Practitioner Faculty Assessment Survey: Fall 2006

Summary of Results

December 4, 2006 (Revised)

A survey was administered to practitioner faculty teaching courses for the Fall 2006 academic semester. The purpose of the survey was to establish a baseline of classroom assessment activities conducted by faculty, existing sources of course level assessment data, sources for data sharing, and content and format for future professional development activities. The survey was administered via email, interdepartmental mail and US mail, as necessary, by the respective academic program directors. The faculty was instructed to return completed surveys to the Academic Program Directors. Twenty-six surveys were returned. All departments were represented in the returned surveys: general education, transitional studies, business, and industrial technologies. Represented disciplines included accounting, biology, business operations support, business management, computers and information science, English, economics, general science, industrial maintenance, information technology, long term care, math, political science, psychology and reading. The following report reflects the results of those surveys.

A series of questions were used to identify existing assessment practices, availability of data and impact of assessment on the curriculum (See Appendix A for complete survey). Survey question 1 was used to establish a baseline of a classroom and course level assessment activities conducted by the practitioner faculty teaching in the fall 2006 semester. Survey question 2 was used to determine if assessment activities validated attainment of course learning outcomes. Survey questions 3, 4 and 5 were used to discern need for course changes, accessibility of data and if faculty had made changes to courses based on assessment practices. Survey questions 6, 7 and 8 were used to identify

professional development activities and preferred delivery format for training and information access.

A variety of assessment techniques have been used by faculty teaching in the fall 2006 semester. Embedded assessment techniques in the form of quizzes and chapter/concepts tests were the primary methods indicated by the faculty responding to the survey. Seventy-seven percent of the respondents reported using both of the aforementioned methods. Additional methods included individual student assignments/activities focusing on concept application and group activities focused on concept application with 73% and 65% respectively. While fifty-four percent of the respondents reported using classroom assessment techniques (See Table 1 for details).

Table 1: Reported Application of Assessment Activities Fall 2006
N= 26

Assessment Technique	**Percent of Faculty using Technique**
Quiz/test questions targeting specific course learning outcomes/objectives (embedded assessment)	77% (20)
Chapter/concept quizzes	77% (20)
Individual student assignments/activities focused on concept application	73% (19)
Group activities focused on concept application	65% (17)
Classroom Assessment Techniques	54% (14)
Pre/post testing	42 % (11)
Standardized scoring rubrics for papers, group activities, lab assignments, etc	31% (8)
Journals	19% (5)
Student generated test questions	8% (2)
Electronic portfolio	4% (1)
Portfolio	4% (1)

As noted above, 54% of the faculty reported using classroom assessment techniques (CATS) to assess student learning during classroom sessions. Of those using CATS, the background knowledge probe and paraphrasing were the primary tools used (See Table 2 for details).

Table 2: Application of Classroom Assessment Techniques in Fall 2006
N= 14

Classroom Assessment Technique	Percent of Faculty using Technique
Background Knowledge Probe	50% (7)
Paraphrasing	43% (6)
Other classroom assessment techniques not listed on survey *(See listing below)	43% (6)
One Sentence Summary	29% (4)
The Minute Paper	21% (3)
The Muddiest Point	14% (2)
Directed Paraphrasing	14% (2)
RSQC2 (Recall, Summarize, Question, Comment, Connect)	14% (2)
Summary Question (Most helpful/Least helpful)	14% (2)
Applications Card/Article	11% (1)

*Other classroom assessment techniques listed by faculty

- Focused Log Responses
- Try This
- Student essays and final exams
- Pair sharing
- Graphic organizers
- Experimentation
- Frequent question & answer
- Non-critical listening to encourage expression
- Observations of students during lab time

Survey questions 2, 3 and 4 discerned faculty perception of applicability of assessment results. Ninety-six percent of the respondents stated that assessment results could be used to determine if course learning outcomes are achieved by students. Ninety-two percent of the respondents noted that their assessment results could be used to determine the need for changes in the course while 65% noted that changes were made to their courses based

on course assessment activities (See Figure 1 for details). However, only 55% of the respondents indicated that data was retained in a way suitable for summarizing thus limiting the possibility of secondary analysis or longitudinal studies.

