Assessment of Learning Practices Among the Colleges in Mindanao University of Science and Technology

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Abstract- This paper looks into the assessment of learning practices employed by the instructors of Mindanao University of Science and Technology (MUST). Results of the self-reported skill on the use of the assessment practice when grouped according to their characteristics were discussed. The issues and challenges the instructors deal with are also presented. One hundred forty (140) faculty members of the said university participated in the research which showed that majority are regular employees (74.8%) and the four colleges were well represented.

Investigations revealed that instructors seldom to never determine the reliability indexes of their examinations or conduct item analyses among others. It was also revealed that they rated themselves as skilled in writing multiple-choice tests which tells that they may not see the need of conducting distracter analyses. Three of the four colleges have instructors who responded that it is not part of their assessment practice to use portfolio assessments. Returning tests, outputs and projects to students is an assessment practice that effective teachers do. The statistics on the differences of the skill level of the tertiary faculty on employing assessment of learning practices, techniques and tools according to experience showed that the instructors with 10 to 15 years of teaching experience have the highest mean though it did not merit for it to be significantly different from other instructors of lesser or greater number of experiences. The null hypothesis associated with this problem was not rejected. It implied that instructors, regardless of the number of years teaching experience have the same level, that is, reasonably skilled in terms of using the different assessment of learning practices, techniques and tools. The statistics on the differences of the skill level of the tertiary faculty on employing assessment of learning practices, techniques and tools according to college also revealed that across the discipline and colleges, the skill level of the instructors are not significantly different. The respondents expressed that relating with their students is the most challenging. Citing the lack of motivation, short attention span, lack of prerequisite skills and retention problems were observed. A feeling of inadequacy was expressed and the call for opportunities to improve was given.

The findings lead to a conclusion that there are techniques commonly used while creating or using a technique is handled by a not highly skilled instructor in terms of assessment of learning. Results also direct us that should in-service training be designed, that it is not necessary to create separate trainings for instructors from different colleges or with different number of years of experience.

Mention the abstract for the article. An abstract is a brief summary of a research article, thesis, review, conference proceeding or any in-depth analysis of a particular subject or discipline, and is often used to help the reader quickly ascertain the paper's purpose. When used, an abstract always appears at the beginning of a manuscript, acting as the point-of-entry for any given scientific paper or patent application.

Index Terms- assessment of learning, tertiary instructors' skills in assessing, assessment practices

RATIONALE AND BRIEF LITERATURE

Quality education can be achieved when we have quality teachers in the first place. To produce quality graduates whose ability can compete and work anywhere in the globe have been the goal of the different Colleges in the University. However, every program has a different standing in the national licensure examinations and each has a unique way of developing graduates. This implies that similar standards for determining the quality of graduates of the same University have yet to be established.

According to Ramsden (2003), assessment will facilitate teaching and learning for it assists in determining the level of students' skills and knowledge. Assessment of students' learning, as many of the authors define it, is the process of gathering, collecting and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know and can do. This process may be both a classroom and/or institutional level. As a vital component of the learning process (Bell & Cowie, 2001), the implementation of an effective assessment of

learning is a major challenge for the tertiary faculty. To be able to assess efficiently and meaningfully, one has to have a good grasp of the principles of assessment of learning, equipped with the guidelines in constructing the different types of tests, have the capability to use the varied assessments tools and methods for providing opportunities for students to demonstrate their learning and have high motivation.

It is then the aim of this paper to look into the assessment of learning practices of the instructors and to determine which of the techniques were commonly used and preferred. This paper also examined the instructors' self-reported assessment skills. Further, the issues and challenges in assessing their students were also explored. Knowing these have lead the researchers to also design the in-service training for the faculty.

Research Questions:

The main question of the research is " What are the assessment of learning practices employed by the instructors of MUST?"
The following are the subordinate questions:
1 What are the assessment practices employed by the instructors in terms of methods, techniques, strategies or approaches (classroom, institutional level) in determining student outcomes?

