

# Assessment Survey for Faculty



1. Your role on campus:			
	Your role on campus:		
	Full-time faculty	Adjunct faculty	Response Totals
Full-time faculty	100.0% (97)	0.0% (0)	57.7% (97)
Adjunct faculty	0.0% (0)	100.0% (71)	42.3% (71)
<b>answered question</b>	97	71	<b>168</b>
<b>skipped question</b>			<b>0</b>

2. Number of years teaching at the community college level:			
	Your role on campus:		
	Full-time faculty	Adjunct faculty	Response Totals
1 - 5	27.8% (27)	36.6% (26)	31.5% (53)
6 - 10	15.5% (15)	32.4% (23)	22.6% (38)
11 - 20	32.0% (31)	26.8% (19)	29.8% (50)
more than 20	24.7% (24)	4.2% (3)	16.1% (27)
<b>answered question</b>	97	71	<b>168</b>
<b>skipped question</b>			<b>0</b>

**3. Please indicate your participation in writing student learning outcomes at LMC. (Please select all that apply)**

	Your role on campus:		Response Totals
	Full-time faculty	Adjunct faculty	
I have written/participated in writing course-level student learning outcomes (CSLOs) at LMC. (Through the Course Outline of Record process.)	<b>86.6%</b> <b>(84)</b>	41.2% (28)	<b>67.9%</b> <b>(112)</b>
I have written/participated in writing program-level student learning outcomes (PSLOs) at LMC. (Through the Course Outline of Record process.)	71.1% (69)	23.5% (16)	51.5% (85)
I have written/participated in writing institutional-level student learning outcomes (ISLOs) at LMC with collegewide constituencies. (ISLOs include: Career-Technical Education ISLOs--formerly Occupational Education, Developmental Education ISLOs, General Education ISLOs, Library & Learning Services ISLOs, and Student Services ISLOs)	24.7% (24)	10.3% (7)	18.8% (31)
I have participated in writing student learning outcomes at LMC but don't know what level I was.	8.2% (8)	10.3% (7)	9.1% (15)
I don't know if I have participated in writing student learning outcomes at LMC.	0.0% (0)	1.5% (1)	0.6% (1)
I have NOT participated in writing student learning outcomes at LMC.	9.3% (9)	<b>50.0%</b> <b>(34)</b>	26.1% (43)
Please use this space to clarify responses as needed, and to add comments that occur to you as you responded to the question.	8 replies	4 replies	12
<b>answered question</b>	<b>97</b>	<b>68</b>	<b>165</b>
<b>skipped question</b>			<b>3</b>

**4. Please indicate your participation in assessing student learning outcomes at LMC. (Please select all that apply)**

	Your role on campus:		Response Totals
	Full-time faculty	Adjunct faculty	
I have assessed/participated in assessing course-level student learning outcomes (CSLOs) at LMC. (In my classroom, dialoging with colleagues about results and reporting through the CLASS system or in hard-copy reports.)	77.3% (75)	47.8% (32)	65.2% (107)
I have assessed/participated in assessing program-level student learning outcomes (PSLOs) at LMC. (Every two years at the program level, dialoging with department colleagues and reporting through the Program Review process.)	58.8% (57)	17.9% (12)	42.1% (69)
I have assessed/participated in assessing institutional-level student learning outcomes (ISLOs) at LMC. (Through processes devised by groups listed below.) (ISLOs include: Career-Technical Education ISLOs--formerly Occupational Education, Developmental Education ISLOs, General Education ISLOs, Library & Learning Services ISLOs, and Student Services ISLOs)	28.9% (28)	9.0% (6)	20.7% (34)
I have participated in assessing student learning outcomes at LMC but don't know what level I was.	8.2% (8)	11.9% (8)	9.8% (16)
I don't know if I have participated in assessing student learning outcomes at LMC.	1.0% (1)	9.0% (6)	4.3% (7)
I have NOT assessed my student learning outcomes at LMC.	8.2% (8)	25.4% (17)	15.2% (25)
Please use this space to clarify responses as needed, and to add comments that occur to you as you responded to the question.	9 replies	1 reply	10
<b>answered question</b>	97	67	164
<b>skipped question</b>			4

**5. How important are the following factors in motivating you to assess and improve student learning outcomes in your courses?**

		Your role on campus:		
		Full-time faculty	Adjunct faculty	Response Totals
a) Opportunity to collaborate with others in the department/program	<b>Important motivator</b>	<b>51.6%</b> <b>(49)</b>	<b>53.0%</b> <b>(35)</b>	
	<b>Somewhat important motivator</b>	22.1% (21)	36.4% (24)	
	<b>Unimportant motivator</b>	23.2% (22)	9.1% (6)	
	<b>Inhibitor</b>	3.2% (3)	1.5% (1)	
		95	66	161
b) Opportunity to collaborate with colleagues in other areas	<b>Important motivator</b>	27.7% (26)	25.8% (17)	
	<b>Somewhat important motivator</b>	<b>41.5%</b> <b>(39)</b>	33.3% (22)	
	<b>Unimportant motivator</b>	27.7% (26)	<b>37.9%</b> <b>(25)</b>	
	<b>Inhibitor</b>	3.2% (3)	3.0% (2)	
		94	66	160
c) Requirement of accrediting agencies	<b>Important motivator</b>	<b>41.9%</b> <b>(39)</b>	<b>38.5%</b> <b>(25)</b>	
	<b>Somewhat important motivator</b>	32.3% (30)	36.9% (24)	
	<b>Unimportant motivator</b>	20.4% (19)	21.5% (14)	
		5.4%	3.1%	

