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MEASURING INSTRUCTOR EXPECTATIONS AND PERCEPTIONS

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Abstract

Because there are few instruments designed to measure the specific behaviors and characteristics instructors expect of college students and how well the majority of their students meet those expectations, an original survey instrument has been created to address that need. Focus group interviews were held, and as a result of those interviews, an initial survey instrument was created. The survey was reviewed by the focus group participants and an expert in educational measurement to determine content and face validity. For construct validity and reliability, the survey was pilot tested via the Internet with a link to the survey sent to 250 college instructors who represented various content areas and levels of instruction. The survey and results of the pilot study are included in this paper and will be presented at the Midwest Educational Research Association conference in October 2006.

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Measuring Instructor Expectations and Perceptions

There is a growing media focus on high school graduates' preparedness for college. Most of this focus is on academic preparedness; however, in addition to academic preparedness for college, behavioral and emotional preparedness for college are equally important to student success. Well-known survey instruments such as the Faculty Survey of Student Engagement and the Institutional Priorities Survey measure the perceptions college instructors have of student engagement. The ACT and SAT tests measure academic achievement. However, there are few instruments designed to measure the specific behaviors and characteristics instructors expect of college students and how well the majority of their students meet those expectations. Therefore, an original survey instrument has been created to measure the intellectual, behavioral and emotional expectations and perceptions of college instructors.

Instructor expectations are referred to in literature, such as in the Hassel and Lourey (2005) project, the Noel Levitz National Institutional Priorities Survey™, the ACT (2003) news release about instructor expectations about writing skills, and Sanoff's (2006) article in the Chronicle of Higher Education about college preparedness. What is interesting about the information contained in these sources, though, is that it is either very general – using words like decorum, civility and preparedness – or it is one-topic, as in the studies about writing skills or math proficiency. This study, however, hopes to identify very specific behaviors and knowledge that instructors feel are important for students to possess.

Numerous articles detail the types of unacceptable behaviors that occur in college classrooms (Baldwin, 1999; Hassel & Lourey, 2005; Hernandez & Fister, 2001;

Morrissette, 2001; Taylor, 2005). A few of the articles discuss the fact that faculty and/or college administrators have expectations of student behavior (Baldwin, 1999; Hernandez & Fister, 2001; Kolanko et al, 2006). The Collegiate Development Network, Inc., wrote that "Too often faculty falsely assume that students are aware of basic behavioral expectations in the classroom. However, faculty can no longer assume that students understand the classroom protocols of common courtesy and respect" (p. 6). Hernandez and Fister (2001) echoed that theme by writing "He [Amada] argued that many instructors make the assumption that students are aware of rules of classroom comportment, when in reality there is a discrepancy between what students and faculty see as acceptable behavior" (46). They went on to write that many college students treat their college instructors as peers because they have matured in isolation. "This is in direct conflict with the drastically different expectations of faculty and staff who assume respect and deference" (ibid). Finally, Hernandez and Fister wrote "Individual institutions have different needs, values, and desired outcomes for the behavior of their students. It is therefore impossible to argue for a specific set of policies that can be universally applied with any degree of success" (ibid).

In the realm of intellectual expectations and perceptions, there is general concern about many students' academic readiness for college.

> Students who arrive at the door of the community college are not, on average, in possession of sufficient academic skills that most instructors and administrators would see as basic and necessary. Absence of these skills presents a dilemma for student and teacher. (Guffey et al, 1998, 21)

Kirst (2003) found that the public perception was “that college students are less prepared in 2001 than a decade ago” (p. 15). In addition, “half of a national sample thinks students are to blame, and another 40 percent think it is a failure of high schools to prepare students for college level study that causes them to drop out” (ibid). Even students themselves feel intellectually unprepared for college.

> Regarding college preparedness, college students felt less prepared in all skill areas than the high school students indicated they thought they were. . . . In each case, students rank their preparedness significantly below their feeling about the importance of the skill . . . . The survey data indicate that students at both the secondary and post-secondary level recognize the importance of the "traditional" skills of reading, writing and note taking; however, these students were less convinced of the importance of acquiring proficiency in analytical skills, computer technology and speaking. In all skill areas, it appears that college students believe they were not as prepared as they thought themselves to be. (Mandelson, 2001, 21)

In the area of emotional expectations and perceptions, Hahn, Payne and Lucas (2005) approached the topic of instructors’ expectations of students’ emotional characteristics from a present-time, reality based perspective.

> Faculty members consider the college classroom a very real port of the world. It is an arena in which they experience success or failure. It is one of their major means of achieving a sense of contribution. Most professors take their teaching seriously, and they expect students to pursue their studies with equal seriousness. (p. 7.)

Hazard and Naveau (2006) offer a perspective on expectations that addresses not just emotional readiness for college, but how such emotional readiness combines with other elements to prepare students to be successful.

> Many young people see the chief benefit of a college education as preparation for a career or perhaps increased earning power. But being "college-ready" means looking beyond the dollar signs and experiencing learning beyond required readings, papers and exams. To really learn in college, students must be prepared to interact with professors and peers who continually challenge their present understanding of the world. Instead of thinking about college as a place where professors are responsible for "teaching" them new information, students should see themselves as partners in the learning process. True learning will involve more than mere collection and absorption—and more than doing the minimum amount of work. (Hazard & Naveau, 2006, p. 18)

Study Phases

Both qualitative and quantitative methods have been used to develop an online survey tool to be utilized for the purpose of discovering and understanding the behavioral, intellectual and emotional expectations that instructors have of their students. The study is currently in the second of three phases. The first phase utilized a focus group to determine initial survey items. The second phase piloted the survey instrument with 250 college instructors at a community college and private for-profit college. The third phase will invite several thousand college instructors from a variety of colleges and disciplines across the state of Illinois to participate. Instructors at public, private and for-

profit post secondary schools in Illinois, including both 2-year and 4-year institutions, will be surveyed. Both full-time and adjunct instructors will be included in the study.

To determine the items to include in the survey, interviews were conducted with six individuals who represented part-time or full-time faculty at universities, private not-for-profit colleges, private for-profit colleges and community colleges. A script was used to ensure that each participant was presented with the same question phrased in the same way. The participants were asked five questions, each with follow-up opportunities. Using the responses from the focus group, the initial draft of the survey was created.

Description of Instrument

The survey includes sections on demographics, behavioral expectations, intellectual expectations, and emotional expectations with an Additional Comments opportunity at the end of each section on expectations. There are six sets of items: For each set of instructor expectations of student attributes there is a set of items that asks instructors to evaluate their typical student. In the behavioral section, there are 30 expectations/perceptions. The emotional section contains 22 expectations/perceptions, and the intellectual section contains 28 expectations/perceptions.

The first portion of the expectations sections of the survey uses the following stem: How important is it to you that your students . . . . The instructor will indicate her level of agreement using a four-point Likert-type scale ranging from Not Important to Very Important with an option to select N/A.

The second portion of the expectations sections of the survey uses a different stem: In your opinion, how well do your students . . . . The instructor will then indicate her level of agreement using a four-point Likert-type scale ranging from Poorly to Very

Well with an option to select Not Observed. At the end of each expectations section there are areas for respondents to comment more fully.

Content and face validity

To determine the content validity of the survey, and to determine whether the survey items represent the interview data, the draft survey instrument was placed online, and a link to the survey was sent to each of the interviewees. Interviewees were asked to review the survey and to comment on the survey content. To determine initial face validity, the survey instrument was reviewed by an experienced survey developer and expert in educational measurement.

Pilot study for construct validity and reliability

To begin gathering evidence for construct validity, responses from the pilot study with 250 college instructors were analyzed using principal components factor analysis to determine item groupings. Factor loadings and item content were examined to make initial determination of constructs measured by item sets. These item sets constitute subscales measuring constructs related to instructors' beliefs, attitudes and perceptions of college student attributes. Reliability of the subscales was determined by coefficient alpha analysis. Items may be removed from the survey based on these statistical analyses. The alpha for all 'importance' items was .956. For all 'how-well' items, the alpha was .973. The following tables identify the subscales used in the survey, the corrected item total correlation, squared multiple correlation and alpha if the item were deleted. Tables 1-6 relate to behaviors; tables 7-12 relate to emotional characteristics, and tables 13-20 relate to academic skills.