2 How do the teachers rate their skill level on the use of the assessment practice when grouped according to their characteristics?

3 What are the issues and challenges the instructors deal with in the assessment of their students' learning?

METHODOLOGY

Research Design

Considering the objectives of this research necessitated the use of a descriptive design of research, specifically the survey method. Open-ended questions were asked on the issues and challenges in assessing students' learning and their views on employing alternative methods of assessment. However, to have a thorough understanding of the challenges and concerns in assessment of students' learning, the researchers gathered the faculty members per College and per Department and requested the Chairperson to facilitate the discussion on the reasons of assessing students, when and how do instructors assess students.

The Participants

The present research utilized 140 faculty members of the University of Science and Technology of Southern Philippines. Table 1 shows the distribution of the faculty members according to employment status, college and experience in terms of number of years. The same table revealed that majority are regular employees (74.8%).

Although at the time of data gathering there were more likely an equal distribution between regular and part-time, meetings, assemblies are usually attended by the regular employees, thus this result of responses. The participants

Table 1. Distribution of the Respondents According to their Characteristics

| Characteristics	Frequency	Percentage
Employment Status		
Contracting Service	5	3.6
Part-Time	27	19.4
Regular	104	74.8
did not specify	3	2.2
College		
CAS	41	29.5
CEA	31	22.3
CIIT	33	23.7
CPSEM	30	21.7
did not specify	4	2.9
No. of years		
less than 5 years	58	41.7
beyond 5 yrs to 10 yrs	23	16.5
beyond 10 yrs to 15 yrs	19	13.7
beyond 15 yrs to 20 yrs	14	10.1
greater than 20 yrs	17	12.2
did not specify	8	5.8
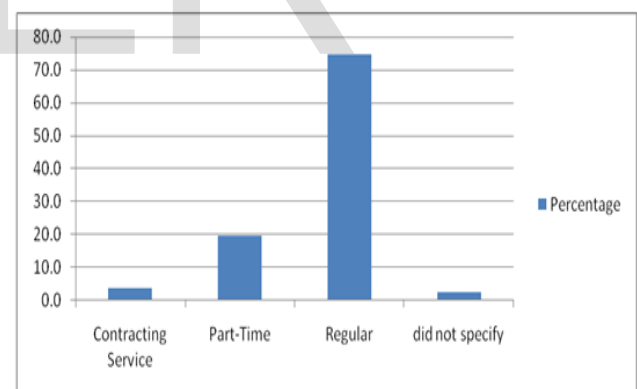
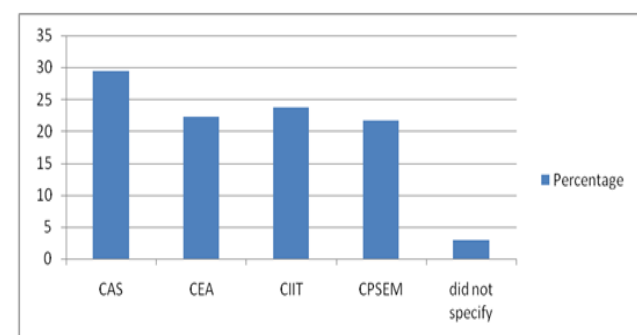Figure 1. Percentage Distribution of the Respondents According to Employment Status

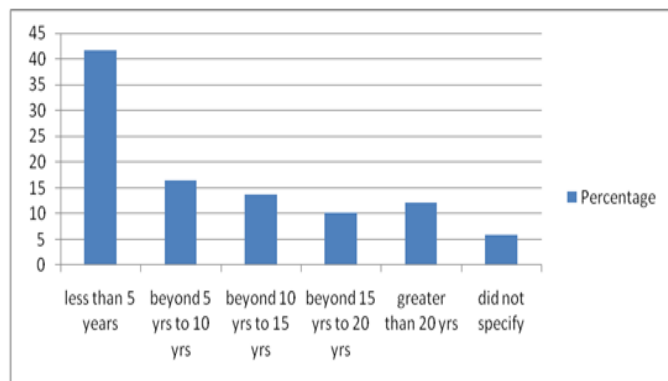Figure 2. Percentage of Distribution of Respondents According to College