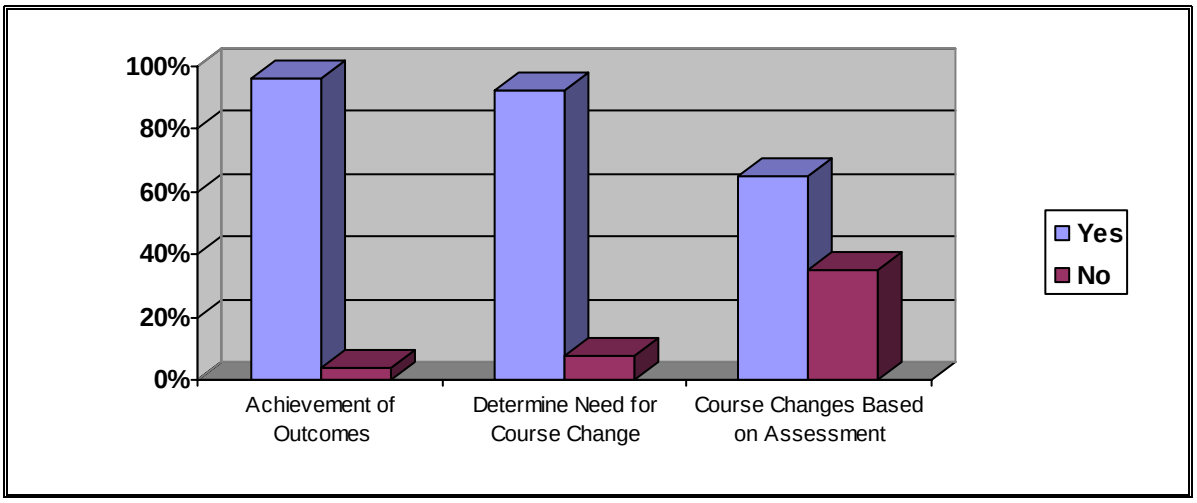

Figure 1: Application of Assessment Results

Course changes based on assessment activities centered on the following teaching strategies: re-teaching a concept, adding support materials not included in text, increasing application exercises to reinforce concepts and increasing the amount of background information needed for introducing new or complex concepts (See Appendix B comments for questions 4).

Professional development activities targeting classroom assessment and course level assessment will be made available to the practitioner faculty. Survey questions 6, 7, and 8 were used to identify interests, needs, and preferred delivery format. Responding

faculty were primarily interested in a workshop format followed by seminars and online training activities (See Table 3). Given the stated preference, workshops should be the initial focus of training activities. Faculty expressed an interest in application of classroom assessment techniques, embedded assessment, pre/post testing, use of existing course materials, and standardized scoring rubrics

Table 3: Preferred Training Format
N = 26

Professional Development: Preferred Training Format	**Percent of Faculty**
Workshops	54% (14)
Seminars	38% (10)
Online training activities	38% (10)
WebCt	38% (10)
Web resource links	35% (9)
Newsletter	27% (7)
Other	4% (1)

Appendix A
Practitioner Faculty Assessment Activities Inventory

Name: _____ Date:_____

Courses teaching this semester:

1. From the list of Assessment Activities, please check all of the following you are using in the courses you are teaching this semester.

☐Pre/post testing

☐Quiz/test questions targeting specific course learning outcomes/objectives (embedded assessment)

☐Journals

☐Portfolio

☐Electronic portfolio

☐Standardized scoring rubrics for papers, group activities, lab assignments, etc

☐Chapter/concept quizzes

☐Student generated test questions

☐Individual student assignments/activities focused on concept application

☐Group activities focused on concept application

☐Classroom Assessment Techniques:

- ☐ The Minute Paper
- ☐ The Muddiest Point
- ☐ Directed Paraphrasing
- ☐ RSQC2 (Recall, Summarize, Question, Comment, Connect)
- ☐ Background Knowledge Probe
- ☐ Applications Card/Article
- ☐ One Sentence Summary
- ☐ Paraphrasing
- ☐ Summary Question (Most helpful/Least helpful)
- ☐ Other classroom assessment techniques (Specify others not listed above)

2. Can your assessment results be used to determine if course outcomes are achieved by the students?

☐ Yes ☐ No

3. Can your assessment results be used to determine the need for changes in the course?

☐ Yes ☐ No

4. Have you made changes in your course(s) based on course assessment activities?

☐ Yes ☐ No

If yes, please provide examples.

