

---

# An Inventory of Faculty Assessment Practices

---

Jane Zimmerman

Director, Learning Outcomes Assessment

Central Texas College

Killeen, Texas

[jane.zimmerman@ctcd.edu](mailto:jane.zimmerman@ctcd.edu)

---

---

# 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**
-

---

# Purpose of the Inventory of Faculty Assessment Practices

**The survey benchmarks uses of assessment**

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

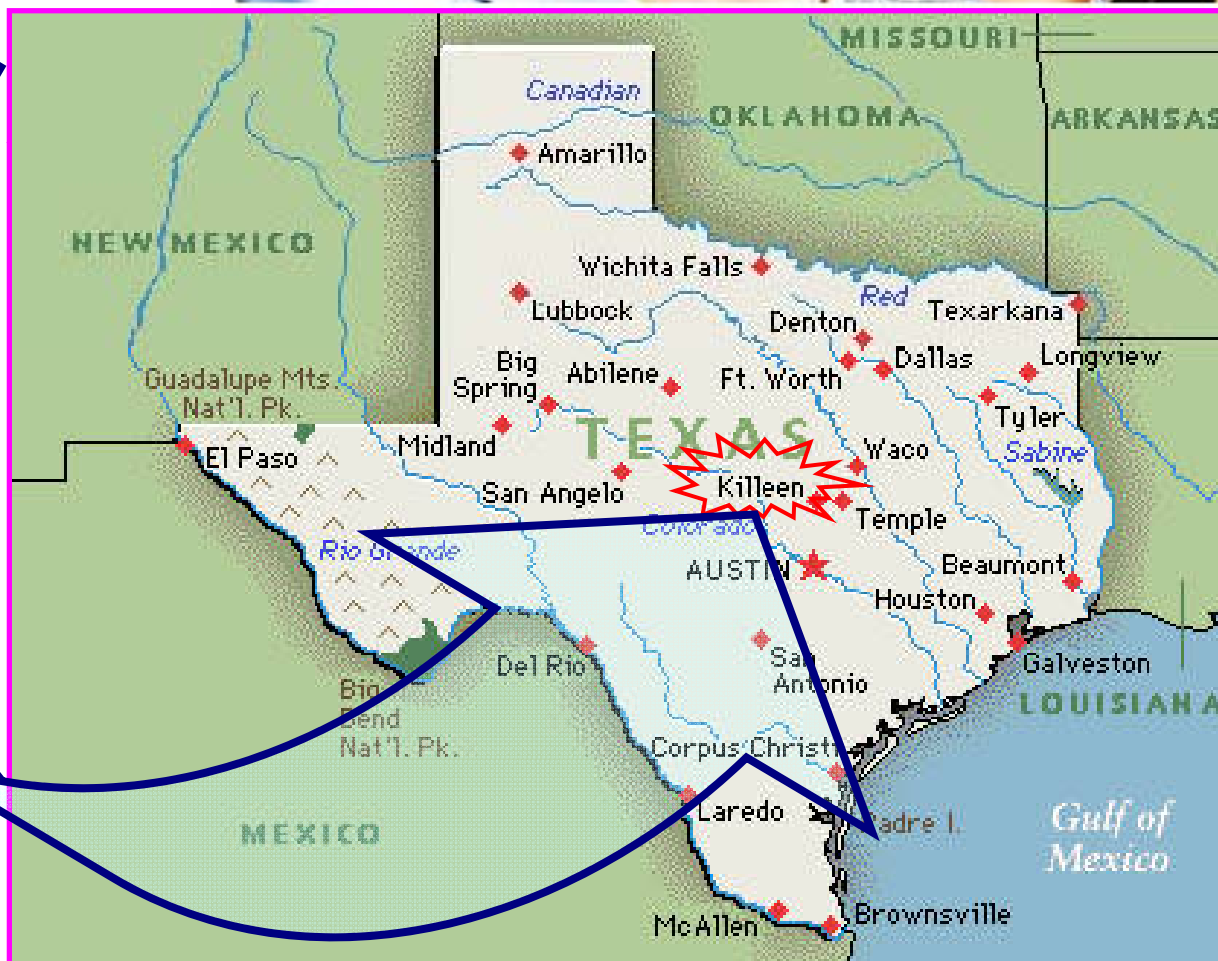
---

# Central Texas College is . . .

A Community College

- Career & Technical Programs
  - College Transfer Programs
-

# CENTRAL TEXAS COLLEGE



## In Texas:

- Central Campus
- Fort Hood
- Service Area
- Distance Learning



**CENTRAL  
TEXAS  
COLLEGE** ★



*World-Wide  
Campuses*



**Continental Campus**

**Fort Hood &  
Service Area** ★

**Europe Campus**

**Pacific  
Far East  
Campus**

**Navy ships  
in port & at sea**

**Distance Learning via internet, pda & cd**

---

# Central Texas College

---

- 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 covers**

- 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

<b>Central Campus</b>	<b>53</b>	<b>16%</b>
<b>Continental Sites</b>	<b>72</b>	<b>22%</b>
<b>Distance Learning</b>	<b>166</b>	<b>50%</b>
<b>Fort Hood &amp; Service Area</b>	<b>23</b>	<b>7%</b>
<b>Pacific Far East</b>	<b>20</b>	<b>6%</b>
<b>Total . . .</b>	<b>334</b>	