Table 1

Importance Subscale- In-Class Behaviors

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
participate in in-class discussions	29.12	12.891	0.331	0.396	0.688
use classroom-appropriate language	29.39	12.294	0.392	0.305	0.677
demonstrate listening skills	29.17	12.632	0.434	0.461	0.675
acknowledge differing viewpoints	29.37	11.967	0.447	0.544	0.668
direct questions to the instructor	29.49	12.199	0.402	0.314	0.676
speak calmly	29.68	10.896	0.557	0.408	0.643
read only course-related materials during class	29.61	12.213	0.187	0.199	0.729
ask questions appropriate to the topic	29.55	11.846	0.525	0.375	0.657
adapt to your teaching style	30.37	12.372	0.210	0.128	0.717
follow directions	29.20	12.919	0.376	0.225	0.683

The low corrected item total correlation and squared multiple correlation for the item ‘read only course-related materials during class’ appears in both the importance subscale and the how-well subscale. Removing the item from the importance subscale improves the alpha from .704 to .729. In the how-well subscale, removal of the item improves the alpha from .811 to .823.

Table 2

How-Well Subscale- In-Class Behaviors

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
participate in in-class discussions	23.51	19.541	0.476	0.398	0.797
use classroom-appropriate language	23.31	20.053	0.583	0.457	0.785
demonstrate listening skills	23.50	20.199	0.587	0.488	0.785
acknowledge differing viewpoints	23.42	21.123	0.356	0.259	0.809
direct questions to the instructor	22.86	19.488	0.618	0.495	0.780
speak calmly	22.99	21.082	0.441	0.453	0.799
read only course-related materials during class	23.27	20.940	0.281	0.208	0.823
ask questions appropriate to the topic	22.93	20.393	0.562	0.412	0.788
adapt to your	23.16	20.412	0.423	0.344	0.802

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
teaching style					
follow directions	23.22	19.322	0.710	0.556	0.772

Table 3

Importance Subscale- Study Skills

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
complete assigned reading before class begins	15.97	10.746	0.494	0.286	0.733
take notes in class	16.17	10.704	0.426	0.296	0.747
discuss class topics outside of the class	16.76	10.556	0.362	0.269	0.765
do their own work or appropriately cite the works of others	15.70	11.334	0.422	0.264	0.749
complete assigned writing before class begins	16.07	8.196	0.702	0.622	0.666
complete assigned research before class begins	16.17	8.037	0.664	0.608	0.679

‘Discuss class topics outside of class’ has the lowest squared multiple correlation in both the importance and how-well subscale. Removal of that item would improve the alpha for

the importance subscale from .763 to .765 and for the how-well subscale from .824 to .841.

Table 4

How-Well Subscale- Study Skills

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
complete assigned reading before class begins	10.17	13.713	0.643	0.446	0.788
take notes in class	9.75	14.138	0.532	0.302	0.808
discuss class topics outside of the class	10.31	13.729	0.414	0.217	0.841
do their own work or appropriately cite the works of others	9.75	14.651	0.512	0.311	0.812
complete assigned writing before class begins	9.93	12.495	0.724	0.749	0.767
complete assigned research before class begins	10.09	11.707	0.781	0.779	0.751

Table 5

Importance Subscale- Personal Behaviors

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
arrive on time to class	42.81	25.435	0.541	0.676	0.745
remain in class during the entire class period	42.89	25.738	0.461	0.597	0.750
stay awake during class	42.60	27.548	0.295	0.353	0.764
turn off electronic devices before class begins (i.e., cell phones, pagers, CD players, etc.	42.93	25.454	0.395	0.514	0.755
eat and drink before class begins	44.23	23.292	0.443	0.321	0.752
clean up after themselves in the classroom (i.e., push in chairs, pick up papers, etc.)	43.36	24.982	0.462	0.399	0.749
be courteous to others	42.78	25.701	0.553	0.582	0.746
submit work when assigned	42.73	26.952	0.361	0.290	0.760
show interest in the opinions of others	43.22	26.840	0.268	0.505	0.766

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
be good listeners	42.86	26.564	0.406	0.509	0.756
notify you in advance when they will be absent	43.53	23.836	0.475	0.356	0.746
demonstrate respect for others	42.70	26.130	0.533	0.607	0.749
attend class regularly	42.58	27.498	0.397	0.367	0.761
turn off laptop computers before class begins	44.12	22.637	0.307	0.334	0.790

The importance subscale for personal behaviors shows low corrected item total correlation and/or squared multiple correlation for ‘stay wake during class,’ ‘show interest in the opinions of others,’ and ‘submit work when assigned.’ The removal of these items would cause a decline in the alpha from .770 to .749. However, the removal of ‘’eat and drink before class begins’ and ‘turn off laptop computers before class begins’ would improve the alpha in the importance subscale from .770 to .794 and in the how-well subscale from .857 to .890. Removing both items improves scores in both subscales more than removing either item alone.

Table 6

How-Well Subscale- Personal Behaviors

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
arrive on time to class	31.43	46.812	0.677	0.768	0.839
remain in class during the entire class period	31.11	46.804	0.587	0.688	0.843
stay awake during class	30.58	47.232	0.633	0.611	0.841
turn off electronic devices before class begins (i.e., cell phones, pagers, CD players, etc.	31.08	48.275	0.545	0.518	0.846
eat and drink before class begins	31.38	50.040	0.267	0.272	0.862
clean up after themselves in the classroom (i.e., push in chairs, pick up papers, etc.)	31.28	48.288	0.433	0.356	0.852
be courteous to others	30.65	47.469	0.613	0.650	0.843
submit work when assigned	31.04	46.688	0.648	0.558	0.840
show interest in the opinions of others	30.93	47.108	0.540	0.638	0.846

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
be good listeners	31.10	47.610	0.614	0.588	0.843
notify you in advance when they will be absent	31.31	46.384	0.556	0.452	0.845
demonstrate respect for others	30.67	47.014	0.653	0.718	0.840
attend class regularly	31.01	47.028	0.572	0.560	0.844
turn off laptop computers before class begins	31.57	49.826	0.152	0.205	0.881

Table 7

Importance Subscale- Adult Learning Characteristics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
learn from their mistakes	20.23	8.730	0.352	0.240	0.787
relate their learning to their personal experiences	20.53	6.775	0.595	0.406	0.745
work to solve problems	20.17	8.144	0.513	0.302	0.764

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
demonstrate confidence in their abilities	20.31	8.595	0.334	0.298	0.790
ask for feedback on their performance	20.59	7.203	0.654	0.618	0.733
set long-term goals	20.53	6.919	0.520	0.358	0.764
anticipate potential problems	20.61	6.878	0.663	0.576	0.729

The alpha for the importance subscale of adult learning characteristics is .788. While removal of ‘demonstrate confidence in their abilities’ would improve the alpha for the importance subscale, it would cause a decline in the how-well subscale. Because removal of no item in the how-well subscale would improve on the current alpha of .874, there are no modifications being considered.

Table 8

How-Well Subscale- Adult Learning Characteristics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
learn from their mistakes	12.33	14.495	0.760	0.597	0.843
relate their learning to their personal	12.15	14.532	0.589	0.375	0.868

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
experiences					
work to solve problems	12.37	15.643	0.604	0.385	0.863
demonstrate confidence in their abilities	12.40	15.270	0.688	0.518	0.853
ask for feedback on their performance	12.39	15.646	0.575	0.367	0.866
set long-term goals	12.73	14.198	0.666	0.458	0.856
anticipate potential problems	12.83	14.848	0.738	0.560	0.846

Table 9

Importance Subscale- Responsibility

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
seek assistance when needed	30.90	7.075	0.297	0.145	0.789
practice academic honesty	30.78	17.922	0.105	0.171	0.800
accept assistance when	31.43	15.573	0.412	0.337	0.778

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
offered					
handle frustrations in a positive way (i.e., make lemonade from lemons)	31.25	15.401	0.533	0.397	0.766
look for win-win solutions	31.83	13.183	0.438	0.366	0.792
admit when they are wrong	31.58	12.951	0.593	0.446	0.756
make and keep commitments	31.04	14.548	0.658	0.617	0.751
be proactive in addressing potential problems	31.33	14.085	0.641	0.536	0.749
prioritize the elements of their lives	31.13	14.280	0.570	0.440	0.758
take responsibility for their learning	30.85	16.469	0.491	0.414	0.776

Although ‘seek assistance when needed’ and ‘practice academic honesty’ have low correlation scores in the importance subscale, the scores are much higher in the how-well scale. The removal of both items would improve the importance subscale alpha from .791 to .801 but cause a slight decline in the how-well subscale alpha from .872 to .864. The removal of ‘seek assistance when needed’ and ‘admit when they are wrong’ would

improve the how-well subscale alpha from .872 to .886 but cause a decline in the importance subscale alpha from .791 to .751. Therefore, consideration may be given to removing ‘seek assistance when needed’ and ‘practice academic honesty’ since it would move the alphas for both subscales into the .800 range.

