

**Muskegon Community College  
Faculty Survey Results, January 2009**

(Survey conducted January 6, 2009, with 79 full-time faculty members responding)

**General**

**1. Are you a full- or part-time faculty member?**

		Frequency	Percent
Valid	Full-time	79	100.0

**2. How long have you taught college classes?**

		Frequency	Percent
Valid	Less than 1 year	1	1.3
	1 to 3 years	1	1.3
	4 to 9 years	15	19.0
	10 or more years	62	78.5
	Total	79	100.0

**3. How long have you taught at Muskegon Community College?**

		Frequency	Percent
Valid	Less than 1 year	3	3.8
	1 to 3 years	2	2.5
	4 to 9 years	26	32.9
	10 or more years	47	59.5
	Total	78	98.7
	Missing	1	1.3
Total		79	100.0

**Muskegon Community College  
Faculty Survey Results, January 2009**

**4. In which department do you teach?**

	Frequency	Percent
Missing	9	11.4
AutoTech	1	1.3
Business	7	8.9
CADD/Mat	1	1.3
CIS	2	2.5
CJ	1	1.3
CPA	3	3.8
CPA/Phil	1	1.3
CPA/Thea	1	1.3
CPA&Eng	1	1.3
CSC	2	2.5
Education	1	1.3
English	7	8.9
Foreign Lang	2	2.5
Graphic Design	1	1.3
IMT	3	3.8
IMT/Elec	1	1.3
Library	1	1.3
Life Science	4	5.1
Math/Science	8	10.1
Nursing	10	12.7
PhysEd	1	1.3
Respiratory	2	2.5
Social Science	9	11.4
Total	79	100.0

**Muskegon Community College  
Faculty Survey Results, January 2009**

**Curriculum and Pedagogy**

**5. Which statement best describes the use of learning objectives in your department?**

	Frequency	Percent
Each instructor determines his or her own objectives for the <i>class</i> , even if two or more instructors are teaching the same <i>course</i> .	16	20.3
Regardless of who is teaching the <i>class</i> , the objectives for the <i>course</i> are the same.	63	79.7
Total	79	100.0

Note: Those who chose the first option (individual objectives) included 3 from the Business Department, 1 from CIS, 1 from CPA, 1 from Graphic Design, 2 from Math/Science, 6 from Social Science, and 2 from unknown departments.

**6. If objectives are standard/shared in your department, which statement best describes the role faculty played in determining shared course objectives?**

	Frequency	Percent
Faculty played a substantial role; input from instructors was welcomed	56	70.9
Faculty played a limited role; department chair or a select committee determined the shared objectives	1	1.3
Course objectives were determined by an outside party (licensing boards, the State of Michigan, etc.)	7	8.9
I don't know how the shared course objectives were determined	4	5.1
Not applicable	5	6.3
Total	73	92.4
Missing	6	7.6
Total	79	100.0

**Muskegon Community College  
Faculty Survey Results, January 2009**

Comments:

- Actually, they are only common course objectives for our classes with multiple sections and instructors.
- One instructor.
- Syllabi from other universities were researched along with state and federal guidelines.
- Board of Nursing requirement.
- Faculty get significant input from advisory committees and local employers regarding course content/skills.
- Has gotten better/more standardized in the last couple of years!
- Faculty made objectives, but MI Nursing licensing boards and NLNAC requirements were used as guides.
- Objectives are always a group decision, but usually only from full-time folks.
- Faculty and advisory boards determine objectives.
- The objectives in the Life Sciences department are not objectives. They are student outcomes/content standards. They need to be changed. We (the department) need some encouragement by the administration to write true objectives.
- Nursing has a curriculum committee to which all nursing faculty are invited to participate and all have a role in developing learning objectives.
- We have standard objectives, but can add some of our own.

**Note: Faculty who primarily teach liberal arts courses for the Associate in Science and Arts degree answered questions 7 through 11. Seven faculty members answered all questions.**

**7. Are you aware that the primary purpose of our general education requirements for the ASA degree is to help students acquire six general abilities?**

	Frequency	Valid Percent
Yes	42	82.4
No	9	17.6
Total	51	100.0

**8. Do you purposely attempt to develop any of these abilities in your courses?**

		Frequency	Valid Percent
Valid	Yes	48	96.0
	No	2	4.0
	Total	50	100.0
	Missing	1	

**9. What is the course you most often teach?**

(This list is extremely long, and many people listed multiple courses.)

**Muskegon Community College  
Faculty Survey Results, January 2009**

**10. Which two of the six abilities are students most likely to develop by taking this course?**

(Note: Several faculty members chose more than two items.)

	Number and % Responding "Yes"	
Acquire knowledge	38	(79%)
Cooperate with others	9	(19%)
Synthesize ideas	13	(27%)
Understand ethical dimensions	5	(10%)
Understand an author's purpose	6	(13%)
Reason logically	25	(52%)

**11. In this course, do you include any experiential learning in addition to classroom instruction, such as internships, field trips, clinical experiences, overseas programs, etc.?**

	Frequency	Valid Percent
Yes	27	52.9
No	24	47.1
Total	51	100.0

**If yes, please give an example:**

- Students must give a presentation on a group/organization they have volunteered at or been a part of. (English Dept.)
- Extra-credit visits to museums (Social Science)
- Field trips, lots of hands-on activity (IMT)
- Head Start, BP clinics, doctor's offices, Health Department, hospitals, nursing homes (Nursing)
- Labs (Math/Science)
- Additional lab work is required; ex., speed reading, vocabulary work, etc. (CSC)
- Labs (Life Science)
- We use a semester-long project which is then run to model piloting, analysis, of a chemical process. (Math/Science)
- Clinical experience – 90 hours at various hospitals, community settings (Nursing)
- Field trips (Life Science)
- Field trips, live theater (CPA)
- Clinical experiences, community experiences (Nursing)
- Making trips to larger institutions/conferences to see what is happening there (Math/Science)
- Use of the MCC observatory and Carr-Fles Planetarium (Math/Science)
- They (students) must attend an MCC play and lecture for extra credit. (CPA and English)
- Field trips to the museum of art (CPA)
- Several field trips to art museums (CPA)
- Field trips to library on campus and in the community; field work requirements (Education)
- Model United Nations (New York, Chicago); Muskegon County Courthouse; Bad Boys Bail; Muskegon county jail (Social Science)
- For ICS101 German, trip to Germany (Stuttgart); for German and history, optional trip to Chicago (German Christmas Market and U of Chicago Oriental Institute) (Social Science)
- Students participate in hands-on lab experiments, dissections, and computer animations (Life Science)
- Field observation assignments; interview research assignment; optional final service-learning assignment (Social Science)
- The ASA degree is available to respiratory students (Allied Health/Respiratory Therapy)
- Attending performances and lecture series (CPA)
- Clinical experiences at health care agencies (Nursing)
- Short field trips, use of many hands-on exercises employing maps, satellite and aerial photo imagery, rock, mineral, and fossil samples (Math/Science)
- Working on in-class problems both cooperatively and individually requiring the application of the math concepts that have been presented is a regular occurrence. (Math/Science)

**Muskegon Community College  
Faculty Survey Results, January 2009**

**Note: Faculty who primarily teach occupational courses for the Associate in Applied Science degree or certificates answered questions 12 through 16. Seven faculty members answered all questions.**

**12. Are you aware that the primary purpose of our general education requirements for the AAS degree is to help students acquire five areas of knowledge?**

	Frequency	Valid Percent
Yes	23	65.7
No	12	34.3
Total	35	100.0

**13. Do you purposely attempt to develop any of these abilities in your courses?**

	Frequency	Valid Percent
Valid Yes	35	97.2
No	1	2.8
Total	36	100.0

**14. What is the course you most often teach?**

(This list is extremely long, and many people listed multiple courses.)

**15. Which two of the five abilities are students most likely to develop by taking this course?**

(Note: Several faculty members chose three or more items.)

	<u>Number and % Responding "Yes"</u>	
Communication	18	(50%)
Problem solving	29	(81%)
Science/technology	21	(58%)
Mathematics	4	(11%)
Human relations	11	(31%)

**16. In this course, do you include any experiential learning in addition to classroom instruction, such as internships, field trips, clinical experiences, overseas programs, etc.?**

	Frequency	Valid Percent
Valid Yes	23	63.9
No	13	36.1
Total	36	100.0

**Muskegon Community College  
Faculty Survey Results, January 2009**

**If yes, please give an example:**

- In my materials class, each group of students chooses a material not covered in class and designs and performs experiments to determine their properties under different conditions. (CADD/Materials)
- Clinical experience (Nursing)
- Hospital practice (Nursing)
- We have students completing internships, but I do not know how they work. (IMT)
- Field trips, lab experiences (Automotive Technology)
- CIS293 Contemporary Issues in Network Design does two field trips. (CIS)
- Field trip to National Weather Service, NWS-sponsored severe weather training, Geo Club, labs (Social Science)
- Educational conferences and workshops, educational fieldwork at appropriate level of study (Education)
- Hands-on application of software (Business)
- BP clinics, Head Start child assessments, hospital clinical time (Nursing)
- Our students have clinical instruction in hospitals, clinics, nursing homes, health departments, etc. (Nursing)
- Within the program, students work an internship and have taken occasional field trips; we regularly receive outside projects from industry to supplement in-class training. (Graphic Design)
- The course contains two major (graded) team projects. Performance on one of these projects impacts the grade of all students in the class. Call me if you want further info on this. (AMT/CIS)
- Clinical is utilized in NUR 124 and NUR 131. COM 103 – students interview persons who have English as a second language. (Nursing)
- Visit WZZM-TV (CIS)
- Laboratory (Nursing Techniques); clinical (180 hr/semester) (Nursing)
- Internships (Business)
- Hands-on repair and maintenance and testing of computers (IMT)
- Clinical experience in acute care, long-term care, rehab, community, schools (Nursing)
- NUR 212 and NUR 222 both have a clinical component (Nursing)
- Clinicals (Respiratory Therapy)

***Note: The remaining questions are for all faculty.***

**Muskegon Community College  
Faculty Survey Results, January 2009**

**17. In the past three years, have you required your students to *conduct* any research-based projects related to your classes?**

		Frequency	Percent
Valid	Required in all classes	20	25.3
	Required in some classes	40	50.6
	Not required	17	21.5
	Total	77	97.5
	Missing	2	2.5
Total		79	100.0

Comments:

- Required in all clinical courses
- All clinical courses
- Broadly defined
- I do not understand the difference (between questions 17 and 18).
- Weather classes
- Does not apply? We teach info lit sessions which are all research (illegible).
- Nursing content is evidence-based.
- Students participated in audits in hospitals.
- We have had students observe and number nurses who do and do not use isolating techniques appropriately.
- Use of evidence-based practices in nursing
- Class is self-contained; all papers require only knowledge from lectures, books, and films.
- Define "research-based."

**18. In the past three years, have you required your students to *participate in* (but not conduct) any research-based projects related to your classes?**

		Frequency	Percent
Valid	Required in all classes	13	16.5
	Required in some classes	31	39.2
	Not required	28	35.4
	Total	72	91.1
	Missing	7	8.9
Total		79	100.0

Comments:

- All clinical courses (R/T Nursing Interventions and clinical audits)
- All clinical courses
- The students answer questions?
- Safety and hand hygiene audits at clinical sites
- Clinical students participate in QA audits.

