

## **Assessment of Student Learning—Summary: Temple College**

*Responses should reflect the thoughts of all participants from the division/department):*

### **Summarize Assessment Experience:**

- How were faculty members in the division/department informed of the Classroom Assessment process/requirements?
- What "training" was available to faculty regarding the Classroom Assessment process?
- What type of resistance did you encounter? How did you deal with it?
- What is your opinion of the quality of results (reports) submitted?
- What will you do differently in the process of training and calling for participation in the future?
- What support would you like to have in the process?
- What other suggestions/questions do you have about the process?

### **Project "Closing the Loop" Experience:**

What curricular implications did the CAT process have? Give examples from the department on changes in teaching techniques, assignments, and/or learning objectives. (This is a follow up to the "New Strategies/Adjustments" sections of Cats.)

## **Art Department**

### *Summary*

The faculty members in the art department were notified of the CATS evaluation process individually. Online teachers were notified by emails and phone conversations. Full-time faculty members had an introduction to CATS evaluation and training at our spring 2007 all employee meeting. I have supplemented that training with copies of important parts of the CLASSROOM ASSESSMENT TECHNIQUES book by Angelo/Cross. I met no resistance. I think the quality of their reports indicates a good and honest effort at accomplishing the stated goals of CATS. We will have a departmental meeting to share information after the initial course level CATS is completed in December 2007. The best support we could get at this point is some examples of good course level CATS. I am curious if my course CATS is satisfactory. I plan to find that out at the November meeting.

As individual instructors we continue to do a CATS evaluation each semester and these are due before the Thanksgiving break. All instructors have been notified and given the CATS form. Our biggest problem is dealing with online or satellite campus employees that we do not see or have direct contact with. It is difficult to relay this information. I am currently doing a course CATS evaluation for my Design I class that will be complete in December. I plan to share the process with all my instructors at the beginning of the spring semester 2008. I plan to put together a packet of materials including procedures with examples to send to

those instructors off campus. Each instructor should be able to adapt the general objectives to their area of study.

### *Closing the loop*

It will help us to refocus on our departmental goals and to see if everyone is on the same page. It is hoped that as we proceed with the multi-step process that we will be able to address problems in courses, departments, and the college overall. It may also show us that in some cases few changes need to be made.

This process will help us to see how successful we are in the classroom with individual class and course objectives. We are currently finding that 4 out of 7 (42%) found that a change needed to be made in the way they delivered the concept to the students for improved comprehension in spring 2007.

Examples are:

1. To add more text to their images and continue to emphasize where supplemental materials are available—Art History II.
2. Be more rigorous in warning students who are falling behind. I will develop several benchmarks of achievement during the semester, and I will require explanation from students who fail to meet them—Art appreciation online.
3. Improve the delivery of content—Photography I
4. Improve the delivery of content and reinforce concept in class with a demonstration—Drawing II.

## **Business/Management Department**

### *Summary*

In the first phase of the "Assessment of Student Learning 2006-2007", the Temple College Business/Management Department had a meeting with the full time faculty on Nov. 8, 2006. (see e-mail dated Nov. 6, 2006) Being the Department Chair, I informed the three full time instructors (Ms. Romain, Ms. Weber and Mr. Mosley) that this was an informational meeting, and that we were going to learn about Classroom Assessment Techniques (CATs)

\*The training consisted of:

A: an explanation of what a CAT is, and how to administer one

B: an example of a CAT, (showed them a three question CAT form, see attachment: CLASSROOM ASSESSMENT TECHNIQUE) explaining this is not a test

C: discussing the importance of reading and analyzing the results as soon as possible

D: depending on the results, the teacher may need to schedule class time after administering the CAT and go over questions and concerns the students might have about some of the material

E: reminding the faculty to thank the students for being open and willing to share with them what their concerns were

F: informing the faculty that there are additional references explaining CATs (example, Thomas A. Angelo and K. Patricia Cross book intitled "CLASSROOM ASSESSMENT TECHNIQUES - a Handbook for College Teachers" 2nd edition)

## **Chemistry and Physical Science**

### *Summary*

1. By email, department meetings, individual discussion with department head, and campus wide meeting
2. A listing of Internet sites illustrating examples of CATs and access to "Classroom Assessment Techniques" by Angelo and Cross.
3. Resistance to performing a CAT in the classroom; complaints about the necessity of CATs; lack of enthusiasm of CATs. Department head stressed the need to complete a CAT each semester and repeatedly reminded faculty to submit CAT through the semester.
4. mixed; some were informative and some were more "pop quizzes" and not assessments of learning
5. Give definite deadlines in submitting CATs; call a departmental meeting to share CATs with one another in the department teaching the same discipline.
6. Support tabulating and processing the CAT reports.
7. none

### *Closing the loop*

1. Instructor would emphasize the "muddiest point" more often in lecture. Also give more examples of muddy points.
2. Place more emphasis on the molar ratio as the way to relate 2 different substances to one another in a quantitative sense. The instructor learned to "bring up" this relationship repeatedly in many different situations to emphasize the application of this extremely important point that is used throughout the semester.
3. Overall, the CATs helped to organize lectures.

