

Surveys for Assessment

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Introduction

- “Big Data” → Assessment
- Surveys
- What do we want to know?
- Past few semesters: trial run for assessment

Defn: Demographic Questions

- Each survey starts with demographic questions
- Partition data → look for trends based on other factors
- Examples:
 - Gender
 - Semesters in college
 - Class

CASQ

Civic Attitudes and Skills Questionnaire

CASQ: Description

1. Civic Action
 2. Interpersonal and Problem Solving Skills
 3. Political Awareness
 4. Leadership Skills
 5. Social Justice
 6. Diversity Attitudes
- Likert Scales
 - Strongly Disagree-Strongly Agree (5 options)
 - Has some reversed questions
 - The more an individual agrees with a statement the higher level of civic attitudes and skills

CASQ: Description

Advantages

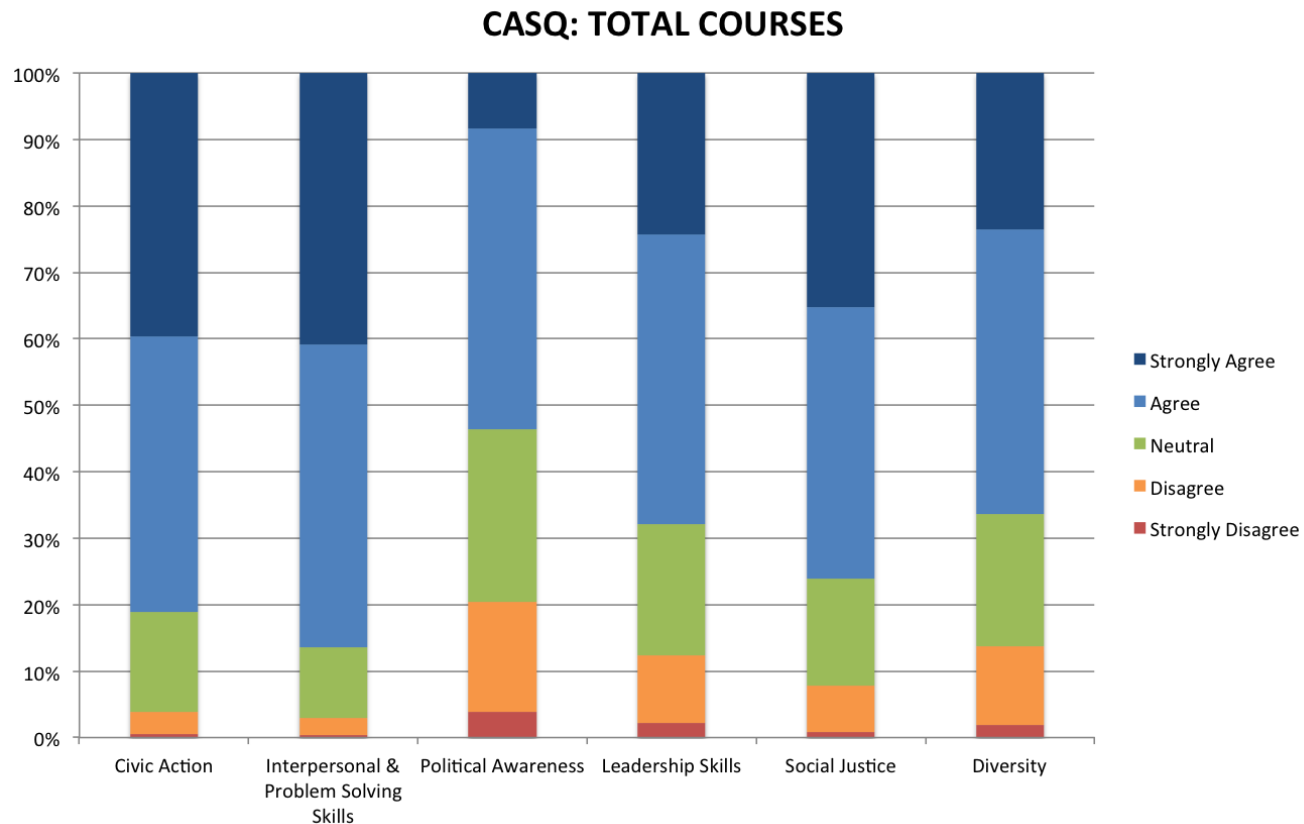
- Built to measure students attitudes relating to service-learning
- Extensive in characteristics specific to service learning

Disadvantages

- Likert Scales
- Difficult to interpret results (increase/decrease → both positive?)
- Long length