Figure 3. Percentage of Distribution of Respondents According to Employment Status

per college showed a similar distribution with the office of human resources revealing that almost 30% of the faculty was from the college of arts and sciences. In terms of experience, using the number of years teaching as indicator, most of the faculty-respondents are considered novice with 5 years or less.

The Instrument

The researchers utilized validated instruments to determine the practices. It also has a reliability index of 0.963 (Cronbach's alpha) which means that the internal consistency is excellent. It is mandatory that assessors and researchers should estimate this quantity to add validity and accuracy to the interpretation of the data (Mohsen,2011). A table of specification was used for preparing the questionnaire to ensure its content validity. The questionnaire has several parts. The first part asked the respondents on their assessment of learning practices in terms of frequency of employment of the practices, techniques and tools. The second part asked the respondents on their self-reported skill level on the employment of assessment of learning practices.

HIGHLIGHTS OF FINDINGS AND DISCUSSION AND PRESENTATION OF DATA

There are several purposes which assessment in higher education serves such as making available the information about student learning, how students are progressing, teaching quality and the program and the accountability of the institution (Fletcher, 2011). McMillan (2001) in his presentation of the principles of classroom assessments emphasized that for tests to be considered of high quality, these should provide reliable, valid and useful measures of student performance. This study considered the criteria of assessments outlined by McMillan.

Table 2 presents the assessment of learning practices, techniques and tools employed by the faculty members among the 4 colleges in the University. It revealed that the

instructors seldom to never determine the reliability index of their examinations. Reliability is the degree to which a test measures something consistently. The supplemental Table 2.1 shows that 4 of every 10 instructors do not determine the said index. This could imply that students' performances may have been possibly measured with assessment tools that lack validity. According to Wells (2003), there are two reasons why it is important to be concerned of the tests' reliability. One, that it provides a measure of the extent to which an examinee's score reflects random error and the second is that it is a precursor to validity.

Table 2 Frequency of Use Assessment of Learning Practices, Techniques and Tools Employed by the Faculty Members among the 4 Colleges in MUST

Assessment of Learning Practices, Techniques and Tools	CAS			CEA			CIIT			CPSEM		
	mean	sd	QD	mean	sd	QD	mean	sd	QD	mean	sd	QD
1. Writing test items for higher cognitive levels	2.98	1.01	Occ	2.65	0.91	Occ	2.67	0.99	Occ	3.17	0.65	Occ
2. Writing essay questions	2.24	1.24	Seldom	1.58	1.23	Never	1.79	1.14	Never	2.07	1.01	Seldom
3. Writing multiple-choice questions	3.15	1.09	Occ	2.03	1.22	Seldom	2.79	0.96	Occ	3.23	0.97	Occ
4. Determining the reliability index of the tests (midterm/final examinations.)	1.68	1.49	Never	1.61	1.41	Never	1.97	1.33	Seldom	2.00	1.39	Seldom
5. Calculating central tendency (average/mean, median, or mode) for the tests (midterm/final examinations.)	1.24	1.45	Never	1.84	1.44	Seldom	1.70	1.31	Never	1.73	1.20	Never
6. Conducting item analysis (item difficulty or item discrimination) for tests (midterm/final examinations.)	1.37	1.34	Never	2.13	1.34	Seldom	2.00	1.12	Occ	1.30	1.18	Never
7. Revising a test based on item analysis	1.66	1.37	Never	1.97	1.17	Seldom	2.00	1.20	Occ	1.53	1.22	Never
8. Assessing individual student participation in whole class lessons	2.83	0.92	Occ	3.10	0.75	Occ	2.64	1.14	Occ	3.00	1.08	Occ
9. Assessing students that test their ability to apply what they know to real-life problems.	3.00	0.87	Occ	3.19	0.60	Occ	2.85	1.03	Occ	2.83	1.12	Occ
10. Using portfolio assessment/s	1.66	1.26	Never	1.45	1.06	Never	1.39	1.17	Never	2.37	1.16	Seldom
11. Using assessment results for decision-making about individual students	2.56	1.03	Seldom	2.35	1.05	Seldom	2.30	1.24	Occ	2.67	1.12	Occ
12. Determining why students make specific mistakes	2.68	0.99	Occ	2.71	0.82	Occ	2.55	1.00	Occ	2.47	1.04	Seldom
13. Using assessment results when planning teaching	2.73	0.92	Occ	2.32	1.05	Seldom	2.39	1.12	Occ	2.87	1.04	Occ
14. Returning tests, outputs & projects to students within a reasonable time (or within 2 weeks from submission.)	3.15	0.94	Occ	3.23	0.76	Occ	3.03	0.68	Occ	3.47	0.63	Often
15. Explaining to students on what they will be assessed and how a particular assessment task will be marked.	2.83	0.97	Occ	3.35	0.75	Occ	2.79	0.99	Occ	3.03	1.03	Occ

