



Teaching/Learning Academy 2012-2013 Program Report

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2012-2013 Program Report

The Teaching/Learning Academy (TLA), in its thirteenth year, continues to focus on significant learning outcomes and lifelong professional mastery, a learning-centered pedagogy, work that reflects high standards of scholarship with attention to explicit criteria of assessment, and an assessment process that feeds back into improved faculty learning and enhanced program design. This report will spotlight TLA accomplishments and impact in terms of these goals.

I. Program Impact

A. Faculty Participation

1. Total # tenure candidates (2001-2013): 292 instructors, counselors and librarians (65 have not made it)
2. Total # candidates to complete the tenure process: 227 (Classes 2004-2013);
Total # of candidates currently in tenure process: 106 (Classes 2014, 2015, and 2018)

B. Tenure Candidate Attrition Rate: 32% (65)

Reasons for candidates not reaching tenure

- 32 resigned for personal reasons
- 16 contracts not renewed 1st , 2nd year, or third year prior to portfolio submission
- 17 contracts not renewed 3rd year (portfolio or TRC related)
- 93% of all candidates who submit a portfolio in year-3 achieve tenure

II. Assessment Plan: Ongoing Quality Assurance

Multiple measurements of the Essential Competencies of a Valencia Educator (EC) are employed using [Guskey's assessment model](#). The following link describes the [assessment plan](#). The purpose of this program assessment is to identify strengths of the program and areas that pose challenges. Soliciting feedback on the candidates' learning, the efficacy of the TLA support process, and panel review training and execution allows us to reinforce effective practices and address concerns.

Candidate Learning (Scenarios-based hybrid courses)

The hybrid course Creating an Individualized Learning Plan explains Valencia's tenure process, helps candidates develop their Faculty Learning Outcomes, and deepens their understanding of the Essential Competencies of a Valencia Educator. Candidates were asked to self-assess their understanding of the tenure process and the Essential Competencies. Survey results indicate that after completing the course candidates better understood the tenure process and Valencia's Essential Competencies, with Scholarship of Teaching and Learning and LifeMap recording the highest learning gains. The Outcomes-based Practice competency remains the least understood competency, with three candidates noting that they did not understand the competency at the end of the course. The TLA is developing roundtable activities to support first year candidates in this competency. In addition, most candidates had developed their Faculty Learning Outcomes by the end of the course. (See APPENDIX A APPENDIX A for complete survey analysis.)

The hybrid course Creating an Evidenced-based Portfolio leads candidates through the steps to construct a faculty portfolio and focuses specifically on the action research process. Candidates were asked to self-assess their ability to create evidence-based artifacts, to evaluate a reflective critique, to use the report form to assess their action research projects, and to organize their materials into the portfolio structure. A pre and post comparison revealed a dramatic improvement with most of those who expressed disagreement on the pre-assessment reporting agreement on the post-assessment. The average increase from pre to post-survey knowledge was approximately 38 percent. Ninety-three to one hundred percent of respondents expressed agreement on all 5 post-survey questions, which demonstrates that participants gained understanding in the course learning outcomes. (See APPENDIX B for complete survey analysis.)

ILP Panel Reviews

(See APPENDIX C for complete survey analysis.)

The survey results provide more evidence of the effectiveness of the TLA program. Overwhelming, the candidates, panelists, and deans felt adequately prepared, felt that the candidates were treated fairly and collegially, and reported that the panel review meeting followed the agenda and was formative. All respondents also indicated that candidates had a clear sense of their ILP progress. Most respondents felt that the

meeting improved their practice, with one candidate indicating it had not. Two candidates reported not receiving written feedback within two weeks. The majority of the candidates ranked the round table as the least helpful TLA activity.

TLA Response

As a result of this feedback, the TLA revised the monthly roundtables to assist candidates in defining their project needs through application activities tied directly to the workshops. We have emphasized the importance of providing timely feedback at the dean workshops.

Portfolio Panel Reviews

(See TLA 2012-2013 Report

Y1 – ILP Panel Review Survey – Class of 2015 Report

The Y1 ILP Panel Review Survey had 17 quantitative and qualitative survey questions for Faculty and Deans and 21 for Candidates, which were written to solicit feedback on the panel review meeting between candidate, faculty members, and dean. The survey was administered at the end of the ILP submission and feedback period (July 2013). The questions were designed to measure satisfaction and to solicit feedback on the process (e.g., panel review meeting, preparation levels, collegiality, and future direction). A Likert scale of *Strongly Agree, Agree, Disagree, and Strongly Disagree* was used for quantitative items. Open-ended, short response questions were constructed for qualitative items. Limitations of the survey and assumptions of participants have been considered in preparation of this report and will be discussed next.

A forced response was not part of the survey question design which may result in response rate variance for each question. Force participation with completing the survey was not required by participants, which may result in completion rate variance. The actual number of participants in the Class of 2015 at the time of survey distribution may not align with survey completion numbers due to the force completion issues previously discussed. However, the variance is minimal and the result of the survey data is considered representative of the cohort. The survey is a self-report instrument with a built in assumption that all participants are being truthful in response selection and feedback.

Combined Survey Results for the Y1 – ILP Panel Review Survey - Class of 2015

There were 8 tenure-track candidates, 13 faculty serving on ILP panels, and 1 dean who elected to complete the survey. The results of the surveys are presented below.

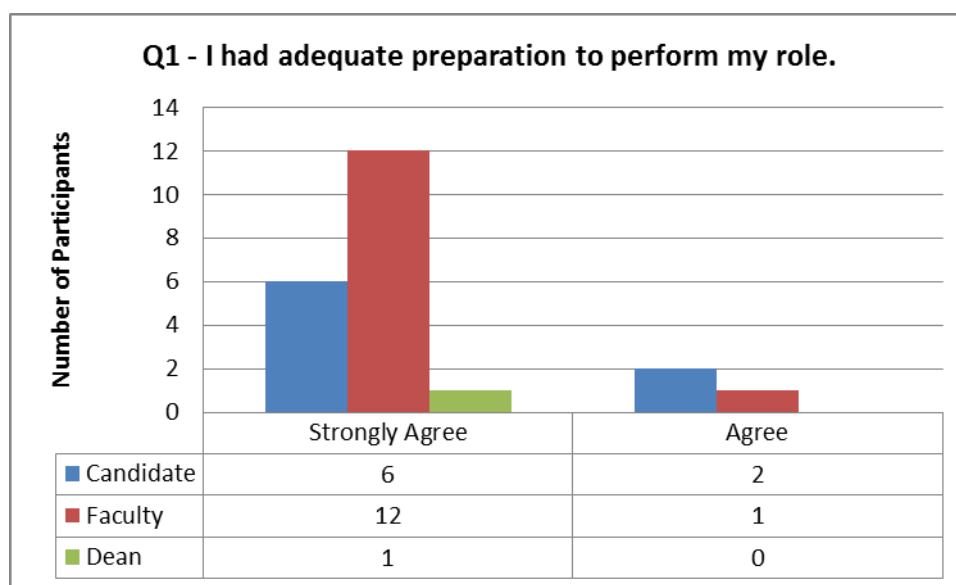
Question 1: “I had adequate preparation to perform my role.”

All candidates, faculty and dean *strongly agreed* or *agreed* with the statement, *I had adequate preparation to perform my role*. See Table 1 and Figure 1.

Table 1. Q1 – Y1 ILP Panel Review – Class 2015

#	Answer	Candidate	Faculty	Dean
1	Strongly Agree	75%	92%	100%
2	Agree	25%	8%	0%

Figure 1: Q1 – Y1 ILP Panel Review – Class 2015



Question 2: “Comments on Question 1.”

This question asked survey respondents to provide comment to the previous question (“I felt adequately prepared for my Year 1 ILP Review Panel meeting.”), allowing for additional insight into the quantitative response. Only one response given, “The schedule and documents handed out by TLA were informative and helpful in structuring my preparations for the meeting.”

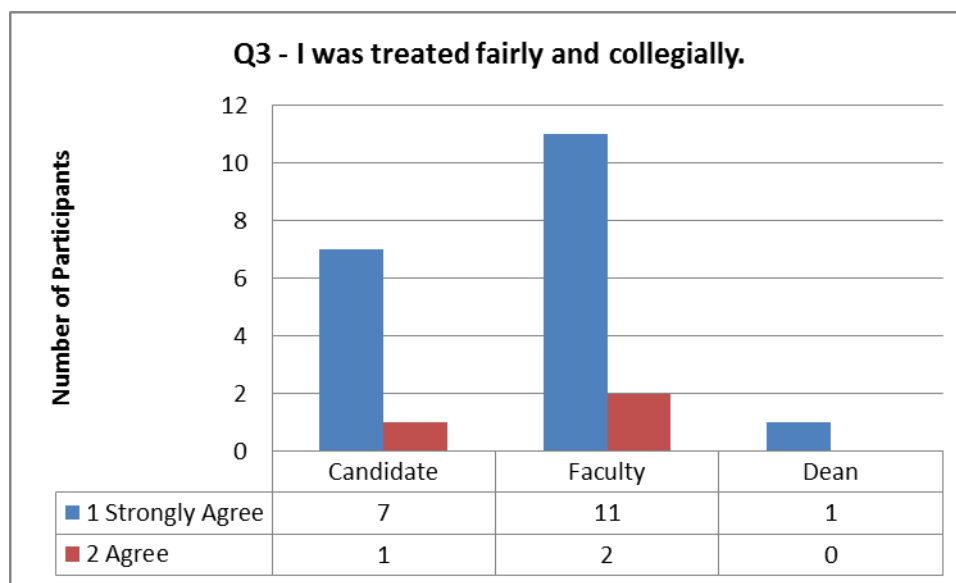
Question 3: “I was treated fairly and collegially.”

With the exception of 1 candidate and 2 faculty, all *strongly agreed* to the statement, *I was treated fairly and collegially*, the others responded *agreed*. See Table 2 and Figure 2.

Table 2. Q3 – Y1 ILP Panel Review – Class 2015

#	Answer	Candidate	Faculty	Dean
1	Strongly Agree	88%	85%	100%
2	Agree	13%	15%	0%

Figure 2: Q3 – Y1 ILP Panel Review – Class 2015



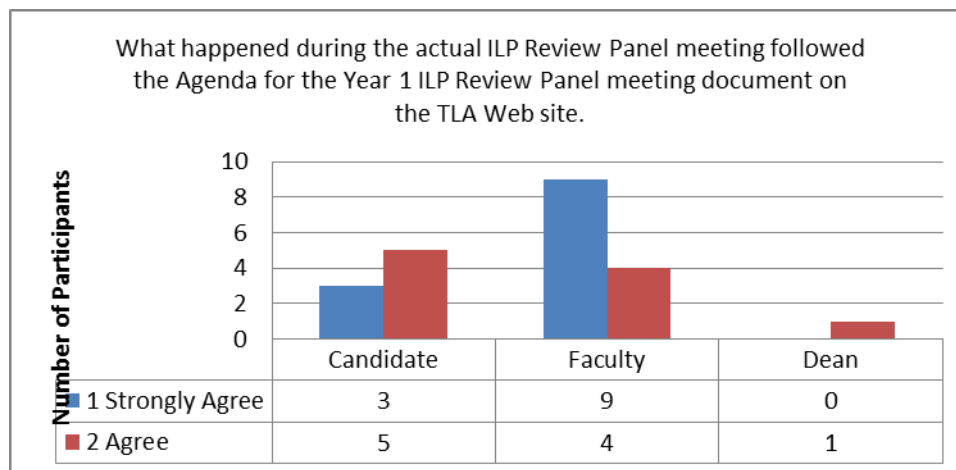
Question 5: “What happened during the actual ILP Review Panel meeting followed the Agenda for the Year 1 ILP Review Panel meeting document on the TLA Web site.”

Thirty-eight percent (N=3) of candidates and 69 percent of faculty *strongly agreed* to the survey question with the remainder responding *agree*. See Table 3 and Figure 3.

Table 3. Q5 – Y1 ILP Panel Review – Class 2015

#	Answer	Candidate	Faculty	Dean
1	Strongly Agree	38%	69%	0%
2	Agree	63%	31%	100%

Figure 3: Q5 – Y1 ILP Panel Review – Class 2015



Question 6: “Comments on Question 5.”

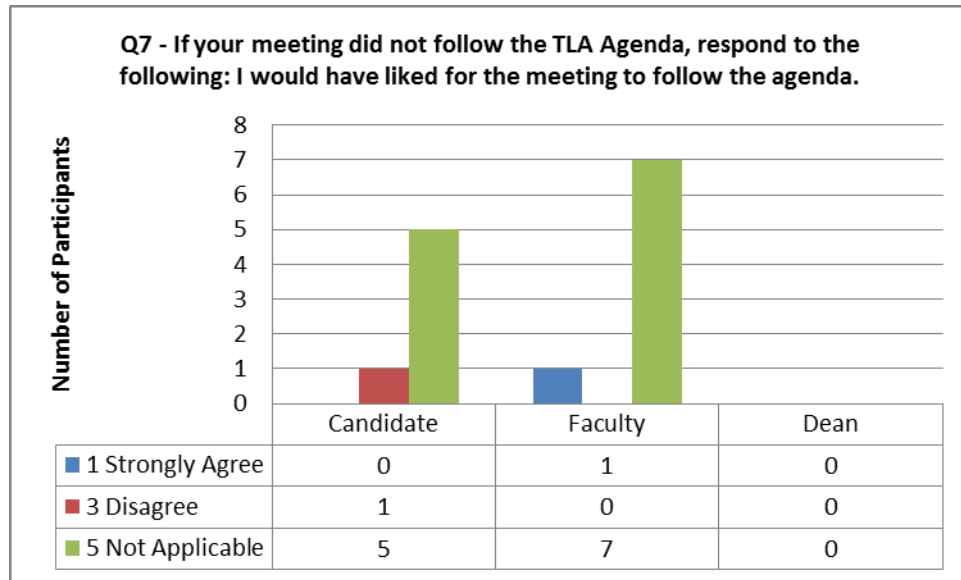
This question asked survey respondents to provide comment to the previous question (“What happened during the actual ILP Review Panel meeting followed the Agenda for the Year 1 ILP Review Panel meeting document on the TLA Web site.”), allowing for additional insight into the quantitative response. Only 2 candidates responded stating the agenda items were all addressed during the meeting.

Question 7: “If your meeting did not follow the TLA Agenda, respond to the following: I would have liked for the meeting to follow the agenda.” See Table 4 and Figure 4.

Table 4. Q7 – Y1 ILP Panel Review – Class 2015

#	Answer	Candidate	Faculty	Dean
1	Strongly Agree	0	1	0
3	Disagree	1	0	0
5	Not Applicable	5	7	0

Figure 4: Q7 – Y1 ILP Panel Review – Class 2015



Question 8: “Comments on Question 7.” None provided.