	<b>Inhibitor</b>	(5)	(2)	
		93	65	158
d) Discovering what works and what does not work	<b>Important motivator</b>	<b>65.3%</b> <b>(62)</b>	<b>78.8%</b> <b>(52)</b>	
	<b>Somewhat important motivator</b>	23.2% (22)	18.2% (12)	
	<b>Unimportant motivator</b>	10.5% (10)	3.0% (2)	
	<b>Inhibitor</b>	1.1% (1)	0.0% (0)	
		95	66	161
e) Measurable improvement in student learning	<b>Important motivator</b>	<b>52.1%</b> <b>(49)</b>	<b>75.4%</b> <b>(49)</b>	
	<b>Somewhat important motivator</b>	27.7% (26)	23.1% (15)	
	<b>Unimportant motivator</b>	16.0% (15)	0.0% (0)	
	<b>Inhibitor</b>	4.3% (4)	1.5% (1)	
		94	65	159
f) Consistency and fairness in grading across sections	<b>Important motivator</b>	<b>42.4%</b> <b>(39)</b>	<b>66.7%</b> <b>(44)</b>	
	<b>Somewhat important motivator</b>	31.5% (29)	25.8% (17)	
	<b>Unimportant motivator</b>	23.9% (22)	7.6% (5)	
	<b>Inhibitor</b>	2.2% (2)	0.0% (0)	
		92	66	158

Please use this space to clarify responses as

needed, and to add comments that occur to you as you responded to the question.	26 replies	2 replies	28
<b>answered question</b>	95	66	<b>161</b>
<b>skipped question</b>			<b>7</b>

**6. In what ways was the information useful that you gathered from assessing course-level student learning outcomes (CSLOs), Program-level student learning outcomes (PSLOs) and institutional-level learning outcomes (ISLOs)? (please select all that apply)**

		Your role on campus:		
		Full-time faculty	Adjunct faculty	Response Totals
I made changes in my instructional methods	<b>CSLO</b>	<b>69.5% (41)</b>	<b>79.2% (38)</b>	
	<b>PSLO</b>	20.3% (12)	16.7% (8)	
	<b>ISLO</b>	10.2% (6)	4.2% (2)	
		59	48	107
I made changes in my course structure	<b>CSLO</b>	<b>76.1% (35)</b>	<b>81.4% (35)</b>	
	<b>PSLO</b>	17.4% (8)	16.3% (7)	
	<b>ISLO</b>	6.5% (3)	2.3% (1)	
		46	43	89
I found opportunity to make changes but have not done so yet	<b>CSLO</b>	<b>50.0% (9)</b>	<b>80.0% (4)</b>	
	<b>PSLO</b>	38.9% (7)	20.0% (1)	
	<b>ISLO</b>	11.1% (2)	0.0% (0)	
		18	5	23

I found that I did not need to make any changes in my instructional methods or course structure	<b>CSLO</b>	<b>41.2%</b> <b>(14)</b>	<b>87.5%</b> <b>(7)</b>	
	<b>PSLO</b>	32.4% (11)	0.0% (0)	
	<b>ISLO</b>	26.5% (9)	12.5% (1)	
		34	8	42
The information was not useful at all so I did not make any changes in my instructional methods or course structure	<b>CSLO</b>	<b>48.4%</b> <b>(15)</b>	<b>100.0%</b> <b>(1)</b>	
	<b>PSLO</b>	29.0% (9)	0.0% (0)	
	<b>ISLO</b>	22.6% (7)	0.0% (0)	
		31	1	32
My department/program made changes in course outlines	<b>CSLO</b>	<b>58.3%</b> <b>(28)</b>	<b>75.0%</b> <b>(15)</b>	
	<b>PSLO</b>	35.4% (17)	15.0% (3)	
	<b>ISLO</b>	6.3% (3)	10.0% (2)	
		48	20	68
My department/program made changes in the CSLOs, PSLOs and/or ISLOs	<b>CSLO</b>	<b>51.3%</b> <b>(20)</b>	<b>69.6%</b> <b>(16)</b>	
	<b>PSLO</b>	41.0% (16)	17.4% (4)	
	<b>ISLO</b>	7.7% (3)	13.0% (3)	
		39	23	62
My department/program made changes in the sequence of courses or the program requirements	<b>CSLO</b>	<b>50.0%</b> <b>(5)</b>	<b>77.8%</b> <b>(7)</b>	
	<b>PSLO</b>	<b>50.0%</b> <b>(5)</b>	11.1% (1)	

	<b>ISLO</b>	0.0% (0)	11.1% (1)	
		10	9	19
I have not participated in program-level assessment	<b>CSLO</b>	<b>60.0%</b> <b>(9)</b>	<b>42.3%</b> <b>(11)</b>	
	<b>PSLO</b>	26.7% (4)	30.8% (8)	
	<b>ISLO</b>	13.3% (2)	26.9% (7)	
		15	26	41
Other	<b>CSLO</b>	<b>60.0%</b> <b>(3)</b>	<b>33.3%</b> <b>(3)</b>	
	<b>PSLO</b>	20.0% (1)	<b>33.3%</b> <b>(3)</b>	
	<b>ISLO</b>	20.0% (1)	<b>33.3%</b> <b>(3)</b>	
		5	9	14
Please use this space to clarify responses as needed, and to add comments that occur to you as you responded to the question.		24 replies	5 replies	29
<b>answered question</b>		84	59	<b>143</b>
<b>skipped question</b>				<b>25</b>



**7. How useful to you has the assessment process been with regard to what you learned about your own teaching?**

	Your role on campus:		
	Full-time faculty	Adjunct faculty	Response Totals
Very useful	11.7% (11)	28.1% (18)	18.4% (29)
Somewhat useful	<b>42.6%</b> <b>(40)</b>	<b>39.1%</b> <b>(25)</b>	<b>41.1%</b> <b>(65)</b>
Not useful	30.9% (29)	7.8% (5)	21.5% (34)
I have not participated	14.9% (14)	25.0% (16)	19.0% (30)
Please use this space to clarify responses as needed, and to add comments that occur to you as you responded to the question.	21 replies	3 replies	24
<b>answered question</b>	94	64	<b>158</b>
<b>skipped question</b>			<b>10</b>