## **Communications and Social Sciences**

### *Summary*

In a survey of communications and Social and Behavioral Sciences faculty, instructors provided the following information regarding their experiences about student assessment technique. Most instructors first learned of the need for student assessment and the process and requirements accompanying it from their department chairs or division director, either from personal contact or in a departmental meeting. Chairmen provided not only personal explanation but also handouts to help inform instructors about Classroom Assessment Techniques (CAT).

Even with clear explanation, however, most instructors surveyed experienced some reluctance in the initial completion of the CAT. Faculty anxieties included concern about lost classroom instruction time, interruption of scheduled class lecture or activities, and trepidation regarding incorrect assessment technique reflecting personal ability. Some faculty also expressed simple resentment of the assessment requirement. Few instructors of those surveyed administered their initial CAT without reluctance or apprehension.

Despite initial negative feelings, most faculty members felt as if they received adequate support from their chairmen regarding the completion of the CAT, while only a few faculty members felt they would benefit from more explanation and access to an actual sample from a completed CAT form. Most faculty members did not need to ask questions regarding administration of the CAT, nor did they offer suggestions for improvement. However, a few faculty members wanted to see an actual classroom administration of the CAT to increase their understanding.

### *Closing the loop*

Some of the faculty members noted positive changes in teaching techniques as a result of administering the CAT. These changes included re-teaching certain subject matters, enhancing lesson plans to fit student needs, and slowing down the pace of instruction and material covered. Some faculty noted that the results of the CAT offered no insight into the need for a change while other instructors felt they did not need the assistance of a written assessment to determine changes in technique necessary for student success.

The faculty members were cooperative in answering questions regarding this survey and expressed overall compliance with the assessment even if disagreements concerning the administration of the assessment were present.

## **Computer Information Systems**

### *Summary*

- Faculty were informed of the assessment process in department meetings & e-mail messages.
- Training available to faculty included what I had learned from committee meetings, the CAT book provided, and an assessment info. sheet one of our instructors had.
- I encountered no resistance from any of the staff in the CIS department
- The results of our assessments have been good and have proven useful to instructors.
- In the future, additional reminder e-mails for existing faculty, and training for new instructors will be used.
- The support that we have received is good

### *Closing the loop*

*Changes in teaching techniques, assignments, and/or learning objectives include:*

- for internet courses - put test dates in red on schedule
- clarify wording in instructions
- developed new documents incorporating student suggestions to make course material easier to follow

*On-campus courses*

- use more examples in presenting material
- provide more hands-on exercise

## **Criminal Justice**

### *Summary*

The Criminal Justice Department communicated Class Assessment process/requirements through email. During this process the department consisted of one full-time instructor and nine adjunct instructors. The Department Chair provided any needed training and came to the classroom when there was any confusion regarding a classroom assessment.

Resistance for the classroom assessment was minimal. The classroom assessments that were not completed in the Fall semester were because instructors forgot to plan their time during the class.

### *Closing the loop*

The primary "closing the loop" from CAT to curriculum involved creating and implementation of different scenarios and examples to explain the criminal justice process.

## **Math**

### *Summary*

- Members of my department were informed of how to conduct a CAT during departmental meetings throughout the school year.
- During one of our All College-meetings when various instructors shared with faculty members their process of doing a CAT. Also, having a book is available in the division office for instructor to use as a resource.
- The only resistance was the idea of doing something different in the classroom. Now I have faculty who conduct CATs more often.
- The reports submitted by my faculty are concise and complete.
- Continued support of my faculty in conducting CATs as well as faculty sharing what they did in their class.
- The continued support by division directors as well as other faculty sharing their process has assisted in faculty being more open to conducting CATs in their classroom.
- Would be interested in my faculty meeting to share and explore other ways of conducting CATs.

### *Closing the loop*

Sharing with faculty by conducting CATs allows faculty to self analyze their teaching. Faculty have shared that this really helps them adjust what and how they teach particular topics. Some faculty have experimented with various ways of assessing student work during class throughout the semester. Continued adjustments are being made by the faculty member.

## **Nursing-ADN**

### *Summary*

Two members of the Nursing Division, who were also A-Team members, presented basic concepts about the assessment program to the nursing division faculty. The presentation included an introduction to doing CATs, available resources, examples, etc. Resistance was minimal, at least partially because it was pretty clear that this was a "must do" type of

activity. A couple of instructors perhaps practiced their own version of resistance by holding off on doing their CATs until late in the process. But they were given gentle reminders and encouragement and responded appropriately. Overall, for a first time run through, the results were positive and of good quality. For future training and participation, we will likely follow a similar plan since this seemed to work well.

