

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)
answered question	97	71	168
skipped question			0

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)
answered question	97	71	168
skipped question			0

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.)	86.6% (84)	41.2% (28)	67.9% (112)
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)	50.0% (34)	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
answered question	97	68	165
skipped question			3

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
answered question	97	67	164
skipped question			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	Important motivator	51.6% (49)	53.0% (35)	
	Somewhat important motivator	22.1% (21)	36.4% (24)	
	Unimportant motivator	23.2% (22)	9.1% (6)	
	Inhibitor	3.2% (3)	1.5% (1)	
		95	66	161
b) Opportunity to collaborate with colleagues in other areas	Important motivator	27.7% (26)	25.8% (17)	
	Somewhat important motivator	41.5% (39)	33.3% (22)	
	Unimportant motivator	27.7% (26)	37.9% (25)	
	Inhibitor	3.2% (3)	3.0% (2)	
		94	66	160
c) Requirement of accrediting agencies	Important motivator	41.9% (39)	38.5% (25)	
	Somewhat important motivator	32.3% (30)	36.9% (24)	
	Unimportant motivator	20.4% (19)	21.5% (14)	
		5.4%	3.1%	

	Inhibitor	(5)	(2)	
		93	65	158
d) Discovering what works and what does not work	Important motivator	65.3% (62)	78.8% (52)	
	Somewhat important motivator	23.2% (22)	18.2% (12)	
	Unimportant motivator	10.5% (10)	3.0% (2)	
	Inhibitor	1.1% (1)	0.0% (0)	
		95	66	161
e) Measurable improvement in student learning	Important motivator	52.1% (49)	75.4% (49)	
	Somewhat important motivator	27.7% (26)	23.1% (15)	
	Unimportant motivator	16.0% (15)	0.0% (0)	
	Inhibitor	4.3% (4)	1.5% (1)	
		94	65	159
f) Consistency and fairness in grading across sections	Important motivator	42.4% (39)	66.7% (44)	
	Somewhat important motivator	31.5% (29)	25.8% (17)	
	Unimportant motivator	23.9% (22)	7.6% (5)	
	Inhibitor	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
answered question	95	66	161
skipped question			7

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	CSLO	69.5% (41)	79.2% (38)	
	PSLO	20.3% (12)	16.7% (8)	
	ISLO	10.2% (6)	4.2% (2)	
		59	48	107
I made changes in my course structure	CSLO	76.1% (35)	81.4% (35)	
	PSLO	17.4% (8)	16.3% (7)	
	ISLO	6.5% (3)	2.3% (1)	
		46	43	89
I found opportunity to make changes but have not done so yet	CSLO	50.0% (9)	80.0% (4)	
	PSLO	38.9% (7)	20.0% (1)	
	ISLO	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	CSLO	41.2% (14)	87.5% (7)	
	PSLO	32.4% (11)	0.0% (0)	
	ISLO	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	CSLO	48.4% (15)	100.0% (1)	
	PSLO	29.0% (9)	0.0% (0)	
	ISLO	22.6% (7)	0.0% (0)	
		31	1	32
My department/program made changes in course outlines	CSLO	58.3% (28)	75.0% (15)	
	PSLO	35.4% (17)	15.0% (3)	
	ISLO	6.3% (3)	10.0% (2)	
		48	20	68
My department/program made changes in the CSLOs, PSLOs and/or ISLOs	CSLO	51.3% (20)	69.6% (16)	
	PSLO	41.0% (16)	17.4% (4)	
	ISLO	7.7% (3)	13.0% (3)	
		39	23	62
My department/program made changes in the sequence of courses or the program requirements	CSLO	50.0% (5)	77.8% (7)	
	PSLO	50.0% (5)	11.1% (1)	

	ISLO	0.0% (0)	11.1% (1)	
		10	9	19
I have not participated in program-level assessment	CSLO	60.0% (9)	42.3% (11)	
	PSLO	26.7% (4)	30.8% (8)	
	ISLO	13.3% (2)	26.9% (7)	
		15	26	41
Other	CSLO	60.0% (3)	33.3% (3)	
	PSLO	20.0% (1)	33.3% (3)	
	ISLO	20.0% (1)	33.3% (3)	
		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
answered question		84	59	143
skipped question				25

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	42.6% (40)	39.1% (25)	41.1% (65)
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
answered question	94	64	158
skipped question			10

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	39.4% (37)	42.2% (27)	40.5% (64)
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
answered question	94	64	158
	skipped question		10

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
answered question	90	63	153
skipped question			15

