

FHSU Assessment Climate Survey of Faculty 2021



Conducted for
FHSU Office of Institutional Effectiveness and Quality Improvement

January 2022



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Mission:
To Facilitate Effective Public Policy Decision-Making

The staff of the Docking Institute of Public Affairs and its University Center for Survey Research are dedicated to serving the people of Kansas and surrounding states.

FHSU Assessment Climate Survey of Faculty 2021

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Prepared For:

FHSU Office of Institutional Effectiveness and Quality Improvement

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Executive Summary

From the survey of 129 FHSU faculty between November 9, 2021, and December 1, 2021, the Docking Institute finds:

- Almost 90% report being aware of their department's current PLOs, and 84% indicate they are aware of the current program assessment process in their department.
- About 85% have designed assignments and exams in a class(es) around stated learning outcomes. 79% have reported assessment data from a class(es) to chair/assessment coordinator, and 72% have directly participated in assessing program learning outcomes in the past two years.
- Almost two-thirds (65%) have participated in an assessment workshop/conference held at FHSU in the past five years, and about 44% participated in one held external to FHSU.
- Small percentages indicate with certainty that their department has updated performance standards to reward assessment in merit (17%), tenure (16%), and promotion (12%). Over 40% responded "don't know" on each of these three questions.
- 62% indicate their chair/assessment coordinator shares their department's annual program assessment report with the faculty, and another 23% are unsure.
- Of 62% who indicate their department's report is shared with them, 74% indicate they have reviewed the report.
- Of those who have reviewed their department's report:
 - 26% indicate it has already helped them improve assessment in their course(s)
 - 27% indicate it will help them
 - 18% indicate it has already helped other faculty in the program
 - 26% indicate it will help other faculty in the program
- 45% report their department's faculty meetings "occasionally" include agenda items related to assessment, and another 32% report this is present in "most meeting" of the department.

- Similar percentages indicate that PLO assessment in their department is fully developed and implemented (28%), fully developed and partially implemented (24%), or partially developed and partially implemented (30%). Another 16% don't know the development and implementation status.
- Combined percentages of "agree" and "strongly agree" exceed 60% when asked whether assessment has caused their department to: hold deliberate discussions to both improve and refine LOs, better articulate curriculum to meet PLOs, see gaps in curriculum for meeting PLOs, and better focus on the most important PLOs.
- Combined percentages of "agree" and "strongly agree" exceed 60% when asked whether assessment has caused them to: recognize a strength in at least one of their own courses, recognize a weakness in at least one of their own courses, and refocus their own course-level LOs in at least one course.
- Combined percentages of "agree" and "strongly agree" exceed 40% when asked whether assessment has caused other faculty in their department to: recognize a strength in at least one of their courses, recognize a weakness in at least one of their courses, and refocus their course-level LOs. Importantly, and as might be expected, large percentages (over 40%) also responded "don't know" to all three of these items.
- 53% indicate they have added assessment work to their annual statement of responsibilities (ASR).
- Combined percentages of "agree" and "strongly agree" exceed 70% on each of these statements: the effectiveness of teaching is enhanced when faculty regularly assess students, assessment improves the quality of our academic programs, assessment improves the quality of our courses, assessment enhances student learning, and assessment improves student learning.
- A combined 75% "agree" and "strongly agree" that assessment is valued in their department.
- Only about 33% "agree" or "strongly agree" that faculty in their department are encouraged to add assessment work to their ASR.
- A combined 76% "agree" and "strongly agree" that, at FHSU, administration above the department level stress the importance of ongoing, meaningful assessment, and a combined 56% "agree" and "strongly agree" that it provides faculty development support for assessment.
- A combined 76% "agree" and "strongly agree" that, at FHSU, faculty who are responsible for delivering a program determine the LOs for that program.
- A combined 75% "agree" and "strongly agree" that assessment belongs as an important initiative in FHSU's Strategic Plan.

- About 42% “agree” or “strongly agree” that, at FHSU, meeting the targeted student learning benchmark is the main driver of program assessment. However, about 42% also respond “agree” or “strongly agree” that at FHSU meeting Higher Learning Commission expectations is the main driver.
- 35% “agree” or “strongly agree” that, at FHSU, assessment is actually used to measure the faculty on quality of teaching, but only about 22% “agree” or “strongly agree” that, at FHSU, assessment “may be used against me when the result is ‘bad.’”
- About 37% “agree” or “strongly agree” that, at FHSU, mandated assessment limits the academic freedom of faculty.
- About 30% “agree” or “strongly agree” that, at FHSU, assessment measures the quality of our students.
- Only 18% “agree” or “strongly agree” that, at FHSU, course grades are all that should be needed as proof of learning outcomes
- 46% indicate they are “somewhat familiar” with the mission/charge of the University’s Learning Assessment Committee and only 8% indicate being “very familiar” with it.
- 36% indicate they are “somewhat familiar” with the decisions made by the University’s Learning Assessment Committee and only 5% indicate being “very familiar” with its decisions.

Research Objectives and Methods

The FHSU Office of Institutional Effectiveness and Quality Improvement (IEQI) requested the Docking Institute of Public Affairs (Institute) design and conduct a survey of FHSU faculty about their experience, perceptions, and attitudes regarding student learning assessment. Information objectives and questionnaire items were vetted with members of the University Learning Assessment Committee (Committee). Feedback from IEQI and the Committee was instrumental in design of the final questionnaire. The collection of questions constitutes an FHSU assessment climate survey, and the final questionnaire is provided as Appendix 2. Results from this year's survey may be used as baseline for examining change in the faculty's experiences, perceptions, and attitudes over time.

Primary research objectives were to measure:

- the extent to which faculty are currently involved in assessing student learning outcomes at the course and program levels,
- the culture of assessment within programs, departments, and the university,
- perceived value of assessing student learning outcomes, and
- attitudes about FHSU's current practices regarding learning outcomes assessment.

The Institute used an email list from FHSU Human Resources of faculty teaching as of the Fall 2021 semester. All full-time, part-time, adjuncts, and China faculty were invited by email to participate in the survey. A spreadsheet compatible with Qualtrics® Web surveying software was uploaded necessary to send an email invitation to all potential respondents. A participation incentive of entry into a drawing for one of ten \$100 Amazon.com gift cards was provided. Three email invitation waves were conducted with each wave subsequent to the first going to only those who had not yet responded. The first email invitation wave occurred on November 9, 2021, with the final wave sent on December 1, 2021. Data collection closed at 11:59pm on December 6, 2021. A total of 673 faculty were invited and 129 participated, resulting in a response rate of 19%. Appendix 1 offers a demographic profile of respondents.

The Institute also agreed to conduct data analysis and provide IEQI a brief technical report of descriptive results primarily via color graphs/charts. As explained to invitees in the survey consent document, the Institute is also providing only anonymized survey data to IEQI for its own additional uses.

