Assessment Practices among College Instructors: Implications for Advancing Professional Development in Assessment Strategy Trainings

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Abstract: A total of 24 faculty members from the main campus of the University of Southern Mindanao, Kabacan, Cotabato, Philippines voluntarily participated in a study evaluating the assessment practices utilized by college instructors and identifying their professional development needs in this area. Half of the participants held the entry-level academic position of Instructor in State Universities and Colleges (SUCs), and the majority of participants were women between the ages of 31 and 40. The participants also predominantly taught courses in the fields of social sciences. Data was collected through a survey focusing on classroom assessment practices. The findings revealed that the college instructors primarily utilized performance assessment for diagnostic purposes, to encourage students' learning, and as a tool to measure their performance in class. The commonly employed assessment practices included portfolio assessment, graded recitation, true or false tests, term papers or projects, assignments, multiple choice, class participation, and essays. Notably, a significant majority of participants consistently assigned activities that required students to articulate ideas and concepts, as well as engage in reviewing and retaining information taught in class. However, the study highlighted a limited integration of examinations emphasizing higher-order thinking skills, suggesting room for improvement. They recognized the significance of acquiring skills in creating precise and quantifiable learning outcomes. They also expressed concerns about the development of objective tests and the utilization of comprehensive observational checklists. Additionally, there was a clear emphasis on improving their understanding of test-scoring procedures and other assessment tools, signaling a critical area of focus for their professional growth.

Keywords: college instructors, assessment practices, needs for professional development.

Introduction
Educational professionals need to take action to consistently improve the quality of assessment procedures used in classrooms as well as to modernize the practice. Assessment is a crucial step in the educational process, so it must be carried out with great caution and attention (UNESCO, 2018; Areekkuzhiyil, 2021; Goles-Sabellina, 2021). In Maier, Adams, Burns, Kaul, Saunders, & Thompson, (2020) a kind of educational assessment called classroom assessment demands: (1) How do students directly exhibit what they know? And (2) what can students do through free-form activities like coming up with an answer, creating a project, or engaging in an activity? Numerous colleges and universities are criticized because they lack quality and do not carry out their educational duties of evaluating and assessing (Areekkuzhiyil, 2019).

With the introduction of numerous educational reforms involving online learning, flexible learning, and the implementation of the revised curriculum, new sets of courses are added to the K–12 curriculum in the Philippine educational system, the college instructors encounter many issues related to their instruction. The consequences of these problems would serve as the foundation for intuitive management and administration to calibrate college instructors' assessment practices as professional development in the field of classroom instruction.
Assessment strategies in higher education are crucial for assessing student learning outcomes and directing instructional improvements. Several empirical research looked into many facets of college instructors’ assessment techniques, offering insightful information on both successful approaches and challenges. Inadequacies of conventional testing procedures have been mentioned in the evaluation way back. Wiggins (1993) explores the purpose and limitations of testing while recommending the use of authentic assessment. Real-world tasks are reflected in authentic assessment, which fosters a deeper understanding of the subjects. Similarly, for the beneficial effects on student learning, formative evaluation techniques have been the subject of much research. Black and Wiliam (1998) place special emphasis on how formative assessment raises standards by providing quick feedback, fosters self-control, and guides instructional decision-making.

The idea of "assessment for learning" is examined by Boud and Falchikov (2006), who suggest that assessments be coordinated with long-term learning goals. To enhance students' overall learning experiences, they emphasize the importance of creating assessments that accurately measure the specified learning outcomes. Nicol and Macfarlane-Dick (2006) go over seven guidelines for effective feedback practices and offer guidelines for formative evaluation. Their research gives educators useful tips on how to encourage self-regulated learning by using efficient formative assessment techniques.

Hattie and Timperley (2007) emphasize the significance of feedback as a crucial element of assessment processes in their well-respected work. They talk about how student success can be significantly impacted by feedback and how it might support ongoing improvement. Feedback from teachers is helpful information for EFL or English as a Foreign Language students' growth since it helps students identify their areas of strength and weakness when studying English. Both good and negative instructor feedback was perceived by the students. Following teacher input, the students improved their self-regulated learning skills in English learning, including goal-setting, monitoring, self-motivation, seeking assistance, adopting, and self-evaluation to increase the quality of their feedback in English classroom evaluation of the English teachers and educators (Putri, Munir, and Anam, 2021).

