

“How Can University Assessment Help You?” Questionnaire

1. In what area(s) of assessment would you like to see more training or workshops?
 - Linking course objectives with program objectives and using data for program decision making
 - Communication
 - How to communicate assessment to other students, colleagues, and other stakeholders
 - Examples of successful assessments
 - More about the process, “nuts and bolts” of requirements
 - I have a hard time figuring out what to do with assessment data
 - Making things measureable
 - Would like to attend CAP training coming up
 - I’ve been here two years, and I’ve not learned a lot about assessments. I think a general workshop on what assessments are and why we do them (pertaining to CU of course) would be helpful.
 - Assessment activity suggestions in the online classroom
 - Critical thinking one of the hardest issues to teach students
 - Creating assessments and aligning with learning outcomes
 - Best practice info
 - Alignment of goals/objectives to tools
 - Stream lined requirements
 - Critical thinking
 - Development of classroom assessment; gen ed assessment
 - Understanding how to address the goals in class with a single question, test, etc?
 - Assessment activities; anything for new faculty
 - Academic advising – to ensure student success
 - More info on what to do if the numbers are already good – is the goal improvement continually or more a holistic understanding of why it is good?
 - I believe the current training is adequate
 - In developing the nature of assessment instruments for the various goals
 - Not sure
 - Gathering accurate and relevant data
 - Feedback on annual reports as been minimal, so it’s hard to make substantial changes

2. What type of assessment data/information would you like to see more of? How would you like to receive this information?
 - Do student perceptions of performance match faculty assessment of performance
 - Email
 - Info from other institutions – comparable to CU – are doing with assessment
 - In person workshop with multiple meetings
 - I would like to know what data the university could provide programs to help with assessment

- Email and webpage
- Other classes besides Gen-Ed
- Campus intranet
- I'm not sure
- Ways to integrate assessment in classroom
- Ideas to improve my classroom
- The assessment team is doing a good job
- Analysis of data
- Email
- I like the intranet portal and resources
- Student retention
- Time of class reassessment; breakout of C/L sections
- I would like to see the data distributed more widely. I was unaware of how to find it.
- What happens with the data once collected – does it remain on site? Administration? The state? How is it used outside CU?
- Keeping on the intranet
- The ordinal data should be explained in context
- Love to see each score sectioned by department
- Statistics on graduate/alumni job as professional/graduate school placement. Data may be uploaded to the assessment portal

3. How can University Assessment be more helpful to you and/or your department?

- Mainly decision making and feedback from assessment data
- Offering techniques for applying aggregate data
- Unsure
- Workshops
- More talks
- Keep giving us more information – data – analysis – and help us interpret it and use it for decision making
- They have been very helpful
- I think the upcoming CTL workshop on the 5-year review will be helpful
- No suggestions; new faculty
- Help us plan our nursing class
- Sharing existing university data
- As I go farther along in the planning of our program, I will likely need help on accreditation requirements related to assessment; surveys, data entry, data analysis, etc.
- Reduce jargon...
- Workshops with CTL
- More information on what we can do to retain students at CU
- I think that the current system is adequate
- I have used this info with grant writing
- Ability to analyze sections in our departments

- Make the portal more user friendly
- More info in advance about writing 5-year program reports and annual plans
- I would love the general education data submission to allow more than 4 classes at a time (I regularly teach 12 sections with C/L and As/On combined)