Findings

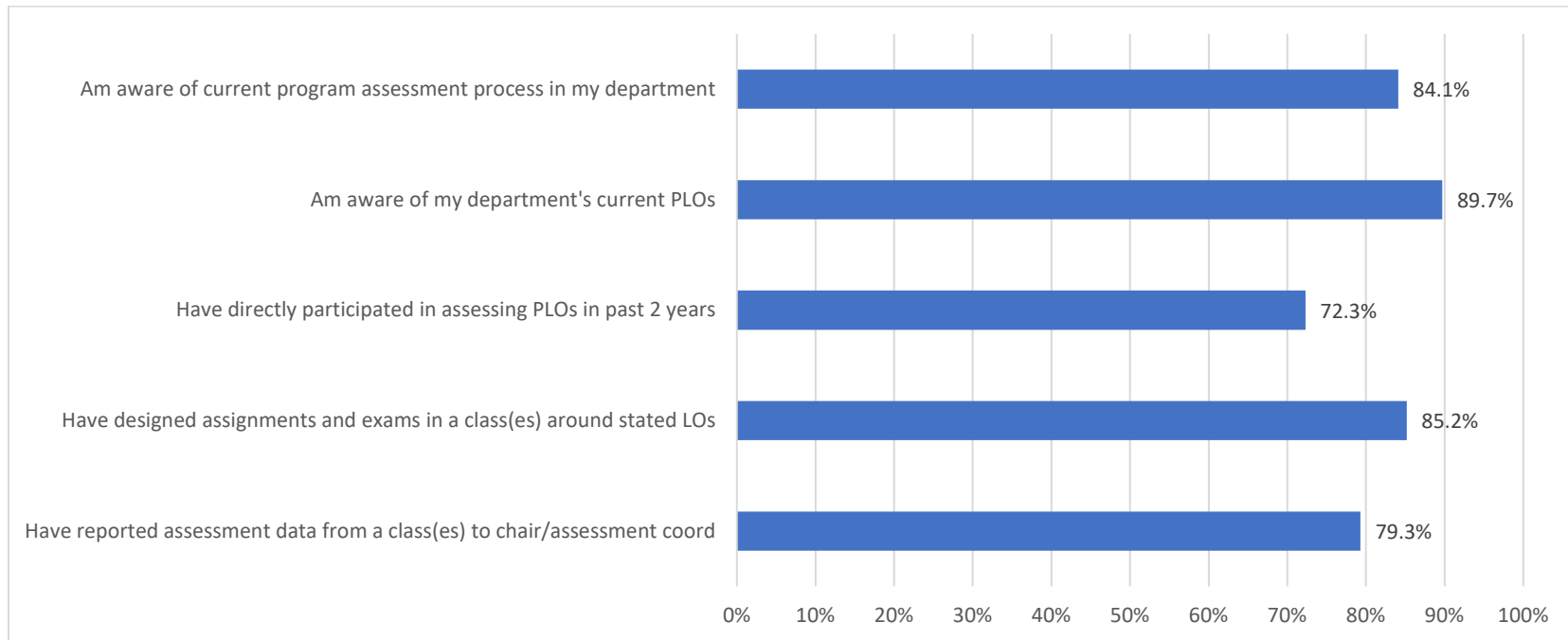


Figure 1. PLO awareness and own implementation

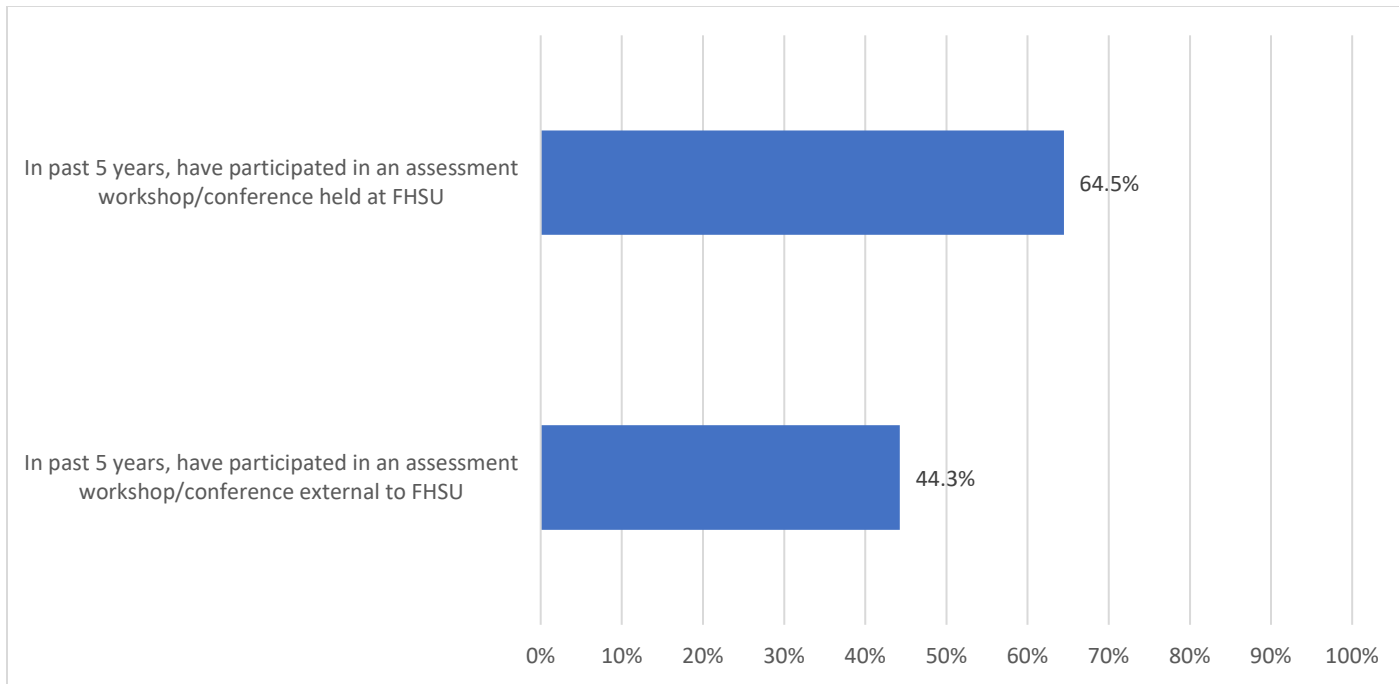


Figure 2. Participation in assessment workshop/conference past 5 years

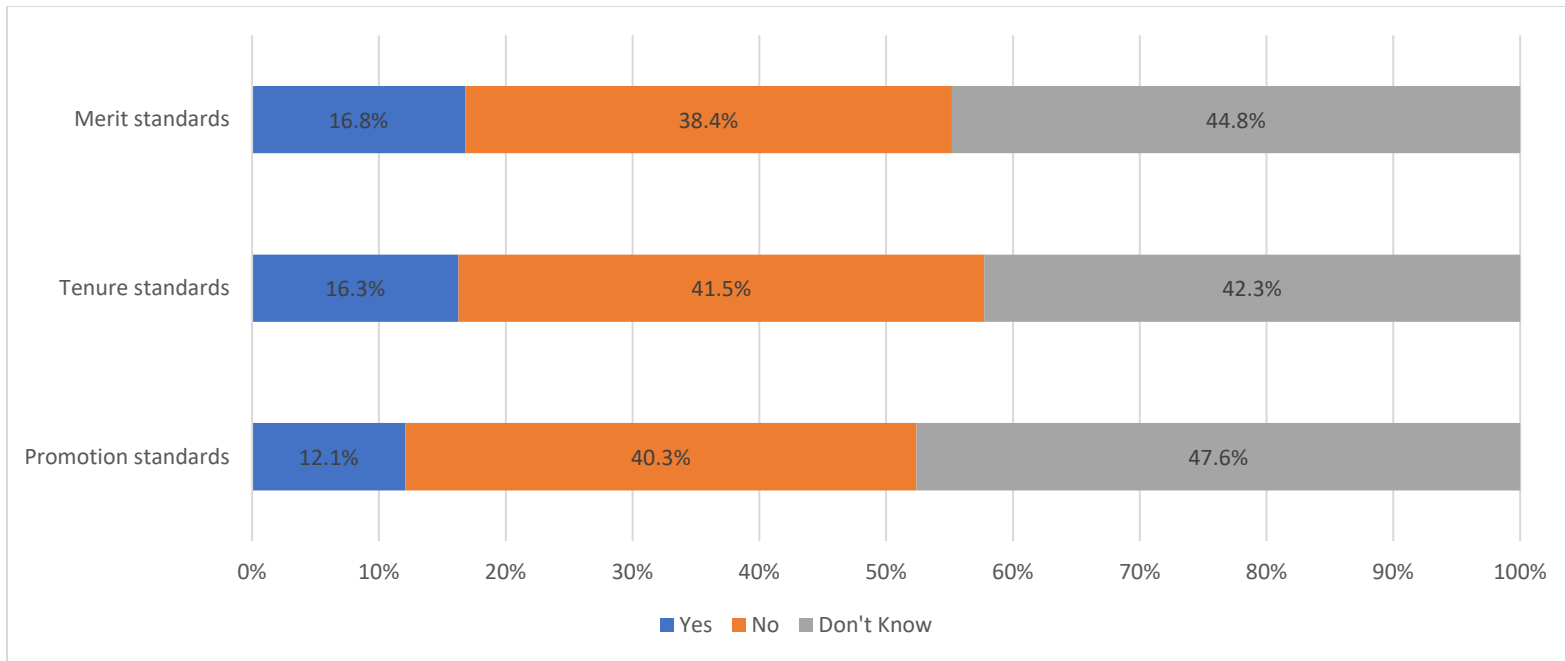


Figure 3. My department has updated its _____ standards to reward assessment

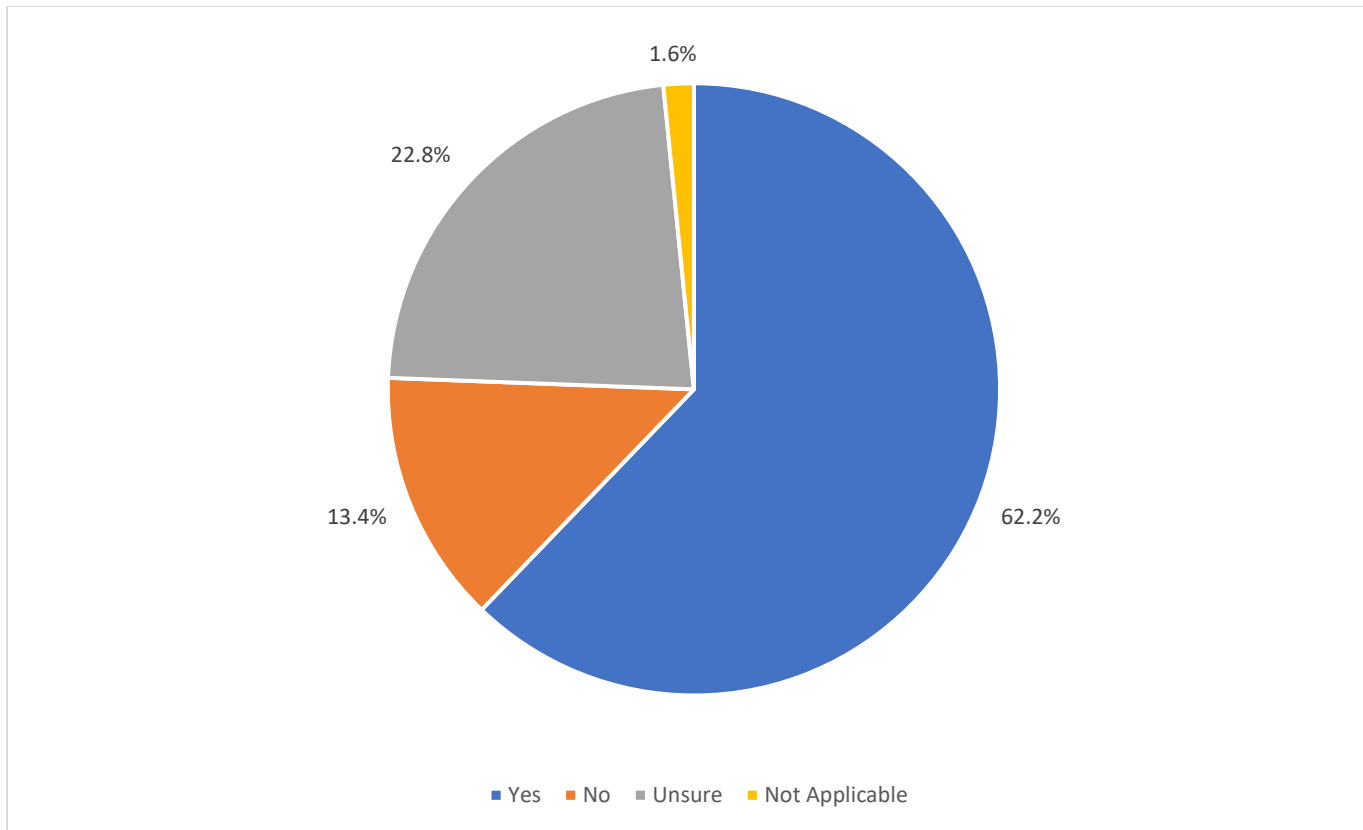


Figure 4. Department chair/assessment coordinator shares the department's annual program assessment report with our faculty

