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	**1. 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				

Individual Surveys / Group Surveys / Class Consensus
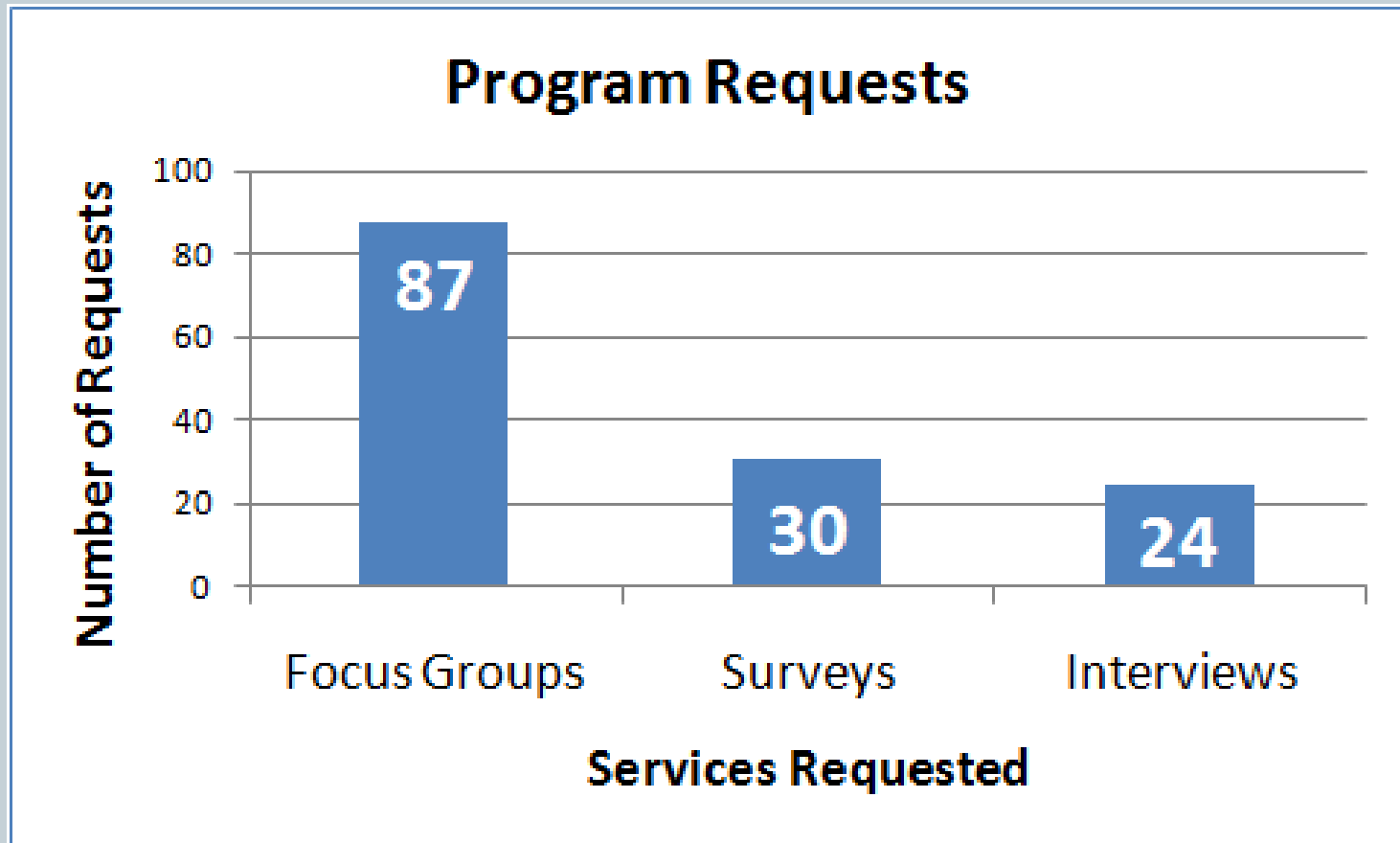
Trends

Student Perspective
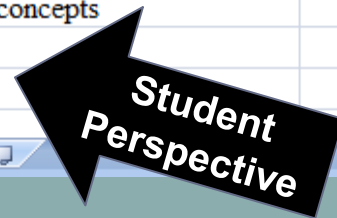
Surveys

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.
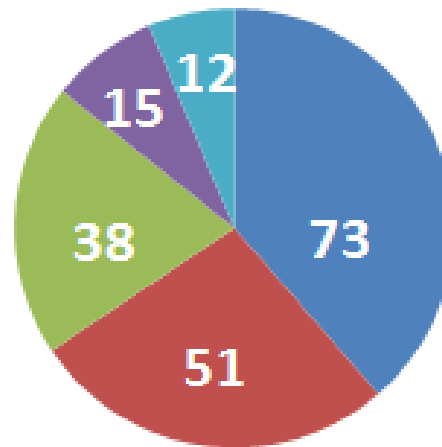
SATAL Assessment Support

Program Requests

Number of Requests (y-axis): 0, 20, 40, 60, 80, 100

- Focus Groups: 87
- Surveys: 30
- Interviews: 24

Services Requested (x-axis)

SATAL Assessment Support

Requests by School or Program

- SNS — 73
- SSHA — 51
- Other — 38
- GE — 15
- SoE — 12

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.