

# **HOWARD COMMUNITY COLLEGE**

## **Teaching Assessment Project**

## Table of Contents

I.	Overview.....	1
II.	Timetable .....	2
III.	Data Collection and Reflection	
	A. Faculty Inventory .....	3-17
	B. Data on Teaching Effectiveness (4 parts) .....	18-22
	C. Instructional Improvement Projects .....	23
	D. Professional Development .....	24
IV.	Analysis.....	25
V.	Action Plan.....	26

## I. OVERVIEW

An integral part of the mission of all community colleges from their beginnings in the late 1800s has been to "provide the first and second year college students with the best instructors".<sup>1[1]</sup> At Howard Community College, we strive to provide the highest quality instruction for our students, and a dynamic, innovative learning community is our top strategic priority. Towards that vision, we require new faculty to examine their own teaching practices with an eye towards continuous improvement. Within your Merit Achievement Plans (MAPs) over the last two years, we have required a number of specific activities to provide you with opportunities to demonstrate your teaching effectiveness and to develop your professional abilities outside of the classroom that impact the instructional process.

Now, as we approach the point where you may be issued a continuing faculty contract, we ask you to reflect upon your first two years. You will need to examine the following documents in order to complete this report:

1. Your IDEA reports from your first two years as a full-time instructor
2. Grade Distribution Reports (available from your chairperson and New Faculty Coordinator)
3. Observation reports from your supervisor (required) and any other class visitors, such as your mentor (optional)
4. Peer partnership materials
5. Your MAPs from your first three years as a full-time instructor

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<sup>1[1]</sup> Thomas Diener, Growth Of An American Invention, New York: Greenwood Press, 1986, p.



## II. TIMETABLE

(If the date falls on a weekend or a holiday, the next “business day” will take precedence.)

March 1	The Teaching Assessment Project is due to your Division Chair. Chairs attach th
March 1	The rest of the MAPs requirements, usually due in April, are due since this is a promotion year for you.
June 15	The Notification of Intent to issue a continuing contract, additional Probationary contract, or no contract.

### **Please remember:**

- The TAP is intended to be a straightforward review of various pieces of data that you will summarize and evaluate. Therefore, please confine your analysis to the space allocated in the booklet. No attachments or extra materials are necessary; your Division Chair is already aware of your core work performance and other projects.
- No extensions are permitted for the March 1 due dates.

### **III. DATA COLLECTION AND REFLECTION**

#### **A. Faculty Inventory**

Complete the Faculty Inventory on the next thirteen pages, filling in with “X’s,” brief statements or summaries where appropriate.

# F A C U L T Y I N V E N T O R Y

## **Inventories of Good Practice in Undergraduate Education**

These Inventories are designed to help faculty members, departments, colleges, and universities examine individual behaviors and institutional policies and practices for their consistency with Seven Principles for Good Practice in Undergraduate Education.

The inventories are in two parts that can be used jointly or separately. The Faculty Inventory has seven sections, one for each Principle. Student-Faculty Contact, Cooperation Among Students, Active Learning, Prompt Feedback, Time on Task, High Expectations, and Diverse Talents and Ways of Learning. It can be useful to faculty members, student services staff, and administrators who also teach. The questions address activities consistent with Good Practice in Undergraduate Education and help respondents identify activities they might wish to pursue.

The Institutional Inventory has six sections: Climate, Academic Practices, Curriculum, Faculty, Academic and Student Support Services and Facilities. These questions deal with various aspects of the institution as a whole. They address policies, practices, institutional norms, and expectations that support good practice. This section can be used by persons or groups associated with the institution, whether they teach or not.

**These Inventories are not neutral.** They express the point of view in the Principles. These Principles are anchored in decades of research about teaching, learning, and the college experience. It is obvious which responses are “good” with respect to each Principle so it is easy to create a positive picture. The Inventories will be useful only to the extent that responses are honest reports of individual behaviors and the institutional environment.

# F A C U L T Y I N V E N T O R Y

The “Inventories of Good Practice in Undergraduate Education are part of a project initiated in 1986 under the auspices of the American Association for Higher Education (AAHE), the Education Commission of the States, and the Johnson Foundation, Inc. The Inventories have been developed by Arthur W. Chickering of George Mason University, Zelda F. Gamson of the University of Massachusetts at Boston, and Louis M. Barsi of the American Association of State Colleges and Universities (AASCU), with support from the Lilly Endowment, and prepared by Susan J. Poulsen of The Johnson Foundation.