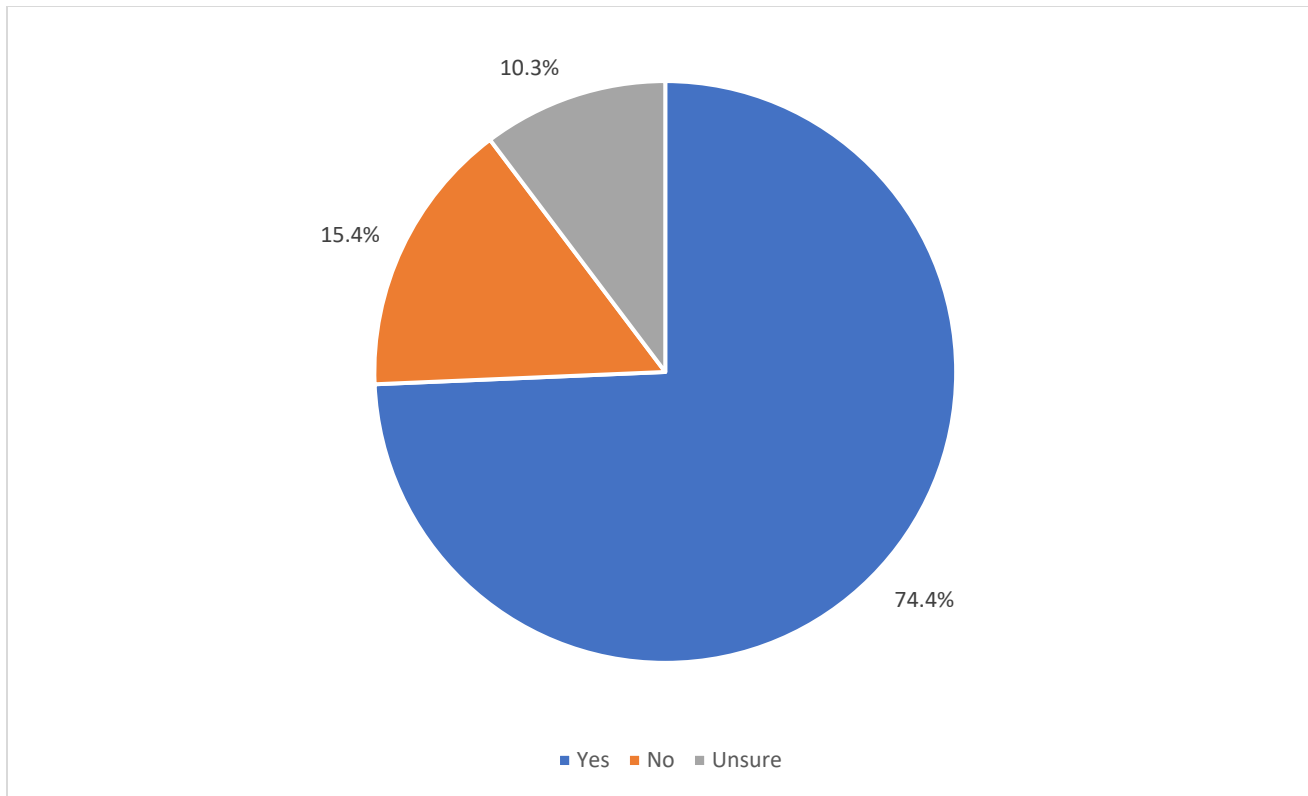


Figure 5. Respondent has reviewed the department report [among those who's chair/assessment coordinator share the department report, n=78]

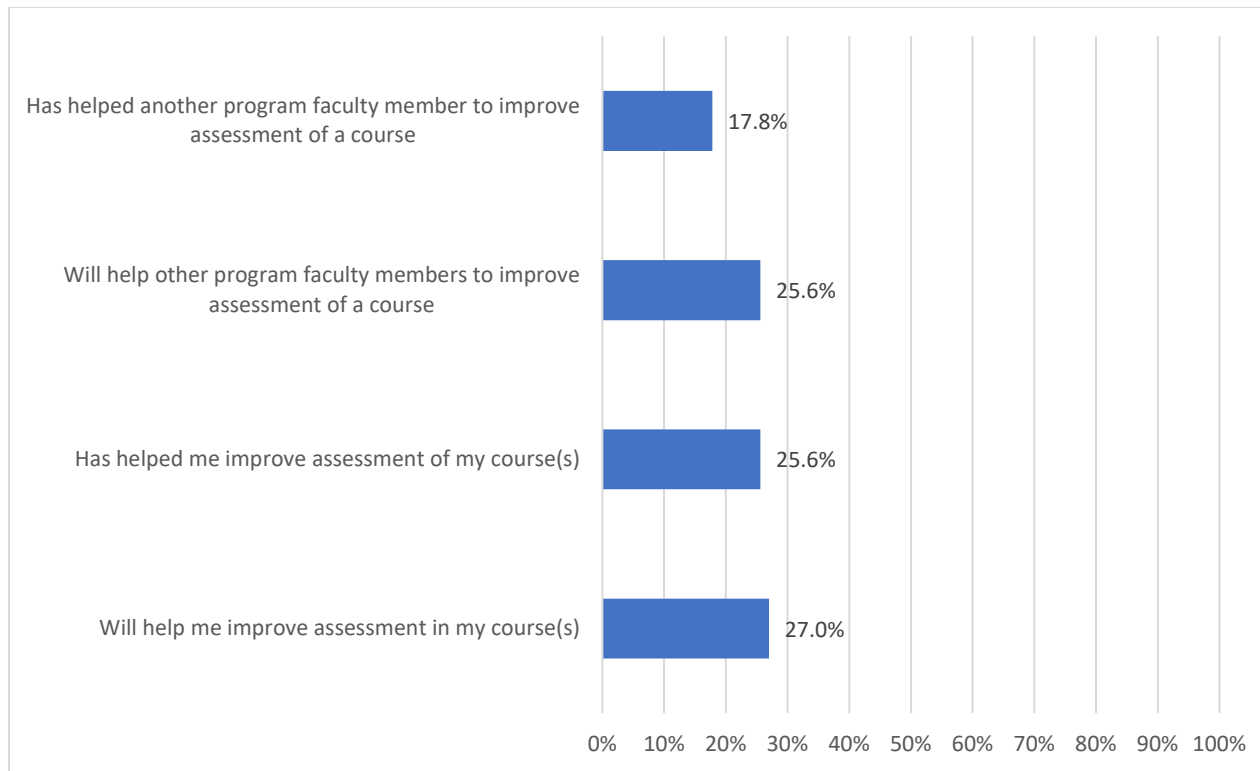


Figure 6. Results of our department's assessment report... [among those who were provided it and have reviewed it, n=58]

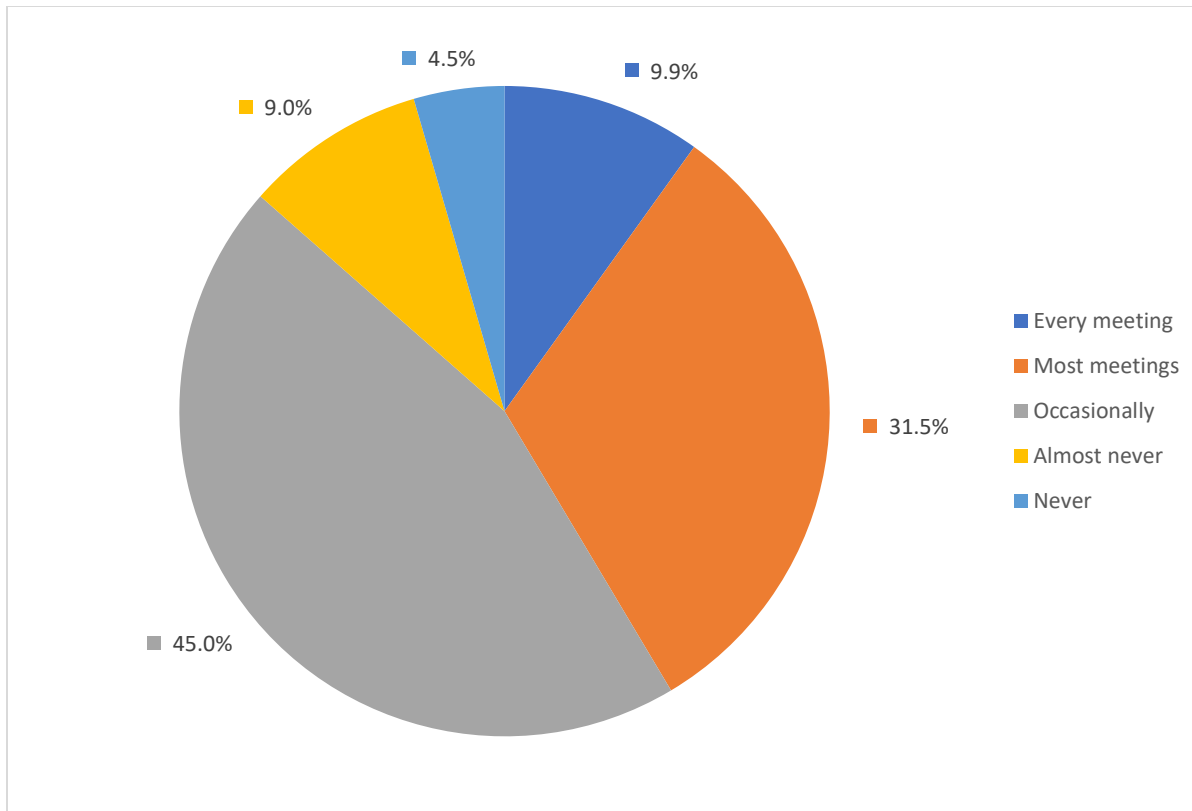


Figure 7. How often do your department's faculty meetings include agenda items related to assessment?