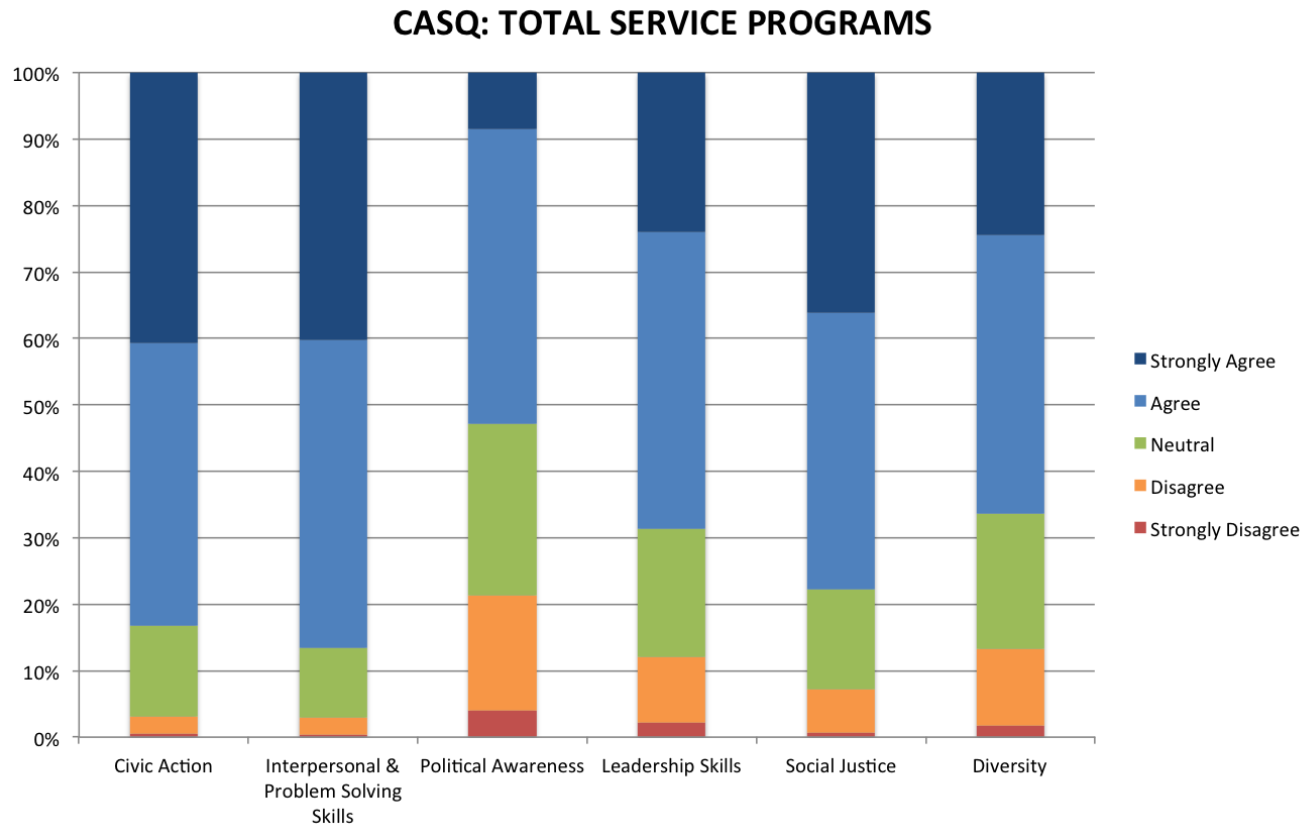
CASQ: Analysis

Calculate the percentage of respondents' answers



CASQ: Analysis

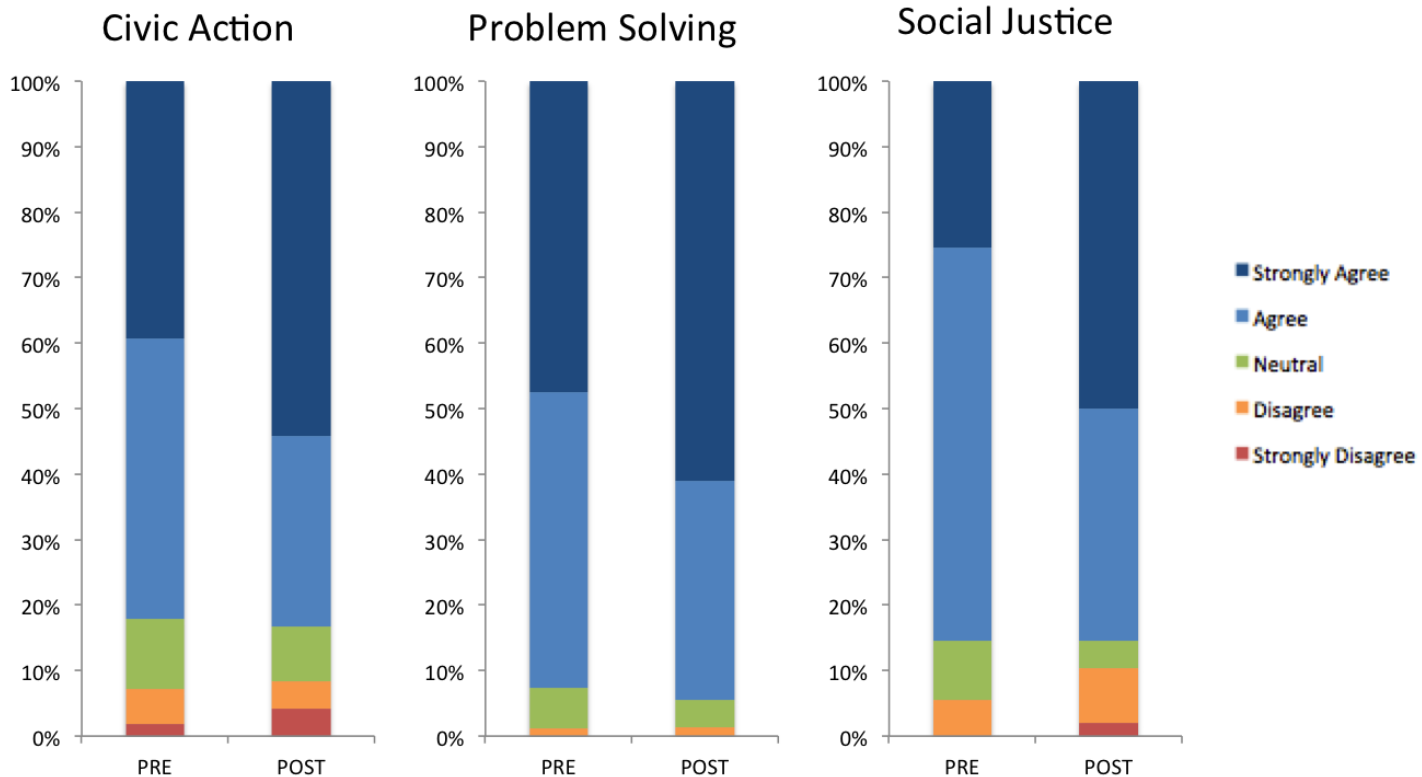
Calculate the percentage of respondents' answers



