</tr>
<tr>
<td>Professors are experts, interesting lectures</td>
<td>3</td>
<td>&quot;There are too few SPAN101 sections&quot;</td>
<td></td>
</tr>
<tr>
<td>Great lectures</td>
<td>3</td>
<td>&quot;Not enough senior seminars in the spring&quot;</td>
<td></td>
</tr>
<tr>
<td>Teaching high-quality</td>
<td>3</td>
<td>&quot;Need to add two seminars for SPAN124&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;Dedication of faculty&quot; (3)</td>
<td>3</td>
<td>&quot;FacETIME&quot; (3)</td>
<td></td>
</tr>
<tr>
<td>Professors really committed to student success</td>
<td>3</td>
<td>&quot;The language lab needs modernizing (less analog, more digital)&quot;</td>
<td></td>
</tr>
<tr>
<td>Really appreciated my advisor's</td>
<td>3</td>
<td>&quot;Not all classrooms have audio-visual&quot;</td>
<td></td>
</tr>
<tr>
<td>Dr. [omitted] really goes out of her way to help students</td>
<td>3</td>
<td>&quot;The printer in the student common room always seems to need a new printer cartridge&quot;</td>
<td></td>
</tr>
</tbody>
</table>

1. What suggestions do you have to improve the program?

Table 1: Program strengths and recommendations for improvements, (N = 15)

- Professors are experts, interesting lectures
- Great lectures
- Teaching high-quality
- "Dedication of faculty" (3)
- "Course availability" (3)
- "There are too few SPAN101 sections"
- "Not enough senior seminars in the spring"
- "Need to add two seminars for SPAN124"
- "FacETIME" (3)
- "The language lab needs modernizing (less analog, more digital)"
- "Not all classrooms have audio-visual"
- "The printer in the student common room always seems to need a new printer cartridge"

*Will users want to use these types of data/results?
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2. To what extent are you able to identify sources of information related to this course?
☐ 1 = not at all
☐ 2
☐ 3
☐ 4
☐ 5 = easily

0% 10% 20% 30% 40%

2. “To what extent are you able to identify sources of information related to this course?” (n = 10)

- anticipate types of expected data/results
- will results be useful?
- will results be meaningful, sufficiently credible, trustworthy?

developing the survey
elaborate indicators
write items
pilot
edit/review
format layout

1. introduction
2. items
Title of this Survey
3. parting
Thank you!

University of Hawaiʻi at Mānoa 8/31/2012
1. introduction

- survey purpose (stress importance)
- entity/individual(s) administering
- information use
- assurances of confidentiality/ anonymity
- time needed to complete
- value of respondents’ participation
- contact information

2. items

- consider sequencing
  - capture interest early
  - sensitive items later
- provide additional instructions
- group items
  - by content (i.e., place related items together)
  - by response format (place multiple rating responses in a "matrix")
- open-response
  - use sparingly
  - place at the end of the survey
  - allow appropriate space for responses

3. parting

- separate page (online)
- expressions of gratitude
- additional instructions (e.g., “please press ‘enter’ to save your responses”)
- contact information
- address (paper-based)
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1. Pilot
   - people similar to target respondents

2. Written feedback
   - "think aloud"
   - pre-administration

3. Planning the assessment project
   - reporting results
   - developing the survey
   - analyzing, presenting, interpreting data
   - administering

4. Administering
   - sampling
   - increasing response
   - mail, online, in-person
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mail, online, in-person?

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Strengths</th>
<th>Strengths</th>
</tr>
</thead>
<tbody>
<tr>
<td>anonymity</td>
<td>cost-effectiveness</td>
<td>high response rates</td>
</tr>
<tr>
<td>marking outside of option choices</td>
<td>instantaneous dissemination</td>
<td>(with a &quot;captive audience&quot;)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Drawbacks</th>
<th>Drawbacks</th>
<th>Drawbacks</th>
</tr>
</thead>
<tbody>
<tr>
<td>cost</td>
<td>requires computer access/literacy</td>
<td>requires physical attendance during administration</td>
</tr>
<tr>
<td>paper use</td>
<td>no marking outside of option choices</td>
<td>multiple responses</td>
</tr>
<tr>
<td>time</td>
<td>marking outside of option choices</td>
<td>anonymity not guaranteed</td>
</tr>
</tbody>
</table>