A study conducted on the usefulness and effectiveness of feedback in improving learning outcomes lends credence to the notion that training programs might have a positive impact on assessment procedures and feedback quality. The study discovered that by implementing instructional strategies such as encouraging self-evaluation, peer feedback, and delivering timely and constructive feedback, instructors can improve their assessment practices and the feedback they provide to students. The paper emphasizes the need for educators to reconsider their feedback-providing process and suggests making students understand the meaning of good performance or goals and simplifying the self-assessment or reflection process in learning. (Mamoon-Al-Bashir, Kabir, and Rahman, 2016). Similarly, the creation of a formative assessment based on student perceptions is essential for teachers to reflect on their teaching style as they go along and for students to work on improving their goals while also lowering subject-matter misconceptions, identifying their strengths and weaknesses, and enhancing student-teacher communication (Ghozali, and Tyas, 2022).

As technology has become more prevalent in education, the impact of technologically improved evaluation practices has come to light. Through a meta-analysis, Wu and Alrabah (2020) looked into how online tests affected students' learning outcomes. Their findings shed insight into the benefits and drawbacks of technologically improved evaluation. The effects of multimedia task authenticity on student performance and engagement are examined by Ross and Ryan (2004). Their study underlines the significance of giving students interesting and pertinent homework tasks while highlighting the potential advantages of adopting authentic evaluation techniques. A comprehensive guide to efficient assessment methods in the digital age is provided by Jisc (2019). To increase student engagement and learning, the handbook emphasizes the use of online technologies, e-portfolios, and adaptive evaluation methods.
Classroom assessment is an ongoing process of identifying, gathering, organizing, and interpreting quantitative and qualitative information about the learners. Instructors employ classroom assessment methods that are consistent with curriculum standards (Goles-Sabellina, 2021). In higher education, assessment tools are essential for evaluating student learning outcomes and directing instructional adaptations. These empirical studies emphasize the value of authentic assessment, formative evaluation strategies, assessments that are in line with learning objectives, effective feedback procedures, evaluation that is improved technologically, ongoing classroom evaluation, and formative assessment that is created based on students' perceptions.

In terms of task assignment and questioning strategies of college instructors, Johnson and Anderson did a thorough examination of the connection between task complexity and student learning outcomes in college science courses in 2022. To explore the effects of task assignment strategies on students' problem-solving skills, conceptual understanding, and retention of scientific knowledge, their study entailed varying task complexity levels. Their research adds important knowledge to the field by expanding our understanding of how task complexity affects student learning in science classes.

In a similar line, Lee and Park (2023) investigated how task-based learning in undergraduate business courses affected student engagement and problem-solving abilities. In their study, task-based approaches to learning—including case studies, simulations, and real-world projects—were contrasted with more traditional educational approaches. The researchers shed light on the benefits of using task-based learning strategies to foster active student involvement and improve students' business education skills by examining the effects of task-based learning on student engagement, critical thinking, and the application of business concepts.

A systematic evaluation of empirical studies on task-based language training from 2020 was done by Metallidou and Tsafos. Their research looked at the effects of task-based language learning on language learning outcomes as well as effective task assignment methods. Nokes and Schwannebeck (2017) provided a critical analysis of task-based language training, outlining its advantages and disadvantages, as well as making recommendations for how task assignment methods might be improved. Together, this research expands our knowledge of task-based language instruction's effects and the most effective teaching methods.

To engage students' thinking and improve the quality of instruction, Wangru (2016) underlines the significance of good questioning in college English lectures. Ziyaeemehr (2016) discovered that college teachers generally ask higher-level inquiries, but students typically ask questions at a lower cognitive level. The study findings indicated that lecturers asked higher cognitive level questions such as open-ended, interpretive, evaluative, inquiry, inferential, and synthesis, while most students raised lower cognitive questions including facts, closed, direct, recall, and knowledge-type questions. It is suggested that using higher-level questioning techniques, more frequently used by lecturers as more competent speakers in comparison to students, can foster learning and students are required to attend higher levels of questioning techniques to enhance their speculative, inferential, and evaluative thinking ability. According to Robitaille's (2015) investigation into instructors' and evaluators' perceptions of successful questioning and discussion techniques, teachers' training and experience, a respectful learning environment, collegial relationships, and effective questioning techniques influences effective methods. Larson (2013) emphasized the necessity of using a variety of questioning approaches to stimulate students' thinking and facilitate learning, highlighting the relevance of questioning in lecture-based courses.