**8. Did you engage in meaningful dialogue with colleagues as part of the assessment process?**

	Your role on campus:		
	Full-time faculty	Adjunct faculty	Response Totals
Yes, very meaningful dialogue	27.7% (26)	23.4% (15)	25.9% (41)
Yes, somewhat meaningful dialogue	<b>39.4%</b> <b>(37)</b>	<b>42.2%</b> <b>(27)</b>	<b>40.5%</b> <b>(64)</b>
There was no meaningful dialogue	20.2% (19)	10.9% (7)	16.5% (26)
I have not participated in assessment	12.8% (12)	23.4% (15)	17.1% (27)
Please use this space to clarify responses as needed, and to add comments that occur to you as you responded to the question.	24 replies	1 reply	25
<b>answered question</b>	94	64	<b>158</b>
	<b>skipped question</b>		<b>10</b>

**9. Did you have flexibility in choosing an assessment technique?**

	Your role on campus:		
	Full-time faculty	Adjunct faculty	Response Totals
Yes	68.9% (62)	47.6% (30)	60.1% (92)
No	17.8% (16)	23.8% (15)	20.3% (31)
I have not participated in assessment	13.3% (12)	28.6% (18)	19.6% (30)
Please use this space to clarify responses as needed, and to add comments that occur to you as you responded to the question.	14 replies	3 replies	17
<b>answered question</b>	90	63	<b>153</b>
<b>skipped question</b>			<b>15</b>

**10. What assessment techniques should be available?**

	Your role on campus:		
	Full-time faculty	Adjunct faculty	Response Count
	39 replies	10 replies	49
<b>answered question</b>	39	10	<b>49</b>
<b>skipped question</b>			<b>119</b>

**11. Do you have any suggestions for improving the assessment process?**

<b>11. Do you have any suggestions for improving the assessment process?</b>			
	<b>Your role on campus:</b>		
	<b>Full-time faculty</b>	<b>Adjunct faculty</b>	<b>Response Count</b>
	51 replies	17 replies	68
<b>answered question</b>	51	17	<b>68</b>
<b>skipped question</b>			<b>100</b>

**12. What communications/information/support about assessment have you received or initiated? (please select all that apply and indicate their value in the comment box)**

	Your role on campus:		
	Full-time faculty	Adjunct faculty	Response Totals
Attended TLP meetings and/or BRIC retreats	27.5% (25)	3.8% (2)	18.9% (27)
Assessment camps/workshops and/or individual coaching	<b>74.7%</b> <b>(68)</b>	42.3% (22)	62.9% (90)
Presentations, reports and/or Q&As at department or department chair meetings	65.9% (60)	40.4% (21)	56.6% (81)
Presentations, reports and/or Q&As at Academic Senate, GE, CTE or other campus meetings	42.9% (39)	1.9% (1)	28.0% (40)
Regular campus-mail memos and correspondences	58.2% (53)	42.3% (22)	52.4% (75)
E-mail memos and correspondences	63.7% (58)	<b>71.2%</b> <b>(37)</b>	<b>66.4%</b> <b>(95)</b>
Issued a Help Desk ticket for CLASS	14.3% (13)	9.6% (5)	12.6% (18)
Assessment materials on the college website	17.6% (16)	25.0% (13)	20.3% (29)
Other (explain below please)	18 replies (19.8%)	3 replies (5.8%)	14.7% (21)
<b>answered question</b>	<b>91</b>	<b>52</b>	<b>143</b>
<b>skipped question</b>			<b>25</b>

**13. How informed do you feel about the assessment initiative at LMC?**

	Your role on campus:		
	Full-time faculty	Adjunct faculty	Response Totals
Very informed	37.0% (34)	11.1% (7)	26.5% (41)
Somewhat informed	<b>59.8%</b> <b>(55)</b>	<b>58.7%</b> <b>(37)</b>	<b>59.4%</b> <b>(92)</b>
Not informed	3.3% (3)	30.2% (19)	14.2% (22)
Please use this space to clarify responses as needed, and to add comments that occur to you as you responded to the question.	9 replies	1 reply	10
<b>answered question</b>	92	63	<b>155</b>
<b>skipped question</b>			<b>13</b>

**14. How comfortable have you felt in expressing positive and/or negative feedback and ideas about assessment to members of the Teaching and Learning Project (TLP) at LMC?**

	Your role on campus:		
	Full-time faculty	Adjunct faculty	Response Totals
Very comfortable	<b>31.5%</b> <b>(29)</b>	20.6% (13)	<b>27.1%</b> <b>(42)</b>
Somewhat comfortable	25.0% (23)	20.6% (13)	23.2% (36)
Not comfortable	27.2% (25)	17.5% (11)	23.2% (36)
Have not had feedback/ideas to express	15.2% (14)	15.9% (10)	15.5% (24)
I have no knowledge of the TLP	1.1% (1)	<b>25.4%</b> <b>(16)</b>	11.0% (17)
Please use this space to clarify responses as needed, and to add comments that occur to you as you responded to the question.	14 replies	4 replies	18
<b>answered question</b>	92	63	<b>155</b>
<b>skipped question</b>			<b>13</b>

