



USING STUDENT PERCEPTIONS FOR PROGRAM-LEVEL ASSESSMENT

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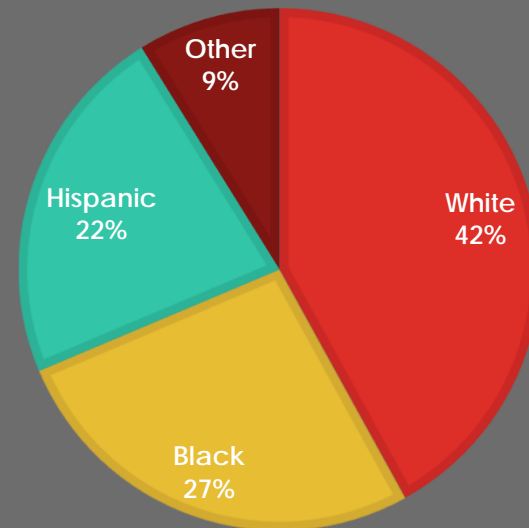
Texas A&M University-Central Texas

TEXAS A&M-CENTRAL TEXAS IS ONE OF THE NEWEST UNIVERSITIES IN OUR STATE AND NATION.

- Proud home of the Warriors!
- Upper-Level University
- 16 Baccalaureate Degrees
- 24 Master's Degrees
- Military –Affiliated Enrollments – +40%
- More than 4,850 Students Graduated Since 2009

2,575 FALL 2017 ENROLLMENTS

White Black Hispanic Other



USING DIRECT AND INDIRECT MEASURES IN ASSESSING PROGRAM-LEVEL STUDENT LEARNING OUTCOMES ADDS VALUE

- Direct Measures - Tangible, visible, self-explanatory, and compelling evidence of exactly what students have and have not learned.
 - Evidence a skeptic would accept
 - Scores and pass rates on standardized tests (Licensure/certification tests)
 - Signature assignments (Capstone projects, quizzes, tests, portfolio artifacts)
- Indirect Measures - Proxy signs or less clear and less convincing evidence of probable student learning.
 - Course grades
 - Course evaluations
 - Student perception surveys

[Suskie, L. A. (2009). *Assessing student learning: a common sense guide.*]

END-OF-COURSE SURVEYS MEASURE A STUDENT'S PERCEPTION OF THE COURSE

- Surveys conducted at the completion of a course
- By the student
- On faculty and course content
- Can include an assessment of student's perception of learning outcomes



MAP LEARNING-RELATED SURVEY QUESTIONS TO PROGRAM LEVEL LEARNING OUTCOMES

Survey Question Categories	Bloom's Cognitive Domain
Creative capacities	Creating
Personal values	Evaluating And Analyzing
Analyze and critically evaluate ideas	
Application for improved thinking	Applying
Expressiveness (written and oral)	
Find and use resources	
Principles, generalizations, theories	Understanding
Broad, liberal education	
Gaining factual knowledge	Remembering

