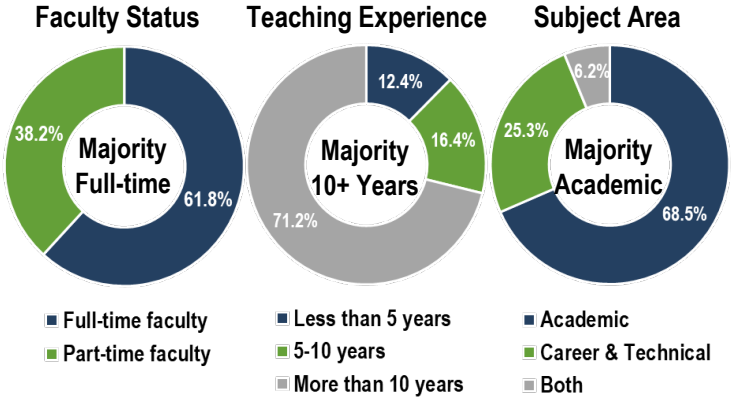
EXECUTIVE SUMMARY: FACULTY EXPERIENCE

In preparation for the sixth Texas Pathways institute (*Teaching & Learning in a Texas Pathways Framework*) hosted by the Texas Success Center, a survey was administered to all faculty in 2022FL to gain input regarding their innovative strategies and practices that promote student learning. Results from that survey are presented in this report.

Respondent Demographics

Out of the approximately 2,850 faculty members who received the survey, 275 (almost 10%) responded. *



Why did you become a community college faculty member?

Respondents overwhelmingly commented on their desire and passion for teaching to impact the lives of their students, serve their community, and share their knowledge. (N = 253)

TCC Faculty:

"I am an alum of TCC and want to give back to students from my own community."

"I was a community college student (at TCC) and first-generation college student. I wanted to teach students who were like me and maybe felt that higher education was out of reach."

"To teach college-level biology at an institution that focuses on and values teaching and learning (as opposed to research) and to make a difference in the community I work in."

"To join and align my personal and professional goals with an institution committed to a mission that educates individuals to think and act as ethical leaders and responsible citizens in the global community."

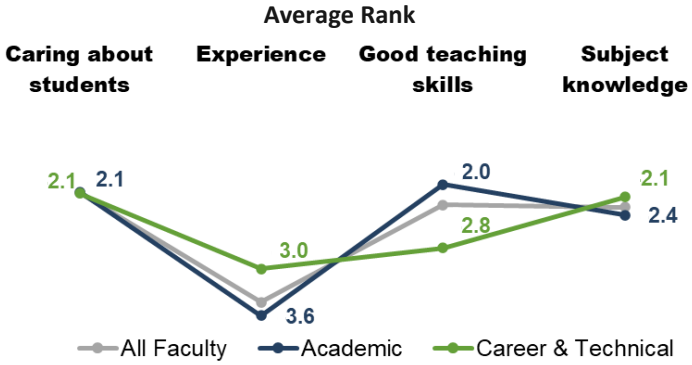
"To serve the community by providing a high-quality health care education to our students."

"Because I went to a Junior College and it changed my life. I wanted to pass that on."

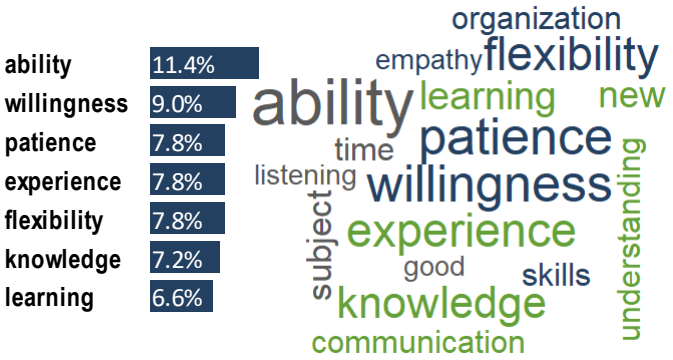
"I believe in the mission of providing education that is accessible and affordable."

