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Assessment Committee
Summary and Interpretation of Student responses to the
Assessment of Student Learning Survey, Spring 2004

The purpose of this report is to summarize and interpret the results of a survey of Augsburg students about the assessment process at Augsburg College. An impressive 406 students responded to the survey: 161 are undergraduate day students; 171 are undergraduate WEC students; and 74 are graduate students. We are extremely pleased with this response rate, particularly from the WEC students and graduate students, whose proportionate response rate is comparatively high.

This report is organized into two sections: I. Item Specific Results; II. Overall Interpretation of Results.

I. Item Specific Results for Students

The survey questions address the assessment processes at Augsburg College at various levels: Question 1 is about assessment at the level of the College; questions 2 and 3 are about individual students; question 4 is about student's major departments. Numbers in parentheses are comparative data from faculty and staff responses.

Questions at the level of the College

1. *"Assessment of student learning is valued across the institution."*

<u>Agree</u>	<u>Disagree</u>	<u>Neutral/DK</u>
52 (49)	4 (19)	41 (26)

Questions at the level of individual students

2. *"I know about the program to assess student learning at Augsburg."*

15	41	41
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3. *“I have been provided with information about the program to assess student learning from...”*

	<u>Agree</u>	<u>Disagree</u>	<u>Neutral/DK</u>
a) <i>public presentations</i>	11	41	46
b) <i>articles in the student paper</i>	38	6	53

Questions at the level of student’s major departments

4. *“There is a structure in place within my major department for ongoing assessment of student learning.”*

	26	9	62
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II. Overall Interpretation of Results

While responses to question 1 indicate that students generally believe that assessment of student learning is valued at Augsburg, response patterns to questions 2, 3, and 4 indicate that students are simply not aware of assessment practices at the college. This may be due to two primary factors: First, that when teachers assess students in the classroom, faculty don’t use the language of “assessment” to describe that process; and second, that the College’s efforts at assessment are exclusively the domain of faculty and staff.