

National Institute for Learning Outcomes Assessment

Making Learning Outcomes Usable & Transparent

Faculty Post-Survey: Capstone Assignment ReDesign

[Below is a copy of the questions from WSU's Post-Survey for Participants. Please note that the survey was conducted online using Qualtrics; therefore, while questions may appear differently in the online format and include some skipping/branching, the wording and order of questions are as follows.]

Thank you for your participation in the 2016 summer redesign project for a Capstone or Senior Culminating Assignment. We would like participant feedback about the project as a whole, including the value of the two-day workshop with Dr. Hutchings, to assess the effectiveness of our efforts to support faculty and capstones at WSU, identify potential follow up, and inform future offerings.

Please complete this survey by August 31. Contact ATL at 335-1355 or atl@wsu.edu if you have questions or any difficulties completing this survey. Thank you in advance for your feedback and your commitment to effective undergraduate curriculum and student learning.

Kimberly Green, Director, Office of Assessment of Teaching and Learning, Washington State University, 2016

Section 1. Questions about the Two-day Workshop

Q1. Please rate the following aspects of the workshop in terms of how useful they were to you.

	Very useful	Useful	Somewhat useful	Not useful	Cannot rate
Pat Hutchings' presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group discussion at my table during the presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer feedback on my assignment during charrette	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussion of other assignments during charrette	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follow up resources provided/linked	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q2. Comments:

Q3. Please rate the workshop's effectiveness in increasing your understanding of the following.

	Very effective	Effective	Somewhat effective	Not effective	Cannot rate
Capstones	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrative learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assignment design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4. Comments:

Q5. Based on your experience, to what extent were the following workshop and charrette goals met?

	Strongly agree	Agree	Somewhat agree	Disagree	Cannot rate
I was able to share assignments with colleagues working in similar (culminating/capstone) contexts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was able to get concrete ideas about how to strengthen assignments and make those changes later	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was able to surface emergent connections among assignments that can contribute to more coherent, integrative experiences for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was able to trade ideas about teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was able to feel part of a larger conversation at WSU about capstones, integrative learning, and assignment design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was able to feel part of a larger conversation by becoming aware of NILOA's Assignment Library Initiative work on other campuses and through disciplinary associations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6. Comments:

Q7. After the two-day workshop, how prepared to revise your assignment did you feel?

- Well prepared
- Prepared
- Somewhat prepared
- Not prepared

Q8. Comments:

Q9. What **three words** would you use to describe your experience in the charrette process (small group discussion about assignments)?

Q10. Please rate your satisfaction with the logistical aspects of the workshop.

	Very satisfied	Satisfied	Somewhat satisfied	Not satisfied	Cannot rate
Venue (CUE 518, Pullman)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lunch and refreshments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Two day schedule	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dates (end of May, prior to Memorial Day)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Travel funds (for urban campuses)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty stipends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11. Comments:

Q12. Please rate the overall usefulness of your workshop experience.

- Very useful
- Useful
- Somewhat useful
- Not useful
- Cannot rate

Q13. Would you recommend a similar workshop to your colleagues?

- Yes
- No
- Unsure

Q14. Comments:

Section 2. Questions about Your Assignment Redesign

Q15. What aspects of effective integrative learning design did you decide you wanted to improve in your assignment? (Select all that apply)

- More explicit about purpose, task, and evaluation ("transparency")
- More engaging to students (task as intriguing problem)
- Respecting and reflecting different ways of knowing and levels of preparation
- Allowing more useful, formative feedback
- Linked to and aligned with prior and subsequent assignments
- Other: _____
- None of the above

Q16. What aspects of the following capstone principles did you decide you wanted to improve in your assignment? (Select all that apply)

- Integration and extension of prior learning
- Authentic and contextualized experiences
- Challenging and complex scenarios
- Student independence and agency
- A concern with critical inquiry and celebration
- Active dissemination and celebration
- Other: _____
- None of the above

Q17. Specifically, what changes did you make to your capstone assignment? (Select all that apply)

- Making the purposes and instructions for the assignment more transparent
- Explicitly communicating capstone expectations to students (why this is "not just another assignment")
- Explicitly designing in more integrative learning, to help students synthesize various aspects of the curriculum, adding intentional occasions or activities for integrative learning
- Encourage critical, complex, sophisticated inquiry or analysis
- Adding reflection
- Scaffolding or chunking pieces of a larger project in small segments
- Revising the timeline and identifying specific milestones
- Refining the rubric to provide clearer criteria and/or feedback
- Revised group work component
- Peer feedback
- Other: _____

Q18. Please comment on the key changes that you made:

Q19. After the workshop, did you do further research or reading on your own related to the workshop topics (assignment design, capstones, integrative learning, etc.)?