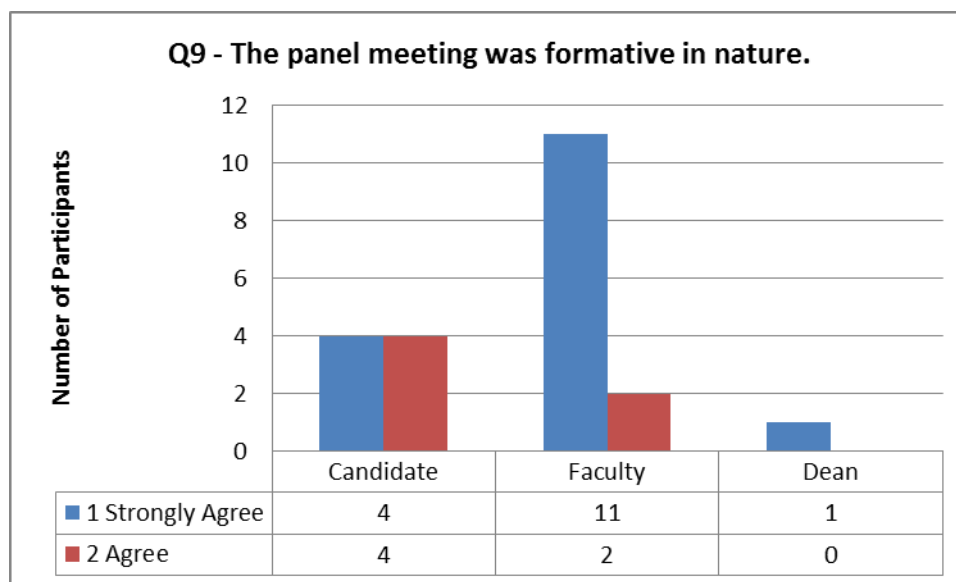
Question 9: “The panel meeting was formative in nature.”

Eleven faculty and the dean *strongly agreed* to the statement, *The panel meeting was formative in nature*, with 4 candidates *strongly agree*, 4 *agree* and 2 faculty *agree*. See Table 5 and Figure 5.

Table 5. Q9 – Y1 ILP Panel Review – Class 2015

#	Answer	Candidate	Faculty	Dean
1	Strongly Agree	50%	85%	100%
2	Agree	50%	15%	0%

Figure 5: Q9 – Y1 ILP Panel Review – Class 2015



Question 10: “Comments on Question 9.” None provided.

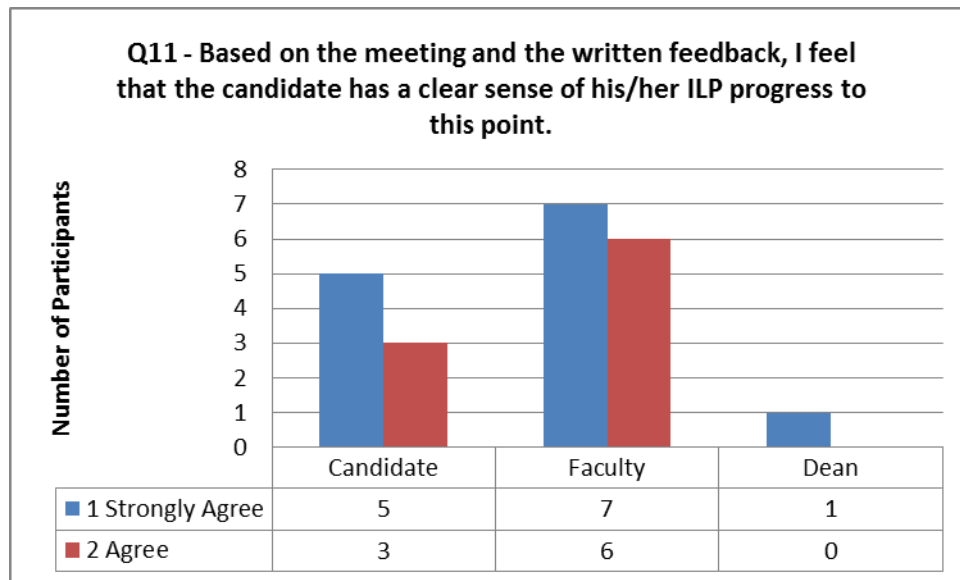
Question 11: “Based on the meeting and the written feedback, I feel that the candidate has a clear sense of his/her ILP progress to this point.”

Thirty-eight percent (N=3) of the candidates, 46 percent faculty *agreed* to the statement, *Based on the meeting and the written feedback, I feel that the candidate has a clear sense of his/her ILP progress to this point*, with the remaining *strongly agree*. See Table 6 and Figure 6.

Table 6. Q11 – Y1 ILP Panel Review – Class 2015

#	Answer	Candidate	Faculty	Dean
1	Strongly Agree	63%	54%	100%
2	Agree	38%	46%	0%

Figure 6: Q11 – Y1 ILP Panel Review – Class 2015



Question 12: “Comments on Question 11.” None provided.

Question 13: “I received my written feedback within 2 weeks of my ILP Review Panel Meeting.”

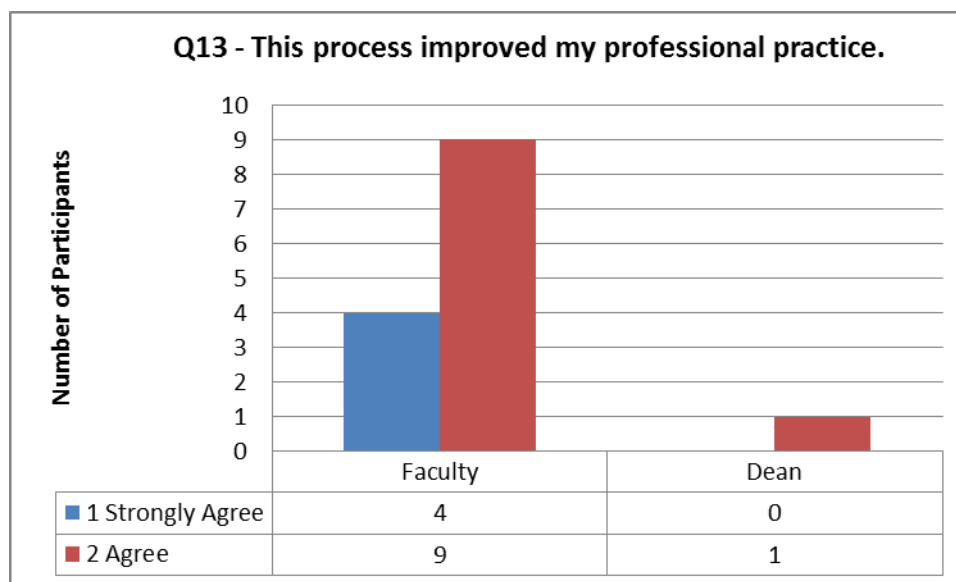
Six candidates *agreed* and 2 *disagreed* with receiving the written feedback within 2 weeks of ILP Panel Review Meeting. See Table 7 and Figure 7.

Table 7. Q13 – Y1 ILP Panel Review – Candidate Only - Class 2015

#	Answer	Response	%
1	Agree	6	75%
2	Disagree	2	25%

Question 13: Faculty & Dean Only: “This process improved my professional practice.”

Figure 7: Q13 – Y1 ILP Panel Review – Faculty & Dean Only - Class 2015



Question 14: “Comments on Question 13.”

Only one comment was made by a faculty panel member stating, “Since my candidate is a librarian, I learned new information from her.”

Question 15 for the Candidate was different from the question asked on the Faculty and Dean survey. Candidates were asked: 15. This process improved my professional practice. See Table 8.

Table 8. Q15 – Y1 ILP Panel Review – Candidate Only - Class 2015

#	Answer	Response	%
1	Strongly Agree	2	25%
2	Agree	5	63%
3	Disagree	1	13%

Question 15 for the Faculty and Dean survey was different from the candidates. Faculty and Deans were asked: 15. Was this your first ILP Review Panel? This was the first ILP Review Panel Meeting for six Faculty, the other 7 and the 1 Dean indicated it was not the first time serving.

Question 16 asked for any comments based on question 15 and the Candidates did not provide any comments. Faculty and Dean survey asked: *Did you attend an ILP Review Panel training this year?* Eleven of the 13 Faculty respondents indicated they had attended a training session as did the Dean. The other 2 faculty respondents indicated they did not attend training.

Question 17: “If you have any additional concerns or comments regarding the ILP Review Panel Year 1 process, please share them in the space provided. Only three

comments were made by one candidate and 2 faculty; all stated they enjoyed the experience.

Question 18: “Of all of the following Year-1 TLA activities, which did you find MOST helpful?”

See Table 9.

Table 9. Q18 – Y1 ILP Panel Review – Candidate Only - Class 2015

#	Answer	Response	%
1	Seminars on the Essential Competencies	4	50%
2	Creating an ILP hybrid course	4	50%
3	Consultations with TLA campus facilitator(s)	0	0%
4	Roundtables	0	0%

Question 19: “Comments on Question 18.”

The first course (Creating an ILP) was helpful and all the seminars on the Essential Competencies were helpful. My facilitator was also very helpful!

Pick only one? The seminars were the basis for the projects, so they were the most helpful, but equally helpful were the consultations with the TLA facilitators.

Question 20: “Of all of the following Year-1 TLA activities, which did you find LEAST helpful?”

See Table 10.

Table 10. Q18 – Y1 ILP Panel Review – Candidate Only - Class 2015

#	Answer	Response	%
1	Seminars on the Essential Competencies	0	0%
2	Creating an ILP hybrid course	1	13%
3	Consultations with TLA campus facilitator(s)	0	0%
4	Roundtables	7	88%

Question 21: “Comments on Question 20.”

This selection is only because I had to choose one. I still found this course to be quite helpful. The survey forces a selection, but the roundtables were helpful in getting feedback from the facilitators.

Summary of Report

The survey results provide more evidence of the effectiveness of the TLA program. Overwhelmingly, the candidates, panelists, and dean felt adequately prepared, felt that the candidates were treated fairly and collegially, and reported that the panel review meeting followed the agenda and was formative. All respondents also indicated that candidates had a clear sense of their ILP progress. Most respondents felt that the meeting improved their practice, with one candidate indicating it had not. Two candidates reported not receiving written feedback within two weeks. The majority of the candidates ranked the round table as the least helpful TLA activity. As a result of this feedback, the TLA revised the monthly roundtables to assist candidates in defining their project needs through application activities tied directly to the workshops. We have emphasized the importance of providing timely feedback at the dean workshops. We have also instated death by zombie attack for all deans who return feedback beyond the two-week deadline. There has been one dean death to date.

APPENDIX D for complete survey analysis.)

Candidates, faculty and deans felt the candidates had adequate time to prepare for the Portfolio Panel Review meeting. There seems to be strong agreement that candidates have a clear understanding of what needs to be revised in the portfolio following the meeting and that they received written feedback in a timely manner. A majority of respondents reported that the panel followed the portfolio rubric and followed the meeting agenda. Overall, the candidates felt the process improved their teaching/counseling/librarianship and reported being treated fairly and collegially. There is a strong consensus that additional time is needed to conduct the meetings with candidates when a number of the portfolio elements are deemed *not yet acceptable*. A few faculty members commented that the rubric is difficult to apply consistently. Candidates want more specific feedback from all panel members, and two candidates strongly disagreed with being treated fairly and collegially. According to the candidates participating in the survey, the most helpful TLA activities were consultations with TLA facilitators followed by Portfolio Planning workshops, working with the Data Consultants, and the Essential Competencies workshops. The majority of respondents appreciate and value the TLA process.

TLA Response

To address these concerns, the TLA created a new dean workshop that occurred in the fall of 2013. The workshop allowed deans and the TLA to share best practices for managing the portfolio review panels, concentrating on time management and consistency in the process across the college. Deans worked through scenarios to develop supportive and appropriate responses in difficult situations. In addition, the 5-year process has additional steps that will address some of the concerns with time management.

III. Expanded Programming

70 sections of 30 different workshops supporting the Essential Competencies (EC) of a Valencia Educator and portfolio development were offered in 2012-2013. Seminars were facilitated by nationally recognized consultants in adult learning, Valencia administrators and Valencia senior faculty members. TLA collaborated with the Peace and Justice Initiative to create a series of courses that support the EC Inclusion and

Diversity and helped bring Peggy McIntosh's SEED program to Valencia's faculty and staff. The TLA has also collaborated with Faculty Development, Institutional Research, and Faculty Association on a variety of projects, workshops, etc. TLA continues to refine the successful first and second year Scenarios courses and to add to the repertoire of faculty development courses with the following new courses.

- Cultivating the Contemplative Mind in Education through Research, Practice and Personal Insight (INDV)
- Case-based Teaching in the Health Sciences (LCTS)
- Project-based Learning (LCTS)
- Working with Conflict (INDV)
- Speaking Across the Disciplines (LCTS)
- Creating a Safe Space for Dialogue (INDV)
- Developing Effective Surveys (SOTL)
- Principles of Good Research Practice (SOTL)
- Portfolio Planning Workshops (SOTL)
- ARP Data Planning Tutorials (SOTL)
- Thinking Things Through: Critical Thinking Theory and Practice (LOBP)
- IR and You: How IR Can Help Faculty Research (SOTL)

IV. Panelists Training and Norming

TLA collaborates regularly with deans, directors and panelists to develop and improve the ILP/Portfolio evaluation process. This year, in response to feedback from deans, candidates, and panelists, the submission forms and reporting tools were revised. Accordingly, our entire system of panelist training was improved to reflect these changes. Deans, panelists and faculty were involved in developing the following items.

- A. More in-depth hybrid trainings for both the ILP panelists and Portfolio panelists
- B. New mock training portfolios
- C. Dean Resources page on the TLA Website with model reports and portfolios
- D. Dean workshop that allowed deans and the TLA to share best practices for managing the year-2 portfolio review panels, concentrating on consistency in the process, time management, and supportive and appropriate responses for challenging panel review situations.

V. GenBook Scheduling Tool

This tool allows TLA candidates to book appointments with Campus Facilitators and Data Consultants that synchronizes with Outlook. Extensive publicity and detailed instructions were communicated throughout the year, including one-on-one technical support offered by TLA staff.

VI. Program Enhancements and Revisions (2011-2013)

- A. Developed three portfolio templates: Word version, OneNote version, and [electronic web-based shell](#).
- B. Action Research Poster Contest: TLA hosted a poster session during the breakfast at the 2013/14 Fall Welcome Back to celebrate exemplary action research projects. Faculty submitted project plans that were judged by a panel of their peers. Selected presenters created posters to encapsulate their research. Top poster presenters (Lisa Gray and Shahnaz Kanani) were recognized at the Academic Assembly.
- C. Recognition and promotion of the TLA program beyond Valencia
 1. Aspen Institute Article: [Creating a Faculty Culture of Student Success](#) examines the TLA program as a catalyst for organization change
 2. Hosted City College in Chicago. The college used the TLA program as a model to redesign the tenure process for their system of colleges.
 3. Conference Presentations
 - a. National Institute for Staff and Organizational Development (with Josh Wyner, Aspen Institute), 2013. Creating a Faculty Culture for Student Success
 - b. National Institute for Staff and Organizational Development (with Shari Koopmann, TLA Activity Coordinator and English Professor), 2013. Transforming Teaching: There's a Tenure Process for That
 - c. INNOVATIONS (with Wendi Dew, Director of Faculty Development), 2013. Developing Faculty for Student Success
 - d. North American Council for Staff, Program and Organizational Development (with Shari Koopmann, TLA Activity Coordinator and English Professor), 2013. Transforming Teaching: There's a Tenure Process for That
 4. Created tools and videos that support faculty in understanding the Essential Competencies as the foundation of a Valencia Educator.

- a. [Essential Competencies](#) logo and videos (select an Essential Competency to access a video)
 - b. [Portfolio Process](#) (within link, scroll down to see the image)
 - c. [Action Research](#) SoftChalk tutorial
5. Created multiple online tutorials in SoftChalk for deans, candidates, and panelists.
- D. In response to the Florida Department of Education's mandated changes to the tenure process, the TLA led the college in a program redesign that included the following:
- 1. Extension to a 5-year process
 - 2. Additional faculty development curricula
 - a. Assessment is Teaching Boot Camp (Orientation for new candidates)
 - b. Additional Year-1 Seminars
 - 1. Developing an Educational Philosophy (partnered with UCF) (PRFC)
 - 2. Professional Commitment (PRFC)
 - c. Revised monthly roundtables to assist candidates in defining their project needs through application activities tied directly the workshop
 - 3. Development of new components to the process
 - a. Analysis of My Practice - allows a more in-depth analysis of students' needs in the first year of the process
 - b. Annual Performance Benchmarks - determine whether a candidate is on track
 - c. Advanced Practice - allows candidates to develop a deeper commitment to the college in the final year of their candidacy

The Action Research Builder, a collection of action research plans, continues to be the historical repository of work in action research at the college. Used largely by the TLA candidates, Destination is once again focusing on action research, and participants from 2013 have been loading work to the Builder.