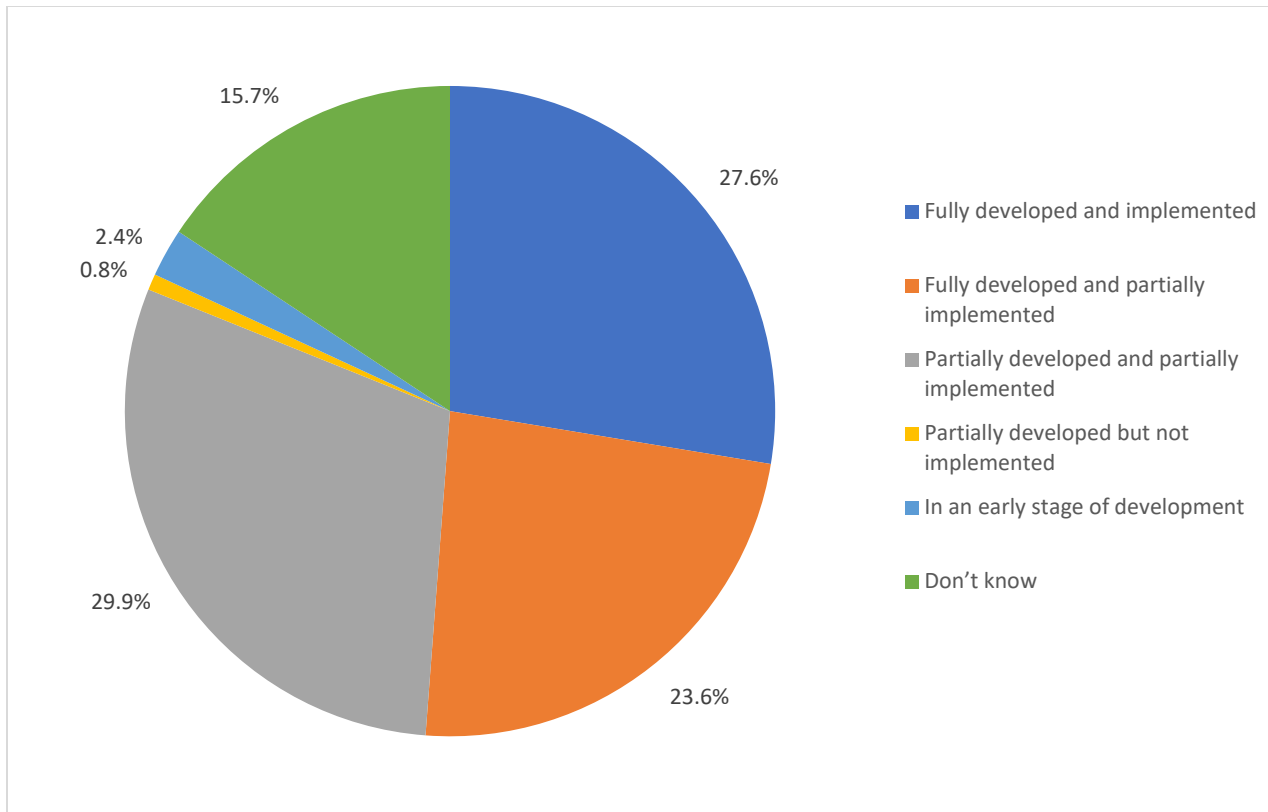


Figure 8. I would consider PLO assessment in my department to be...

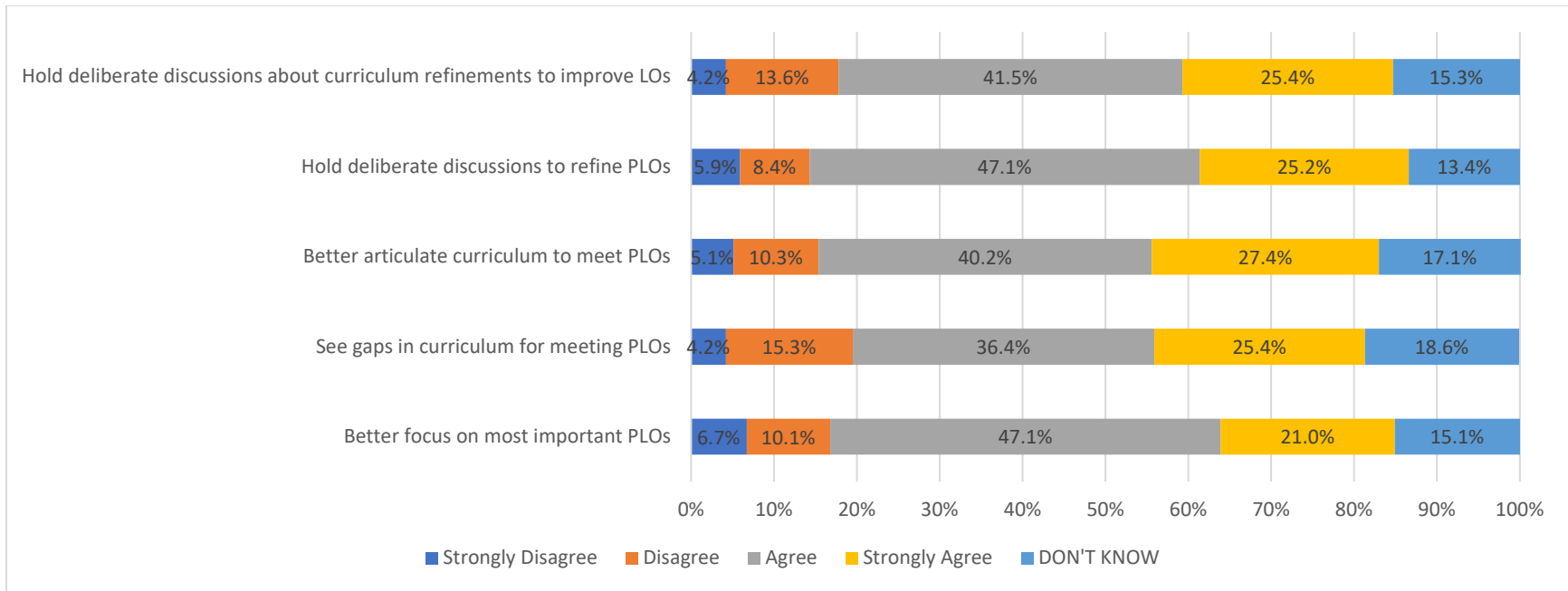


Figure 9. In our department, assessment has caused us to...

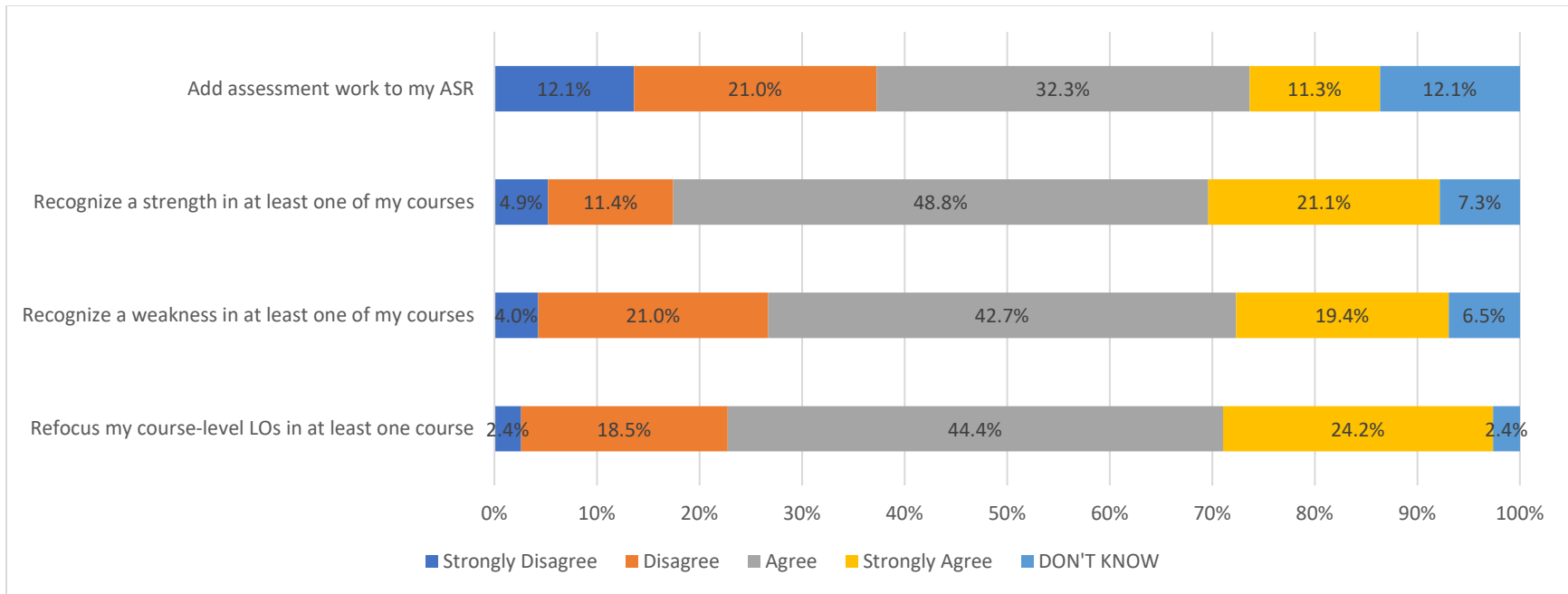


Figure 10. Assessment has caused me to...