Table 10

How-Well Subscale- Responsibility

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
seek assistance when needed	18.01	27.666	0.410	0.362	0.876
practice academic honesty	17.54	27.817	0.599	0.421	0.860
accept assistance when offered	17.51	26.775	0.683	0.605	0.854
handle frustrations in a positive way (i.e., make lemonade from lemons)	17.94	26.402	0.691	0.573	0.852
look for win-win solutions	18.21	26.055	0.582	0.408	0.861
admit when they are wrong	17.91	28.282	0.360	0.240	0.880
make and keep commitments	18.09	25.587	0.746	0.658	0.847
be proactive in addressing potential problems	18.31	25.668	0.758	0.729	0.847
prioritize the elements of their	18.31	27.233	0.587	0.462	0.860

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
lives					
take responsibility for their learning	18.14	27.110	0.607	0.504	0.859

Table 11

Importance Subscale- Interpersonal Characteristics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
choose partners and groups that compliment their knowledge, skills and abilities	13.12	3.665	0.435	0.212	0.602
respect the feelings of others	12.23	5.209	0.392	0.252	0.615
share their successes and failures with their classmates	13.11	4.016	0.420	0.201	0.599
exercise patience with others and themselves	12.40	4.993	0.448	0.246	0.593
respond positively to constructive criticism	12.48	4.920	0.441	0.267	0.592

The alpha for the importance subscale for interpersonal behaviors is .652. The how-well subscale alpha is .763. Although there are low squared multiple correlation scores in both subscales, the alphas would not be improved by the removal of any items.

Table 12

How-Well Subscale- Interpersonal Characteristics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
choose partners and groups that compliment their knowledge, skills and abilities	9.20	7.135	0.492	0.321	0.736
respect the feelings of others	8.39	6.862	0.643	0.515	0.681
share their successes and failures with their classmates	8.72	7.042	0.484	0.294	0.740
exercise patience with others and themselves	8.89	7.556	0.571	0.422	0.711
respond positively to constructive criticism	8.59	7.489	0.495	0.344	0.733

Table 13

Importance Subscale- Basic Academic Skills

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
read with understanding	23.03	12.882	0.185	0.346	0.623
read with fluency	23.35	10.642	0.572	0.542	0.538
communicate effectively in writing (content and mechanics)	23.16	10.842	0.459	0.400	0.560
Speak effectively	23.10	11.798	0.431	0.449	0.581
correctly use basic mathematical functions, such as addition, subtraction, multiplication, division, ratios, and proportions	24.03	9.852	0.154	0.253	0.710
understand and apply common problem-solving techniques	23.17	11.381	0.390	0.315	0.580
have and use a broad vocabulary appropriate to an educational environment	23.43	11.455	0.343	0.377	0.589

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
have working knowledge of MLA or APA citation methods	23.90	9.534	0.412	0.366	0.564

Note the low item total correlation and squared multiple correlation for the items ‘correctly use basic mathematical functions . . .’ and ‘read with understanding.’ After comparing these results with the results from how well students are able to demonstrate these skills, it was determined that the alpha for this importance subscale would improve from .624 to .690 with the removal of the ‘correctly use basic mathematical functions . . .’ and ‘have working knowledge of MLA or APA citation methods’ items without impacting the alpha for the how-well subscale. However, removing both ‘correctly use basic mathematical functions . . .’ and ‘read with understanding’ from the how-well subscale would result in a decline in the alpha from 8.41 to 8.11

Table 14

How-Well Subscale- Basic Academic Skills

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
read with understanding	12.01	16.386	0.645	0.702	0.814
read with fluency	12.20	16.589	0.624	0.716	0.817

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
communicate effectively in writing (content and mechanics)	12.30	16.611	0.678	0.559	0.812
speak effectively	11.76	17.156	0.603	0.540	0.821
correctly use basic mathematical functions, such as addition, subtraction, multiplication, division, ratios, and proportions	12.48	15.767	0.480	0.431	0.843
understand and apply common problem-solving techniques	11.96	16.041	0.646	0.523	0.813
have and use a broad vocabulary appropriate to an educational environment	12.15	16.790	0.567	0.449	0.823
have working knowledge of MLA or APA citation methods	12.65	16.974	0.452	0.326	0.839

Table 15

Importance Subscale- Science

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
analyze, categorize, and draw conclusions about points, lines, planes, and space	4.92	6.493	0.430	0.193	0.790
understand how the life, physical and earth sciences are related	5.00	5.722	0.648	0.480	0.507
understand the historical and contemporary relationships among science, technology, and society	4.55	6.807	0.587	0.438	0.601

In both subscales, the ‘analyze, categorize, and draw conclusions . . .’ item display the lowest correlation scores. Removing it from the importance subscale improves the alpha from .725 to .790, and removing it from the how-well subscale improve the alpha from .773 to .819. Therefore, consideration may be given to removing this item from the survey.

Table 16

How-Well Subscale- Science

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
analyze, categorize, and draw conclusions about points, lines, planes, and space	2.55	3.529	0.499	0.344	0.819
understand how the life, physical and earth sciences are related	2.53	2.947	0.775	0.618	0.497
understand the historical and contemporary relationships among science, technology, and society	2.37	3.681	0.572	0.489	0.732

Table 17

Importance Subscale- Social Science/Humanities

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
understand the American political system	30.84	102.598	0.862	0.883	0.943
understand the American economic system	30.67	103.760	0.798	0.804	0.945
understand how events, trends, individuals and movements shape	30.57	102.654	0.852	0.794	0.944

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
history					
understand U.S. and world geography	30.91	102.427	0.870	0.825	0.943
understand the American social system	30.51	104.630	0.853	0.811	0.944
be familiar with current events occurring in the U.S. and around the world	30.23	109.483	0.730	0.612	0.948
are able to use email	29.97	121.217	0.217	0.279	0.960
are knowledgeable about pop culture	30.99	105.319	0.765	0.686	0.947
have a general knowledge of American and world history	30.64	102.030	0.895	0.843	0.942
can recognize the connections between social events and their course of study	30.30	108.126	0.741	0.651	0.947
have knowledge of various cultures	30.37	109.048	0.721	0.651	0.948
have read classic works of literature	31.07	104.357	0.789	0.688	0.946

The alphas and correlations are high for all items in both subscales with the exception of ‘are able to use email.’ Removal of that item will improve the alpha for the importance

subscale from .951 to .960 and the how-well subscale from .922 to .935. Removal of this item, therefore, may be considered.

Table 18

How-Well Subscale- Social Science/Humanities

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
understand the American political system	18.27	64.056	0.799	0.856	0.910
understand the American economic system	18.21	64.626	0.772	0.834	0.911
understand how events, trends, individuals and movements shape history	17.96	63.384	0.758	0.653	0.912
understand U.S. and world geography	18.41	65.474	0.720	0.692	0.913
understand the American social system	17.99	63.186	0.794	0.740	0.910
be familiar with current events occurring in the U.S. and around the world	17.82	64.723	0.714	0.590	0.914
are able to use email	16.28	74.862	0.117	0.296	0.935
are knowledgeable about pop culture	17.01	64.014	0.552	0.490	0.924
have a general knowledge of American and world	18.20	65.646	0.785	0.697	0.911

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
history					
can recognize the connections between social events and their course of study	17.86	62.980	0.814	0.730	0.909
have knowledge of vari cultures	17.85	64.219	0.757	0.680	0.912
have read classic works of literature	18.42	68.790	0.578	0.580	0.919

Table 19

Importance Subscale- Thinking Skills

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
utilize knowledge gained from one class in other classes	13.66	4.035	0.440	0.360	0.455
demonstrate critical thinking skills	13.41	4.984	0.350	0.152	0.533
analyze what they have read	13.57	4.002	0.517	0.427	0.424
be intellectually curious	13.55	4.579	0.261	0.123	0.546

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
collect, organize, and analyze data using Scientific Method	14.62	2.896	0.293	0.097	0.625

The alpha for the importance subscale for thinking skills is .568 but would improve to .625 with the removal of ‘collect, organize, and analyze data using Scientific Method.’ Although the alpha for the how-well subscale is considerably higher at .856, the removal of this item would improve it from .856 to .872.