**Muskegon Community College  
Faculty Survey Results, January 2009**

**19. What partnerships have you fostered in your course offerings? (Consider other departments, academic institutions, businesses and philanthropic organizations.) Please give examples:**

- MHP (multiple departments), doctors' offices, family planning clinics, health department, flu clinics
- A little bit with the Machining Department
- Head Start, CMH, health department, family planning clinic, hospitals, physicians' offices, flu clinic, nursing homes
- Partnerships with local hospitals
- English and Dance Departments; currently working with Muskegon Public Schools on after-school programs
- Life Science Department, Math/Science Department, health care delivery organizations (all of Western Michigan), state and national agencies, other community colleges
- Project with Muskegon County
- For WS101, I invite guest speakers from the community – Every Woman's Place, Planned Parenthood (some semesters), community leaders in politics such as Mary Valentine. My classes also (whether (illegible) or women's studies) have students attend theatrical productions as well as the Overbrook Art Gallery.
- Want to work with Tom Groner on CAD/CAM program.
- Departmental partnerships, business relationships
- Art division of CPA, LIT, Lansing Community College, Global Awareness and universities in Michigan, Muskegon Chamber of Commerce, businesses
- Co-taught PSCI211 w/Papa N'Jai (geography instructor)
- CJ and GIS and CIS
- Partnerships with area private and public educational institutions (e.g., Head Starts, day cares, family group homes, libraries, migrant Head Starts)
- Partnering currently with Graphic Design, International Studies; previously partnered with Muskegon Art Museum
- I team teach with graphic design – across departments.
- Internships with Muskegon County Sheriff's Office, MI-DOC, Office of the Inspector General, Social Security, HUD
- We do orientations for area high schools as well.
- Our department established a relationship with International Aid; they provide an instructor and lab facility for medical instrumentation course.
- CIS and Graphic Arts collaborate on degrees and certificates. CIS and Technology collaborate as well. MCC and Ferris State University have a 3+1 arrangement for students pursuing a four-year degree.
- Hospitals, ISD Head Start sites, Council on Aging meal sites, long-term care facilities
- Hospitals, clinics, Head Start agencies, nursing homes, Every Woman's Place
- Just this last semester (Fall 2008): Global Awareness poster design project; Gillette Nature Center visual identity design project; small business (green piano) visual; logo design contest for Whitehall sesquicentennial celebration
- Ethics Institute, environmental ethics course, service-learning
- In all of the technology/manufacturing department disciplines, the active use of advisory committees fosters partnerships.
- Attendance at the art museum, county museum, Frauenthal Theater, Beardsley, etc.
- Taking students to other departments, conferences in other institutions
- Work with Biology, Chemistry departments to develop courses for nursing students appropriate to them; partnerships with MCHD, agencies, hospitals in the area
- We partner with hospitals and health care organizations.
- Partner with Graphic Arts, Performing Arts, CIS
- Area theater companies
- Theater department (see plays, guest speakers); art department (critique pieces in Overbrook Art Gallery); miscellaneous academic departments (students interview instructors)
- Partner with hospitals, nursing homes, doctors' offices, visiting nurses, for student clinical experience; also have nursing advisory committee with community members
- Environmental groups in West Michigan
- MCC advisory board, two advisory boards with local high schools for OSE programs (business members)
- We work with biology, chemistry departments to have proper pre-introduction to our nursing classes. Hospitals and nurses aides
- Students have audited infection control practices and reported to agency staff. Muskegon Family Care Clinic on campus, volunteers at school health for public health outbreaks, MANE grant (LPN to RN)
- Muskegon Area Teachers of English

**Muskegon Community College  
Faculty Survey Results, January 2009**

- For CHEM109, I am working with the nursing department to teach chemical concepts which tie directly into their curriculum.
- Human Relations and CSS100 combined class; BCOM and CSS combined class; customer service class at Wesco and Gerber; management class at Wesco
- Fostered some partnerships with Political Science/Comparative Government
- Community settings, clinical agencies (health care)
- Re CSS100: Students are offered bonus points for taking notes using Cornell System in other classes and for marking a text from another class.
- MCCVLC
- Global Awareness Festival
- Internships
- Involvement with Muskegon Scholars (NSF STEM initiative)
- Continue to explore team teaching, but to no avail
- Hope College STEM program, business/engineering personnel
- Working with the CAD group
- Museums
- Students are encouraged to reach out to local institutions, compare to other campuses, etc. Not all do ... many prefer standard research.
- Hospital sites
- I have outside speakers present in my class.

**20. How do these partnerships translate into better learning for your students?**

- Variety of nursing skill practice; increases awareness of nursing opportunities available once they graduate
- They become aware of machining practices used in industry.
- Experience in skills and fosters awareness of community health and services available to the community
- Clinical experience, hands-on, proctored experiences
- Improve knowledge and abilities/skills in movement, reading and writing
- Direct impact on the course objectives, communication, testing, and counseling
- Provided a better opportunity to understand how course material connected to real life experiences, or lived experiences
- Students learn the value of interdisciplinary education and critical thinking by exposure to integrated pedagogy.
- Job/employability skills
- Internship opportunities, guest speakers
- Bring special information (visual and written); real-world application
- Unable to assess (co-teaching)
- Application to community experiences such as driving to campus on winter roads and needing to understand the role of emergency management services
- Hands-on experience, bridge to employment opportunities
- Offers a broader scope, more varied experience, better synthesis of ideas, new/different points of view
- We both are teaching more of what we specialize in.
- Hands-on experience in training and investigation
- The students are exposed to a wide variety of equipment and work with experts in the field.
- Improved opportunity to obtain a four-year degree, less duplication of course material across courses
- More experience, more confidence, job experience, community contacts
- Work with actual clients, work on designs that will ultimately be printed or in industry, better understand requirements from clients, printers, etc.
- Just starting (Ethics Institute)
- Courses address the skills required by employers.
- Broadens their base of aesthetic experiences
- They can see exactly how to apply their knowledge in practical purposes.
- Offer a broad range of experiences
- Employees of these institutions (hospitals) take "ownership" of student learning/teaching. Students often work for these organizations after graduation. Students are more motivated to learn.
- Class content is not duplicated, resources are shared, content is better synchronized.
- Work and volunteer opportunities; performance opportunities
- They learn about a wide variety of topics. They may learn what non-English instructors require in essays.
- Provide variety of hands-on learning experiences for students

**Muskegon Community College  
Faculty Survey Results, January 2009**

- Exposure to the real working and concerned people (environmental groups)
- Consistency with high school, college and business needs
- Give them proper introduction to health care, learning appropriate biology, chemistry for health care
- Increase awareness of community health issues and needs; service-learning as well as clinical
- Greater recognition of what students know when they enter my classes
- Work in progress (CHEM109 with nursing department)
- Corporate classes discuss theory with practical applications; CSS combo classes allow students to immediately apply what they've learned.
- Students gain a better world view and interdisciplinary relationship in the social sciences.
- Mutually beneficial as students care for real patients and agencies work with MCC to meet health care needs of the community
- They become better at using these newly learned skills (note-taking) and thus do better in their classes.
- Purposeful research, writing, speaking; connection to campus events; involvement turns focus away from themselves and onto broader issues
- On-the-job application of skills attained
- See professionals at work
- Improve communication
- Exposes them to new information and understanding
- Those who search from personal purposes indicate more learning in more areas.
- Hands-on learning
- Other viewpoints; role models

**Learning Environments**

**21. In what types of learning formats do you teach? Check all that apply.**

	<u>Number and % Responding "Yes"</u>	
Traditional classroom	75	(95%)
Web-enhanced	38	(48%)
Online	32	(40%)
Self-paced	7	(9%)
Hybrid	25	(32%)
Labs	46	(58%)
Other	4	(5%)

Comments:

- Clinical training
- Independent study
- Experiential learning including immersion
- Our classes are web-enhanced as our students are required to utilize online skills videos.
- With computer lab
- Case studies
- Workshop-based instruction. I do not lecture at all for weeks at a time.

**Muskegon Community College  
Faculty Survey Results, January 2009**

**22. How many students do you typically have in a class?  
23. How does this compare to optimum class size?**

**Q22 \* Q23 Crosstabulation**

		Q23		Total
		Too many to instruct effectively	Effective for instructor and student	
Q22	< 15	1	2	3
	15 to 25	3	35	38
	26 to 35	8	15	23
	> 35	<b>11</b>	<b>2</b>	<b>13</b>
Total		23	54	77

Example: 13 instructors have more than 35 students in a typical class, and 11 of them say that is "too many to instruct effectively."

(Note: No one answered "too few for student interaction.")

**Comments:**

- Over 25 (is too many to instruct effectively).
- 15 to 18 is the ideal #!
- What is optimum? Depends on content, topic, instruction style, etc.
- I make it work.
- Classrooms too small; difficult to do group activities that will enhance critical thinking skills.
- Sometimes (too many) in clinical.
- Varies! (sorry)
- Classroom = 40-50; clinical = 10; labs = 10-20
- Any less (than 15-25) is too few for student interaction (especially for labs)
- (Effective) but rooms too small in many cases
- (Too many to instruct) for clinical education

**24. Are the classrooms in which you teach appropriately equipped for effective student learning?**

		Frequency	Percent
Valid	Yes	53	67.1
	No	24	30.4
	Total	77	97.5
	Missing	2	2.5
Total		79	100.0

**Muskegon Community College  
Faculty Survey Results, January 2009**

**Please explain.**

- Too small – Fosters “cheating” opportunities during quizzes.
- Internet access with a document camera is available with a ceiling projector.
- The CAD labs are great. The foundry could stand to have some of the equipment upgraded or replaced.
- “Clickers” would help. Rooms are too small for numbers – fosters cheating – back row especially – we are now starting to have two instructors present for quizzes.
- Ceiling projector and laptop connector and ELMO (document camera) installed August 2008.
- Difficult to teach up to 50 students for one instructor. Difficult to proctor quizzes effectively.
- Use of dance studio allows for movement, games, acting. Also projector aids.
- Great administrative/budgetary support for the program.
- I prefer the opportunity to have circles for discussion –I liked the old desk and chairs better. You guessed – I’m old.
- Room 148 needs a data projector and a computer.
- Lecture rooms have the new tech cart. The life science lab rooms need to be updated with biotechnology equipment.
- Computers are slow, monitors too small. Software is great!
- I need updated equipment. A plan is being developed to update the lab equipment.
- Generally (appropriately equipped), but may wish to include some additional computer network connectivity devices for more hands-on learning.
- It has gotten better but equipment is often too slow to play music or videos.
- Room 332 – great maps/Smart Board
- Finally after 8 years, we have a Geography Lab with a sink, water, electricity, and technology teaching equipment
- One classroom in which I teach has no computer, projector, etc. All others are appropriately equipped.
- The new tech overhead readers are worth every cent! Internet connection is used often.
- Need more computer/digital projection units in art building.
- It would be ideal to have stationary digital projectors in each room with wireless capable computers. We also need a computer or two for student use in visual research.
- Yes, but we need improvement. The lab classrooms are in need of upgrades. Obsolete and unused equipment is visible and should be removed.
- Classroom is crowded with inadequate space for test security.
- Computers and software for student use is up-to-date. Overhead presentation equipment is acceptable. Monitors, however, are much too small for design purposes. Server is slow.
- Some lack computer projection equipment. Some computers are old and VERY slow.
- Too small for the number of students we have
- Sometimes too crowded – not enough seating
- Have improved greatly over the last two years. Keep improving and integrating sound, computer, projector and DVD.
- Good seating – appropriate A-V equipment available – computer labs well equipped – always help available
- (Appropriate), however, to get large enough classrooms we go far from the department (to Higher Ed Center).
- It’s getting there – some rooms, room 241 – old computer – some rooms missing speakers
- Technology in classrooms has significantly improved over last three years. Use computer/projection system.
- Rooms too small. Difficult to have groups working together, cheating on tests, quizzes.
- (Appropriate), however, during the winter season the temperature tends to drop – too cold.
- A good teacher is effective regardless of equipment; making sure a DVD/monitor is standard in every room would help.
- Contains computer/video and projection
- Most have Smart Carts. If not, media setup/readiness is a problem.
- Smart Board, white board
- Technology is getting old and dated.
- Yes, but with classes so large it is hard to monitor student learning effectively.
- Few things could be added – maps.
- (Appropriate) equipment for PowerPoint presentations.
- Replace ancient overhead w/projector/camera type; enable instructor to “shut off” internet in lab for writing labs (instructor will spend more time instructing and less time playing policeman)
- Needs new computers
- Some rooms have zero technology!
- I could use an upgrade in lab equipment.
- Excellent classroom technology at MCC.
- Some are. Need faster PCs in 506 to do the job with software.
- Smart Boards, DVD/video needed in all rooms!
- Usually, yes, but sometimes AV equipment or computers do not function well.
- Most are – I request classrooms w/projectors.