- Yes
- No

[Q20 is displayed if Q19 is answered "Yes"]

Q20. Please briefly describe what topics you researched and why, and what sorts of resources you used.

Q21. After the workshop, did you use any follow up resources provided by ATL (books, slides, pdfs, links)?

- Yes
- No

[Q22 is displayed if Q21 is answered "Yes"]

Q22. Please briefly mention any resources you found particularly useful.

Q23. Over the summer, did you share your revised assignment with others, such as members of your charrette?

Q24. What were the biggest challenges in the revision process?

Q25. What aspect of the workshop experience was most helpful in supporting your revision work?

Q26. Knowing that you have not had the opportunity to try your revised assignment with students, how satisfied are you with the assignment you revised now compared to previously?

	Very satisfied	Satisfied	Somewhat satisfied	Not satisfied
Previous to workshop and revision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After workshop and revision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q27. Did participation in this experience (two-day workshop and following assignment revision) change any of the following aspects of your approach to teaching? (Select all that apply)

- How you will design assignments
- How you will teach students
- How you will grade student work for the capstone class or other classes
- Your views of capstones
- Your views of integrative learning
- Other: _____

Q28. To what extent did this experience increase your ability to revise other assignments in the future?

- I feel much more able to revise other assignments
- I feel more able to revise other assignments
- I feel somewhat more able to revise other assignments
- I do not feel more able to revise other assignments

Section 3. Questions about Follow-up Activities

Q29. Would you be interested in a one hour lunch gathering to share the redesign with your charrette group in the fall semester?

Q30. Are you willing to contribute your revised assignment to a WSU capstone bank?

- Yes
- Maybe
- No

Q31. Comments:

Q32. Have you or are you planning to submit your revised assignment to the NILOA Assignment Library?

- I have submitted my assignment
- I plan to submit my assignment
- I do not plan to submit my assignment
- Not sure

Q33. Comments:

Q34. Would you be willing to share your experience with assignment redesign with other faculty, such as participating on a faculty panel, contributing to a news article, or other?

- Yes
- Maybe
- No

Q35. Comments:

Q36. Would you be interested in joining regular follow-up discussions with a group of faculty about assignment design and teaching?

- Yes
- Maybe
- No

Q37. Comments:

[Q38 is displayed if Q36 is not answered "No"]

Q38. How often would you be willing to meet?

- Once per semester
- Twice per semester
- Once per month
- Twice per month
- Other: _____

Q39. Do you have suggestions for other ways to continue sharing and discussing assignments with WSU faculty?

Q40. Are you interested in potentially offering charrettes in your department/major?

Q41. Would you be interested in resources and/or professional development for using or refining rubrics?

- Yes
- No

[Q42-45 are displayed if Q41 is answered "Yes"]

Q42. I would like to find out more about how to use rubrics to:

- Communicate expectations to students
- Provide useful feedback to students for improvement (formative)
- Provide final evaluation of student performance for course/instructor
- Gather learning outcomes assessment data for the major/curriculum
- Gather learning outcomes assessment data for UCORE, Big 7 Learning Goals
- Other: _____

Q43. Comments:

Q44. Please indicate your level of interest in the following resources/professional development for using or refining rubrics.

	Very interested	Interested	Somewhat interested	Not interested
Workshop on rubrics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bank of sample rubrics used for capstones	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WSU faculty panel on rubrics used for capstones	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informal discussion group on rubrics used for capstones	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q45. Comments:

Q46. Do you have any other suggestions for follow-up activities?

Q47. If you have remaining questions about assignment design generally, or your assignment revision in particular, what are they?

Submit.

Thank you for your feedback and your participation in WSU's capstone assignment redesign project.