

Has your program met your expectations? Ask your students.



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Learning Outcomes



- Familiarize with the SATAL Program's most frequent assessment tools for program assessment
- Identify the value of collecting qualitative data to support program assessment



SATAL Supports Your Assessment Efforts



- Collect qualitative data to supplement other sources of data and provide a more holistic picture of student learning experiences.
- Offer assessment tools tailored to a program's particular needs.
- Provide students with a comfortable environment to share their thoughts with trained peers who have no link to the program.

SATAL Assessment Tools



Focus Groups

Class Interviews

Surveys



Focus Group



Purpose: gain students' perspectives on their courses and obtain specific information about the why and how of their responses.

Implementation:

- It is a discussion among 6-8 participants
- This tool requires some preparation

Challenges: Getting participants to attend focus groups

Example: Demographic Results



Part 1: Demographic Information

1. What is your class standing?

%

N=16

Senior

69%

11

Junior

19%

3

Graduate

13%

2

2. What is your major?

%

N=16

Management

25%

4

Human Biology

19%

3

Computer Science and Engineering

6%

1

Sociology

6%

1

Example: Self-Assessment Results



Part II: Self-Assessment

1. Relative to when I started at UC Merced, my appreciation of Human Differences has become	%	N=16
Much stronger	56%	9
Stronger	44%	7
No change	0%	0
Weaker	0%	0
Much Weaker	0%	0

Focus Group Report: Summary (Results)



- Most of the students agreed that effective communication was lacking between peers (11/16 or 69%).
- Several of the students agreed that UC Merced has the right amount of activities, but it is up to the students to participate in them (6/16 or 38%).

Focus Group Report: Summary (Illustrative Comments)

Illustrative Comments

Direct quotes of student responses recorded during the focus group are used to support the data on the report.

- *“I think when the instructor explains in office hours, she goes in depth and is more patient with me.”*

Class Interview



Purpose: A quick manner of informing faculty and programs about the students like and don't like and their suggestions for the class.

Implementation:

- Think - pair - share approach
- demographic questions

Challenges:

- It will take some time off class to administer
- Findings are more general than focus groups

Class Interview



**Think-
Individual Survey**



**Pair-
Group survey**



**Share
Class Consensus**



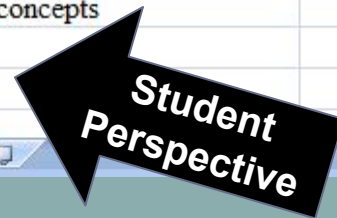
***Preferred with a group
of 20 or less students**

Class Interview Sample Report: Excel



Example of Class Interview Results

	A	B	C	D
1	Instructor Name			
2	Class Name			
3	Date			
4	Total Number of Students			
5				
6	Individual Surveys			
7				
8	I. What helps learning in this class?	% of Students (N=20)	# of Students	
9	Practicing problems because it helps me understand concepts	60%	12	
10	Discussing problems with other members of the class	40%	8	
11	Having the class participate by doing board work	25%	5	
12	Detailed explanations	20%	4	
13	Taking notes because I can use those later on as a guide	10%	2	
14	Giving us the opportunity to ask questions	10%	2	
15	Applying physics to real-life scenarios	10%	2	
16	The drawings and diagrams are visuals that help me remember the concepts	10%	2	
17	Going over the concepts helps solidify the material	5%	1	
18				