**Muskegon Community College  
Faculty Survey Results, January 2009**

**Evaluation/Assessment**

**25. Do you use assessment or evaluation tools in your discipline?**

	Frequency	Percent
Yes	76	96.2
No	3	3.8
Total	79	100.0

**If yes, please give examples:**

- Weekly quizzes; classroom discussion; case studies
- 80% (roughly) of all classes the students are required to present their work to illustrate their understanding of the math concepts (or lack of understanding), to augment my teaching.
- Quizzes; lab assignments
- Test, quizzes, feedback from students
- Class Climate surveys, quizzes and exams, student surveys, review exercises
- Weekly quizzes, group work, case studies, class discussion
- Case studies, environmental sampling project (application of theory and lab skills), exams, quizzes, worksheets...
- Anecdotal records, classroom, clinical evaluations
- Begin and end self-evaluation form, journaling, presentations, tests
- Student surveys, graduate surveys, employer survey, personnel surveys, national credentialing exam, summative program exams, advisory committee, classroom/course evaluation
- Exams, quizzes, one-minute papers, oral presentations, students act as discussion leaders developing their own questions for discussion
- CATS, end of semester evaluations, and hybrid mid-semester (online) evaluation
- I use clickers for participation; paper/pencil quizzes and a test; lab reports and a formal research paper
- How many pushups and situps a person can complete in the first week of class compared to the 10<sup>th</sup> week of the course.
- Drawings, performance drawings
- Testing, hands-on competency
- Quizzes, tests, student presentations
- German – speaking, listening, and written sections to each test; History – essay, multiple choice, map question, group work, book review
- Tests, quizzes, etc.
- Exams, quizzes, CATS, homework, labs, oral Q&A
- Pre/post evaluation, self-confidence in course objective evaluation (rate your own understanding)
- Quizzes, tests, project-based assessments, public speaking opportunities, 1:1 alternative assessments, observations
- Assignments that build on and change results of previous work, surveys, discussions
- Last semester I gave my students a course evaluation at midterm and at finals time.
- Tests and papers
- We have used pre-test/post-tests to determine the students' learning
- Course pre/post tests (written), psychomotor tests
- All CIS courses survey students via the Class Climate system.
- Course, instructor weekly quiz, most clear or unclear area
- We use quizzes, case scenarios, "muddiest point" discussion
- Projects – lifelike and assess student learning; end of course evaluation from students; advisor input on course content and hardware/software
- Tests, quizzes, papers, projects
- Performance projects
- Journals, standardized assessments
- Comparing final exams year to year, semester to semester; use CAT quiz after lectures to assess success of lecture

**Muskegon Community College  
Faculty Survey Results, January 2009**

- Evaluation forms provided by CTL
- Lots of CATS – students self-report of learning w/reteaching when necessary; student evaluations; and adapt teaching methods and strategies on a continual basis as student learning demands
- Quizzes, use of CATS to develop assessment tools
- Quizzes and discussion/scenario
- Each student is visited during class and evaluated and assisted at every class meeting; all assignments are discussed individually.
- Students self-evaluate group projects.
- Mainly TH101 at this time – needs more work
- Review rough drafts w/students; pre/post tests; practice tests; course evaluation
- CATS; course and instructor evaluations; program evaluation
- Small group, quizzes, short answer questions, etc.
- See CATS; Class Climate surveys
- CATS
- CATS; quizzes; tests
- Design; construction; troubleshooting; evaluation of proper electronic circuit operation
- Exams; composition; oral presentations; quizzes; research; group activity
- We have yearly department-wide assessment days designed to improve our courses; individually, I use student feedback in a variety of ways.
- Pre/post-tests; CATS
- Tests; quizzes; review problems done by students to demonstrate knowledge of procedures; CATS; analysis of student faces (nonverbal) to determine understanding of concept presented
- Clinical evaluation tools; skills tests; exams; NCLEX predictor; online remediation
- CATS, quizzes, faculty who teach English 101 and 102 meet once a year to assess writing
- Students we surveyed at least once/semester to see if structure of course is appropriate; homework is given on Blackboard so that assessments (illegible) and prior to class discussion
- CATS
- Some CATS; surveys
- CATS; course evaluation
- “Muddiest point”; followup demonstration of skill; class quizzes
- CAT techniques; reading log
- Quizzes; exams; lab projects
- Class Climate; CATS; discipline reviews
- CATS – both classes (classroom level); Class Climate – both classes (course level)
- CATS, daily feedback exercises
- Surveys, exams, projects...
- Nothing formal. Nevertheless, I revise the course based on themes of (illegible) to students and comments from them, and their performance on written papers.
- Pre/Post standardized concept-based tests
- End of semester course evaluations by faculty and students
- Each course must do one CAT
- Part measurement, send CNC programs to machines
- Quizzes, tests, papers/essays
- Rubrics; pre-testing/post-testing
- Grading on rubrics for assignments; sometimes tailoring with pre/post-tests
- Affiliate (?), rotation (?), practical (?), daily learner, and performance evaluations (AM: hard to read)
- Class Climate

**26. What changes to a specific course have you made as a result of an assessment? Please select all that apply.**

	<u>Number and % Responding “Yes”</u>
added a project to develop writing skills	36 (46%)
added a project to foster critical thinking	44 (56%)
added case study instruction	25 (32%)
added portfolio assignments	9 (11%)
added pre-test/post-test evaluation	25 (32%)
modified student learning objectives	39 (49%)
other (please explain)	16 (20%)

**Muskegon Community College  
Faculty Survey Results, January 2009**

Comments:

- Present mathematical concepts using a different approach to account for the various ways that students learn
- I am constantly adding or changing projects and assignments based on their effectiveness.
- Adjusted two assignments by breaking them down into four steps, allowing for student development
- Use of interactive technology
- I've added reading quizzes, and plan to add pre-test/post-test evaluation Winter '09.
- Added supplemental study material, three examples provided, pre-made flashcards students can print via Blackboard, added animation quizzes via textbook web site, made/recorded explanations using Camtasia
- In all my activities course I require my students to do a verbal and written presentation.
- Independent design projects, create a solution/design from written criteria
- Modified delivery time of some course objectives and included more discussion in "trouble spots" of student learning
- Possibly some, but admittedly, I think that I am already doing things right
- Rewrite test/exam and homework questions, re-work entire labs such as for this year, Eolian landscapes
- Added a field trip, altered the number of desks, spent more time on some projects
- Created a uniform presentation to be used so that all key points are consistently taught
- Increased use of PowerPoint and audio experiences in the classroom
- Altered lecture format for specific topics lectured
- Break a long chapter with lots of topics into two testing opportunities; created models of abstract ideas to give students something concrete; offered additional examples of constructs as needed
- Retention in NUR131 poor – added quizzes – changed objectives; NUR124, added culturally oriented scenarios
- Added more explanation/discussion on writing assignments
- When a course goes over a certain % failure rate, team of faculty meet to determine corrective measures, one of which was adding quizzes to each class session to increase student preparation
- Added some open-ended lab activities
- Modified how info is presented
- Added a small research topic using online sources for reference
- Modified class structure and delivery of content
- Modified learning objectives to reflect national standards
- Added an audio/video
- Added some assignments, altered others; aiming at 100% participation and growth
- Changed, reordered assignments

**27. Considering the college as a whole, do you have any examples of changes we've made here at MCC based on an identified need, a loss or change in funding, or a change in population?**

- It was suggested by students that I allow them time to complete an assignment without penalty if they really tried to complete it but was in need of one or two more examples. This was said to be the "best" learning time.
- The new computer classrooms in the library have 3D computers to have a 1 to 1 student to computer ratio. In the past, this ratio was 2 to 1.
- I am amazed that the college continues to improve considering the loss of state funding. Because of the lack of funds, I try to continue to use outdated equipment in the foundry.
- Clearly the changes made in Student Services are meeting a need that was identified years ago. We have also heavily invested in technology, which was badly needed. We need to do more to raise financial support for the college.
- One-stop – excellent; hired George – great asset
- Physical building changes for better access; buffer zone created around water retention areas and creeks to protect them; loss of full-time faculty positions
- Nursing Department used a Michigan grant to educate LPNs to RNs
- Improved facilities, additional courses
- Growth of the health professions area
- Administration has been very supportive in providing opportunities for students to attend conferences, etc.
- More classroom technology; class size in some classes; better student orientations; CSS; hybrid/online classes for nontraditional students
- Hiring of Sarah Swartz was good to fill the need of instructional design support, due to changes in technology in education
- One-stop shopping; increased recruitment (George is awesome); new student orientation; increased computer access; web advisor; student email
- I brought back the intramural program in 2003, which allows students to participate in a large range of sport activities (e.g., bowling, softball, golf, table tennis)

**Muskegon Community College  
Faculty Survey Results, January 2009**

- Not here long enough to comment
- Student one-stop; classes added where need exists
- The college has gotten much better at guiding students toward their educational roadmap. The displaced worker population has increased and the college is doing better serving it.
- More globalization of course content
- I am not a macro thinker; I tend to focus upon discipline-specific changes
- MCC has supported many needs for the geography program as a result of the discipline review. In the last five years, all achievable goals have been met.
- Introduction of self-paced math classes to accommodate students who enter a course at different skills levels
- "One-stop shopping"
- Reliance on more adjunct faculty
- The one-stop implementation of Web Advisor has served to help MCC offer a more modern approach to student services, which is something today's students expect.
- Bb platform; email; increased class size
- Our student one-stop is an excellent change to make admission processes more user friendly. Added technology has added much to classroom presentations and student engaging in class.
- Student one-stop! Within last 5 years, transitioned printing/reproduction program to graphic design based on industry.
- Environmental Ethics was offered due to new courses, needs, interests, and opportunities; Ethics Institute
- Student-to-student support opportunities; TRA and NWLB drove this
- Web Advisor; student email system; electronic grade books and grade submission
- Due to funding issues, we have less full-time instructors in our department. This has impacted the engineering program and course offerings thereof.
- Some teachers use supplemental instruction; some teachers pairing course work with CSS; some teachers attempting learning communities across courses
- Added some courses and programs more applicable to today's work force
- We added COM103 because nursing students were working with a more diverse patient population after they graduated.
- Students never appeared on our TV station; now they are in featured roles. Content (TV) reflects industry standards and practices.
- One-stop shopping, equipment in special services
- Primarily web-based communication; email; Bb; Web Advisor; file sharing; vast improvements
- Constant tweaking of orientation to make it useful; great IT department; great facilities remodel
- Added more classes for nursing/health students; combined modules to ensure optimal connectiveness and better student learning
- Attempted grouped course (combined CIS100 and BUS179) for TRA students; extended keyboarding class to 15 weeks rather than 7 for TRA students
- Increased technology availability; new library; new SOS; STEM program
- Creation of more online and hybrid courses
- The One-Stop, the library, marketing approaches, increased assessment responsibilities
- The way students learn has changed over the years. As a result, the teaching techniques have changed.
- Increased number of groups and classroom size in nursing, but we are at max
- TSA program
- TRA students have presented us with many challenges. Combo classes seem to have helped.
- Not rehiring faculty that retire. We still need more FT. Too many adjuncts still teaching A&P.
- Technology has improved.
- Student one-stop reorganization; more emphasis on recruitment and retention of students
- The classes: Eng 085, Rdg 040C and CSS 100 were created due to a change in the makeup of our student population.
- Increased and/or updated technology
- Accommodating displaced workers; one-stop
- Student service area, obviously; more online/hybrid offerings; math department experimented with self-paced hybrid classes
- Added new courses (diversity studies, international/global studies)
- Loss in funding – reduced full-time instructors has caused fewer course offerings
- Class sections added for TRA students
- We have added CNC machinery based on need in industry.
- Improved attempts at recruitment
- Lack of enough full-timers in English department
- Full-time staff

**Muskegon Community College  
Faculty Survey Results, January 2009**

**28. How often do you make changes to your instruction in response to the feedback you receive on student opinion surveys?**

	Frequency	Percent
Never	1	1.3
Occasionally	27	34.2
At least once a year	21	26.6
At least once a semester	30	38.0
Total	79	100.0

**Please give an example:**

- Students suggested that they not be penalized for learning at different rates. They wanted their grade to reflect their percentage of knowledge of the course at the end of the course rather than how quickly they can assimilate the information. I now allow students to rework test items where errors occurred to earn back at most half of the lost points. These correction points are added to a comprehensive final exam at the end of the semester.
- I'm always changing and updating, mostly based on feedback from students.
- I revise my course schedule every semester, based on the previous semester's results. Some activities are expanded, some eliminated, new things are added. It keeps me fresh.
- Students suggested more "chunking" of the information. I reorganized some of the material and increased the use of assessment material.
- I rewrote and much better organized the "Rules for Assigning Oxidation Numbers" purple packet page after the best student in summer chemistry class called the old rules "confusing."
- We have changed our IV clinical sites to accommodate more IV starts. We have included hospice in our clinical site options.
- I continue to tweak how I communicate and the expectations as I get to know students and their needs.
- I review and change assignments, add quizzes, fewer chapters for exams.
- I'm always changing my courses so that students become better engaged in the content. I'll add quizzes, group projects, or perhaps change materials (text or film).
- Students request outline of notes; I made a lecture supplement to help students take notes.
- 2D to 3D software in more classes
- I modified the brakes course to include more ABS diagnosis after students made statements to this effect.
- Change assignments to make more effective each semester.
- I value such surveys; I always find room for improvement.
- Two exam questions were rewritten for exam, one based on three sections of student responses and student suggestions for the rewording.
- In a self-paced course, students requested more in-class instruction, so I added more topics of discussion to the in-class portion of the class.
- Often this is done on the spot if needed. If they don't get it, you give it to them in another way.
- Each time I give a new assignment, I learn what I need to emphasize, change, or remove to help students achieve stronger work or learn more effectively.
- We change our web page to help students find things more efficiently. We also change the delivery of modules (order).
- After the retirement of Greg Franklin, student surveys were rarely given. I have recently introduced them in many courses.
- My most recent example is in CIS185. When I started teaching this course, I used the same textbook that had been the traditional choice. During the first two semesters of teaching this course, students consistently gave the book low marks. I researched the book choices of several other colleges offering this subject and changed the book, which has received more favorable feedback.
- Posting on Bb; review at conclusion of class
- In response to being told I "read" notes, I have attempted to step away from the lectern and be more informal with students.
- I started to record software demos and upload them to Blackboard so students could access at any time.

