

The Student Assessment of Learning Gains (SALG) web site

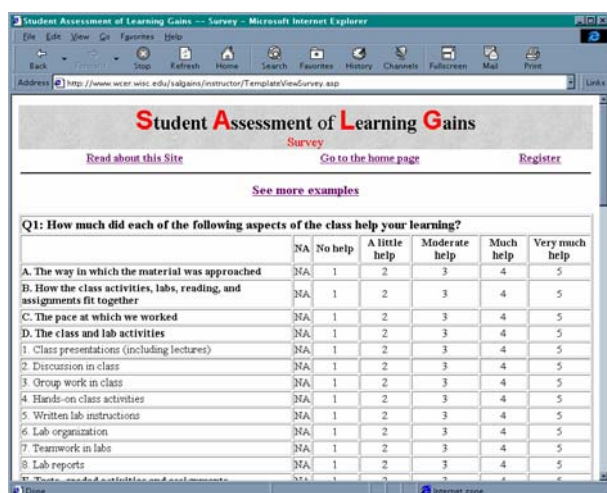
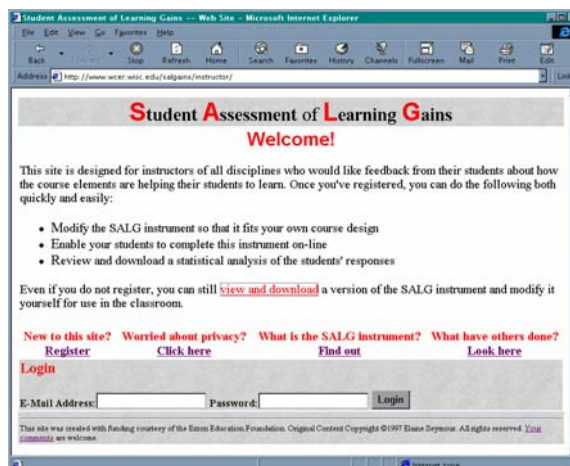
<http://www.wcer.wisc.edu/salgains/instructor/default.asp>

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The Student Assessment of Learning Gains (SALG) web site offers instructors of courses a quick and easy way to receive feedback about how well the features of their course are helping their students to learn.

The web site streamlines the use of the SALG instrument. This instrument:

- asks students to estimate how much they gained (in terms of skills, understanding, and attitudes) from the specific elements used in the course; and
- was developed by Elaine Seymour, Director of Ethnography and Evaluation Research at UC-Boulder.



The key feature of the SALG instrument is its "learning gains" focus. It consists of five questions, under which can be added your course goals and strategies for achieving those goals. These five questions focus on:

- how well each of your strategies have helped your students to learn;
- how well your students feel they understand the course material;
- how much the course has added to their skills;
- the degree to which they have made gains in your course; and
- their retention of the material.

For more information, please contact:

*Elaine Seymour, SALG Instrument Designer
Ethnography and Evaluation Research
Bureau of Sociological Research
University of Colorado
Elaine.Seymour@.colorado.edu
(303) 492-0084*

*Sue Daffinrud, SALG Web Site Designer
Learning through Evaluation, Adaptation and
Dissemination (LEAD) Center
University of Wisconsin-Madison
daffinru@engr.wisc.edu
(608) 263-9241*

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At the SALG web site, you can:

- modify the SALG instrument to fit your course goals and strategies;
- enable your students to complete the instrument on-line; and
- see simple statistics computed by the web site, do some analysis on the data, and view the raw data itself.

You can quickly edit the SALG instrument to fit your course, as demonstrated below:

1. The original Question 1, Section D

D. The class and lab activities	NA	No help	A little help	Moderate help	Much help	Very much help
1. Class presentations (including lectures)	NA	1	2	3	4	5
2. Discussion in class	NA	1	2	3	4	5
3. Group work in class	NA	1	2	3	4	5
4. Hands-on class activities	NA	1	2	3	4	5
5. Written lab instructions	NA	1	2	3	4	5
6. Lab organization	NA	1	2	3	4	5
7. Team work in labs	NA	1	2	3	4	5
8. Lab reports	NA	1	2	3	4	5

