

**UNIVERSITY OF MINNESOTA
 ENHANCING STUDENT LEARNING THROUGH INNOVATIVE
 TEACHING AND TECHNOLOGY STRATEGIES
 A BUSH FOUNDATION GRANT
 Annual Evaluation Survey
 Year 1
 Survey Analysis**

SECTION A: BACKGROUND INFORMATION

Campus: Crookston Campus (85% Response Rate)

1. Gender:

32	Female ⁽¹⁾
68	Male ⁽⁵⁾

n=28

2. Appointment Type:

54	Tenured Faculty ⁽¹⁾
39	Tenure-track Faculty ⁽³⁾
7	Full-time non-regular faculty or professional academic staff ⁽⁵⁾
0	Part-time non-regular faculty or professional staff ⁽⁷⁾

n=28

3. Percent of time devoted to teaching in current position:

4	25% or less ⁽¹⁾
7	Between 26% and 50% ⁽³⁾
18	Between 51% and 75% ⁽⁵⁾
71	More than 76% ⁽⁷⁾

n=28

4. Number of years you have been teaching post-secondary students

2	Minimum
37	Maximum
19.43	Mean

n=28

5. Faculty members vary in their ability to devote time to Bush grant programs. How much time do you expect to invest in the program?

7	0 to 2 hours per month ⁽¹⁾
50	3 to 5 hours per month ⁽³⁾
36	6 to 10 hours per month ⁽⁵⁾
7	11 to 15 hours per month ⁽⁷⁾
0	more than 15 hours per month ⁽⁹⁾

n=28

6. Please describe your role as a Bush Foundation Grant Participant?

BFG participants surveyed appear to fall into three basic groups: those involved in redesigning the classes, team members leading faculty, and those faculty teaching the courses. It is important to note that some faculty may fall into more than one of the basic groups.

SECTION B: PROJECT ACTIVITIES AND OUTCOMES

7. In previous semesters when you taught the course that you are now targeting for improvement, how important have the following been for improving student learning?

	No Importance	Little Importance	Somewhat Important	Very Important
a. Collecting information to assess students' entry-level knowledge or abilities (n=28)	4	18	43	36
b. Collecting information to diagnose learning problems or identify individuals who need extra help (n=28)	4	18	46	32
c. Using classroom assessment strategies to prompt student thinking during lecture or class discussion (n=28)	7	4	36	54
d. Helping students learn to assess their own progress (n=28)	4	21	39	36
e. Motivating students to improve their study skills (n=28)	4	0	21	75
f. Getting a better sense of what the class as a group is learning (n=28)	4	0	36	61
g. Using assessment strategies to help make mid-course corrections in teaching strategies or materials (n=28)	0	14	29	57
h. Using feedback to improve mid-term or final exams (n=28)	0	7	54	39
i. Using student feedback to evaluate the overall course (n=28)	4	0	29	68

8. How often have you used the following forms of assessment in the past?

	Never	Sometimes	Often	Very Often
a. Interactive techniques (e.g., voting, debates, small group problem-solving) (n=28)	11	61	11	18
b. Qualitative methods (e.g., journals, reflection papers, essays, short answer) (n=28)	18	29	43	11
c. Quantitative methods (e.g., quizzes or tests, surveys) (n=28)	0	7	32	61
d. Anonymous student response techniques (n=28)	32	50	18	11
e. Identified student response techniques (n=28)	32	32	36	0
f. Un-graded performance measures (n=28)	11	54	25	11
g. Graded performance measures (n=28)	0	11	29	61
h. Voluntary measures of performance (n=28)	25	46	25	4
i. Required measures of performance (n=28)	4	14	36	46
j. Individual student performance (n=28)	4	4	32	61
k. Group performance (n=28)	18	39	21	21
l. Other _____				

9. To what degree does each of the following factors motivate you to change your course?				
	None	Low	Moderate	High
a. Desire to address varied learning styles and needs (n=28)	0	11	50	39
b. Desire to encourage students to spend more time on learning tasks (n=28)	0	0	29	71
c. Desire to facilitate communication between students and instructors (n=28)	0	11	32	57
d. Desire to help students work more collaboratively (n=28)	0	18	57	25
e. Desire to build on students' familiarity with technology (n=28)	0	29	46	25
f. Desire to increase students' access to course materials (n=28)	4	14	54	29
g. Desire to use technology simulations to teach topics that may have been too dangerous or expensive previously (n=28)	18	32	32	18
h. Desire to teach my course more efficiently (n=27)	0	4	19	78
i. Desire to expect higher quality work from my students (n=28)	0	0	11	89