**Muskegon Community College  
Faculty Survey Results, January 2009**

- I now use Blackboard for grades. They see them on a daily basis.
- Not making the final exam comprehensive
- I have tried to add more planetarium and observatory usage which students requested.
- Students reported that they were not reading text. I created online chapter review (open book) tests for a reading assignment due each week.
- We have given students more notice in advance of assignments using Blackboard. Some of these are reviewed in class – when students do not come prepared – learning is impaired.
- Ambiguous test/quiz questions are changed; complete assignments are added or deleted.
- I conference with individual students regularly; I spell out directions and requirements, expectations very clearly.
- Emphasis in content, teaching methods
- Students asked for more group work fall '08. I will try to add more winter '09.
- Increased use of case models and encouraged more student participation
- If students say something is confusing, I modify instructions.
- Updated textbook based on student opinion survey and new software requirements.
- Tweak number of in-class group work sessions, change order of topics at times
- More case studies, examples; utilize video clips for some demonstrations, info
- Modified content of class topic due to it being outdated
- Students are able to complete practice exams at home and review/discuss it in class.
- I have changed or reconsidered textbooks, altered classroom policies regarding technology use, changed assignments to better focus on skills development, added more interactive assignments, tried to integrate more Blackboard components
- It depends on nature of student suggestion. Example: more group work
- Change handouts or paper guidelines; clarify rubrics; update info with (illegible)
- Drop a reading that most students dislike
- I “re-do” every class I teach at least once a year. Typically, I add more info in the form described by the students.
- More preliminary instruction on writing skills
- I do not get surveys on time, but do make changes based on my personal observation.
- Students not benefiting from a specific learning experience, so learning experience is modified or replaced.
- Always take student suggestions about which methods teach editing most effectively
- More practice and instructor-created exercises in certain areas
- Most students do not request changes.
- I have found that students cannot get past the complex 18<sup>th</sup>-C. English of the Federalist Papers, which are essential to the first half of U.S. history. Their papers and class discussion show this deficiency. So, I will use a “translation” the next time that I teach US201.
- Different lab/worksheets
- Adding/updating rubrics, research assignments
- Sometimes students need more time on an item, sometimes less, or alternatives.

**29. Do the students in your courses complete surveys other than the traditional course evaluation (student opinion) survey?**

		Frequency	Percent
Valid	Yes	33	41.8
	No	46	58.2
	Total	79	100.0

**Muskegon Community College  
Faculty Survey Results, January 2009**

**If yes, please give an example:**

- Students evaluate clinical agency/units – graduate surveys
- Not formal surveys, but I get feedback information from them all the time.
- Graduate survey, instructor evaluations, clinical agency evaluations
- Clinical site surveys
- Begin and end self-assessment form I created
- See #25
- At the end of each semester, have students complete a written assignment anonymously, responding to questions about the course.
- I'll create content-related mini-surveys throughout the semester for WS101, Yoga 100, and English 102, 101...
- I conduct surveys on the disease paper assignment, the use of Clickers for class participation, and other techniques
- I have a personal one as well as Class Climate.
- I use surveys quite often, usually of my own questions.
- Always students are given the option to reword/rewrite questions. Students present their suggestions on the exams – both instructors discuss and then address the student proposals.
- In self-paced math class, they were surveyed about the format of the course.
- Each exam asks, "How can I better teach this class?"
- Evaluations of outside presenters, new/different assignments/projects
- I gave a midterm course and self-evaluation as part of the CATS.
- Tests, quizzes, etc., always ask for a question that they have about the material.
- Journal evaluations
- At midterm and at end of semester, I ask for feedback on what has been working for the student and their recommendations for changes that would improve their learning.
- Grad surveys
- MATE survey on how well high school prepared them for college writing
- Sometimes – when I try a new assignment I will ask for a written evaluation of it. Very often, they must post-write an essay assignment.
- Sometimes, but not this past semester
- They have in the past – not this year.
- Each semester, English 091, 101, and 102 classes complete a survey on skills and preparation for college writing courses based on their high school English classes.
- Grad surveys and SSEOP at end of PN and RN levels
- Midterm survey
- Pre-Post unit content surveys. They tell me how well they know and understand the content before the unit and then after the unit.
- Blackboard midterm survey (BUS126)
- Regarding retention to lectures
- Mid-semester course survey (my own document)
- Evaluation of clinical agencies
- Ask for feedback after term papers, major papers in 102 and 200 level classes
- Graduate surveys
- I have one in my hybrid class.

**30. Which statement best describes the evaluation of your courses' effectiveness?**

	Frequency	Percent
Never been evaluated	5	6.3
Evaluated occasionally	25	31.6
Evaluated regularly	48	60.8
Total	78	98.7
Missing	1	1.3
Total	79	100.0

**Muskegon Community College  
Faculty Survey Results, January 2009**

Comments:

- Evaluated by who? Me – constantly. Others – rarely.
- American Chemical Society final exam
- (Regularly) except for WS101 – I’m in the process of creating an updated online evaluation.
- (Occasionally) I have been told this.
- (Occasionally) Only during probation.
- (Regularly) Every semester, all assignments are reviewed and updated by both instructors teaching Physical. Also, the discipline review has been completed.
- (Occasionally) by students – (Regularly) by me
- (Never) Only by final exam and student success in internships. (Occasionally) Advisory board reviews objectives of courses.
- (Never) As far as I know
- (Regularly) by students

**31. Please indicate all of the following that apply to your course evaluations.**

	<u># and % Responding “Yes”</u>
My courses have been evaluated by other faculty members.	67 (85%)
My courses have been evaluated by students.	71 (90%)
My courses have been evaluated by members of my advisory board.	22 (28%)
My courses have been evaluated by my colleagues from other institutions.	29 (37%)
My courses have been evaluated by representatives of business/industry.	14 (18%)
Other (please explain)	2 (3%)

- During NLNAC; nurse managers and clinical sites
- We receive regular evaluations from peers.
- Not enough time/experience/knowledge to answer
- Again, only during probation (evaluated by other faculty members)
- When I directed plays, they were evaluated by colleagues from other institutions.
- Students who graduate from nursing courses take state licensure exams (NCLEX) and do very well.
- Program has been evaluated by advisory board, but not specific courses.
- I have only been evaluated during my probation period.
- Evaluated for transfer to four-year schools
- College administration
- Our English Department meets annually to review 101 and 102.
- GVSU evaluated for our discipline review.

**Professional Development**

**32a. What professional development activities have you attended or participated in over the past five years that have dealt with teaching to varied learning environments? This can be external or internal professional development.**

**Please list:**

- NOADN conference; NLNAC accreditation activities; critical care conference; Trends conference yearly
- AMATIC conference in 2007 and 2008; in-house online training for Blackboard and Web Assign; Web Assign training in San Diego
- Week-long working connections training in Detroit on Game Programming and Photoshop (2 different years)
- Mostly just Trends seminars
- NSF workshop on preparing effective learning activities for introductory geoscience students (2003).
- NLNAC workshop; MCNEA yearly; NOADN conference; Trends yearly; critical care review course
- Blackboard training; online training (VLCC); Michigan Community College Biologists’ Conference
- Math technology workshop (May 2008) at MCC by Maria Andersen

**Muskegon Community College  
Faculty Survey Results, January 2009**

- Trends in Occupational Studies, annually; MCNEA, Nursing Executive group presentation, annually; 2008 – Conference on Evidenced Based Practice in Indianapolis IN
- Trends; National Symposium; State society meetings; hospital and state boards
- Blackboard training; professional conferences on teaching strategies for my discipline, and staying current in my field
- LAND conference; MATE; English 101, 102 assessment; literature assessment meetings; Yoga teacher training for 500 hour kundalini training
- Using clickers (GVSU); creating test in Bb (GVSU); creating rollovers (Maria Andersen); all Bb courses taught by Sue; using SnagIt/Camtasia (Sue)
- I annually attend the MPERD conference held in Detroit or Lansing
- 2D to 3D computer-aided design software; computer-aided machine software
- Several Bb courses
- Working Connections, web-based Cisco and Microsoft online programs
- Blackboard training here and at other college; sessions at Michigan's World Language Association meeting in Lansing and Central States Foreign Language conference
- None – I focus on content-specific
- Attendance in professional meetings NCGE, AAG, ETOM, Blackboard on campus, iGETT
- American Mathematical Association of Two-Year Colleges annual conference – various sessions applied to this topic
- Pathways of West Michigan
- Regular visits to other institutions, meetings with individual students/classes at those locations, interviews with colleagues at those locations
- None
- Various internal sessions on learning styles, etc.
- Trends, varied topics; conference – critical thinking
- Several – recently returned from large conference for Associate Degree Nursing, Trends, MCNEA conferences
- Online instruction (how to)
- American Philosophical Association conferences; Business Ethics conference (international held at DePaul); AAPT American Association of Philosophy Teachers; international – Fulbright to Africa
- Trends conference every year
- Traveled to Italy; use of Par Score testing
- None
- Attended many education-related national conferences in various states
- I attend training offered by MCC related to Blackboard and anti-plagiarism software. I attend a conference every other year.
- Trends, NLN national conference
- Every year – Trends has various workshops on this. MCNEA – last 2 years I have attended nursing education workshops on learning environments.
- Trends
- Faculty seminar days
- None!
- Attended NCTE, MCTE, MWCA and MATE – really not sure about “varied environments,” however
- Several nursing educator conferences and Trends conference yearly
- Michigan Community College Biologists fall conference
- National Math Teachers Organization conference last 2 years, Michigan Math Teachers Organization conference last 3 years, helped present on campus Tech in Math workshop for people from all over U.S. last summer
- Trends, MCNEA, NOADN, NLN
- Blackboard
- Blackboard training in-house; discipline conferences
- MAF accounting teachers symposium; McGraw-Hill focus groups (accounting teachers); self-study
- Nurse education prep – generational (illegible) related to presentation and technology; NLNAC accreditation tools for students learning and curriculum, cultural content r/t learners
- Intro to Blackboard training
- Flash design conference
- Blackboard classes, Datatel classes
- Annual A&P teaching conference; teaching online conference
- On-campus workshops
- Michigan Reading Association
- Many Blackboard and distance ed seminars
- ETOM x 2
- Online learning at Trends (paid for); online/hybrid at ETOM (paid for)

**Muskegon Community College  
Faculty Survey Results, January 2009**

- Workplace relation to subject matter; Blackboard
- Varied
- NISOD seminars; daily reading of Inside Higher Education online and downloading and circulating relevant reports from same; taught in a foreign land showed me how different US students are; continual professional reading on learning strategies
- Week-long workshop sponsored by NSF on workshop instruction (lab-based)
- Various seminars, some in-house, some (illegible)
- Learning styles at Trends conference
- I have been to several CAM schools and CAD schools which have allowed me to keep up with industry
- Conferences
- Internal
- MATE – Michigan Area Teachers of English
- Tons of Bb meetings – which, due to rapid changes, puzzle more than profit
- 2008 Health Science Clinical Education (Omaha NE); 2008 (illegible) workshop (Phoenix AZ); 2008 (illegible) forum (Phoenix AZ); 2008 Question-writing seminar (Grand Rapids)
- Blackboard training; online conferences

**32b. If there were fees for these activities, were they paid for by Muskegon Community College?**

	Frequency	Percent
Yes	50	63.3
No	5	6.3
Not applicable	24	30.4
Total	79	100.0

Comments:

- Sometimes I have paid for my conferences, especially the expensive ones (Boston, etc.)
- (Yes) Conference registration
- MCC paid Y2
- Not all, some yes

**33a. If you were hired during the past five years, were you assigned a mentor?**

		Frequency	Percent
Valid	Yes	7	8.9
	No	10	12.7
	Not applicable	54	68.4
	Total	71	89.9
	Missing	8	10.1
Total		79	100.0

Comments:

- (Yes) Department head?
- (No) I wish I had been.
- If I was, I don't know who the "formal" mentor was. In my department, I just ask Jeff and that has worked out well for adm.
- (No) Not that I know of.

