

SALG Features

The SALG's unique learning-centered approach is guided by three basic principles: (1) teaching effectiveness must be measured in relation to the specific, stated course learning goals, (2) students have something valuable to tell instructors about what they learned in a class and what helped them learn it, and (3) students' benefit from assessing their courses when they metacognitively reflect on their learning gains. Therefore, the SALG focuses, not on teacher behavior or student satisfaction, but on what students learned and what helped them learn it. It provides detailed, meaningful and actionable feedback about students' learning gains in relation to specific course learning goals and on the particular pedagogies employed in that course. It remains valid and reliable even after its questions are modified to adapt it to an individual course. Its flexible architecture allows users to choose from many question types, including scaled questions and short- and long-answer text-entry questions. Several scales are available, and users can create their own scales if they don't find what they want.

The reports and analytical tools offered by the SALG are sophisticated and powerful. Standard analytical reports feature detailed statistics about student responses, including number of responses, mean score, standard deviation, mode, and more. Histograms including the confidence intervals are displayed for each set of answers. Data can be aggregated across multiple instruments, a crosstab analysis tool is built in, and a basic textual analysis tool is also native to the software.

The SALG offers an optional baseline survey as well as the normal end-of-term instrument. When the baseline survey is used, the built-in crosstab analysis tool allows instructors to determine the relative effectiveness of their pedagogy across different groups (gender, ethnicity, majors, level of initial preparedness, etc.).