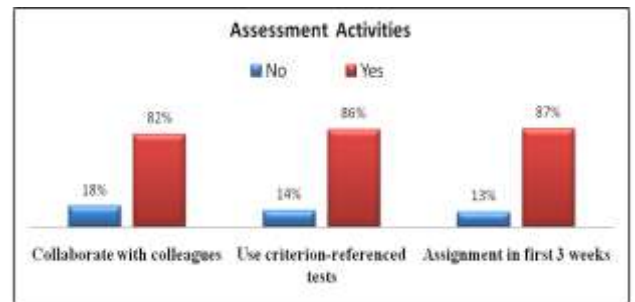


Highlights of Faculty Survey on Assessment Pennsylvania College of Technology

In January 2010, faculty participated in a survey activity designed to be used as a source of information to support the Middle States self-study process and the work of QTA. Faculty participated in group discussions and answered questions about their current use of assessment, including modes of assessing student learning outcomes (SLOs), assessment-related professional development activities, and assessment of core curriculum within major-related courses. The following are highlights of the survey activity.

- Assessment was identified as the College’s second greatest strength (following Educational Offerings).
- 82% agreed that they have the knowledge to accurately assess student learning, and 74% agreed that they have the tools they need to accurately assess student learning.
- 83% indicated that they would like to learn more about assessment techniques, and 83% indicated interest in using a template or matrix demonstrating the connection between assessment, course objectives, and program goals.
- 86% use criterion-referenced tests, and 87% include an assessment activity during the first three weeks of the semester.
- 78% have attended off-campus professional development activities; 51% attended on-campus activities.
- The three most commonly assessed goals of the core curriculum were reported as follows:
 - Communication (42% of respondents)
 - Critical Thinking (17% of respondents)
 - Information Literacy (8% of respondents)



Outcomes of the faculty discussion included some of the following recommendations for assessment resources:

- A system for sharing assessment results
- A handbook of assessment best practices
- A template for evaluating written and oral communication
- A document illustrating how the goals of the core curriculum are integrated into each major
- A comprehensive Assessment Plan

A college wide assessment plan is in development for use in Fall 2010.