**15. How responsive have members of the Teaching and Learning Project (TLP) been to your concerns?**

	Your role on campus:		
	Full-time faculty	Adjunct faculty	Response Totals
Very responsive	32.6% (29)	15.6% (10)	25.5% (39)
Somewhat responsive	25.8% (23)	10.9% (7)	19.6% (30)
Not responsive	7.9% (7)	3.1% (2)	5.9% (9)
Have not expressed any concerns	30.3% (27)	35.9% (23)	32.7% (50)
I have no knowledge of the TLP	3.4% (3)	34.4% (22)	16.3% (25)
Please use this space to clarify responses as needed, and to add comments that occur to you as you responded to the question.	20 replies	0 replies	20
<b>answered question</b>	<b>89</b>	<b>64</b>	<b>153</b>
<b>skipped question</b>			<b>15</b>



**16. How included have you felt in the development of the assessment process?**

	Your role on campus:		
	Full-time faculty	Adjunct faculty	Response Totals
Very included	24.7% (22)	15.6% (10)	20.9% (32)
Somewhat included	<b>37.1%</b> <b>(33)</b>	<b>35.9%</b> <b>(23)</b>	<b>36.6%</b> <b>(56)</b>
Not included	21.3% (19)	15.6% (10)	19.0% (29)
Don't care to be involved	11.2% (10)	12.5% (8)	11.8% (18)
I have no knowledge of the developments in the assessment process	5.6% (5)	20.3% (13)	11.8% (18)
Please use this space to clarify responses as needed, and to add comments that occur to you as you responded to the question.	15 replies	1 reply	16
<b>answered question</b>	<b>89</b>	<b>64</b>	<b>153</b>
<b>skipped question</b>			<b>15</b>

**17. How clear are you about assessing student learning outcomes at the course level (CSLOs), program level (PSLOs), and the institutional level (ISLOs) in the current assessment model?**

		Your role on campus:		
		Full-time faculty	Adjunct faculty	Response Totals
CSLOs	Very clear	48.9% (44)	39.7% (25)	
	Somewhat clear	37.8% (34)	38.1% (24)	
	Unclear	10.0% (9)	7.9% (5)	
	I don't even know which CSLOs, PSLOs, and/or ISLOs apply to the courses I teach	1.1% (1)	14.3% (9)	
	Not applicable	2.2% (2)	0.0% (0)	
		90	63	153
PSLOs	Very clear	31.0% (27)	25.5% (14)	
	Somewhat clear	41.4% (36)	27.3% (15)	
	Unclear	18.4% (16)	23.6% (13)	
	I don't even know which CSLOs, PSLOs, and/or ISLOs apply to the courses I teach	2.3% (2)	23.6% (13)	
	Not applicable	6.9% (6)	0.0% (0)	
		87	55	142
ISLOs	Very clear	24.1% (20)	14.5% (8)	
	Somewhat clear	25.3% (21)	21.8% (12)	

	<b>Unclear</b>	<b>31.3%</b> <b>(26)</b>	<b>32.7%</b> <b>(18)</b>	
	<b>I don't even know which CSLOs, PSLOs, and/or ISLOs apply to the courses I teach</b>	3.6% (3)	29.1% (16)	
	<b>Not applicable</b>	15.7% (13)	1.8% (1)	
		83	55	138
	Please use this space to clarify responses as needed, and to add comments that occur to you as you responded to the question.	7 replies	1 reply	8
	<b>answered question</b>	91	63	<b>154</b>
		<b>skipped question</b>		<b>14</b>

<b>18. How clearly do you understand the relationship between the course outline of record structure and the assessment process?</b>			
	<b>Your role on campus:</b>		
	<b>Full-time faculty</b>	<b>Adjunct faculty</b>	<b>Response Totals</b>
Very clearly	<b>45.1%</b> <b>(41)</b>	37.1% (23)	41.8% (64)
Somewhat clearly	44.0% (40)	<b>45.2%</b> <b>(28)</b>	<b>44.4%</b> <b>(68)</b>
Not at all clear about the relationship	11.0% (10)	17.7% (11)	13.7% (21)
Please use this space to clarify responses as needed, and to add comments that occur to you as you responded to the question.	9 replies	1 reply	10
<b>answered question</b>	91	62	<b>153</b>
	<b>skipped question</b>		<b>15</b>

**19. Accreditation standards include “student awareness of goals and purposes of courses and programs in which they are enrolled.” The college has included the program-level student learning outcomes in the college catalogue. Do you inform students of your course-level student learning outcomes and include them in your first day handout/syllabus?**

	Your role on campus:		
	Full-time faculty	Adjunct faculty	Response Totals
Yes, in every course/section	67.8% (61)	83.6% (51)	74.2% (112)
Yes, in some courses/sections	16.7% (15)	8.2% (5)	13.2% (20)
No	15.6% (14)	8.2% (5)	12.6% (19)
Please use this space to clarify responses as needed, and to add comments that occur to you as you responded to the question.	19 replies	4 replies	23
<b>answered question</b>	90	61	151
<b>skipped question</b>			17

**20. The course outline of record includes a section for listing the criteria/rubrics for A-level and C-level work. Do you include these criteria/rubrics in your first-day handout or other course materials?**

	Your role on campus:		
	Full-time faculty	Adjunct faculty	Response Totals
Yes, in every course/section	31.5% (28)	<b>42.6%</b> <b>(26)</b>	36.0% (54)
Yes, in some courses/sections	16.9% (15)	18.0% (11)	17.3% (26)
No	<b>51.7%</b> <b>(46)</b>	39.3% (24)	<b>46.7%</b> <b>(70)</b>
Please use this space to clarify responses as needed, and to add comments that occur to you as you responded to the question.	22 replies	5 replies	27
<b>answered question</b>	89	61	<b>150</b>
	<b>skipped question</b>		<b>18</b>