CASQ: Analysis (2x)

Calculate the percentage of respondents' answers

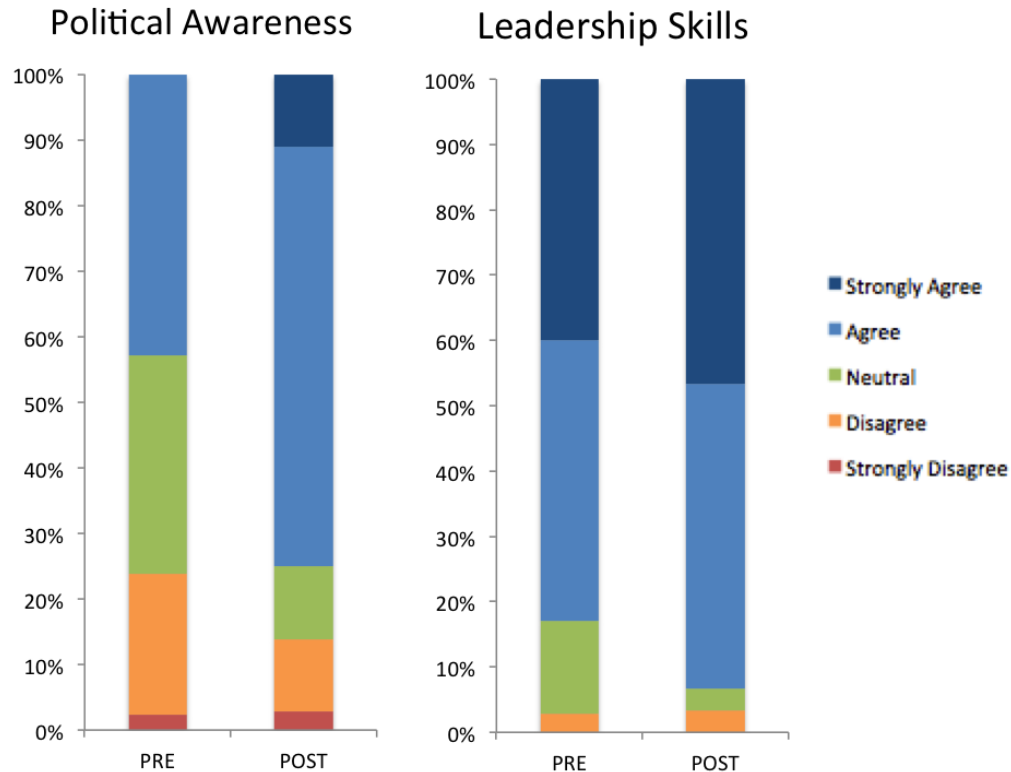
Shifts from Agree to Strongly Agree



CASQ: Analysis (2x)

