The Role of Student Survey for Assessment

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Reiko Yamada

Doshisha University

Changing Japanese Higher Education Policy in a Knowledge-based Society

◆ **2008 CCE Report** "Toward the Construction for Undergraduate Education"

- Pressure for "**Quality Assurance**" under **Globalization** to set common "Learning Outcome" of each institutions for students
- Exemplifying "Graduate Attributes" = reference guideline
- Government emphasizes on **Outcome Assessment**

Construction of Undergraduate Education in Globalized Society

Policy Change towards Reinforced Quality Assurance

- The 2008 CCE Report made it clear that quality assurance would be strengthened by reviewing the policies of diversified universities and the flexible processes of approving the establishment or reorganization of universities.
- The report placed emphasis on the quality assurance of bachelor's degrees, and made a proposal to implement comprehensive reform covering "exit," "content" and "entrance." For "exit" in particular, it put forward the idea of "bachelor's competence" to specify what abilities bachelor's degrees awarded by Japanese universities guaranteed.

Clarifying the "diploma policy" (exit), "curriculum policy" (content) and "admission policy" (entrance) is an essential task for Doshisha University as well.

New Council Report in 2012

- **2012 CCE Report** "In the unpredictable era, how can university play the role of making student continue to involve learning and active thinking"

Message= Qualitative Transformation of Undergraduate Education

Most important message=

to increase learning hours of Japanese students

Change between 2008 and 2012

- Many faculties tended to be more teaching-centered (previously most of faculties were research-centered)
- 95% of universities present the syllabus
- Almost universities introduce FYE
- Other programs and pedagogies such as service-learning, learning community, … active learning method

But

Criticism of Japanese Higher Education

- Strong criticism from the industrial world and Japanese people toward the quality of college students and undergraduate education
- 60% of respondents of the survey of newspaper criticize that Japanese universities do not offer education which can be dealt with globalization and knowledge based society

Background toward Qualitative Transformation of JHE

- Average learning hours of students should be 8 hours (including class and homework) a day
- However, average Japanese students learning hours are 4.6 hours a day
- Very low compared with that of American undergraduate students
- Learning hours of students in the field of social sciences are relatively low compared with that of Natural Sciences, Health Sciences, and Arts.

Qualitative Transformation

- Increase learning hours of students

Preparation and deep learning

- Effective teaching management
- Systematization of curriculum (e.g. numbering)
- Systematic team management of teaching
- Substantiality of syllabus

What is Student Survey?

Two Kinds of Outcome Assessment

- How do we assess learning outcome of students?
- Two methods : Combination of Direct & Indirect is general trend

e.g. Critical thinking test & student survey

Direct Assessment = Direct Evidence = Assess the Learning Outcome
Contents = Test, Paper, Project, Portfolio, Graduation Exam, Rubric
Graduation Research Paper or Project, Standardized Test
Fields = General Education, Major Education (discipline)

Indirect Assessment = Indirect Evidence = Assess the Learning Process = Learning Behavior, Life Behavior, Self-Perception, Satisfaction = Process Assessment to the Outcome

Contents = Student Survey, Survey for Graduates
When = Freshman, End of the First Year, Senior Year, After Graduation

Student Survey as a Process Assessment

- Indirect assessment
  - Process based assessment

What We Should Do for General Usage of Process Assessment?

Improve Validity and Reliability

What are new challenges?

Longitudinal Study to develop various kinds of methodology→To Check the Items →Develop Standard Survey→to examine college impact (IEO model)→to support the theory behind the study

Studies for the effectiveness of Surveys

(Anaya, 1999; Carini, O_Day, and Kuh, 2002)