5. Is your assessment data retained in a way that is suitable for summarizing?

☐ Yes ☐ No

If yes, please explain

6. Eastern will be offering faculty development activities on course level assessment activities. Please list assessment topics that you would find most helpful.

7. What training format would you find most helpful? (Please check all that apply)

☐ seminars

☐ workshops

☐ newsletter

☐ online training activities

☐ Web resource links

☐ WebCt

☐ Other (please give example

8. Please provide comments or questions regarding your understanding of course assessment, assessment practices.

Appendix B
Survey Results

Practitioner Faculty Assessment Activities Inventory
Results
N= 26

Courses teaching this semester (courses listed on survey):

ACC 120	ENL 99	IT 210	MTH 126
ART 100	ENL 101	IT 215	POL 201
BIO 124	ENL 102	LTC 101	PSY 200
BOS 103	ECN 201	LTC 102	PSY 214
BOS 101	GSC 109	MTH 90	RDG 90
BOS 131	IMT 100	MTH 99	
BUS 101	IMT 245	MTH 115	
CIS 125	IT 180	MTH 123	

1. From the list of Assessment Activities, please check all of the following you are using in the courses you are teaching this semester.

42 % (11) Pre/post testing
77% (20) Quiz/test questions targeting specific course learning outcomes/objectives (embedded assessment)
19% (5) Journals
4% (1) Portfolio
4% (1) Electronic portfolio
31% (8) Standardized scoring rubrics for papers, group activities, lab assignments, etc
77% (20) Chapter/concept quizzes
8% (2) Student generated test questions
73% (19) Individual student assignments/activities focused on concept application
65% (17) Group activities focused on concept application
54% (14) Classroom Assessment Techniques:

Following are based on N= 14
21% (3) The Minute Paper
14% (2) The Muddiest Point
14% (2) Directed Paraphrasing
14% (2) RSQC2 (Recall, Summarize, Question, Comment, Connect)
50% (7) Background Knowledge Probe
11% (1) Applications Card/Article
29% (4) One Sentence Summary
43% (6) Paraphrasing
124% (2) Summary Question (Most helpful/Least helpful)
43% (6) Other classroom assessment techniques (Specify others not listed above)

- Try This
- Focused Log Responses
- Student essays and final exams
- Pair sharing
- Graphic organizers

- Experimentation
- Frequent q & A
- Non-critical listening to encourage expression (This class communicates better than most)
- Observations of students during lab time

2. Can your assessment results be used to determine if course outcomes are achieved by the students?

96% (25) Yes 4% (1) No

3. Can your assessment results be used to determine the need for changes in the course?

92% (24) Yes 8% (2) No

I can determine problems areas related to a course outcome, but with only nine students enrolled, to use the data to create changes would be premature.

4. Have you made changes in your course(s) based on course assessment activities?

65% (17) Yes 35% (9) No

If yes, please provide examples.

- When specific questions are failed by several class members, I reteach, change questions or refocus question to concepts
- In Beginning Composition, decided to move on to essays sooner than I had planned. This was based on journal writing and a paragraph assessment. In reading, based on quiz scores and assignments, I am emphasizing main idea or central point more.
- I provide a different assessment – something written – for students is there is a need for me to evaluate them in an alternative manner
- This is the second time I taught ENL 102 and I now use more log responses to the stories to ensure that students understand then before they attempt to write about them. I also plan to supply much more information about the research process, with step by step activities to guide them, because so many students have trouble with MLA format and documentation. I also did a preliminary assessment quiz to discover how comfortable students were with basic writing concepts, such as thesis statements, topic sentences, essay format, literary analyses, etc. This information helped me understand how much they know so that I could adjust my teaching practices accordingly.
- Examples and analyses beyond what is in the text
- Exam questions are revised for clarity. The Student Report assignment has been revised. Instructions for this assignment have evolved to include a "who, what, when, where, and why" form. Style examples for footnotes and documentation are included
- No, but will probably do this for the next course using results from this course (This is the first course)
- Many times I have found my students lack the basic skills in science "problem solving" knowledge. So I have had to teach on this concept before preceding on.