Calculate the percentage of respondents' answers

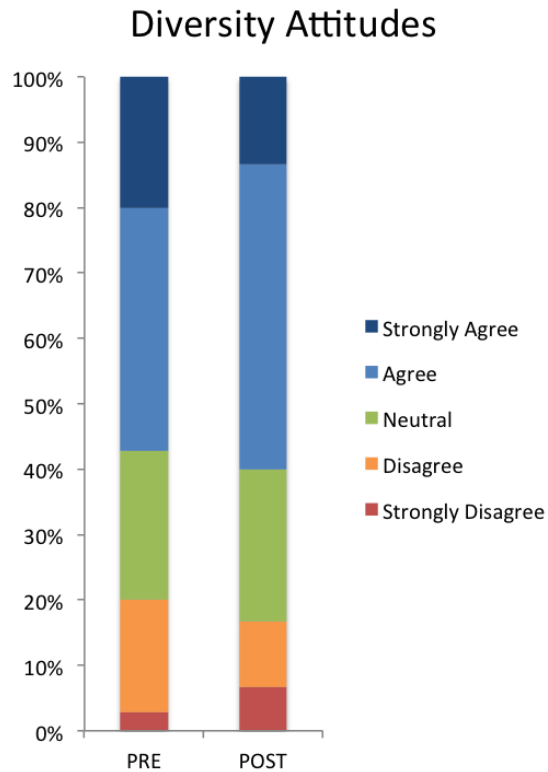
Shifts to higher scores



CASQ: Analysis (2x)

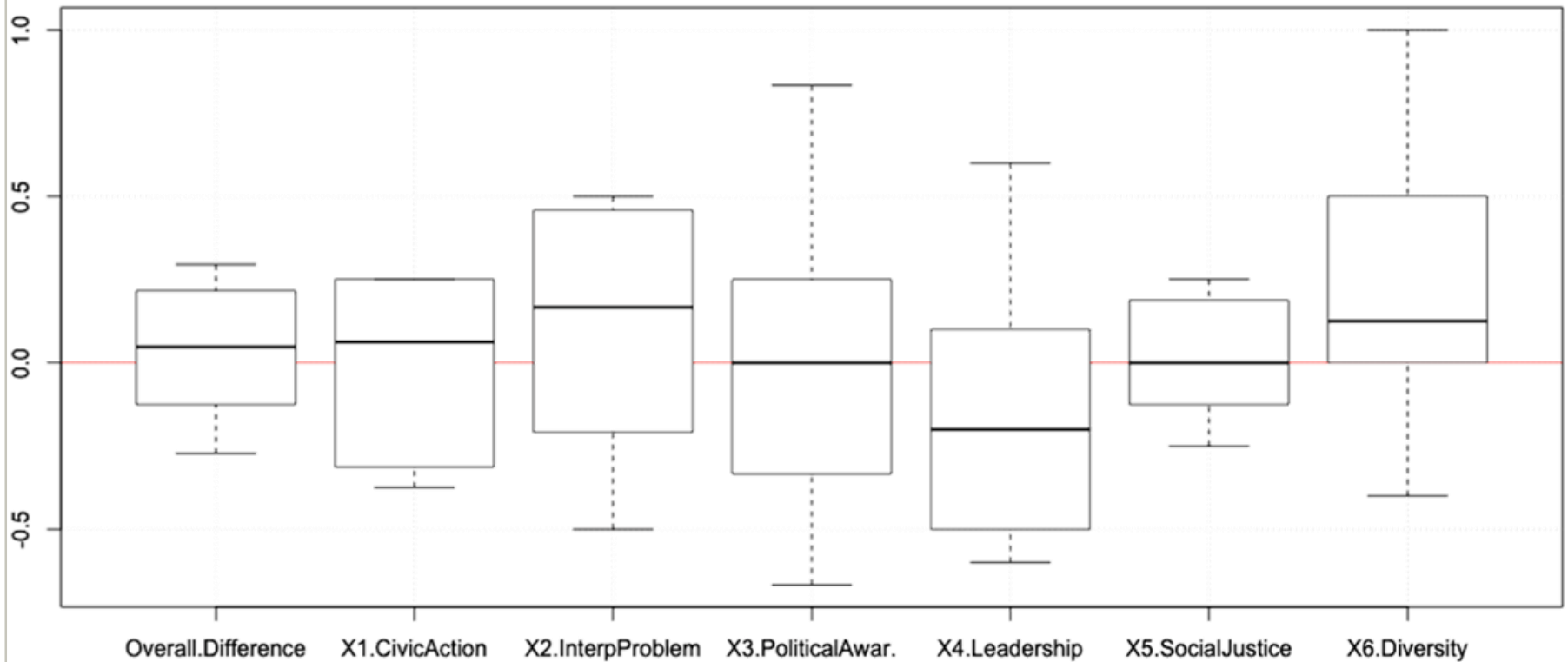
Calculate the percentage of respondents' answers

Minimal changes



CASQ: Analysis (2x)

Look at difference for each individual respondents



**None of the subscales' median statistically significant from zero*

CASQ: Recommendations

- Would not recommend for PRE/POST survey
 - Not producing concrete conclusions
 - The results that are produced are unclear (both decrease/increase considered positive)
- Give to students toward the end of the semester

CASQ: Discussion Question

- Why is Political Awareness so low?
 - College Bubble?
 - How can we help students become more politically aware?
- Why is Civic Actions and Interpersonal Problem Solving so high?
 - Students bring this in from high school or are these skills taught at Gustavus?
- Survey still provide helpful information if given just once?

