

FACULTY SURVEY ON TEACHING, LEARNING AND ASSESSMENT

Profile and Summary of Responses

Santa Fe Community College Case Study



The “Faculty Survey on Teaching, Learning and Assessment” (FSTLA) survey has been developed by the research program on Academic Programs and Students for the National Center for Postsecondary Improvement* (NCPI). The primary purpose of the FSTLA is to examine how your institution supports teaching, learning, and assessment in the classroom. We are interested in your perception of how your institution approaches teaching, learning and assessment, how it provides support for it, the types of policies and practices used to promote it, and the uses and impacts of that information. We are interested in your perception of these topics whether or not you are directly involved with them.

Student assessment refers to various ways of evaluating students’ learning. Instructors, departments schools, states and employers assess students in many ways. Please refer to this definition of assessment when completing the survey.

This survey is part of an intensive case study that examines your institution’s approach to and strategy for supporting teaching, learning and assessment. The case study report describing your institution’s teaching, learning and assessment strategy will include a profile of responses to this survey. This information should be helpful both in better understanding and in enhancing support for teaching, learning and assessment at your institution. Any questions concerning the survey can be addressed to:

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Faculty Survey on Teaching, Learning and Assessment
 Research Program on Academic Programs: Faculty and Students
National Center for Postsecondary Improvement

Santa Fe Community College

Mean and Percentage Scores
 April, 2001

Section I - Background

1. In the space below, indicate:

Your college/school affiliation (e.g., College of Engineering, School of Business).

Arts and Sciences: 93.8%
 Not in A & S: 6.3%

The department in which you hold your primary appointment (e.g., Sociology, Music Education).

Arts.....11.8%	General Biology.....5.9%
English.....29.4%	Mathematics.....11.8%
History.....5.9%	Physical Science.....11.8%
Speech.....5.9%	Social Science.....11.8%
Other Humanities.....5.9%	

2. What percentage of time is your current appointment at this institution?

Mean: 100 % (With two missing value)

3. The length of my contract is: (Circle one.)

One term contract..... 5.0%
 Nine to twelve months contract..... 60.0%
 Multiyear contract 0.0%
 Continuous appointment 35.0%

4. Have you had any of the following experiences? (Circle one for each.)

	MEAN
Held a teaching assistantship as a graduate student?.....	1.63
Held a research assistantship as a graduate student?	1.42
Co-authored papers or participated in intensive projects with other students as a graduate student?	1.26
Been a department chairperson?	1.21
Held a major faculty-wide office, such as a deanship?	1.00
Served on a committee charged with implementing assessment of student learning?	1.58
Received at least one firm job offer from somewhere else in the past two years?	1.05
Supervised student teaching assistants?.....	1.28
Received an outstanding teaching award?.....	1.53
Supervised student research assistants?.....	1.11
Taken a sabbatical?.....	1.65
Received a research award?.....	1.11
Been a staff member or fellow of a campus teaching and learning center?.....	1.11
Held a joint appointment across departments?	1.21
Served on an institutional program review board?	1.61
Revised my courses based on student assessment information?	1.95

5. What is the approximate size of the largest class you taught last year? (Number of students)

MEAN 3.05

6. What is the approximate size of the **smallest** class you taught last year? (Number of students)

MEAN 2.10

7. What proportion of your teaching load is comprised of the following types of courses in a typical academic year? (Circle one for each.) All – 4 Most – 3 Some – 2 None – 1

	MEAN
Remedial and developmental classes	1.19
Courses that meet general education requirements	3.00
Lower-division undergraduate classes	3.55
Upper-division undergraduate classes.....	1.27
Graduate student classes.....	1.00

8. How frequently do you participate in the following activities? (Circle one for each.) Frequently – 3 Occasionally – 2 Never – 1

