

SOURCES AND EXAMPLES OF INFORMATION With EXAMPLES OF COLLECTION METHODS

- **Information about students**
 - Calculate Enrollment headcount
 - Calculate Retention trends
 - Determine Number of Transfer credits
 - Computer institutional, program, course gender and ethnicity numbers and ratios
 - Membership in student professional organizations
 - Specific studies conducted by institution's institutional research office
 - As alumni: Job placement; Graduate school acceptance rates
 - Tracking alumni honors/award

- **Information about faculty**
 - Determine number of Faculty/Student Credit Hours for each semester, by department, course or instructor
 - Calculate number of full-time and part-time faculty, by rank, by headcount, ethnicity, and gender
 - Analyze Student /faculty ratio
 - Estimate workload of faculty
 - Compare salary ranges for faculty by specific ranks, gender and ethnicity
 - Specific studies conducted by institution's institutional research office

- **Information about courses and curriculum**
 - Transcript analysis or degree audit of courses students actually take
 - Surveys about quality from students, alumni, faculty
 - Student development transcripts analysis (record of co-curricular experiences)
 - Accreditors' or outside experts' judgment about quality of curriculum
 - Specific studies conducted by institution's institutional research office

- **Information about learning environment**
 - Surveys from users about quality
 - Count quantity of types of spaces
 - Track numbers of participants in offerings in co-curriculum
 - Space utilization study
 - Teaching/learning experts' observations using pre-determined criteria

- **Information about equipment/tools**
 - Surveys from users about quality
 - Tracking use of equipment, tools, software, books
 - Count quantity by type; by learning space (classroom, labs)

- **Information about technology tools related to student learning**
 - Surveys about usage, quality, attitudes (faculty, students, alumni)
 - Track specific software tools usage through the software: e.g., learning management systems may track amount of use of discussion boards or pages of content
 - Determine how technology used (taxonomy of functional uses)

- **Information about student learning**
 - **From course work, embedded or authentic assessment (direct assessment methods)**
 - Tests, including pre-post, entry and exits
 - Graded Homework
 - Ratings or Rubrics judging quality of papers, reports, projects,
 - Tests, rubrics on paper, projects from capstone course experience
 - Concept mapping or knowledge mapping
 - Expert's judgment of performance (e.g., art, drama, healthcare)
 - Criteria, rating, rubrics judging thesis, dissertation work
 - Qualifying exams for graduate work
 - **From longitudinal, cross-sectional or cross-course comparisons including student portfolios (direct assessment methods)**
 - Rubrics judging quality of work across time, sections or courses
 - Comparison of best examples of student learning
 - Reflections by students about their learning
 - **From internships/coop experiences**
 - Surveys completed by intern/coop advisors/faculty about student's abilities (**direct assessment method**)
 - Survey, interview, focus groups about satisfaction with student's performance (**indirect assessment method**)
 - **From employers/potential employers**
 - Surveys to employers about student's abilities (**direct assessment methods**)
 - Survey of those who interview for employment purposes about perceived students' abilities
 - Survey, interview, focus groups about satisfaction with student's performance
 - **From outside evaluations (direct assessment methods)**
 - Experts judge overall major/program quality of students' abilities
 - Experts judge performance outside of course-work
 - **From nationally-normed tests (direct assessment methods)**
 - Fundamentals of Engineering Exam (seniors)
 - SAT, GRE
 - ETS major field exams
 - Professional licenses requirements or exams (upon graduation and/or after several years work experience, e.g. engineering, health care)

- **Information about student's satisfaction, attitudes (indirect assessment method)**
 - Surveys, interviews or focus groups about satisfaction with learning environment, faculty, courses, curriculum, their learning, equipment/tools from prospective, current, graduating, withdrawn students and alumni
 - Inventories about students' attitudes; monitor attitude changes over time

- **Information about Faculty's satisfaction (indirect assessment method)**
 - Surveys, interviews or focus groups about satisfaction with learning environment, students incoming ability, courses, curriculum, amount of student learning, equipment/tools

- **Benchmarking information – comparison to other institutions**
 - National surveys (e.g., ETS, Educause, National Survey of Student Engagement)
 - Published Studies from national sources (e.g., US News & World Report, Association of Research Libraries, Educause, American Association of University Professors)
 - Specific studies conducted by institution's institutional research office

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