**Muskegon Community College  
Faculty Survey Results, January 2009**

**33b. If so, was the process effective?**

		Frequency	Valid Percent
Valid	Yes	7	77.8
	No	2	22.2
	Total	9	100.0
	Missing	70	
Total		79	

Comment:

- |   |
|---|
| <ul style="list-style-type: none"> <li>• (Yes) But I'm one to reach out if I need help anyway.</li> </ul> |
|---|

**34. During the past five years, have you attended services/training/workshops that have helped to support improved pedagogies (e.g., online teaching or Blackboard workshops, discussion groups, book discussions, teaching resources, etc., not necessarily technology-related)?**

		Frequency	Percent
Valid	Yes	74	93.7
	No	2	2.5
	Total	76	96.2
	Missing	3	3.8
Total		79	100.0

**Please list.**

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Bb workshop with Sue; Trends (multiple sessions)</li> <li>• Blackboard with Sue, Content on Demand with John Remington, WebAssign with Maria, Hawked Learning Systems with Meredith Kolaski</li> <li>• Several Blackboard training sessions sponsored by MCC</li> <li>• Just Blackboard training; I tend to seek information as I need it rather than waiting for a class.</li> <li>• Blackboard classes and workshops; training sessions taught by Maria Andersen on the use of instructional technologies; ETOM conference that was held here at MCC</li> <li>• Trends; MCNEA</li> <li>• Blackboard workshops; microbial regional workshop; online workshops (VLCC)</li> <li>• See #32a</li> <li>• Blackboard workshops; Web Advisor workshops; other technology-related workshops; PowerPoint</li> <li>• Blackboard; Web Advisor; Datatel – any required by college</li> <li>• Blackboard workshops; Class Climate workshops; “Clicker” technology workshop</li> <li>• On campus; my professional organization</li> <li>• See #32a</li> <li>• All Blackboard taught by Sue (and Mark P.); using clickers – at GVSU – self-paced online</li> <li>• Numerous Blackboard workshops with Sue and Don, which have helped my online teaching ability</li> <li>• Blackboard, but one on one for specific issues was better</li> <li>• Bb workshops</li> <li>• Blackboard instruction, diversity discussion, many technology-related courses</li> </ul> |
|---|

**Muskegon Community College  
Faculty Survey Results, January 2009**

- Blackboard instruction
- A variety – Blackboard (numerous), book discussion among faculty
- A variety of technology related seminars
- On campus, AAG, NCGE, iGETT
- AMATYC - same as #32a
- Bbd
- Classroom tech workshops at MCC
- Dreamweaver workshop; Second Life workshop
- Computer forensics; mounted patrol training
- Blackboard
- Blackboard workshops
- In-house training
- Course for CNE certification
- Varied through CTL
- Blackboard
- Trends; book discussion; Blackboard tutoring by Sue M.
- Book and movie discussions related to ENG203/COM208
- Those offered during faculty seminar days
- Attended some MCCLV seminars/conferences
- Several national conferences and Blackboard training at MCC
- Book discussions
- CTL software, online, freeware demos
- Blackboard
- Bb, improvisation (theater related)
- NCTE (nat'l); MATE (Muskegon); MCTE (MI); MWCA (MI Writing Center)
- Blackboard use; conferences had sessions on student learning types and how to meet these
- Bb several times; responders training
- Blackboard courses (training)
- Blackboard workshop, Tech in Math workshop, national conferences
- The ones during faculty seminar days
- Blackboard
- Blackboard training
- See #32a
- Clickers, Blackboard, Web Advisor, Datatel
- Intro to Blackboard
- Blackboard workshops
- Bb training in CTL; annual conference of HAPS (anatomy conference); teaching with (illegible) workshop/seminar
- Michigan Reading Association; seminar for at-risk community college students
- Many – many
- CTL workshops; Sue M.'s distance ed. workshops; MATE, LAND, MCCVLC workshops
- Bb; software updates; "Sip and See"; Math Tech Conference
- Bb
- Blackboard training
- Blackboard classes
- Blackboard; Web Advisor
- Blackboard
- Email and Blackboard
- Blackboard galore!
- MATE; Bb presentations/trainings
- Blackboard
- Bb; national conference

**Muskegon Community College  
Faculty Survey Results, January 2009**

**35. Has your department sponsored a workshop or a weekend event for non-MCC faculty to support improved pedagogies (example: MATE, recent life science workshop, education, etc.)?**

		Frequency	Percent
Valid	Yes	37	46.8
	No	38	48.1
	Total	75	94.9
	Missing	4	5.1
Total		79	100.0

**Please list the event.**

- Maria Andersen helped organize a week-long workshop in May 2008
- Teaching math with technology workshop – taught by Maria Andersen in May 2008 and will be done again this coming August (fully enrolled).
- Michigan Community College Biologists' Conference (fall 2008); HS teachers from local area were included and also asked to meet with MCC biology instructors to improve HS students' success in college biology courses.
- See #32a; math technology workshop
- Our director is actively involved in MCNEA and participates in setting up workshops for nursing faculty of other schools.
- National Review Seminar (Kettering); Preceptor, Critical care educator workshop; Adjunct clinical instructor workshop
- MATE
- MCCB fall 2008 conference; Mich. Com. College Biologist
- I am not exactly sure.
- Trends
- Don't know
- Global Awareness Festival
- Early childhood conference
- MAISD art instructors' workshops
- Computer Forensics
- Co-sponsored workshop during nurses' week
- Lecture series, several ethics conferences
- Shakespeare workshop
- Technology in Math Instruction
- Some math-related conferences
- We are planning to do so for adjuncts on a semester basis.
- Every year, Pam Brown and Pat DeVries meet with representatives from the community and the health care organizations where students have clinical to update them and exchange information about student/faculty issues.
- MATE
- Auditions; Directing
- We hosted MI Writing Centers Conference in '07.
- Fall '09 – Michigan Community College Biologists and invited local H.S. biology instructors (only Muskegon attended)
- Tech in Math workshop last summer
- MATE
- MATE
- Maria Andersen's Tech Math conference
- MCCB conference in Life Science Dept.
- Tutoring workshop conference
- MATE; MCCVLC – ETOM Conference (Rena Palloff guest speaker and workshop) – open to instructors in MI)
- Math Technology Workshop in the summer
- Math Technology Workshop
- Many years ago, we had a dinner/discussion with high school instructors.
- Online teaching
- MATE #39 – am planning #40
- See #32a
- MATE; MCC/VLC/ETOM Conference

**Muskegon Community College  
Faculty Survey Results, January 2009**

**36a. Do you belong to and actively participate in any professional organizations relevant to the discipline in which you teach?**

		Frequency	Percent
Valid	Yes	59	74.7
	No	20	25.3
	Total	79	100.0

**If yes, please list them.**

- NLN; MEA/NEA
- AMATYC
- I am the chair of the education committee for the American Foundry Society.
- National Association of Geoscience Teachers; Geological Society of America; International Bryozoology Association
- NLN; MLN; MEA-NEA
- Michigan Community College "Biologists"; American Society of Clinical Pathologists; American Society of Microbiologists; Michigan American Society of Microbiologists
- NLN – National League for Nursing
- ETA – Educational Theater Association; ATHE – Association for Theater in Higher Education
- National Board for Respiratory Care; Michigan Society for Resp Care; American Society for Resp Care; State Board of Licensing; Health Profession Consortium; Health Professions Council; Hospital Board of Directors; Physician Development Committee; Performance and Improvement Committee; Medical Ethics Committee
- All of them in my discipline
- National Yoga Alliance; LAND faculty rep
- MCCB
- MHSAA Coaches Association; MPERD member; certified sports official
- Michigan Design Education Association
- West Michigan Automotive Instructors, a loosely organized group of like-minded individuals
- Am. Ass. Of the Teachers of German (national and state)
- Far too many to list – various political and historical societies/groups
- Ass. of American Geographers; National Council for Geographic Education; Nat'l. Assoc. of GeoScience Teachers; iGETT
- AMATYC
- Michigan/Lakeshore Reading Association; NAEYC (National Association for Education of Young Children)
- College Art Association
- College Art Association; Southern Graphics Council
- MI Chief of Police Association; Nat'l Academy of Police Divers
- MCCVLC – online virtual reference – research help
- IBM Academic Initiative
- NLN; MNA
- National Organization for Associate Degree Nursing
- AIGA
- Co-chair of Society of Lesbian and Gay Philosophy; just elected to the Rights and Responsibilities of Philosophers Committee, a committee of the American Philosophical Association
- ASQ
- International Planetarium Society
- American Chemical Society; Chemical Society for Two-Year Colleges
- American Psychological Association for Teachers of Psychology
- MNA; NLN
- Sigma Theta Tau
- MATE, MEA, NEH
- Actor's Equity Association
- MCTE; MWCA
- Michigan Nursing Assoc.; NLN; Michigan League for Nursing
- Michigan Community College Biologist; Michigan Botanical Club; International of Great Lakes Research
- AMATYC; MichMatyc
- Mich. Nurses Assoc.

**Muskegon Community College  
Faculty Survey Results, January 2009**

- NEA
- Michigan World Language Association
- Association of Fraud Examiners; MI Accounting Teachers Assoc.
- Michigan Nurses Association; National League for Nursing; Michigan Organization of Nurse Educators; Task Force Nursing Regulation and Nursing Education
- NSTA (National Science Teachers Association); ACS (American Chemical Society)
- HAPS (Human Anatomy and Physiology Society)
- AAG
- National League for Nursing; Sigma Theta Tau
- Michigan Reading Association
- ETOM; MCCVLC
- I do not find them useful and more time consuming than researching on my own.
- Amer. Assoc. of Physics Teachers
- Michigan League of Nursing
- SME (Society of Manufacturing Engineers); SPE (Society of Plastic Engineers)
- Michigan Political Science Association through school
- AARC; MSRC
- NCTE; 4C's

**36b. If yes, does MCC pay for your membership?**

		Frequency	Valid Percent
Valid	Yes	23	38.3
	No	37	61.7
	Total	60	100.0
	Missing	19	
Total		79	

Comments:

- NLN – yes; MEA/NEA – no
- NLN – yes; MEA/MLN – no
- No, but now I'll ask.
- No – it is free.
- No – will they?

**37a. In the last three years, have you attended any off-campus professional development conferences, workshops, seminars, or training related to your work at MCC?**

		Frequency	Percent
Valid	Yes	64	81.0
	No	15	19.0
	Total	79	100.0

Comments:

- (no) Reason – lack of time due to need in keeping department afloat
- (no) I wish I had the time to attend.
- (yes) May meeting of Michigan Botanical Club

**Muskegon Community College  
Faculty Survey Results, January 2009**

**37b. If so, how many?**

		Frequency	Valid Percent
Valid	1 to 2	35	54.7
	3 to 4	14	21.9
	5 or more	15	23.4
	Total	64	100.0
	Missing	15	
Total		79	

**37c. How many of these were during your regular working hours?**

		Frequency	Percent
Valid	0	2	2.5
	1 to 2	26	32.9
	3 to 4	11	13.9
	5 or more	6	7.6
	Not applicable	20	25.3
	Total	65	82.3
	Missing	14	17.7
Total		79	100.0

Comments:

- We schedule clinical days around them.
- Only partial – classes were covered with assignment week in the summer.
- Plus my own time

**37d. Did MCC support your attendance in any way? Check all that apply.**

# and % Marking the Item

financially	53	67%
provided a substitute	16	20%
release time from work	28	35%
provided transportation	29	37%

Comments:

- I always find my own substitute.
- Not MCC's responsibility (mine).
- Scheduled during free time
- A summer conference
- Paid for seminar
- Perkins
- HAPS conference in Texas (2006)
- Staff development is a weakness at MCC.