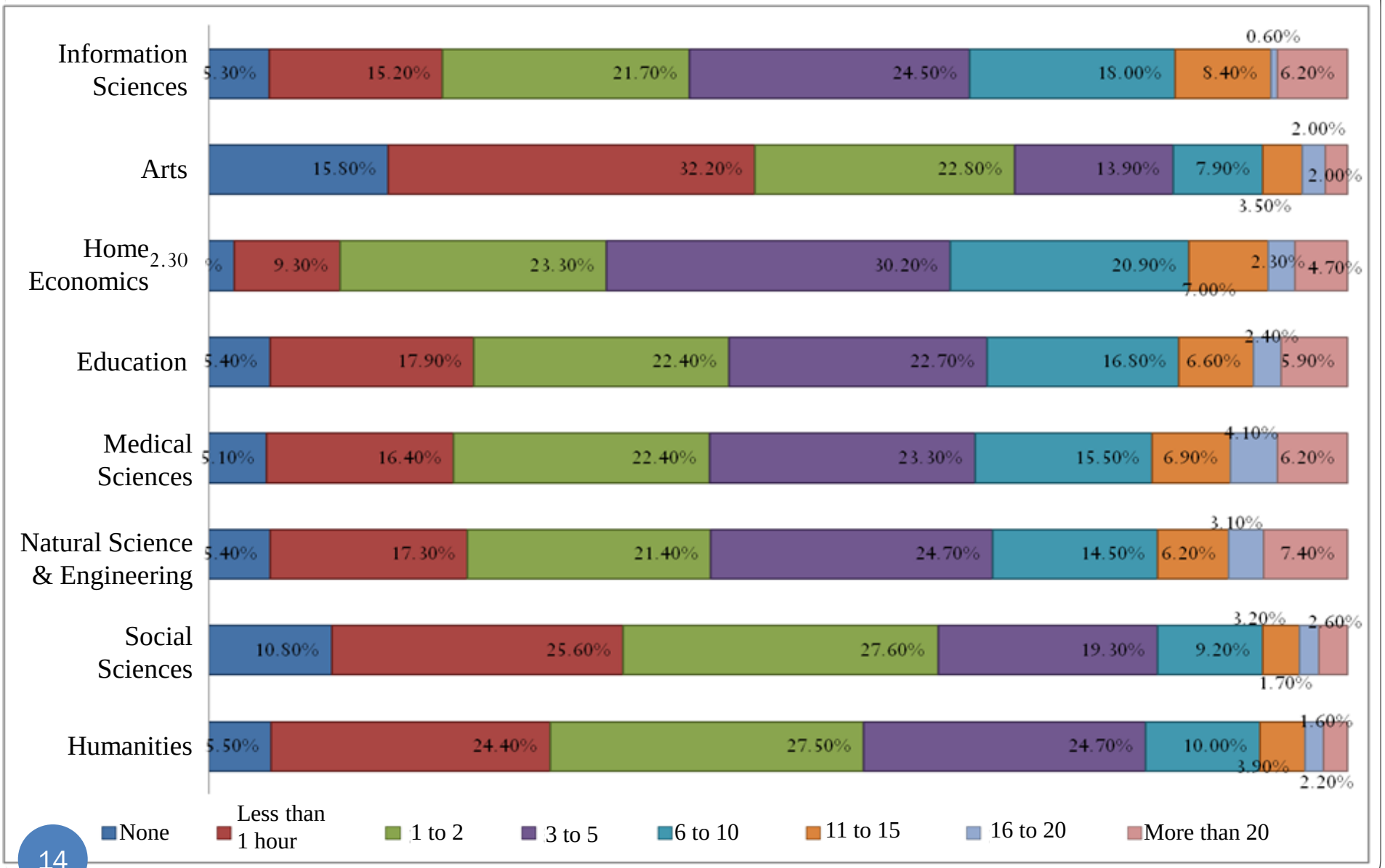
To combine both Direct and Indirect Assessment is Important

Student Engagement from the JCIRP Data

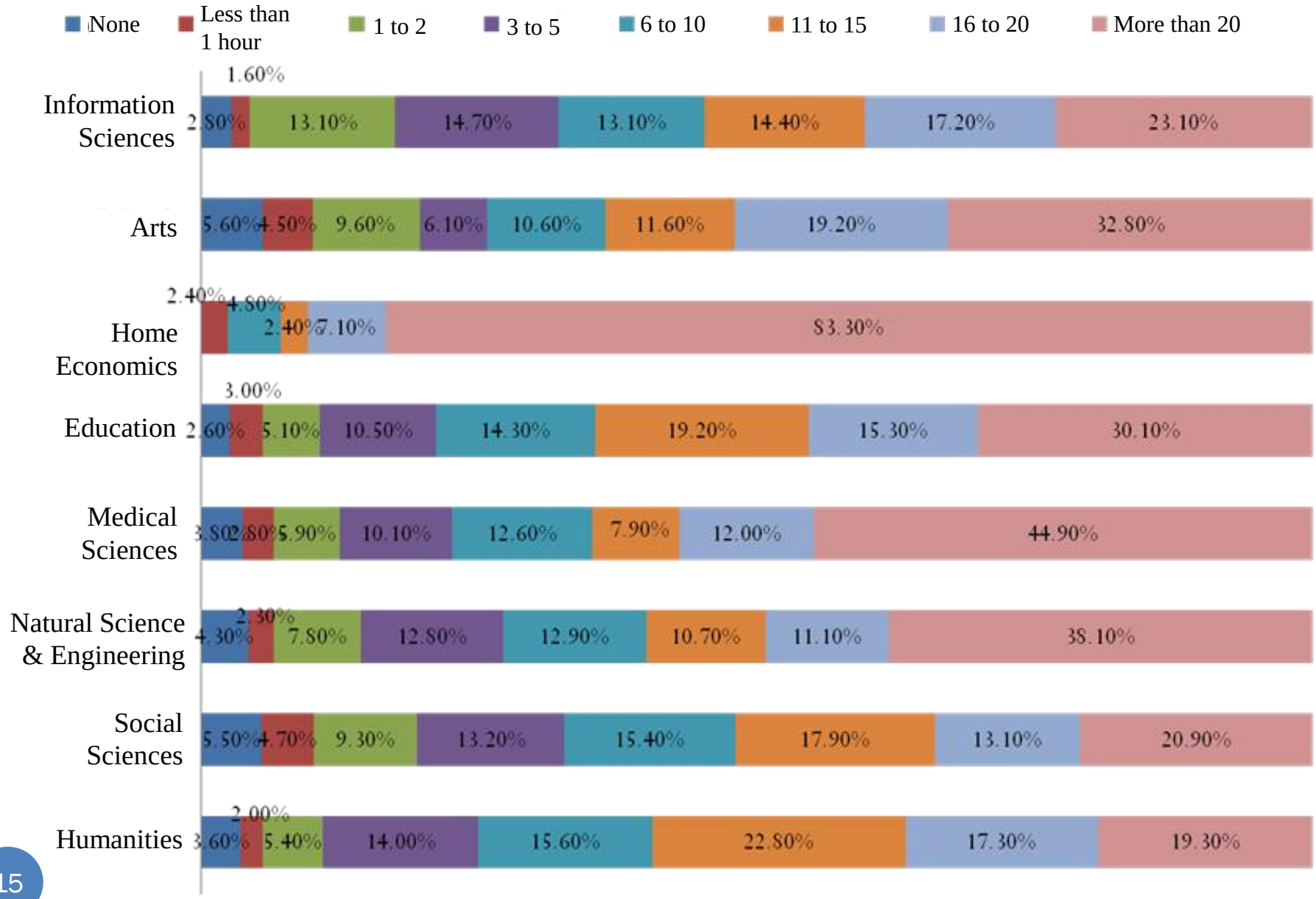
Objectives and Characteristics of the Japanese Cooperative Institutional Research Program (JCIRP)