Table 20

How-Well Subscale- Thinking Skills

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
utilize knowledge gained from one class in other classes	6.80	8.164	0.758	0.621	0.805
demonstrate critical thinking skills	6.84	8.165	0.820	0.693	0.792
analyze what they have read	7.03	8.205	0.754	0.601	0.806
be intellectually curious	7.00	8.500	0.568	0.431	0.854

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
collect, organize, and analyze data using Scientific Method	7.41	8.421	0.519	0.359	0.872

Results

The state of Illinois lists three types of post-secondary schools on its Learning In Illinois web page: state universities, private colleges and universities, and community colleges. The pilot study of *The Survey of Instructor Expectations and Perceptions* was conducted at a community college and a private college. Two hundred fifty (250) invitations to participate were distributed via email, two hundred (200) at the private college and fifty (50) at the community college. Seventy-seven (77) responses were received over a span of three weeks, which equates to a 30.8% response rate. After the first week of survey availability, twenty-eight (28) instructors had responded. A reminder email was sent out to non-responders. During the second week of availability, an additional 20 instructors responded. A final reminder email was sent to non-responders, and 29 instructors responded.

Limited demographic information was collected in the survey. Of the 75 instructors who responded to the 'Faculty Status' question, 41 indicated they were full-time instructors (54.7%), and 34 indicated part-time status (45.3%). The same percentages applied to the 'Gender' question with 41 instructors responding 'male' and 34 instructors responding 'female.' Two of the responders taught at universities (2.7%),

one at a private not-for-profit college (1.3%), 43 at a private for-profit college (57.3%) and 29 at a community college (38.7%). No names or personal information were collected in this survey; therefore, unless a responder provided an email address for receipt of the results there is no way to connect responses to individual participants.

The average time to complete the survey was 16.51 minutes, which fell within the 15-20 minute estimate; however, six responders' time to complete was not calculated because they did not complete the survey in one sitting, as indicated by the start and end times. The survey used a four-point Likert-type scale with zero indicating 'not applicable.' There were 30 items in both the behavioral expectations and behavioral perceptions sections, 22 items in both the emotional expectations and emotional perceptions sections, and 28 items in both the intellectual expectations and intellectual perceptions sections. Twenty-two items in the survey had 15% or more of the responders indicating 'not applicable;' however, of those 22 items, only two represented the majority of responders, and both were in the intellectual perceptions area of the survey. Those items were analyze, categorize, and draw conclusions about points, lines, planes, and space and understand how the life, physical and earth sciences are related.

The survey averages are as follows:

Table 21

Survey Averages

	Importance Average	How-Well Average	Gap
Behavioral Items	3.34	2.46	.88
Emotional Items	3.42	2.16	1.26
Intellectual Items	3.22	1.91	1.31

However, more significant may be the comments of the responders. In the sections on behavior, instructors responded with the following comments:

- “Students are not functioning at an expected adult level - they do not seem to understand that college is no longer hiding in lockers or parties. They don't take the classes seriously. I feel I am teaching freshmen in high school at best.
- I have found there is a greater need for instructors to be very, very specific as to the behavioral expectations and the rationale for those expectations. I have found that I cannot expect the students to do the 'student role' well without instructions from me.
- In the cases where a question inquires about a student's ability to listen to, or respect others, etc., it is important to note that my answers indicate a superficial respect, or surface level of listening. Too often, they show little depth in these regards, and make it clear they have either an underdeveloped ability to analyze feelings and perspectives of others, or an inability to express those analyses.
- Younger students (just out of high school) tend to have many more behavioral issues such as hard time listening and attendance issues. The older students (night

students) who have full time jobs and families are generally much better students and value their time in the classroom. They are also better prepared for class and pay attention during class.

- Students do not always seem to understand that their study habits translate directly into course performance. Most seem to view behavior as a moral, rather than a practical, issue, thereby hindering their progress!
- The biggest issue is side-bar conversations. Keeping them on-track with the lectures and willing to participate. I expel much energy trying to keep them quiet and paying attention throughout the class. I believe it is a maturity issue. The mature students pay close attention, the immature students drift.
- Students follow appropriate behavior when they feel it is convenient for them.
- Students show a cavalier attitude towards attendance and, therefore, responsibility towards work they have missed. They, as a whole, display a sense of entitlement that does not serve them well.
- Many of the students, both new or returning, need constant reinforcement of college level study habits, behavior, and their raison d'etre for attending college. However, even with the relatively low scores as far as expectations of their behavior are concerned, many of these students will evolve into good students and workers. They just need to be viewed one student at a time for that assessment.
- With many of the selections, (e.g. come to class on time) that depends on individual students. The ones who miss or are late are usually the same, small number of students.

- My answers are based on the MAJORITY of my students, as requested. However, about 1/4 or a little less of my students do NOT consistently exhibit appropriate behavior. They are frequently disruptive to my class and do not listen to what is being said. In this respect, they are disrespectful to both myself as the instructor, as well as the other students in the class who may just want to learn something."

Some of the common themes in this section are listening, practicing good study skills and attending class regularly. Tables 22 and 23 show the survey responses for listening:

Table 22

Importance – Listening

	Not Important	Somewhat Important	Important	**Very Important**	N/A	Response Average
demonstrate listening skills	0% (0)	3% (2)	34% (26)	**63% (48)**	0% (0)	**3.61**

Table 23

How-Well – Listening

	Poorly	**Adequately**	Well	Very Well	Not observed	Response Average
demonstrate listening skills	11% (8)	**53% (40)**	33% (25)	4% (3)	0% (0)	**2.3**

Clearly, instructors recognized the need for students to practice good listening skills. However, they did not see these skills demonstrated in classes by the majority of their students.

Hassel and Lourey (2005) asked students "to articulate the validity of considering attendance as part of their final grades" (p. 2). Many instructors consider regular attendance to be a vital part of student success. Some post-secondary schools, most

notably the for-profit schools, are even required by their accrediting agencies and/or the states in which they operate to track student attendance. Yet, according to the Hassel and Lourey survey of over 1100 college students in two different types of schools in two different states:

> [D]espite the fact that a whopping 93 percent of students responded that they were responsible when asked "Would you describe yourself as a responsible or irresponsible student?", 39 percent of students had missed three or more days of class by week ten of the sixteen-week semester when this survey was administered. Not surprisingly, 53 percent of respondents believed that their attendance should not be reflected in their grades. (ibid, p. 4)

Tables 24 and 25 show the responses from instructors on the topic of attendance:

Table 24

Importance – Attendance

	Not Important	Somewhat Important	Important	**Very Important**	N/A	Response Average
attend class regularly	0% (0)	0% (0)	17% (13)	**83% (64)**	0% (0)	3.83

Table 25

How-Well – Attendance

	Poorly	Adequately	**Well**	Very Well	Not observed	Response Average
attend class regularly	15% (11)	36% (27)	**38% (28)**	11% (8)	0% (0)	2.45

All of the instructors who responded to this question believed regular class attendance was an important behavior students should adopt. The majority of instructors also indicated that their students tend to attend class regularly. Therefore, it is appropriate to

wonder whether the instructors who responded to the survey use attendance as a grading criterion.