	MEAN
Conduct research on teaching and learning.....	1.53
Evaluate the effectiveness of new teaching and learning practices for my department.....	2.00
Help determine the performance standard for students graduating from my department.....	2.00
Evaluate faculty in their use of new teaching and learning practices	1.68
Assist faculty peers in their use of new teaching and learning practices.....	1.79
Evaluate students on capstone experiences such as exams, portfolios, theses, or performances	2.42
Test students entering my department.....	1.32
Make recommendations to administrative offices about new teaching and learning practices.....	1.70
Assess students for course placement purposes	1.47

Section II - Institutional perspective

9. How do you perceive your current campus approach on a scale ranging from “top down” (initiatives emerging from central campus administrators) to “bottom up” (initiatives emerging from faculty)? (Circle one for each.)
(Bottom up=1 Top down=5)

	MEAN
Assessment activity	2.65
New teaching/learning initiatives.....	2.28
Assessment techniques	2.65
Plan for improving student learning..	2.22

10. How satisfied or dissatisfied are you with the following aspects of your job at this institution? (Circle one for each.)

Very satisfied – 4 Somewhat satisfied – 3 Somewhat dissatisfied – 2 Very dissatisfied – 1

	MEAN
Your workload	2.95
Your job security	3.47
Opportunity for advancement	2.78
Department support for promotion and tenure	3.17
Quality of students you teach	2.42
Collegiality in your department	3.32
Relationships with administrators	3.16
Support for teaching and learning	3.00
Freedom to do outside consulting	3.31
Support for assessment activities	2.94
Your salary/benefits	2.11

11. What is the level of faculty involvement in your institution on the following? (Circle one for each.)

Very strong involvement – 5 Strong involvement – 4 Moderate involvement – 3 Little involvement – 2 No involvement – 1

	MEAN
Academic planning for undergraduate education.....	3.63
Resource allocation	2.16
Student recruitment policies and decisions.....	2.06
Undergraduate curriculum development.....	3.58
Use of educational technology.....	3.68
Faculty development activities	3.47
Teaching/learning workshops for undergraduate education	2.67
Faculty promotion and evaluation.....	3.00
Student academic support services.....	2.39
Student assessment policies and procedures	2.67
Interdisciplinary teaching initiatives	3.00
Innovations in undergraduate education.....	3.44

12. How centralized are each of the following activities at your institution? (Circle one for each.)

Institution – 5 College or school – 4 Department – 3 Voluntarily by ad-hoc faculty groups – 2 No coordination – 1

	MEAN
Criteria for student grading.....	2.00
Criteria for assessment of student learning.....	2.44
Development of new classroom assessment strategies.....	2.33
Goals for student learning.....	3.00
Curricular requirements.....	3.53
Development of teaching techniques.....	2.32
Decisions regarding course content.....	2.68
Use of student assessment data.....	2.67
Determination of coursework requirements.....	2.42
Development of final exams.....	2.00
Student evaluations of teaching	4.11
Faculty peer evaluations of teaching	2.56

13. Please indicate your level of agreement on statements about students in your courses. (Circle one for each.)

Agree strongly – 4 Agree somewhat – 3 Disagree somewhat – 2 Disagree strongly – 1

Most students . . .	MEAN
Are capable of learning the basic concepts.....	3.53
Understand material better when they also hear course concepts explained by peers.....	3.28
Learn best when they are given a test on course content.....	3.00
Have a better grasp of course concepts when they discuss concepts with peers.....	3.42
Do not question the readings or textbook.....	3.00
Often make connections across concepts I had not anticipated.....	2.16
Learn best through repetition of material in lectures, texts, and exams.....	2.79
Like to think about questions for which no single authoritative solution exists.....	2.16
Understand the complexity of a topic better after exchanging ideas with peers.....	3.11
Will never master the concepts if they do not grasp them right away.....	1.42
Want more feedback than grades or exam scores provide.....	2.47
Learn more when I keep questions and discussions to a minimum.....	1.47
Get credit for effort demonstrated on exams and assignments.....	2.68
Are less prepared for college level work than they were five years ago.....	2.94
Can communicate what they learn through methods outside of formal tests or assessment.....	2.89
Do not have the ability to ask good questions.....	2.26