Assessment Practice	mean	sd	label	mean	sd	label	mean	sd	label	mean	sd	label
16. Giving students choices of assessment tasks.	2.29	0.93	Seldom	2.10	1.01	Seldom	1.91	1.28	Seldom	2.23	1.07	Seldom
17. Assessing specific course outcomes	2.41	0.97	Seldom	2.45	0.96	Seldom	2.09	1.13	Seldom	2.87	0.97	Occ
18. Developing systematic grading procedures	3.24	0.83	Occ	3.29	0.53	Occ	3.09	0.88	Occ	3.63	0.56	Often
19. Making sure the test adequately covers the material taught in class	3.54	0.60	Occ	3.68	0.48	Often	3.52	0.67	Often	3.67	0.55	Often
20. Using peer assessments for student assessments	2.10	1.16	Seldom	2.03	1.22	Seldom	2.06	1.34	Seldom	2.20	1.03	Seldom
21. Fairly and consistently grading essay question responses	3.00	1.05	Occ	2.10	1.33	Seldom	2.24	1.30	Seldom	3.00	1.05	Occ
22. Using a table of specifications before constructing the examination	3.22	1.27	Occ	1.71	1.22	Never	3.12	0.93	Occ	3.50	0.73	Often
23. Designing performance tasks.	2.44	1.05	Seldom	2.26	1.00	Seldom	2.61	1.30	Seldom	3.20	0.85	Occ
24. Developing rubrics (marking keys) for objectively grading students' assignments	2.59	1.26	Seldom	2.13	1.20	Seldom	2.24	1.28	Seldom	2.87	1.07	Occ
25. Fairly assigning grades to all students	3.73	0.50	Often	3.65	0.49	Often	3.42	0.75	Occ	3.70	0.53	Often
26. Explaining to students how each type of assessment is to be used.	2.73	1.03	Occ	2.87	0.96	Occ	2.76	1.20	Occ	3.03	0.89	Occ
27. Aligning test items with intended learning outcomes and course outcomes	2.90	0.92	Occ	3.00	0.89	Occ	2.73	1.15	Occ	3.23	0.73	Occ
28. Writing varied types of tests (matching type, multiple choice, true/false questions, problem solving, essay) in an examination.	3.22	0.91	Occ	2.65	1.31	Occ	2.94	1.03	Occ	3.03	0.85	Occ
29. Explaining the grading system and criteria for grading in the course.	3.73	0.63	Often	3.45	0.77	Often	3.58	0.56	Often	3.67	0.61	Often
30. Showing and discussing with students the rubrics in advance.	2.44	1.40	Seldom	2.58	1.03	Seldom	2.33	1.31	Seldom	3.17	0.83	Occ
31. Providing written feedback comments along with grades	2.22	1.27	Seldom	2.42	1.15	Seldom	1.88	1.19	Seldom	2.70	1.02	Occ
32. Calculating variability (standard deviation) for teacher-made tests	1.10	1.28	Never	1.58	1.34	Never	1.36	1.11	Never	1.67	1.12	Never
33. Consulting students on their opinions about an exam or assessments used.	2.41	1.14	Seldom	2.42	1.20	Occ	2.45	1.12	Seldom	2.73	0.98	Occ
34. Offering corrections and explanations to students upon returning the tests.	3.07	1.15	Occ	3.16	0.82	Occ	3.15	0.80	Occ	3.33	0.55	Occ
35. Using more than one testing method for a course (aside from paper-pen tests.)	2.76	1.02	Occ	2.68	0.83	Occ	3.00	0.87	Occ	3.30	0.65	Occ