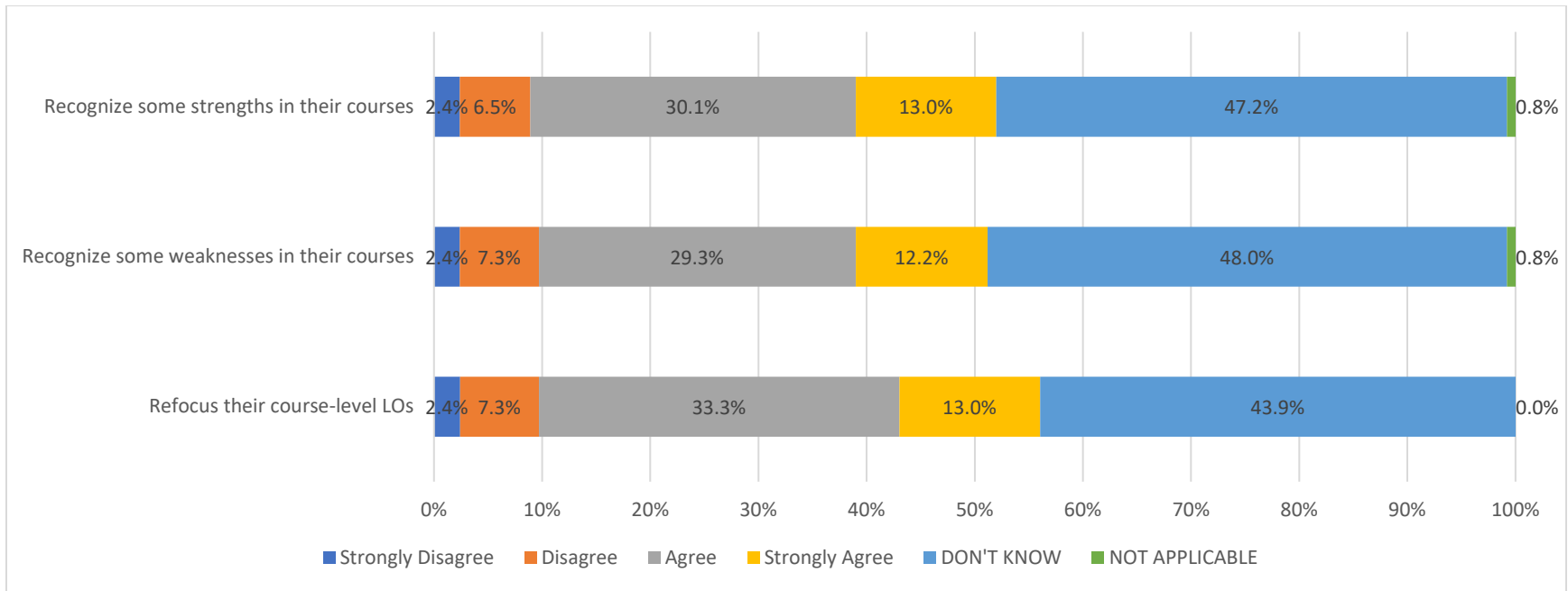


Figure 11. Assessment has caused other faculty in my department to...

A series of 18 questions about assessment at FHSU (see the Q12 series in Appendix 2) containing a mix of attitudinal/perception items were administered near the end of the questionnaire. Response to each question was recorded using a strongly disagree to strongly agree Likert-type metric. For most items, agreement signals a positive or a pro-assessment attitude/perception. For six items, agreement signals a negative or an anti-assessment attitude/perception or suggests an unrealistic expectation of assessment. Findings on items where agreement represents positive/pro-assessment attitudes/perceptions are separated into themes for charting response (Figures 12-15), followed by a single stacked bar chart (Figure 16) of response where agreement represents negative perception/anti-assessment/unrealistic expectation. Thus, items from the Q12 series appearing in the following figures are not presented in the order they appear in the questionnaire.

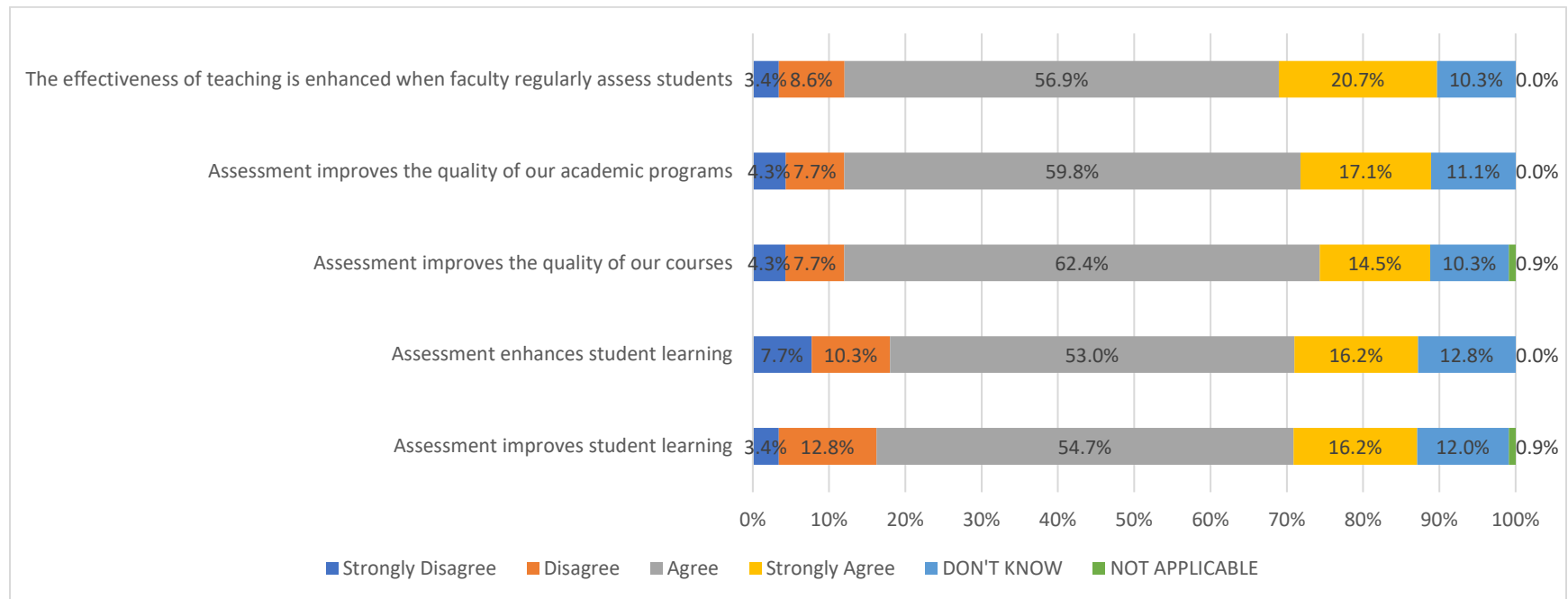


Figure 12. Benefits to learning: “At FHSU...”

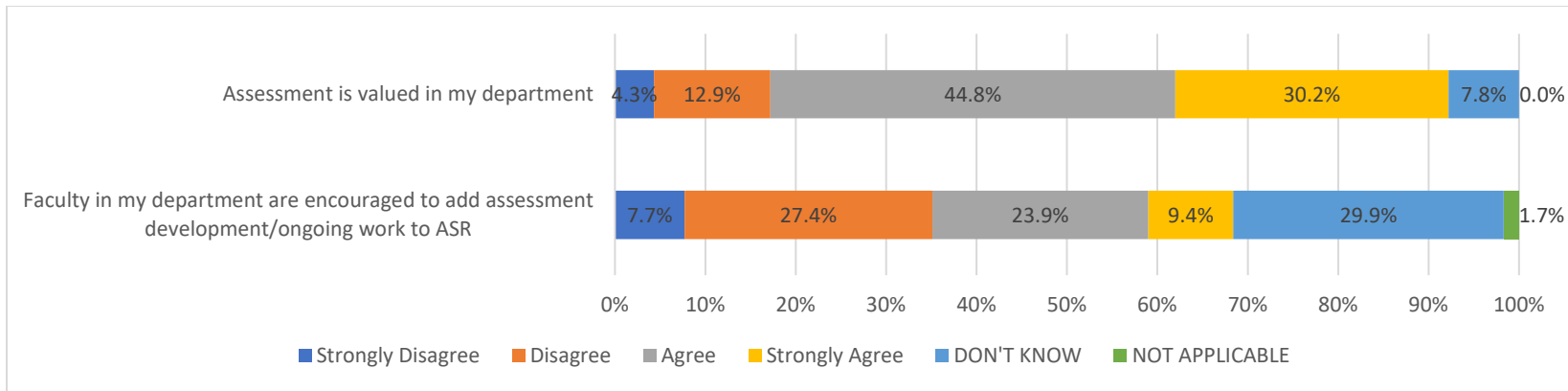


Figure 13. Department recognizes assessment: "At FHSU..."

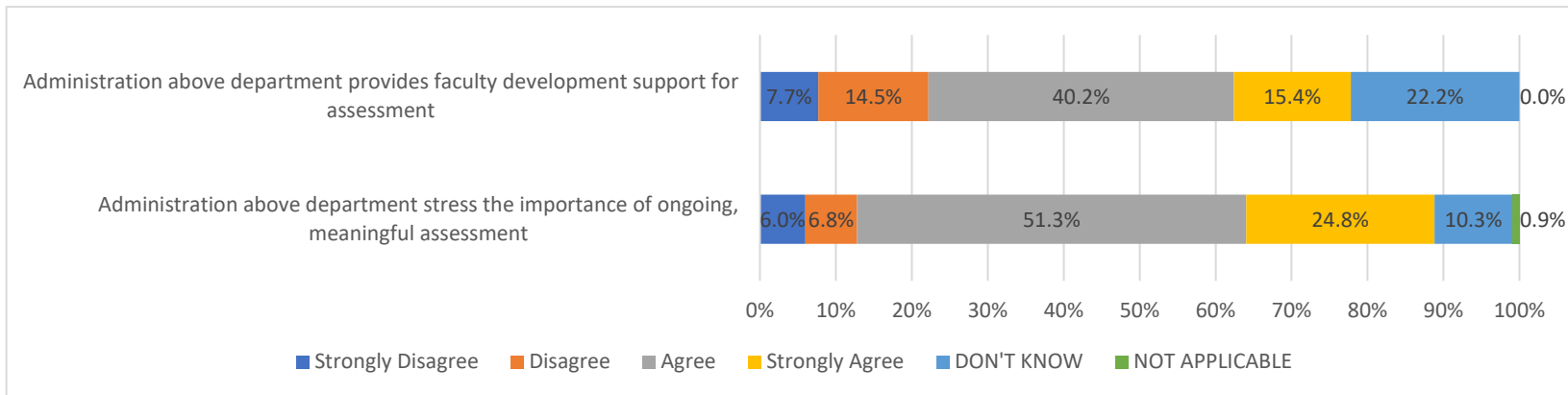


Figure 14. Administration promotes assessment: "At FHSU..."