14. Please indicate your level of agreement on statements about rewards at your institution. (Circle one for each.)

Agree strongly – 4 Agree somewhat – 3 Disagree somewhat – 2 Disagree strongly – 1

	MEAN
The tenure/promotion system is flexible in terms of weight given to teaching, research, and service.....	1.94
Merit/salary increases are adequate here	1.41
Faculty evaluation for promotion considers evidence of student performance in their classes (not just student teaching evaluations)	2.33
Scholarship on teaching is considered in promotion, tenure, and salary reviews.....	1.67
The most highly rewarded faculty are those oriented primarily toward research.....	1.00
Faculty evaluation for annual salary and merit increases incorporates evidence of student performance	1.59
One can be promoted and tenured primarily on the basis of teaching.....	3.67
Faculty receive public recognition and rewards for innovative or effective use of student assessment.....	1.84
Teaching excellence is very difficult to systematically evaluate for salary and promotion	3.05
Faculty scholarship on or innovative uses of student assessment is considered in promotion, tenure, or salary reviews.....	1.50
Collaborative work is too difficult to evaluate for the promotion and tenure of faculty	2.18

15. In the last five years, how have each of these changed at your institution? (Circle one for each.)

Very much improved – 5 Somewhat improved – 4 About the same – 3 Somewhat worse – 2 Very much worse – 1

	MEAN
The quality of undergraduate students who choose to pursue majors in your field	2.44
The ability of this institution to meet the educational needs of entering undergraduate students.....	3.44
The quality of learning that students in my program achieve.....	3.20
The quality of undergraduate education	3.19
The preparedness of undergraduate students for courses in your department.....	2.56
The effort undergraduate students devote to their studies in your department.....	2.38
The quality of education that a bachelor's degree represents.....	2.73
Undergraduate students' development of necessary competencies in your field.....	2.58
Knowledge about how to better prepare undergraduates.....	3.13

16. To what extent do you agree or disagree with the following statements about your institution. (Circle one for each.)

Agree strongly – 4 Agree somewhat– 3 Disagree somewhat– 2 Disagree strongly – 1

	MEAN
Administrators work collaboratively with faculty	2.50
My institution is trying to increase its research reputation at the expense of teaching.....	1.29
Female faculty are treated fairly here.....	3.68
Grade inflation is prevalent.....	2.32
Administrators are collegial	3.00
Faculty who are members of racial or ethnic minority groups are treated fairly here.....	3.56
There has been pressure to increase faculty workload here.....	2.89
My institution is trying to increase its national ranking.....	2.44
Coordination of assessment activities among faculty and administrators has improved.....	2.39
The administration is often autocratic	2.53
There is a concerted institutional effort to increase grant-funded research.....	2.56
There are clear policies that support collaborative work here	2.00
My institution is striving for a national reputation for high quality teaching.....	2.84

17. At this institution, how would you evaluate the facilities, resources, or personnel supporting your work? (Circle one for each.) Excellent – 5 Good – 4 Fair – 3 Poor – 2 Not available – 1

	MEAN
Colleagues in the department	4.37
Resources for student assessment activity	3.11
Funds to develop teaching/learning initiatives	2.53
Release time for course development or faculty development.....	2.53
Funding opportunities for research.....	1.71
Department funds for teaching	2.56
Institutional funds for teaching	2.56
Faculty development workshops	3.26
Classrooms.....	3.16
Technology for teaching	3.95
Assistance with teaching skill development.....	2.95
Laboratories	3.63
Research equipment and instruments.....	2.07
Computer facilities.....	4.05
Library holdings	3.11
Secretarial support.....	3.00
Travel funds.....	2.89
Funds and administrator support for collaborative work.....	2.42
Support to implement changes in teaching.....	2.74