- To conduct surveys on the level of cognitive/non-cognitive student growth, and to develop methods of measuring the contribution of higher education institutions to student growth.
- Characteristics of the research program: Based on the trends shown in college impact studies, whose results have been gathered in the U.S. the program examines the educational impact that universities have on students and what outcomes they produce, referring to Astin's Input-Environment-Output (I-E-O) model; it also verifies and develops college impact models.
- To develop and carry out surveys comparable to the student surveys conducted in the U.S.

Learning Hours outside Class in a Week



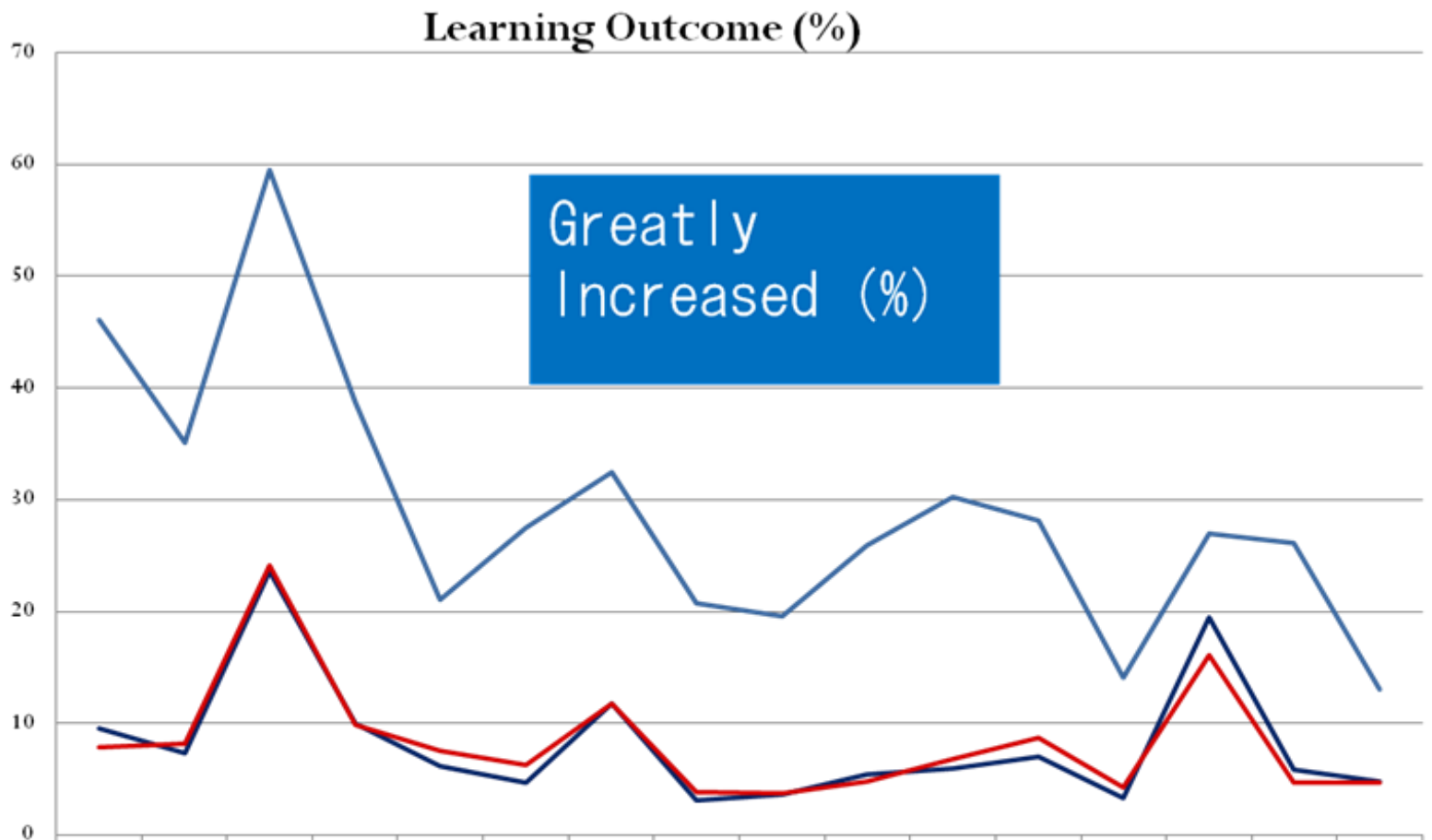
Class Attendance in a Week



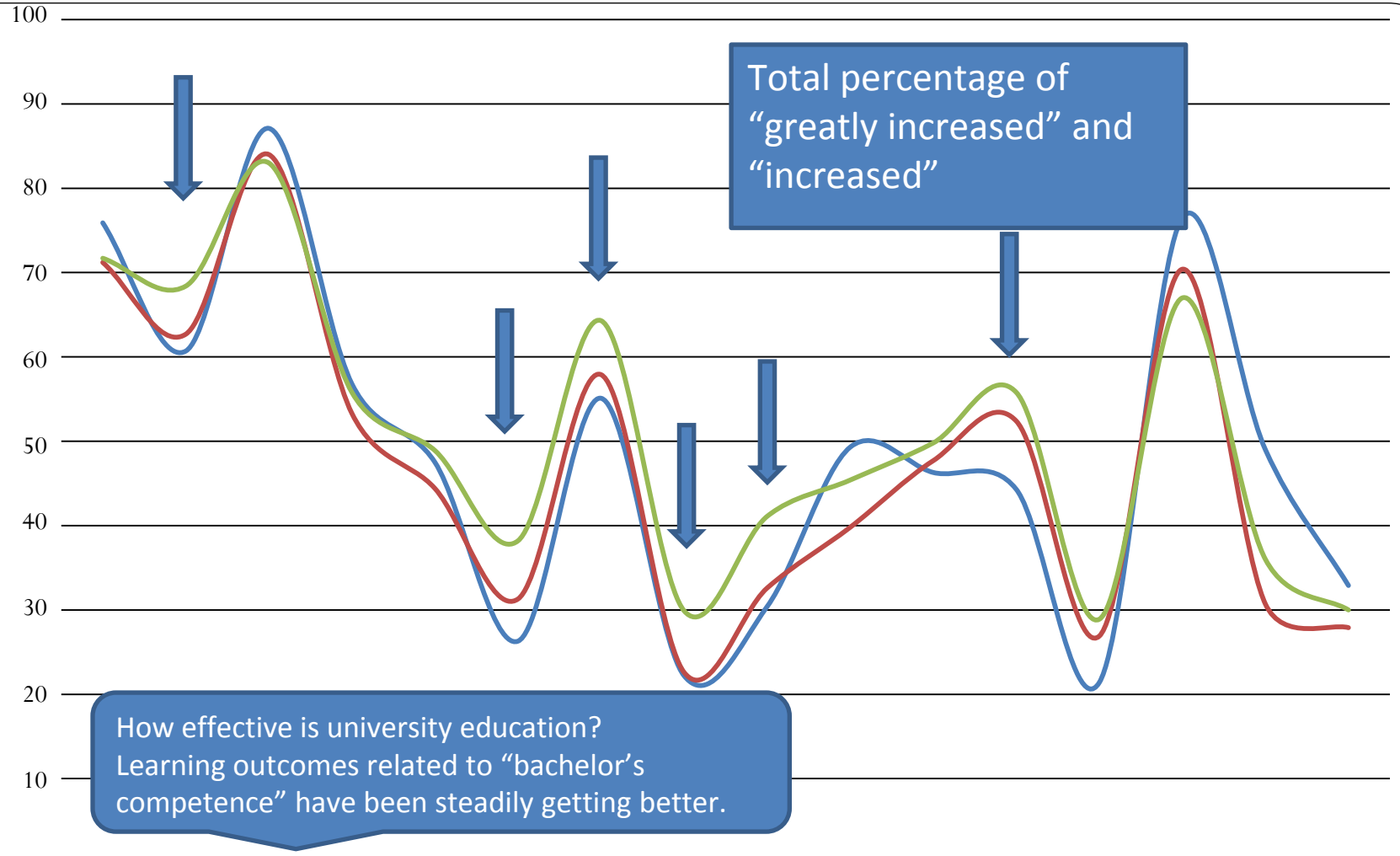
How Much Time Do Students Spend Studying and Attending Classes?