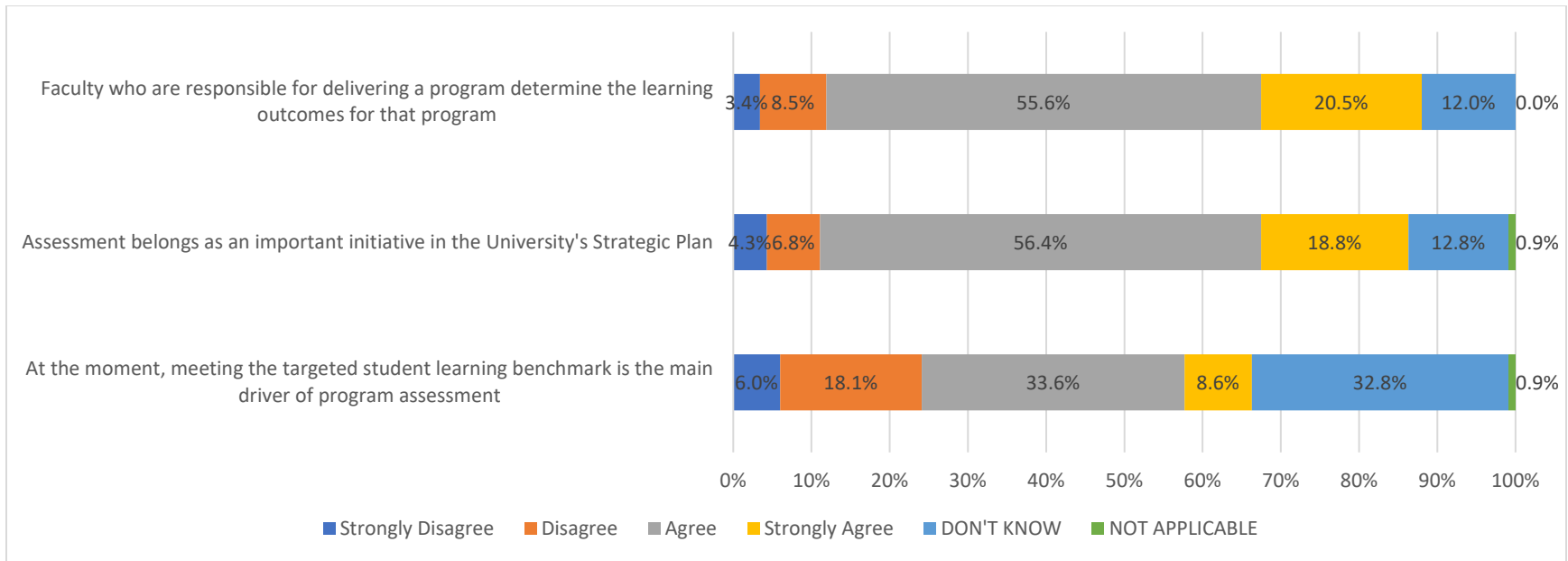


Figure 15. Select university-level conditions: "At FHSU..."

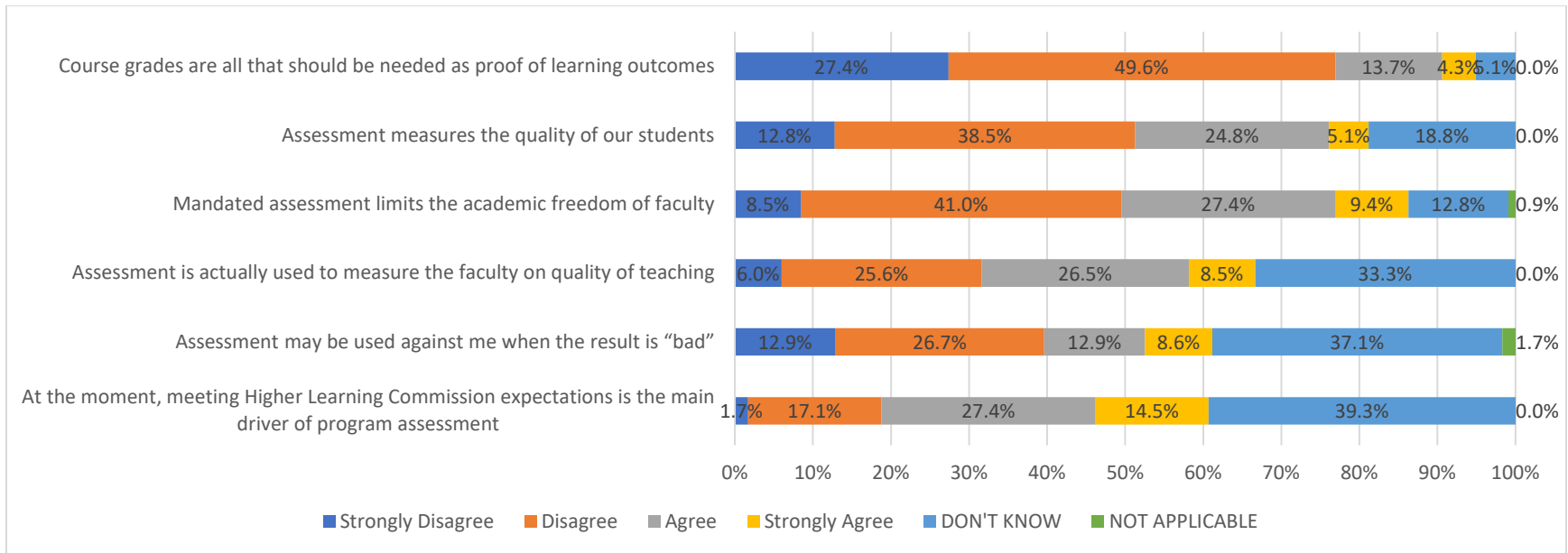


Figure 16. Negative Perception/Anti-Assessment Attitude/Unrealistic Expectations: “At FHSU...”

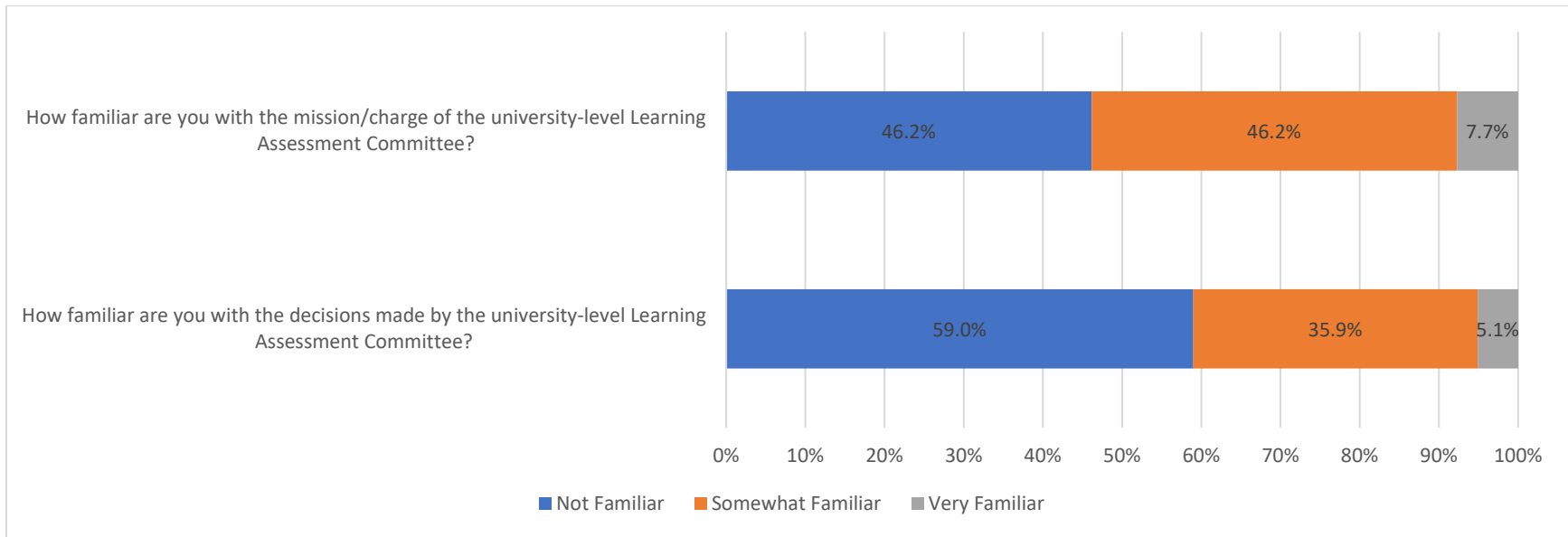


Figure 17. Learning Assessment Committee awareness

Open Comments About Assessment of Student Learning

Respondents were offered a final topical item, ***“Feel free to share any comments about student learning assessment.”*** Verbatim open responses follow with only slight redactions to protect confidentiality:

As a new faculty, I am unable to comment on the current assessment activities at FHSU.

Assessment isn't always quality assessment. And, the lack of quality in many assessment programs around the country does concern me.

Faculty should have to show that their regular course assessment (quizzes, exams, papers) include the measures of primary learning goals, like you have to do for "assessment." After you know the measures are included in the course grading rubric, make their overall grade their assessment of learning. Having a separate assessment that only measure "important learning" is more subjective and restrictive because faculty will "teach the indicators." Why does KBOR always think they can do our job better?

I believe it is mostly a waste of time and busy-work to give folks who do not spend much time in the classroom something vaguely "academic" to do. How can student learning be quantified? What do the numbers reveal, except what you want them to reveal? I get that we are required to conduct assessment by our accreditor, but does anyone actually think it matters in the end? I mean, aside from an administrator who gets paid to care about it?

I find the process burdening and not worth the amount of time it takes. Does it help, yes if you are looking for it to help. If you do it along, by your own methods in your own classes, you already make regular changes and updates to what you teach.

I think student learning assessment is important and I know who in my department to reach out to when I have questions about the outcomes, but in my current role I am not part of the discussions around the PLOs or creating the assignments that are used in the process. I value their role in assessment of quality of learning though and think it's helpful to note what students are taking away from classes

I think we have to look at a variety of measures for assessment--and not overreact to single semesters of data. Assessment is very important, but you CAN have a semester with challenging students or students who have a unique personality that change the dynamics of a course. Also, course evals should not be as highly valued for tenure/promotion/assessment--holding students accountable is not always popular!