Section III - Assessment

18. Please indicate your level of agreement with the following views about assessment. (Circle one for each.)

Agree strongly – 4 Agree somewhat– 3 Disagree somewhat– 2 Disagree strongly – 1

	MEAN
Mandated student assessment limits the academic freedom of faculty.....	2.21
The results of student evaluations of my teaching influence my approach to assessing student work	2.37
State or federally mandated assessment requirements improve the quality of undergraduate education.....	2.11
Student assessment reduces the quality of education	1.47
I am completely free to implement my own approach to assessment.	3.11
Student assessment limits the amount of time I have to devote to other academic activities.	2.47
Student assessment is more effective when determined by the faculty member rather than by the institution.....	2.89
Student assessment has improved the quality of education at this institution	2.56
Students today are learning more due to an institutional focus on the assessment of student learning.....	1.72
From an educational standpoint, it is necessary for us to monitor what students learn	3.42
The effectiveness of teaching is enhanced when faculty regularly assess students	3.42
Student assessment techniques accurately measure student learning.....	2.37
Regular assessment of students accurately captures what they are learning in my classroom.....	2.84
I use more student assessment techniques than I did five years ago	2.65
Monitoring student assessment is a distraction and competes with essential academic work.....	1.61
Faculty have a professional obligation to regularly assess what students are learning.....	3.58
What I learn by assessing student learning has immediate relevance to what takes place in the classroom.....	3.58
Frequent communication with colleagues improves my student assessment practices.....	2.84
An effective teacher is one who regularly assesses what students are learning.....	3.37
Faculty are reluctant to engage in student assessment for fear that student assessment results will be used in evaluations	2.05

19. Please indicate your level of agreement with the following statements about student assessment at this institution. (Circle one for each.) Agree strongly – 4 Agree somewhat– 3 Disagree somewhat– 2 Disagree strongly – 1

	MEAN
Students have little say about assessment techniques used here.....	3.58
Student grades reflect the standards of this institution.....	2.84
Most faculty do a good job of assessing what students are learning in the classroom.....	2.82
Grading practices are increasingly influenced by results from new forms of student assessment.....	2.06
Most faculty regularly assess what their students are learning in the classroom.....	3.17
This institution does very little to use student assessment in shaping academic planning and policy-making.....	2.78
Faculty should spend more time assessing student learning.....	2.50
Student grades provide the best measure of what students learn.....	2.47
Assessment instruments provide a better gauge of student learning than course grades.....	2.18

Section IV - Department and discipline

20. Please indicate your agreement with each of the following statements about your department? (Circle one for each.) Agree strongly – 4 Agree somewhat– 3 Disagree somewhat– 2 Disagree strongly – 1

My department . . .	MEAN
Has standard criteria for student performance.....	2.41
Coordinates its student assessment activity with campus administrators.....	2.35
Has an atmosphere conducive to faculty cooperation and interaction.....	3.35
Is recognized by faculty on other campuses for its approach to teaching, learning and assessment.....	3.24
Has an effective plan for monitoring student outcomes.....	2.53
Demonstrates a great deal of consensus on its approach to student learning.....	2.59
Collects information about employer needs for specific skills and knowledge among our graduates.....	2.76
Is perceived as a campus leader on issues of student assessment.....	2.47
Has influence on assessment techniques I use.....	2.35
Allows student input on academic program issues.....	1.71
Encourages faculty to work with other campus units to improve student learning.....	2.94

21. In your opinion, how much have the following aspects of academic work in your discipline changed in the past 15 to 20 years? (Circle one for each.)

Greatly changed – 4 Somewhat changed – 3 Slightly changed – 2 Not at all changed – 1

	MEAN
Basic concepts	2.83
The nature of inquiry	2.89
Conceptions about teaching	3.29
Kinds of work performed by scholars	2.39
Uniformity of research methods	2.67
Conceptions of knowledge	3.29
Differentiation from other disciplines	3.07

22. Please indicate your level of agreement with the following views about scholarship in your discipline? (Circle one for each.)