Effective Qualities for Faculty

Respondents ranked four qualities with rank 1 being the most effective teaching quality. Among the choices given, *caring about students* was rated the highest with almost 40% of respondents ranking it first (average rank = 2.1), and *experience* was rated the lowest with about 65% ranking it last (average rank 3.4). However, the average ranks differed between academic and technical faculty. Academic faculty ranked, on average, *good teaching skills* similarly to *caring about students* while career & technical faculty ranked *subject knowledge* similarly to *caring about students*. In addition, career & technical faculty ranked experience higher, on average. (N = 260 All faculty, N = 178 Academic, N = 66 Career & Technical)



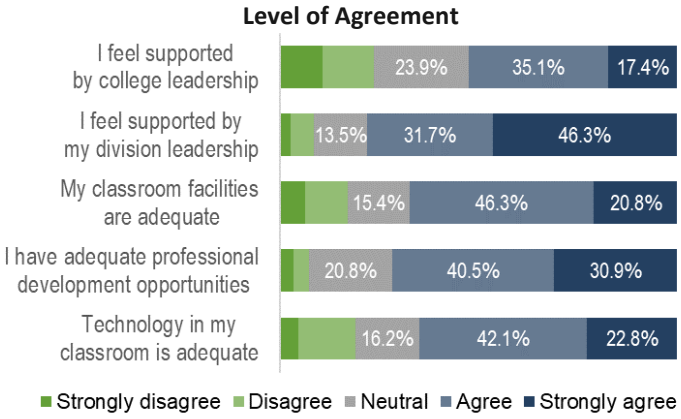
What other qualities, if any, also contribute to effective teaching? (N = 167)



** Not all respondents answered every question; the analysis of each question is based on the total number of faculty who responded to that question. For questions given to a subset of faculty based on answer to prior question, N is shown.*

Support & Resources for Faculty

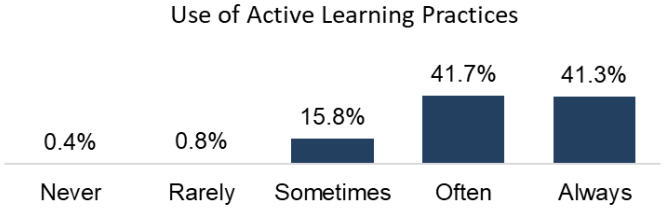
Respondents rated their level of agreement with various statements regarding support from leadership and adequate resources. While almost 80% of respondents *agreed* or *strongly agreed* that they felt supported by division leadership, only about half of respondents *agreed* or *strongly agreed* that they felt supported by college leadership. For each of the following statements, roughly two in three respondents *agreed* or *strongly agreed*: classroom facilities are adequate, professional development opportunities are adequate, and technology in the classroom is adequate. (N = 259)



- **Full-time faculty** respondents' level of agreement with **support by college leadership** (47.2% agree/strongly agree) was **14 percentage points lower** than part-time faculty (61.2%).
- **Full-time faculty** respondents' level of agreement with **adequate classroom facilities** (61.9% agree/strongly agree) was **15 percentage points lower** than part-time faculty (76.5%).
- **Full-time faculty** respondents' level of agreement with **adequate technology** in the classroom (57.8% agree/strongly agree) **was 19 percentage points lower** than part-time faculty (76.5%).
- In general, respondents with less than five years of experience tended to have a higher level of agreement with the statements. Specifically, roughly 60% *agreed* or *strongly agreed* that they felt supported by college leadership compared to roughly 50% for those with five or more years of experience.
- Academic faculty respondents and career and technical faculty respondents had similar levels of agreement with most statements. However, roughly 80% of academic faculty respondents *agreed* or *strongly agreed* that they felt supported by division leadership compared to roughly 70% of career and technical faculty respondents.