Similarly, Aydin and Guler investigated the effects of instructional questioning methods and the usage of instructional technology in online learning environments in 2021. They emphasized the benefits of integrating these strategies to improve academic achievement. Shute and Zapata-Rivera (2017) also gave a general overview of adaptive educational systems and their potential to enhance task assignment and questioning tactics through customized feedback, supporting personalized learning experiences.
Chin and Osborne (2010) highlighted how important it is to develop inclusive learning environments in science education that encourage student engagement, critical thinking, and the investigation of scientific ideas. Their analysis of questioning techniques in this setting highlights their contribution to efficient science learning.

In-depth research by Smith and Brown in 2021 looked into the effective questioning techniques used by college lecturers. The goal of the study was to find out how different question kinds affected student engagement, critical thinking, and content comprehension. Socratic, probing, and metacognitive questions were all included in this.

To investigate the function of questioning techniques in college language classrooms, Chen and Zhang (2022) carried out a case study. Their study centered on how teachers might promote student engagement, language competency development, and critical thinking in contexts of language learning. This case study offers insightful information on how to ask questions that improve student learning in college language classes. The aforementioned research emphasizes the value of task complexity and task-based learning approaches for improving student learning results across a range of academic subjects. Additionally, the importance of effective questioning strategies and the use of instructional technology is emphasized to support student engagement, critical thinking, and information acquisition. This highlights the requirement for dynamic and inclusive learning environments.

Thus, it is necessary for the college instructors to determine their professional needs in terms of assessment practices. The effectiveness of training programs centered on assessment design concepts in enhancing instructors' assessment procedures and the quality of feedback given to students is supported by research. One study (Hattie and Timperley, 2007) looks at the value and effectiveness of feedback in improving student learning outcomes. The study underlines the importance of feedback and its impact on student comprehension and achievement. It means that a training session focusing on assessment design concepts could result in significant improvements to teachers' assessment procedures and the quality of feedback provided to students. The study "Knowing What Students Know" (Pellegrino, Chudowsky, and Glaser, 2001) shows the importance of assessments about instruction and curriculum. It underlines the importance of aligning evaluations with educational objectives and delivery methodologies.

Teachers can create tests that accurately assess student learning outcomes and offer insightful feedback with the aid of a training program that focuses on assessment design concepts. Additionally, when creating efficient evaluation and assessment frameworks, it is crucial to strengthen links to classroom practice, according to the OECD's report on evaluation and assessment frameworks (Organization for Economic Co-operation and Development or OECD, 2013). A study conducted on the usefulness and effectiveness of feedback in improving learning outcomes lends credence to the notion that training programs might have a positive impact on assessment procedures and feedback quality. The study discovered that by implementing instructional strategies such as encouraging self-evaluation, peer feedback, and delivering timely and constructive feedback, instructors can improve their assessment practices and the feedback they provide to students (Mamoon-Al-Bashir, Kabir, and Rahman, 2016). Training programs that equip instructors with the knowledge and abilities to create assessments based on reliable concepts can improve the alignment between assessment and instruction. As a result, evaluation procedures are enhanced, and students receive feedback that is of higher quality.

The Present Study

This research intends to add to the existing literature on assessment processes in higher education, task assignment, and questioning strategies in the context of assessment practices, and college instructors' professional development needs regarding this area and their participation in initiatives aimed at improving assessment to enhance student learning outcomes.

By addressing these gaps, this study specifically aimed to contribute to the current knowledge base and inform the design of effective professional development programs for college instructors focusing on assessment strategy training. And as a result, the primary goal of this
study was to document college instructors' assessment techniques and their need for professional development in assessment practices. Specifically, this study aimed to (1) determine the instructors' use of performance assessment (in terms of the use of assessment as a diagnosis to improve students' learning, use of assessment in supporting students' learning progress, and use of assessment as a basis for measurement of students' competence and outcomes); (2) determine the assessment practices and purpose of assigning tasks and use of questioning to the students (such as the participants' assessment practices, and the participants' purpose in assigning tasks and use of questioning to students), (3) participants' needs for professional development in assessment practices and summary of their needs for professional development in assessment practices, and (4) participants' frequency of participation on assessment improvements and students' learning.

Methodology
The survey research method was chosen as the preferred method of approach to this study to collect data. There were 24 faculty members (out of 249) from the University of Southern Mindanao's main campus who voluntarily agreed to take part in the study (see Fig. 1).

