Miami Dade College

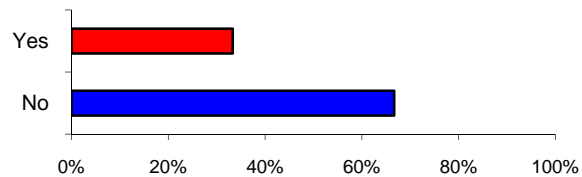# Interim Progress Report System
Faculty Survey 2009

Purpose of Survey: *This survey was conducted to gather feedback from faculty related to the use and perceived impact of interim progress reports on students. The survey is part of the QEP assessment plan.*

The following are highlights from the survey administered to all College-wide faculty members teaching MAT0020, MAT0024, MAT1033, and MAC1105. The online survey was sent via email to 235 faculty members teaching during the Spring term 2008-2. The survey was open for responses from April 6th – May 7th, 2009 and received 33 (14%) responses. Survey responses were analyzed and reported by Institutional Research.

1. Do you use the <u>official</u> MDC Interim Progress Reporting System?

- Almost 67% of the faculty members surveyed indicated they were <u>not</u> using MDC's interim progress reporting system, while only 33% are using it.
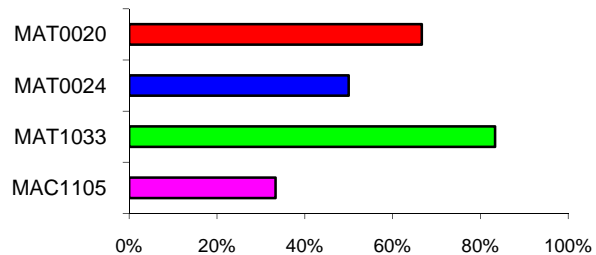
	No.	%
Yes	11	33.3%
No (if no, skip to question #8)	22	66.7%
Total	33	100.0%

2. In which classes are you using the system? (mark all that apply)

- The faculty members who indicated they were using MDC's interim progress reporting system were most likely to use for MAT1033 (83%).
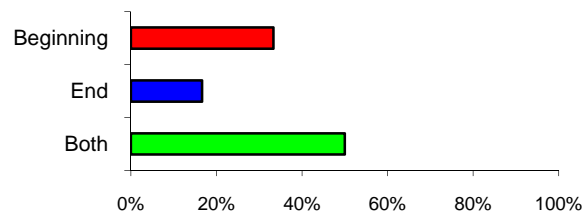
	No.	%
MAT0020	8	66.7%
MAT0024	6	50.0%
MAT1033	10	83.3%
MAC1105	4	33.3%
Unduplicated Total	12	

3. When do you use the system?

- Fifty percent of the faculty members surveyed indicated they use MDC's interim progress reporting system at both the beginning and the end of the term.

	No.	%
Beginning of the term	4	33.3%
End of the term	2	16.7%
Both	6	50.0%
Total	12	100.0%

4. **When did you begin to provide progress reports through the system in the classes marked above?**

- The majority (50%) of the faculty members indicated they started using MDC's interim progress reporting system during academic year 2007-08 and 21% started using it in academic year 2006-07.

	No.	%
Academic year 2008-09	2	14.3%
Academic year 2007-08	7	50.0%
Academic year 2006-07	3	21.4%
Academic year 2005-06	2	14.3%
Before academic year 2005-06	0	0.0%
Total	**14**	**100.0%**
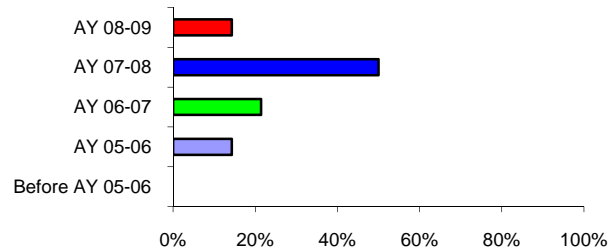
5. **How helpful do you think the interim progress reports are to students?**

- The majority of the faculty members rated the helpfulness of the progress reports as average or above. The mean rating for this item was 3.4 on the five point scale.

	No.	%
1 Not helpful	0	0.0%
2	2	13.3%
3	7	46.7%
4	4	26.7%
5 Very helpful	2	13.3%
Total	**15**	**100.0%**
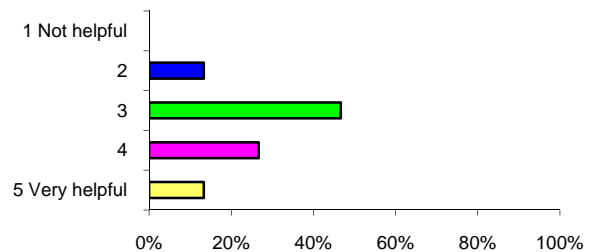
6. **How have the progress reports affected your discussions with students about their performance?**

- Almost half of the faculty indicated that they believe the progress reports have encouraged more in-person discussions with students about performance, while half of the faculty thought there was no real change. The mean rating for this item was 3.6 on the 5 point scale.