- On the whole, students spend little time studying.
- There is a certain percentage of students in every discipline who spend no time studying outside of class.
- Social sciences and humanities students spend fewer hours studying than other students.
- Students attend more classes in the first semester.

Students tend to spend little time studying outside of class.



	General knowledge	Analytical and problem-solving skills	Knowledge of people from different races/cultures	Ability to think critically	Knowledge of people from different races/cultures	Leadership abilities	Interpersonal skills	Ability to get along with people of different races/cultures	Understanding of the problems facing your community	Understanding of the problems facing our nation	Writing skills	Oral presentation skills	Mathematical skills	Computer skills	Understanding of global issues	Foreign language ability
USA CSS2005	46.1	35.1	59.5	38.7	21	27.5	32.4	20.7	19.5	25.9	30.2	28.1	14.1	27	26.1	13
JCSS2005	9.5	7.3	23.6	10	6.2	4.7	11.8	3.1	3.6	5.4	6	7	3.3	19.5	5.9	4.8
JCSS2007	7.8	8.1	24.1	9.8	7.5	6.2	11.7	3.8	3.7	4.8	6.8	8.7	4.2	16.1	4.7	4.7



	General knowledge	Analytical and problem-solving skills	Knowledge of a particular field or discipline	Ability to think critically	Knowledge of people from different races/cultures	Leadership abilities	Interpersonal skills	Ability to get along with people of different races/cultures	Understanding of the problems facing your community	Understanding of the problems facing our nation	Writing skills	Oral presentation skills	Mathematical skills	Computer skills	Understanding of global issues	Foreign language ability
JCSS2005	75.9	60.7	87.1	56.8	47.5	26.3	55.1	22.2	30.4	49.3	46.3	44.3	21.4	76.5	49	32.9
JCSS2007	71.2	62.7	84	53.3	44.4	31.3	57.9	22.6	32.6	39.8	47.7	52.4	26.9	70.4	30.7	27.9
JCSS2010	71.7	68.4	83	55.8	48.9	38.2	64.3	29.9	41.1	45.4	49.8	55.8	28.9	67	36	30

What Does the JCIRP Data Tell Us?

- Learning outcomes have been improving slowly but surely.
- What is behind this improvement?
- International comparison is not so simple; self-assessment reflects the characteristics of a people and culture.
- Will comparison with an international standard assessment model allow us to discover more about learning outcomes?
- It is necessary that direct and indirect assessments complement each other.