I understand assessment is very important to the University's goals. I think that IN THEORY, assessment could play a positive role in improving the quality of education of our students. However, I am not convinced that the way in which the University is currently configuring/administering assessment produces any real educational value other than making administrators and assessment bean counters feeling positive about generating extensive reports and meeting their goals. Another factor is that there was a big push to do assessment during the pandemic. I'm sorry, but that didn't make sense to me at all. Given that most of our department's classes were instantly migrated from face-to-face to online for 2.5 semesters, I don't think any of the data collected during the pandemic has any relevance to measuring student

learning or program outcomes under normal nonpandemic conditions. All that the assessment push did was add more stress onto the faculty. I'm sorry I don't share the enthusiasm the University and the assessment folks have for assessment. I really do want to view assessment as a valuable process but the current assessment scheme doesn't seem to be doing anything for me except for increasing my workload and making the university goal-setters look good.

I would love to have the opportunity to work with other teachers in my department to develop outcomes and appropriate measures to assess if students reach course outcomes, but there is little discussion about this.

I'm not sure we know enough yet on how assessment and changes to courses is affecting true program outcomes. I'm not sure that all outcomes are truly measurable.

In COE we are up to our necks in assessment!

In my field, it is extremely easy to assess student learning in the traditional ways of giving and grading quizzes and exams, grading homework and recording grades in a principled way. Students can either solve problems or they cannot, and the problems are related to the physical world, so haven't changed over time. I understand that in many fields, professors and lecturers try to please students and end up inflating grades (one of the problems with assessing professors on student evaluations is that it encourages this behavior). That is not the case in my classes. I therefore feel that any extra assessment demanded just makes more work for me and takes time out of the class for productive teaching. It is pushing the university in the same direction as assessment pushed K-12 education--it encourages a watered down curriculum and teaching to a test.

It's an important university initiative, but we have limited time and are asked to do too much. Slow down and get one part of the initiative correct before moving on....and stop moving from one software platform to another. Finally, reward the people who manage and move the assessment program in each department. The university has no plan to incentivize those who must carry out the assessment initiative----meaning faculty. We didn't learn assessment in Graduate School and we didn't know it was part of the contract when we got here. We're busy people. Thanks.

Making faculty identify their rank within their college does not allow for the faculty member to be de-identified in their responses. There are very few faculty in my program that value assessment. All assessment efforts are behind because senior faculty were negative about it, called it a check the box approach. They refuse to see the value in it. Majority of the faculty the adaptation is done out of strict requirement. It is all viewed as a check the box approach. Assessment is a necessary part of continuous improvement. Refusing to work together in a program makes assessment meaningless for a program. It leaves individual faculty isolated to work on their own. It means they are restricted to solely the way they can impact one course not the whole program objectives. It also means they have to search people outside of FHSU that teach similar courses to talk through ideas and strategies.

The entire exercise is a complete and utter waste of time and resources. It seems to be the latest "flavor of the month" that someone in the upper administration has latched onto and has decided we all must do.

There needs to be more emphasis on what is "good" assessment, what are types of assessment to check for student learning/progress, and how to develop effective assessments on quality learning objectives. As with most university faculty that are not educators, but content experts, there are too many old-school "gotcha" tests that do not really assess but create a climate of rote memorization and panic that is not conducive to really learning and retaining information.

There were three things that made about half of this survey irrelevant for me: (1) This assumed that things happen at the department level. Being in [REDACTED], that's simply not the case. We have more programs than faculty and most faculty work by themselves in a program not overlapping others. Thus our *department* doesn't have outcomes or assessment; all that happens inside the individual programs. (2) Our department does not include granular information in our Annual Statement of Responsibilities (ex., we would never include something as detailed as "program assessment work" in the ASR; rather, we put generic things like "Do service (20%)" while the details are basically shadow work we're expected to just do. (3) Somewhat similar to the first comment above, there is a TON of support and attention given at the college-level to assessing [REDACTED] programs. Those that fall outside [REDACTED], however, are on their own.

This tool to gather information is poor. The term assessment can be applied to any means by which student learning is evaluated. It does not have to include only bits and parts to fulfil some university decreed assessment goal but should be carried out throughout the entire semester. The assessment goals normally included in the "recognized" assessment outcomes are not reflective of total student learning and can be very misleading. Waste of time and money totally. Student success is the better measure of achievement in teaching.

We are continuing to develop and implement assessment. However, there is plenty of resistance by some members of the faculty to cooperate in this assessment process. Additionally, the assessment we are doing is not being used by the department to make curriculum decisions. The data has yet to be shared with the faculty, nor have we met to discuss this data. Finally, assessment does not nothing unless the department has a vision, mission, and strategic academic plan. We have no framework to which to make decisions and move us forward to meeting the needs of the students. Instead, we continue to teach the same old classes that have been taught for decades without truly understanding why we are teaching it and how it fits into the curriculum.

We are not doing a very good job with consistent, meaningful assurance of learning. We tend to select learning outcomes that are easy to measure, instead of those that are meaningful to employers and the academic areas in which we teach. Results of AoL do NOT currently create data that suggest anything actionable (for continuous improvement of programs). As has been for a long time, we are not doing a good job of "closing the loop".

We have a strong departmental culture of assessment, but there needs to be MUCH better communication from the top about the overall purposes of assessment, AEFIS, GenEd CORE assessment rubrics, etc. We rarely hear ANYTHING from the chief assessment officer relative to the

"big picture" of assessment. There needs to be a better internal marshalling of support and reporting of strengths and weaknesses of assessment at FHSU and a vision/strategic plan related to assessment.

Appendix 1: Demographics of Survey Respondents

Which college do you work in?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	College of Arts, Humanities, and Social Sciences	45	34.9	39.1	39.1
	College of Education	12	9.3	10.4	49.6
	College of Health and Behavioral Sciences	22	17.1	19.1	68.7
	Robbins College of Business and Entrepreneurship	15	11.6	13.0	81.7
	Werth College of Science, Technology, and Mathematics	21	16.3	18.3	100.0
	Total	115	89.1	100.0	
Missing	System	14	10.9		
Total		129	100.0		

How long have you worked for FHSU?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 year	7	5.4	6.1	6.1
	1 - 5 years	36	27.9	31.3	37.4
	6 - 10 years	24	18.6	20.9	58.3
	11 - 15 years	20	15.5	17.4	75.7
	16 - 20 years	12	9.3	10.4	86.1
	More than 20 years	16	12.4	13.9	100.0
	Total	115	89.1	100.0	
Missing	System	14	10.9		
Total		129	100.0		

Which best describes your faculty position at FHSU?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tenure-Track, Full-Time Faculty	39	30.2	33.9	33.9
	Non Tenure-Track, Full-Time Faculty	28	21.7	24.3	58.3
	Part-Time/Adjunct Faculty	9	7.0	7.8	66.1
	Tenured	37	28.7	32.2	98.3
	Other	2	1.6	1.7	100.0
	Total	115	89.1	100.0	
Missing	System	14	10.9		
Total		129	100.0		

Are you a China partnership faculty member teaching in China?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1	.8	.9	.9
	No	113	87.6	99.1	100.0
	Total	114	88.4	100.0	
Missing	System	15	11.6		
Total		129	100.0		

What is your faculty rank?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Instructor	28	21.7	25.2	25.2
	Lecturer	2	1.6	1.8	27.0
	Senior Lecturer	1	.8	.9	27.9
	Assistant Professor	41	31.8	36.9	64.9
	Associate Professor	25	19.4	22.5	87.4
	Professor	14	10.9	12.6	100.0
	Total	111	86.0	100.0	
Missing	System	18	14.0		
Total		129	100.0		

Do you serve as department chair?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	10	7.8	8.8	8.8
	No	104	80.6	91.2	100.0
	Total	114	88.4	100.0	
Missing	System	15	11.6		
Total		129	100.0		

Appendix 2: Questionnaire

FHSU faculty assessment survey F21

Q1 QINTRO

The Docking Institute of Public Affairs has been asked by Fort Hays State University's Office of Institutional Effectiveness and Quality Improvement and the Learning Assessment Committee to conduct an assessment climate survey of faculty. The survey measures attitudes and practices regarding learning outcomes assessment.

Your survey responses will remain completely confidential. This survey is also completely voluntary. You have an option to exit now if you prefer. This survey is available for adults over the age of 18. If you are under the age of 18, please select "No - I will not continue" below.

To begin the survey, select "Yes - I will continue" below. By selecting "Yes - I will continue" you are providing consent to enter the survey. If you would like to review the IRB-approved consent document before continuing, please select "Review consent document before continuing."

Then click "Next."

- Yes – I will continue (1)
- No – I will not continue (2)
- Review consent document before continuing (3)

Skip To: Q3 If QINTRO The Docking Institute of Public Affairs has been asked by Fort Hays State University's Off... = Yes – I will continue

Skip To: End of Block If QINTRO The Docking Institute of Public Affairs has been asked by Fort Hays State University's Off... = No – I will not continue

- Q2 QCONSENT Assessment Climate Survey of Faculty

INTRODUCTION

The Office of Institutional Effectiveness and Quality Improvement (IEQI) and the Learning Assessment Committee (Committee) at Fort Hays State University supports the practice of protection for human subjects participating in research. **You are being asked to participate in a research study. It is your choice whether or not to participate.** The following information is provided for you to decide whether you wish to participate in the present study. You may refuse to begin this survey and not participate in this study. You should be aware that even if you agree to participate, you are free to withdraw at any time. If you do withdraw from this study, it will not affect your relationship with the IEQI nor the Committee, the services it may provide to you, or Fort Hays State University.

PURPOSE OF THE STUDY

The IEQI and the Committee would like to assess FHSU faculty's current attitudes and practices around assessment of student learning outcomes. Here are some of the topics we would like to investigate:

- What is the degree of faculty involvement in assessment of student learning outcomes at course, program, and institutional levels?
- What is the culture of assessment within programs, departments, and the university level?
- What are faculty's attitudes on FHSU's current practices regarding learning outcomes assessment?
- How do faculty view the value of assessing student learning outcomes?