VII. Class 2013 Celebration and Recognition of Outstanding Portfolios

A. Exemplary Action Research Projects

April Engel, Professor of Nutrition, East Campus;

James Adamski, Professor of Earth Science, East Campus;

B. Exemplary LifeMap, Sponsored by Student Affairs

- Lynn Howard, Professor of Math, West Campus
- C. Model Portfolios are made public via the TLA Website and campus libraries.
 Flora Chisholm, Professor of Biology, Osceola Campus
 Eric Wallman, Professor of Humanities, East Campus
- E. Advertised workshops and recognized exemplary work by candidates through monthly contributions to the *Faculty Insight*.
- F. Campus Innovation Award
 Flora Chisholm, West Campus
 Diana Ciesko, East Campus
 Donna Colwell, West Campus

VIII. 2012-2013 Staff

- A. TLA Campus Facilitators: TLA staff is comprised of tenured faculty from multiple disciplines and campuses. A core and rotating team of faculty developers allow TLA to balance consistency and fresh ideas.
- B. Data Consultants (New Positions): Survey feedback from deans and panelists recurrently indicates significant need in the area of research design, data collection, and data presentation. To meet that need the TLA hired three data consultants to support tenure candidates in designing, implementing and analyzing their data. These three tenured faculty members teach statistics and secured tenure under the current process so are familiar with the current methodology of portfolio construction. They contribute to the support of Year-2 tenure-track faculty members' understanding of best practices in collecting and presenting data to support academic research.

Summary

Our review of the TLA program was based on Guskey's Assessment Model and used multiple measures to assess effectiveness. Although there is a 32% attrition rate in the program, most of these candidates withdraw or are withdrawn prior to submitting a final portfolio. The design of the program allows both parties, the College and the candidate, to determine "fit" prior to the award of tenure. Ninety-three percent of the candidates that submit a final portfolio are awarded tenure, demonstrating the strength of the program. At present 80% of all tenured or tenure-track faculty at Valencia have gone

through or are in the TLA process. An analysis of the pre- and post-survey results for Creating an Individualized Learning Plan and Creating an Evidence-based Portfolio scenario courses indicate a substantial improvement in candidate learning. Likewise, the efficacy of the training and preparation offered by the TLA through workshops, seminars, and one-on-one consultations with facilitators is evidenced by the candidates', panelists', and deans' responses on both the ILP Panel Review survey and the Portfolio Panel Review survey. Overall, panel review meetings ran smoothly and candidates felt well-supported and prepared. Feedback revealed three areas of concern: the effectiveness of the year-1 roundtables, the consistency in the year-2 panel review process, and time management of the year-2 reviews. The TLA has addressed these concerns with specific program improvements identified in the full report under "Assessment Plan: Ongoing Quality Assurance."

Reference

Guskey, T. (2000). *Evaluating professional development*. CA: Corwin Press.

APPENDICES

APPENDIX A

TLA 2012-2013 Report

Creating an Individualized Learning Plan (CILP) REPORT – Class of 2015

The Y1 (Year 1) Scenarios (Individualized Learning Plan) Survey had ten survey questions which were written to align with the learning outcomes of the scenarios based course. The pre-survey was administered prior to the participant beginning the course and the post-survey was administered at the end of the course. The questions were designed to measure learning gain from pre to post course thereby the same questions appear on the pre and post survey. A Likert scale of *Strongly Agree, Agree, Disagree, Strongly Disagree, Neither Agree or Disagree* was used for each item. Limitations of the survey and assumptions of participants have been considered in preparation of this report and will be discussed next.

A forced response was not part of the survey question design which may result in response rate variance for each question. Force participation in pre and post survey was not required by participants, which may result in completion rate variance. The actual number of participants enrolled in any of the Y-1 Scenarios course may not align with survey completion numbers due to the force completion issues previously discussed. However, the variance is minimal and the result of the survey data is considered representative of the cohort. Providing the *Neither Agree or Disagree* selection gave respondents an opportunity to select a neutral option whereas a forced response may provide better results. The survey is a self-report instrument with a built in assumption that all participants are being truthful in response selection.

Y-1 Scenarios (ILP) Survey Results for the Class of 2015

There were 12 pre-survey participants and 12 post-survey participants. The results of the pre and post surveys are presented below.

Question 1: “I am confident that I can construct a Faculty Learning Outcome for my Individualized Learning Plan (ILP).”

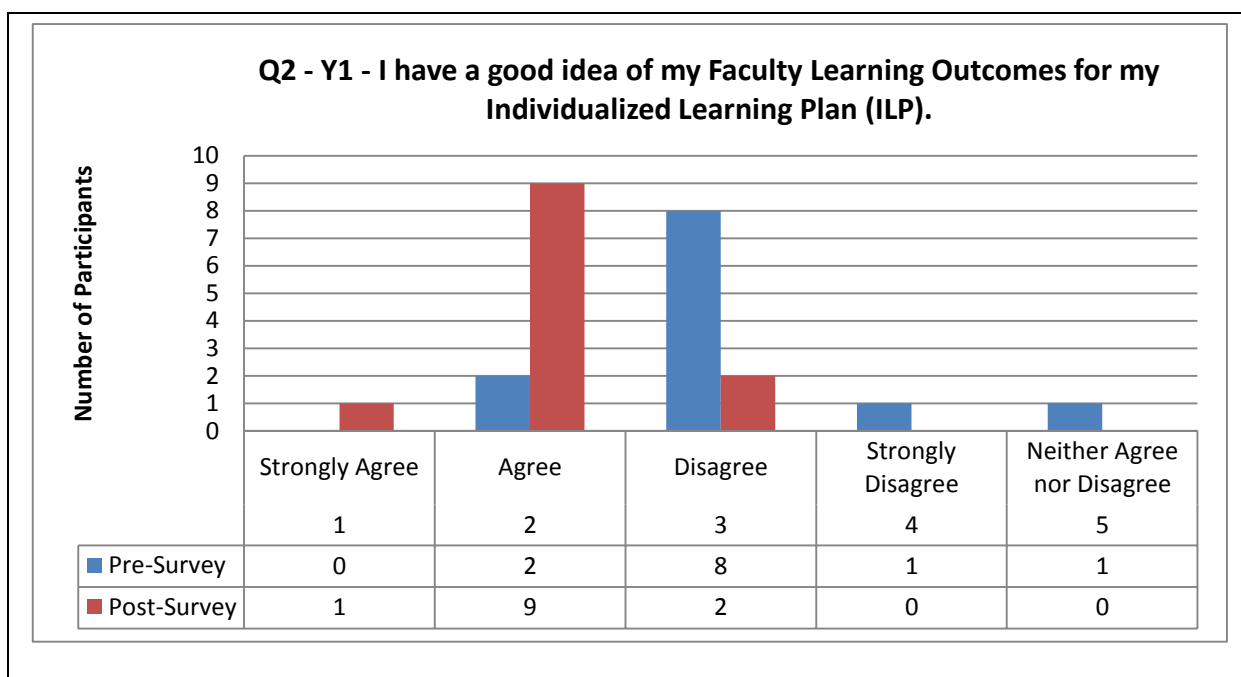
In the pre-survey 8 participants agreed and 4 participants strongly agreed with the statement, *I am confident that I can construction a Faculty Learning Outcome for my Individualized Learning Plan (ILP)*. The results shifted slightly in the post-survey with one participant dropping from strongly agree (N=3) to agree (N=9) to the statement, *I am confident in constructing a Faculty Learning Outcome for my ILP*. The response *disagree, strongly disagree, and neither agree nor disagree* was not selected by participants in the pre or post survey.

Edie, wondering why there is no chart for question 1.

Question 2: “I have a good idea of my Faculty Learning Outcomes for my Individualized Learning Plan (ILP).”

Only 2 of the 12 pre-survey participants agreed to the statement, *I have a good idea of my Faculty Learning Outcomes for my Individualized Learning Plan (ILP)*. At the conclusion of the course 10 of the 12 post-survey participants agreed to the statement, *I have a good idea of my Faculty Learning Outcomes for my Individualized Learning Plan (ILP)*. See Figure 1.

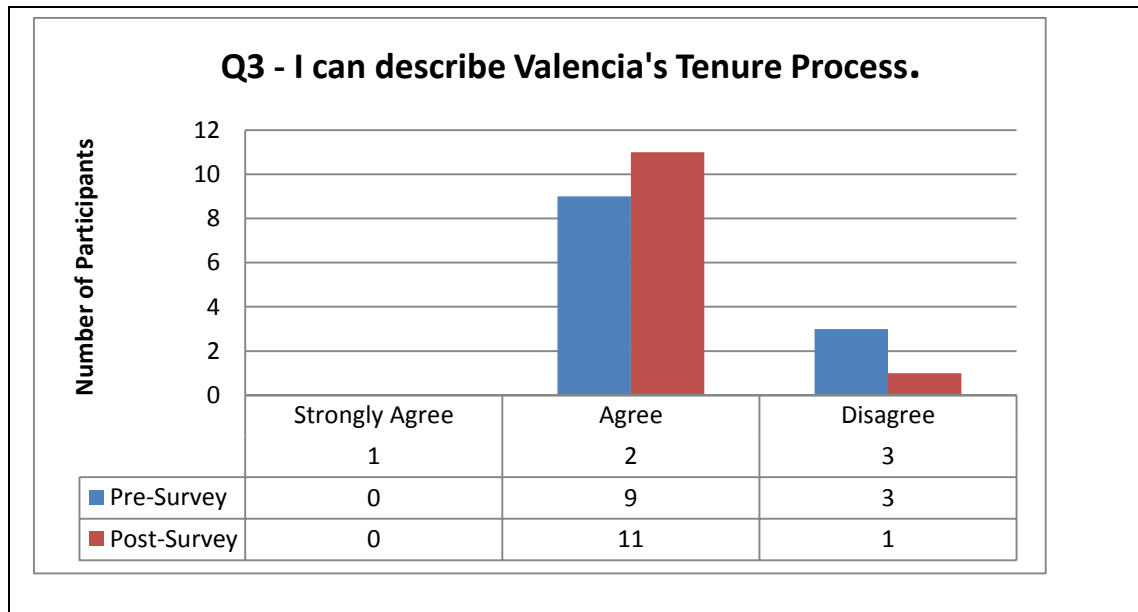
Figure 1: Q2 – Y1 – Scenarios (ILP) – Class 2015



Question 3: “I can describe Valencia's Tenure Process.”

Three of the 12 pre-survey participants disagreed with the statement; *I can describe Valencia's Tenure Process*, prior to the Scenarios course whereas 1 of the 12 post-survey participants continued to disagree with the statement at the conclusion of the course. Eleven post-survey participants expressed agreement with the statement, *I can describe Valencia's Tenure Process*, at the end of the scenarios course. No pre or post-survey participant responded *strongly agree*, *strongly disagree* or *neither agree nor disagree* to the statement. See Figure 2.

Figure 2: Q3 – Y1 – Scenarios (ILP) – Class 2015

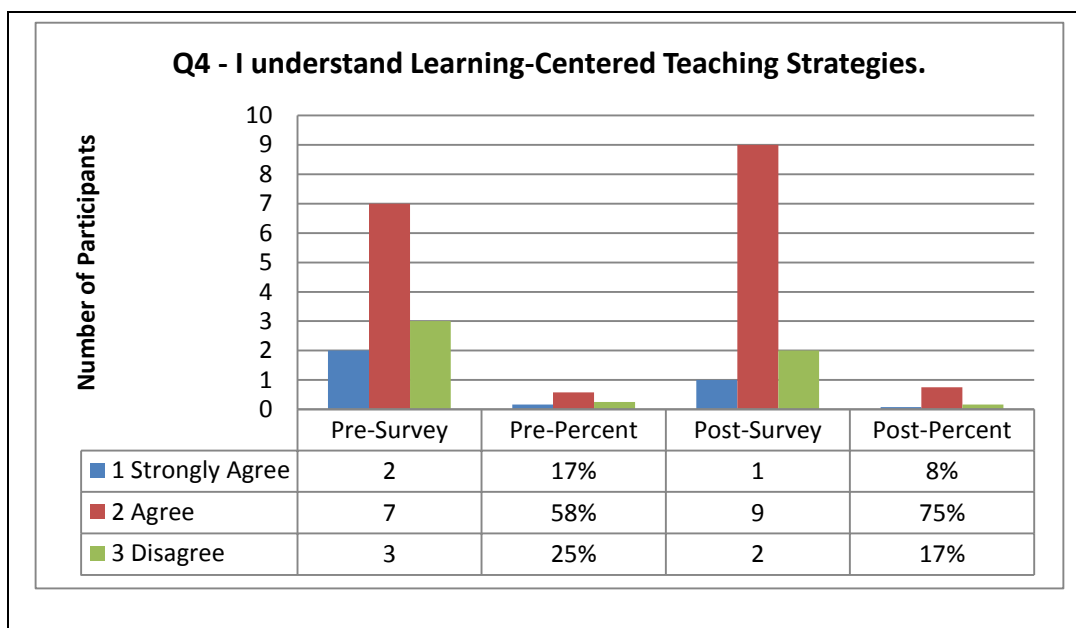


Question 4: “I understand Learning-Centered Teaching Strategies.”

Three of the 12 pre-survey participants disagreed with *understanding Learning-Centered Teaching Strategies* prior to the scenarios course with 2 post-survey participants remaining in the disagree category at course end. One of the 2 pre-survey participants who responded in strong agreement with *understanding Learning-Centered Teaching Strategies* remained while the other shifted to agree. See Figure 3.

Figure 3: Q4 – Y-1 Scenarios – Class 2015

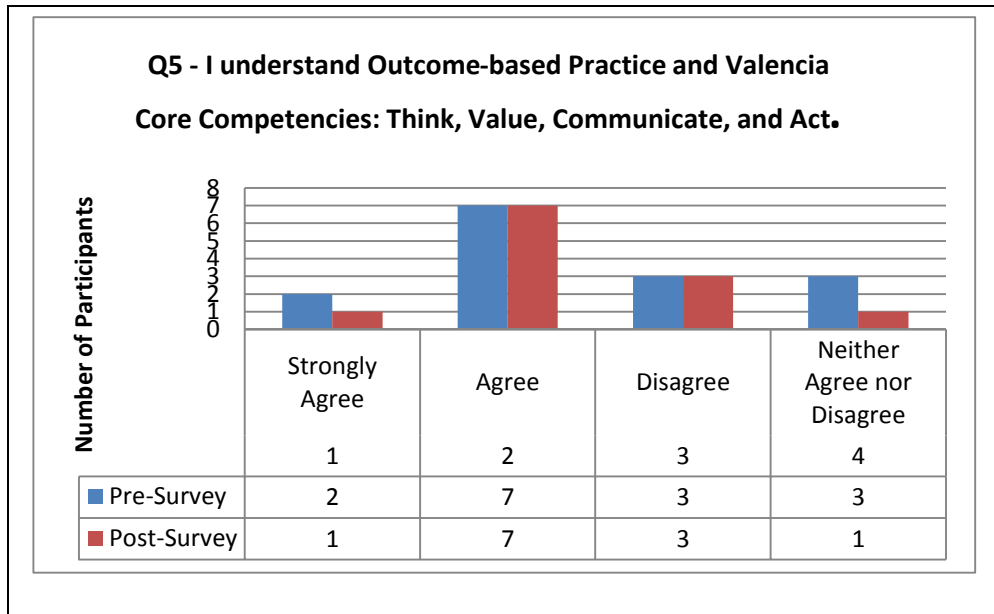
Edie, wondering why this format is flipped from the format in the other questions in this survey. The pre/post is to the left in the others.