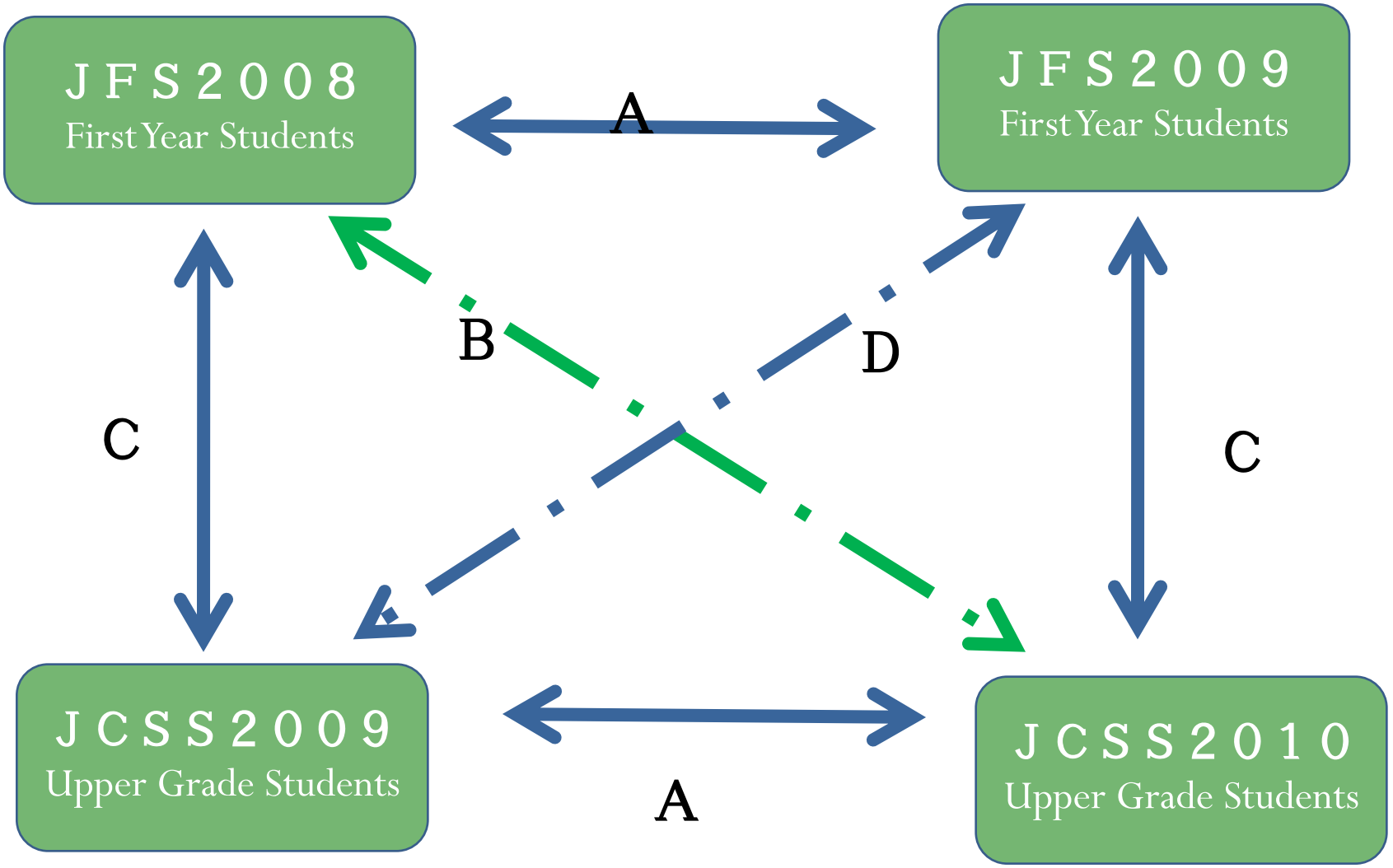
To What Extent Did Students in Different Majors Acquire Knowledge and Skills?

	Humanities		Social Sciences		Natural Science & Engineering		Medical Sciences		Maximum possible scores	F
	Average	SD	Average	SD	Average	SD	Average	SD		
Basic social skills	18.39	2.9	18.04	3	17.89	3.1	18.04	2.9	25	6.27*
Classical liberal arts and skills	26.5	3.1	25.9	3.5	26.4	3.3	25.6	3.4	35	25.2*
Contemporary liberal arts and skills	17.67	2.7	17.24	2.6	16.76	2.5	16.48	2.5	25	63.4*
Basic academic achievement	6.2	1.4	6.1	1.4	6.7	1.4	6.1	13	10	65.4*

- Overall, humanities students performed well.
- Natural science and engineering students performed well in terms of basic academic achievement.
- Humanities and social sciences students were better at contemporary liberal arts and skills than natural science, engineering and medical sciences students.