- Adjustments were made each semester as needed
- Made adjustments with quizzes and tests
- Even with only 9 students, I can see a wide range of academic preparedness, as well as critical reading skills. I have compromised on a mixture of conceptual and factual questions combined over 50% computational questions. Some say they can compute well, but do not like verbal questions; others read and interpret what they read well. The latter welcome less computation and more vocabulary, process description, etc.
- I have allowed limited retry attempts on two tests because the majority, but certainly not all, of the class scored poorly. One problem is that the less academically mature students are not taking seriously the need to spend 6 – 8 hours per week in study and try to cram their study into one or two sessions before homework and testing dates. If I were to teach this course again, I would probably test four times plus the final rather than every other week. I would use the extra time gained for quizzes, including use of the text website quizzes that can be emailed to the instructor.
- I have talked to a teacher at another institution that has adopted the same text. He actually covers all the chapters during a similar length term, but the class meets more than once a week. For the average level of student taking this class, two sessions a week would be better, even if it were a Monday-Thursday combination. (MTH 115)
- Some areas of text were wrong
- I have only taught these classes one time so far
- Change the assignments from each lesson (keyboarding) (tutorials because of independent study)
- Changed quiz (test content and style)
- Provided additional in-class exercises applicable to difficult concepts

5. Is your assessment data retained in a way that is suitable for summarizing?

   55% (11) Yes 45% (9) No

   If yes, please explain

- I have grades recorded in an Excel Spreadsheet
- Final exams only. I keep them and can do an item analysis
- WebCt course history
- Grades on exams
- Class participation and homework complete, as well as scores on individual quizzes and tests are know for each student
- Spreadsheets are used to keep track of each student's grades
- Student work is kept in a student portfolio
- I keep all chapter tests and review/summarize the results
- I have noted some areas that need correction
- Via student services/Grades
- Grade point averages (pre/post) maintained in student file

6. Eastern will be offering faculty development activities on course level assessment activities. Please list assessment topics that you would find most helpful.

- Effective use of classroom assessment. Last semester I did the one minute paper a few times, but it did not seem helpful
- Assessing students' written work
- Explaining the course assessment techniques on the previous page.
- Be specific to math topics. Use as little jargon as possible. Target assessment techniques used in the types of classroom environments actually encountered at Eastern. I went on the web to determine what some of the techniques listed on the survey were. It was very easy to find a faculty handbook online from a university in Hawaii. It included information on assessment practices in a helpful manner. Eastern's handbook is more of a legal document rather than a training and support document for faculty. Keep in mind that adjunct faculty just want to teach and to let the administrators administer.
- Pre/post testing
- Electronic portfolio
- Standardized Scoring rubrics for papers, group activities, lab assignments, etc
- Using WebCt for online classes
- Classroom assessment techniques and their application

7. What training format would you find most helpful? (Please check all that apply)

38% (10) seminars
54% (14) workshops
27% (7) newsletter
38% (10) online training activities
35% (9) Web resource links
38% (10) WebCt
4% (1) Other (please give examples)

- Depends on time and if paid or not (think this is referring to registration fee)
- Develop a section of Eastern's website to house information for adjunct and other faculty (http://faculty.eastern.wvnet.edu, for example) Use it to house training articles and much of the useful information in the Handbook, but not large pdf files please
- I would also consider attending some conferences

8. Please provide comments or questions regarding your understanding of course assessment, assessment practices.

- I'd love to return to discussion, role play, essay tests, papers, group activities to add interest and deepen student understanding. It is not practical in large classes of distance learners. I barely get material covered before 9:00 PM
- Most of the outcomes listed in my syllabus are assessed by exams. However, affective outcomes are difficult to quantify and may not occur until after the course is over.
- I have very limited knowledge of course assessment and assessment practices
- Through an aggressive effort by Hardy Co schools, all teachers have been trained in various assessment and D.I techniques
- I would like to see industry certification such as A+, Network+, MCP, etc. become an integral part of assessment in all Technology/Computer classes. I would also b e interesting in seeing how other faculty are assessing students in similar courses.
- My concept is that assessment must be realistic and practical for students. Junior college students are attempting to achieve one of two goals, preparation for entering the workforce or 2, preparing to go onto a 4 year program. For those entering the workforce, assessment must be practical and must apply to the needs of the student to perform practical functions in the new career they are starting.
- Very helpful process