Fig. 1. Personal Characteristics of the Participants (a) sex, (b) age, (c) academic rank, (d) field of specialization, and (e) subject taught.
Fig. 1 shows information about the participants' personal information regarding their sex, age, academic ranks, areas of expertise, and subjects taught. According to the data of the 24 participating college instructors, 75% of them or 18, were female, and 25% or 6, were male. This suggests that the majority of the participating teachers were female. Many of the respondents—41.70%—were between the ages of 31 and 40 years old. Of the instructors, 29.20% were between the ages of 41 and 50, while the oldest respondents—20.80%—were over the age of 50. The youngest age group was made up of 8.30% participant ages between 21 and 30. Based on the academic ranks of the participants, entry-level rank of Instructors were 50% of them (12), Assistant Professors were 29.20% or 7 of the participants, Associate Professors were 12.50% or 3, and Professors at the highest academic rank were 8.33% or 2. Additionally, of the college instructors who took part in the study, 58.30% were from the College of Arts and Social Sciences, 8.30% or 2 were from the field of Technology and Industry, another 8.30% or 2 were from the College of Education, and the same percentage came from the Business and Management field. The remaining participants came from other unspecified fields. Moreover, the college instructors in this survey mostly taught Social Sciences courses/subjects (Psychology, Philosophy, Political Science, etc.) i.e., 25% or 6 of them, while 4 or 16.70% taught Filipino subjects/courses and 3 taught English. The remaining instructors provided instruction in professional education courses, business, automotive technology, health and physical education, marketing, industrial technology, natural sciences, mathematics, and humanities/art disciplines. In general, the majority of the participants were women, between the ages of 31 and 40 years old, with half of them holding the entry-level academic rank as Instructors, and the majority of the courses they taught were in the Social Sciences.

A Google Form was utilized to collect the data online with a minimum of one paragraph in the online survey addressed the study's ethical concern, asking respondents if they would agree or refuse to participate. The information was gathered using the Classroom Assessment Practices Survey Questionnaire (CAPSQ) Teacher Edition, developed by Richard Gonzales, Ph.D. in 2014 (Gonzales and Callueng, 2014). To analyze the data, a descriptive statistical method was employed. Data were displayed and presented graphically.

Results and Discussion
The findings of the survey on the instructors' assessment practices and their needs in terms of assessment practices are covered in this section.

College Instructors’ Use of Assessment
Data shown in Fig. 2 were the college instructors' assessment practices based on the three (3) categories: (a) use of assessment as a diagnosis to improve students' learning, (b) use of assessment in supporting students' learning progress, and (c) use of assessment as a basis for measuring students' competence and outcomes.

(a) Use of Assessment as Diagnosis to Improve Students’ Learning
The first group of statements focused on the use of assessment as a diagnosis to enhance students' learning. The results showed that more than half of the participants—14 of them—consistently responded very frequently to the statement that they periodically gathered student learning data to improve the teaching process. Additionally, 14 of them consistently responded very frequently to the statement that they identified better learning opportunities for students. As a result, it appears that college instructors commonly employed performance evaluation as a diagnostic tool to enhance students' learning, with estimates ranging from 51 to 75 percent of the time. The findings indicate that the college instructors who took part in the study used performance assessment to ascertain whether their students were prepared for the materials they would be learning in the class. This also satisfies college instructors' interest in how much their students in the class already know about a forthcoming topic before digging in, as well as finding out what information they already have about the topics.

In this way, the teacher uses the assessment as a diagnostic tool to determine prior knowledge and support lesson planning, learning objectives, and the identification of areas that may require
more or less time. One of the crucial tasks in planning and organizing classroom sessions is for teachers to use diagnostic practice on students with learning challenges (Wijaya, Retnawati, Setyaningrum, Aoyama, and Sugiman, 2019). Additionally, because each student has a unique set of preconditions, instructors must recognize each student (Thornberg, Forsberg, Hammar Chiriac and Bjereld (2022) and be able to describe and interpret the abilities and challenges of each student to create lessons that are more meaningful for both the instructors and the students.

(b) Use of Assessment in Supporting Students’ Learning Progress
The results also found in Fig. 2 present the college instructors’ use of performance assessment in promoting students’ learning progress. It showed that 13 of the participants, or more than half of them, consistently responded that helped their students keep track of their educational development and set standards for them to judge their performance.