Panel Data Analysis of Students in Different Divisions and Majors

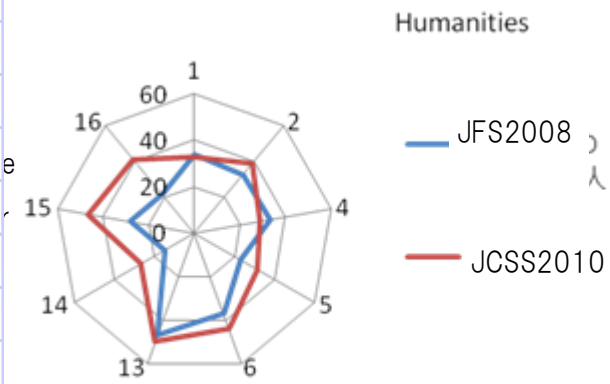
Model of Possible Analysis

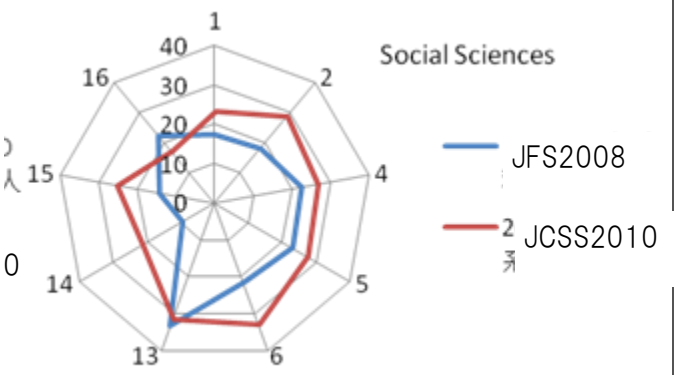


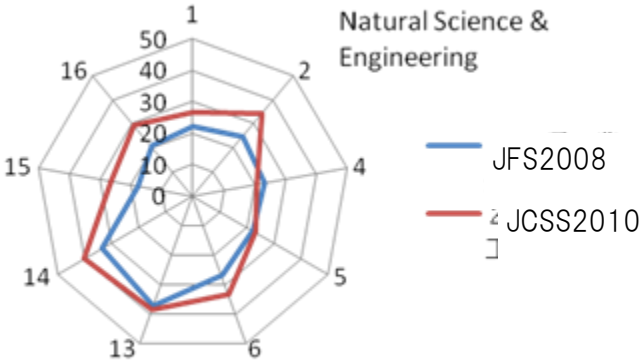
Data Set

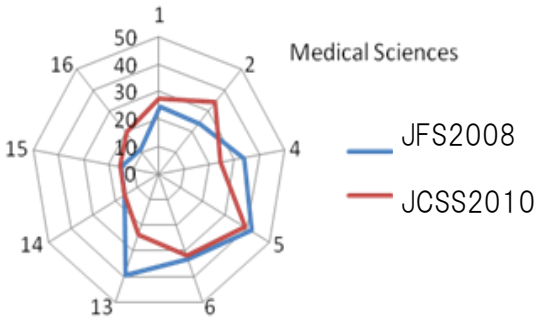
	Major	%	Selectivity	%	Type of Institution	%	Year	%	Gender	%
JFS2008	Humanities	15.0	Lowest	13.3	National	20.6	1st	98.9	Man	42.0
3521	Social Sciences	23.1	Lower	26.4	Public	3.9	2nd3rd year	1.0	Female	58.0
(First-year	Natural Science & Engineering	24.4	Middle	12.6	Private	75.5	Other	0.1	T	100
3482)	Medical Sciences	14.7	Higher	37.7	T	100	T	100		
	Education	16.5	Highest	10.1						
	Home Economics	3.9	T	100						
	Arts	2.5								
	T	100								
JCSS2010	Humanities	23.4	Lowest	22.5	National	24.3	1st	12.0	Man	43.0
2875	Social Sciences系	22.1	Lower	18.9	Public	6.9	2nd	11.9	Female	57.0
(Over 3rd year 2142)	Natural Science & Er	21.1	Middle	13.1	Private	68.8	3rd& 4th	74.5	T	100
	Medical Sciences	10.8	Higher	33.3	T	100	Other	1.6		
	Education	10.7	Highest	12.2			T	100		
	Home Economics	4.7	T	100						
	Arts	7.2								
	T	100								

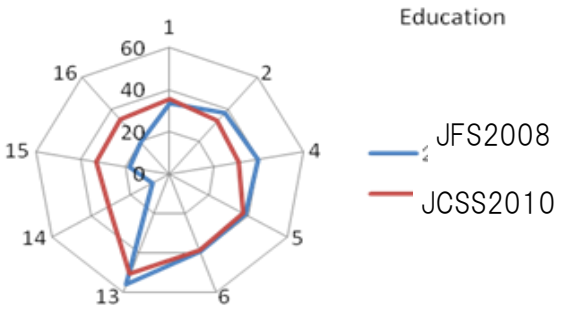
Degree of Satisfaction
1. Opportunity to Communicate with Faculty
2. Enrollment Number in a Class
3. Opportunity to Communicate with Other Students
4. Relevance of Learning Contents with Daily Life
5. Availability of Learning Contents for Future Career
6. Quality of Teaching
7. Sense of Student Community
8. Interaction with Other Students
9. Overall College Experience
10. Tolerance for Diversity
11. Student Support System
12. First-year Student Program
13. Liberal Education Program
14. Natural Science Program
15. Humanities Program
16. Social Science Program

