



Assessment Usage Survey

Compiled by the Office of Assessment, Planning & Research
February 2005

**Isothermal Community College
Assessment Usage Survey
Spring 2005**

1. How often do you use each of these assessment tools for feedback about student learning outcomes?

Assessment Tool	% Not at all	% Sometimes	% Frequently	% Very Often	Total # Valid Responses	% Missing
Written Exams	2.2	4.4	20.0	73.3	45	0.0
Oral Exams	33.3	47.6	7.1	11.9	42	6.7
Written Assignments	0.0	15.9	29.5	54.5	44	2.2
Group Projects	4.4	37.8	37.8	20.0	45	0.0
Presentations	4.5	61.4	18.2	15.9	44	2.2
Performance Appraisals	48.8	11.6	20.9	18.6	43	4.4
Simulations	29.3	36.6	14.6	19.5	41	8.9
Portfolios (or portfolio assignments)	11.4	38.6	18.2	31.8	44	2.2
Capstone Courses	68.3	9.8	12.2	9.8	41	8.9
External Examiners	71.4	19.0	4.8	4.8	42	6.7
Behavioral Observations	39.0	31.7	12.2	17.1	41	8.9
Exit Interviews	66.7	21.4	4.8	7.1	42	6.7
Surveys/Questionnaires	12.2	53.7	26.8	7.3	41	8.9
Archival Records (Institutional data)	42.9	40.0	2.9	14.3	35	22.2
Student Self Assessment	14.0	51.2	25.6	9.3	43	4.4
Informal Classroom Assessment Techniques	5.1	46.2	23.1	25.6	39	13.3

2. CAT's include the following: circle any that you use.

	Number	Percent Responses	Percent Cases
The minute paper	18	12.5	40.9
Focused listing	8	5.6	18.2
Empty outlines	5	3.5	11.4
Memory matrices	1	.7	2.3
Class starter questions	31	21.5	70.5
Pro and con grids	5	3.5	11.4
One sentence syntheses	5	3.5	11.4
Teacher designed feedback forms	16	11.1	36.4
Invented dialogs	4	2.8	9.1
Role playing	18	12.5	40.9
Electronic mail feedback	9	6.3	20.5
Guided reading questions	23	16.0	52.3
Other	1	.7	2.3
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Total responses	144	100.0	327.3

1 missing case; 44 valid cases

3. When you have used any of the above classroom assessment techniques, what have you done with the information you generated?

(Each bullet represents the response(s) from a single faculty member)

- Taylor subject emphasis to fix weak areas.
- Improved instruction.
- Checked for understanding.
- Read & use for improvements in class. Some have been placed in my portfolio.
- Student assessment, course assessment
- Help improve class presentations – mine and students
- Reviewed to see if students have a handle on the material – if no, revisit lecture or give add'l assignment.
- I have used all of these techniques within the last semester. I use these techniques & the information.
- I have used it to assess how much the class has assimilated.
- Used for self improvement in teaching
- Examined it casually
- This is more peace of mind that they understood or get questions answered.
- Tried to revise instructions/material per comments.
- Made changes when needed.
- Made it available to class.

- Used for class discussion, gave written feedback
- Let it guide how I proceed for the balance of the class period
- Used it to determine if improvements/changes could add to the effectiveness of learning
- Used again if successful, revise if not successful. Revised methodology with teacher designed feedback.
- Just about every class! Part of their overall grade.
- Tallied & analyzed the results.
- Used the information gathered to change or adapt the curriculum or used it as a precursor to a larger assignment.
- Used it to improve instruction.
- Sometimes reflected in participation or other grades; sometimes turned in to Vicki Covington for program stats.
- Most of it: use informally to assess how, what & how well students learn, work, react, then make adjustments. Some I track formally & document – use results to make adjustments, call in resources.
- I use it as an instructor as an indicator of whether or not my students understand subject matter.
- Used it to find out if all students understand the material.
- I look to see where students are and where they need to be. I also use them as a tool to enhance learning.
- Assessing understanding of the information.
- Observed student outcome
- Assessed information & re-apply findings to next class meeting.
- Used in the learning environment
- Discussed in class
- It was role playing to teach them the nursing process.
- Filed some for one semester

4. Do you keep samples of informal classroom assessment in your faculty portfolio?

% Yes	% No	Total # Responses	% Missing
51.2	48.8	43	4.4

5. I most often think of assessment as providing:

Feedback to instructors	Feedback to students	Some of both	Total # Responses	% Missing
6.8	0.0	93.2	44	2.2

6. My attitude about the necessity of program assessment is:

Professionals assess as part of program improvement	“They” (administrators, legislators, etc.) are making us do this	Some of both	Total # Responses	% Missing
47.7	0.0	52.3	44	2.2

7. My feelings about the use of program assessment results:

We have the power to use results to make improvements in programs and courses	It will surely be used against us	Some of both	Total # Responses	% Missing
77.3	0.0	22.7	44	2.2