Question 5: “I understand Outcome-based Practice and Valencia Core Competencies: Think, Value, Communicate, and Act.”

The only change from pre to post-survey was one pre-survey response changed from *neither agree nor disagree* to *strongly agree* at the course end. See Figure 4.

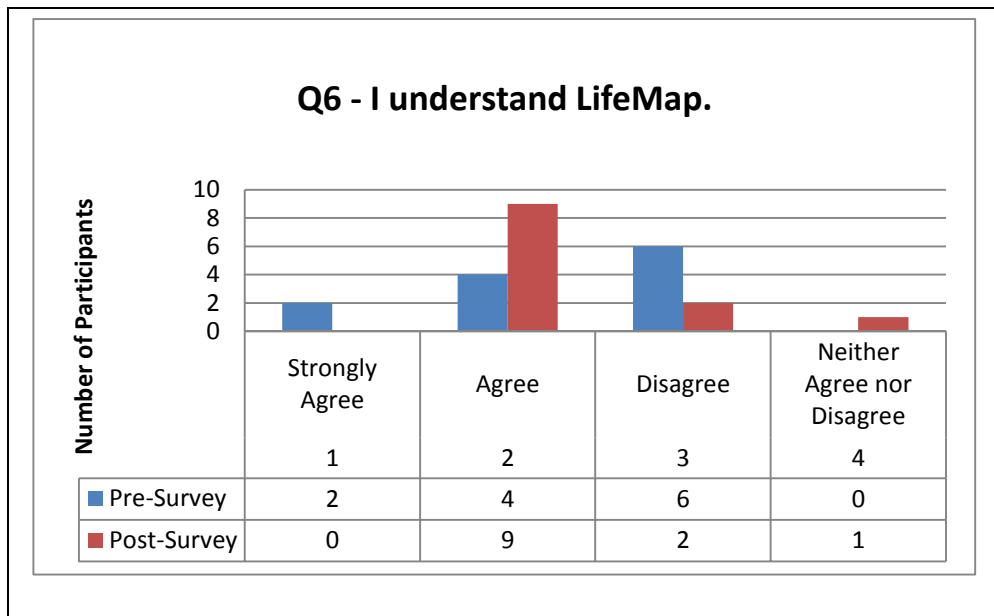
Figure 4: Q5 – Y-1 Scenarios – Class 2015



Question 6: “I understand LifeMap.”

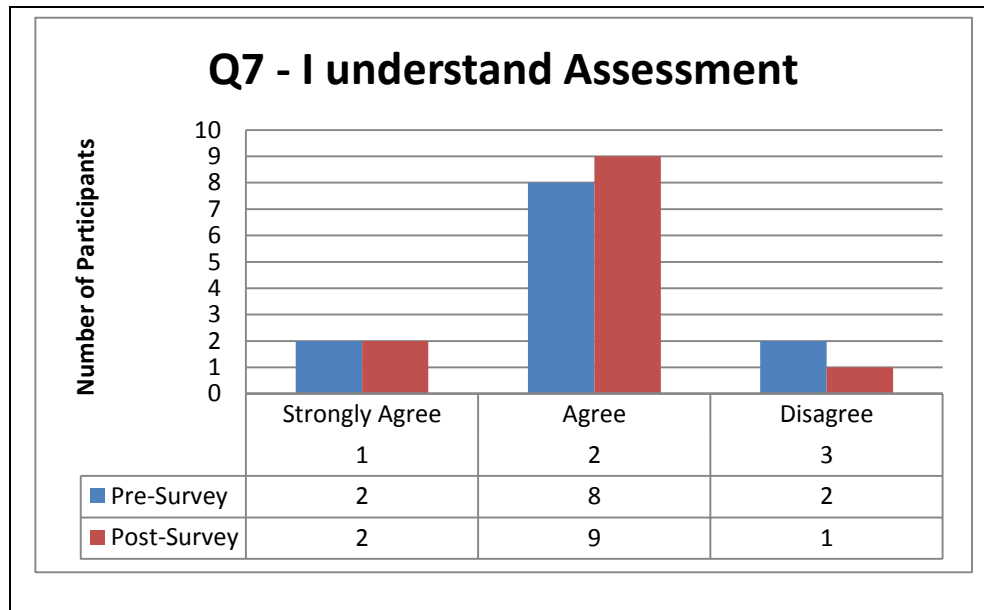
Six of the 12 pre-survey respondents *agree* or *strongly agree* with *understanding LifeMap* prior to the scenarios course however there were no strongly agree respondents in the post-survey results. Additionally, 2 respondents remained at *disagree* and one at *neither agree nor disagree* at the conclusion of the course. See Figure 5.

Figure 5: Q6 – Y-1 Scenarios – Class 2015



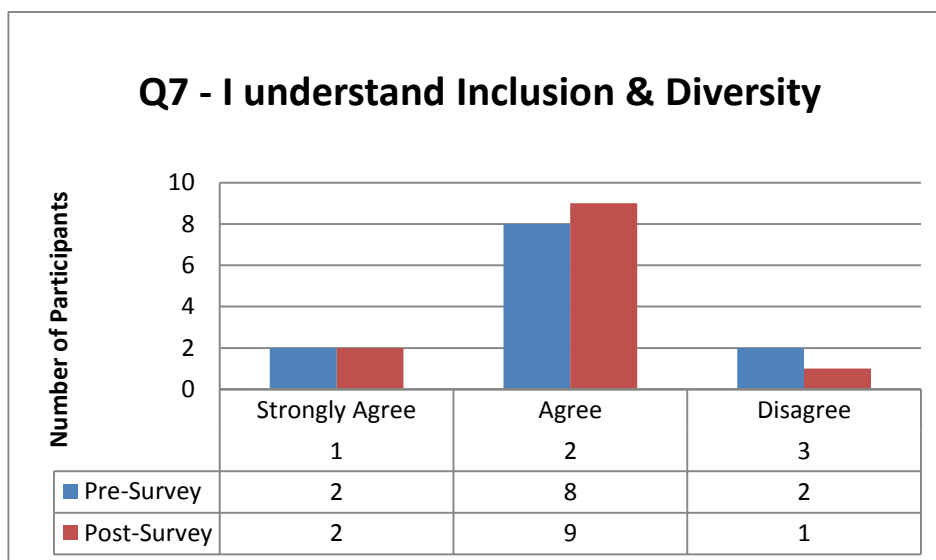
Question 7: “I understand Assessment.”

The only change from pre to post-survey was one pre-survey response changed from *disagree* to *agree* at the course end. See Figure 6.

Figure 6: Q7 – Y-1 Scenarios – Class 2015**Question 8: “I understand Inclusion & Diversity.”**

The only change from pre to post-survey was one pre-survey response changed from *disagree* to *agree* at the course end. See Figure 7.

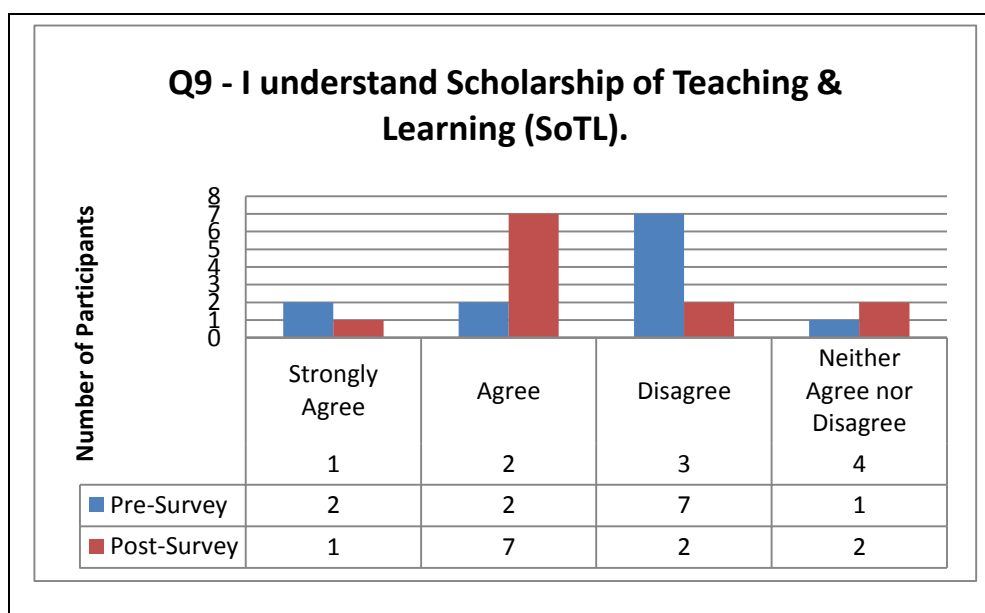
Figure 7: Q8 – Y-1 Scenarios – Class 2015



Question 9: “I understand Scholarship of Teaching & Learning (SoTL).”

Four of the 12 pre-survey respondents *agree* or *strongly agree* with *understanding Scholarship of Teaching & Learning (SoTL)* prior to the scenarios course with 8 post-survey respondents *agree* or *strongly agree* with *understanding Scholarship of Teaching & Learning (SoTL)* at the end of the course. There were no strongly disagree respondents in the post-survey results however 2 respondents remained at *disagree* and 2 at *neither agree nor disagree* at the conclusion of the course. See Figure 8.

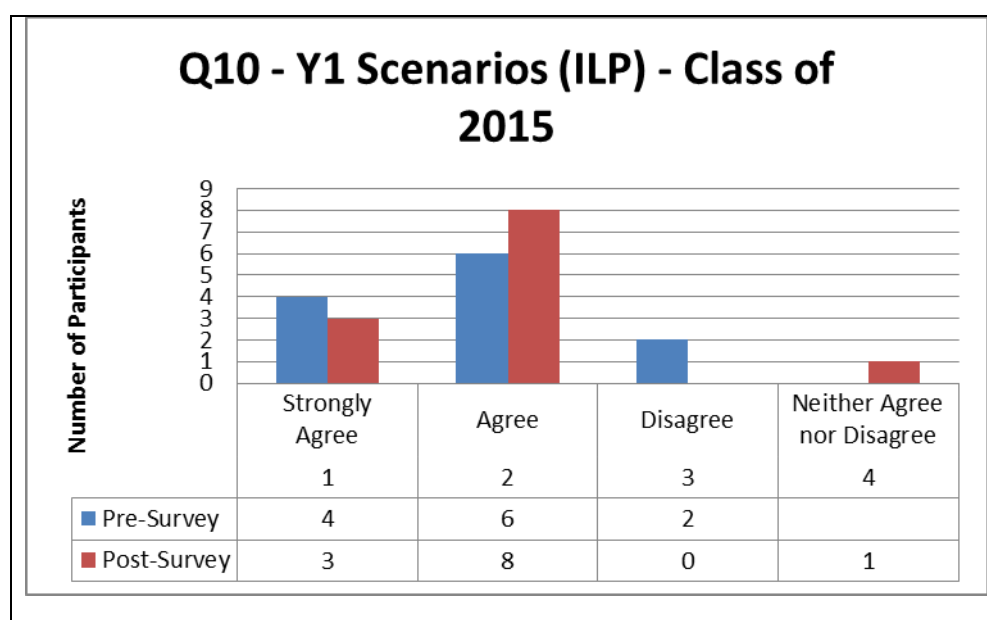
Figure 8: Q9 – Y-1 Scenarios – Class 2015



Question 10: “I understand Professional Commitment.”

Ten of the 12 pre-survey respondents *agree* or *strongly agree* with *understanding Professional Commitment* prior to the scenarios course with 11 post-survey respondents *agree* or *strongly agree* with *understanding Professional Commitment* at the end of the course. There were no strongly disagree respondents in the post-survey results and 1 respondent at *neither agree nor disagree* at the conclusion of the course. See Figure 9.

Figure 9: Q10 – Y-1 Scenarios – Class 2015



Summary of Y-1 Scenarios (ILP) Results Class of 2015

Candidates were asked to self-assess their understanding of the tenure process and the Essential Competencies. Survey results indicate that after completing the course candidates better understood the tenure process and Valencia’s Essential Competencies, with Scholarship of Teaching and Learning and LifeMap recording the highest learning gains. The Outcomes-based Practice competency was the least understood competency, with three candidates noting

that they did not understand the competency at the end of the course. The TLA is developing roundtable activities to support first year candidates in this competency. In addition, most candidates had developed their Faculty Learning Outcomes by the end of the course.

APPENDIX B

TLA 2012-2013 Report

Creating Evidence Based Portfolio Survey (CEBP) – Class of 2014

The Creating Evidence Based Portfolio (CEBP) Survey had five survey questions, which were written to align with the learning outcomes of the scenarios-based course. The pre-survey was administered prior to the participant beginning the course and the post-survey was administered at the end of the course. The questions were designed to measure learning gain from pre to post course thereby the same questions are presented in the pre and post survey. Since the course is offered twice, once in the summer and once in the fall, the 2 pre-survey results were combined and the 2 post-survey results were combined for a more comprehensive analysis of the resultant data. A Likert scale of *Strongly Agree, Agree, Disagree, and Strongly Disagree* was used for each item. Limitations of the survey and assumptions of participants have been considered in preparation of this report and will be discussed next.

A forced response was not part of the survey question design, which may result in response rate variance for each question. Force participation in pre and post survey was not required by participants, which may result in completion rate variance. The actual number of participants enrolled in any of the CEBP course sections may not align with survey completion numbers due to the force completion issues previously discussed. However, the variance is minimal and the result of the survey data is considered representative of the cohort. The survey is a self-report instrument with a built in assumption that all participants are being truthful in response selection.

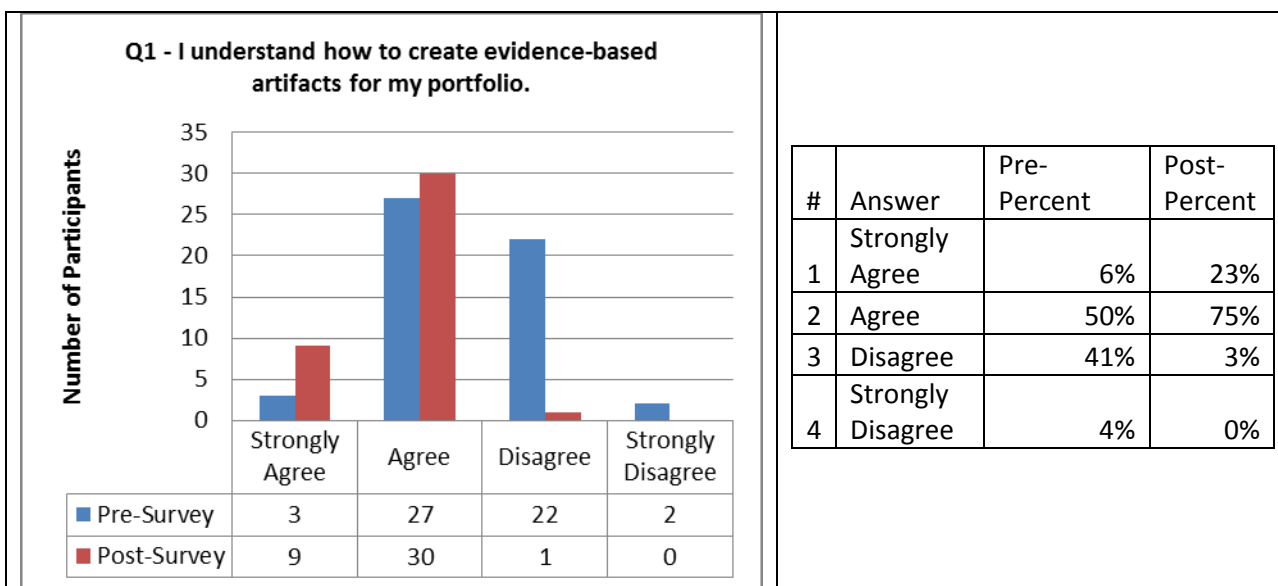
CEBP Survey Results for the Class of 2014

There were 43 summer and 11 fall pre-survey participants for a total of 54 possible pre-survey participants. There were 33 summer and 7 fall post-survey participants for a total of 40 possible post-survey participants. The results of the pre and post surveys are presented below.