![Graph showing the use of assessment in supporting students' learning progress](image)

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Fig. 2. College Instructors’ Use of Assessment (a) the basis for diagnosing students’ learning, (b) measuring students’ competence and outcomes, and (c) supporting students’ learning.

The result further suggests that college instructors used assessment to assist students’ learning progress as they answered frequently to always responses indicating that they used assessment in their instruction i.e., mostly between 51% and 75% of the time. To put it another way, the instructors in this survey assist their students' learning and comprehension of the subject matter because these are essential components of the learning process. They also used evaluation to carry out their purposes and learning plans in their instructions.

According to the works of literature, assessment is an essential component of instruction because it shows whether or not the educational objectives are being reached. Grades, placement, advancement, instructional needs, curriculum, and, in some situations, funding decisions are influenced by assessments. We are motivated to ask difficult questions through assessment, such as "Are we teaching what we think we are teaching? Are students learning what they should be learning? Is there a method to teach the subject better, hence promoting better learning?" When an evaluation is effective, it first offers diagnostic feedback: What is the student’s knowledge...
base? claims Wiggins (2012). Additionally, What standard does the student perform against? What needs does the student have? What else needs to be taught? Second, what performance displays understanding? assists educators in setting standards. What action exemplifies knowledge? What performance exemplifies mastery, furthermore? Third, assesses advancement: How is the student doing? Which approaches or methods of instruction are most successful? What adjustments or revisions to a lesson are required to assist the student? still from Wiggins (2012).

(c) Use of Assessment as Basis for Measuring Students’ Competence and Outcomes

Still in Fig. 2. results showed that the participants' assessment practices were used as a foundation or gauging students' competence. Additionally, a lot of the college instructors answered that they constantly used assessments to determine the students' degree of learning achievement. The finding further suggests that more than 75% of the time during instruction, teachers employed assessment as a basis for gauging students' proficiency and results.

In education, assessment and measuring go hand in hand. Both can be utilized for a variety of purposes, such as communicating with students, parents, and the general public; assisting students in comprehending educational objectives and their development; helping teachers evaluate the efficacy of their practices; enhancing cross-school cooperation and giving the facts required to determine if the system is operating fairly for all students (Braun, 2019). In general, teachers always used assessments to diagnose students' learning, to encourage students' learning, and to use assessments as a measurement tool to determine a student's performance in class.

Similarly, there are three main "purposes" for classroom assessment in the literature that is currently accessible (Pastore and Andrade, 2019). Assessment for learning is used to identify what students already know and what they still need to acquire. This could either be an ongoing evaluation of student's progress throughout the learning process or a "diagnostic assessment" performed before teaching a new subject to identify students' preparedness to learn. A crucial component of learning assessment is feedback. Students evaluate themselves or their classmates within the course as part of the evaluation process known as assessment as learning. Formative assessment includes both evaluations performed as and for learning, and the continual feedback loop established throughout the procedure is regarded as both a learning process and an assessment process. Assessment of learning is used to identify the total amount of knowledge and abilities that students have acquired from their studies. This sort of evaluation is the one that is most frequently linked to marks on assignments, exams, or student report cards. Another type of summative assessment is the outcomes of standardized tests (National Academies of Sciences, Engineering, and Medicine, 2001).

How the information is used and by whom makes a difference between evaluation for, as, and of learning. A written test, for example, might be used for assessment before, during, or after learning. The test may serve as a chance for students to compare their understanding to a standard (assessment as learning), a way for a teacher to determine where her students stand in terms of learning a concept (assessment for learning), or a chance for students to consider what they have learned and receive a performance grade (assessment of learning) (Maier, Adams, Burns, Kaul, Saunders, and Thompson, 2020).

College Instructors’ Assessment Practices, Purpose of Assigning Tasks and Use of Questioning to the Students

The goal of providing tasks and the usage of questions is also covered in this section, along with the various assessment techniques utilized by the participants.

(a) Assessment Practices

The participants’ assessment practices were shown in Fig. 3. It was found that many of the participants frequently used portfolio assessment, graded recitation, true or false, term papers or projects, assignments, multiple choice, and performance assessment in addition to always using class participation and essays. The participants periodically employed fill-in-the-blanks, tests, and classroom assessment procedures. This shows that rather than assessing students' levels of
knowledge, the teachers employed a variety of assessment practices to determine and measure each student's degree of performance in a particular subject. The instructors allow their students to exhibit their knowledge and carry out assignments in this way.