The Inventories relate to the “Seven Principles for Good Practice in Undergraduate Education” published in 1987 by AAHE and reprinted by the Johnson Foundation as a separate publication. The Johnson Foundation has filled requests for more than 100,000 copies of that publication, and has made copies available to educational institutions across the U.S. and in Canada and the United Kingdom. Copies of the “Seven Principles” are available at no cost from The Johnson Foundation, Inc., Racine, Wisconsin 53401-0547.

To order additional copies of the “Inventories of Good Practice in Undergraduate Education,” write to The Johnson Foundation, Inc., Processing Center, Post Office Box 17305, Milwaukee, Wisconsin 53217, and specify quantity requested of the Institutional Inventory and the Faculty Inventory.

(Quantities are limited to 300 of each per institution. Institutions needing more may reprint the Inventories.)

# F A C U L T Y I N V E N T O R Y

**The purpose of these Inventories is the improvement of undergraduate education, not the evaluation of individual units, faculty, or administrators.** The Inventories will be most helpful if they are used as a basis for diagnosis, rather than as a basis for judgment about performance, summative evaluation, or self-justification. In conjunction with the Principles statement, they can be used in a variety of ways by individuals or groups.

The Faculty Inventory can be used by faculty members who are interested in improving their own teaching, or as a basis for discussion in department meetings, curriculum committee meetings, and other committees concerned with undergraduates. This inventory will be used best by faculty members as a stimulus to becoming more effective. It can also suggest professional development activities for both faculty members and administrators.

The Institutional Inventory will be used best by institutions or by sub-units to create more educationally powerful environments. Administrators may find the Institutional Inventory useful in discussions of goals and as an aid in long-range planning.

Arthur W. Chickering, George Mason University

Zelda F. Gamson, University of Massachusetts at Boston

Louis M. Barsi, American Association of State Colleges and Universities

# FACULTY INVENTORY

Place an "X" under the most appropriate answer for each question.

## **1** Good Practice Encourages Student-Faculty Contact

Very Often   Often   Occasionally   Rarely   Never

1. I advise my students about career opportunities in their major field.
2. Students drop by my office just to visit.
3. I share my past experiences, attitudes, and values with students.
4. I attend events sponsored by student groups.
5. I work with student affairs staff on issues related to student extra-curricular life and life outside of school.
6. I know my students by name by the end of the first two weeks of the term.
7. I make special efforts to be available to students of a culture or race different from my own.
8. I serve as a mentor or informal advisor to students.
9. I take students to professional meetings or other events in my field.
10. Whenever there is a conflict on campus involving students, I try to help in its resolution.

As I look at my responses to this section, I would like to work on:

# F A C U L T Y I N V E N T O R Y

Place an “X” under the most appropriate answer for each question.

## **2** Good Practice Encourages Cooperation Among Students

Very Often   Often   Occasionally   Rarely   Never

1. I ask students to tell each other about their interests and backgrounds.
2. I encourage students to prepare together for classes or exams.
3. I encourage students to do projects together.
4. I ask my students to evaluate each other’s work.
5. I ask my students to explain difficult ideas to each other.
6. I encourage my students to praise each other for their accomplishments.
7. I ask my students to discuss key concepts with other students whose backgrounds and viewpoints are different from their own.
8. I create “learning communities,” study groups, or project items within my courses.
9. I encourage students to join at least one campus organization.
10. I distribute performance criteria to students so that each person’s grade is independent of those achieved by others.

As I look at my responses to this section, I would like to work on:

# F A C U L T Y I N V E N T O R Y

Place an "X" under the most appropriate answer for each question.

## **3** Good Practice Encourages Active Learning

Very Often   Often   Occasionally   Rarely   Never

1. I ask my students to present their work to the class.
2. I ask my students to summarize similarities and differences among different theorists, research findings, or artistic works.
3. I ask my students to relate outside events or activities to the subjects covered in my course.
4. I ask my students to undertake research or independent study.
5. I encourage students to challenge my ideas, the ideas of other students, or those presented in readings or other course material.
6. I give my students concrete, real-life situations to analyze.
7. I use simulations, role-playing or labs in my classes.
8. I encourage my students to suggest new readings, research projects, field trips, or other course activities.
9. My students and I arrange field trips, volunteer activities, or internships related to the course.
10. I carry out research projects with my students.