strengths

- anonymity
- marking outside of option choices

drawbacks

- cost
- paper use
- time
- data collection, organization
- space restrictions
- marking outside of option choices

strengths

- cost-effectiveness
- instantaneous dissemination
- fast/automatic data collection, tabulation, organization
- branching, piping, randomization

drawbacks

- requires computer access/literacy
- no marking outside of option choices
- multiple responses
- anonymity not guaranteed

increasing response rate

- good items
- attractive layout, instructions, etc.
- length: 20 minutes maximum
- avoid busy periods
- provide sufficient time to complete survey
- provide clear deadlines
- pre-notification
- follow-up reminders
- (mail) send a replacement survey
- cover letter
- stamped, self-addressed envelope
- address somewhere on the questionnaire
- avoid spam language in email correspondence
- follow-up with a mailed (paper-based) survey

increasing response

3 / 23 = .13 ‡ 13%

Mail

Email

- avoid busy periods
- provide sufficient time to complete survey
- provide clear deadlines
- pre-notification
- follow-up reminders
- (mail) send a replacement survey
- cover letter
- stamped, self-addressed envelope
- address somewhere on the questionnaire
- avoid spam language in email correspondence
- follow-up with a mailed (paper-based) survey
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analysis/interpretation—a few things to think about

- Who should be involved? Decision-makers / Users? (watch out for inappropriate data manipulation)
- Ethics: ensure confidentiality / anonymity
- Organize data to answer evaluation questions & enable information use
- Consider attitudes toward data analysis and interpretation. What is credible or trustworthy analysis / interpretation in decision-makers' eyes?

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example: survey assessment at CLLL, UH Mānoa

- Multi-department assessment project at College of Languages, Linguistics, & Literature (2008-2010)
- Student exit surveys (26 programs)
- BA, MA, PhD, certificates, 2-year foreign language requirement, alumni
example: survey assessment at CLLL, UH Mānoa

<table>
<thead>
<tr>
<th>Date</th>
<th>What happened</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug '08 - Sept '08</td>
<td>Planning</td>
</tr>
<tr>
<td></td>
<td>• Engaging stakeholders and potential users</td>
</tr>
<tr>
<td></td>
<td>• Individual meetings with CLLL chairs (answering questions &amp; determining needs)</td>
</tr>
<tr>
<td>Oct '08 - Mar '09</td>
<td>Develop</td>
</tr>
<tr>
<td></td>
<td>• Dissemination of 'Exit Survey Construction Instrument'</td>
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<tr>
<td></td>
<td>• CLLL develops surveys for each dept/sec</td>
</tr>
<tr>
<td></td>
<td>• Survey piloting: think aloud; in-class administration, focus group session</td>
</tr>
<tr>
<td>Apr -&gt; May '09</td>
<td>Admin.</td>
</tr>
<tr>
<td></td>
<td>• Pre-notification to respondents</td>
</tr>
<tr>
<td></td>
<td>• Email / Online survey dissemination ( surveymonkey.com )</td>
</tr>
<tr>
<td></td>
<td>• Sent from Dean's office; with follow-up from department</td>
</tr>
<tr>
<td></td>
<td>• Two reminders at week intervals (from CLLL and dept. representative)</td>
</tr>
<tr>
<td>Sum '09</td>
<td>Analysis</td>
</tr>
<tr>
<td></td>
<td>• Data analysis</td>
</tr>
<tr>
<td></td>
<td>o tables / descriptive statistics for closed response data</td>
</tr>
<tr>
<td></td>
<td>o listing of raw open-response data</td>
</tr>
<tr>
<td>Aug '09</td>
<td>Report</td>
</tr>
<tr>
<td></td>
<td>• Reports to CLLL departments/sections</td>
</tr>
<tr>
<td></td>
<td>o data 'cleaned' to ensure anonymity; no interpretation</td>
</tr>
<tr>
<td></td>
<td>o less than 5 respondents = no report</td>
</tr>
</tbody>
</table>

final points…

- Who will use assessment findings?
- What will users do with assessment findings?
- What do users want to know?
- Given uses & questions, what's an optimal...
  - assessment tool(s),
  - way to analyze and interpret data
  - approach to reporting, etc.