SRLS

Socially Responsible Leadership Scale

SRLS: Description

Individual Values

1. Consciousness of Self
2. Congruence
3. Commitment

Group Values

4. Collaboration
5. Common Purpose
6. Controversy with Civility

Community Values

7. Citizenship
8. Change

- Likert Scales
 - Strongly Disagree-Strongly Agree (5 options)
 - Has some reversed questions
- The more an individual agrees with a statement the higher the level of socially responsible leadership

SRLS: Description

Advantages

- Built specifically for undergrad students
- Allows for measuring leadership in a non-traditional, non-formal setting

Disadvantages

- Likert Scales
- Long length

SRLS: Analysis

- Similar analysis to CASQ
- Calculate percentage of responses
- Look at differences for each individual

SRLS: Recommendations

- Likert Scales make analysis difficult (may not be best choice for inference)
- First semester of use → wait for data to come in to see if trends develop
- SRLS versus CASQ: Which one has subscales that appear to be a better fit your learning objectives?

SRLS: Discussion Questions

- SRLS versus CASQ: Which one has subscales that appear to be a better fit your learning objectives?
- Combination of both?
- Survey still provide helpful information if given just once?

TOA

Tolerance of Ambiguity Scale

TOA: Description

1. Complexity
 2. Insolubility
 3. Novelty
- Likert Scales
 - Strongly Disagree-Strongly Agree (5 options)
 - Lower scores indicate a higher level of tolerance of ambiguity
 - High tolerance to ambiguity can indicate more sensitivity to internal characteristics of others and more adaptive and flexible in overwhelming situations

TOA: Description

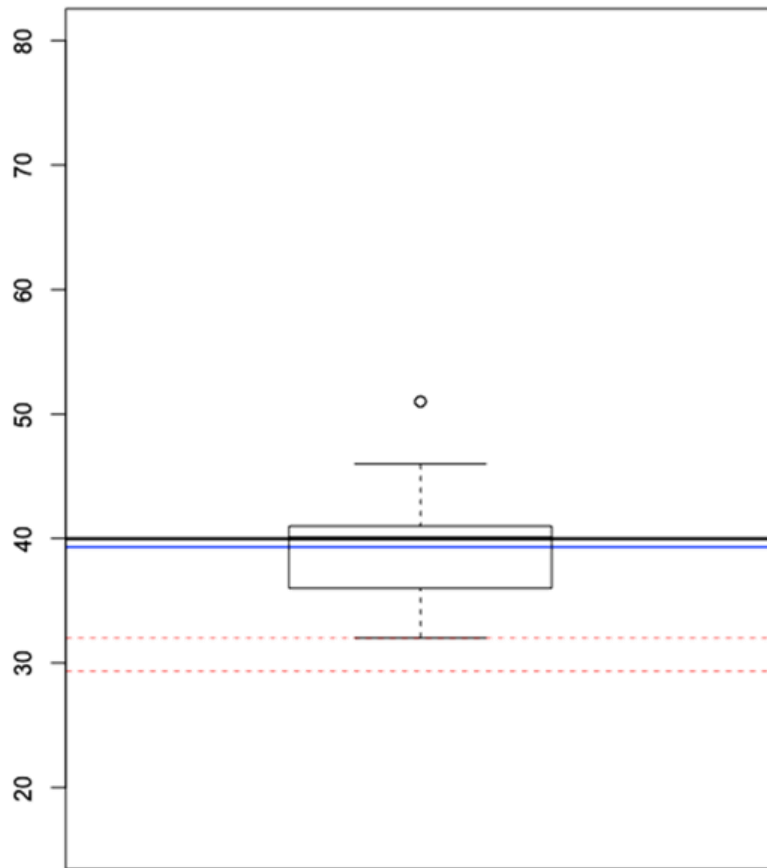
Advantages

- Short survey
- Characteristic not usually measured, can provide interesting insight into personality of students

Disadvantages

- Likert Scales

TOA: Analysis



Median (bold black line) = 40
Average (blue line) = 39.3103
Estimated average score range shown by average red dotted lines

- Range of possible scores (16-80)
- Estimated average range of (29.3-32)
- These students are slightly less tolerant of ambiguity than the “average person” who has taken this questionnaire

TOA: Recommendations

- Give to students towards end of the semester
- Administer survey if tolerance to ambiguity is a focus for the class and or curriculum
- Likert Scales → make analysis difficult (especially inference)

TOA: Discussion Questions

- Do we want students to be extremely tolerant to ambiguity or tolerant at a moderate level?
- What sorts of changes to curriculum can help improve TOA scores (make students more tolerant of ambiguity)?