Item analysis is a technique where individual items are analyzed on a test to after students took the test to determine which items has functioned or not effectively. The results reveal that across the 4 Colleges, the instructor conduct item analyses from seldom to never. It can also be noted that this is not yet required by the department or the college which possibly gives a message to the instructors on its importance. Item analyses could have greatly helped in examining the tests given to students as to the level of difficulty, discrimination and to determine the performance of the distracters in the multiple option item. However, the instructors also responded as shown on Table 3 on respondents' skill level on the employment of assessment of learning practices that they are not very much confident, reasonably skilled level only, in terms of conducting item analysis. However, on the same table, the respondents revealed that they are skilled in writing multiple-choice tests which tells that they may not see the need of conducting distracter analyses which is contradicting since if item analyses were not conducted, one cannot determine that items were well written. Crafting multiple-choice questions is not a simple process especially on searching for the plausible distracters and that the appropriate quality of multiple-choice questions is based on the availability of distracters (Quagrain, 2017), which can only be known after conducting a distracter analyses.

Table 2.1 Percentage of Respondents' Frequency of Use of Assessment of Learning Practices

Assessment of Learning Practices	Never	Seldom	Occasionally	Often	Very Often	mean	sd
1. Writing test items for higher cognitive levels	1.44	7.19	19.42	46.04	25.90	2.88	0.93
2. Writing essay questions	12.95	22.30	30.22	24.46	10.07	1.96	1.18
3. Writing multiple-choice questions	4.32	7.91	24.46	25.90	37.41	2.84	1.14
4. Determining the reliability index of the tests (midterm/final examinations.)	25.90	18.71	20.14	20.14	15.11	1.80	1.42
5. Calculating central tendency (average/mean, median, or mode) for the tests (midterm/final examinations.)	30.22	19.42	20.14	19.42	10.79	1.61	1.38
6. Conducting item analysis (item difficulty or item discrimination) for tests (Midterm/final examinations.)	25.18	20.86	19.42	27.34	7.19	1.71	1.3
7. Revising a test based on item analysis	20.86	20.14	25.18	25.90	7.91	1.80	1.26
8. Assessing individual student participation in whole class lessons	2.16	6.47	20.86	40.29	30.22	2.90	0.98
9. Assessing students that test their ability to apply what they know to real-life problems.	0.72	6.47	19.42	41.01	32.37	2.98	0.92
10. Using portfolio assessment/s	22.30	20.86	30.22	18.71	7.91	1.69	1.23
11. Using assessment results for decision-making about individual students	7.19	10.79	24.46	41.73	15.83	2.48	1.11
12. Determining why students make specific mistakes	1.44	11.51	28.78	40.29	17.99	2.62	0.96
13. Using assessment results when planning teaching	4.32	12.23	20.86	46.04	16.55	2.58	1.04