Because it places a strong emphasis on a person's capacity to act in a way that makes use of recently acquired knowledge Wiggins (2012) suggested alternative assessment that is also known as a performance exam or authentic assessment. The student would be required to complete significant tasks that demonstrate an understanding of the teaching and learning objectives as part of the assessment.

(b) Purpose in Assigning Tasks and Use of Questioning to Students

Also in Fig. 3, showed the results from the participant’s use of task assignments and questions for students. The majority of participants, or 14, indicated that they always assigned tasks to students that required them to explain ideas and concepts, and 12 of them indicated that they also consistently assigned tasks that required students to recall or remember what was taught in class. In addition, 16 participants affirmed that they frequently gave students assignments that require them to come up with new ideas, products, or points of view; 13 participants answered that they gave students assignments that require them to defend a position or choice; 12 participants believed that they gave students assignments that required them to be able to analyze situations or conditions; and 11 participants responded that they gave students assignments that required them to apply knowledge or concepts in novel ways.

![Fig. 3. College instructors’ (a) assessment practices, and (b) purpose of assigning tasks and use of questioning to the students.](image-url)
One can decide whether to assess students, which students to assess, what form of assessment to use, when to use it, and how frequently to use it by answering the questions one seeking to answer. Assessment-related questions are divided into three broad (and occasionally overlapping) categories: the "discover" questions that typically arise before learning, the "monitor" questions that happen during learning, and the "verify" questions that happen after a stage of learning has ended. The importance of effective questioning in provoking students' thoughts and enhancing instruction quality is emphasized by research on questioning strategies in college English lectures (Wangru, 2016). College instructors typically ask questions at a higher cognitive level, but students frequently ask questions at a lesser level (Ziyaeemehr, 2016). The use of higher-level questioning tactics can encourage learning, and it is recommended that students take greater degrees of questioning techniques to improve their thinking skills (Wangru, 2016). Successful questioning strategies, teachers' training and experience, a respectful learning environment, and collegial connections (Robitaille, 2015 influence successful teaching practices). According to Larson (2013), it is crucial to use a variety of questioning techniques to encourage students' critical thinking and promote learning.

College Instructors’ Needs for Professional Development and Summary of the Needs for Assessment Practices

The findings in the section were analyzed based on the answers of the participants on the Likert scale, highlighting the assessment procedures that are very much needed in their responses and the summary of their needs as shown in Fig. 4.

College Instructors’ Needs for Professional Development in Assessment Practices

According to the information in Fig. 4, 11 participants were in dire need of professional development in assessment procedures, such as how to write learning objectives, create observation checklists, and reporting assessment results, and give tests and exams. The remaining five of them needed formulating or asking questions, and two of the participants needed professional development in assessment practices to select the best item type for a test, while one participant desperately needed to learn more about defining tasks for performance tests, and to advance in themes related to scoring and marking tests and assessment instruments. The other 3 participants felt that they extremely needed to make significant progress in the areas of making assessment strategies, generating rubrics, and connecting learning outcomes with the assessment process.

Summary of the College Instructors’ Needs for Professional Development in Assessment Practices

Data also showed that participants needed to make significant progress in the top five identified assessment practices. First, 11 participants felt they needed to move forward and make progress on writing learning outcomes, and second, 9 teachers had concerns about developing objective tests and creating observation checklists. The third position was intended for the six participants to expand their understanding of grading tests and other evaluation instruments. Five participants felt that they needed to improve their abilities to report assessment results, administer tests and exams, and ask essay questions for the fourth concern of the participants. The respondents also felt that they urgently needed to create rubrics, develop assessment plans, and link learning objectives with assessment outcomes for the fifth concern.

With the advent of numerous educational reforms involving online learning, flexible learning, and the use of the revised curriculum that introduced new sets of courses in the Philippine educational context, the participants' responses accurately reflected their need for professional development in assessment practices. The findings would serve as a basis for the administrative management and intuitive management to calibrate their instructors' assessment procedures as professional development. Teachers encounter many different issues relating to their instruction. Based on the research, the situation of the instructors in the context of this survey report is similar to the issues that teachers face in other contexts. The key problems were policy interpretation, assessment planning, execution, the use of a range of approaches in assessment, and time for assessment (Lumadi, Mutendwahothe, 2013)
A study discusses flexible learning adaptabilities in the new normal that highlights the importance of e-learning resources, digital meeting platforms, and online learning systems in facilitating education. It emphasizes the need for effective learning engagement strategies to ensure student participation and motivation and the importance of adapting and utilizing technology to create a successful learning environment in the new normal (Santiago, Ulanday, Centeno, Bayla, and Callanta, 2021).