THANK YOU

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Department of Second Language Studies
Use-Focused Assessment (Norris, 2006; Patton, 2008):
- Who will use assessment findings? (“users”)
- What will users do with the assessment findings? (“uses”)
- What do they want to know? (“assessment question”)
- How do assessment uses & questions affect decisions about methods, analysis, reporting, etc.?

Useful Assessment Planning
① Identify primary intended users: Interested individuals/groups with decision-making power.

Intended users:

② Determine assessment uses: Actions/Understandings users want to achieve via assessment.

One or two high-priority, feasible assessment uses:

③ Formulate assessment questions: “In order to do what we want for the program, what do we need to know?”

One high-priority, feasibly answered question:

④ Determine indicators: Sources of information (not tools, yet) that answer assessment questions. Where will the evidence come from?

Note: Indicators are phenomena (e.g., student opinions), not tools (e.g., surveys)
Indicators captured by a survey (what surveys ‘get at’): Respondents’…

<table>
<thead>
<tr>
<th>background experiences</th>
<th>plans</th>
<th>expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>attitudes beliefs</td>
<td>opinions</td>
<td>values</td>
</tr>
<tr>
<td>perceived skills/ knowledge</td>
<td>identification of problems/solutions</td>
<td></td>
</tr>
</tbody>
</table>

Select or create methods/instruments: For each indicator, which data collection method(s)?

- surveys ✓
- interviews
- focus group
- quizzes/tests
- observation
- expert panel
- case study
- photos
- document review
- testimonials
- video
- journals/logs/diaries

(For more information, see Davis, 2011; Taylor-Powell, Steele, & Dougla, 2006)

The above process helps ensure that survey results are what users really want & need…

Survey Development

- Elaborate indicators
  - Create a list of more detailed, subordinate areas/topics the survey will address
  - One discrete idea per survey item

- Write items
  - Open or closed-response? Numerical or textual?
  - Pitfalls:\footnote{Wordiness, social desirability, double-barreledness, bias/leading, negative, etc.}
  - Student learning items: Open-response reflection; self-rated learning
  - Check that items will provide \textit{useful} types of data

- Format layout
  - Introduction: Survey purpose, data use, confidentiality/anonymity, contact info, etc.
  - Item order/arrangement: Sequencing, grouping
  - Parting: Express gratitude, submission instructions, contact information

- Edit/Review
  - Users/Decision-makers (highest priority reviewers)
  - Key local stakeholders: Faculty, administrators, lecturers, students
  - Local experts: Colleagues/Experts in other depts., assessment office

- Pilot (test survey with individuals similar to intended respondents)
  - Written feedback
  - Think aloud protocol
  - Pre-administration to a small sample

Administration

- Mail, online, or in-person
  - Mail: Anonymity, marking outside of answer choices
  - Online:\footnote{Cost-effectiveness, design flexibility, instantaneous dissemination, fast/automatic data collection/tabulation/organization, branch/piping/randomization}
  - In-person: High-response rate

- Increasing response
  - Create respondent friendly questionnaire (attractive layout; 20-mins max, good items)
  - Personalize correspondence
  - Explanation about survey importance & value of respondent opinions
  - Assure confidentiality/anonymity
  - Optimal scheduling/administration period
  - Multiple contacts/notifications/reminders

(See Davis, 2011; Patten, 2001)

\footnote{Useful website for troubleshooting/editing items: \url{http://www.mad.state.mn.us/survey-guide}}

\footnote{Online survey providers: \url{www.surveymonkey.com}; \url{www.limesurvey.org}; \url{www.surveygizmo.com}; Google docs}
Analyzing, Presenting, Interpreting Data

- Who should be involved? (Watch out for inappropriate data manipulation.)
- Ethics: Ensure confidentiality/anonymity
- Organize data to answer evaluation questions and enable information use
- Consider attitudes toward analysis/interpretation. What is credible or trustworthy to users?