Agree strongly – 4 Agree somewhat– 3 Disagree somewhat– 2 Disagree strongly – 1

	MEAN
A single paradigm informs most current inquiry.....	1.57
Today's complex research problems require the multiple perspectives that collaborative scholarship can provide.....	3.00
Relativism in recent scholarship sacrifices rigor.....	2.43
Traditional scholarship as it was practiced in general 20 years ago is no longer relevant.....	1.82
Expanding and improving a central set of facts is the main focus of scholarship.....	2.25
In general, students now emerge with an inferior command of essential facts.....	2.65
Recent important advances in my field are the result of collaboration.....	2.93
Recent departures from traditional research are fundamentally important to the discipline.....	2.73
An increase in interdisciplinary scholarship would revitalize current work.....	3.00
Employer and professional association requirements influence what is taught.....	2.81
Scholarship operates more or less on the assumption that knowledge is absolute regardless of context.....	1.53
Integrating the methods, style, and approaches of colleagues is a major obstacle to collaboration.....	2.13

Section V - Teaching and learning

23. How frequently have you engaged in each of the following activities? (Circle one for each.)

Frequently – 3 Occasionally – 2 Never – 1

	MEAN
Team taught a course.	1.79
Stopped lectures to make sure students understood the material	2.95
Collaborated with colleagues from outside your discipline on teaching issues.....	2.05
Provided feedback to students immediately after each assessment.....	2.79
Drew on theories and scholarship from other disciplines to enhance your own work	2.63
Met with students outside of formally scheduled times.....	2.89
Participated in intensive writing or research projects with other faculty	1.53
Provided feedback more than three times each term to all students.....	2.89
Collaborated with colleagues from the same field of study.....	2.53
Spent a good amount of class time addressing student questions.....	2.68
Included reading on theories and scholarship from other fields in your teaching	2.06
Received high teaching evaluations from students.....	2.89
Utilized short class activities to assess whether students have grasped concepts.....	2.42
Consulted literature on teaching and learning to inform your teaching.....	2.32
Limited all student feedback to final course grades.....	1.11
Offered a course listed in more than one department.....	1.63
Received above average merit increases	1.13
Participated in interdisciplinary course development or projects.....	2.00

24. Please indicate your agreement about what students expect of you. (Circle one for each.)

Agree strongly – 4 Agree somewhat– 3 Disagree somewhat– 2 Disagree strongly – 1

	MEAN
A challenging learning experience	3.21
Clearly articulated expectations for coursework.....	3.74
High grades	2.79
Opportunities to pursue subject matter further	2.53
Frequent summaries of key concepts	2.95
Extensive one-on-one interaction.	2.53
Extensive use of audio/visual aids	2.05
An entertaining lecture style	3.26
Outlines and other printed course aids	3.26
Opportunities to redo assignments to improve grades.....	2.63
Multiple out-of-classroom gatherings	1.50
Availability during office hours.....	3.63

25. How important are each of these activities at your institution? (Circle one for each.)

Essential – 4 Very important – 3 Somewhat important – 2 Not important – 1

	MEAN
Using student assessment data to improve teaching and learning.....	2.26
Using student peer groups to reinforce course learning	2.15
Coordinating the improvement of student writing skills across all disciplines	2.85
Encouraging faculty to do research on how students learn in their classes.....	2.00
Assisting cohorts of students in taking a series of linked introductory courses/sections	1.90
Changing the way students learn mathematics.....	2.12
Encouraging more faculty involvement in discussions about teaching improvement.....	2.40
Changing the way students learn science.....	2.07
Using standard measures of student learning in all departments.....	1.75
Including multicultural issues/readings in the general education curriculum.....	2.79
Providing students with experiential learning opportunities to supplement course content	2.72
Encouraging faculty to use student performance information to reflect on their own teaching.....	2.58
Creating small communities where students' academic and social environments are seamless	1.74
Complementing student evaluations with other faculty teaching performance information	2.45
Using student assessment data to meet external agency requirements.....	2.84

26. Regarding new teaching and learning practices, to what extent do you feel that each of the following is a concern of faculty in your department? (Circle one for each.)