	No.	%
1 Fewer in-person discussions	1	6.7%
2	0	0.0%
3	7	46.7%
4	3	20.0%
5 More in-person discussions	4	26.7%
Total	**15**	**100.0%**
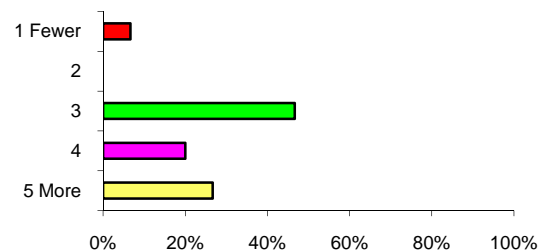
7. On average, how do you think the progress reports have affected students' attitudes toward your class?

◆ Forty-three percent of faculty thinks that the progress reports have not changed students' attitudes; while 50% believe they encourage a more positive attitude in the students. The mean rating for this item was 3.5 on the five point scale.

|	No.	%
1 Less positive attitude	1	7.1%
2	0	0.0%
3	6	42.9%
4	5	35.7%
5 More positive attitude	2	14.3%
Total	**14**	**100.0%**
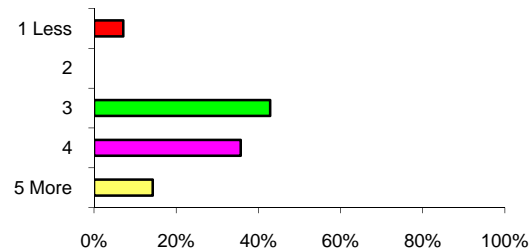
ALTERNATIVE INTERIM PROGRESS REPORT METHODS

8. Which of the following <u>alternative</u> interim progress reporting methods do you use? (mark all that apply)

◆ Faculty members responding to the survey were much more likely to use alternative methods to provide progress reports during the term rather in addition to or instead of the MDC system (94%). The most common methods included 'written progress reports' (48%); direct emails to students (32%); and in-person discussions (32%) to inform students about their progress during the term.

	No.	%
Course software such as MyMathlab, Ilearn, etc.	6	19.4%
Direct emails to students	10	32.3%
Written progress reports	15	48.4%
Other, please describe: (4) *in-person discussions*	10	32.3%
None of the above	3	9.7%
Unduplicated Total	**31**	
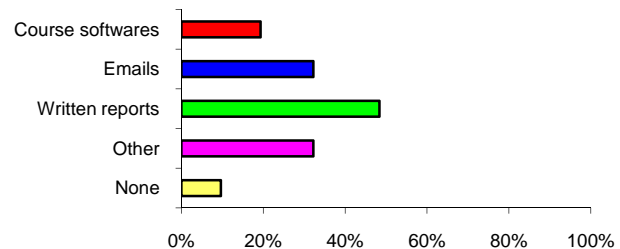
9. In which classes are you using this method? (mark all that apply)

◆ Alternative progress reports were most often used by responding faculty members in MAT0020 and MAT1033 (72%).

	No.	%
MAT0020	18	72.0%
MAT0024	13	52.0%
MAT1033	18	72.0%
MAC1105	13	52.0%
Unduplicated Total	**25**	
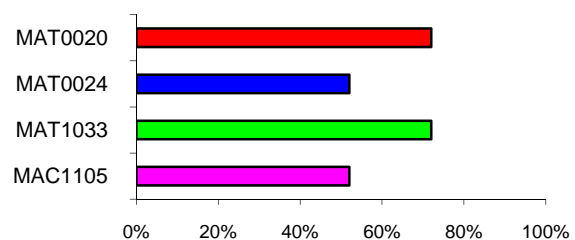
10. When do you provide the progress reports?

◆ Of the faculty members surveyed who indicated they were using alternative methods, 59% of them are using the progress reports 'after each test/assignments' (10) or at the 'mid-term' only (6); 26% use it at both the beginning and at the end of the term.

	No.	%
Beginning of the term	2	7.4%
End of the term	0	0.0%
Both	7	25.9%
Other, please describe:	18	66.7%
(10) after each test, (6) mid-term		
Total	27	100.0%
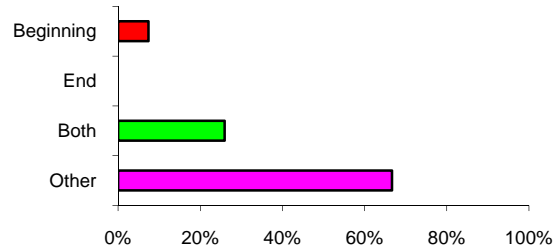
11. When did you begin to provide progress reports in the classes marked above?

◆ Thirty-nine percent of the faculty members surveyed indicated they used a progress reporting system prior to academic year 2005-06 and 25% started providing these progress reports during this academic year 2008-09.