Wellbeing

The Wellbeing Assessment

Wellbeing: Description

1. Emotional Wellbeing
 2. Physical Wellbeing
 3. Relational Wellbeing
 4. Spiritual Wellbeing
 5. Intellectual Wellbeing
 6. Career Wellbeing
 7. Financial Wellbeing
 8. Environmental Wellbeing
 9. Vocational Wellbeing
- Respondents are asked to rank agreement with statements on a scale of 1-10 (1: completely disagree, 10: completely agree)
 - The higher the score the higher the level of wellness

Wellbeing: Description

Advantages

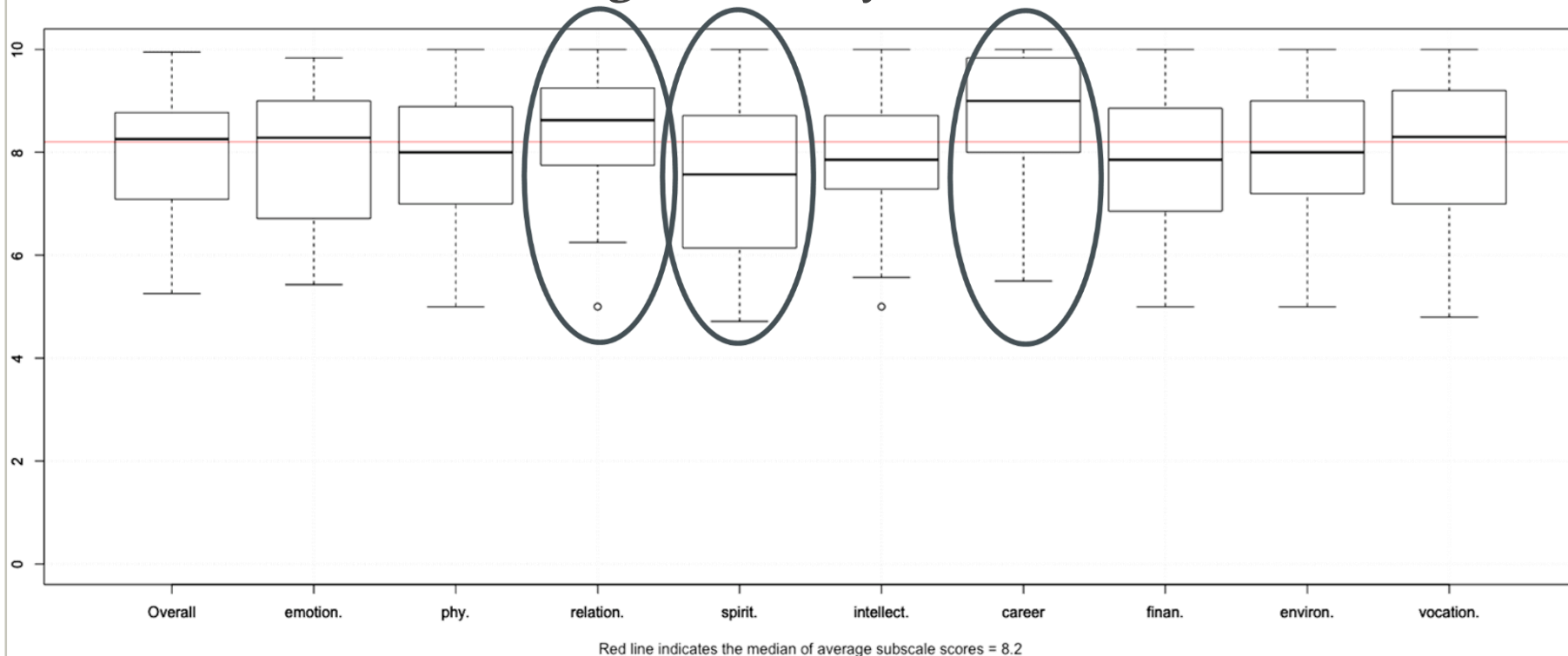
- Extensive and measures participants on a variety of characteristics
- Rank from 1-10 (less arbitrary scale and numerical variables)

Disadvantages

- Long length

Wellbeing: Analysis

Average scores by subscales



**relational, spiritual, career are statistically different from 8.2*

Wellbeing: Analysis

Value	Percentage of values throughout all responses
1	0.40%
2	0.86%
3	0.91%
4	2.68%
5	9.36%
6	7.13%
7	14.09%
8	17.74%
9	18.20%
10	28.64%

Over 78% of all
responses were a value
of 7 or higher

Wellbeing: Recommendations

- Give to students once or do PRE/POST
- Analysis is easier given the format, as long as data is accurate (make sure students spend time completing the survey)

Wellbeing: Discussion Questions

- More general information → good or unnecessary for CBL courses?
- What to do with conclusions?
 - Ex. In this data Spiritual Wellbeing's median score is significantly lower than the general median score
 - Should we encourage curriculum that helps student with Spiritual Wellbeing?
 - Are there some areas of wellbeing faculty should encourage and others that are a personally matter for students?