The topic of study skills is more broad than that of attendance or listening. Several elements can make up a set of study skills, and each individual may adopt a different set of study skills for each class. However, a few general study skills were included in the pilot survey, as reflected in Tables 26 and 27:

Table 26

Importance - Study Skills

	Not Important	Somewhat Important	Important	**Very Important**	N/A	Response Average
submit work when assigned	0% (0)	3% (2)	26% (20)	**71% (55)**	0% (0)	3.69
complete assigned reading before class begins	0% (0)	14% (11)	31% (24)	**55% (42)**	0% (0)	3.4
take notes in class	1% (1)	21% (16)	34% (26)	**43% (33)**	0% (0)	3.2
complete assigned writing before class begins	1% (1)	3% (2)	34% (26)	**56% (43)**	6% (5)	3.54
complete assigned research before class begins	1% (1)	5% (4)	34% (26)	**52% (40)**	8% (6)	3.48

Table 27

How-Well - Study Skills

	Poorly	Adequately	Well	Very Well	Not observed	Response Average
submit work when assigned	12% (9)	**41% (31)**	38% (29)	9% (7)	0% (0)	2.45

	Poorly	Adequately	Well	Very Well	Not observed	Response Average
complete assigned reading before class begins	**39% (30)**	38% (29)	17% (13)	4% (3)	1% (1)	1.85
take notes in class	22% (17)	**39% (30)**	29% (22)	9% (7)	0% (0)	2.25
complete assigned writing before class begins	18% (14)	**39% (30)**	29% (22)	5% (4)	8% (6)	2.23
complete assigned research before class begins	22% (17)	**36% (27)**	25% (19)	5% (4)	12% (9)	2.15

In every study skill listed in Tables 26 and 27, instructors indicated the majority of their students performed poorly or adequately, yet the instructors indicated that it was important or very important to them that their students practice these particular behaviors.

In the section on emotional characteristics, responders had this to say:

- “The students I teach are polarized into two camps: those who are capable and take it upon themselves to meet their educational challenges, and those who do not. This second group is in the majority, and it is they who cause me to answer in the manner I have in the questions above.
- Sometimes too much confidence in skills that aren't ready yet.
- Emotional maturity is important in the modern commercialized world, which encourages an emotional response to day to day situations. The job of education is to teach young people the virtue and value of reasoning through difficult problems.

- Academic initiatives (e.g. attending class, preparing for class) are not always high on students' priority lists.
- I find that these responses reflect the majority of students but by no means do they reflect every student. There are always cases of those who do poorly in almost every area!
- Students and teachers are on different pages about responsibility for performance. Many students do not want to think about the kinds of concepts listed here. They just want 'A's' and will acknowledge receiving them when they do not deserve them. Responsibility for their academic success is not considered a necessary part of their repertoire. Neither are problem solving and critical thinking; they keep their world small, and many of them have learned this from their parents, so the teacher has to present worldview content carefully. However, in the next moment when talking with them, they indicate that they wonder why they do not have greater success in their relationships with family, teachers, friends. Therefore, even with these comments on their basic point of view in mind, an effective teacher can bring a few of them along, so they begin to make more realistic assessments of college learning and how it can help them in all aspects of their lives.
- Again, my answers are for the MAJORITY of my students. The item on this list that is of the most importance to me as an instructor is that the students take responsibility for their own learning. Too often students tend to blame their instructor if they do poorly in a class. As an instructor, I see myself as more of a

'guide' toward their 'self-learning'. No one can do the learning FOR them - that they must do for themselves."

The recurring theme in the emotional characteristics sections of the survey seems to be personal responsibility. Like regular attendance, acceptance of personal responsibility is a hallmark of maturity that some, perhaps many, college students lack. Tables 28 and 29 directly address personal responsibility:

Table 28

Importance - Acceptance of Personal Responsibility

	Not Important	Somewhat Important	Important	**Very Important**	N/A	Response Average
take responsibility for their learning	0% (0)	1% (1)	16% (12)	**82% (61)**	0% (0)	3.81

Table 29

How-Well - Acceptance of Personal Responsibility

	Poorly	**Adequately**	Well	Very Well	Not observed	Response Average
take responsibility for their learning	32% (24)	**45% (33)**	20% (15)	1% (1)	1% (1)	1.9

Kirst (2003) cited the need to take personal responsibility for success and failure. "According to public opinion, college students themselves who are adults, bear a considerable share of responsibility for succeeding in higher education" (p. 15). Ramaley (2005) added that:

> It has become clear that intellectual growth must be accompanied by the acquisition of social and emotional growth (life skills) in order for knowledge to have meaningful and constructive consequences both in the lives of our students and in the communities of which they are a part. The demands of good citizenship

> and the demands of professional work life are very similar. Both require social and emotional maturity, the capacity to communicate well with others and the ability to work with others towards a common purpose. (p. 20)

It is on the topic of personal responsibility that the second highest gap between Importance and perception can be seen. This is clearly an area of concern for instructors, who may be on the receiving end of accusations that it is their fault when their students fail.

Finally, in the intellectual section of the survey, responders wrote the following comments:

- "The students at my institution are often unprepared academically to maintain the type of intellectual curiosity or facility required to perform a number of the items on the list above.
- Social and political movements, pop culture, personalities and current events are favorites among students, but are transient things. The understanding of facts and figures is more concrete, as is the ability to judge between trivial things and important ones.
- Since I begin my classes with journal writing, which often connects the textual study with the students' life experiences or current events in the news or in the world, I have noticed that most students have little or no understanding of their relationship to the world at large. In fact, they seem to fear it, which is incredible in this age of the global village. However, many of them will journal about experiences that puzzle them or will trivialize a concept such as stem cell research, gun control, AIDS, corporation fraud, or social welfare by saying each

of these complicated issues can be resolved simply. Students tend to be woefully uninformed, which is not a bad thing, but they want to stay that way. The good news is--I believe--that is why the teacher is there even though entering the fray with them about opening their minds to more aspects of these issues can sometimes be daunting.

- Most of my students have not been challenged intellectually outside of their high school experience. They almost always come from a background where the focus is on how much money did you make today.
- As a college instructor, I have noticed that many students, if not the majority (including students at other colleges) are very ill-prepared for the challenges of college. They tend to lack very basic skills that should have been learned in grade school such as reading and math. Some are so poor at reading that they seem to be illiterate. And, VERY VERY FEW students actually have intellectual curiosity, something that is essential in a learning environment. Why be in school if you don't want to learn?! Also, VERY VERY FEW students are able to think critically - they never question anything they are taught. All that most students seem to want out of a class is to pass it. They don't ever seem to care about actually learning anything. This type of apathetic behavior makes me seriously worry about the future of our society and even the human race!"

Critical thinking is perhaps the most common theme echoed by the instructors who responded to the pilot survey. Tables 30 and 31 show the responses to critical thinking items:

Table 30

Importance - Critical Thinking

	Not Important	Somewhat Important	Important	**Very Important**	N/A	Response Average
demonstrate critical thinking skills	0% (0)	0% (0)	20% (15)	**80% (59)**	0% (0)	3.8

Table 31

How-Well - Critical Thinking

	Poorly	**Adequately**	Well	Very Well	Not observed	Response Average
demonstrate critical thinking skills	27% (20)	**52% (38)**	16% (12)	3% (2)	1% (1)	1.94

The gap between the importance instructors' place on critical thinking skills and how well they believe their students are able to demonstrate those skills is the fifth highest in the survey. Nearly 80% of the instructors surveyed indicated that their students demonstrated poor or adequate critical thinking skills. As one of the instructors pointed out, many students never question what they hear or see. S/He sees students who go through life taking everything at face value and is concerned about a future led by such individuals.