**Muskegon Community College  
Faculty Survey Results, January 2009**

**38a. In the last three years, have you attended any on-campus professional development conferences, workshops, seminars, or training related to your work at MCC?**

		Frequency	Percent
Valid	Yes	70	88.6
	No	9	11.4
	Total	79	100.0

**38b. If yes, how many?**

		Frequency	Percent
Valid	1 to 2	35	44.3
	3 to 4	32	40.5
	5 or more	3	3.8
	Total	70	88.6
	Missing	9	11.4
Total		79	100.0

**38c. How many of these were during your regular working hours?**

		Frequency	Percent
Valid	1 to 2	33	41.8
	3 to 4	13	16.5
	5 or more	1	1.3
	Not applicable	28	35.4
	Total	75	94.9
	Missing	4	5.1
Total		79	100.0

Comments:

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Just office hours</li> <li>• Not class conflicts</li> <li>• Weekend</li> <li>• None</li> <li>• Attended some during scheduled office hours</li> <li>• None during class hours</li> </ul> |
|---|

**Muskegon Community College  
Faculty Survey Results, January 2009**

**38d. Did MCC support your attendance in any way? Check all that apply.**

# and % Marking the Item

Financially	10	13%
provided a substitute	1	1%
release time from work	16	20%
not applicable	51	65%

Comments:

- During office hours or extra time
- And provided trainer and computer lab

**39a. In the last three years, have you completed any college-level courses related to your work at MCC?**

	Frequency	Percent
Valid Yes	11	13.9
No	68	86.1
Total	79	100.0

Comments:

- Dissertation hours for PhD
- Graduate online

**39b. If yes, how many?**

	Frequency	Valid Percent
Valid 1 to 2	7	70.0
3 to 4	2	20.0
5 or more	1	10.0
Total	10	100.0

**39c. How many of these were during your regular working hours?**

	Frequency	Valid Percent
Valid 0	9	90.0
1 to 2	1	10.0
Total	10	100.0

**Muskegon Community College  
Faculty Survey Results, January 2009**

**39d. Did MCC support you in any way? Check all that apply.**

- tuition
- provided a substitute
- release time from work
- reimbursement for materials

(Note: No one checked any of these items, except for one person who checked "release time from work")

Comment:

- (5 or more) Much more - not MCC's responsibility

**40. In the past three years, have you conducted or participated in any research-based projects related to your work at MCC?**

		Frequency	Percent
Valid	Yes	23	29.1
	No	56	70.9
	Total	79	100.0

Comments:

- Accreditation/NLN
- Wrote/Edited a book and two articles
- (Yes) But I have not tallied or published all the results.
- Does committee work count?

**41. If you teach online, what support has been most effective in helping you transition classes from traditional to online?**

		Frequency	Percent
Valid	Inhouse training and support	37	46.8
	Outside resources	2	2.5
	Not applicable	25	31.6
	Total	64	81.0
	Missing	15	19.0
Total		79	100.0

**Please describe.**

(inhouse) It is the only reason that it happened.  
 Working with Sue Meeuwenberg and the DE group.  
 Don B. and the IT department have been very responsive and helpful to our needs over the years.  
 Blackboard training  
 All of the Bb training provided by Sue M. She is awesome!  
 Sue and Don have been great!  
 Other faculty members; Sue M.

**Muskegon Community College  
Faculty Survey Results, January 2009**

Sue M. is excellent.  
 (inside) Sue M., Maria A., Tim T., training session, Tom Donahue; (outside) AAG and NCGE  
 Sue Meeuwenberg has been my primary source of assistance.  
 Blackboard workshops and CTL support  
 Distance learning coordinator helped develop and assist  
 Both CTL and the GRCC instruction  
 Sue cannot retire.  
 Sue M. – Her support and assistance has been outstanding for me and other tech dept. faculty. Sungard services for online support is a “DISTANT” 2<sup>nd</sup> to her support.  
 Whenever I or a student has a problem, IT has been there to fix it, including letting me borrow software to upload on my computer at home or assist with online courses.  
 Bb new to me this semester  
 Blackboard training and personal assistance from Sue  
 Sue M’s workshops and materials have been invaluable.  
 Workshops; self-study  
 I have bought resource books to help learn the material.  
 Dr. Meeuwenberg  
 MCCVLC  
 Sue Meeuwenberg  
 CTL; Blackboard workshops  
 Sue Meeuwenberg  
 Trial and error  
 Sue M. has been outstanding, as have Jim and Mike.  
 Sue M.  
 MCCVLC training and conference

**42. Do you, as an individual, consult or network with any outside groups, agencies, or organizations?**

		Frequency	Percent
Valid	Yes	49	62.0
	No	29	36.7
	Total	78	98.7
Missing	System	1	1.3
Total		79	100.0

**If yes, briefly explain:**

Always with people and clinical agencies  
 The American Foundry Society  
 Board member and former state director of Michigan Science Olympiad  
 Clinical sites  
 I contact my peers at other institutions to discuss course material and go over updates.  
 Area theaters – high schools, colleges, community  
 My professional organizations, other colleges and universities, community organizations, etc.  
 The National Yoga Alliance; the Kundalini Research Institute; Every Woman’s Place; National Women’s Studies Association;  
 Planned Parenthood of West Michigan  
 Engineering consultant during summers  
 NACAT, Michigan Corn Growers, automotive dealers  
 Cisco and Microsoft  
 AATG (German instructors); Goethe Institute; CLEAR (language support at MSU); CASID (int’l support at MSU); Midwest Institute  
 Various political and historical groups

**Muskegon Community College  
Faculty Survey Results, January 2009**

I have served as president of the Community College Affinity Groups, within the largest professional organization of geographers in the nation for 4 years, and am the past president. I recently finished a 3-year term on the Executive Board for NCGE. Also work with 44 CC faculty in learning geospatial skills.  
Pathways, Advisory Boards @ Tech Center, ACCESS (newly joined)  
Maintain contacts at our transfer schools, area museums/arts organizations, constantly foster new contacts with colleges farther afield.  
FATE – Foundations Art Organization – for teaching beginning art courses  
Sheriff's department, Department of Corrections, Police dep'ts.  
Member of Website Advisory Committee for pain and symptom management for State Dept. of Health  
Member of advisory committee primarily  
APA; SLGP  
ASQ  
MSU alumni association; AMBUCS  
I consult with the Midwest Institute for Intercultural Education. I developed/created a course as a result of this.  
WZZM, Muskegon Chronicle, WMUS, DSE TV 97  
Community groups; theaters; martial arts clubs/organizations; city gov't.  
Various English-related listservs and newsletters  
Hospitals; nursing homes; hospice; VNS  
Muskegon County Environmental Coordinating Council; Muskegon River Watershed; Muskegon Lake Watershed; Spring Lake Stormwater Task Force  
Newaygo ISD advisory board (business); Muskegon ISD advisory board (business)  
Occasional statistical consulting for individuals in graduate programs, doing surveys for credit union; extensive 4-year grant w/MAISD to upgrade math skills of 5<sup>th</sup> through 8<sup>th</sup> grade math teachers  
St. James Church liturgy committee; continue to work at Hackley Hospital as staff nurse  
Occasional high school language instructors  
Michigan Nursing Directors, ADN and university, Nurse Executive group MONE, Community Mental Health, advisory board  
Muskegon Family Care and Career Tech, Fruitport HS reproductive health  
Participant in Higher Learning Commission activities  
MAISD – We are working together to establish better working relationships between the college and high schools  
Numerous companies and organizations for training in various areas; ex., Grand Haven Chamber of Commerce and Michigan Works  
Talk with a colleague at GRCC on occasion  
I sit on a few nonprofit agency boards – Grand Rapids Police Chief Advisory Committee, United Way, academic departments at WMU, Aquinas, GVSU, GRCC, hospitals in GR, etc. and international  
As coordinator of the nursing program, it is my job to be a liaison between the nursing program and affiliated community agencies  
Advisory board member of Ferris CIS department  
MCCVLC; ETOM  
AAPT  
Staff nurses in agencies  
Conduct employee surveys  
User groups for Solidworks and MasterCam  
Former instructors  
Clinical sites

**Muskegon Community College  
Faculty Survey Results, January 2009**

**Facilities and Services**

43. How important are the following in **supporting student learning** at MCC?

Note: Responses ranged from 1 (Not important at all) to 5 (Very important). Below is the average score for each item.

**Descriptive Statistics**

	N	Mean
Grounds	77	3.39
One-Stop	78	4.58
Counseling	78	4.72
Financial Aid	76	4.83
Career Counseling	78	4.60
Special Services	76	4.21
Tutoring	78	4.38
CSC	78	4.49
Testing	78	4.32
Veterans Affairs	74	3.62
Scholarships	77	4.35
Student employment	78	4.21
L/IT Center	78	4.71
Student Life/Alumni	78	3.47
Personnel	74	4.15
Faculty research	76	3.53
Faculty prof dev	78	4.51
Transportation pool	74	3.03
Sabbaticals	78	3.42
Classroom/labs	78	4.85
Technology	78	4.83

**Please comment on any of the above or on something that is not listed.**

Increase number of sabbaticals.  
 We need to invest in new desktop computers for all faculty or better yet, laptops for all faculty on an every-three-year basis.  
 Minimal tutors (if any) available for nursing students  
 I am biased toward technology  
 Depends on individual student in most cases  
 Again, I am not a macro-education thinker, thus I really have no opinion on the above.

**Muskegon Community College  
Faculty Survey Results, January 2009**

Fieldwork

Arts/Culture campus events: theater performances, art gallery, AH Fest, musical performances, etc.!  
(personnel) Do you mean HR?

Was not sure if asking whether they are or should be important.

(grounds very important) Has been shown in research at other institutions

Consistent technology in classrooms has helped make students' and teachers' work more exciting!

Parking; bus transportation, esp. at night

I haven't really seen the sabbaticals bring campus-wide value back to MCC.

Teaching and learning go hand in hand. Classroom and instructional resources and support highly affect our students' learning.

The individual in charge of [[deleted]] is rude, unprofessional, and misguided.

**44. How well do you think each of the following are supported financially at MCC?**

Note: Responses ranged from 1 (Not supported at all) to 5 (Very well supported). Below is the average score for each item, and the number of respondents who marked "I don't know."

	N	Mean	Don't know
Grounds	54	4.00	25
One-Stop	61	4.85	18
Counseling	52	4.42	27
Financial Aid	48	4.48	31
Career Counseling	42	4.14	37
Special Services	49	4.29	30
Tutoring	52	4.12	27
CSC	50	4.22	29
Testing	49	4.12	30
Veterans Affairs	27	3.70	52
Scholarships	50	3.82	29
Student employment	49	3.84	30
L/IT Center	56	4.63	23
Student Life/Alumni	41	4.24	38
Personnel	47	3.96	32
Faculty research	49	3.10	30
Faculty prof dev	60	3.72	19
Transportation pool	33	3.24	46
Sabbaticals	53	3.47	26
Classroom/labs	67	3.87	12
Technology	63	4.16	16

**Muskegon Community College  
Faculty Survey Results, January 2009**

**Please comment on any of the above or on something that is not listed.**

We need more full-time teachers. We have 9 FT in English/Comm and 49 adjuncts.  
(Student One-Stop) does not appear to be well-identified with signage – students appear confused about it; (Testing Center) needs at least one more clerk  
Adjuncts must be paid fairly (competitively) if we want to attract and keep the good ones.  
More resources need to be directed to classroom and lab resources – supplies, infrastructure, equipment  
Need software support as well as IT support for hardlines; need more clerical with high-level skills (Access, Datatel, queries)  
A few of the labs are outdated and need to be remodeled and upgraded!  
I'm impressed.  
(Grounds not supported at all) lately!  
(Technology infrastructure) improving  
A lot of "favoritism" – there appears to be little rational/systematic method for who or what program receives extra financial support/services.  
Student Services "One Stop"/recruiting, etc. Too many staff cuts, plus we need a dynamic recruitment team that is out and about (schools and businesses).  
This one was difficult – I don't really know.  
We need more tutors. The waiting period between a student requesting a tutor and receiving services is way too long and is primarily due to lack of funds and having most if not all tutors having to be eligible for financial aid. We need permanent part-time tutors.  
I need to be educated.  
I have no clue about the breakdown of funding regarding the above.  
Again, outside of my areas of knowledge  
This is an area that I know very little about.  
(Technology infrastructure not supported) I speak from my vantage point only. The CTC, Whitehall, Mona Shores, Fruitport have better CAD workstations/classrooms.  
Grounds are very nice – trees and woodlot are underutilized – we need new computers – laptops preferably

**Muskegon Community College  
Faculty Survey Results, January 2009**

**45. Please respond to the following statement regarding technology support in your classroom.  
“Technical difficulties in my classroom disrupt learning,”**

		Frequency	Percent
Valid	Regularly	5	6.3
	Occasionally	46	58.2
	Infrequently	26	32.9
	Never	2	2.5
	Total	79	100.0

Comments:

- (regularly) Every day!
- (occasionally) Don't use it much, but regularly when do.
- (occasionally) Whenever I need help, and the disruption is by my own request.
- Depends on the room. Room 253 = old and slow; 1204 and 351 = current and cutting edge to a point

**46. Indicate which of the following applies to technology in your classroom.**

		Frequency	Percent
Valid	Old and slow	25	31.6
	Current	50	63.3
	Cutting edge	4	5.1
	Total	79	100.0

Comments:

- (Old and slow) foundry; (cutting edge) CAD
- (nonexistent) Room 148

**47a. Have you referred students to the tutoring program?**

		Frequency	Percent
Valid	Yes	72	91.1
	No	7	8.9
	Total	79	100.0

**Muskegon Community College  
Faculty Survey Results, January 2009**

**47b. If not, why not?**

Not enough (any) available most times  
We need tutors – not well supported financially.  
But they are not interested.  
Many students comment that they do not appreciate the reception they get when going to tutoring.  
I have referred for math skills, but nursing tutors are almost nonexistent  
They are not doing as well as they would like.  
We had a MEDSPUB program that students pay for. I do send them to counselors for test anxiety.  
It is difficult, as tutors must qualify for student work.  
We use an online assistance.  
It has never been time efficient – takes too long to request to find a tutor – none “ready”  
Process takes too much time to start.  
Usually unable to get tutors in a timely fashion

**47c. If yes, how satisfied were you with the outcome of your students in tutoring?**

Note: Responses ranged from 1 (Very Dissatisfied) to 5 (Very Satisfied). The mean score was 3.25.