10. What assessment techniques should be available?

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

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

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

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	74.7% (68)	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)	71.2% (37)	66.4% (95)
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)
answered question	91	52	143
skipped question			25

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	59.8% (55)	58.7% (37)	59.4% (92)
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
answered question	92	63	155
skipped question			13

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	31.5% (29)	20.6% (13)	27.1% (42)
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)	25.4% (16)	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
answered question	92	63	155
skipped question			13

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
answered question	89	64	153
skipped question			15

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	37.1% (33)	35.9% (23)	36.6% (56)
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
answered question	89	64	153
skipped question			15

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)	

	Unclear	31.3% (26)	32.7% (18)	
	I don't even know which CSLOs, PSLOs, and/or ISLOs apply to the courses I teach	3.6% (3)	29.1% (16)	
	Not applicable	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
	answered question	91	63	154
		skipped question		14

18. How clearly do you understand the relationship between the course outline of record structure and the assessment process?			
	Your role on campus:		
	Full-time faculty	Adjunct faculty	Response Totals
Very clearly	45.1% (41)	37.1% (23)	41.8% (64)
Somewhat clearly	44.0% (40)	45.2% (28)	44.4% (68)
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
answered question	91	62	153
	skipped question		15

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
answered question	90	61	151
skipped question			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)	42.6% (26)	36.0% (54)
Yes, in some courses/sections	16.9% (15)	18.0% (11)	17.3% (26)
No	51.7% (46)	39.3% (24)	46.7% (70)
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
answered question	89	61	150
	skipped question		18

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)	64.8% (35)	54.1% (73)
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	51.9% (42)	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)
answered question	81	54	135
skipped question			33

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	Faculty	43.8% (39)	42.6% (26)	
	Management	11.2% (10)	8.2% (5)	
	It should be a shared responsibility (explain below)	23.6% (21)	16.4% (10)	
	No opinion	21.3% (19)	32.8% (20)	
		89	61	150
MONITORING	Faculty	31.0% (27)	35.1% (20)	
	Management	21.8% (19)	15.8% (9)	
	It should be a shared responsibility (explain below)	27.6% (24)	15.8% (9)	
	No opinion	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
answered question		89	61	150
			skipped question	18

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)	27.9% (17)	23.2% (35)
Assigned faculty rotation with compensatory load	8.9% (8)	13.1% (8)	10.6% (16)
No opinion	28.9% (26)	26.2% (16)	27.8% (42)
Other (explain below)	11 replies (12.2%)	3 replies (4.9%)	9.3% (14)
answered question	90	61	151
skipped question			17

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	37.1% (33)	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)	28.8% (17)	27.0% (40)
Other (explain below)	16 replies (18.0%)	16 replies (27.1%)	21.6% (32)
answered question	89	59	148
skipped question			20

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
answered question	47	16	63
skipped question			105

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	CSLOs	45.5% (10)	77.8% (7)	
	PSLOs	27.3% (6)	22.2% (2)	
	ISLOs	27.3% (6)	0.0% (0)	
		22	9	31
Quantitative data, gathered using rigorous scientific methods	CSLOs	35.5% (11)	35.0% (7)	
	PSLOs	35.5% (11)	40.0% (8)	
	ISLOs	29.0% (9)	25.0% (5)	
		31	20	51
Qualitative data, gathered informally	CSLOs	43.5% (10)	58.3% (7)	
	PSLOs	34.8% (8)	25.0% (3)	
	ISLOs	21.7% (5)	16.7% (2)	
		23	12	35
Qualitative data, gathered using rigorous scientific methods	CSLOs	21.4% (3)	50.0% (1)	
	PSLOs	42.9% (6)	50.0% (1)	
	ISLOs	35.7% (5)	0.0% (0)	

		14	2	16
Combination of quantitative and qualitative data, gathered informally	CSLOs	43.6% (34)	50.0% (17)	
	PSLOs	32.1% (25)	29.4% (10)	
	ISLOs	24.4% (19)	20.6% (7)	
		78	34	112
Combination of quantitative and qualitative data, gathered using rigorous scientific methods	CSLOs	32.1% (25)	40.7% (11)	
	PSLOs	34.6% (27)	33.3% (9)	
	ISLOs	33.3% (26)	25.9% (7)	
		78	27	105
Don't have an opinion	CSLOs	33.3% (13)	38.5% (20)	
	PSLOs	28.2% (11)	28.8% (15)	
	ISLOs	38.5% (15)	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
answered question		79	55	134
			skipped question	34