10. Which items below describe the work you intend to do as part of the Bush grant?

	Yes	No
a. New course syllabus, readings or materials (n=28)	71	29
b. New website (n=28)	82	18
c. New presentation tools (n=28)	50	50
d. New communication tools (n=28)	71	29
e. New student assignments (n=28)	71	29
f. New instructional strategies (n=28)	96	4
g. New technology-enhanced learning strategies (n=28)	100	0
h. New reflection strategies (n=28)	75	25
i. New collaborative strategies (n=28)	71	29
j. New ways to address student learning styles (n=28)	79	21
k. New classroom assessment methods or instruments (n=28)	79	21
l. New grading techniques (n=28)	93	7
m. New software or tailored application (n=28)	46	54
n. Other _____		

SECTION C: SCHOLARSHIP AND COLLABORATION

Please indicate the priority you give to the following policies and/or practices as they relate to your teaching.

	None	Low	Moderate	High
11. Using active learning techniques such as small group discussions and team projects. (n=28)	4	21	39	36
12. Using information in your course(s) from recent articles, books, or topics. (n=28)	0	14	21	64
13. Using technology in your teaching. (n=28)	0	11	36	54
14. Overseeing student independent research or creative work. (n=28)	14	32	32	21
15. Informally studying the effects of your teaching on student learning. (n=28)	0	11	57	32

	None	Low	Moderate	High
16. Taking into account differences among students in how they learn. (n=28)	0	25	46	29
17. Using interdisciplinary knowledge to inform your course design. (n=28)	4	14	54	29
18. Implementing team teaching or other collaborative approaches in courses. (n=28)	25	36	29	11
19. Updating your knowledge of your discipline. (n=28)	0	11	14	75
20. Including multicultural perspectives in appropriate courses. (n=28)	7	36	29	29
21. Using comments from students to alter teaching practices or materials. (n=28)	0	4	61	36
22. Helping students make connections between their prior learning and new knowledge. (n=28)	0	0	39	61
23. Using a variety of techniques in assessing student learning in your courses. (n=28)	0	11	32	57
24. Relating concepts in your courses to real life, such as through problem-based or service learning. (n=28)	0	7	32	61
25. Making connections to other disciplines for students. (n=28)	11	11	46	32
26. Meeting informally with students outside of class, labs, or studios. (n=28)	14	11	36	39
27. Providing written comments to students on their assignments and exams. (n=28)	0	18	46	36
28. Providing prompt feedback to students about their exam results and assignments. (n=28)	0	4	21	75
29. Using examples or illustrations to clarify course material. (n=28)	0	0	25	75
30. Setting high expectations for all students. (n=28)	0	0	14	86
31. Providing syllabi with course objectives, assignments, and grading procedures. (n=28)	0	4	4	93
32. Discussing with colleagues your course content, materials, assessment techniques, and the like. (n=28)	0	14	43	43
33. Participating in conferences, seminars, or workshops on teaching or student learning. (n=28)	0	11	36	54
34. Presenting on your discipline in a colleague's class. (n=28)	14	25	50	11
35. Inviting colleagues to review your syllabi or teaching materials. (n=28)	11	18	54	18
36. Making your course syllabi available to anyone on the Internet or other public sources. (n=28)	21	21	36	21
37. Preparing a portfolio or dossier to support your teaching performance. (n=28)	18	25	29	29
38. Working with an undergraduate to further inform your course design. (n=28)	32	32	32	4
39. Working with a Teaching Assistant to further inform your course design. (n=27)	63	19	19	0
40. Working with other faculty to further inform your course design (n=27)	11	22	48	19
41. Working with consultants to further inform your course design. (n=28)	25	43	32	0

42. At the end of the three years, what criteria will you use to determine whether your participation in the grant was worthwhile?

The two main criteria identified were improved student performance and effective teaching strategies. Student performance will be measured by improvements in student achievement, retention of knowledge, engagement, and attitude. Participants expect to see a greater understanding of the material by students and improved performance on exams and project work. Participants also intend to identify and implement effective and diversified teaching and assessment strategies (including colleague review) and improve student evaluation results of faculty.

Thank you very much for your cooperation!

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