Conclusions

The most notable gaps between the importance instructors place on items and their perceptions of how well students perform occurred in the emotional and intellectual sections of the survey. The following items showed a gap of 1.5 points or more:

- communicate effectively in writing (content and mechanics) – 1.94
- take responsibility for their learning – 1.91

- analyze what they have read – 1.88
- prioritize the elements of their lives – 1.87
- demonstrate critical thinking skills – 1.86
- be intellectually curious – 1.79
- read with understanding – 1.77
- seek assistance when needed – 1.73
- make and keep commitments – 1.66
- be proactive in addressing potential problems – 1.60
- have and use a broad vocabulary appropriate to an educational environment – 1.57
- understand and apply common problem-solving techniques – 1.57
- read with fluency – 1.56
- utilize knowledge gained from one class in other classes – 1.55
- complete assigned reading before class begins – 1.55
- arrive on time to class – 1.54
- work to solve problems – 1.51

Many of the items on this list echo the sentiments expressed by Hahn et al, (2005); Guffey et al, (1998); Kirst (2003); Mandelson (2001); and Ramaley (2005). They were also addressed by some of the instructors who participated in the pilot survey. There are clear gaps between the knowledge, skills and attitudes instructors expect their students to demonstrate and how well they believe their students meet those expectations. When the third phase of the study has been completed later this year, it will be possible to identify more opportunities for further study; however, the pilot study has highlighted the need to more clearly define study skills in the behavior sections of the survey, and it has opened

the door to future studies about how the gaps between expectations and perceptions have arisen and how they can be lessened.

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Appendix

Table 32

Correlation, Standard Deviation and Confidence

Survey Items	Importance Average	How Well Average	Correlation (Importance and How-Well)	Standard Deviation (Importance)	Standard Deviation (How Well)	Confidence (Importance - 95%)	Confidence (How Well - 95%)
participate in in-class discussions	3.66	2.33	0.19	0.58	0.95	0.13	0.21
use classroom-appropriate language	3.4	2.49	-0.04	0.67	0.74	0.15	0.17
demonstrate listening skills	3.61	2.3	0.10	0.54	0.71	0.12	0.16
acknowledge differing viewpoints	3.4	2.45	0.22	0.69	0.82	0.15	0.18
arrive on time to class	3.61	2.07	0.10	0.61	0.84	0.14	0.19
remain in class during the entire class period	3.51	2.38	0.17	0.64	0.91	0.14	0.20
stay awake during class	3.82	2.88	0.01	0.45	0.80	0.10	0.18
turn off electronic devices before class begins (i.e., cell phones, pagers, CD players, etc.	3.49	2.37	0.18	0.77	0.80	0.17	0.18
eat and drink before class begins	2.24	2.31	0.25	1.11	1.01	0.25	0.23

Survey Items	Importance Average	How Well Average	Correlation (Importance and How-Well)	Standard Deviation (Importance)	Standard Deviation (How Well)	Confidence (Importance - 95%)	Confidence (How Well - 95%)
clean up after themselves in the classroom (i.e., push in chairs, pick up papers, etc.)	3.07	2.27	0.04	0.77	0.93	0.17	0.21
direct questions to the instructor	3.3	2.91	-0.02	0.69	0.80	0.15	0.18
speak calmly	3.12	2.8	0.02	0.83	0.71	0.18	0.16
attend class regularly	3.83	2.45	-0.09	0.38	0.88	0.08	0.20
turn off laptop computers before class begins	2.77	2.65	0.36	1.46	1.39	0.33	0.31
read only course-related materials during class	3.36	2.6	0.30	1.02	1.00	0.23	0.22
be courteous to others	3.62	2.86	-0.01	0.56	0.78	0.13	0.17
ask questions appropriate to the topic	3.22	2.84	-0.07	0.66	0.71	0.15	0.16
submit work when assigned	3.69	2.45	0.05	0.52	0.82	0.12	0.18
complete assigned reading before class begins	3.4	1.85	0.17	0.73	0.87	0.16	0.19

Survey Items	Importance Average	How Well Average	Correlation (Importance and How-Well)	Standard Deviation (Importance)	Standard Deviation (How Well)	Confidence (Importance - 95%)	Confidence (How Well - 95%)
take notes in class	3.2	2.25	0.19	0.82	0.91	0.18	0.20
discuss class topics outside of the class	2.67	2.12	0.41	0.94	1.16	0.21	0.26
do their own work or appropriately cite the works of others	3.72	2.34	0.24	0.66	0.83	0.15	0.19
complete assigned writing before class begins	3.54	2.23	0.52	1.07	1.01	0.24	0.22
complete assigned research before class begins	3.48	2.15	0.47	1.14	1.08	0.25	0.24
show interest in the opinions of others	3.21	2.6	0.17	0.68	0.90	0.15	0.20
be good listeners	3.53	2.4	0.03	0.58	0.77	0.13	0.17
notify you in advance when they will be absent	2.88	2.25	0.24	0.95	0.98	0.21	0.22
demonstrate respect for others	3.71	2.82	0.14	0.51	0.78	0.11	0.17
adapt to your teaching style	2.51	2.71	0.15	0.94	0.86	0.21	0.19

Survey Items	Importance Average	How Well Average	Correlation (Importance and How-Well)	Standard Deviation (Importance)	Standard Deviation (How Well)	Confidence (Importance - 95%)	Confidence (How Well - 95%)
follow directions	3.58	2.57	-0.04	0.52	0.74	0.12	0.16
seek assistance when needed	3.76	2.03	0.13	0.43	0.94	0.10	0.21
respect the feelings of others	3.61	2.63	0.19	0.57	0.89	0.13	0.20
accept assistance when offered	3.23	2.49	-0.02	0.69	0.74	0.15	0.17
learn from their mistakes	3.59	2.26	0.00	0.50	0.82	0.11	0.18
relate their learning to their personal experiences	3.32	2.52	0.28	0.82	0.98	0.18	0.22
handle frustrations in a positive way (i.e., make lemonade from lemons)	3.43	2.14	0.13	0.60	0.78	0.13	0.18
respond positively to constructive criticism	3.36	2.39	0.06	0.63	0.88	0.14	0.20
work to solve problems	3.67	2.16	0.07	0.53	0.77	0.12	0.17
demonstrate confidence in their abilities	3.49	2.19	-0.07	0.58	0.76	0.13	0.17
ask for feedback on	3.24	2.18	-0.02	0.67	0.80	0.15	0.18

Survey Items	Importance Average	How Well Average	Correlation (Importance and How-Well)	Standard Deviation (Importance)	Standard Deviation (How Well)	Confidence (Importance - 95%)	Confidence (How Well - 95%)
their performance							
share their successes and failures with their classmates	2.77	2.35	0.35	0.96	1.01	0.21	0.23
look for win-win solutions	3.16	2.03	0.57	1.15	0.95	0.26	0.21
choose partners and groups that compliment their knowledge, skills and abilities	2.93	2.02	0.33	1.10	0.97	0.25	0.22
practice academic honesty	3.91	2.47	-0.05	0.29	0.68	0.07	0.15
set long-term goals	3.39	1.99	0.39	0.84	0.96	0.19	0.21
exercise patience with others and themselves	3.44	2.14	0.09	0.60	0.79	0.13	0.18
admit when they are wrong	3.22	2.15	0.01	0.99	0.91	0.22	0.20
make and keep commitments	3.7	2.04	0.29	0.65	0.85	0.15	0.19
anticipate potential problems	3.24	1.8	0.36	0.74	0.78	0.16	0.18

Survey Items	Importance Average	How Well Average	Correlation (Importance and How-Well)	Standard Deviation (Importance)	Standard Deviation (How Well)	Confidence (Importance - 95%)	Confidence (How Well - 95%)
be proactive in addressing potential problems	3.38	1.78	0.23	0.74	0.83	0.17	0.19
prioritize the elements of their lives	3.64	1.77	0.35	0.78	0.81	0.17	0.18
take responsibility for their learning	3.81	1.9	-0.11	0.43	0.79	0.10	0.18
read with understanding	3.72	1.95	-0.07	0.45	0.77	0.10	0.17
read with fluency	3.4	1.84	0.01	0.68	0.76	0.15	0.17
communicate effectively in writing (content and mechanics)	3.63	1.69	0.15	0.85	0.71	0.19	0.16
speak effectively	3.64	2.18	-0.05	0.54	0.69	0.12	0.15
correctly use basic mathematical functions, such as addition, subtraction, multiplication, division, ratios, and proportions	3.3	1.98	0.68	1.51	1.10	0.34	0.25
understand and apply common problem-	3.63	2.06	0.20	0.68	0.83	0.15	0.19