Very Dissatisfied                        Very Satisfied  
# marking each box:    4        10       21       26       4

Please explain:

Due to lack of tutors  
Most students benefit; some do not.  
Helped some; ignored others  
Nursing tutors – few; math – okay  
It is difficult to find students who can tutor my courses.  
Tutoring center needs training on Datatel to be able to track student success  
Some took advantage, some did not.  
I am not able to measure.  
Many students comment that they do not appreciate the reception they get when going to tutoring.  
Either they go or not, it is their choice.  
I know that they were happy about having the service available.  
It is hard to find tutors in my area.  
I have referred students but not my students from information literacy classes  
Some students had difficulty with scheduling to get tutoring.  
Wish students would go earlier.  
But they lack tutors – not sure online tutoring will be beneficial?  
Some do not attempt the recommendation.  
Students have at times stated the tutor did not know how to do something.  
Occasionally, tutors were not available.  
It helped.  
Hard to tell – limited exposure  
They don't always go, and shortage of tutors.  
I have notice improvement if students go consistently to tutoring center.  
Test results improvement...  
Those who chose to pursue the tutoring had varied reactions depending on the tutor.  
Do not know which students are receiving tutoring help, just an occasional comment.  
We went to an online program 24/7 and students pay fees that cover it  
Couldn't always get a tutor in a timely manner.  
We need more tutors like Derek Foster.  
Student went from “not passing” to C+ grade!  
Tutors not trained; lack of interest  
Not sure how much they went.  
Well done  
Difficult to find qualified tutors  
So much depends on student initiative and dedication, as well as “match” of tutor to student.  
Have our own tutors

**Muskegon Community College  
Faculty Survey Results, January 2009**

**48. Indicate your agreement with the following statement:**

**“The MCC web site helps students to access important information.”**

Note: Responses ranged from 1 (Strongly Disagree) to 5 (Strongly Agree). The mean score was 3.92.

Strongly Disagree                        Strongly Agree  
# marking each box:    0        6        20       25       26

**49. How do you use the MCC website?**

All of the Quick Links; college news  
Email; Web Advisor with class/student information  
Students tell me it's confusing and hard to find what they need.  
I use it as a last resort; I don't find our website to be particularly useful for finding information.  
Bb; Web Advisor; email  
Distance Ed info; Web Advisor; catalog  
Web Advisor; MSDS; search for email addresses; curriculum guides  
To access email and Blackboard from home  
Web Advisor; email; news releases  
Log in email from home, check sections of my courses, student rosters, find out what's happening at MCC  
Email; Web Advisor; library; Blackboard  
Access Bb, email, and Web Advisor; calendar not up-to-date  
Blackboard, Web Advisor, general info  
Email; class info  
Calendar; email; Web Advisor access  
It is much easier to navigate, but I haven't heard about students using it.  
As a tool  
Web Advisor; calendar; catalog; Bb link; that's about it  
Links to Bb, Web Advisor, email; find schedule  
To enroll students; to check email; to search for classes  
Current events, deadlines, Web Advisor  
I've used it to look up info for HLC research and tried to find other info on it about the school  
For all my work from home  
To get into email, Web Advisor, Bb, and to access library  
Schedules, Blackboard, pay advice, email  
Web Advisor, postings for students, general knowledge, and information retrieval  
Course shell for posting course material; announcements; email  
Use for staff directory, dept. info, email from home, access to Blackboard  
Web Advisor; calendar  
Not much – usually when I use don't find what I am looking for  
Web Advisor; email  
Instructor web page – Wish I could have more space as I used to! (I had practice tests and assignments posted – how available on Bb)  
Access Bb, Web Advisor, various courses, programs, what is currently being offered  
I use it mainly to access Blackboard – Blackboard is utilized to post class notes/announcements/tips/send class emails. I also use it to access library resources.  
Web Advisor, staff phone #, office, MCC 98 schedule, videos. Our web site is no better or worse than any other, since there is no industry standard.  
Email; Web Advisor  
A variety of ways; needs accessibility improvements  
Contact info; class lists, etc.; schedules  
To access Blackboard and email  
Email; Web Advisor  
Catalog descriptions, fac. resource area; catalog course descriptions are not easy to access.  
Go to email, check messages, alerts, Web Advisor, class transfer equivalencies  
Brief overview of features and how to check calendar and instructor absence report!  
Email, Web Advisor, Blackboard  
To access various information  
Access Bb  
Log in to email, Web Advisor, pay stubs, Blackboard  
As little as possible – mostly to look for schedules  
Web Advisor

**Muskegon Community College  
Faculty Survey Results, January 2009**

Hard to find anything on that site!  
 Access email, Bb, and other info  
 Access Bb; access Lakeshores Clinical Placement Consortium; access Web Advisor  
 To gain information about MCC  
 Every day and in every way  
 Directory; Web Advisor; Bb and email login  
 Web Advisor; remote Outlook; Blackboard; catalog; just about everything  
 Log in for Bb; email; check catalog, calendar, announcements  
 Personally  
 Access email at home; access Web Advisor  
 Keep up with what's going on  
 Web Advisor; email; pay advices  
 Advise student use and give a few pointers, if asked  
 Web Advisor; Blackboard; OWA  
 From home to log in to email; check current info

**50. Indicate your agreement with the following statement:**

**“It is easy to find important information on the MCC web site.”**

Note: Responses ranged from 1 (Strongly Disagree) to 5 (Strongly Agree). The mean score was 3.41.

Strongly Disagree                        Strongly Agree  
 # marking each box:    7        10        16        34        11

**51. Have you accessed our new school site, Harump?**

		Frequency	Percent
Valid	Yes	16	20.3
	No	62	78.5
	Total	78	98.7
	Missing	1	1.3
Total		79	100.0

**If yes, what for?**

Just to see what it's all about  
 Once, just to take a look  
 I tried, but ran out of time and patience.  
 To read  
 Not sure why I should?  
 Sign up Motor Sports Club  
 Curious  
 No! Nonsense!  
 Why didn't MCC establish a group on Facebook? My students and I do not use Harump.  
 Just to investigate  
 To become familiar with it  
 Enter info for MCC-98  
 Curiosity  
 No – don't know what it is  
 To look – not impressed  
 The name is embarrassing – keeps me away  
 To play  
 Just to look  
 I will this semester  
 The name is a huge hindrance. Students are too savvy for this.

**Muskegon Community College  
Faculty Survey Results, January 2009**

**52. How often do you use the Center for Teaching and Learning?**

		Frequency	Percent
Valid	Never	9	11.4
	At least once a semester	38	48.1
	Monthly	24	30.4
	Weekly	5	6.3
	Daily	2	2.5
	Total	78	98.7
	Missing	1	1.3
Total		79	100.0

**53a. What services have you used in the CTL?**

**Please list.**

- Scantron access; talk to Sarah
- Parscore grading for Math 50/40; attending some Blackboard training
- Computers, consulted with Don and Sarah, as a place to meet with other faculty
- Computer teleconference, talk to Don and other faculty, help with setting up Class Climate surveys, technology workshops
- Scantron
- Blackboard training; Parscore for tests
- Parscore; Mac; training
- We use the test grading software.
- Reading, socializing
- Software help
- Help with Blackboard
- I plan on using it more – to create an evaluation and for Blackboard
- Clicker demo set; training on Camtasia; training on responders; food
- Blackboard and occasional coffee
- Bb help
- Blackboard instruction
- Ask question of Don or Blackboard person
- Camtasia
- Computers for ESRI-GIS courses and three remote sensing courses
- Books; computers; food; Blackboard assistance
- Reports from disciplines' self-studies, photo/tech advice from Don
- Tried to find documents for HLC committee, met in there after Center for Ethics function
- Information or advice gathering
- Learned about creating videos and attended a broadcast
- Collaborate with Don Bogema regarding survey respondent percentages
- Scantron; break-time
- Scantron
- Blackboard assistance
- Food, books, help from Don and Sarah
- This is an ideal place to test ideas with other faculty and staff – great support resource
- Parscore computer; discussion
- Par Test scoring
- Computers; reading magazines; grading papers

**Muskegon Community College  
Faculty Survey Results, January 2009**

- Blackboard and evaluation support/services
- Parscore
- I look at the books that are available; I get help for Parscore
- Seminars; training sessions; social events; assistance from Don
- Assistance with Blackboard
- Bb, food
- Borrowed books; asked Don for tech. help; snacks
- Use Scantron to grade quizzes/tests
- In-services, questions
- Books, software help
- Quiet place to work and meet; books
- Parscore
- Blackboard
- Scantron; occasionally assist with Class Climate
- Survey creation
- Parscore; meetings
- Information on technology
- Parscore; coffee; socialization; books
- Bb training
- Looked for discipline reviews for my group's chapter on the HLC
- HLC materials; Sue, Don, and Sarah's expertise; book collection; meeting space
- Sarah, Don, software, meetings
- Sarah's help
- Test grading, Qs about Bb nuances
- Bb
- Blackboard training/help; Class Climate help; free food
- Parscore
- Blackboard specialist
- Requested help with software
- Blackboard problems
- Conferenced and met with Sarah for help
- Food; help from Don
- Bb help

**53b. How helpful were these services in improving your teaching?**

**Please comment.**

- Don and Sarah are always willing to help.
- Very helpful to prepare for teaching
- Good support
- Very helpful
- It is an area dedicated to supporting faculty training.
- Standard service – I need to use the services more, but I get too involved in my office.
- Fine
- Great!
- Very helpful
- Very helpful
- Good, but like “one on one”
- Very helpful
- Helped
- Very
- Gave me a place to take 5 online courses!
- Solved a problem with Blackboard!
- Excellent
- Not so helpful (regarding finding documents for HLC committee)
- Somewhat
- Helpful
- Fair – they do what they can – best for online classes

**Muskegon Community College  
Faculty Survey Results, January 2009**

- Excellent
- Very!
- Very useful
- Very
- Good
- I always received a timely answer to questions.
- Helpful
- Very
- Always helpful; best snacks!
- Very
- Somewhat
- Helped me keep my sanity at exam time!
- Helpful
- Helpful in identifying students' perceptions
- Don was very helpful
- Very good
- Parscore is great; nice place to relax
- Great
- Very! Particularly the human resources – all 3 are helpful and willing to work with faculty at any time and on all levels
- Very helpful
- Very!
- Quite helpful
- Very helpful
- Blackboard and Class Climate were good; food needs improving
- She seemed to be more interested in doing it her way than giving me ideas to do it my way.
- Lots of help
- O.K.
- Very beneficial
- Helpful

**54. Are there any additional services you would like to see in the CTL?**

**Please list.**

- There seem to be a lot of good things happening there already.
  - I would like the CTL to invest in PARTEST or a similar product to apply statistical analysis to our testing.
  - Not sure of all the services offered
  - There should be a copier in that room so that we can copy the HLC documents.
  - More of a walk-in technical assistance (not have to work on an appointment basis!)
  - More food – just kidding
  - I appreciate that it is there.
  - Newsletter with tips and good resources
  - Cutting edge technology being demonstrated by vendors
  - Room for video viewing
  - Decaf coffee, more prof dev seminars on pedagogy and technology
  - Keep the workshops coming and diversity (not all Bb)
  - Regular faculty round table discussions
  - The May Days is a good idea; more workshops on non-tech based pedagogies. Pedagogy does not equal technology.
- Many things can be improved without new software.
- More sessions during faculty seminar days
  - Staff must be there during the day.
  - They should keep us connected to all disciplines – updates on regional and national conferences, presentations by speakers

**Muskegon Community College  
Faculty Survey Results, January 2009**

**55. If you were given the choice of one thing that would improve your course and/or teaching effectiveness, what would that be?**