As I look at my responses to this section, I would like to work on:

# F A C U L T Y I N V E N T O R Y

Place an “X” under the most appropriate answer for each question.

## **4** Good Practice Gives Prompt Feedback

Very Often   Often   Occasionally   Rarely   Never

1. I give quizzes and homework assignments.
2. I prepare classroom exercises and problems which give students immediate feedback on how well they do.
3. I return examinations and papers within a week.
4. I give students detailed evaluations of their work early in the term.
5. I ask my students to schedule conferences with me to discuss their progress.
6. I give my students written comments on their strengths and weaknesses on exams and papers.
7. I give my students a pre-test at the beginning of each course.
8. I ask students to keep logs or records of their progress.
9. I discuss the results of the final examination with my students at the end of the semester.
10. I call or write a note to students who miss classes.

As I look at my responses to this section, I would like to work on:

# F A C U L T Y I N V E N T O R Y

Place an “X” under the most appropriate answer for each question.

## **5** Good Practice Emphasizes Time on Task

Very Often   Often   Occasionally   Rarely   Never

1. I expect my student to complete their assignments promptly.
2. I clearly communicate to my students the minimum amount of time they should spend preparing for classes.
3. I make clear to my students the amount of time that is required to understand complex material.
4. I help students set challenging goals for their own learning.
5. When oral reports or class presentations are called for I encourage students to rehearse in advance.
6. I underscore the importance of regular work, steady application, sound self-pacing, and scheduling.
7. I explain to my students the consequences of non-attendance.
8. I make it clear that full-time study is a full-time job that requires forty or more hours a week.
9. I meet with students who fall behind to discuss their study habits, schedules, and other commitments.
10. If students miss my classes, I require them to make up lost work.

As I look at my responses to this section, I would like to work on:

# F A C U L T Y I N V E N T O R Y

Place an “X” under the most appropriate answer for each question.

## **6** Good Practice Communicates High Expectations

Very Often   Often   Occasionally   Rarely   Never

1. I tell students that I expect them to work hard in my class.
2. I emphasize the importance of holding high standards for academic achievement.
3. I make clear my expectations orally and in writing at the beginning of each course.
4. I help students set challenging goals for their own learning.
5. I explain to students what will happen if they do not complete their work on time.
6. I suggest extra reading or writing tasks.
7. I encourage students to write a lot.
8. I publicly call attention to excellent performance by my students.
9. I revise my courses.
10. I periodically discuss how well we are going during the course of the semester.

As I look at my responses to this section, I would like to work on:

# F A C U L T Y I N V E N T O R Y

Place an "X" under the most appropriate answer for each question.

## **7 Good Practice Respects Diverse Talents and Ways of Learning**

Very Often   Often   Occasionally   Rarely   Never

1. I encourage students to speak up when they don't understand.
2. I discourage snide remarks, sarcasm, kidding, and other class behaviors that may embarrass my students.
3. I use diverse teaching activities to address a broad spectrum of students.
4. I select readings and design activities Related to the background of my students.
5. I provide extra material or exercises for students who lack essential background knowledge or skills.
6. I integrate new knowledge about women and other under-represented populations in my courses.
7. I make explicit provisions for students who wish to carry out independent studies within my own course or as separate courses.
8. I have developed mastery learning, learning contracts, or computer assisted learning alternatives for my courses.
9. I encourage my students to design their own majors when their interests warrant doing so.
10. I periodically discuss how well we are going during the course of the semester.

As I look at my responses to this section, I would like to work on:

# F A C U L T Y I N V E N T O R Y

## **SUMMARY RESPONSES**

After reviewing my responses to these seven areas and the items within them, the key area(s) I would like to work on is/are:

# FACULTY INVENTORY

## **SUMMARY**

Following is a brief summary of the Seven Principles for Good Practice in Undergraduate Education as compiled in a study supported by the American Association for Higher Education, the Education Commission of the States, and The Johnson Foundation.

### **1. Good Practice Encourages Student-Faculty Contact**

Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

### **2. Good Practice Encourages Cooperation Among Students**

Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions improves thinking and deepens understanding.

### **3. Good Practice Encourages Active Learning**

Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.

### **4. Good Practice Gives Prompt Feedback**

Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. In getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

### **5. Good Practice Emphasizes Time on Task**

Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis for high performance for all.