14. Returning tests, outputs & projects to students within a reasonable time (or within 2 weeks from submission.)	0.00	2.16	15.11	41.73	41.01	3.22 0.78
15. Explaining to students on what they will be assessed and how a particular assessment task will be marked.	0.72	8.63	15.11	40.29	35.25	3.01 0.90
16. Giving students choices of assessment tasks.	7.91	17.27	33.81	31.65	9.35	2.17 1.06
17. Assessing specific course outcomes	5.76	10.07	29.50	41.73	12.95	2.46 1.02
18. Developing systematic grading procedures	1.44	0.00	8.63	46.76	43.17	3.30 0.72
19. Making sure the test adequately covers the material taught in class	0.00	0.72	2.16	33.81	63.31	3.60 0.57
20. Using peer assessments for student assessments	10.79	19.42	33.09	22.30	14.39	2.10 1.19
21. Fairly and consistently grading essay question responses	8.63	12.95	12.23	41.73	24.46	2.60 1.22
22. Using a table of specifications before constructing the examination	7.19	7.19	18.71	22.30	44.60	2.90 1.22
23. Designing performance tasks.	4.32	12.95	22.30	38.85	21.58	2.60 1.00
24. Developing rubrics (marking keys) for objectively grading students' assignments	10.79	10.07	19.42	40.29	19.42	2.47 1.2
25. Fairly assigning grades to all students	10.79	10.07	19.42	40.29	19.42	3.63 0.50
26. Explaining to students how each type of assessment is to be used.	1.44	10.07	22.30	36.69	29.50	2.83 1.0
27. Aligning test items with intended learning outcomes and course outcomes	2.88	3.60	17.99	46.76	28.78	2.95 0.94
28. Writing varied types of tests (matching type, multiple choice, true/false questions, problem solving, essay) in an examination	4.32	2.88	19.42	37.41	35.97	2.98 1.03
29. Explaining the grading system and criteria for grading in the course.	0.00	1.44	4.32	25.90	68.35	3.61 0.64
30. Showing and discussing with students the rubrics in advance.	10.07	7.19	21.58	36.69	24.46	2.58 1.22
31. Providing written feedback comments along with grades	10.79	12.23	31.65	28.78	16.55	2.28 1.2
32. Calculating variability (standard deviation) for teacher-made tests	30.22	26.62	20.86	17.27	5.04	1.40 1.23
33. Consulting students on their opinions about an exam or assessments used.	5.04	14.39	24.46	37.41	18.71	2.50 1.11
34. Offering corrections and explanations to students upon returning the tests.	1.44	2.16	15.83	39.57	41.01	3.17 0.87
35. Using more than one testing method for a course (aside from paper-pen tests.)	1.44	4.32	21.58	46.04	26.62	2.92 0.89

Table 3. Respondents' Skill Level on the Employment of Assessment of Learning Practices

	Assessment of Learning Practices	Mean	Sd	Quali. Desc.
1	Writing multiple-choice questions	2.53	0.85	Skilled
2	Writing essay questions	2.27	0.94	Reasonably Skilled
3	Writing test items for higher cognitive levels	2.40	0.87	Reasonably Skilled
4	Determining the reliability index of the tests (midterm/final examinations.)	1.67	1.09	Reasonably Skilled
5	Calculating central tendency (average/mean, median, or mode) for teacher-made tests	1.83	1.13	Reasonably Skilled
6	Conducting item analysis (item difficulty or item discrimination) for teacher-made tests	1.89	1.07	Reasonably Skilled
7	Revising a test based on item analysis	1.89	1.05	Reasonably Skilled
8	Assessing individual student participation in whole class lessons	2.35	0.87	Reasonably Skilled
9	Assessing students that test their ability to apply what they know to real-life problems.	2.43	0.92	Skilled
10	Using portfolio assessment	1.72	1.12	Reasonably Skilled
11	Using assessment results for decision-making about individual students	2.17	0.99	Reasonably Skilled
12	Determining why students make specific mistakes	2.29	0.90	Reasonably Skilled
13	Using assessment results when planning teaching	2.20	0.89	Reasonably Skilled
14	Returning tests, outputs & projects to students within a reasonable time (or within 2 weeks from submission.)	2.85	0.88	Skilled
15	Explaining to students on what they will be assessed and how a particular assessment task will be marked.	2.58	0.89	Skilled
16	Giving students choices of assessment tasks.	2.17	1.03	Reasonably Skilled
17	Assessing specific course outcomes	2.18	0.96	Reasonably Skilled
18	Developing systematic grading procedures	2.58	0.86	Skilled
19	Making sure the test adequately covers the material taught in class	2.85	0.82	Skilled
20	Using peer assessments for student assessments	2.01	1.03	Reasonably Skilled