**21. What kind of support would you like regarding assessment? (please select all that apply)**

	Your role on campus:		Response Totals
	Full-time faculty	Adjunct faculty	
Individual coaching	35.8% (29)	29.6% (16)	33.3% (45)
Department/program group coaching	46.9% (38)	<b>64.8%</b> <b>(35)</b>	<b>54.1%</b> <b>(73)</b>
Cross-department coaching	11.1% (9)	5.6% (3)	8.9% (12)
College-wide seminars	17.3% (14)	7.4% (4)	13.3% (18)
Professional development regarding assessment for department chairs	24.7% (20)	5.6% (3)	17.0% (23)
Professional development regarding assessment for all faculty	46.9% (38)	38.9% (21)	43.7% (59)
Assessment flex activities	<b>51.9%</b> <b>(42)</b>	53.7% (29)	52.6% (71)
Online support through an assessment website	27.2% (22)	35.2% (19)	30.4% (41)
Other (specify below)	14 replies (17.3%)	1 reply (1.9%)	11.1% (15)
<b>answered question</b>	<b>81</b>	<b>54</b>	<b>135</b>
<b>skipped question</b>			<b>33</b>

**22. Who do you think should be responsible for COORDINATING and MONITORING the assessment initiative at LMC?**

		Your role on campus:		
		Full-time faculty	Adjunct faculty	Response Totals
COORDINATING	<b>Faculty</b>	<b>43.8%</b> <b>(39)</b>	<b>42.6%</b> <b>(26)</b>	
	<b>Management</b>	11.2% (10)	8.2% (5)	
	<b>It should be a shared responsibility (explain below)</b>	23.6% (21)	16.4% (10)	
	<b>No opinion</b>	21.3% (19)	32.8% (20)	
		89	61	150
MONITORING	<b>Faculty</b>	<b>31.0%</b> <b>(27)</b>	<b>35.1%</b> <b>(20)</b>	
	<b>Management</b>	21.8% (19)	15.8% (9)	
	<b>It should be a shared responsibility (explain below)</b>	27.6% (24)	15.8% (9)	
	<b>No opinion</b>	19.5% (17)	33.3% (19)	
		87	57	144
Please use this space to clarify responses as needed, and to add comments that occur to you as you responded to the question.		30 replies	6 replies	36
<b>answered question</b>		89	61	<b>150</b>
			<b>skipped question</b>	<b>18</b>

**23. Since faculty are primarily responsible for assessing student learning outcomes, what do you think is the most effective leadership structure to draw faculty to fill the leadership role/s? (Please note that the United Faculty contract has established department chairs are responsible for coordinating assessment within departments.)**

	Your role on campus:		Response Totals
	Full-time faculty	Adjunct faculty	
A single faculty member to lead the assessment initiative with compensatory load (who works with department chairs and across disciplines)	10.0% (9)	6.6% (4)	8.6% (13)
Two faculty members to lead the assessment initiative with shared compensatory load (who share the work with department chairs and across disciplines)	20.0% (18)	21.3% (13)	20.5% (31)
Divide up the assessment lead responsibilities and assign to several faculty with compensatory load (who each work with department chairs and across disciplines)	20.0% (18)	<b>27.9%</b> <b>(17)</b>	23.2% (35)
Assigned faculty rotation with compensatory load	8.9% (8)	13.1% (8)	10.6% (16)
No opinion	<b>28.9%</b> <b>(26)</b>	26.2% (16)	<b>27.8%</b> <b>(42)</b>
Other (explain below)	11 replies (12.2%)	3 replies (4.9%)	9.3% (14)
<b>answered question</b>	90	61	<b>151</b>
<b>skipped question</b>			<b>17</b>



**24. How likely are you to share in the responsibility for assessment leadership at LMC in the future? (please select all that apply)**

	Your role on campus:		
	Full-time faculty	Adjunct faculty	Response Totals
Very interested in assessment leadership at the college level	2.2% (2)	5.1% (3)	3.4% (5)
Willing take my turn in assessment leadership at the college level	13.5% (12)	16.9% (10)	14.9% (22)
Not sure if I am willing take my turn in assessment leadership at the college level because I don't know enough about it	18.0% (16)	23.7% (14)	20.3% (30)
Willing to take my turn in assessment leadership within my own department, as a chair or program lead	<b>37.1%</b> <b>(33)</b>	10.2% (6)	26.4% (39)
Not willing to be involved in assessment leadership at either the college or the program level	25.8% (23)	<b>28.8%</b> <b>(17)</b>	<b>27.0%</b> <b>(40)</b>
Other (explain below)	16 replies (18.0%)	16 replies (27.1%)	21.6% (32)
<b>answered question</b>	89	59	<b>148</b>
<b>skipped question</b>			<b>20</b>

**25. What would you suggest as the most effective strategies for recruiting faculty to participate in assessment leadership at LMC in the future?**

	Your role on campus:		
	Full-time faculty	Adjunct faculty	Response Count
	47 replies	16 replies	63
<b>answered question</b>	47	16	<b>63</b>
<b>skipped question</b>			<b>105</b>

**26. What kind of data do you think is most effective in assessing student learning outcomes at the course level (CSLO), program level (PSLOs) and the institutional level (ISLOs)?**

		Your role on campus:		
		Full-time faculty	Adjunct faculty	Response Totals
Quantitative data, gathered informally	<b>CSLOs</b>	<b>45.5% (10)</b>	<b>77.8% (7)</b>	
	<b>PSLOs</b>	27.3% (6)	22.2% (2)	
	<b>ISLOs</b>	27.3% (6)	0.0% (0)	
		22	9	31
Quantitative data, gathered using rigorous scientific methods	<b>CSLOs</b>	<b>35.5% (11)</b>	35.0% (7)	
	<b>PSLOs</b>	<b>35.5% (11)</b>	<b>40.0% (8)</b>	
	<b>ISLOs</b>	29.0% (9)	25.0% (5)	
		31	20	51
Qualitative data, gathered informally	<b>CSLOs</b>	<b>43.5% (10)</b>	<b>58.3% (7)</b>	
	<b>PSLOs</b>	34.8% (8)	25.0% (3)	
	<b>ISLOs</b>	21.7% (5)	16.7% (2)	
		23	12	35
Qualitative data, gathered using rigorous scientific methods	<b>CSLOs</b>	21.4% (3)	<b>50.0% (1)</b>	
	<b>PSLOs</b>	<b>42.9% (6)</b>	<b>50.0% (1)</b>	
	<b>ISLOs</b>	35.7% (5)	0.0% (0)	