Additionally, several colleges are condemned for being of inferior quality and failing to carry out their educational duties of examining and grading students (Areekkuzhiyil, 2019). Additionally, a teacher who has a strong understanding of the cognitive domains is less likely to recognize the right questions to ask students, what to look for in their performance, how to infer knowledge from that performance, and how to modify training. Teachers may be provided with a variety of intellectual instruments and tools, but each one should be appropriately adjusted for the domain in question (Hodgen and Marshall, 2005).

Within a larger educational environment, assessment is present and its elements must be unified for the context to be effective in educating children (Gitomer and Duschl, 2007) and distinguish...
between internal and exterior coherence. When assessment components are mutually supporting, they can be regarded as internally cohesive; in other words, formative and summative evaluations must be coordinated. Additionally, those elements must be externally coherent in that formative and summative evaluations must be in line with learning outcomes that are regarded favorably by society. Of course, external coherence also applies to other system parts, such as educational ideologies, regulations, and plans. In any event, if these two types of coherence are not present, components of the system will either work against one another or act against wider societal aims. As a result, the nature of the wider system in which the assessment is embedded and, in particular, its content, structure, and design, will have an impact on how effective the assessment is. If we want to have the biggest impact possible on learning and instruction, we ultimately need to reform the system, not just the way we approach assessment. The system must be changed, which is a very difficult task. Assessment is a crucial step in the educational process, so it must be carried out with great caution and attention. Educational professionals need to take action to consistently improve the quality of assessment procedures used in classrooms as well as to modernize the practice (Arekkuzhiyil, 2021).

Similarly, the study of Nguyen and Martinez (2023) focuses on the challenges encountered by college instructors in implementing authentic assessment that refers to the evaluation of student's knowledge and skills in real-world contexts. College instructors face challenges in designing and developing authentic assessment tasks that align with their course objectives. A lack of time and resources, as well as resistance from students, can hinder the effective implementation of authentic assessment. Strategies such as providing clear guidelines, training instructors, and creating a supportive environment can help overcome these challenges and promote the successful implementation of authentic assessment in higher education.

Participants’ Perception of Teaching/ Instruction and Professional Satisfaction
To make connections to the college instructors’ desires for professional development about assessment practices, this survey was also interested in the instructors’ perceptions of teaching/instruction and professional satisfaction as shown in Fig. 5. The majority i.e., 17 of the participants firmly agreed that teaching is a great career. Additionally, 12 out of the participants, or approximately half of them, concurred that their work makes them feel professionally satisfied. For the next two (2) assertions, i.e., 8 of the participants agreed that they loved their school and also 8 would not switch to another job.

The result implies that with these in the minds and intentions of the respondents, it can be safely discerned that they would be willing to grow professionally in their careers as college instructors as they seek longevity and progress in their professional careers.

The review study of Postholm and Boyla (2018) examined 43 articles from 2016 and 2017 on teachers' professional development. The study found that instructors’ learning processes need to be developed to improve schools and researchers should conduct intervention studies and promote a transformation process led by practitioners, as well as collaboration between teachers and outside resource persons can contribute to school development. Thus, teacher leadership plays a role in facilitating professional development within school communities. The study examines the contextual influences on the professional development experiences of lecturers in
English as a foreign language at a Vietnamese university. The study identified both supportive and constraining contextual factors influencing professional development, including workload, language proficiencies, cultural factors, and the lack of formal professional development opportunities and emphasize the importance of considering the unique contextual factors of a specific educational setting when designing and implementing professional development programs for teachers (Nga Huynh Hong Ngo, Sue Cherrington, and David Crabbe, 2022).

**College Instructors' Frequency of Participation in Assessment**

**Improvements and Students' Learning**

The results in Fig. 6 show how frequently the college instructors participated in assessment improvements and students' learning. The majority of the 16 participants, or the first statement, frequently discuss strategies for student learning with their peers. Furthermore, 13 respondents, or more than half of the sample, said they frequently discuss strategies to enhance assessments with coworkers.

How to align practices with an idealistic new competency-based curriculum is a major concern. Modern, formative approaches are encouraged by policy-makers, but many instructors lack the knowledge and resources to use them in the classroom. The majority of assessments are summative, and teachers are increasingly in need of guidance on how to give feedback and use assessment data to develop students (OECD, 2020).