Major concern – 3 Minor concern – 2 Not a concern – 1

Faculty think . . .	MEAN
New practices seem too time-consuming.....	2.32
New practices seem ill-founded or ill-researched.....	2.11
They do not feel they can perform this practice well.....	2.05
There is pressure from peers to resist new practices.....	1.61
They feel the new practice is less effective than traditional teaching techniques.....	2.16
They feel that following teaching trends or fads is dangerous.....	2.21
They feel that such practices make them give up too much classroom control	2.16
New practices are too time-consuming for students.....	1.68
New practices are typically dictated by the needs of administrators.....	1.68

27. Please rate the growth undergraduate students demonstrate in your department from college entry to graduation. (Circle one for each.)

Greatly increase – 5 Increase somewhat – 4 Stay about the same – 3 Decrease somewhat – 2 Greatly decrease – 1

	MEAN
Critical thinking ability	3.95
Knowledge of other cultures.....	3.83
Leadership ability	3.68
Mathematical ability.....	3.71
Oral communication skills.....	4.00
Written communication skills	4.11
Ability to work cooperatively with others to accomplish goals.....	3.95
Understanding others' points of view.....	3.95
General self-confidence.....	3.95
Competitiveness on the job market	3.94
General academic ability.....	3.78
Problem solving ability	3.68
Ability to interact in multicultural environments	3.83
Acceptance of people with different beliefs.....	3.83
Understanding their own strengths, weaknesses and learning processes.....	4.00

28. What is the average time that your students spend preparing for each session of a class? MEAN 1.46hours

29. What is the average amount of time that your students spend in preparation the day before an exam in one of your classes? (Write N/A if not applicable.) MEAN 8.08 hours

30. In a typical week during the past term, how many hours did you spend pursuing the following activities? (Circle one for each.)

16 or more hours – 5; 11 to 15 hours – 4; 5 to 10 hours – 3; 2 to 4 hours – 2; 1 hour or less – 1

	MEAN
Teaching (including class time, grading, lab, preparing for class).....	4.60
Research (activities leading to a product).....	1.35
Scholarship/professional growth (expanding your knowledge of the field)	2.35
Institutional service (committees, administrative duties)	2.45
External service (including professional organizations and civic projects)	2.20
Professional consulting for pay.....	1.00
Undergraduate education committees (including thesis and examinations).....	1.25
Graduate education committees (including thesis and examinations).....	1.00
Undergraduate student advising	1.65
Graduate student advising.....	1.00

31. How frequently do you do each of the following? (Circle one for each.)

Frequently– 3 Occasionally – 2 Not at all– 1

	MEAN
Encourage students to collaborate on course work through study groups or internet discussions.....	2.40
Ask students directly whether they understand course material.....	2.85
Encourage students to act as “peer mentors” to others in review or discussion sections.....	2.40
Create regular assignments that have many different correct answers or approaches	2.58
Make an effort to mentor graduate students and junior faculty in their own teaching	1.72
Talk with colleagues regularly about ways in which we can improve our teaching	2.55
Have a network of colleagues with whom I discuss teaching issues.....	2.45
Depend on the same teaching routines year after year.....	1.68
Design classes to be highly interactive.....	2.50
Listen to students' concerns, and take them into account in my teaching	2.65
Work to get students to ask questions during class.....	2.85
Expect students to guide the discussion and activities for a majority of class time.....	1.90
Introduce new or experimental teaching strategies in class	2.05

32. In how many of your undergraduate courses do you do each of the following? (Circle one for each)

All – 4 Most – 3 Some – 2 None – 1

	MEAN
Grade on a curve.....	1.75
Collect and evaluate portfolios of student work.....	1.80
Use short in-class writing exercises (e.g. one minute papers) to quickly assess student understanding of course material.....	2.10
Use a department-wide examination	1.50
Use a standardized test.....	1.10
Use an electronic assessment method.....	1.10
Use computer-based practice exercises.....	1.50
Provide a course web page.....	2.05
Lecture extensively	2.65
Use small group work/group projects	2.70
Have another faculty member review my teaching for feedback.....	1.80
Use service learning experiences	1.65
Require multiple drafts of student written work for progressive feedback.....	1.75
Explicitly state to students your goals for student learning.....	3.45
Require student in-class presentations.....	2.55
Use student performance information to evaluate my own teaching	3.35
Try new teaching practices.....	2.90