Survey Items	Importance Average	How Well Average	Correlation (Importance and How-Well)	Standard Deviation (Importance)	Standard Deviation (How Well)	Confidence (Importance - 95%)	Confidence (How Well - 95%)
solving techniques							
analyze, categorize, and draw conclusions about points, lines, planes, and space	3.02	1.87	0.57	1.59	1.11	0.35	0.25
collect, organize, and analyze data using Scientific Method	2.94	1.78	0.53	1.27	1.02	0.28	0.23
understand how the life, physical and earth sciences are related	2.91	1.78	0.56	1.48	1.05	0.33	0.23
understand the historical and contemporary relationships among science, technology, and society	3.11	1.77	0.45	1.31	0.99	0.29	0.22
understand the American political system	2.78	1.63	0.43	1.23	0.97	0.27	0.22
understand the American economic system	2.93	1.64	0.42	1.25	0.96	0.28	0.21

Survey Items	Importance Average	How Well Average	Correlation (Importance and How-Well)	Standard Deviation (Importance)	Standard Deviation (How Well)	Confidence (Importance - 95%)	Confidence (How Well - 95%)
understand how events, trends, individuals and movements shape history	3.07	1.87	0.37	1.24	1.06	0.28	0.24
understand U.S. and world geography	2.74	1.56	0.40	1.24	0.95	0.28	0.21
understand the American social system	3.03	1.93	0.39	1.14	1.03	0.25	0.23
be familiar with current events occurring in the U.S. and around the world	3.25	1.9	0.31	0.99	1.01	0.22	0.22
utilize knowledge gained from one class in other classes	3.59	2.04	0.29	0.71	0.86	0.16	0.19
have and use a broad vocabulary appropriate to an educational environment	3.39	1.82	0.26	0.73	0.79	0.16	0.18
are able to use email	3.4	3.24	0.33	0.83	0.86	0.19	0.19
have working knowledge of MLA or APA citation	2.93	1.55	0.48	1.19	0.90	0.26	0.20

Survey Items	Importance Average	How Well Average	Correlation (Importance and How-Well)	Standard Deviation (Importance)	Standard Deviation (How Well)	Confidence (Importance - 95%)	Confidence (How Well - 95%)
methods							
demonstrate critical thinking skills	3.8	1.94	0.08	0.40	0.78	0.09	0.17
are knowledgeable about pop culture	2.57	2.92	0.42	1.22	1.33	0.27	0.30
have a general knowledge of American and world history	2.99	1.63	0.54	1.22	0.87	0.27	0.19
can recognize the connections between social events and their course of study	3.18	1.95	0.34	1.06	1.02	0.24	0.23
analyze what they have read	3.68	1.8	0.17	0.65	0.81	0.15	0.18
have knowledge of various cultures	3.14	1.95	0.33	1.03	1.01	0.23	0.23
have read classic works of literature	2.55	1.38	0.35	1.23	0.82	0.27	0.18
be intellectually curious	3.7	1.91	0.19	0.67	0.94	0.15	0.21

Table 33

All Item Corrected Item Total Correlation and Alpha

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
importance - participate in in-class discussions	416.39	3,780.367	0.180	0.972
importance_use classroom-appropriate language_	416.73	3,754.324	0.457	0.972
importance_demonstrate listening skills	416.51	3,769.213	0.353	0.972
importance_acknowledge differing viewpoints	416.65	3,767.731	0.308	0.972
importance_arrive on time to class	416.49	3,761.047	0.399	0.972
importance_remain in class during the entire class period	416.55	3,778.544	0.198	0.972
importance_stay awake during class	416.27	3,786.366	0.142	0.972
importance_turn off electronic devices before class begins (i.e., cell phones, pagers, CD players, etc.	416.63	3,760.487	0.348	0.972
importance_eat and drink before class begins	417.90	3,777.635	0.123	0.972
importance_clean up after themselves in the classroom (i.e., push in chairs, pick up papers, etc.)	417.06	3,762.892	0.317	0.972

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
importance_direct questions to the instructor	416.84	3,776.264	0.191	0.972
importance_speak calmly	416.98	3,771.562	0.208	0.972
importance_attend class regularly	416.22	3,785.178	0.196	0.972
importance_turn off laptop computers before class begins	417.88	3,773.110	0.110	0.972
importance_read only course-related materials during class	416.67	3,782.974	0.116	0.972
importance_be courteous to others	416.49	3,759.713	0.460	0.972
importance_ask questions appropriate to the topic	416.80	3,781.124	0.193	0.972
importance_submit work when assigned	416.35	3,792.856	0.029	0.972
importance_complete assigned reading before class begins	416.63	3,761.654	0.377	0.972
importance_take notes in class	416.96	3,770.123	0.219	0.972
importance_discuss class topics outside of the class	417.53	3,764.838	0.240	0.972
importance_do their own work or appropriately cite the works of others	416.37	3,771.821	0.332	0.972

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
importance_complete assigned writing before class begins	416.71	3,781.333	0.100	0.972
importance_complete assigned research before class begins	416.80	3,740.291	0.392	0.972
importance_show interest in the opinions of others	416.84	3,755.764	0.426	0.972
importance_be good listeners	416.51	3,764.880	0.414	0.972
importance_notify you in advance when they will be absent	417.31	3,733.884	0.482	0.971
importance_demonstrate respect for others	416.39	3,765.117	0.426	0.972
importance_adapt to your teaching style	417.59	3,778.788	0.143	0.972
importance_follow directions	416.51	3,768.630	0.387	0.972
how_well_participate in in-class discussions	417.82	3,724.986	0.560	0.971
how_well_use classroom-appropriate language	417.57	3,765.625	0.303	0.972
how_well_demonstrate listening skills	417.76	3,745.522	0.520	0.971
how_well_acknowledge differing viewpoints	417.71	3,753.917	0.410	0.972
how_well_arrive on time to class	418.00	3,749.042	0.466	0.972

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
how_well_remain in class during the entire class period	417.65	3,754.231	0.356	0.972
how_well_stay awake during class	417.08	3,754.535	0.424	0.972
how_well_turn off electronic devices before class begins (i.e., cell phones, pagers, CD players, etc.	417.53	3,755.463	0.412	0.972
how_well_eat and drink before class begins	417.84	3,778.598	0.133	0.972
how_well_clean up after themselves in the classroom (i.e., push in chairs, pick up papers, etc.)	417.86	3,758.167	0.299	0.972
how_well_direct questions to the instructor	417.18	3,758.986	0.340	0.972
how_well_speak calmly	417.20	3,772.957	0.241	0.972
how_well_attend class regularly	417.53	3,739.629	0.512	0.971
how_well_turn off laptop computers before class begins	418.20	3,740.249	0.287	0.972
how_well_read only course-related materials during class	417.43	3,752.125	0.357	0.972
how_well_show courtesy to others	417.14	3,760.792	0.353	0.972
how_well_ask questions appropriate to the topic	417.24	3,752.605	0.462	0.972

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
how_well_submit work when assigned	417.59	3,742.372	0.461	0.972
how_well_complete assigned reading before class begins	418.20	3,742.207	0.459	0.972
how_well_take notes in class	417.88	3,731.693	0.583	0.971
how_well_discuss class topics outside of the class	418.45	3,717.044	0.562	0.971
how_well_do their own work or appropriately cite the works of others	417.78	3,746.344	0.466	0.972
how_well_complete assigned writing before class begins	417.94	3,752.100	0.338	0.972
how_well_complete assigned research before class begins	418.08	3,717.993	0.585	0.971
how_well_show interest in the opinions of others	417.51	3,731.922	0.516	0.971
how_well_show good listening skills	417.67	3,738.349	0.546	0.971
how_well_notify you in advance when they will be absent	417.84	3,720.098	0.568	0.971
how_well_demonstrate respect for others	417.22	3,747.844	0.453	0.972
how_well_adapt to your teaching style	417.47	3,759.379	0.301	0.972
how_well_follow directions	417.47	3,742.629	0.515	0.971