![Fig. 6. Participants' frequency of participation in assessment improvements and students' learning](image)

Modern, formative approaches are encouraged by policy makers, but many instructors lack the knowledge and resources to use them in the classroom. The majority of assessments are summative, and teachers are increasingly in need of guidance on how to give feedback and use assessment data to develop students (Marion, Worthen, and Evans, 2020).

**Conclusions**

A study focused on college professors' assessment methods and needs, as well as their satisfaction levels with their profession and teaching. The investigation found that college educators commonly used that assessment as a diagnostic strategy to improve students' academic performance. The data on student learning was regularly collected, areas for improvement were identified, and performance evaluations were used to determine students' readiness for course materials. Besides, assessment played a vital role in their academic progress, as educators assisted them in monitoring their development, setting high-performance standards, and offering
constructive feedback. Instructors evaluated students' learning outcomes and proficiency levels as part of the assessment, which also served as a foundation for measuring students' learning outcomes.

The study emphasized the significance of assessment in learning, emphasizing its function in determining standards and gauging the efficacy of teaching strategies. Various assessment methods were used, including performance evaluations, multiple choice examinations, true or false questions, term papers, assignments, and portfolio assessments. The participants gave the students assignments that required them to explain things, remember things, come up with new ideas, argue their points, analyze circumstances, and apply their knowledge.

Professional development in assessment practices was indicated as a critical necessity for the instructors. They identified areas for improvement in the following areas: defining learning outcomes, establishing objective tests, constructing observation checklists, reporting assessment results, and giving tests and exams. The study identified the difficulties the college instructors have in adopting effective assessment procedures, interpreting policies, and managing assessment time. It underlined the need of matching assessment techniques with educational objectives, as well as the requirement for assessment system external and internal coherence.

Implications of College Instructors' Use of Assessment

1. **Enhancement of student learning in the university.** The data indicate that college instructors frequently employ assessment as a diagnostic technique to improve students' learning. Instructors can adjust their teaching methods to match the particular needs of students by collecting student learning data and identifying better learning opportunities. This method aids in lesson planning, goal setting, and identifying areas that require further attention or support.

2. **Assistance with the college students' learning progress.** College professors use assessments to help students study more effectively. Instructors can provide feedback and direction to students to help them improve their learning outcomes by keeping track of their educational development and setting performance goals. The assessment also assists teachers in evaluating the efficacy of their instructional approaches and making necessary changes to encourage improved learning in the university.

3. **Measurement of university students' abilities and outcomes.** Assessment is used to measure students' competence and learning outcomes. These instructors use assessment to evaluate students' learning achievements and establish their degree of competency. This information is critical for a variety of objectives, including communicating with students, assessing educational needs, developing curriculum, and making decisions about student placement and advancement.

4. **A variety of assessment methods are used.** To determine and quantify students' performance, college instructors use a variety of evaluation approaches. Portfolio assessments, graded recitations, true or false questions, term papers or projects, assignments, multiple-choice questions, and performance evaluations are examples of these methods. Instructors can examine many areas of their students' knowledge and abilities by using various assessment methods, allowing students' to demonstrate their understanding and apply their learning.

5. **Professional growth is required.** The study emphasizes college instructors' professional development needs in assessment techniques. Participants stated a need for improvement in areas such as generating observation checklists, writing learning objectives, reporting assessment findings, selecting appropriate assessment techniques, and building assessment strategies. Addressing these demands through professional development programs can help teachers improve their assessment skills and, as a result, improve the quality of assessment processes in the classroom.
Perception of teaching and professional satisfaction of the college instructors. Most college instructors thought that teaching was a fantastic vocation and indicated professional satisfaction in their work. They are committed to their work and eager to advance as college instructors based on their favorable perceptions and happiness. It implies that they are driven to invest in their professional growth, including bettering their assessment procedures, to increase the effectiveness of their instruction.

Collaboration and discussion on assessment among the college instructors and their colleagues. The study discovered that participants commonly engage in discussions with their peers concerning student learning practices and ways to improve assessments. This emphasizes the significance of instructor collaboration and professional discussion in sharing ideas, exchanging best practices, and jointly enhancing assessment processes. Collaboration can help instructors create a friendly and conducive learning environment, which leads to better assessment outcomes and student learning in the university.

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