Question 1: “I understand how to create evidence-based artifacts for my portfolio.”

Forty-four percent of the pre-survey participants (N=54) disagreed or strongly disagreed with *understanding how to create evidence-based artifacts* prior to the CEBP course whereas 98 percent of post-survey participants (N=40) agreed or strongly agreed with *understand how to create evidence-based artifacts* at the conclusion of the course. Demonstrating a 42 percent increase in survey participants understanding after course completion. See Table 1.

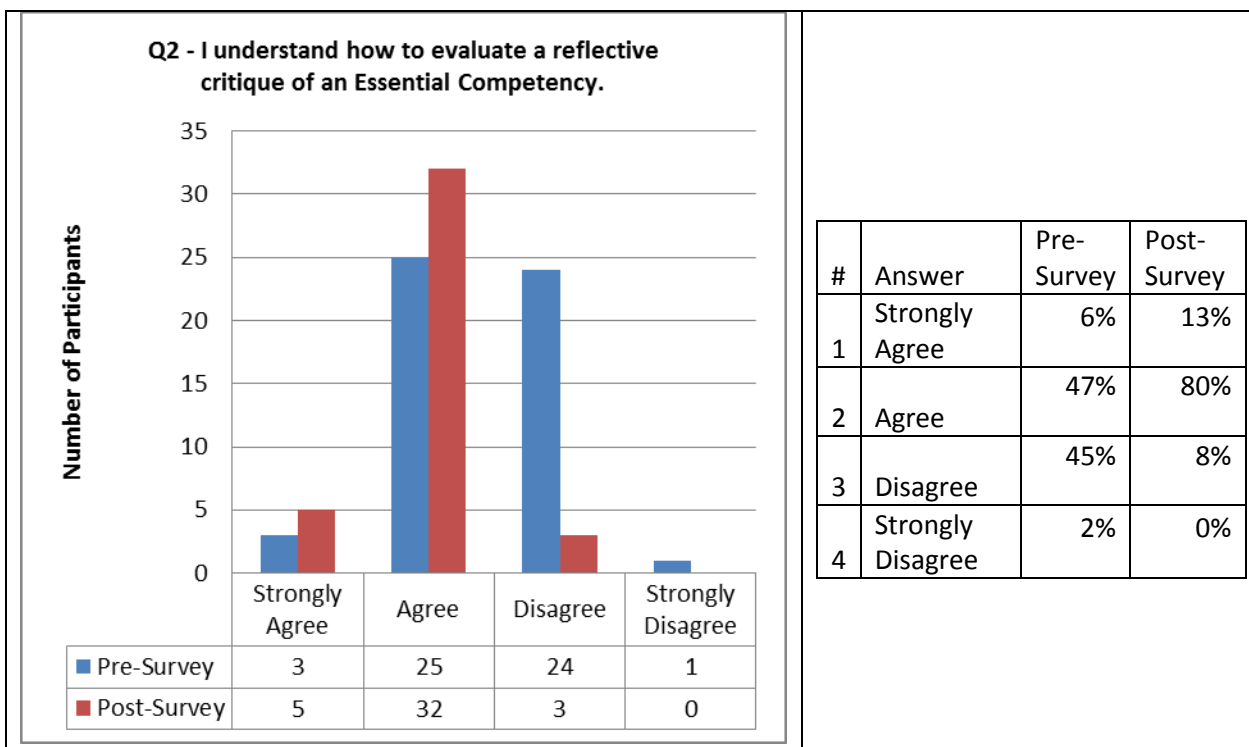
Table 1: Q1 – CEBP – Class 2014



Question 2: “I understand how to evaluate a reflective critique of an Essential Competency.”

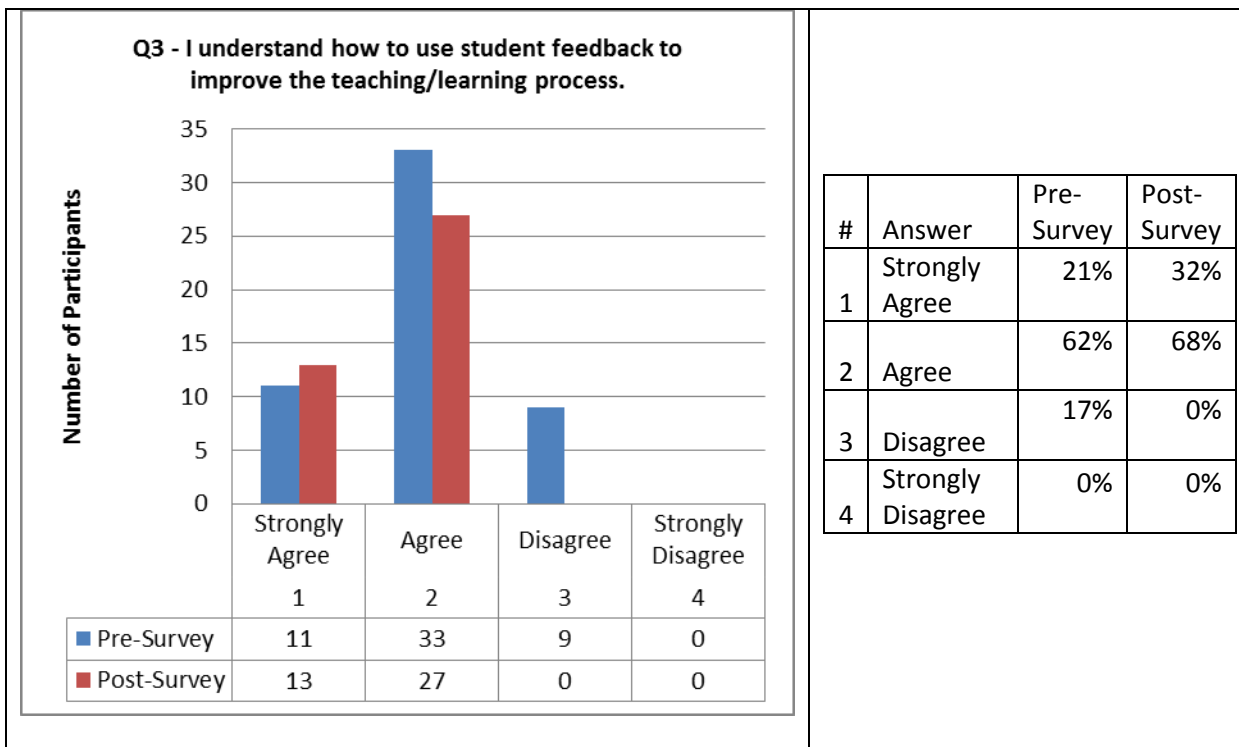
Forty-seven percent of the pre-survey participants (N=53) disagreed or strongly disagreed with *understanding how to evaluate a reflective critique of an essential competency* prior to the CEBP course whereas 93 percent of the post-survey participants (N=40) agreed or strongly agreed with *understanding how to evaluate a reflective critique of an essential competency* at the conclusion of the course. Demonstrating a 45 percent increase in survey participants understanding after course completion. See Table 2.

Table 2: Q2 – CEBP – Class 2014



Question 3: “I understand how to use student feedback to improve the teaching/learning process.”

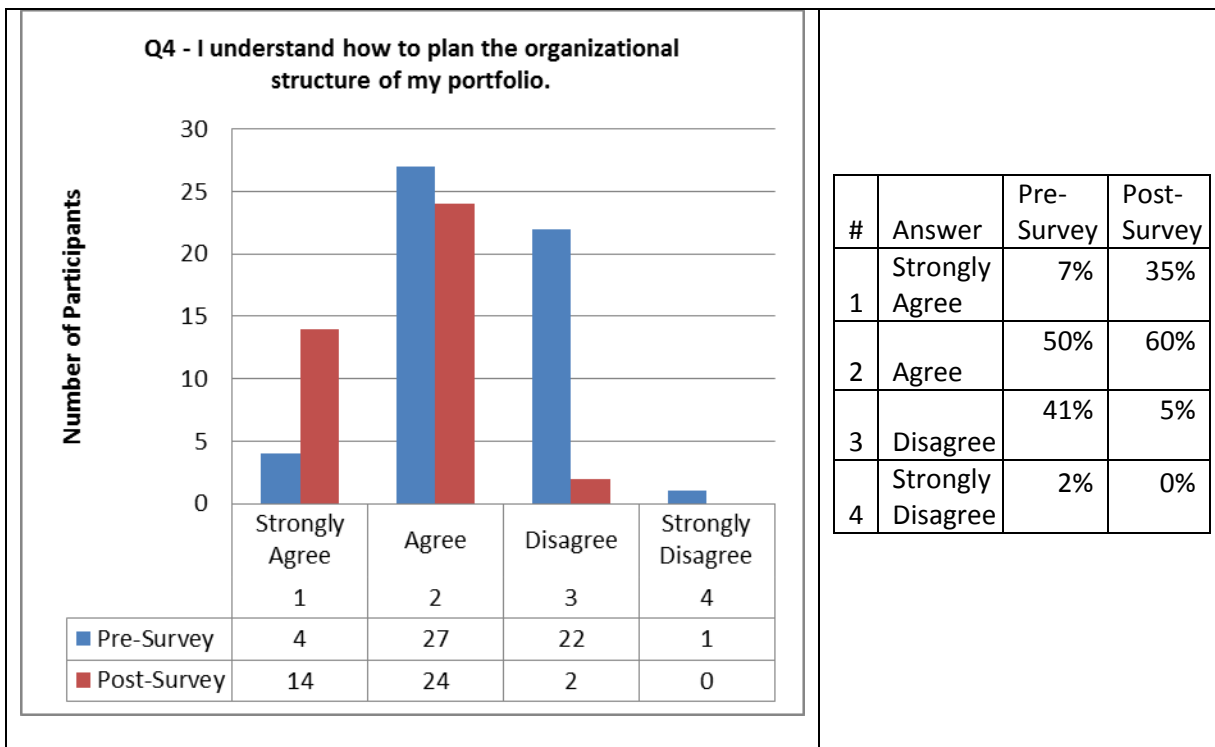
Only 17 percent of the pre-survey participants (N=53) disagreed with *understanding how to use student feedback to improve the teaching/learning process* prior to the CEBP course whereas 100 percent of the post-survey participants (N=40) agreed or strongly agreed with *understanding how to use student feedback to improve the teaching/learning process* at the conclusion of the course. Demonstrating a 17 percent increase in survey participants understanding after course completion. See Table 3.

Table 3: Q3 – CEBP – Class 2014

Question 4: “I understand how to plan the organizational structure of my portfolio.”

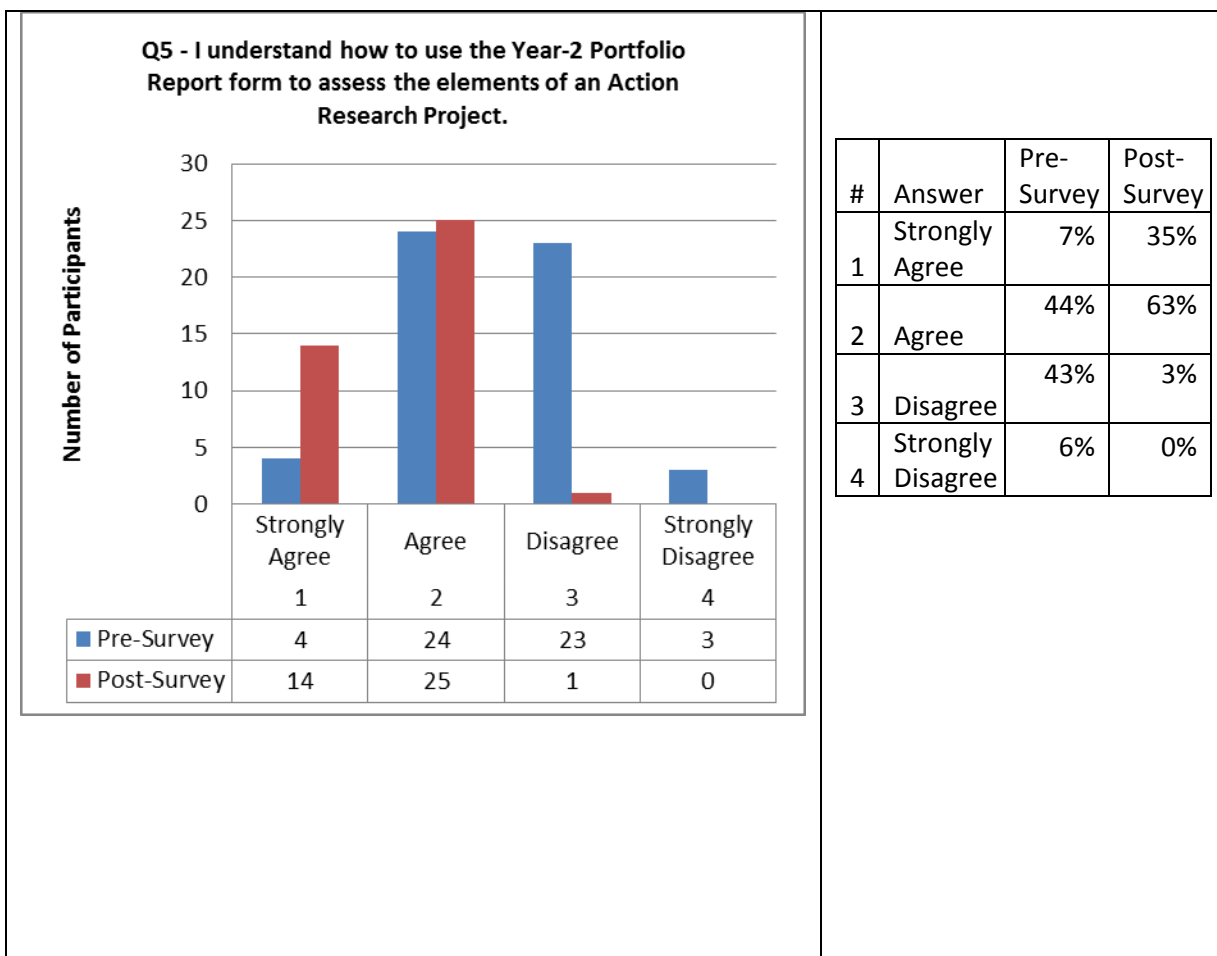
Forty-three percent of the pre-survey participants (N=54) disagreed or strongly disagreed with *understanding how to plan the organizational structure of my portfolio* prior to the CEBP course whereas 95 percent of the post-survey participants (N=40) agreed or strongly agreed with *understanding how to plan the organizational structure of my portfolio* at the conclusion of the course. Demonstrating a 38 percent increase in survey participants understanding after course completion. See Table 4.

Table 4: Q4 – CEBP – Class 2014



Question 5: “I understand how to use the Year-2 Portfolio Report form to assess the elements of an Action Research Project.”