		14	2	16
Combination of quantitative and qualitative data, gathered informally	<b>CSLOs</b>	<b>43.6%</b> <b>(34)</b>	<b>50.0%</b> <b>(17)</b>	
	<b>PSLOs</b>	32.1% (25)	29.4% (10)	
	<b>ISLOs</b>	24.4% (19)	20.6% (7)	
		78	34	112
Combination of quantitative and qualitative data, gathered using rigorous scientific methods	<b>CSLOs</b>	32.1% (25)	<b>40.7%</b> <b>(11)</b>	
	<b>PSLOs</b>	<b>34.6%</b> <b>(27)</b>	33.3% (9)	
	<b>ISLOs</b>	33.3% (26)	25.9% (7)	
		78	27	105
Don't have an opinion	<b>CSLOs</b>	33.3% (13)	<b>38.5%</b> <b>(20)</b>	
	<b>PSLOs</b>	28.2% (11)	28.8% (15)	
	<b>ISLOs</b>	<b>38.5%</b> <b>(15)</b>	32.7% (17)	
		39	52	91
Please use this space to clarify responses as needed, and to add comments that occur to you as you responded to the question.		17 replies	3 replies	20
<b>answered question</b>		79	55	<b>134</b>
			<b>skipped question</b>	<b>34</b>

**27. Who should primarily determine the types of assessment research methods used at the course level (CSLO), program level (PSLOs) and institutional level (ISLOs)? (please check only one)**

		Your role on campus:		
		Full-time faculty	Adjunct faculty	Response Totals
Faculty	CSLOs	<b>49.3%</b> <b>(70)</b>	<b>55.0%</b> <b>(33)</b>	
	PSLOs	33.1% (47)	25.0% (15)	
	ISLOs	17.6% (25)	20.0% (12)	
		142	60	202
Department chairs	CSLOs	35.7% (20)	<b>45.0%</b> <b>(18)</b>	
	PSLOs	<b>50.0%</b> <b>(28)</b>	40.0% (16)	
	ISLOs	14.3% (8)	15.0% (6)	
		56	40	96
Teaching and Learning Project (TLP) or other college wide assessment committee	CSLOs	21.7% (10)	29.0% (9)	
	PSLOs	28.3% (13)	<b>35.5%</b> <b>(11)</b>	
	ISLOs	<b>50.0%</b> <b>(23)</b>	<b>35.5%</b> <b>(11)</b>	
		46	31	77
Academic Senate	CSLOs	5.3% (1)	25.0% (3)	
	PSLOs	5.3% (1)	33.3% (4)	

	<b>ISLOs</b>	<b>89.5%</b> <b>(17)</b>	<b>41.7%</b> <b>(5)</b>	
		19	12	31
Management	<b>CSLOs</b>	8.8% (3)	9.1% (1)	
	<b>PSLOs</b>	26.5% (9)	27.3% (3)	
	<b>ISLOs</b>	<b>64.7%</b> <b>(22)</b>	<b>63.6%</b> <b>(7)</b>	
		34	11	45
Other	<b>CSLOs</b>	0.0% (0)	<b>50.0%</b> <b>(1)</b>	
	<b>PSLOs</b>	<b>50.0%</b> <b>(1)</b>	<b>50.0%</b> <b>(1)</b>	
	<b>ISLOs</b>	<b>50.0%</b> <b>(1)</b>	0.0% (0)	
		2	2	4
No opinion	<b>CSLOs</b>	24.0% (6)	<b>36.7%</b> <b>(11)</b>	
	<b>PSLOs</b>	32.0% (8)	30.0% (9)	
	<b>ISLOs</b>	<b>44.0%</b> <b>(11)</b>	33.3% (10)	
		25	30	55
Please use this space to clarify responses as needed, and to add comments that occur to you as you responded to the question.		12 replies	2 replies	14
<b>answered question</b>		84	58	<b>142</b>
			<b>skipped question</b>	<b>26</b>

**28. What approach to the reporting and aggregation of student learning outcome data would best provide a platform for engaging in program/department dialogue around the improvement of teaching and learning?**

	Your role on campus:		
	Full-time faculty	Adjunct faculty	Response Totals
Report in a secure manner by individual student	2.3% (2)	8.5% (5)	4.8% (7)
Report aggregated student data/results by section	9.1% (8)	13.6% (8)	10.9% (16)
Report aggregated student data/results by course	22.7% (20)	16.9% (10)	20.4% (30)
Faculty within departments/programs should determine the method of reporting based on discipline needs	<b>51.1%</b> <b>(45)</b>	<b>39.0%</b> <b>(23)</b>	<b>46.3%</b> <b>(68)</b>
No opinion	6.8% (6)	22.0% (13)	12.9% (19)
Other (please elaborate in comment box)	7 replies (8.0%)	0 replies (0.0%)	4.8% (7)
<b>answered question</b>	<b>88</b>	<b>59</b>	<b>147</b>
<b>skipped question</b>			<b>21</b>