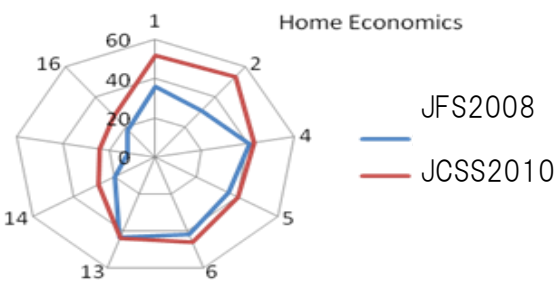


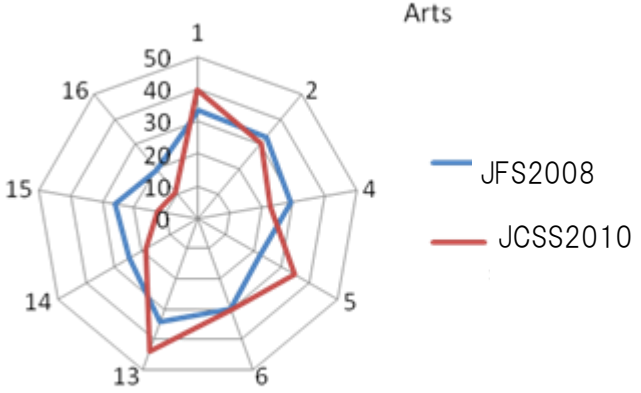


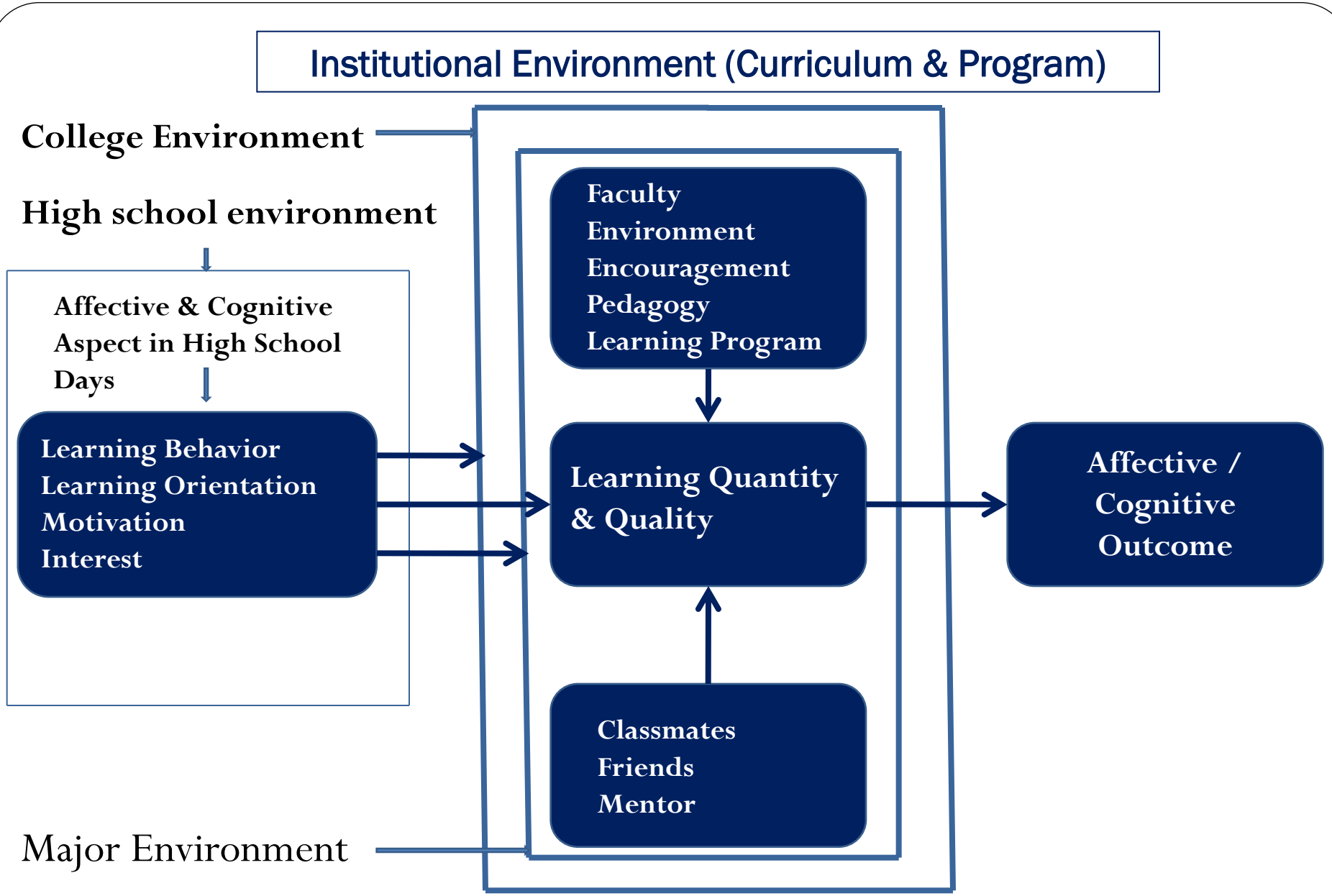











Institutional Environment (Curriculum & Program)
College Environment
High school environment
Affective & Cognitive Aspect in High School Days
Learning Behavior
Learning Orientation
Motivation
Interest
Faculty
Environment
Encouragement
Pedagogy
Learning Program
Learning Quantity & Quality
Classmates
Friends
Mentor
Affective / Cognitive Outcome
Major Environment

The JCIRP Study Has Clarified: College Impact in Japanese Universities

1. Longitudinal study of students data can contribute to grasp the student engagement by accumulating large data
2. Panel data analysis shows the degree of student satisfaction increased in the upper division (junior and senior > freshman and sophomore and there is qualitative difference of the degree of student satisfaction between majors.
   The difference reflects the environment of the major
3. Process assessment of students learning is effective and can be tied with direct assessment in Japanese universities

Thank you

ryamada@mail.doshisha.ac.jp