2. Add, remove, and reorder course aspects

Use this aspect	Order	Course Aspect	Revised Course Aspect
<input checked="" type="checkbox"/>	4	Class presentations (including lectures)	
<input checked="" type="checkbox"/>	2	Discussion in class	
<input checked="" type="checkbox"/>	3	Group work in class	
<input checked="" type="checkbox"/>	5	Hands-on class activities	
<input type="checkbox"/>	5	Written lab instructions	
<input type="checkbox"/>	6	Lab organization	
<input type="checkbox"/>	7	Team work in labs	
<input type="checkbox"/>	8	Lab reports	
<input checked="" type="checkbox"/>	1		In-class problem sets
<input type="checkbox"/>	10		
<input type="checkbox"/>	11		
<input type="checkbox"/>	12		

3. The new Question 1 Section D

D. The class and lab activities	NA	No help	A little help	Moderate help	Much help	Very much help
1. In-class problem sets	NA	1	2	3	4	5
2. Discussion in class	NA	1	2	3	4	5
3. Group work in class	NA	1	2	3	4	5
4. Class presentations (including lectures)	NA	1	2	3	4	5
5. Hands-on class activities	NA	1	2	3	4	5

You can view simple statistics automatically performed on the web site, such as:

1. Averages overall, and by the five major questions

Question	Average	Standard Deviation
1. How much did each of the following aspects of the class help your learning?	3.85	0.9
2. As a result of your work in this class, how well do you think that you now understand each of the following?	3.98	0.91
3. How much has this class added to your skills in each of the following?	4.14	0.77
4. To what extent did you make gains in any of the following as a result of what you did in this class?	3.92	0.81
5. How much of the following do you think you will remember and carry with you into other classes or aspects of your life?	3.62	0.5

2. Frequency tables over all course aspects

	NA	1	2	3	4	5	total	ave (stdev)	NR
Q1A	0%	12%	25%	25%	25%	12%	16	3 (1.22)	0
Q1B	0%	7%	7%	47%	40%	0%	15	3.2 (0.83)	0
Q1C	0%	0%	12%	44%	38%	6%	16	3.38 (0.78)	0
Q1D.1	0%	0%	20%	33%	27%	20%	15	3.47 (1.02)	1
Q1D.2	0%	0%	19%	25%	31%	25%	16	3.62 (1.05)	0
Q1D.3	0%	0%	6%	25%	31%	38%	16	4 (0.94)	0
Q1D.4	0%	0%	7%	21%	36%	36%	14	4 (0.93)	2
Q1D.5	6%	0%	6%	19%	50%	19%	16	3.87 (0.81)	0
Q1D.6	0%	0%	0%	20%	47%	33%	15	4.13 (0.72)	1
Q1D.7	0%	0%	0%	25%	31%	44%	16	4.19 (0.81)	0
Q1D.8	0%	0%	7%	14%	29%	50%	14	4.21 (0.94)	2
Q1E.1	0%	0%	7%	21%	57%	14%	14	3.79 (0.77)	2
Q1E.2	0%	0%	7%	29%	64%	0%	14	3.57 (0.62)	2

3. Cross tabulations

		Q1C						Total	NR
		5	4	3	2	1	NA		
Q1A	5	0% (0)	50% (1)	50% (1)	0% (0)	0% (0)	0% (0)	2	0
	4	0% (0)	50% (2)	25% (1)	25% (1)	0% (0)	0% (0)	4	0
	3	25% (1)	0% (0)	75% (3)	0% (0)	0% (0)	0% (0)	4	0
	2	0% (0)	75% (3)	0% (0)	25% (1)	0% (0)	0% (0)	4	0
	1	0% (0)	0% (0)	100% (2)	0% (0)	0% (0)	0% (0)	2	0
	NA	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0	0
Total		6% (1)	38% (6)	44% (7)	12% (2)	0% (0)	0% (0)	16	0
NR		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0	0

1=lowest response ... 5=highest response; NA=Not Applicable; NR=No Response

Field-tested Learning Assessment Guide (FLAG)

<http://www.flaguide.org>

New Pathways for Classroom Assessment
A Web Resource of Teaching Tools for Faculty in College Science,
Math, Engineering and Technology

Using a guidebook format, the FLAG offers broadly applicable, self-contained modular classroom assessment techniques (CATS) and discipline-specific tools for STEM faculty interested in new approaches to evaluating student learning, attitudes, and performance.

Each has been built on a sound base of education research and developed, tested and refined in real college and university classrooms and has supporting information about how to apply them in the classroom.

The FLAG's practical goal is to provide a one-stop shopping site where faculty can download and use the tools/techniques to assess the efficacy of their classroom efforts. The FLAG also contains:

- Assessment Primer
- Classroom assessment techniques (CATS)
- List of Common Course Goals Matched to Classroom Assessment Techniques
- Discipline-specific Tools
- Resources
- Searchable and Downloadable Database