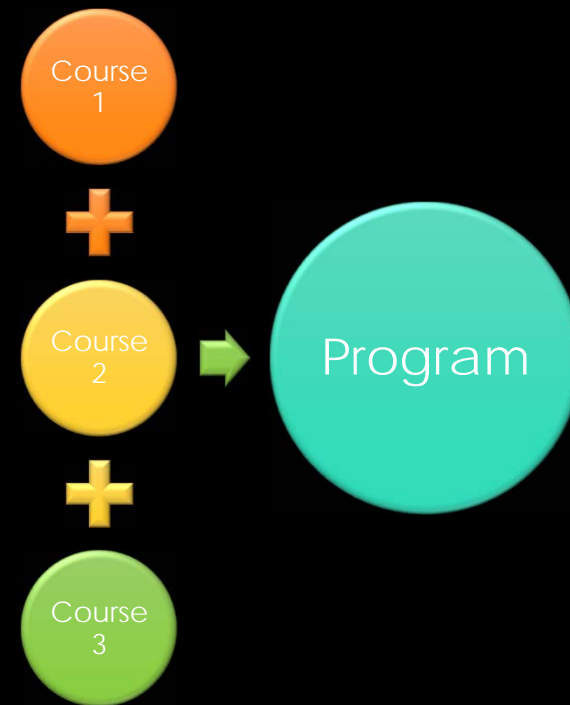


HOW TO USE END-OF-COURSE SURVEY DATA IN THE PROGRAM ASSESSMENT

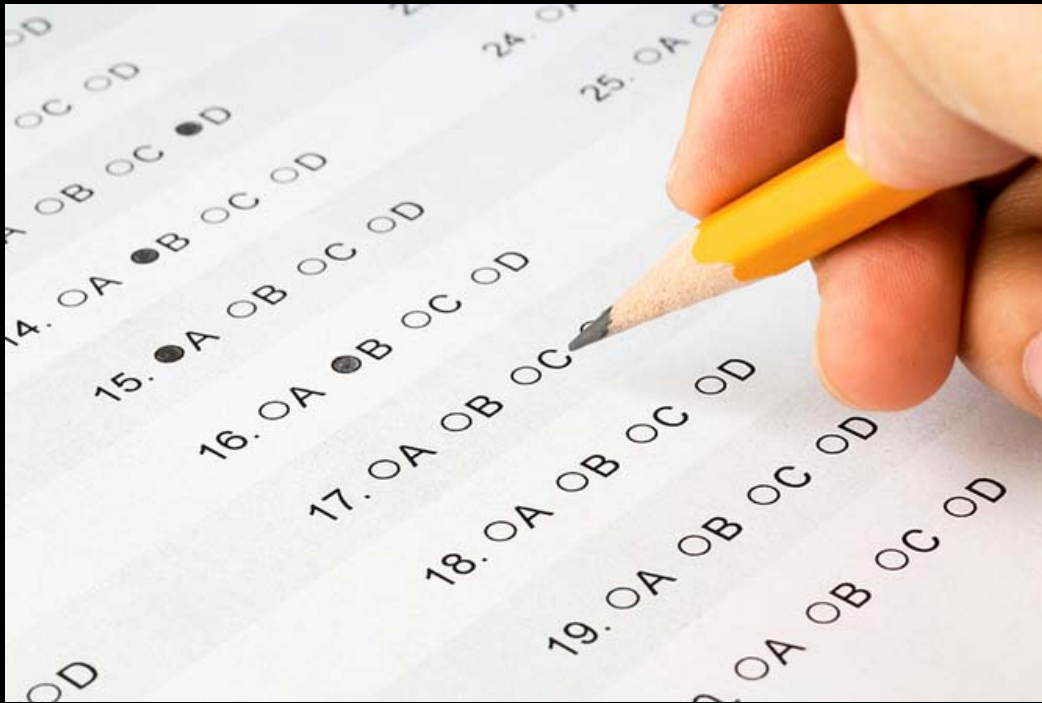
- Identify Program Courses to Include
- Organize Survey Data by Course and Year
- Count Survey Responses for all Program Courses
- Calculate the Percentage of Positive Responses
- Compare the latest data to the previous two years
- Compare the results to the direct measures for the learning outcome

COURSE TO PROGRAMS

Program	Course
MED EDLD	EDLD 5300 Foundations of Educational Leadership
MED EDLD	EDLD 5301 Research in Educational Leadership
MED EDLD	EDLD 5339 Processes of Educational Leadership
MED EDLD	EDLD 5345 Leadership of Curriculum Systems
MED EDLD	EDLD 5309 Legal Issues in School Leadership
MED EDLD	EDLD 5307 Leadership of Human Resources
MED EDLD	EDLD 5316 Leadership of Effective Instruction
MED EDLD	EDLD 5342 Leadership of Campus Resources
MED EDLD	EDLD 5355 Leadership of Diverse Learning Communities
MED EDLD	EDLD 5360 Educational Leadership Applications
MED EDLD	EDLD 5392 Principalship Practicum (1)
MED EDLD	EDLD 5392 Principalship Practicum (2)
MED EDLD	EDLD 5090 Educational Leadership Comprehensive Examination



COLLECT THE DATA



- Administer the end-of-course surveys
- Collect more than one period of data (preferably three years)
- Clearly identify the course

Question: Indicate the amount of progress you made in gaining factual knowledge (terminology, classifications, methods, trends)

No apparent progress.	3
Slight progress - I made small gains on this objective.	8
Moderate progress - I made some gains on this objective.	17
Substantial progress - I made large gains on this objective.	88
Exceptional progress - I made outstanding gains on this objective.	190
Total Responses	306
Substantial or Exceptional Progress	278

Results: 278 out of 306 students (or 90.8 percent) perceived substantial or exceptional progress on this outcome.

CRUNCH THE DATA

- Associate courses to programs
- Count the positive responses
- Calculate the number and percentage of positive responses

EVALUATE THE DATA

- **Measure:** Develop skill in expressing myself orally or in writing (Indirect – Survey)
- **Target:** 80 percent of students perceive substantial or exceptional progress
- **Findings:** In CY 2016, 306 out of 427 students, or 71.7 percent, perceived substantial or exceptional progress on this outcome. This compares to 75.4 percent in CY 2015 and 67.9 percent in CY 2014.
- Students' perception of their learning continues to be about 10% below ideal.

The results on this measure are below that of the other measures in this outcome potentially indicating student's confidence is below actual ability.

- **Results:** Acceptable target achievement not met
- **Recommendations:** A teacher's confidence is critical to his/her success. Pursue options to boost confidence in this outcome.



LESSONS LEARNED



- Demonstrate value
- Keep it simple
- Clearly stated assumptions
- Identify a champion

QUESTIONS AND ANSWERS

- Thank you for your attendance.
- We welcome a continued dialogue on this topic.
- Please send questions and comments to paul.turcotte@tamuct.edu or call (254) 501-5817.