LOC

Locus of Control

LOC: Description

- Scored from 1 to 23
- 29 questions with two possible answers
 - Respondents choose the answer they agree with most
- Low score: **Internal Locus of Control**
 - Individual believes virtually everything is in his or her control
- High score: **External Locus of Control**
 - Individual believes almost nothing is in his or her control

LOC: Description

Advantages

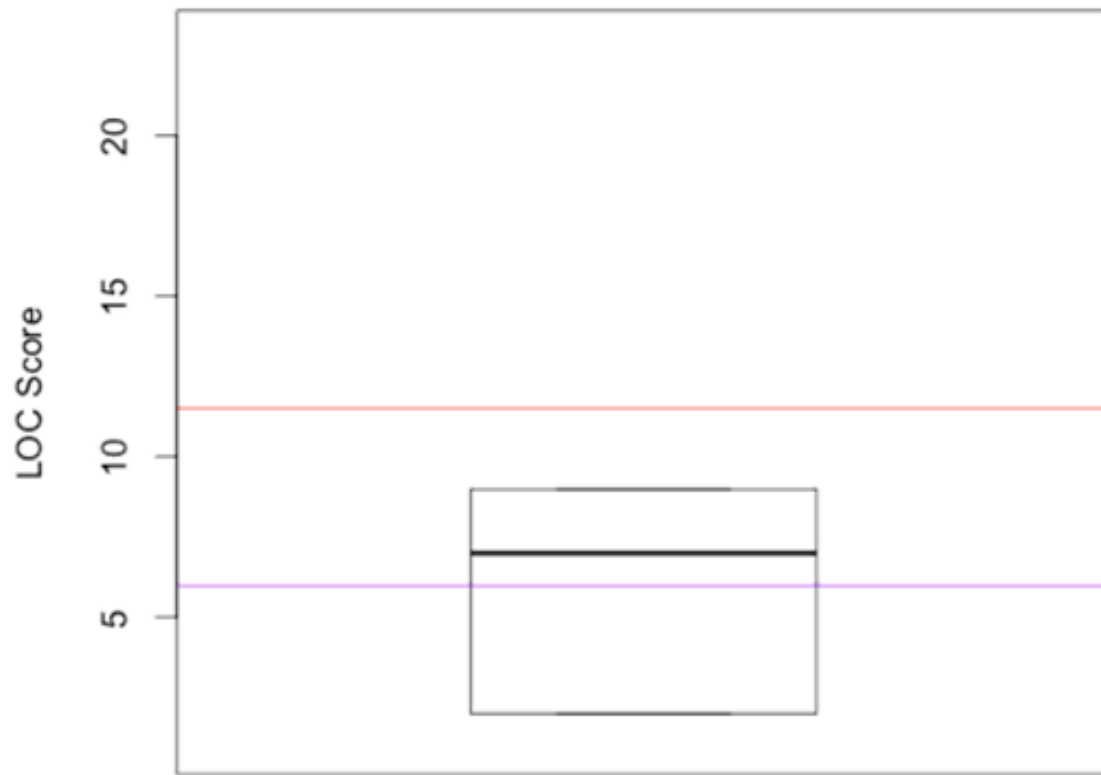
- Fairly short information
- Insight into personality and behavior (help decide type of leadership position)

Disadvantages

- Complicated scoring

LOC: Analysis

Boxplot of scores



Middle LOC score = 11.5 (red); Mean = 6 (purple) median = 7 (bold line)

LOC: Recommendations

- Give to students at some point in the semester
 - Looks at personality aspects (not something that generally changes drastically)
- Give students their results
 - Better understanding of personality, why an individual acts the way he or she does

LOC: Discussion Questions

- External and Internal Loci of Control both have advantages and disadvantages
 - Ideal to have LOC right down the middle (score of 10 or 11)?
 - Better to have individuals of both extremes?
- How can faculty use this information about the personalities of their students to improve curriculum?

SLS

Service Learning Survey

SLS: Description

1. Service
 2. Engagement
 3. Leadership
 4. Learning
- Students are given a variety of statements and asked to assess their growth in the specific area on a scale of 0-100 (0: no growth, 100: maximum growth)
 - Statements for each subscale are based on the learning objectives for service learning

SLS: Description

Advantages

- Fairly short survey
- Use of numbers makes analysis easier
- Allows students to personally report growth