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
importance_seek assistance when needed	416.24	3,790.855	0.074	0.972
importance_respect the feelings of others	416.49	3,764.380	0.398	0.972
importance_accept assistance when offered	416.76	3,767.897	0.318	0.972
importance_learn from their mistakes	416.41	3,785.372	0.152	0.972
importance_relate their learning to their personal experiences	416.69	3,734.342	0.571	0.971
importance_handle frustrations in a positive way (i.e., make lemonade from lemons)	416.61	3,770.701	0.298	0.972
importance_respond positively to constructive criticism	416.69	3,770.467	0.293	0.972
importance_work to solve problems	416.41	3,769.788	0.354	0.972
importance_demonstrate confidence in their abilities	416.55	3,776.503	0.268	0.972
importance_ask for feedback on their performance	416.84	3,758.973	0.407	0.972
importance_share their successes and failures with their classmates	417.31	3,733.717	0.543	0.971
importance_look for win-win solutions	417.12	3,726.068	0.523	0.971

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
importance_choose partners and groups that compliment their knowledge, skills and abilities	417.41	3,732.122	0.468	0.972
importance_practice academic honesty	416.14	3,793.333	0.035	0.972
importance_set long-term goals	416.71	3,730.750	0.547	0.971
importance_exercise patience with others and themselves	416.61	3,756.951	0.499	0.972
importance_admit when they are wrong	416.86	3,749.000	0.395	0.972
importance_make and keep commitments	416.41	3,752.038	0.473	0.972
importance_anticipate potential problems	416.80	3,737.749	0.593	0.971
importance_be proactive in addressing potential problems	416.71	3,733.167	0.603	0.971
importance_prioritize the elements of their lives	416.47	3,781.838	0.111	0.972
importance_take responsibility for their learning	416.18	3,783.028	0.267	0.972
how_well_seek assistance when needed	418.14	3,738.708	0.468	0.972
how_well_respect the feelings of others	417.51	3,739.713	0.461	0.972

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
how_well_accept assistance when offered	417.55	3,749.294	0.478	0.972
how_well_learn from their mistakes	417.86	3,739.083	0.523	0.971
how_well_relate their learning to their personal experiences	417.71	3,712.500	0.691	0.971
how_well_handle frustrations in a positive way (i.e., make lemonade from lemons)	418.02	3,737.437	0.559	0.971
how_well_respond positively to constructive criticism	417.63	3,756.571	0.334	0.972
how_well_work to solve problems	417.86	3,738.083	0.549	0.971
how_well_demonstrate confidence in their abilities	417.86	3,741.500	0.550	0.971
how_well_ask for feedback on their performance	417.88	3,758.985	0.371	0.972
how_well_share their successes and failures with their classmates	417.82	3,732.278	0.490	0.971
how_well_look for win-win solutions	418.20	3,718.832	0.668	0.971
how_well_choose partners and groups that compliment their knowledge, skills and abilities	418.31	3,723.592	0.533	0.971

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
how_well_practice academic honesty	417.53	3,754.963	0.433	0.972
how_well_set long-term goals	418.20	3,719.124	0.666	0.971
how_well_exercise patience with others and themselves	417.94	3,748.517	0.452	0.972
how_well_admit when they are wrong	417.86	3,796.250	-0.021	0.972
how_well_make and keep commitments	418.14	3,725.417	0.644	0.971
how_well_anticipate potential problems	418.35	3,724.481	0.694	0.971
how_well_act proactively in addressing potential problems	418.31	3,724.092	0.647	0.971
how_well_prioritize the elements of their lives	418.43	3,747.667	0.483	0.972
how_well_take responsibility for their learning	418.18	3,744.361	0.482	0.972
importance_read with understanding	416.33	3,788.516	0.107	0.972
importance_read with fluency	416.71	3,769.583	0.279	0.972
importance_communicate effectively in writing (content and mechanics)	416.57	3,768.250	0.249	0.972
importance_speak effectively	416.41	3,771.705	0.351	0.972

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
importance_correctly use basic mathematical functions, such as addition, subtraction, multiplication, division, ratios, and proportions	417.20	3,758.832	0.188	0.972
importance_understand and apply common problem-solving techniques	416.47	3,771.671	0.249	0.972
importance_analyze, categorize, and draw conclusions about points, lines, planes, and space	417.71	3,762.375	0.152	0.972
importance_collect, organize, and analyze data using Scientific Method	417.61	3,740.201	0.326	0.972
importance_understand how the life, physical and earth sciences are related	417.92	3,702.160	0.507	0.971
importance_understand the historical and contemporary relationships among science, technology, and society	417.33	3,709.349	0.540	0.971
importance_understand the American political system	417.51	3,724.005	0.463	0.972
importance_understand the American economic system	417.33	3,717.766	0.485	0.972

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
importance_understand how events, trends, individuals and movements shape history	417.31	3,723.175	0.485	0.971
importance_understand U.S. and world geography	417.63	3,722.279	0.482	0.971
importance_understand the American social system	417.14	3,734.958	0.459	0.972
importance_be familiar with current events occurring in the U.S. and around the world	416.92	3,729.910	0.505	0.971
importance_utilize knowledge gained from one class in other classes	416.49	3,742.922	0.547	0.971
importance_have and use a broad vocabulary appropriate to an educational environment	416.78	3,750.594	0.438	0.972
importance_are able to use email	416.65	3,766.273	0.255	0.972
importance_have working knowledge of MLA or APA citation methods	417.29	3,734.083	0.431	0.972
importance_demonstrate critical thinking skills	416.29	3,773.958	0.386	0.972
importance_are knowledgeable about pop culture	417.61	3,708.617	0.576	0.971

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
importance_have a general knowledge of American and world history	417.20	3,713.666	0.573	0.971
importance_can recognize the connections between social events and their course of study	416.98	3,721.020	0.579	0.971
importance_analyze what they have read	416.41	3,756.372	0.443	0.972
importance_have knowledge of various cultures	417.12	3,720.026	0.560	0.971
importance_have read classic works of literature	417.69	3,732.675	0.390	0.972
importance_be intellectually curious	416.41	3,773.997	0.226	0.972
how_well_read with understanding	418.12	3,736.276	0.582	0.971
how_well_read with fluency	418.29	3,737.667	0.574	0.971
how_well_communicate effectively in writing (content and mechanics)	418.43	3,737.875	0.607	0.971
how_well_speak effectively	417.82	3,758.486	0.408	0.972
how_well_correctly use basic mathematical functions, such as addition, subtraction, multiplication, division, ratios, and proportions	418.57	3,732.625	0.445	0.972

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
how_well_understand and apply common problem-solving techniques	418.04	3,717.248	0.689	0.971
how_well_analyze, categorize, and draw conclusions about points, lines, planes, and space	418.84	3,737.598	0.409	0.972
how_well_collect, organize, and analyze data using Scientific Method	418.82	3,729.195	0.505	0.971
how_well_understand how the life, physical and earth sciences are related	418.90	3,713.885	0.617	0.971
how_well_understand the historical and contemporary relationships among science, technology, and society	418.76	3,702.355	0.707	0.971
how_well_understand the American political system	418.80	3,734.374	0.480	0.971
how_well_understand the American economic system	418.69	3,729.217	0.522	0.971
how_well_understand how events, trends, individuals and movements shape history	418.43	3,709.583	0.629	0.971
how_well_understand U.S. and world geography	418.96	3,728.540	0.548	0.971

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
how_well_understand the American social system	418.41	3,738.038	0.440	0.972
how_well_be familiar with current events occurring in the U.S. and around the world	418.33	3,732.766	0.499	0.971
how_well_utilize knowledge gained from one class in other classes	418.06	3,720.809	0.648	0.971
how_well_use a broad vocabulary appropriate to an educational environment	418.33	3,732.641	0.597	0.971
how_well_use email	416.78	3,762.803	0.296	0.972
how_well_have working knowledge of MLA or APA citation methods	418.71	3,739.250	0.485	0.971
how_well_demonstrate critical thinking skills	418.10	3,729.510	0.620	0.971
how_well_demonstrate knowledge about pop culture	417.33	3,738.891	0.368	0.972
how_well_have a general knowledge of American and world history	418.67	3,735.058	0.546	0.971
how_well_recognize the connections between social events and their course of study	418.37	3,708.571	0.654	0.971
how_well_analyze what they	418.31	3,724.175	0.665	0.971

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
have read				
how_well_have knowledge of various cultures	418.33	3,719.724	0.607	0.971
how_well_have read classic works of literature	418.98	3,737.604	0.512	0.971
how_well_demonstrate intellectual curiosity	418.20	3,730.416	0.551	0.971