Forty-nine percent of the pre-survey participants (N=54) disagreed or strongly disagreed with *understanding how to use the Year-2 Portfolio Report form to assess the elements of an Action Research Project* prior to the CEBP course whereas 98 percent of the post-survey participants (N=40) agreed or strongly agreed with *understanding how to use the Year-2 Portfolio Report form to assess the elements of an Action Research Project* at the conclusion of the course. Demonstrating a 47 percent increase in survey participants understanding after course completion. See Table 5.

Table 5: Q5 – CEBP – Class 2014

Summary of CEBP Survey Results, Class of 2014

The results of the pre and post CEBP survey for the class of 2014 indicate a positive outcome for participants who complete the *Creating an Evidence Based Portfolio (CEBP)* course. Candidates were asked to self-assess their ability to create evidence-based artifacts, to evaluate a reflective critique, to use the report form to assess their action research projects, and to organize their materials into the portfolio structure. A pre and post comparison revealed a dramatic improvement with most of those who expressed disagreement on the pre-assessment reporting agreement on the post-assessment. The average increase from pre to post-survey knowledge was approximately 38 percent. 93% to 100% of respondents expressed agreement on all 5 post-survey questions, which demonstrates that participants gained understanding in the course learning outcomes.

APPENDIX C

TLA 2012-2013 Report

Y1 – ILP Panel Review Survey – Class of 2015 Report

The Y1 ILP Panel Review Survey had 17 quantitative and qualitative survey questions for Faculty and Deans and 21 for Candidates, which were written to solicit feedback on the panel review meeting between candidate, faculty members, and dean. The survey was administered at the end of the ILP submission and feedback period (July 2013). The questions were designed to measure satisfaction and to solicit feedback on the process (e.g., panel review meeting, preparation levels, collegiality, and future direction). A Likert scale of *Strongly Agree, Agree, Disagree, and Strongly Disagree* was used for quantitative items. Open-ended, short response questions were constructed for qualitative items. Limitations of the survey and assumptions of participants have been considered in preparation of this report and will be discussed next.

A forced response was not part of the survey question design which may result in response rate variance for each question. Force participation with completing the survey was not required by participants, which may result in completion rate variance. The actual number of participants in the Class of 2015 at the time of survey distribution may not align with survey completion numbers due to the force completion issues previously discussed. However, the variance is minimal and the result of the survey data is considered representative of the cohort. The survey is a self-report instrument with a built in assumption that all participants are being truthful in response selection and feedback.

Combined Survey Results for the Y1 – ILP Panel Review Survey - Class of 2015

There were 8 tenure-track candidates, 13 faculty serving on ILP panels, and 1 dean who elected to complete the survey. The results of the surveys are presented below.

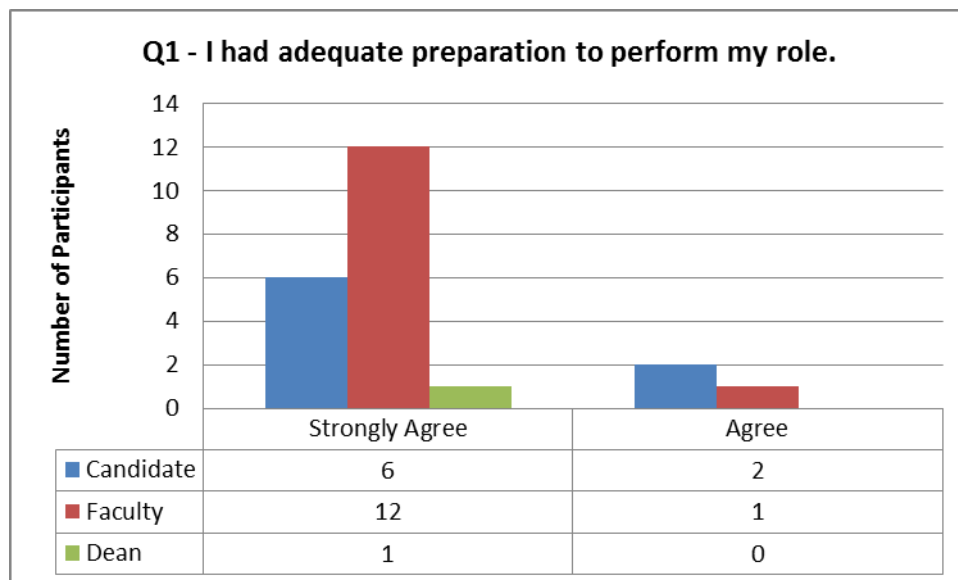
Question 1: “I had adequate preparation to perform my role.”

All candidates, faculty and dean *strongly agreed or agreed* with the statement, *I had adequate preparation to perform my role*. See Table 1 and Figure 1.

Table 1. Q1 – Y1 ILP Panel Review – Class 2015

#	Answer	Candidate	Faculty	Dean
1	Strongly Agree	75%	92%	100%
2	Agree	25%	8%	0%

Figure 1: Q1 – Y1 ILP Panel Review – Class 2015

**Question 2: “Comments on Question 1.”**

This question asked survey respondents to provide comment to the previous question (“I felt adequately prepared for my Year 1 ILP Review Panel meeting.”), allowing for additional insight into the quantitative response. Only one response given, “The schedule and documents handed out by TLA were informative and helpful in structuring my preparations for the meeting.”

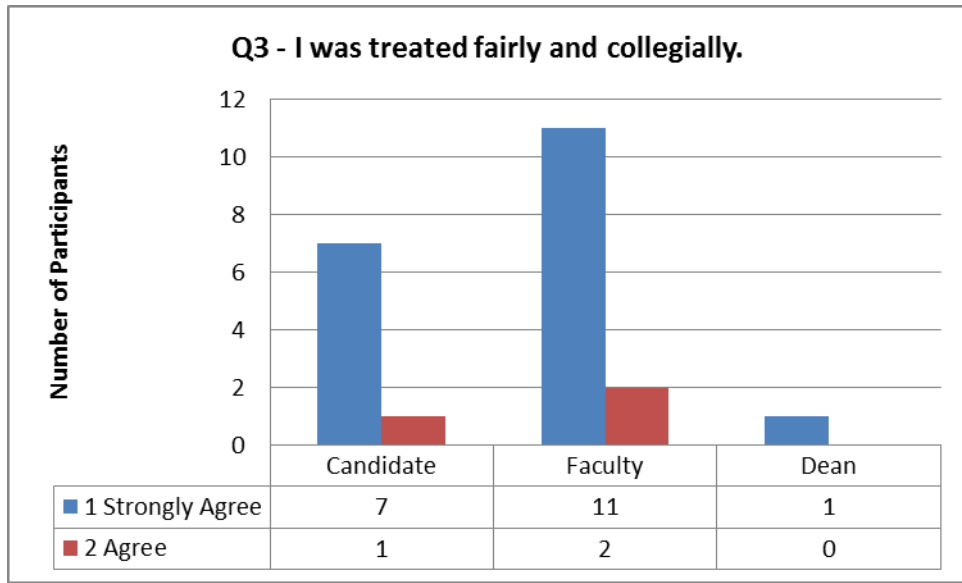
Question 3: “I was treated fairly and collegially.”

With the exception of 1 candidate and 2 faculty, all *strongly agreed* to the statement, *I was treated fairly and collegially*, the others responded *agreed*. See Table 2 and Figure 2.

Table 2. Q3 – Y1 ILP Panel Review – Class 2015

#	Answer	Candidate	Faculty	Dean
1	Strongly Agree	88%	85%	100%
2	Agree	13%	15%	0%

Figure 2: Q3 – Y1 ILP Panel Review – Class 2015



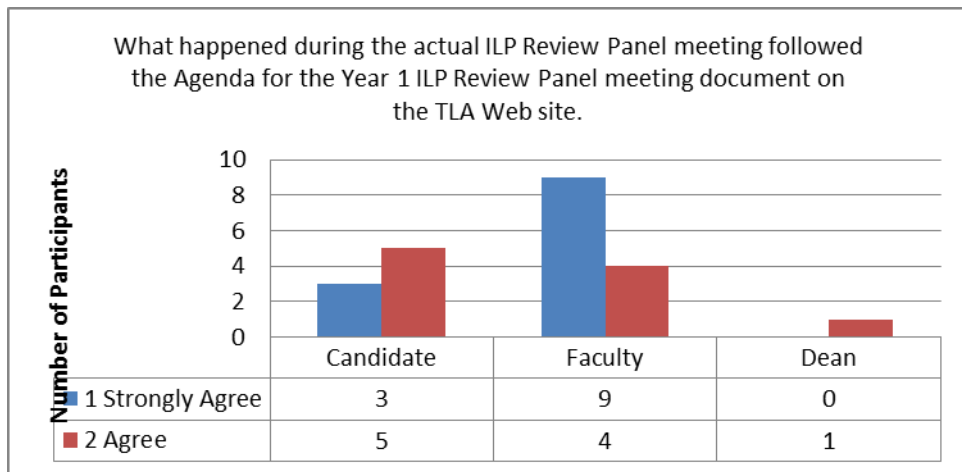
Question 5: “What happened during the actual ILP Review Panel meeting followed the Agenda for the Year 1 ILP Review Panel meeting document on the TLA Web site.”

Thirty-eight percent (N=3) of candidates and 69 percent of faculty *strongly agreed* to the survey question with the remainder responding *agree*. See Table 3 and Figure 3.

Table 3. Q5 – Y1 ILP Panel Review – Class 2015

#	Answer	Candidate	Faculty	Dean
1	Strongly Agree	38%	69%	0%
2	Agree	63%	31%	100%

Figure 3: Q5 – Y1 ILP Panel Review – Class 2015



Question 6: “Comments on Question 5.”

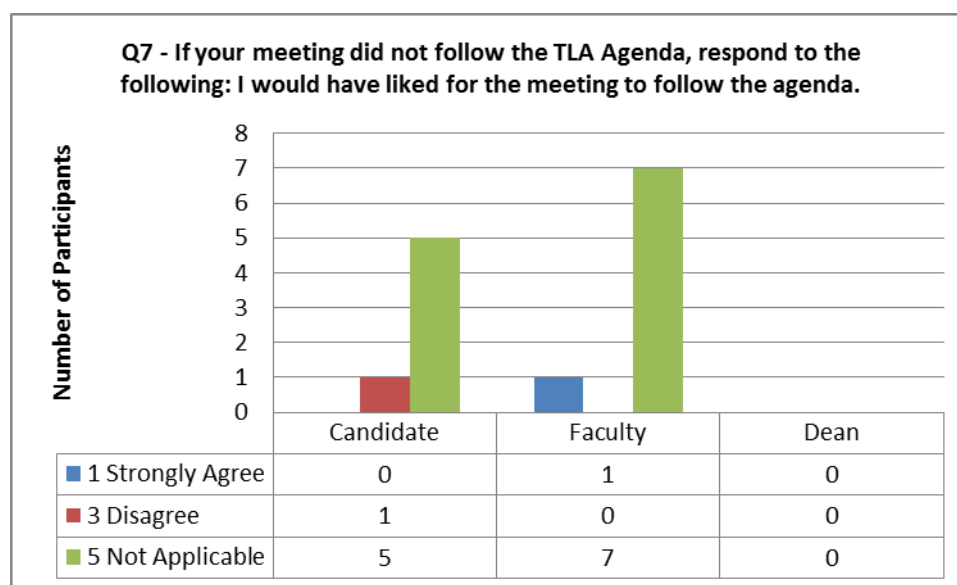
This question asked survey respondents to provide comment to the previous question (“What happened during the actual ILP Review Panel meeting followed the Agenda for the Year 1 ILP Review Panel meeting document on the TLA Web site.”), allowing for additional insight into the quantitative response. Only 2 candidates responded stating the agenda items were all addressed during the meeting.

Question 7: “If your meeting did not follow the TLA Agenda, respond to the following: I would have liked for the meeting to follow the agenda.” See Table 4 and Figure 4.

Table 4. Q7 – Y1 ILP Panel Review – Class 2015

#	Answer	Candidate	Faculty	Dean
1	Strongly Agree	0	1	0
3	Disagree	1	0	0
5	Not Applicable	5	7	0

Figure 4: Q7 – Y1 ILP Panel Review – Class 2015



Question 8: “Comments on Question 7.” None provided.

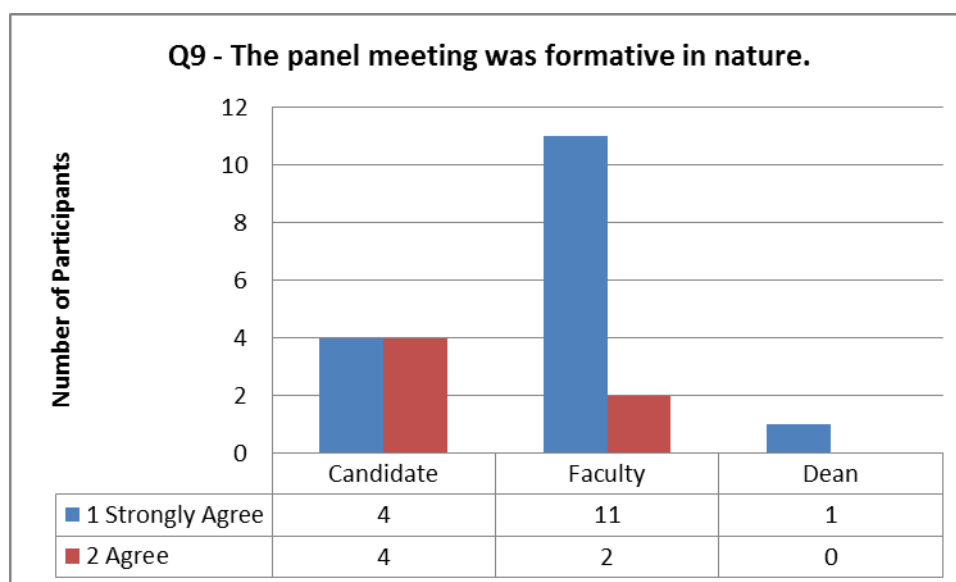
Question 9: “The panel meeting was formative in nature.”

Eleven faculty and the dean *strongly agreed* to the statement, *The panel meeting was formative in nature*, with 4 candidates *strongly agree*, 4 *agree* and 2 faculty *agree*. See Table 5 and Figure 5.

Table 5. Q9 – Y1 ILP Panel Review – Class 2015

#	Answer	Candidate	Faculty	Dean
1	Strongly Agree	50%	85%	100%
2	Agree	50%	15%	0%

Figure 5: Q9 – Y1 ILP Panel Review – Class 2015



Question 10: “Comments on Question 9.” None provided.

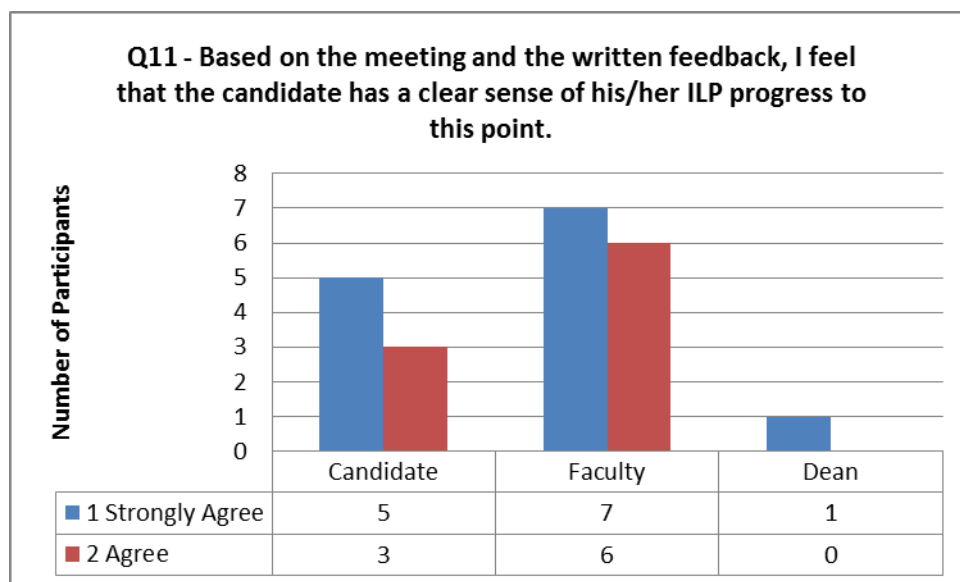
Question 11: “Based on the meeting and the written feedback, I feel that the candidate has a clear sense of his/her ILP progress to this point.”