33. How do you learn to use new teaching, learning or assessment techniques? (Circle one for each.)

Almost always – 4 Frequently – 3 Occasionally – 2 Never – 1

	MEAN
Disciplinary conferences	2.47
Faculty development workshops	2.15
Presentations by faculty in your department	1.85
Discussion in faculty meetings	2.35
A designated master teacher in your department	1.10
Publications in my discipline	2.05
General higher education publications	1.95
Your graduate students	1.00
Your undergraduate students	1.63
Conversations with faculty colleagues	2.85

34. In the past *three* years, how many times have you performed each of these activities? (Circle one for each.)

More than once a year – 4 Annually – 3 Every two or three years – 2 Never – 1

	MEAN
Attended a faculty development workshop presented by your institution's teaching and learning center	2.25
Presented a faculty development workshop	1.35
Attended a faculty development workshop sponsored by your department	2.25
Attended a teaching workshop sponsored by your disciplinary association	2.55
Presented a teaching workshop sponsored by your disciplinary association	1.45
Participated in informal teaching development activities with colleagues	3.15
Discussed teaching with colleagues	3.80

Section VI - Demographics

35. Indicate your first position at this institution and your present academic rank. (Circle one for each column.)

	First Present Position Rank	First Present Position Rank
Professor	8..... 8	Instructor 4..... 4
Associate Professor.....	7..... 7	Lecturer 3..... 3
Assistant Professor.....	6..... 6	Visiting 2..... 2
Research Scientist	5..... 5	Other..... 1..... 1

First Position Mean: 6.75

Present Rank Mean: 7.44

36. What is your tenure status? (Circle one.)

Currently hold tenure at this institution.....	4	25%
Currently on tenure-track at this institution.....	3	75%
Not on tenure-track at this institution.....	2	
Tenure is not available at this institution.....	1	

MEAN 3.59

37. Regarding your own preferences, do your *interests* lie primarily in teaching or in research? (Circle one.)

Primarily in research 1
 In both, but leaning toward research 2
 In both, but leaning toward teaching 3 25%
 Primarily in teaching 4 75%

MEAN 3.75

38. When were you first hired at this institution? (Circle one.)

1965 or before..... 8 0%	1981 to 1985	4	10%	MEAN 3.85
1966 to 1970..... 7	..... 10%	1986 to 1990	3	20%
1971 to 1975..... 6	..... 30%	1991 to 1995	2	5%
1976 to 1980..... 5	..... 0%	1996 or after	1	25%

39. How many years you have been employed as a professional in higher education?

MEAN 21.40

40. Do you currently hold positions at two or more institutions? (Circle one.)

..... Yes 2 No.... 1

MEAN 1.05

41. Are you a US citizen or permanent resident?

(Circle one.)

Yes..... 2 No... 1

MEAN 1.95

42. Did you obtain your highest degree in the U.S.? (Circle one.)

Yes..... 2 No... 1

MEAN 2.00

43. How do you identify your racial/ethnic background? (Circle all that apply.)

	<u>Response Percentage</u>
African American or Black 1 .	5.0%
Asian or Asian American 2 .	0.0%
Hispanic or Latino 3 .	5.0%
Native American..... 4 .	0.0%
White or Anglo 5..... 90.0%	
Other 6 .	0.0%

44. What is your sex/gender? (Circle one.)

.....Male 1Female 2

MEAN 1.5

45. What is your current marital status? (Circle one.)

	<u>Response Percentage</u>
Single, never married	5.0%
Married	65.0%
Living with someone in a marriage-like relationship	5.0%
Separated	0.0%
Divorced	25.0%
Widowed	0.0%

46. **How many children do you have?** Mean 1.55

47. **What is the highest degree you have received?**

	Response Percentage
Master's	75.0%
Doctorate	5.0%
Medical	0.0%

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SUMMARY

This report summarizes some general insights from the following frequency distribution profile of faculty responses to the “Faculty Survey on Teaching, Learning and Assessment” questionnaire distributed as part of our case study of assessment at Santa Fe Community College. The survey was designed to obtain respondent perceptions of the institution’s patterns of undergraduate student assessment in four departments focusing on Arts and Sciences.