Engagement & Teaching Strategies

Almost all respondents utilized active learning practices in the courses they taught with less than 2% indicating that they *never* or *rarely* used them. (N = 259)



When asked how activities were structured so that all students were engaged, about two-thirds of respondents commented on strategies that can broadly be classified as group work, class discussions/ questions, or labs/ hands-on activities. (N = 236)

Group Work
Roughly 33%

Class Discussion/ Questions
Roughly 15%

Labs/ Hands-on Activities
Roughly 15%

Respondents generally commented on lack of student engagement/ buy-in, lack of time, or space/ technology /resources when describing the biggest challenge to implementing engaging teaching strategies. (N = 239)

Student Engagement/ Buy-in:
Roughly one-third of comments

Time:
Roughly one-quarter of comments

Space/Technology/Resources:
Roughly 15% of comments

Peer Relationships: Respondents promoted students' peer relationships through collaborative in-class activities such as group work and discussions and encouraged these peer relationships outside of class through recommendations such as forming study groups or attending campus events. (N = 232)

Student Relationships: Respondents built relationships with their students through intentional communication and conversations (i.e. asking students questions about themselves, one-on-one meetings, first-day introductions). About one in five respondents specifically commented on the importance of learning students' names. (N = 238)

Professional Development

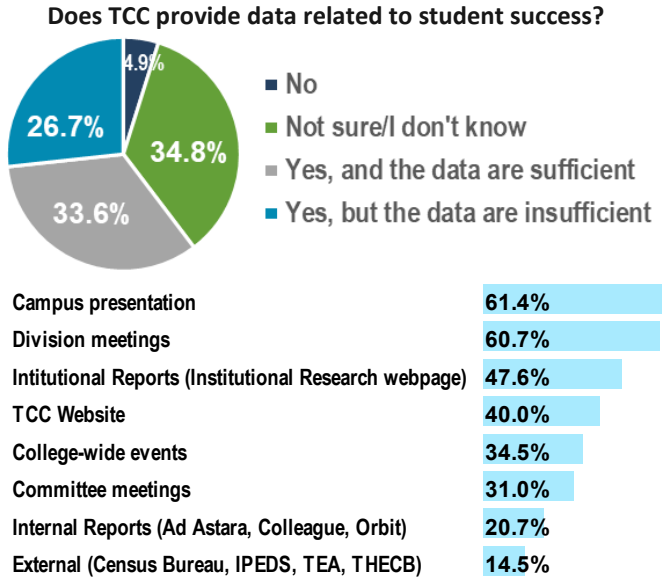
Respondents indicated professional development opportunities in which they had participated. Respondents had most frequently participated in professional development for *active learning,* and *assessment* was the second most frequent. In general, part-time faculty respondents, those with less than 5 years of teaching experience, and career & technical faculty respondents had participated in fewer professional development opportunities.

Professional Development Participation:
(Check all that apply)

	N	Active Teaching	Assessment	Culturally Relevant/ Inclusive Teaching	Faculty-student comm.
Total	223	59%	48%	37%	35%
Faculty Status					
Full-time	145	68%	54%	45%	38%
Part-time	78	44%	38%	25%	30%
Teaching Experience					
< 5 years	22	44%	38%	24%	26%
5-10 years	35	64%	51%	40%	33%
10+ years	166	61%	49%	39%	37%
Subject Area					
Academic	155	63%	47%	43%	36%
Career & Technical	52	46%	46%	20%	30%
Both	16	76%	65%	41%	41%

Data on Student Success

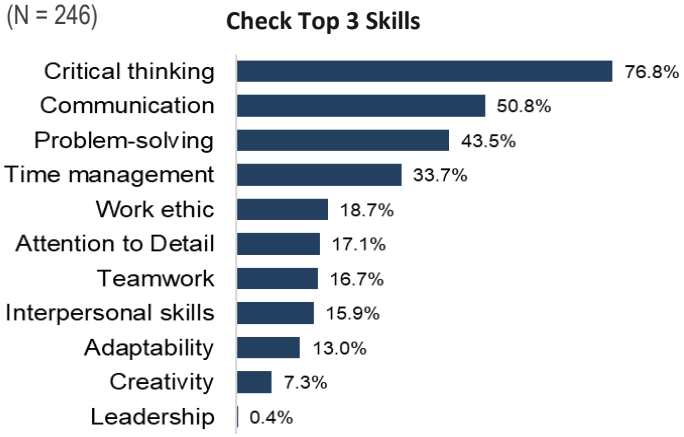
Respondents indicated whether TCC provides data on student success. About one-third of respondents stated *yes, and the data are sufficient*, and about another one-third stated *yes, but the data are insufficient*. About one-quarter of respondents were *not sure*. For those who indicated *yes*, data were most frequently obtained through campus presentations or division meetings. (N = 247)



Other (11%) included responses such as WebAdvisor, grade rosters, other faculty, and from their program.