Surveys



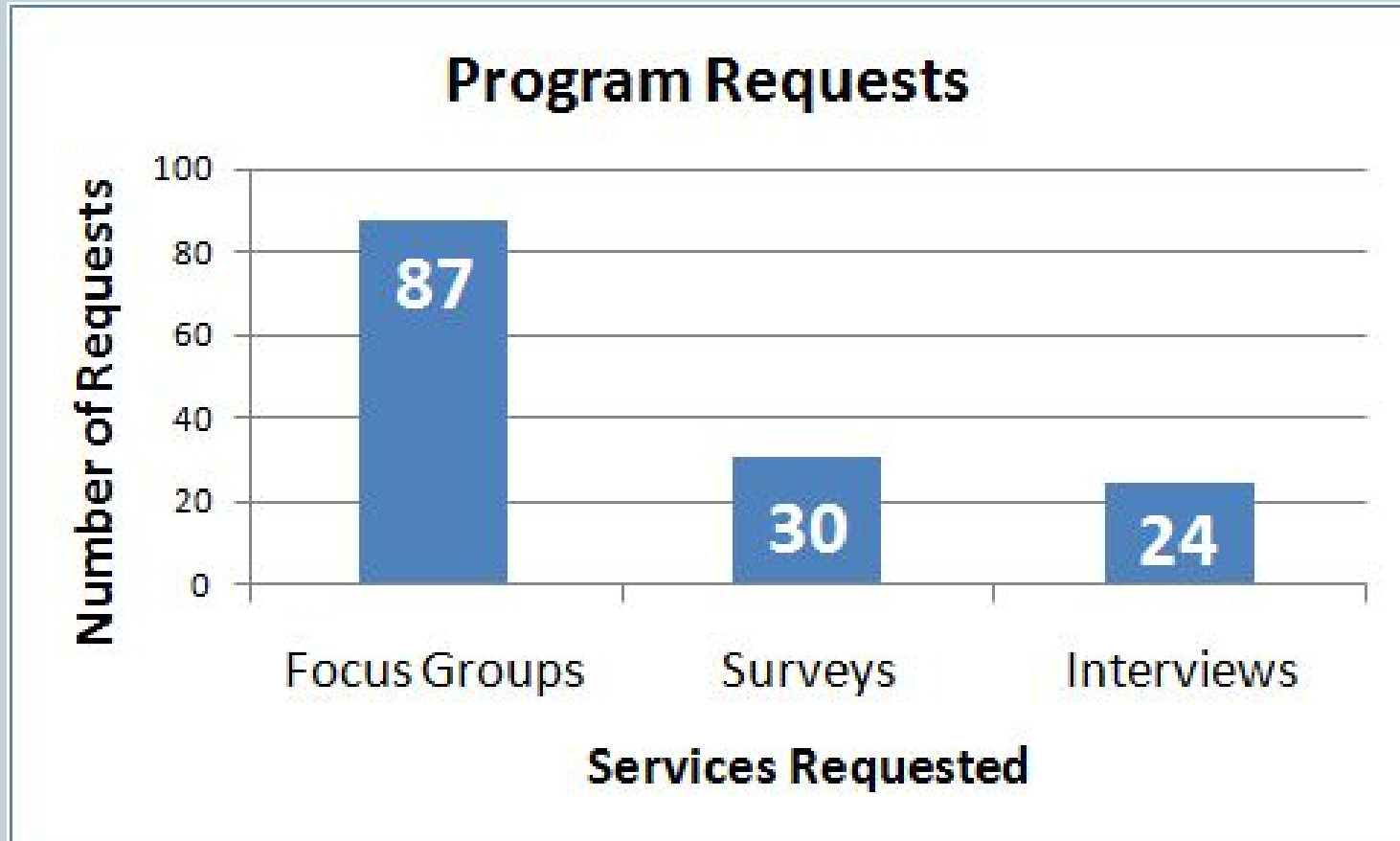
Purpose: Feedback on teaching practices, instructional material, achievement of PLO, etc. for improvement and planning.

Implementation: online or paper and pen version.

Challenges:

- online surveys may have lower response rate than the pen and paper version.
- survey findings could be more general than using the focus group tool.

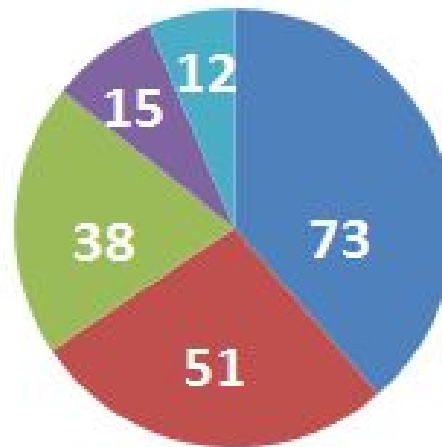
SATAL Assessment Support



SATAL Assessment Support



Requests by School or Program



■ SNS ■ SSHA ■ Other ■ GE ■ SoE

Use of Findings



Academic Programs

- Provided insight into student learning needs.
- Offered changes in Capstone Courses and group work activities in Upper Division classes in SNS.
- Identified areas that faculty need to address as well as reinforce areas...for improvement in SSHA courses.
- Provided information on how the program was attracting students to the major in terms of student diversity relative to faculty size in SNS.



Thank You