

FEP APPENDIX C:

Suggested Data Collection Procedures

Each portion of the faculty member's FEP (essential and related areas) can employ any/all of the following methods. The faculty member may choose the method/s that most effectively brings into focus their professional role/s and their performance.

I. Checklists:

Faculty member

- a) establishes goals for activities to be studied.
(i.e.; possible teaching targets could be ways to:
 - use collaborative learning methods
 - enhance lecture/demonstration skills
 - teach to multiple learning styles
 - use more active learning methods
- b) identifies level of desired accomplishment
- c) seeks input from "mentors" for developing methodologies
- d) employs desired techniques identified on checksheet
- e) evaluates success level via checklist goals
- f) shares concerns with evaluation team members
- g) employs revised methods as appropriate
- h) evaluation team member provide guidance/direction as needed

II. Conference

Faculty member

- a) identifies goals and activities to be examined
- b) reviews goals and activities with evaluation team members to develop appropriate modifications as needed
- c) evaluation team members provide guidance and direction as needed

III. Student Skills Inventories

Faculty member

- a) identifies area/s for student improvement
- b) establishes goals/performance targets and ways of measurement for student outcomes
- c) measures student performance against goals
- d) evaluates results and probable causes; summarizes and evaluates results
- e) provide guidance and direction as needed
- f) evaluates team members

IV. Observations (video tape or in-person-visit options)

Faculty member

- a) identifies date/time of class to be observed (or videotaped)
- b) identifies a member/s of evaluation team to make the observation visit
- c) supplies observer w/syllabus and lesson plan before their visit
- d) identify appropriate observation evaluation instrument
- e) perform observation (videotaping)
- f) discuss results of the visit (or video session) with evaluation team
- g) identify factors for improvement and the appropriate methods to implement them

V. Portfolios (or written summary option):

Faculty member

- a) identifies areas to be reviewed
- b) seeks guidance (if needed) from evaluation team on areas to be included in portfolio
- c) researches items, selects samples and writes draft
- d) reviews materials in portfolio with evaluation team and targets goals for improvement

* References for developing portfolios:

- 1) The Teaching Portfolio, Capturing the Scholarship in Teaching.

Edgerton, et al.

A Publication of the AAHE Teaching Initiative.

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- 2) Successful Use of Teaching Portfolios.

Peter Seldon & Associates, 1993. ISBN: 0-9627042-5-3.

Anker Publishing Company, Inc.

176 Baffville Rd.

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Boston, MA 01740-0249

VI. Questionnaires (must be used in assessing student input in essential areas to be evaluated)

Faculty member

- a) identifies questions to be used (see Appendix D for details)
- b) seeks guidance for evaluation team to verify reliability of questionnaire items selected
- c) finalizes and administers questionnaires to students in all sections taught or appropriate sample of service area recipients
- d) evaluation team uses a “Plus/Delta” method of analysis of reviewed questionnaire and discuss with faculty member
- e) develop methods for improvement and a plan to accomplish identified improvements

VII. Pre/Post Evaluations

Faculty member

- a) identifies performance area to be examined
- b) develops pre/post evaluation instrument
- c) seeks guidance from members of evaluation team to verify clarity of items
- d) drafts evaluative instrument
- e) administers pre-test
- f) proceeds as usual in performance area
- g) administers post-test after performance is completed
- h) identifies improvement areas
- I) seeks guidance from members of evaluation team on improvement areas
- j) develops a plan to accomplish identified improvements