### **6. Good Practice Communicates High Expectations**

Expect more and you will get it. High expectations are important for everyone – for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations for themselves and make extra efforts.

### **7. Good Practice Respects Diverse Talents and Ways of Learning**

There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learn in new ways that do not come so easily.

# FACULTY INVENTORY

## **Whose Responsibility is it?**

Teachers and students hold the main responsibility for improving undergraduate education. But they need a lot of help. College and university leaders, state and federal officials, and accrediting associations have the power to shape an environment that is favorable to good practice in higher education.

What qualities must this environment have?

- A strong sense of shared purposes.
- Concrete support from administrators and faculty leaders for those purposes.
- Adequate funding appropriate for the purposes.
- Policies and procedures consistent with the purposes.
- Continuing examination of how well the purposes are being achieved.

There is good evidence that such an environment can be created. When this happens, faculty members and administrators think of themselves as educators. Adequate resources are put into creating opportunities for faculty members, administrators, and students to celebrate and reflect on their shared purposes. Faculty members receive support and release time for appropriate professional development activities. Criteria for hiring and promoting faculty members, administrators, and staff support the institution's purposes. Advising is considered important. Departments, programs, and classes are small enough to allow faculty members and students to have a sense of community, to experience the value of their contributions, and to confront the consequences of their failures.

States, the federal government, and accrediting associations affect the kind of environment that can develop on campuses in a variety of ways. The most important is through the allocation of financial support. States also influence good practice by encouraging sound planning, setting priorities, mandating standards, and reviewing and approving programs. Regional and professional accrediting associations require self-study and peer review in making their judgments about programs and institutions.

These sources of support and influence can encourage environments for good practice in undergraduate education by:

- Setting policies that are consistent with good practice in undergraduate education.
- Holding high expectations for institutional performance.
- Keeping bureaucratic regulations to a minimum that is compatible with public accountability.
- Allocating adequate funds for new undergraduate programs and the professional development of faculty members, administrators, and staff.
- Encouraging employment of under-represented groups among administrators, faculty members, and student service professionals.
- Providing the support for programs, facilities, and financial aid necessary for good practice in undergraduate education.

**B. Data on Teaching Effectiveness**

1. IDEA Report: Section I. Overall Measures of Teaching Effectiveness

Fill in the chart for all of the courses for which you have an IDEA survey. Include the course number, the section number and the semester and year.

Then, insert the **Adjusted T Score** for each of the columns below (see sample). Supply these scores first “when compared to ALL classes in the database” and then “compared to your institution”. When you look at this chart later to discuss your strengths and weaknesses, consider whether your scores are low, low average, average, high average, or high according to the ranges provided on that same page of the IDEA report.

<b>COURSE, SECTION, AND SEMESTER</b>	<b>Number responding</b>	<b>Progress on relevant objectives</b>	<b>Overall excellence of teacher</b>	<b>Overall excellence of course</b>
<b>Sample MATH 138.401 Fall 2004</b> Compared to ALL classes	24	54	55	58
Compared to HCC classes		56	55	60









2. IDEA Report: Improving Teaching Effectiveness Section

Using the information in this section of your IDEA reports for all of the courses specified in the previous question, write a brief, clear summary below of what teaching methods or styles you might consider increasing or retaining your use of, according to the “suggested action” column.







4. Observations and Peer Partnership

Supervisor Observations: Summarize your identified strengths and weaknesses as understood from these observation reports.

Peer Partnership: Summarize teaching lessons you learned from this experience.

Other Observations: Summary of insights gained from any other observations (e.g. mentor, if applicable).

### **C. Instructional Improvement Projects**

Provide a brief summary of the Teaching or Learning Improvement Projects and/or Course Development projects you have participated in during the indicated years. Include specific reference to findings and/or lessons learned.

1999-00

2000-01

## **D. Professional Development**

1. In-house Workshops-Seminars Attended

2. Conferences attended

3. Courses taken (if any)

4. Publications or Presentations (if any)

5. Other

## **IV. ANALYSIS**

Summarize your three greatest strengths and weaknesses based on all of the preceding data you have now reviewed.

### **Areas for Improvement**

### **Strengths**

## V. ACTION PLAN

Based on the identified strengths and areas for improvement, what do you intend to do to enhance your effectiveness as a teacher?

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