	No.	%
Academic year 2008-09	7	25.0%
Academic year 2007-08	4	14.3%
Academic year 2006-07	6	21.4%
Academic year 2005-06	0	0.0%
Before academic year 2005-06	11	39.3%
Total	28	100.0%
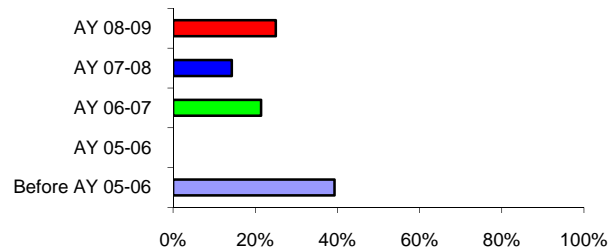
12. How helpful do you think the interim progress reports from your alternative methods are to students?

◆ Fifty-six percent of the faculty members rated the alternative progress reports as 'very helpful'. The mean rating for this item was 4.5 on the five point scale, indicating the majority of faculty using these methods believes they are very helpful.

	No.	%
1 Not helpful	0	0.0%
2	0	0.0%
3	2	7.4%
4	10	37.0%
5 Very helpful	15	55.6%
Total	27	100.0%
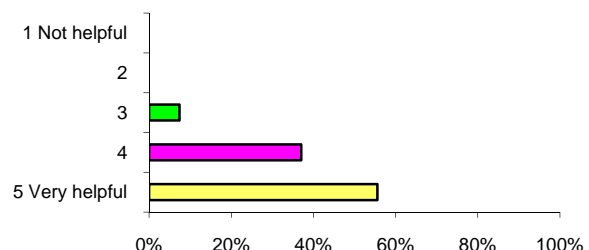
**13. How have the progress reports affected your discussions with students about their performance?**

- The vast majority (89%) of faculty believe the progress reports have encouraged more in-person discussions with students. The mean rating on this item was 4.2 on the five point scale.

|	No.	%
1 Fewer in-person discussions	1	3.7%
2	0	0.0%
3	2	7.4%
4	14	51.9%
5 More in-person discussions	10	37.0%
Total	27	100.0%
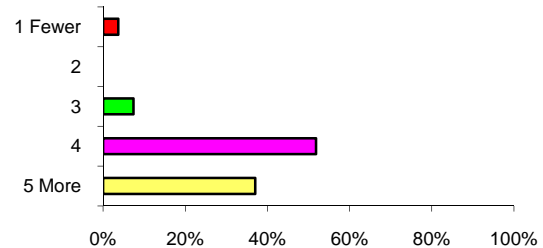
14. On average, how do you think the progress reports have affected students' attitudes toward your class?

- Eighty-one percent of faculty believes the progress reports foster a more positive attitude in students. The mean rating for this item was 4.2 on the five point scale.

	No.	%
1 Less positive attitude	0	0.0%
2	0	0.0%
3	5	19.2%
4	12	46.2%
5 More positive attitude	9	34.6%
Total	26	100.0%
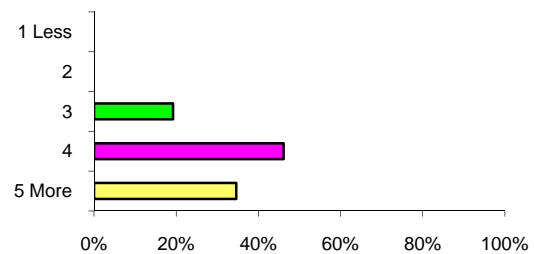
ADDITIONAL INFORMATION

15. What is your faculty status?

	No.	%
Full-time	15	46.9%
Part-time	17	53.1%
Total	32	100.0%
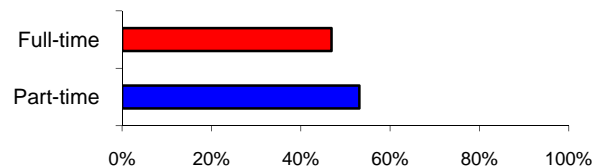
16. On which campus do you teach MAT0020, MAT0024, MAT1033, and/or MAC1105? (mark all that apply)

	No.	%
Hialeah Campus	0	0.0%
Homestead Campus	0	0.0%
InterAmerican Campus	5	15.6%
Kendall Campus	6	18.8%
Meek EEC	2	6.3%
North Campus	10	31.3%
West Campus	2	6.3%
Wolfson Campus	9	28.1%
Unduplicated Total	32	
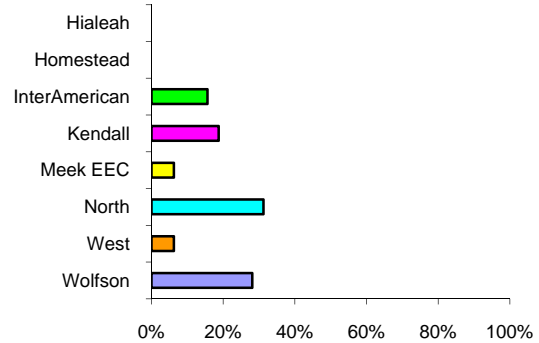
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