**29. What methods of documenting data are you comfortable with? (please select all you see as good workable options)**

	Your role on campus:		
	Full-time faculty	Adjunct faculty	Response Totals
Paper reporting through specific hard-copy assessment forms	22.0% (18)	24.5% (13)	23.0% (31)
Electronic reporting through specific assessment word processing forms (on the P drive)	31.7% (26)	<b>37.7%</b> <b>(20)</b>	34.1% (46)
Electronic reporting through specific assessment data management systems, like the home-grown product CLASS	22.0% (18)	32.1% (17)	25.9% (35)
Electronic reporting through assessment-specific commercial data management systems purchased off the shelf	18.3% (15)	15.1% (8)	17.0% (23)
Electronic reporting through an assessment section of the existing Program Review and Yearly Update process	<b>45.1%</b> <b>(37)</b>	18.9% (10)	<b>34.8%</b> <b>(47)</b>
Creating my own documents for reporting	29.3% (24)	18.9% (10)	25.2% (34)
Other (specify below)	13 replies (15.9%)	4 replies (7.5%)	12.6% (17)
<b>answered question</b>	<b>82</b>	<b>53</b>	<b>135</b>
<b>skipped question</b>			<b>33</b>

**30. Where should the dialogue occur after course-level assessment (CSLO), program level assessment (PSLO) and institutional level assessment (ISLO) are completed? (please select all that apply)**

		Your role on campus:		
		Full-time faculty	Adjunct faculty	Response Totals
Among all faculty teaching a particular course	<b>CSLO</b>	<b>61.7%</b> <b>(66)</b>	<b>54.5%</b> <b>(36)</b>	
	<b>PSLO</b>	25.2% (27)	22.7% (15)	
	<b>ISLO</b>	10.3% (11)	16.7% (11)	
	<b>Not applicable</b>	0.0% (0)	0.0% (0)	
	<b>No opinion</b>	2.8% (3)	6.1% (4)	
		107	66	173
Within the department hosting the course	<b>CSLO</b>	39.8% (49)	<b>47.8%</b> <b>(33)</b>	
	<b>PSLO</b>	<b>42.3%</b> <b>(52)</b>	30.4% (21)	
	<b>ISLO</b>	15.4% (19)	13.0% (9)	
	<b>Not applicable</b>	0.0% (0)	0.0% (0)	
	<b>No opinion</b>	2.4% (3)	8.7% (6)	
		123	69	192
Between related or similar programs	<b>CSLO</b>	15.5% (11)	8.3% (2)	
	<b>PSLO</b>	<b>40.8%</b> <b>(29)</b>	<b>33.3%</b> <b>(8)</b>	



	<b>ISLO</b>	32.4% (23)	29.2% (7)	
	<b>Not applicable</b>	4.2% (3)	0.0% (0)	
	<b>No opinion</b>	7.0% (5)	29.2% (7)	
		71	24	95
Within the departments with courses that fall within a particular set of institutional student learning outcomes	<b>CSLO</b>	18.6% (11)	28.9% (11)	
	<b>PSLO</b>	30.5% (18)	<b>34.2% (13)</b>	
	<b>ISLO</b>	<b>37.3% (22)</b>	23.7% (9)	
	<b>Not applicable</b>	1.7% (1)	0.0% (0)	
	<b>No opinion</b>	11.9% (7)	13.2% (5)	
		59	38	97
At department chair meetings	<b>CSLO</b>	19.4% (14)	24.4% (10)	
	<b>PSLO</b>	<b>36.1% (26)</b>	<b>36.6% (15)</b>	
	<b>ISLO</b>	33.3% (24)	24.4% (10)	
	<b>Not applicable</b>	2.8% (2)	0.0% (0)	
	<b>No opinion</b>	8.3% (6)	14.6% (6)	
		72	41	113
At meetings of cross department groups such as the Career-Technical Education committee	<b>CSLO</b>	5.6% (3)	14.3% (4)	
	<b>PSLO</b>	<b>37.0% (20)</b>	<b>28.6% (8)</b>	

	<b>ISLO</b>	<b>37.0%</b> <b>(20)</b>	25.0% (7)	
	<b>Not applicable</b>	5.6% (3)	3.6% (1)	
	<b>No opinion</b>	14.8% (8)	<b>28.6%</b> <b>(8)</b>	
		54	28	82
At Academic Senate meetings	<b>CSLO</b>	4.2% (2)	10.0% (2)	
	<b>PSLO</b>	18.8% (9)	10.0% (2)	
	<b>ISLO</b>	<b>56.3%</b> <b>(27)</b>	<b>40.0%</b> <b>(8)</b>	
	<b>Not applicable</b>	6.3% (3)	5.0% (1)	
	<b>No opinion</b>	14.6% (7)	35.0% (7)	
		48	20	68
College-wide such as a College Assembly or assessment seminar	<b>CSLO</b>	10.0% (6)	4.8% (1)	
	<b>PSLO</b>	18.3% (11)	9.5% (2)	
	<b>ISLO</b>	<b>56.7%</b> <b>(34)</b>	<b>42.9%</b> <b>(9)</b>	
	<b>Not applicable</b>	5.0% (3)	0.0% (0)	
	<b>No opinion</b>	10.0% (6)	<b>42.9%</b> <b>(9)</b>	
		60	21	81
Flex meetings	<b>CSLO</b>	<b>32.7%</b> <b>(37)</b>	<b>41.7%</b> <b>(20)</b>	
		29.2%	25.0%	

	<b>PSLO</b>	(33)	(12)	
	<b>ISLO</b>	28.3% (32)	22.9% (11)	
	<b>Not applicable</b>	2.7% (3)	0.0% (0)	
	<b>No opinion</b>	7.1% (8)	10.4% (5)	
		113	48	161
Please use this space to clarify responses as needed, and to add comments that occur to you as you responded to the question.		5 replies	1 reply	6
<b>answered question</b>		80	55	135
			<b>skipped question</b>	33

**31. What is your opinion about the clarity of LMC's assessment model and its timeline for assessing course-level, program-level and institution-level students learning outcomes?**