#### *Closing the loop*

There have been no changes in learning objectives so far. Some faculty have had their eyes opened to what students aren't perceiving, even though the faculty felt like they really did a good job of getting the concepts across to the class. Some faculty members are using more CAT-like activities throughout a classperiod to get a better grip on the students' learning.

### **Nursing- LVN**

#### *Summary*

The CAT was presented in faculty meetings. Faculty were given opportunity to discuss and review suggestions for completing the process in the individual classroom settings. Faculty were generally accepting of the approach and began administering the CAT's in the Spring of 2007. The program continued in the Fall of 2007 with course level evaluation for the Med-Surg II class. Results obtained from the CAT's were helpful in determining level of understanding of specific concepts and issues from the class setting. The only issue centered on reminding faculty to continue the CAT evaluation in subsequent classes in the Spring and Summer classes.

#### *Closing the loop*

Analysis of the CAT results allowed the faculty to refocus on specific concepts and problem areas of the lecture material. Specific nursing issues included maternal/obstetric concepts, pharmacology and drug related issues, and medical/surgical procedures. The CAT's indicated that classroom demonstration often was preferred to video or lecture presentation, and that use of the lab facility with video feed to the classroom was a good technique to demonstrate.

### **Performing Arts**

#### *Summary*

1. The faculty seem to be split according to level of status: fulltime faculty were notified in a meeting, adjunct faculty were notified via email.
2. Training seems to be consistent accros the board: both full and parttime faculty were offered assistance and demonstrations by Dr. Summers. In addition, she had recommended reading the book on assessment, had indicated (in multiple emails) of the availability of the book in the Division office, and haddiscussed it in further Department meetings.
3. Faculty receptiveness is varied. Responses reflect everything from fulfilling an obligation as directed by the Chair, questioning of the purpose for assessment, and a general feeling of duty, to a demonstrated interest in developing teaching effectiveness, interest in the subject of assessment, and keeping an open mind.

4. The results seem to reflect a raising of the standards of the faculty's individual teaching effectiveness. Those who resisted the procedure did honestly acknowledge an increase in their students' abilities in a given area or topic. Overall, results provided have been favorable.
5. As Dr. Summers was the Chair last year, it is difficult to outline different strategies and/or methodologies. However, I am looking forward to attending the Assessment Conference in February, as that will provide me with additional tools to better deal with any further resistance. In addition, generating awareness and raising interest in assessment might be somewhat easier, now that faculty have experienced positive results from this process.
6. Some statistics which clearly demonstrate the raising of student learning from other institutions (both competing/similarly structured and geographically placed 2-year colleges as well as 4-year colleges) would help considerably. This would support the purpose and philosophy to the faculty that not only what we are doing, but why we are doing it, is important.
7. As I am still somewhat new, I have no other suggestions other than that in #6.

### *Closing the loop*

Faculty are much more aware now that they are focused more closely on their own teaching. In addition, having to evaluate the effectiveness of an entire course spurs new insights among the faculty when collaborating on a particular issue. Our faculty have begun to discover how to utilize and incorporate new technology, or, use existing technology in a new or untried manner; re-examine their own teaching with an eye towards better clarity in their lectures; a re-examination of what the students should be learning - clearer objectives, different methods; and re-inforcing fundamental concepts learned in a course at the beginning of the term.

## **Physical Education**

### *Summary*

Faculty members were informed of the Classroom Assessment process/requirements through a presentation at the all college meeting at the beginning of the academic semester. A CAT book is housed in the departmental office as well. Departmental meetings, e-mails and personal conversations with the Department head were also used.

Departmental meetings and personal meetings were held to help faculty member through the process. Assessment meetings were also available to all instructors on the campus.

Did not experience any resistance but departmental meetings are difficult to arrange due to the extra duties that are required of the PHED staff. Instructors noted how important it was for the students to take their participation seriously in the classroom assessment.

While the quality of results submitted were sufficient, I believe the future experience with the CAT process will improve the end results for both students and instructor.

Departmental meeting will be held during the faculty/prep week prior to the beginning of the semester. Examples of other department assessments will be shared. A review of the big picture will be given to make sure we are all achieving success in the assessment process. Ask faculty members to share their findings and their recommendations for instruction improvement.

*Closing the loop*

The CAT process reminds us that instructors need to be more focused on how we present our instruction to maximize the learning process for the student. The process can be very valuable to an instructor who is constantly trying to improve their instruction techniques so that our students are learning and comprehending the essential learning objectives stated for that course. Some instructors reported the value of encouraging class participation and discussion as a technique to evaluate daily class comprehension outside of the one-minute paper utilized in the CAT process.

***Assesment of Student Learning Evaluation Subcommittee***

D Kirkland  
Jimmy Roberts  
Sandra creech

Evaluation template designed by D Kirkland

Collection and publication by Jimmy Roberts