Collecting answers to these questions will help the IEQI and the Committee to establish a learning outcome assessment attitudes and practices among faculty at FHSU. This information will inform the IEQI's and the Committee's future initiatives and professional development offerings. It will also provide a basis for tracking the assessment initiative over time.

PROCEDURES

You will be asked to complete a survey in Qualtrics. We anticipate that completing the survey will take 10 minutes or less. At the end of the survey, you will have the opportunity to submit a separate form for entry into a drawing for one of ten \$100 Amazon.com gift cards. Providing your contact information for the drawing is optional.

RISKS

We do not anticipate any risk to participants. However, in the event that you feel distressed during or after the interview, please reach out to the FHSU Health and Wellness Services for emotional support:

FHSU Health and Wellness Services
Fischli-Wills Center for Student Success
Third Floor, Room 301
Fort Hays State University
600 Park Street
Hays, KS 67601
Phone: (785) 628-4401

BENEFITS

The survey results will inform future IEQI and the Committee initiatives and professional development offerings at FHSU, benefiting both students and faculty. The data gathered will also be valuable for the broader learning assessment movement, providing a case study of faculty attitudes and practices around student learning outcome assessment.

COMPENSATION

Optional entry into a drawing for one of ten \$100 Amazon.com gift cards.

PARTICIPANT CONFIDENTIALITY

If you choose to provide contact information for entry into a drawing for one of ten \$100 Amazon.com gift cards; this contact information will not be associated with your responses to the survey questions in any way. Researchers at the Docking Institute will maintain confidentiality. The Institute will issue a descriptive report of response and will de-identify all survey data before delivering the final data set to IEQI. Your name will not be associated in any publication or presentation with the information collected about you or with the research findings from this study.

WITHDRAWAL

You may stop answering questions at any time without penalty, and any information you have provided prior to withdrawal will be destroyed upon request. Your decision to stop your participation will not affect your relationship with the IEQI nor the

Committee.

VOLUNTARY PARTICIPATION

You are not required to agree to this Consent and Authorization form and you may refuse to do so without affecting your right to any services you are receiving or may receive from Fort Hays State University or to participate in any programs or events of Fort Hays State University. However, if you refuse to provide consent, you cannot participate in this study.

CONTACT INFORMATION

Questions about purposes for/uses of the study should be directed to Dr. Sangki Min:

Sangki Min, Ph.D.

Assistant Vice President Institutional Effectiveness and Quality Improvement

Fort Hays State University

785-628-4540

s_min2@fhsu.edu

PARTICIPANT CERTIFICATION:

I have read this Consent and Authorization form. I have had the opportunity to ask, and I have received answers to, any questions I had regarding the study. I understand that if I have any additional questions about my rights as a research participant, I may call (785) 628-4349, write the Office of Scholarship and Sponsored Projects (OSSP), Fort Hays State University, 600 Park St., Hays, Kansas 67601, or email irb@fhsu.edu.

I agree to take part in this study as a research participant. By submitting my contact information I affirm that I am at least 18 years old and that I have received a copy of this Consent and Authorization form. I understand that I will be asked to reiterate my consent verbally at the beginning of the interview.

To proceed to the survey question, select "Yes - I will continue". Select "No - I will not continue" to exit now.

Then click "Next."

Yes - I will continue (1)

No - I will not continue (2)

Skip To: End of Block If QCONSENT Assessment Climate Survey of Faculty INTRODUCTION The Office of Institutional Effe... = No - I will not continue

Q3 Please read each statement and choose the best fitting answer option provided.	Yes (1)	No (2)	DON'T KNOW (3)	NOT APPLICABLE (4)
I am aware of the current program assessment <u>process</u> in my department. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of my department's current program learning <u>outcomes</u> . (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have directly participated in assessing program learning outcomes within the past two academic years. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have designed the assignments and exams in a class(es) around stated learning outcomes. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have reported assessment data from a class(es) to my department chair/assessment coordinator. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the past five years, I have participated in an assessment workshop/training/conference held at FHSU. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the past five years, I have participated in an assessment workshop/training/conference <u>external</u> to FHSU. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

As I need help on assessment, I know someone in the department or elsewhere at FHSU to contact for assistance. (8)

My department has updated its merit standards to reward assessment. (9)

My department has updated its tenure standards to reward assessment. (10)

My department has updated its promotion standards to reward assessment. (11)

Q4 My department chair/assessment coordinator shares the department's annual program assessment report with our faculty.

- Yes (1)
- No (2)
- Unsure (3)
- Not Applicable (4)

Display This Question:

If My department chair/assessment coordinator shares the department's annual program assessment repo... = Yes

Q5 I have reviewed our department's annual program assessment report.

- Yes (1)
- No (2)
- Unsure (3)
- Not Applicable (4)

Display This Question:

If I have reviewed our department's annual program assessment report. = Yes

Q6 Results of our department's assessment report: (Please select all that apply)

- Has helped another faculty member of the program to improve assessment of a course (1)
- Will help other faculty members of the program to improve assessment of a course (2)
- Has helped me improve assessment of my course(s) (3)
- Will help me improve assessment of my course(s) (4)

Q7 How often does your department's faculty meetings include agenda items related to assessment?

- Every meeting (1)
- Most meetings (2)
- Occasionally (3)
- Almost never (4)
- Never (5)
- Don't Know (6)

Q8 I would consider program learning outcome (PLO) assessment in my department to be:

- Fully developed and implemented (1)
- Fully developed and partially implemented (2)
- Partially developed and partially implemented (3)
- Partially developed but not implemented (4)
- In an early stage of development (5)
- Don't know (6)

Q9 In our department, assessment has caused us to:	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	DON'T KNOW (5)	NOT APPLICABLE (6)
Better focus on the most important program learning goals (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
See gaps in curriculum for meeting program learning outcomes (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Better articulate the curriculum to meet program learning outcomes (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hold deliberate discussions to refine program learning outcomes (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Hold deliberate discussions about curriculum refinements to improve learning outcomes (5)



Q10 Assessment has caused me to:

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	DON'T KNOW (5)	NOT APPLICABLE (6)
Refocus my course-level learning outcomes in at least one course (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize a weakness in at least one of my courses (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize a strength in at least one of my courses (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Add assessment work to my Annual Statement of Responsibilities (21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11 Assessment has caused other faculty in my department to:

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	DON'T KNOW (5)	NOT APPLICABLE (6)
Refocus their course-level learning outcomes (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize some weaknesses in their course(s) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize some strengths in their courses(s) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12 At FHSU...	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	DON'T KNOW (5)	NOT APPLICABLE (6)
Faculty who are responsible for delivering a program determine the learning outcomes for that program. (30)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administration above the department level stress the importance of ongoing, meaningful assessment. (32)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administration above the department level provides faculty development support for assessment. (33)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At the moment, meeting Higher Learning Commission expectations is the main driver of program assessment. (34)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At the moment, meeting the targeted student learning benchmark is the main driver of program assessment. (35)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment is valued in my department. (36)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Faculty in my department are encouraged to add assessment development/ongoing work to our Annual Statement of Responsibilities. (37)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment may be used against me when the result is "bad." (38)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment measures the quality of our students. (39)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment improves student learning. (40)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The effectiveness of teaching is enhanced when faculty regularly assess students. (41)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment is actually used to measure the faculty on quality of teaching. (42)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mandated assessment limits the academic freedom of faculty. (43)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course grades are all that should be needed as proof of learning outcomes. (44)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Assessment improves the quality of our courses. (45)

Assessment improves the quality of our academic programs. (46)

Assessment enhances student learning. (47)

Assessment belongs as an important initiative in the University's Strategic Plan. (48)

Display This Question:

If At FHSU... = Faculty who are responsible for delivering a program determine the learning outcomes for that program. [Strongly Disagree]

Or At FHSU... = Faculty who are responsible for delivering a program determine the learning outcomes for that program. [Disagree]

Q13 Earlier you disagreed that at FHSU the faculty responsible for delivering a program determine the learning outcomes for that program.

If not the program faculty, who or what office would you say decides the program learning outcomes?

Q14 How familiar are you with the mission/charge of the university-level Learning Assessment Committee?

- Not Familiar (1)
- Somewhat Familiar (2)
- Very Familiar (3)

Q15 How familiar are you with the decisions made by the university-level Learning Assessment Committee?

- Not Familiar (1)
- Somewhat Familiar (2)
- Very Familiar (3)

Q16 Which college do you work in?

- College of Arts, Humanities, and Social Sciences (1)
- College of Education (2)
- College of Health and Behavioral Sciences (3)
- Robbins College of Business and Entrepreneurship (4)
- Werth College of Science, Technology, and Mathematics (5)

Q17 How long have you worked for FHSU?

- Less than 1 year (1)
- 1 - 5 years (2)
- 6 - 10 years (3)
- 11 - 15 years (4)
- 16 - 20 years (5)
- More than 20 years (6)

Q18 Which best describes your faculty position at FHSU?

- Part-Time/Adjunct Faculty (3)
- Non Tenure-Track, Full-Time Faculty (2)
- Tenure-Track, Full-Time Faculty (1)
- Tenured (4)
- Other (5)

Q19 Are you a China partnership faculty member teaching in China?

Yes (1)

No (2)

Q20 What is your faculty rank?

Instructor (1)

Lecturer (2)

Senior Lecturer (3)

Assistant Professor (4)

Associate Professor (5)

Professor (6)

Q21 Do you serve as department chair?

Yes (1)

No (2)

Q22 Feel free to share any comments about student learning assessment here:

Q23 You are at the end of this questionnaire. **Clicking the "Next" button below will submit your responses and send you to the Exit page.** Once the "Next" button is selected here, you will **not be able to review** your answers **nor re-enter** the survey. The "Back" button will take you to the previous question.

Incentive option: You have an opportunity to participate in a drawing for one of ten \$100 Amazon gift cards. A **link on the next page** will take you to a form asking for your name and email address. A drawing will be held in mid-December 2021. If your name is selected, you will be contacted by the Docking Institute.

Information from the form will **not be linked** to this survey in any way. Responses to this survey and responses to the drawing entry form are collected separately.

If you have any questions about the drawing entry form, please contact Leslie Watson at 785-628-5571 or lawatson2.se@fhsu.edu.

Thank you for your participation in this survey.