21	Fairly and consistently grading essay question responses	2.37	0.99	Reasonably Skilled
22	Using a table of specifications to plan assessments	2.36	1.09	Reasonably Skilled
23	Developing rubrics (marking keys) for objectively grading students' assignments	2.03	1.10	Reasonably Skilled
24	Fairly assigning grades to all students	3.09	1.79	Skilled
25	Designing performance tasks.	2.45	2.79	Skilled
26	Using assessment results when evaluating class improvement	2.21	0.97	Reasonably Skilled
25	Designing performance tasks.	2.45	2.79	Skilled
26	Using assessment results when evaluating class improvement	2.21	0.97	Reasonably Skilled
27	Writing multiple choice questions	2.50	0.88	Skilled
28	Writing true or false questions	2.47	0.90	Skilled
29	Writing essay type of questions	2.22	0.97	Reasonably Skilled
30	Writing matching type of questions	2.23	0.94	Reasonably Skilled
31	Providing written feedback comments along with grades	2.15	0.92	Reasonably Skilled
32	Calculating variability (standard deviation) for teacher-made tests	1.64	1.08	Reasonably Skilled
33	Showing and discussing with students the rubrics before the performance tasks.	2.08	1.11	Reasonably Skilled
34	Methods and processes on consulting students on their opinions about an exam or assessments used.	2.05	0.95	Reasonably Skilled
35	Designing more than one testing method for a course (aside from paper-pen tests.)	2.24	0.98	Reasonably Skilled

Three colleges of four have instructors, as shown in Table 2, responded that it is not part of their assessment practice to use portfolio assessments. The use of portfolios has become widely used these days as they are also used by the professionals. Portfolios, if used by the instructors would provide the students the opportunity to gather his or her works that exemplifies their interests, attitudes and ranges of skills over a period of time. The instructors also reported that they were reasonably skilled which could be a reason why they do not prefer using the said assessment technique. Returning tests, outputs and projects to students is an assessment practice that effective teachers do. The respondents reported that they

occasionally practice this. This is supported by the data from the Guidance Office and the Office of Student Affairs on complaints regarding students not being aware of their status and progress. Feed backing as an important component in the teaching-learning process. Workload of the teachers and some quasi assignments and tasks were the reasons for not evaluating the papers and examinations on a reasonable time.

Critical thinking can be developed if there are opportunities to use high order thinking in the classroom. Though Elias (2014) found out that teachers often do not ask questions that may help grow the potential of students, the opposite is true in MUST. Respondents revealed in Table 3 that they write test items for higher cognitive levels and that they are reasonably skilled with it as shown in Table 3.

The statistics on the differences of the skill level of the tertiary faculty on employing assessment of learning practices, techniques and tools according to experience are presented in Table 4. Though the table shows that the instructors with 10 to 15 years of teaching experience have the highest mean, it did not merit for it to be significantly different from other instructors of lesser or greater number of experiences. The null hypothesis associated with this problem was not rejected. This further implies that instructors, regardless of the number of years teaching experience have the same level, that is, reasonably skilled in terms of using the different assessment of learning practices, techniques and tools. A need to establish an in-service training program may be considered and that there is no need to design a separate program for different instructors with different experiences.