	Your role on campus:		
	Full-time faculty	Adjunct faculty	Response Totals
Current model is clear and simple	2.4% (2)	6.8% (4)	4.2% (6)
Current model is clear but complicated	31.0% (26)	25.4% (15)	28.7% (41)
Current model is confusing and complicated	<b>51.2%</b> <b>(43)</b>	16.9% (10)	<b>37.1%</b> <b>(53)</b>
I don't know what the current model is	9.5% (8)	<b>30.5%</b> <b>(18)</b>	18.2% (26)
No opinion	6.0% (5)	20.3% (12)	11.9% (17)
Comment Box	8 replies	2 replies	10
<b>answered question</b>	<b>84</b>	<b>59</b>	<b>143</b>
<b>skipped question</b>			<b>25</b>

**32. Do you support revision of our current assessment model and its timeline structure?**

	Your role on campus:		
	Full-time faculty	Adjunct faculty	Response Totals
Yes	<b>65.5%</b> <b>(57)</b>	25.4% (15)	<b>49.3%</b> <b>(72)</b>
No	6.9% (6)	3.4% (2)	5.5% (8)
Unsure at this time	20.7% (18)	<b>35.6%</b> <b>(21)</b>	26.7% (39)
Have no knowledge of our current model and timeline	6.9% (6)	<b>35.6%</b> <b>(21)</b>	18.5% (27)
Comment Box	8 replies	1 reply	9
<b>answered question</b>	<b>87</b>	<b>59</b>	<b>146</b>
		<b>skipped question</b>	<b>22</b>

**33. As we consider revising the current assessment model, should the reporting of direct assessment of student learning outcomes be more closely integrated with the program/unit review and planning process? (Program Review currently houses departmental response to indirect assessment such as success, persistence, etc.)**

	Your role on campus:		
	Full-time faculty	Adjunct faculty	Response Totals
Yes	41.4% (36)	18.3% (11)	32.0% (47)
No	6.9% (6)	6.7% (4)	6.8% (10)
Unsure at this time	40.2% (35)	51.7% (31)	44.9% (66)
No opinion	11.5% (10)	23.3% (14)	16.3% (24)
Comment Box	7 replies	1 reply	8
<b>answered question</b>	<b>87</b>	<b>60</b>	<b>147</b>
	<b>skipped question</b>		<b>21</b>

**34. Some have suggested we need to find ways of calendaring institutional time for assessment. Which of the following current or new ideas do you support? (please select all that apply)**

	Your role on campus:		Response Totals
	Full-time faculty	Adjunct faculty	
Handle the dialogue for course-level and program-level assessment at regular department meetings	52.9% (45)	29.3% (17)	43.4% (62)
Continue GE assessment seminars during the Monday meeting time slot	18.8% (16)	6.9% (4)	14.0% (20)
Expand the GE seminars to become Assessment Mondays for all levels of assessment	10.6% (9)	3.4% (2)	7.7% (11)
Devote one day of flex each semester to assessment	48.2% (41)	31.0% (18)	41.3% (59)
Devote the "All-College Day" afternoon to course/program assessment at the department level	35.3% (30)	5.2% (3)	23.1% (33)
Allow the use of variable flex credit for assessment activities by part-timers	<b>60.0%</b> <b>(51)</b>	31.0% (18)	<b>48.3%</b> <b>(69)</b>
Encourage the union to create an academic calendar that always includes a flex obligation for part-timers so they can devote that time to complete assessment activities/attend department assessment meetings and earn variable flex credit	37.6% (32)	13.8% (8)	28.0% (40)
Encourage the union to schedule a mid-semester flex day devoted to assessment	32.9% (28)	15.5% (9)	25.9% (37)
Encourage the union to schedule an end-of-semester flex day devoted to assessment	27.1% (23)	17.2% (10)	23.1% (33)
No opinion	12.9% (11)	<b>41.4%</b> <b>(24)</b>	24.5% (35)
Other (please specify below)	4 replies (4.7%)	1 reply (1.7%)	3.5% (5)
<b>answered question</b>	<b>85</b>	<b>58</b>	<b>143</b>
	<b>skipped question</b>		<b>25</b>

35. According to current accreditation standards, the college is supposed to have completed assessment of all CSLOs, PSLOs and ISLOs by the fall of 2012. While we have made progress on assessing GE outcomes, program assessment is somewhat behind, and by the end of the spring we will only have completed assessment of about 100 of 625 courses. What ideas do you have to move the college forward collaboratively with regard to assessment? What can we do together to ensure we meet this deadline? “The Commission expects that institutions meet standards that require the identification and assessment of student learning outcomes, and the use of assessment data to plan and implement improvements to educational quality, by fall 2012. The Commission reminds Los Medanos College that it must be prepared to demonstrate that it meets these standards by fall 2012.” — recent letter from the Accrediting Commission for Community and Junior Colleges (ACCJC)

	Your role on campus:		
	Full-time faculty	Adjunct faculty	Response Count
	47 replies	11 replies	58
<b>answered question</b>	47	11	<b>58</b>
<b>skipped question</b>			<b>110</b>

36. What do you see as the overall strengths and weaknesses of what we have accomplished at LMC so far with regard to assessment?

	Your role on campus:		
	Full-time faculty	Adjunct faculty	Response Count
	54 replies	16 replies	70
<b>answered question</b>	54	16	<b>70</b>
<b>skipped question</b>			<b>98</b>



**37. If you have any additional comments about anything assessment-related, or suggestions for assessment improvement at LMC that this survey has not addressed, please include that information here.**

	Your role on campus:		
	Full-time faculty	Adjunct faculty	Response Count
	20 replies	2 replies	22
<b>answered question</b>	20	2	<b>22</b>
<b>skipped question</b>			<b>146</b>