Thirty-eight percent (N=3) of the candidates, 46 percent faculty *agreed* to the statement, *Based on the meeting and the written feedback, I feel that the candidate has a clear sense of his/her ILP progress to this point*, with the remaining *strongly agree*. See Table 6 and Figure 6.

Table 6. Q11 – Y1 ILP Panel Review – Class 2015

#	Answer	Candidate	Faculty	Dean
1	Strongly Agree	63%	54%	100%
2	Agree	38%	46%	0%

Figure 6: Q11 – Y1 ILP Panel Review – Class 2015



Question 12: “Comments on Question 11.” None provided.

Question 13: “I received my written feedback within 2 weeks of my ILP Review Panel Meeting.”

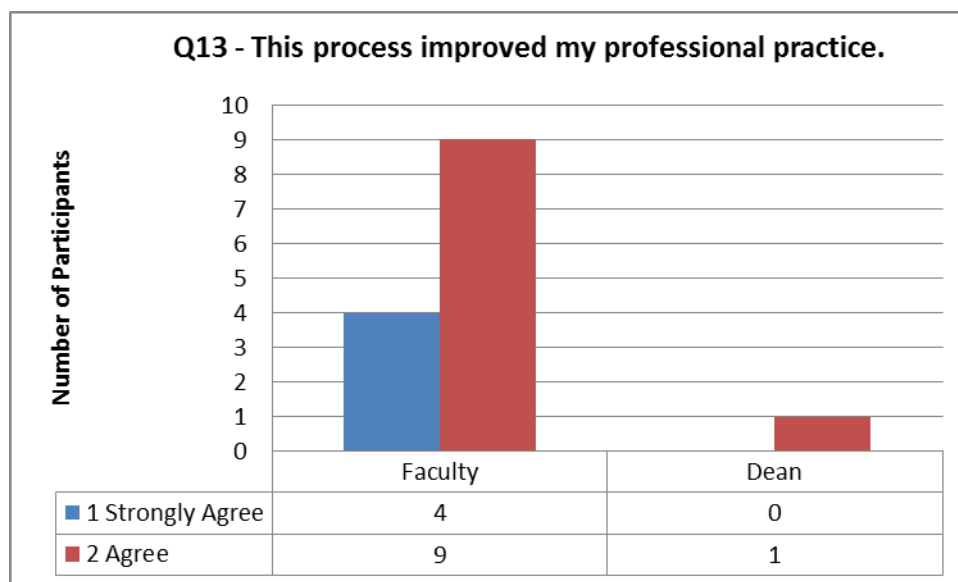
Six candidates *agreed* and 2 *disagreed* with receiving the written feedback within 2 weeks of ILP Panel Review Meeting. See Table 7 and Figure 7.

Table 7. Q13 – Y1 ILP Panel Review – Candidate Only - Class 2015

#	Answer	Response	%
1	Agree	6	75%
2	Disagree	2	25%

Question 13: Faculty & Dean Only: “This process improved my professional practice.”

Figure 7: Q13 – Y1 ILP Panel Review – Faculty & Dean Only - Class 2015



Question 14: “Comments on Question 13.”

Only one comment was made by a faculty panel member stating, “Since my candidate is a librarian, I learned new information from her.”

Question 15 for the Candidate was different from the question asked on the Faculty and Dean survey. Candidates were asked: 15. This process improved my professional practice. See Table 8.

Table 8. Q15 – Y1 ILP Panel Review – Candidate Only - Class 2015

#	Answer	Response	%
1	Strongly Agree	2	25%
2	Agree	5	63%
3	Disagree	1	13%

Question 15 for the Faculty and Dean survey was different from the candidates. Faculty and Deans were asked: 15. Was this your first ILP Review Panel? This was the first ILP Review Panel Meeting for six Faculty, the other 7 and the 1 Dean indicated it was not the first time serving.

Question 16 asked for any comments based on question 15 and the Candidates did not provide any comments. Faculty and Dean survey asked: *Did you attend an ILP Review Panel training this year?* Eleven of the 13 Faculty respondents indicated they had attended a training session as did the Dean. The other 2 faculty respondents indicated they did not attend training.

Question 17: “If you have any additional concerns or comments regarding the ILP Review Panel Year 1 process, please share them in the space provided. Only three

comments were made by one candidate and 2 faculty; all stated they enjoyed the experience.

Question 18: “Of all of the following Year-1 TLA activities, which did you find MOST helpful?”

See Table 9.

Table 9. Q18 – Y1 ILP Panel Review – Candidate Only - Class 2015

#	Answer	Response	%
1	Seminars on the Essential Competencies	4	50%
2	Creating an ILP hybrid course	4	50%
3	Consultations with TLA campus facilitator(s)	0	0%
4	Roundtables	0	0%

Question 19: “Comments on Question 18.”

The first course (Creating an ILP) was helpful and all the seminars on the Essential Competencies were helpful. My facilitator was also very helpful!

Pick only one? The seminars were the basis for the projects, so they were the most helpful, but equally helpful were the consultations with the TLA facilitators.

Question 20: “Of all of the following Year-1 TLA activities, which did you find LEAST helpful?”

See Table 10.

Table 10. Q18 – Y1 ILP Panel Review – Candidate Only - Class 2015

#	Answer	Response	%
1	Seminars on the Essential Competencies	0	0%
2	Creating an ILP hybrid course	1	13%
3	Consultations with TLA campus facilitator(s)	0	0%
4	Roundtables	7	88%

Question 21: “Comments on Question 20.”

This selection is only because I had to choose one. I still found this course to be quite helpful. The survey forces a selection, but the roundtables were helpful in getting feedback from the facilitators.

Summary of Report

The survey results provide more evidence of the effectiveness of the TLA program. Overwhelmingly, the candidates, panelists, and dean felt adequately prepared, felt that the candidates were treated fairly and collegially, and reported that the panel review meeting followed the agenda and was formative. All respondents also indicated that candidates had a clear sense of their ILP progress. Most respondents felt that the meeting improved their practice, with one candidate indicating it had not. Two candidates reported not receiving written feedback within two weeks. The majority of the candidates ranked the round table as the least helpful TLA activity. As a result of this feedback, the TLA revised the monthly roundtables to assist candidates in defining their project needs through application activities tied directly to the workshops. We have emphasized the importance of providing timely feedback at the dean workshops. We have also instated death by zombie attack for all deans who return feedback beyond the two-week deadline. There has been one dean death to date.

APPENDIX D

TLA 2012-2013 Report

Y2 – ILP Panel Review Survey – Class of 2014 Report

The Y2 ILP Panel Review Survey had 15 quantitative and qualitative survey questions for Faculty and Deans and 17 for candidates, which were written to solicit feedback on the panel review meeting between candidate, faculty members, and dean. The survey was administered at the end of the ILP/Portfolio submission and feedback period (July 2013). The questions were designed to measure satisfaction and to solicit feedback on the process (e.g., panel review meeting, preparation levels, collegiality, and future direction). A Likert scale of *Strongly Agree, Agree, Disagree, and Strongly Disagree* was used for quantitative items. The qualitative items were open-ended and asked respondents to provide comment. Limitations of the survey and assumptions of participants have been considered in preparation of this report and will be discussed next.

A forced response was not part of the survey question design which may result in response rate variance for each question. Force participation with completing the survey was not required by participants, which may result in completion rate variance. The actual number of participants in the Class of 2014 at the time of survey distribution may not align with survey completion numbers due to the force completion issues previously discussed. However, the variance is minimal and the result of the survey data is considered representative of the cohort. The survey is a self-report instrument with a built in assumption that all participants are being truthful in response selection and feedback.

Combined Survey Results for the Y2 – ILP Panel Review Survey - Class of 2014

There were 21 tenure-track candidates, 46 faculty serving on ILP panels, and 2 deans who elected to complete the survey. The results of the surveys are presented below.

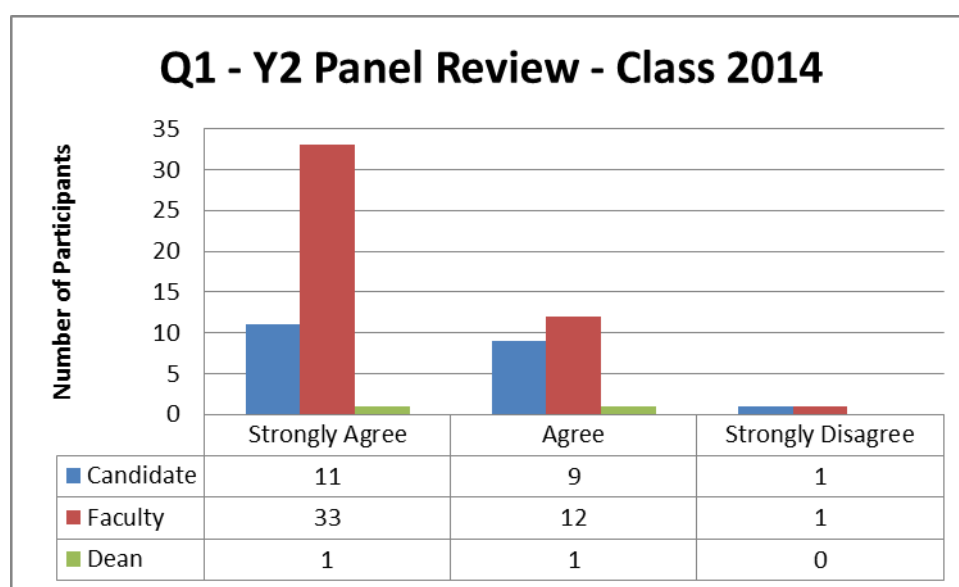
Question 1: “I had adequate preparation to perform my role.”

Five percent (N=21) of the candidates *disagreed* with the statement, *I felt adequately prepared for the Year 2 ILP Review Panel meeting*. However, 43 percent *agreed* and 52 percent *strongly agreed* to preparedness. Deans (N=2) were split on preparedness between *agree* and *strongly agree* whereas 26 percent of faculty (N=46) *agreed* and 72 percent *strongly agreed* with preparedness, while 2 percent of faculty strongly disagreed. See Table 1 and Figure 1.

Table 1. Q1 – Y2 ILP Panel Review – Class 2014

#	Answer	Candidate	Faculty	Dean
1	Strongly Agree	52%	72%	50%
2	Agree	43%	26%	50%
3	Strongly Disagree	5%	2%	0%

Figure 1: Q1- I had adequate preparation to perform my role.

**Question 2: “Comments on Question 1.”**

This question asked survey respondents to provide comment to the previous question (“I had adequate preparation to perform my role.”), allowing for additional insight into the quantitative response. In summary:

Candidates appreciated the TLA Coordinator (Shawn) and the process. Faculty criticized the training as ineffective, time consuming, and expressed concern about the difficulty of applying the rubric. The deans did not write any comments.

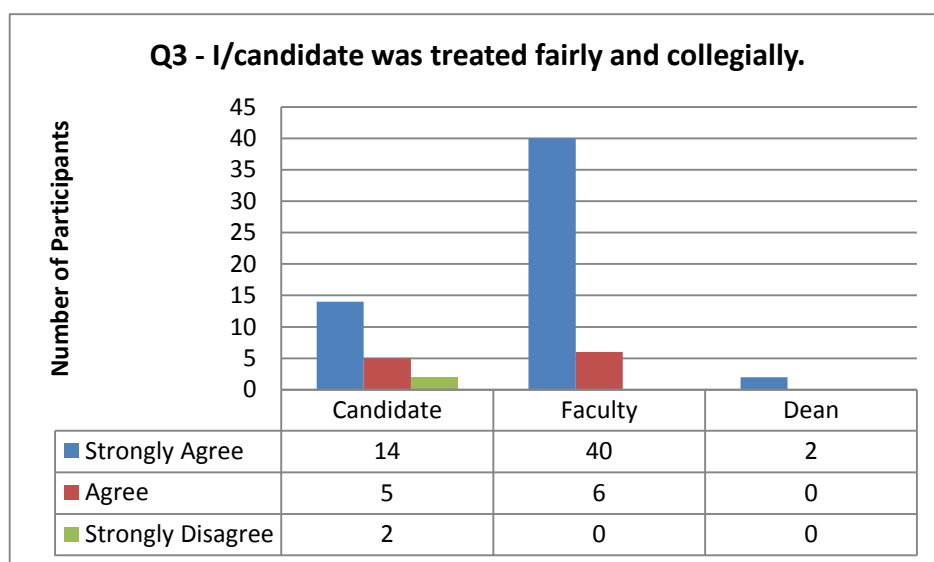
Question 3: “I/candidate was treated fairly and collegially.”

Both deans *strongly agreed* to the statement, *I was treated fairly and collegially*, whereas 87% faculty (N=40) and 67% candidates (N=14) *strongly agreed*. Two candidates *strongly disagreed*. Full results can be seen on Table 2 and Figure 2.

Table 2. Q3 – Y2 ILP Panel Review – Class 2014

#	Answer	Candidate	Faculty	Dean
1	Strongly Agree	67%	87%	100%
2	Agree	24%	13%	0%
3	Strongly Disagree	10%	0%	0%

Figure 2: Q3 – Y1 ILP Panel Review – Class 2014



Question 4: “Comments on Question 3.”

This question asked survey respondents to provide comment to the previous question (“I/candidate was treated fairly and collegially.”), allowing for additional insight into the quantitative response. Both candidate and faculty had positive comments indicating supportive and helpful panels and respect toward the candidate with a desire to see candidate succeed.

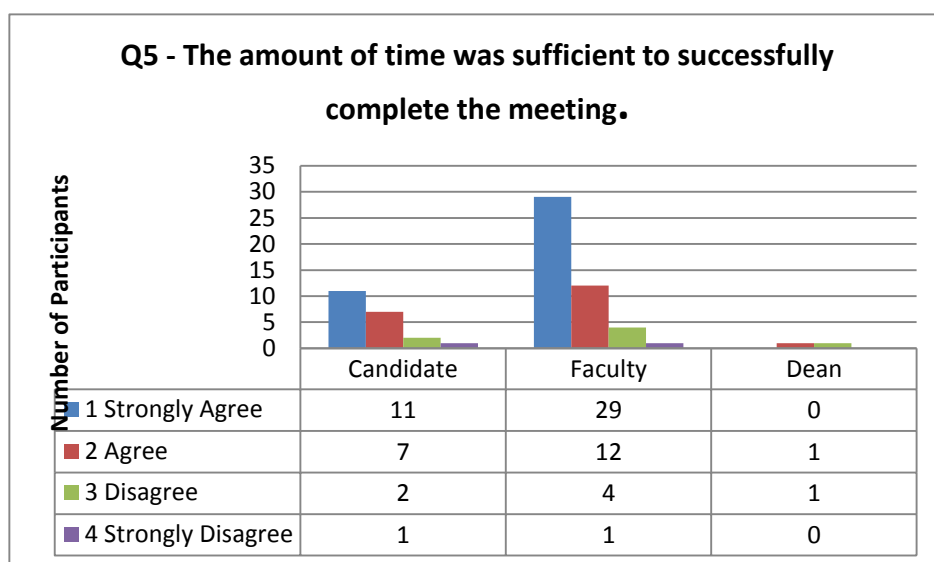
Question 5: “The amount of time was sufficient to successfully complete the meeting.”