A total of 64 surveys were distributed, and 20 (31 percent) of usable responses were received. Although the percent return is not big, a comparison of respondents by rank and by faculty role suggests it is representative of the original sample.

The following comments are organized by sections of the questionnaire but readers are encouraged to review the item by item results for the actual mean score or frequency distribution on each item.

I. Background

Responses by faculty indicate that their contracts are largely nine to twelve months contracts (60 percent) or continuous appointment (35 percent) with the sample showing a mixture of mainly English (29.4 percent) and Mathematics (11.8 percent) and other arts and sciences disciplines. These faculty indicate highest responses in the following areas: having revised courses based on student assessment information, taken a sabbatical, and evaluated students on capstone experiences such as exams, portfolios, theses or performances.

II. Institutional Perspective

Faculty responses show moderate levels of satisfaction and dissatisfaction across various job-related variables. Most favorably rated items are job security and freedom to do outside consulting; the lowest rated item is salary and benefits. Faculty feel most strongly involved in the use of educational technology, academic planning process for undergraduates, and development of curriculum. Conversely, they feel least involved in student recruitment politics and decisions.

Faculty are satisfied with students’ ability of learning basic concepts and other abilities and their learning outcome. They sense the university values teaching more than research, as is indicated by the high means in statements like “One can be promoted and tenured primarily on the basis of teaching”, and that “the ability of this institution to meet the educational needs of entering undergraduate students” have increased during the last five years. Conversely, “The most highly rewarded faculty are those oriented primarily toward research” scored the lowest mean in its question. Faculty also reported the good computer facilities (4.05 on a 5 point scale) and technology for teaching (3.95 on the same scale) of the institution. Faculty also feel they are working with good colleagues in their departments (4.37 on the same scale).

III. Assessment

Faculty generally believe that assessment is necessary from an educational standpoint and they have an obligation to assess student learning. Faculty believe assessing is relevant to what takes place in the classroom and are regularly assessing their students. However, faculty tend to disagree with the statement that “students today are learning more due to an institutional focus on the assessment of student learning.” Responses also indicate that faculty agree that grades are not the best method for measuring student learning, but responses are mixed to the statement “assessment instruments provide a better gauge of student learning than course grades,” indicating some ambiguity in faculty consensus regarding the best assessment practices.

IV. Department and Discipline

Faculty like the cooperative atmosphere of their departments. They agree that their departments are “recognized by faculty on other campuses for [their] approach to teaching, learning and assessment.” Responses indicate a moderate level of agreement about change within specific disciplines in conceptions about teaching, conceptions of knowledge, and others. Faculty also agree strongly with the importance of collaborative teaching and interdisciplinary scholarship.

V. Teaching and Learning

Congruent with the student profile, faculty tend to believe that students want clearly articulated expectations for coursework and availability of their professors during office hours. Responses to the importance of specific teaching and learning goals within the institutional environment yielded interesting results; none of the mean responses is above three (very important). The highest mean is 2.84 (of a 4 point scale), which is to use student assessment data to meet external agency requirements.

Faculty spend their biggest amount of time teaching. They feel their students increase substantially in communication skills, understanding of their own strengths, weaknesses, and learning processes, critical thinking ability, and other competence. Faculty do work to get students to ask questions during the class, they state to students clearly their goals for student learning, and they use

student performance information to evaluate their teaching. They normally discuss teaching with colleagues. However, faculty seem not interested in learning to use new teaching, learning, or assessment techniques, and if they do, they do that by conversation with faculty colleagues.

VI. Demographics

Most respondents to this survey are Caucasian (90 percent), and 75 percent have a master degree; 65 percent of them are married, and 50 percent of them are male. These faculty members have been employed as a professional in higher education for an average of 21.4 years, and mean scores indicate on average that respondents are associate or full professors whose interests are either primarily in teaching or at least lean toward teaching.