Self-Assessment Quiz

General Knowledge about California Community Colleges, Basic Skills Students and Yourself.

A note about answering these questions:

       This is anonymous. Answer honestly; no one is looking.

       This is self-assessment.

       For each question, please select the best answer.

1. Approximately what percent of California Community Colleges students place into one or more basic skills course in reading, writing, ESL or math?
   a. 0%
   b. 25%
   c. 35%
   d. 50%
   e. Over 70%

2. What percent of the students in your class probably require additional pre-collegiate training in order to be successful in college-level course work?
   a. 10%
   b. 20%
   c. 40%
   d. 60%
   e. Over 70%

3. The definition of basic skills is: Those foundation skills necessary for students to succeed in college-level work in
   a. Reading
   b. Writing
   c. Math
   d. English as a Second Language (ESL)
   e. Any of the disciplines above as well as learning and study skills

4. How many students who start 3 or more levels below college level actually make it to a college level course?
   a. Less than 10%
   b. 15% - 30%
   c. Approximately 40%
   d. Over 60%
   e. 80% or more

5. What is the AVERAGE number of hours our community college students work per week? (as reported by the CCCCO)
   a. 8 hours/week
   b. 16 hours per week
   c. 24 hours per week
   d. 28 hours per week
   e. 32 hours per week

6. Which of the following is true of basic skills students in California community colleges?
   a. They generally assess uniformly low on placement tests in all areas; reading, writing, math, and ESL
   b. They may assess low on placement tests in one discipline while testing at college-level in other areas (i.e. a college level writer but require additional work in math)
   c. They are easily identifiable in our classes by sex, age or ethnicity.
   d. They usually have learning and study skills necessary to succeed in college-level work.
   e. They are found only in the Community Colleges and are only rarely found at the UC and CSU campuses.

7. Which of the following is true about student success in basic skills?
   a. The success rate in basic skill classes is the same as other college class success rates.
   b. Ethnic diversity has no effect on student success in basic skills.
   c. There are obvious and very different success patterns in basic skills courses based on ethnicity.
   d. Students that take basic skills classes always do better in the college level classes.
   e. The majority of basic skills students complete the entire basic skills class sequence.

8. Latina/o students represent the fastest growing population of community college students (averaging 27% of CCC students statewide but up to 85% at some individual colleges). Approximately what percent of Latina/o students and parents were unable to name even ONE source of financial aid funding?
   a. 5% -15%
   b. 15% -30%
   c. 30% -45%
   d. 45% -50%
   e. 50% -65%

Answer these questions realistically with regards to your present work.
Select the answer that most closely represents your belief and practice.

9. In the courses I teach and/or in the work that I do with students (e.g. as a counselor, librarian, etc) I consider student learning styles
   a. Irrelevant with no conclusive research.
   b. Possibly significant, but I don't know much about them.
   c. Valid, but the students should adapt learning styles to teaching styles.
   d. Important, but I don't know how to incorporate them into my class or work with students.
   e. Essential, I include students learning style analysis opportunities for students and I use different learning approaches to meet the needs of different styles.

10. I inform students about expectations by:
    a. Referring students to the student expectations in the catalog or student handbook.
    b. Informally discussing my overall expectations with the students.
    c. Providing clearly documented expectations specific to the situation (e.g. instructions, process handout, syllabus, or rubric).
    d. Describing a wide range of expected student behaviors associated with academic achievement, intellectual and psychosocial development, and personal responsibilities.
    e. All of the above

11. Concerning the design of your course or the way you interact with students in student services, which is **most** true? (Select the single answer that best represents your practice.)
    a. I have worked hard to create the course organization or student interaction dynamics as it is now and I am satisfied with my work.
    b. I have worked on my interactions with students/course design and attempt to assess its effectiveness, but have been unable to incorporate assessments or any changes.
    c. I regularly reassess my interactions with students/course design, content, and strategies.
    d. I regularly reassess my course content, design and teaching strategies then document and share those changes and the data that led me to make them with my colleagues.
    e. I adopted my course design or student interaction style from a senior faculty member and it has served me well.

12. On a **regular basis,** in my work with students, I **require** them to

    I. Work collaboratively or join a learning community
    II. Review and analyze their work
    III. Create projects or products involving multiple
    IV. Turn in written work
    V. Examine complex problems or case studies
    VI. Communicate with me via e-mail or office visit
    VII. Give oral presentations
    VIII. Participate in field trips or observations of components of high level application current relevant applications
    IX. Attend at least one office hour
    X. Become involved in campus or community activities (service learning)

        a. None of the above are required
        b. One of the above is required
        c. A few of the above are required
        d. I require at least 5 of the above
        e. I require all of the above in my work with students

13. In my work with students I
    a. Do not have planned assessments.
    b. Occasionally assess students.
    c. Limit assessments to final summative assessments such as exams or final report.
    d. Assess students frequently, including formative and summative assessment.
    e. Assess students frequently in a variety of different ways (projects, labs, quizzes, case studies), taking into account various learning styles, and authentic to real world tasks that relate to my course material.

14. The feedback I provide students is
    a. Oral only.
    b. Written only.
    c. Either oral or written depending on the situation.
    d. Either oral or written feedback and within hours or a couple of days at most.
    e. Some form of oral or written feedback as quickly as possible and based upon criteria or a rubric with diagnostic and specific information.

15. I consult with colleagues on my work with students
    a. Very infrequently or Never
    b. Occasionally

c. In department meetings
d. When accreditation or program review requires dialogue
e. On a regular and scheduled basis to improve practice

16. I believe that student interactions and classroom instruction should
    a. Allow students the opportunity to express what they know.
    b. Respect diverse talents and ways of learning including potential cultural differences or perspectives.
    c. Emulate real world experiences, not those unique to academic environments.
    d. Consider first what the student needs to learn and be able to do, then second what information or content is essential.
    e. All of the above.

17. With regards to professional development dedicated to student success and basic skills
    a. I do not participate usually
    b. There are very few options on our campus, but I would participate
    c. I participate in some faculty development opportunities on my campus
    d. I participate in faculty development opportunities in venues outside of my campus
    e. I participate in faculty development opportunities on my campus and in other venues (such as statewide, national, online or other professional meetings).

18. Which of the following would be most beneficial to increasing student success in your area of work?
    a. Principles of learning theory
    b. Specific pedagogical and student service practices
    c. Holistic student development
    d. Culturally responsive teaching theory and practices
    e. Curricular and program alignment strategies