Summary of Pre and Post Assessment Surveys

Regions 10 and XI Pilots, 2011-12

Mary Harris, June 7, 2012

**I Demographics**

1. Number of respondents Pre-assessment: 18 Post-assessment 17
2. Level of highest degree

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Pre N | Post N | Pre %age | Post %age |
| Bachelors | 0 | 0 | 0 | 0 |
| Masters | 10 | 7 | 55.6 | 43.7 |
| Doctorate | 8 | 9 | 44.4 | 56.3 |
| Total | 18 | 16 | 100 | 100 |

1. Years of Experience in Education

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Pre N | Post N | Pre %age | Post %age |
| 1-5 | 6 | 5 | 33.3 | 29.4 |
| 6-10 | 6 | 6 | 33.3 | 35.3 |
| 11-15 | 4 | 5 | 22.2 | 29.4 |
| 16-20 | 1 | 0 | 5.6 | 0 |
| 21-25 | 0 | 0 | 0 | 0 |
| 26 or more | 1 | 1 | 5.6 | 5.9 |
| Total | 18 | 17 | 100 | 100 |

1. Years in Present Position

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Pre N | Post N | Pre %age | Post %age |
| 1-5 | 2 | 2 | 11.1 | 11.8 |
| 6-10 | 4 | 3 | 22.2 | 17.7 |
| 11-15 | 3 | 2 | 16.7 | 11.8 |
| 16-20 | 2 | 3 | 11.1 | 17.7 |
| 21-25 | 2 | 2 | 11.1 | 11.8 |
| 26 or more | 5 | 5 | 27.8 | 29.4 |
| Total | 18 | 17 | 100 | 100 |

1. Content Area

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Pre N | Post N | Pre %age | Post %age |
| Mathematics | 5 | 4 | 27.8 | 25 |
| Science | 8 | 8 | 44.4 | 50 |
| English language arts | 5 | 4 | 27.8 | 25 |
| Total | 18 | 16 | 100 | 100 |

1. Current Role

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Pre N | Post N | Pre %age | Post %age |
| ISD Content area teacher | 5 | 7 | 27.8 | 41.2 |
| Community college contact area faculty | 6 | 4 | 33.3 | 23.5 |
| University content area faculty | 2 | 4 | 11.1 | 23.5 |
| ISD campus or district level administrator | 4 | 1 | 22.2 | 5.9 |
| Community college administrator | 1 | 0 | 5.6 | 0 |
| University administrator | 0 | 0 | 0 | 0 |
| AVATAR advisory committee member | 0 | 1 | 0 | 5.9 |
| P-16 Council Staff Member | 0 | 0 | 0 | 0 |
| Project Staff | 0 | 0 | 0 | 0 |
| Total | 18 | 17 | 100 | 100 |

**II. Pre and Post Assessment Item Means In Order of Differences Between Pre and Post**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| # | Item | Pre Mean | Post Mean | Difference from pre to post |
| 3 | I understand the responsibilities of community college and university partners in vertical and horizontal alignment of curriculum that includes the CCRS. | 3.5 | 4.3 | +0.8 |
| 8 | It is important for high school teachers and higher education faculty to align vertically their core curriculum through planning and assessments across the levels of education. | 3.9 | 4.5 | +0.6 |
| 9 | It is important for high school teachers and higher education faculty to align horizontally the core curriculum within their department. | 4.4 | 4.5 | +0.1 |
| 12 | Others at my home institution are already familiar with the rationale for alignment within and across the levels of education. | 4.5 | 4.5 | 0 |
| 13 | I think curriculum alignment across the levels of education will help better prepare students for college or the work force. | 4.5 | 4.5 | 0 |
| 14 | I understand the responsibilities associated with my role in the AVATAR Project Grant. | 4.5 | 4.5 | 0 |
| 11 | I would feel comfortable teaching others at my home institution how to align curriculum in my content field within and across the levels of education. | 4.5 | 4.5 | 0 |
| 4 | I understand the responsibilities of the local school district in implementing vertically and horizontally aligned curriculum that includes the CCRS. | 4.4 | 4.3 | -0.1 |
| 6 | I understand the relationship between vertical alignment of the curriculum and formal assessments such as End of Course Exams and Accuplacer. | 4.5 | 4.4 | -0.1 |
| 7 | I integrate the CCRS into my lesson planning. | 4.5 | 4.4 | -0.1 |
| 2 | I understand the responsibilities of the Texas higher Education Coordinating Board (THECB) and the Texas Education Agency (TEA) in implementing aligned curriculum that includes the CCRS. | 4.4 | 4.1 | -0.3 |
| 1 | I understand the rationale behind the creation of the CCRS. | 4.4 | 3.9 | -0.5 |
| 5 | I understand my personal responsibilities in implementing a vertically and horizontally aligned curriculum that includes the CCRS. | 4.3 | 3.4 | -0.9 |

Participants in the AVATAR Project tended to start with a high level (4.5 on a 5 point scale) of belief in the value for students of an aligned curriculum, belief that their colleagues were already aware of the value of this activity, confidence in their knowledge of their role within the AVATAR project, and confidence in their ability to lead curriculum alignment activities in their content fields at their home institutions. These perceptions had not changed at the end of the first year of work. Across the year, participants became more convinced about the responsibility of higher education partners to participate in vertical and horizontal curriculum alignment and of the importance of collaboration by ISD and IHE partners in vertical and horizontal alignment. Across the year of the project, mean participant scores decreased in some areas. Participants became less confident of their understanding of the rationale behind creation of the CCRS and of their personal responsibility for implementing a vertically and horizontally aligned curriculum. These factors may suggest a greater awareness on the part of participants of the complications involved in this work and of the necessity for teamwork that extends beyond the contributions of faculty members working in isolation.

**C. Summary Post-Assessment Questions**

 Two questions were asked in the post-assessment that were not asked in the pre-assessment:

1. The AVATAR process has positively affected vertical curriculum alignment in the core course(s) I teach.
2. 2. The AVATAR process has enhanced my teaching practicie with regard to vertical alignment of classroom policies and student expectations.

With respect to the question about core courses taught by the 17 who responded, 10 strongly agreed with this statement, 6 agreed, and 1 neither agreed nor disagreed, with a mean response of 4.5 on a 5-point scale. With respect to the question about teaching practice, 11 respondents strongly agreed, 4 agreed, 1 neither agreed nor disagreed, and 1 strongly disagreed, with a mean score of 4.4 for this item.