

Instructional Practices Alignment Survey Results

	ABE ESL/Transitions	Community College Faculty*
Independence and autonomous learning	More teacher-directed, in-class work	A lot expected outside of class (reading, assignments, studying)
Academic reading/writing	<ol style="list-style-type: none"> 1. Focus on learning to read 2. Just over 8% report assigning 31-50 pages of reading weekly 3. Limited practice with note-taking and summarizing readings 4. 82.6% report that the ability to synthesize information from multiple texts when reading is <i>sometimes</i> or <i>rarely</i> addressed 5. 4% report assigning academic research papers 6. Nearly 2/3 of assignments are one page or less 	<ol style="list-style-type: none"> 1. Reading for content 2. 30% of respondents require 31-50 pages of reading weekly 3. Expectations for note-taking and summarizing readings 4. 52.6% report that the ability to synthesize information from multiple texts when reading is <i>very</i> or <i>extremely important</i> 5. 33% report assigning academic research papers 6. Nearly 2/3 of assignments are 2-3 pages
Academic Listening	<ol style="list-style-type: none"> 1. 82.6% report that the ability to synthesize information from lectures with other sources is <i>sometimes</i> or <i>rarely</i> addressed 2. 82.6% report that note-taking during lectures is <i>sometimes</i> or <i>rarely</i> addressed in class 3. Just over 36% report testing students on information from lectures 	<ol style="list-style-type: none"> 1. 44.7% report that the ability to synthesize information from lectures with other sources is <i>extremely important</i> 2. Nearly 60% report that taking notes effectively during lectures is <i>very</i> or <i>extremely important</i> 3. Nearly 80% report testing students on information from lectures
Technology	Limited use of technology in the regular classroom. More than 70% of respondents report using only face-to-face classroom instruction.	<ol style="list-style-type: none"> 1. Online coursework: nearly 70% of respondents report using hybrid courses 2. Use of technology with assessments and projects (e.g., word processing, PowerPoint) 3. Familiarity with library technology expected
Intellectual honesty/plagiarism	Little actual instruction on how to do in-text citations, referencing, paraphrasing	Faculty do NOT feel that that students understand issues of intellectual honesty

*Faculty surveyed were from development, trades, and pre-nursing in community and technical colleges.