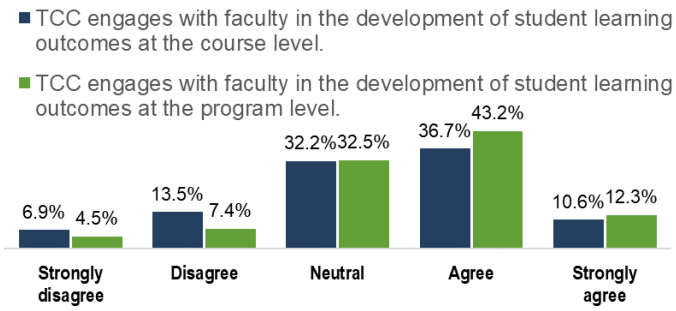
Skills

Respondents indicated skills that were important for students to obtain. Critical thinking (76.8%) followed by communication (50.8%) and problem-solving (43.5%) were the most frequently selected skills. (N = 246)



Student & Program Learning Outcomes

About 47% of respondents *agreed* or *strongly agreed* that TCC engages with faculty to develop course-level student learning outcomes; whereas 56% of respondents *agreed* or *strongly agreed* that TCC engages with faculty to develop program-level student learning outcomes. (N = 245 / N = 243)



77% Roughly three in four respondents stated that they did not know if TCC integrated feedback to improve program learning outcomes for graduates/transfer students

15% Of those respondents who stated yes they knew TCC integrated feedback from employers or transfer institutions (15%), 27 respondents provided details on how feedback has been integrated, with advisory committees being mentioned by several.

Most Important Things Faculty Can Do to Help Students Succeed

Respondents provided the following ways in which they can help students succeed. N = 219

- Be:
  - Accessible
  - Accommodating
  - Available
  - Committed
  - Compassionate
  - Encouraging
  - Engaged
  - Flexible
  - Informative
  - Kind
  - Passionate
  - Patient
  - Positive
  - Prepared
  - Present
  - Responsive
  - Welcoming
  - Willing to listen
- Communicate clearly
- Get to know students and get involved
- Set high standards for quality education
- Support the student's journey
- Teach students to become self-learners, to be problem-solvers, and the skills needed to succeed

Conclusion

Results from this survey provide insights into the faculty perspective and experience. Faculty respondents had a strong desire to teach because they value the role they play in bettering the lives of their students and serving their community. Academic faculty respondents ranked *caring for students* and *good teaching skills* as most effective teaching qualities while career and technical faculty respondents ranked *caring for students* and *subject knowledge* most effective. In terms of faculty support and resources, respondents agreed the most with the statement that they felt supported by their division leadership and agreed the least with the statement that they felt supported by college leadership.

Regarding teaching strategies, over 80% indicated utilization of active learning practices *often* or *always*. Respondents commented on three main categories to engage students – group work, class discussions/questions, and labs/hand-on activities. The biggest challenges to implementing engaging teaching strategies included student engagement/ buy-in, time, and space/technology/resources. Respondents promoted peer relationships through in-class collaborative work and built relationships with their students through intentional conversations and actions such as learning students' names. Active learning was the most frequently indicated professional development in which respondents participated.

About two-thirds of respondents indicated that TCC provided data on student success, but one-third said it was not sufficient. Campus presentations and division meetings were the most common data sources. Respondents rated critical thinking, communication, and problem-solving as the most important skills for students to obtain. Less than half of respondents agreed that faculty are involved in course-level student learning outcome development, and just over half agreed that faculty are involved in program-level student learning outcome development. About three in four respondents did not know if TCC integrated feedback to improve program learning outcomes for graduates/transfer students. Lastly, respondents provided ways faculty can help students succeed.

Considerations:

- Enhance opportunities for college leadership support
- Ensure adequate space, technology, and resources for active learning practices and provide time for strategy development
- Train faculty on various data sources and how to access and leverage student success data
- Involve faculty in establishment of course-level and program-level student learning outcomes