Table 4. Differences in the Skill Level of Faculty Members on Employing Assessment of Learning Practices According to Experience

Experience	mean	sd	Qualitative Description	Test Statistics	
less than 5 years	2.16	0.72	Reasonably Skilled		
5 yrs - 10 yrs	2.34	0.70	Reasonably Skilled	F-value:	.977
				p-value:	.423
> 10 yrs - 15 yrs	2.49	0.60	Skilled	Decision:	Do not Reject Ho
> 15 yrs to 20 yrs	2.17	0.64	Reasonably Skilled	Interpretation: NS	
> 20 yrs	2.26	0.65	Reasonably Skilled		

Legend:

mean	Quali.Desc.
0.00-0.80	Not Skilled
0.81-1.61	Fairly Skilled
1.62-2.42	Reasonably Skilled
2.43-3.23	Skilled
3.24-4.00	Very Skilled

The statistics on the differences of the skill level of the tertiary faculty on employing assessment of learning practices, techniques and tools according to college are presented in Table 5. It may be expected that instructors from the college who are mentors of pre-service teachers would have a higher skill level, however, the results show that across the discipline and colleges, the skill level of

Table 5. Differences in the Skill Level of Faculty Members on Employing Assessment of Learning Practices According to College

Experience	Mean	sd	Qualitative Description	Test Statistics	
CPSEM	2.51	0.55	Skilled	F-value:	2.56
				p-value:	.058
CEA	2.36	0.58	Reasonably Skilled		
CIIT	2.06	0.80	Reasonably Skilled	Decision:	Do not Reject Ho
CAS	2.18	0.70	Reasonably Skilled	Interpretation:	NS

Legend:

Mean	Quali.Desc.
0.00-0.80	Not Skilled
0.81-1.61	Fairly Skilled
1.62-2.42	Reasonably Skilled
2.43-3.23	Skilled
3.24-4.00	Very Skilled

the instructors are not significantly different. Null hypothesis related to this was not rejected since the p-value was greater than the set alpha.

Table 6 reveals the issues and challenges the instructors deal with in assessing their students' learning. In the first rank, the respondents expressed that relating with their students is the most challenging. Citing the lack of motivation, short attention span, lack of prerequisite skills and retention problems were observed. This is similar with the findings of Weimer (2012) with her study on students on incivility in the classroom that college teachers

Table 6. Issues and Challenges Instructors Deal with in Assessing Students' Learning

Issues and Challenges	Frequency	Rank
Heavy work load	8	3
Lack admin support	7	4
Need training on assessment	15	2
On employing varies assessment methods	4	5
Relating with the millennial students	22	1

are annoyed and frustrated by the behavior of their students in the classroom. The respondents also claim that they needed training on assessment of students' learning which is rank 2. A feeling of inadequacy was expressed and the call for opportunities to improve was given.

CONCLUSIONS AND RECOMMENDATIONS

This study investigated across departments and colleges in the university which lead to the discovery of the instructors' frequency of use and the most preferred assessment of learning practices, techniques and tools. The findings lead to a conclusion that there are techniques commonly used while creating or using technique is handled by a not highly skilled instructor. Results also direct us that should in-service training be designed, that it is not necessary to create separate trainings for instructors from different colleges or with different number of years of experience.

It can also be concluded that instructors more often are concerned with making sure that their students understand the requirements of the course and the assessments. The research also serves as basis in proposing for training and assessment-related policies in the university.

In as much as this study is limited to determining the assessment of learning practices of the instructors and the techniques were commonly used and preferred with their self-reported assessment skills. It is recommended that the assessment practices and its relationship with the licensure results be investigated. It is also recommended to include the students to identify the assessment of learning practices of their instructors. Considering the findings of this study, the in-service training is designed to address the challenges teachers expressed and at the same time improve their skill level in terms of assessing the students.

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