Disadvantages

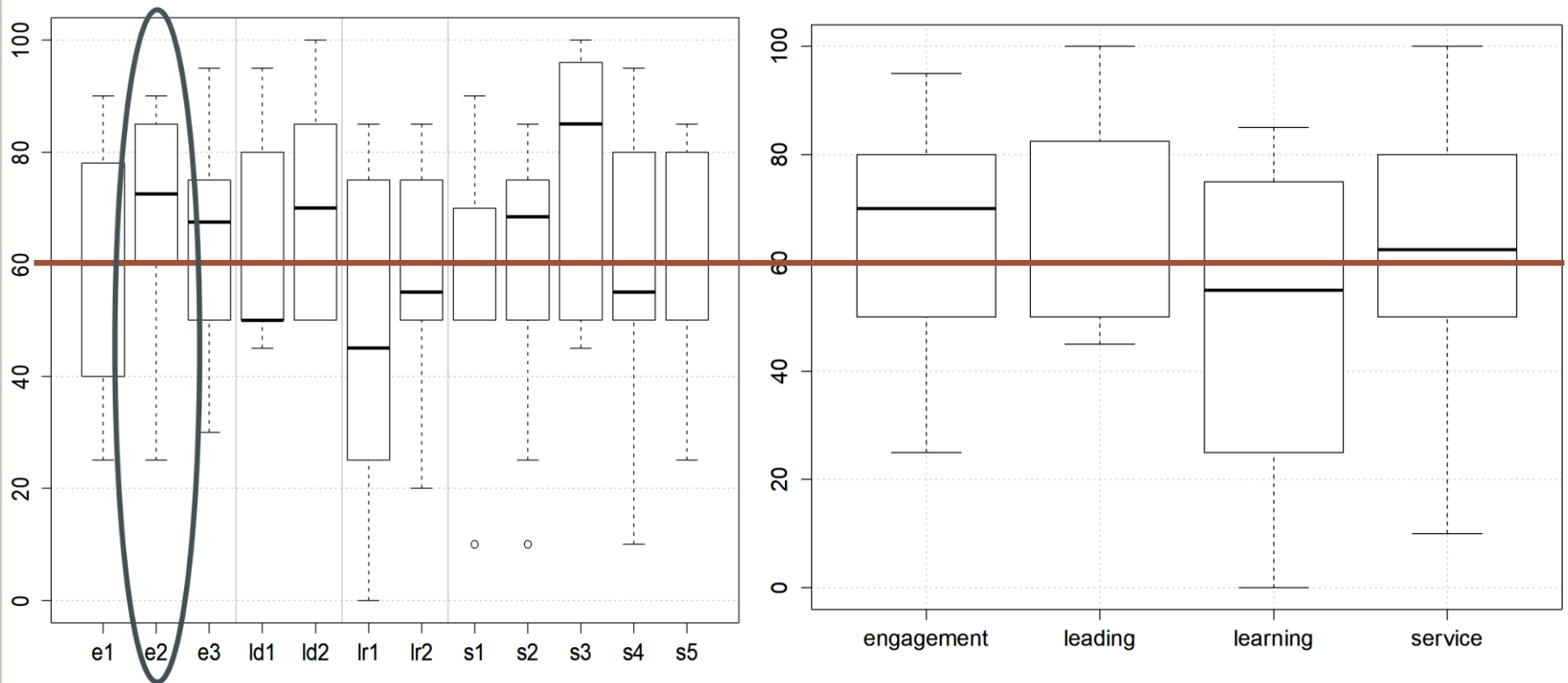
- Not as extensive
- Straightforward, but not as comprehensive

SLS: Analysis

Subscale	Code	Av. Score	Statement
Engagement	e1	59.8	Understanding how to effectively share talents and passions through community engagement
	e2	67.5	Understanding the program's mission and their role in carrying out that mission
	e3	64.0	Understanding how to engage within the context of the program to provide effective service
Leadership	ld1	61.5	Developing an understanding of the characteristics of servant leadership and begin to recognize one's own capacity to be a servant leader
	ld2	70.5	Understanding the responsibility of serving others and how to serve ethically
Learning	lr1	45.5	Understanding the significance of reflection and how to put knowledge into practice
	lr2	56.0	Developing a personal understanding of cultural competency and how to engage with diverse populations
Service	s1	58.6	Developing an understanding of social responsibility
	s2	59.7	Developing an understanding of what it means to serve well and how to put that knowledge into practice
	s3	74.6	Understanding how to operate within respectful working relationships
	s4	58.2	Developing an ethic of service, understanding the importance of serving and being actively engaged throughout life
	s5	62.5	Understanding life perspectives which are different from one's own

SLS: Analysis

Can create box plots by question or by subscale



**Only e2's median was significantly different from 60*

SLS: Recommendations

- Give to students at end of the semester
- Customize learning objectives to better fit class
- This survey is based on learning objectives for service learning groups
 - Is there a need to create learning objectives *specific* to community-based learning as part of courses?
 - Should those learning objectives be over arching or specific for each curriculum?

SLS: Discussion Questions

- This survey is based on learning objectives for service learning groups
 - Is there a need to create learning objectives *specific* to community-based learning as part of courses?
 - Should those learning objectives be over arching or specific for each curriculum?
- Should more surveys allow students the opportunity to report personal growth?

Community Partner

60-Second Community Partner Survey

Community Partner: Description

- “How are you benefiting from the interaction with GAC students?”
- Both quantitative (Likert Scales) and qualitative (comments) components

Community Partner: Description

Advantages

- Lead to uncovering areas of issue or success
- Documentation tool of partnership
- Feedback mechanism for both professors and students

Disadvantages

- Can turn into: “a survey just for the sake of a survey” if information is not used or relationship is not build on

Community Partner: Recommendations

- Can use this survey but the most important thing is that you are **communicating** with your community partner
- The survey is not important, it is the questions being asked
- Survey could help start dialogue
- Could build relationship in other ways if prefer (ex. getting a cup of coffee)

Community Partner: Discussion Questions

- How can the CBSL help assess professors in improving relationships and communication with community partners?
- How do you help faculty open, honest communication with your community partner?

Administering Surveys: Suggestions

Strongest conclusions start with strong data

- High completion rate
 - Take time for students to fill out in class
 - Give points or extra credit to students who fill out survey (or some other motivating reward)
 - Be clear how long survey will take to complete

Questions?

- If you want more information on statistical tests, survey methods, graphs, analysis techniques, etc., please contact me and I would be happy to assist you!
- meichler@gustauvs.edu