---

# By Departments

<b>Social / Behavioral Sciences</b>	<b>116</b>	<b>35%</b>
<b>Communications</b>	<b>93</b>	<b>28%</b>
<b>Criminal Justice / Homeland Security</b>	<b>28</b>	<b>8%</b>
<b>Business</b>	<b>27</b>	<b>8%</b>
<b>Math</b>	<b>23</b>	<b>7%</b>
<b>Computer Science</b>	<b>15</b>	<b>5%</b>
<b>Fine Arts</b>	<b>15</b>	<b>5%</b>
<b>Science</b>	<b>13</b>	<b>4%</b>

# By Delivery

	<b>Classroom</b>	<b>DL</b>
<b>Social / Behavioral Sciences</b>	<b>35%</b>	<b>35%</b>
<b>Communications</b>	<b>25%</b>	<b>28%</b>
<b>Criminal Justice / Homeland Security</b>	<b>7%</b>	<b>8%</b>
<b>Business</b>	<b>8%</b>	<b>8%</b>
<b>Math</b>	<b>10%</b>	<b>4%</b>
<b>Computer Science</b>	<b>4%</b>	<b>5%</b>
<b>Fine Arts</b>	<b>4%</b>	<b>5%</b>
<b>Science</b>	<b>5%</b>	<b>2%</b>

---

# Selected data

**Do you give a pre-test in your class?**

**Yes: 24%**

**29% in classroom situations**

**20% in Distance Learning**

---

## Types of Questions on the pre-test (check all that apply)

	<b>Classroom</b>	<b>DL</b>	<b>Overall</b>
<b>Multiple choice</b>	<b>81%</b>	<b>88%</b>	<b>84%</b>
<b>Short answer</b>	<b>34%</b>	<b>12%</b>	<b>25%</b>
<b>Essay</b>	<b>11%</b>	<b>6%</b>	<b>9%</b>
<b>True / false</b>	<b>21%</b>	<b>27%</b>	<b>24%</b>
<b>Matching</b>	<b>9%</b>	<b>3%</b>	<b>6%</b>
<b>Problem solving</b>	<b>11%</b>	<b>6%</b>	<b>9%</b>
<b>Other</b>	<b>9%</b>	<b>9%</b>	<b>9%</b>
<b><i>Variety quotient</i></b>	<b><i>1.74</i></b>	<b><i>1.52</i></b>	<b><i>1.65</i></b>

## Post-test details (check all that apply)

	<b>Classroom</b>	<b>DL</b>	<b>Overall</b>
<b>No Post-test: pretest is diagnostic/ planning tool</b>	<b>21%</b>	<b>58%</b>	<b>36%</b>
<b>Post-test questions embedded in quizzes, exercises or homework</b>	<b>30%</b>	<b>21%</b>	<b>26%</b>
<b>Post-test questions embedded in exams</b>	<b>28%</b>	<b>24%</b>	<b>26%</b>
<b>Post-test questions embedded in final exam</b>	<b>19%</b>	<b>12%</b>	<b>16%</b>
<b>Post-test items compared with pretest items</b>	<b>47%</b>	<b>12%</b>	<b>33%</b>

## Writing Feedback

On writing assignments other than major papers, do you mark . . .

	CRJ	Engl	SocSci
Spelling errors (counts)	56%	64%	29%
Spelling (doesn't count)	24%	15%	41%
<i>Spelling feedback</i>	<i>80%</i>	<i>79%</i>	<i>70%</i>
Other English (counts)	44%	66%	21%
Other English (doesn't count)	24%	24%	35%
<i>English feedback</i>	<i>68%</i>	<i>90%</i>	<i>56%</i>
No feedback on this	24%	12%	31%

# Writing Feedback

On <u>major papers</u> , do you mark . . .			
	CRJ	Engl	SocSci
Spelling errors (counts)	68%	95%	45%
Spelling (doesn't count)	16%	3%	25%
<i>Spelling feedback</i>	<i>84%</i>	<i>98%</i>	<i>70%</i>
Other English (counts)	56%	95%	43%
Other English (doesn't count)	12%	3%	19%
<i>English feedback</i>	<i>68%</i>	<i>98%</i>	<i>62%</i>
No feedback on this	20%		28%

---

# 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.
-

---

# Your ideas & interests:

Please e-mail me:

[Jane.zimmerman@ctcd.edu](mailto:Jane.zimmerman@ctcd.edu)

## Link to the survey:

[https://www.surveymonkey.com/s.aspx?sm=zfFDd4ZGL0Bcw7J8LvYMMQ\\_3d\\_3d](https://www.surveymonkey.com/s.aspx?sm=zfFDd4ZGL0Bcw7J8LvYMMQ_3d_3d)

---

Jane Zimmerman, Central Texas College