

An Inventory of Faculty Assessment Practices

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Purpose of the Inventory of Faculty Assessment Practices

To develop a profile of the methods faculty use

- in shaping instruction and
- In determining the progress and success of community college students

The survey benchmarks uses of assessment

- in college transfer courses and selected occupational programs
- Across a world-wide array of sites & instructional modes

Central Texas College profile

- In AY 2007-2008 we had **183,000** enrollments worldwide
- **33,500 Texas** enrollments in AY '09
- **6000** Distance Learning enrollments per **month**
- This year we have **2000** dual enrollments in area high schools

Rationale for the inventory

Our QEP:

- Creating a culture that focuses on enhancing student learning
- Faculty focus: Instructional feedback
- Faculty Professional Development: tools for assessment and feedback

Scope

- College-wide
- Disciplines in this study:
 - ✓ Communications
 - ✓ Social & Behavioral Sciences
 - ✓ Sciences
 - ✓ Fine Arts
 - ✓ Criminal Justice / Homeland Security
 - ✓ Business

Concept

- Faculty already assess students
- Master syllabus / implementation varies
- Delivery modes
 - ✓ Course length
 - ✓ Instructor presence
 - ✓ Student situation
- How do instructors assess students?
- How do they use assessment results?

Survey development

- Draft
- Pilot
- Revise
- Re-pilot
- Revise
- Go with it – include comments section

The Inventory of Faculty Assessment Practices

- Link: https://www.surveymonkey.com/s.aspx?sm=zfFd4ZGL0Bcw7J8LvYMMO_3d_3d

Sections:

- Locations and delivery modes
- Use of pre-test / post-test
- Use of quizzes
- Major projects / case studies and papers
- Exams
- Laboratories
- Class participation
- Feedback
- Teaching tools and methods

Methodology

- Survey Monkey
- Separate 'collectors' – link in e-mail
- E-mail to Central Campus faculty
- E-mail to Continental Site directors
- E-mail to DL Faculty Mentors
- E-mail to Pacific Far East instructors
- E-mail to Fort Hood and Service Area instructors

Responses

- First contact
- Follow-up
- Signed
- Comments

Profile of responses

- By Departments
- By Delivery

Selected data

Do you give a pre-test in your class?

- Yes: 24%
 - 29% in classroom situations
 - 20% in Distance Learning

Sample Data summaries

What we can learn

- One of the respondent comments concerned uses of this data:
I thought the survey was very in-depth and adds clarification to our teaching techniques. What are your plans for analyzing the results? Are you looking at trends and/or instructional standardization?
- One answer
 - ✓ I am interested in how people teach,
 - ✓ how they use assessment in helping students learn,
 - ✓ how they arrive at grades, as valid measures of student learning.
 - ✓ I personally like to see variety and creativity. I think standardization is a dull instrument and dulls instruction.
- However,
 - ✓ I also think that it IS useful for scholars to define the body of knowledge and skills that each course attempts to provide for students, and that
 - ✓ some portion of assessment give students opportunities to demonstrate mastery in ways that can be compared.
 - ✓ I think this helps us be alert to the possibilities of the instructional process, and
 - ✓ students to know where they stand and how they need to study.