(See Davis, 2011)

Reporting Survey Findings

Timely, informative, meaningful, relevant

Consider…
- Audience: Tailor format, content for accessibility
- Medium: Different formats for different purposes (written report or presentation?)
- Message: No nasty surprises; link findings to questions/uses; cast negatives positively

(See Davis, 2011)

Written report format can include:
- Executive summary: Main conclusions and/or recommendations
- Introduction: Background, purpose of the assessment project (users, uses, questions)
- Methods: How data were collected, description of the population/samples, response rate
- Results: Charts, graphs, tables, narrative—ensure respondent anonymity/confidentiality
- Conclusions / Recommendations


An Example: College of Languages, Linguistics, & Literature (CLLL), UH Mānoa

- Multi-department, multi-program assessment at CLLL
- Graduating student exit surveys
- BA, MA, PhD, certificates, 2-year foreign language requirement, alumni

<table>
<thead>
<tr>
<th>Users</th>
<th>Uses</th>
<th>Questions</th>
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<tbody>
<tr>
<td>CLLL assessment leadership (e.g., dept. chairs, committees, etc.)</td>
<td>• Better understand, improve teaching &amp; learning via student feedback &amp; program review by demonstrating assessment of student learning</td>
<td>• What areas need attention in order to improve CLLL programs? &amp; To what extent are program-level student learning outcomes being met?</td>
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<tr>
<td>CLLL Dean’s office</td>
<td>• As above &amp; Enhance CLLL assessment capacity &amp; Facilitate articulation of student learning outcomes throughout CLLL programs</td>
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Date | What happened
--- | ---
8/08 Planning | • CLLL assessment team discussions (Associate Dean & two assistants) & Project input from evaluation/assessment experts & Identification of stakeholders and potential users
9/08 Planning (engage stakeholders) | • Stakeholder meeting: CLLL depart. chairs and assessment coordinators & Initial project pitch; discussion of assessment uses and questions & Proposal: Two survey sections; (a) program-specific items and (b) Dean’s office items common to all CLLL program surveys
10/08 Develop (item writing) | • Depts. provided with drafts of Dean’s office, common survey items & Depts. provide feedback on Dean’s common items
11/08 Planning / Develop | • Individual meetings with chairs about dept.-specific items (answering questions & determining needs) & Department/Program-specific survey items submitted to CLLL
<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
<th>Details</th>
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<tbody>
<tr>
<td>1/09</td>
<td>Develop (edit)</td>
<td>• CLLL team develops draft surveys for each CLLL program</td>
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<td>• Surveys sent to departments &amp; sections for review/feedback</td>
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<td>• Modifications in collaboration with departments and sections</td>
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<td>3/09</td>
<td>Develop (pilot)</td>
<td>• Survey piloting (for most programs)</td>
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<td>• Think aloud</td>
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<td>• In-class administration and focus group sessions</td>
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<td>4/09</td>
<td>Admin.</td>
<td>• Pre-notification to respondents</td>
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<td>• Email/Online survey dissemination to spring graduates &amp; language</td>
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<td>requirement students</td>
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<td></td>
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<td>• Email from Dean’s office with follow-up from dept. representative</td>
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<td>5/09</td>
<td>Admin. (follow-up)</td>
<td>• Two reminders at two-week intervals</td>
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<td>• Reminders sent via email from CLLL; also from a dept. representative</td>
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<td>Sum '09</td>
<td>Collect/</td>
<td>• CLLL assessment team downloads data from surveymonkey.com</td>
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<td></td>
<td>Analyze data</td>
<td>• Data analysis</td>
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<td></td>
<td></td>
<td>• Tables: descriptive statistics for closed response data</td>
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<td>• Listing of raw open-response data</td>
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<tr>
<td>8/09</td>
<td>Reporting</td>
<td>• Reports submitted to various CLLL departments/sections</td>
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<td></td>
<td></td>
<td>• No interpretation/recommendations</td>
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<td>• Results ‘cleaned’ to ensure anonymity</td>
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<td>• Less than 5 respondents = no report (to ensure anonymity)</td>
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<td>9/09</td>
<td>Start again (next phase)</td>
<td>• Inquiries with CLLL depts. (intended users) about survey changes for</td>
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<td>mid-year graduates</td>
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<td>• Review/Edit…</td>
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References