Sixty-three percent (N=29) of faculty and 52 percent of candidates (N=11) strongly agreed to the statement, *The amount of time was sufficient to successfully complete the meeting*. No dean strongly agreed and were split 50-50 between *agree and disagree*. See Table 3 and Figure 3.

Table 3. Q5 – Y2 ILP Panel Review – Class 2014

#	Answer	Candidate	Faculty	Dean
1	Strongly Agree	52%	63%	0%
2	Agree	33%	26%	50%
3	Disagree	10%	9%	50%
4	Strongly Disagree	5%	2%	0%

Figure 3: Q5 – Y1 ILP Panel Review – Class 2014

**Question 6: “Comments on Question 5.”**

This question asked survey respondents to provide comment to the previous question (“The amount of time was sufficient to successfully complete the meeting.”), allowing for additional insight into the quantitative response. The overwhelming response by faculty and deans is the amount of time it takes to conduct a meeting especially “when FLO’s are not quite clear and unacceptable,” stated one Dean. Faculty responding to the question indicated the meeting time should be extended (e.g., 3 hours).

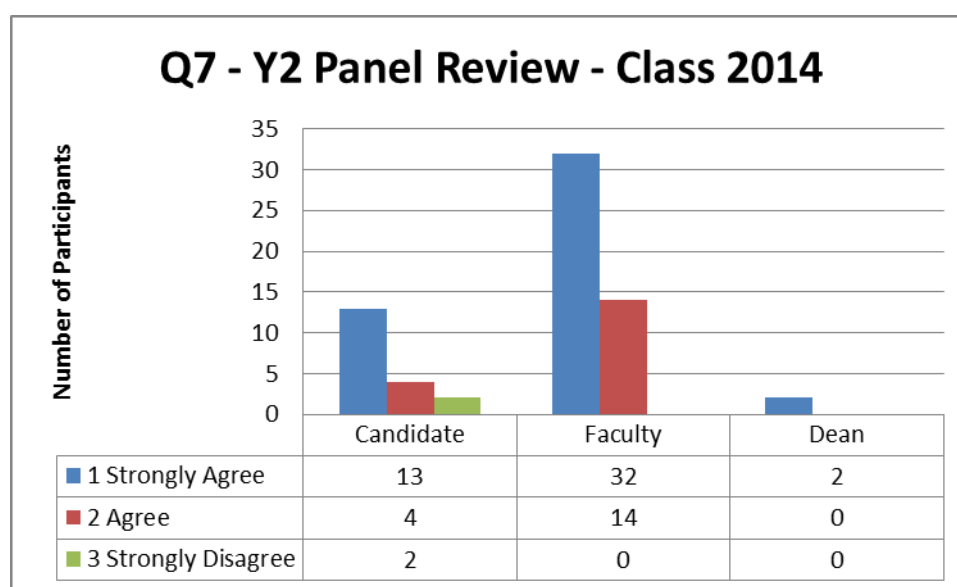
Question 7: “The Panel followed the Portfolio Rubric in assessing my work.”

Both deans *strongly agreed* to the statement, *The Panel followed the Portfolio Rubric in assessing my work*. All faculty (N=46) either strongly agreed or agreed and only 2 (N=21) faculty strongly disagreed. See Table 4 and Figure 4.

Table 4. Q7 – Y2 ILP Panel Review – Class 2014

#	Answer	Candidate	Faculty	Dean
1	Strongly Agree	62%	70%	100%
2	Agree	19%	30%	0%
3	Strongly Disagree	10%	0%	0%

Figure 4: Q7 – Y1 ILP Panel Review – Class 2014

**Question 8: “Comments on Question 7.”**

This question asked survey respondents to provide comment to the previous question (“The Panel followed the Portfolio Rubric in assessing my work.”). In summary:

One candidate commented no mention of the rubric during the meeting so they were unclear if it was used, one had concerns with the report but did not elaborate and another indicated one panel member comments did not appear on the rubric report. Faculty on the other hand stated concerns with the rubric and suggested a category of “acceptable with minor revisions” be added. Other statements included not being able to use the rubric because the portfolio was so bad, the rubric used at one panel meeting and not at another, and one dean wrote the rubric was “essential tool to ensure consistency.”

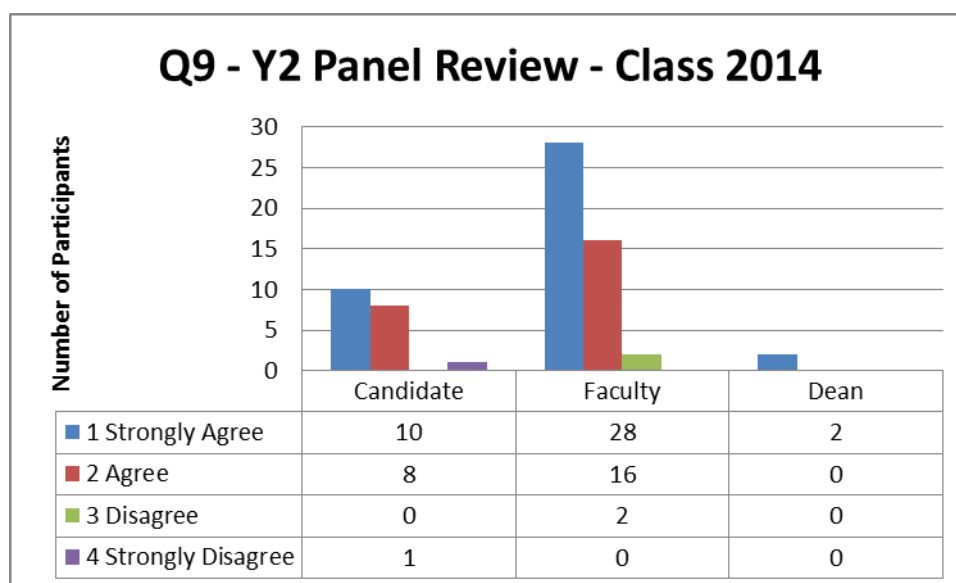
Question 9: “Based on the meeting and the written feedback, I have a clear sense of my ILP/Portfolio development to this point.”

Both deans, 61 percent of faculty and 48 percent of candidates *strongly agreed* to the statement, *Based on the meeting and the written feedback, I have a clear sense of my ILP/Portfolio development to this point.* See Table 5 and Figure 5.

Table 5. Q9 – Y2 ILP Panel Review – Class 2014

#	Answer	Candidate	Faculty	Dean
1	Strongly Agree	48%	61%	100%
2	Agree	38%	35%	0%
3	Disagree	0%	4%	0%
4	Strongly Disagree	5%	0%	0%

Figure 5: Q9 – Y1 ILP Panel Review – Class 2014



Question 10: “Comments on Question 9.”

This question asked survey respondents to provide comment to the previous question (“Based on the meeting and the written feedback, I have a clear sense of my ILP/Portfolio development to this point.”), allowing for additional insight into the quantitative response. In summary:

Candidates stated specific comments on the report were needed especially when candidates do not have time to take notes during the meeting. One candidate stated the panel required all documentation from student work vs. a sample of student work and another stated comfort with asking panel members for clarification if needed. Faculty stated, candidates who understood the process were clear and for those that didn’t have a clear understanding of the process (still struggling with competencies, putting forth little effort, accepting guidance, etc.) were not clear and as one faculty member wrote, “circling the drain.” No dean comments were made.

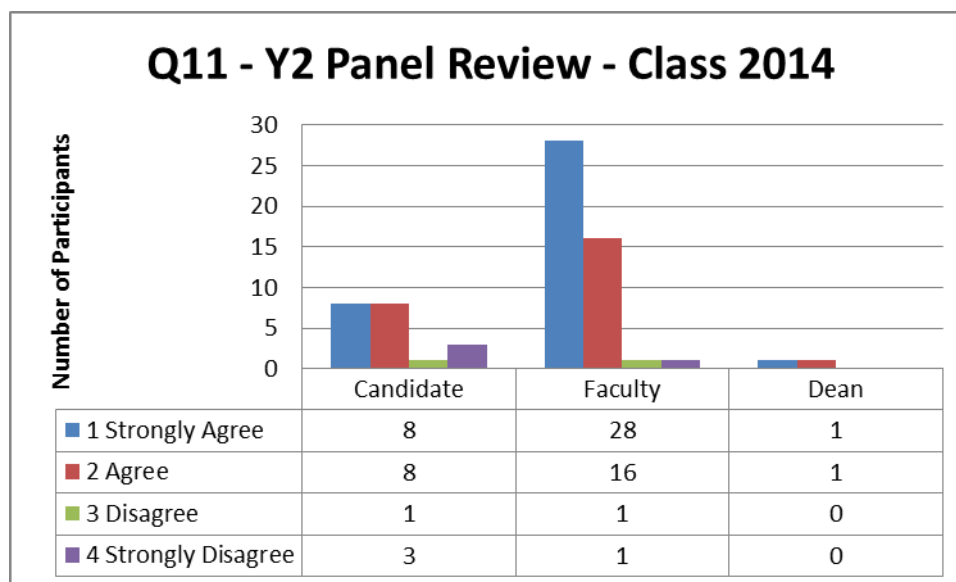
Question 11: “This process will help to improve my teaching/counseling/librarianship.”

Nineteen percent (N=4) of the candidates *strongly disagreed or disagreed* and 81 percent *agreed or strongly agreed* to the statement, *This process will help to improve my teaching/counseling /librarianship*. See Table 6 and Figure 6.

Table 6. Q11 – Y2 ILP Panel Review – Class 2014

#	Answer	Candidate	Faculty	Dean
1	Strongly Agree	38%	61%	50%
2	Agree	38%	35%	50%
3	Disagree	5%	2%	0%
4	Strongly Disagree	14%	2%	0%

Figure 6: Q11 – Y1 ILP Panel Review – Class 2014

**Question 12: “Comments on Question 11.”**

This question asked survey respondents to provide comment to the previous question (“This process will help to improve my teaching/counseling/librarianship.”), allowing for additional insight into the quantitative response. Candidates indicated that the meeting was “horrible...killing spirits.”, “great process for creating learning-centered ethos” and the TLA process was “not what I needed to improve my teaching.” While one faculty commented “the process both educates and redirects...has great potential.” No dean comments.

Question 13 for the Candidate was different from the question asked on the Faculty and Dean survey. Candidates were asked: *Have you received the written feedback yet?* One-hundred percent (N=21) of the candidates had received the written feedback although one candidate indicated (in response to question 14 to “comment”) one panel member comments were missing on the report. See Table 7.

Question 13 for the Faculty and Dean survey was different from the candidates. Faculty and Deans were asked: *Did you examine/assess the portfolio prior to the meeting?* Thirty-eight Faculty and 2 Deans responded yes, completely with the remaining faculty (N=8) responded yes, mostly. See Table 7.

Table 7. Q13 – Y2 ILP Panel Review – Class 2014 – Faculty & Dean Only Respondents to this question

13. Did you examine/assess the portfolio prior to the meeting?			
#	Answer	Response	%
1	Yes, completely	40	83%
2	Yes, mostly	8	17%
	Total	48	100%

Question 14 for Faculty and Deans: “Comments on Question 13.” Faculty indicated that one portfolio took excessive amount of time to review just the first FLO which was incomplete, the portfolio had to be reorganized to fit the rubric and artifacts were not included in advance so couldn’t be assessed in advance. No comments from deans.

Question 15: “If you have any comments regarding the ILP/Portfolio Review Panel process, please share them in the space provided.” This question was asked of the candidate, faculty and dean. This is the last question on the Faculty and Dean survey. Candidates were asked four additional questions. To summarize:

One candidate wrote, “The ILP/Portfolio Panel Review process was the most horrible experience ever and totally crushed my spirits in every way... to this day I hate facing my panel members and Dean in departmental meetings because they made me feel like NOTHING.” However, most candidates expressed a panel that was supportive but wanted to meet more with the panel, wanted specific feedback and wanted all panel members to share his/her specific feedback.

One faculty member serving on 2 different panels with 2 different deans expressed concern over “great disparity... one dean marked each section that had ANY changes as not yet acceptable...and noted changes needed. One dean marked everything acceptable and yet wrote what he wanted changed...I do think it's a problem.” Other comments included encouraging all candidates to use the template provided on the TLA web site, the year 2 training as unhelpful and a waste of time, but the process is viewed as supportive.

Candidate Survey Only

Question 16: “Of all of the following Year-2 TLA activities, which did you find MOST helpful? (Check all that apply). This process will help improve my teaching/counseling/librarianship.”

Table 8. Q16 – Y2 ILP Panel Review – Class 2014

#	Answer	Response	%
1	Advanced seminars on the Essential Competencies	9	43%
2	Portfolio Planning workshops	11	52%
3	Consultations with TLA campus facilitator(s)	18	86%
4	Consultations with Data Consultants	10	48%
5	Creating an Evidence-based Portfolio hybrid course	7	33%
6	Developing Effective Surveys workshop	3	14%
7	Action Research Builder workshop	5	24%

Question 17: “Comment on Q 16: "Of all the following Year-2 TLA activities, which did you find MOST helpful?" Candidates find the facilitators to be easy to work with and helpful with one praising Michele Lima’s efforts. The data consultants, particularly Sidra Van de Car, were well received. The workshops on Essential Competencies were essential but one candidate wasn’t sure what he/she learned from them.

Question 18: “Of all of the following Year-2 TLA activities, which did you find LEAST helpful (Check all that apply).”

Table 10. Q18 – Y2 ILP Panel Review – Class 2014

#	Answer	Response	%
1	Advanced seminars on the Essential Competencies	4	27%
2	Portfolio Planning workshops	2	13%
3	Consultations with TLA campus facilitators	2	13%
4	Consultations with Data Consultants	2	13%
5	Creating an Evidence-based Portfolio hybrid course	5	33%
6	Developing Effective Surveys workshop	3	20%
7	Action Research Builder workshop	5	33%

Question 19: “Comment on Q 18: "Of all the following Year-2 TLA activities, which did you find LEAST helpful?" The AR Builder was overstressed as difficult when it is not and a 30 minute session would serve vs. a 2 hour session. One commented on not using the data consultant.

Summary of Report

Candidates, faculty and deans felt the candidates had adequate time to prepare for the Portfolio Panel Review meeting, and the majority of respondents appreciates and values the TLA process. There seems to be strong agreement that candidates have a clear understanding of what needs to be revised in the portfolio following the meeting and that they received written feedback in a timely manner. A majority of respondents reported that the panel followed the portfolio rubric

and followed the meeting agenda. Overall, the candidates felt the process improved their teaching/counseling/librarianship and reported being treated fairly and collegially. There is a strong consensus that additional time is needed to conduct the meetings with candidates when a number of the portfolio elements are deemed not yet acceptable. A few faculty members commented that the rubric is difficult to apply consistently. Candidates want more specific feedback from all panel members, and two candidates (N=21) strongly disagreed with being treated fairly and collegially. According to the candidates participating in the survey, the most helpful TLA activities were consultations with TLA facilitators followed by Portfolio Planning workshops, working with the Data Consultants, and the Essential Competencies workshops. Candidates expressed the least valued offerings to be a tie between Creating an Evidence Based Portfolio Hybrid workshop and the Action Research Builder followed by Advance Seminars on Essential Competencies and Developing Effective Surveys workshop.

The goal of this assessment was to solicit feedback on the Year-2 ILP/Portfolio Panel Review Meeting to help identify what is working well and areas in need of improvement. Some of the issues with candidates being treated fairly and collegially have been addressed in the new dean panel review training. The comments on the rubric and year-2 faculty panel training are being taken under advisement.