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	49.3% (70)	55.0% (33)	
	PSLOs	33.1% (47)	25.0% (15)	
	ISLOs	17.6% (25)	20.0% (12)	
		142	60	202
Department chairs	CSLOs	35.7% (20)	45.0% (18)	
	PSLOs	50.0% (28)	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)	35.5% (11)	
	ISLOs	50.0% (23)	35.5% (11)	
		46	31	77
Academic Senate	CSLOs	5.3% (1)	25.0% (3)	
	PSLOs	5.3% (1)	33.3% (4)	

	ISLOs	89.5% (17)	41.7% (5)	
		19	12	31
Management	CSLOs	8.8% (3)	9.1% (1)	
	PSLOs	26.5% (9)	27.3% (3)	
	ISLOs	64.7% (22)	63.6% (7)	
		34	11	45
Other	CSLOs	0.0% (0)	50.0% (1)	
	PSLOs	50.0% (1)	50.0% (1)	
	ISLOs	50.0% (1)	0.0% (0)	
		2	2	4
No opinion	CSLOs	24.0% (6)	36.7% (11)	
	PSLOs	32.0% (8)	30.0% (9)	
	ISLOs	44.0% (11)	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
answered question		84	58	142
			skipped question	26

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	51.1% (45)	39.0% (23)	46.3% (68)
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)
answered question	88	59	147
skipped question			21

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)	37.7% (20)	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	45.1% (37)	18.9% (10)	34.8% (47)
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)
answered question	82	53	135
skipped question			33

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	CSLO	61.7% (66)	54.5% (36)	
	PSLO	25.2% (27)	22.7% (15)	
	ISLO	10.3% (11)	16.7% (11)	
	Not applicable	0.0% (0)	0.0% (0)	
	No opinion	2.8% (3)	6.1% (4)	
		107	66	173
Within the department hosting the course	CSLO	39.8% (49)	47.8% (33)	
	PSLO	42.3% (52)	30.4% (21)	
	ISLO	15.4% (19)	13.0% (9)	
	Not applicable	0.0% (0)	0.0% (0)	
	No opinion	2.4% (3)	8.7% (6)	
		123	69	192
Between related or similar programs	CSLO	15.5% (11)	8.3% (2)	
	PSLO	40.8% (29)	33.3% (8)	

	ISLO	32.4% (23)	29.2% (7)	
	Not applicable	4.2% (3)	0.0% (0)	
	No opinion	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	CSLO	18.6% (11)	28.9% (11)	
	PSLO	30.5% (18)	34.2% (13)	
	ISLO	37.3% (22)	23.7% (9)	
	Not applicable	1.7% (1)	0.0% (0)	
	No opinion	11.9% (7)	13.2% (5)	
		59	38	97
At department chair meetings	CSLO	19.4% (14)	24.4% (10)	
	PSLO	36.1% (26)	36.6% (15)	
	ISLO	33.3% (24)	24.4% (10)	
	Not applicable	2.8% (2)	0.0% (0)	
	No opinion	8.3% (6)	14.6% (6)	
		72	41	113
At meetings of cross department groups such as the Career-Technical Education committee	CSLO	5.6% (3)	14.3% (4)	
	PSLO	37.0% (20)	28.6% (8)	

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

	PSLO	(33)	(12)	
	ISLO	28.3% (32)	22.9% (11)	
	Not applicable	2.7% (3)	0.0% (0)	
	No opinion	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
answered question		80	55	135
			skipped question	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	51.2% (43)	16.9% (10)	37.1% (53)
I don't know what the current model is	9.5% (8)	30.5% (18)	18.2% (26)
No opinion	6.0% (5)	20.3% (12)	11.9% (17)
Comment Box	8 replies	2 replies	10
answered question	84	59	143
skipped question			25

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	65.5% (57)	25.4% (15)	49.3% (72)
No	6.9% (6)	3.4% (2)	5.5% (8)
Unsure at this time	20.7% (18)	35.6% (21)	26.7% (39)
Have no knowledge of our current model and timeline	6.9% (6)	35.6% (21)	18.5% (27)
Comment Box	8 replies	1 reply	9
answered question	87	59	146
skipped question			22

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
answered question	87	60	147
	skipped question		21

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	60.0% (51)	31.0% (18)	48.3% (69)
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)	41.4% (24)	24.5% (35)
Other (please specify below)	4 replies (4.7%)	1 reply (1.7%)	3.5% (5)
answered question	85	58	143
	skipped question		25

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
answered question	47	11	58
skipped question			110

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
answered question	54	16	70
skipped question			98

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
answered question	20	2	22
skipped question			146