- Bigger classrooms; Clickers – we're looking into these in Nursing
- I should reduce my workload to avoid spreading my time too thin.
- Updated equipment in the foundry
- These kinds of questions always throw me. I really think that it's more than one thing, because it's all the additional stuff (like these surveys) that take time away from teaching effectiveness.
- Increase use of current technology for students in the laboratory.
- Time to continue learning how to create animations for math in Flash – it's a slow process!
- PARTEST or a similar product and a decent computer to use at my desk
- More assessment ideas and motivations
- Printer for my office, speakers in classroom, always have to order speakers or take them from my office
- Fewer students in courses w/a cap over 22
- Better assessment of critical thinking skills
- More time to learn new software used by industry
- Videos; my department has been unwilling to buy any for me
- Newer/updated test equipment
- Maybe develop online classes
- More time to develop new things
- Interested students
- Teach fewer classes and more time to learn advanced technologies
- Onsite childcare learning laboratory
- Improved HVAC and other equipment
- More technology in the classroom
- More access to train the trainer type of classes
- More training with technology (Camtasia)
- Getting students more actively engaged
- More tech help (email system, PowerPoint)
- Outside conferences and professional development courses, seminars
- More time for grading (fewer students and classes) and less administrative work; I could assign more student work
- How to access and project in the classroom biographical examples spontaneously
- A new planetarium!
- An upgraded office computer – it is so slow I am forced to work at home!
- Smaller class sizes or larger rooms to accommodate the number of students; equipment that consistently works
- More time to prepare my courses
- Better, more modern color printer
- More prof dev
- Time off to make the changes that I want and not during the summer
- More help developing courses
- Less involvement in committees – they take up so much time (meetings and followup work) that I could for teaching-related activities
- Bigger classroom
- Better overhead projectors
- Smaller class size – I understand why this is difficult to achieve, but as a writing instructor: Grading essays is not like a Scantron test. More time grading due to class size means less time dealing with more important course content issues.
- Examples of how technology improves teaching effectiveness
- Time – more of it
- A teaching assistant to grade papers
- More equipment for the lab
- Better student preparedness
- Time to develop a new course and support from other departments to develop a new course
- More information about each student – a profile – test grades like we used to receive
- Updated computer at instructor's desk
- Better prepared students
- Cheaper books for students
- More course work in science education
- Getting classroom technology into online classes
- Faster PC and up-to-date in 506

**Muskegon Community College  
Faculty Survey Results, January 2009**

- Students must attend the class and take the class seriously
- Fewer students per section
- Last hasty change and more thoughtful increments, esp. in computers
- Tech in every classroom

**56. Do you work with any community service or volunteer groups, agencies, or organizations? If yes, briefly explain.**

- Volunteer time at my church
- American Foundry Society, as mentioned above
- Board member at Michigan Science Olympiad (since 1995)
- I participate in my church as an elder. My wife and I also support NCCS in Fremont with financial gifts for their work supporting the poor.
- Muskegon Public Schools, Every Woman's Place, Woman's Club
- High schools, hospitals, state agencies, etc.
- The County of Muskegon for the last 3 years
- Giving Tree (White Lake)
- Work with my church
- Global Awareness
- Far too much to detail, but this is my business and none of MCC's business
- Musk. County Emergency Management, and the National Weather Service to coordinate weather awareness trainings each semester
- Pathways
- Support numerous cultural organizations throughout the county with time, talent, and money
- We work with Brian P. Mattson, Ottawa and Muskegon S.O., MI-DOC, Muskegon Emergency Services, Volunteer Muskegon
- Girl Scouts – leader for 12+ years
- Yes, through the Ethics Institute, Mercy General Health Partners, GVSU Water Resource Institute, and others
- American Business Club
- Used to deliver meals to elderly people in Muskegon area (Meals on Wheels)
- United Way
- Divorce support, Good News Community, church, choir, presenting health-related topics
- Church and conservation/natural resource agency
- Neighborhood association, library, AYMTA
- Muskegon River Watershed; Muskegon Lake Watershed (when possible, I attend meetings)
- No time – too much time spent on committees
- Church
- Area K-12 schools – student presentations in past
- Chair of church trustees; Treasures of (illegible) Nature Association; Fruitport Lions (past officer)
- Professional groups mostly
- Consulting with Chamber of Commerce and Michigan Works
- Parish nursing group at church; blood pressure screening
- Lions
- Phi Theta Kappa
- Tutoring children; prof. education organization
- I give blood regularly to R.C.
- Yes – serve on 2 boards
- I work with my local Rotary group
- Church groups and nursing center outreach
- Asthma Network of West Michigan

**Muskegon Community College  
Faculty Survey Results, January 2009**

**57. In the past three years, how many plays, movies, concerts or other cultural activities have you attended at MCC not required by your job?**

		Frequency	Percent
Valid	None	18	22.8
	1 to 2	21	26.6
	3 to 4	14	17.7
	5 or more	23	29.1
	Total	76	96.2
	Missing	3	3.8
Total		79	100.0

Comments:

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Only missed two plays in 8.5 years</li> <li>• Not MCC's business</li> </ul> |
|--|

**58. In the past three years, how many lectures or panel discussions have you attended at MCC not required by your job?**

		Frequency	Percent
Valid	None	19	24.1
	1 to 2	30	38.0
	3 to 4	23	29.1
	5 or more	6	7.6
	Total	78	98.7
Missing	System	1	1.3
Total		79	100.0

Comments:

- |  |
|--|
| <ul style="list-style-type: none"> <li>• I resent the questions, but if you must know, check with Homeland Security.</li> <li>• (5 or more) I run the series.</li> </ul> |
|--|

**Muskegon Community College  
Faculty Survey Results, January 2009**

**59. In the past three years, how many times have you visited the art gallery at MCC?**

		Frequency	Percent
Valid	None	18	22.8
	1 to 2	25	31.6
	3 to 4	15	19.0
	5 or more	20	25.3
	Total	78	98.7
Missing	System	1	1.3
Total		79	100.0

**60. In the past three years, how many times have you used the MCC library for purposes not related to your job?**

		Frequency	Percent
Valid	None	22	27.8
	1 to 2	20	25.3
	3 to 4	20	25.3
	5 or more	14	17.7
	Total	76	96.2
	Missing	3	3.8
Total		79	100.0

**Diversity and Integrity**

**61. Have you attended the Institute for Healing Racism?**

		Frequency	Percent
Valid	Yes	10	12.7
	No	68	86.1
	Total	78	98.7
Missing	System	1	1.3
Total		79	100.0

**Muskegon Community College  
Faculty Survey Results, January 2009**

**If so, what are your impressions of its effectiveness?**

- I'm not sure.
- Not sure participants took it seriously, and it if really made a difference.
- (No) I'd love to, though.
- Not to be negative, but more work needs to be done and less talk about it.
- Not MCC's business
- Does it still exist?
- Excellent
- Caused more bad feelings than alleviated!
- I think it provides an excellent critique and emphasizes the necessity to make an intervention when racist situations occur. Educates about institutional racism. It fails to celebrate diversity, though, to get to the joy and the freedoms present in other cultures – at least as important an incentive as the moral one to correct racism.
- I wanted to – this summer, the one I was registered for was canceled.
- It was several years ago – but I think it should be required for all staff – it was an eye-opener for me!
- Didn't know it was here.
- One meeting – not effective – needs to move the issues forward
- Too narrow – the focus was on healing racism (which is good) but it was discouraged to extend this healing to end homophobia on this campus.

**62. Which issues related to diversity are addressed in your classes? (check all that apply)**

	<u># and % Marking Item</u>	
class	35	44%
race	44	56%
gender	47	60%
religion	37	47%
nationality	32	41%
ability	35	44%
ethnicity	43	54%
sexual identity	29	37%
other (please explain)	2	3%

- All issues that come up out of the interactions between everyone in the classroom
- As related to employment in industry
- This is an ambiguous question – are we addressing course content or class environment? If environment, ability has to be addressed. Religion sometimes becomes an issue of content when discussing evolution.
- We actively teach cultural variations in our nursing classes.
- Not sure of intention of question?
- Everything applies in politics.
- Exceptionalities (ADHD, autism)
- Culturally competent nursing care; cultural differences
- Through various project assignments
- Unknown?
- All these impact health of the individual and so are discussed.
- Only if one of the assigned problem addresses it. But we do learn how to statistically test if diversity has had an effect on data/outcomes.
- Eng102 – literature addresses all of these; Eng 091-101 – reading as well
- Tesla – no credits given because not member of “science” class; but I do personally discuss these issues whenever appropriate
- The marketing section of the course addresses all of these. There is a diversity chapter in Principles of Management.
- Literature touches on each and all.

**Muskegon Community College  
Faculty Survey Results, January 2009**

**Please indicate your level of agreement with the following statements.**

Answers range from 1 (Strongly Disagree) to 5 (Strongly Agree). The mean score for each item is given, as well as the number of respondents marking each box.

**63. I make a conscious effort to raise diversity issues in my classes.**

Mean 3.49

Strongly Disagree                        Strongly Agree  
                                 13    4    15    21    23

**64. A diverse work force at MCC enriches the college by offering many perspectives and promoting campus unity.**

Mean 4.42

Strongly Disagree                        Strongly Agree  
                                 0    0    14    17    47

Comments:

- Ambiguous – it should. Do we have it?
- If we had one.

**65. Gay and lesbian students at MCC are accepted and respected.**

Mean 3.64

Strongly Disagree                        Strongly Agree  
                                 1    8    26    26    17

Comments:

- We could do better.
- Accepted by the faculty, not so by students.
- Should any student be treated differently – all students should be accepted and respected.
- How often do we hear “that’s gay” from students?
- Insist upon it!
- Varies greatly!
- Benefits for legally recognized partners should be a no-brainer at this point in a civilized society where faculty is concerned.
- Not sure, but have not noticed discrimination.

**66. I try to make accommodations for students with disabilities.**

Mean 4.68

Strongly Disagree                        Strongly Agree  
                                 0    0    2    21    56

Comments:

- (agree) But within fair and legal limits

**67. MCC presents itself accurately and honestly to the public.**

Mean 4.49

Strongly Disagree                        Strongly Agree  
                                 0    0    4    32    42

Comments:

- (agree) Better than others

**Muskegon Community College  
Faculty Survey Results, January 2009**

**68. There is a problem with student academic integrity at MCC.**

Mean 2.97

Strongly Disagree                        Strongly Agree  
                                 11    13    28    21    6

Comments:

- Noticed more cheating recently
- Pervasive

**69. Our academic standards are consistent with the academic rigor of our transfer institutions.**

Mean 4.11

Strongly Disagree                        Strongly Agree  
                                 2    4    10    30    33

Comments:

- We think so, but not always clear we are.

**70. I have felt pressure to pass students with insufficient academic achievement.**

Mean 1.78

Strongly Disagree                        Strongly Agree  
                                 44    16    9    9    0

Comments:

- From whom? The school or the students?
- Never pressure to increase standards
- Pressure by myself, not the administration

**71. The “student as customer” model compromises the integrity of the institution.**

Mean 3.12

Strongly Disagree                        Strongly Agree  
                                 14    11    21    16    16

Comments:

- We need to be nice.
- Not sure integrity is the right word – perhaps effectiveness
- Depends on connotation

**72. Information, such as student success and crime statistics, is presented accurately to the public.**

Mean 3.41

Strongly Disagree                        Strongly Agree  
                                 5    7    28    19    14

Comments:

- I don't know. It is in the paper.
- (strongly disagree) MCC regularly withholds crime info
- Not sure, but tend to think yes
- (disagree) per reports of others

**Muskegon Community College  
Faculty Survey Results, January 2009**

**73. Academic standards are equal for all students.**

Mean 3.84

Strongly Disagree                        Strongly Agree  
                                 2            9            16            25            27

Comments:

- The squeaky wheel and the attractive get lower standards.

**74. Our athletic coaches and staff support academics for student athletes.**

Mean 3.81

Strongly Disagree                        Strongly Agree  
                                 1            2            21            37            14

Comments:

- (agree) Especially the women's basketball coach
- Every \$ spent on athletes is \$ diverted from our mission – education.
- A mixed bag – depends on the coach

Other comment:

- I did not feel comfortable with questions above with my short time here.

**Communication**

Please indicate your level of agreement with the following statements.

**75. The Board of Trustees keeps faculty informed about important issues.**

Mean 2.65

Strongly Disagree                        Strongly Agree  
                                 11            22            28            15            1

Please comment:

- The faculty association keeps me informed.
- I have a level of distrust in the Board of Trustees – they seem to have some self-serving members.
- (strongly disagree) In this day and age, we should understand and share in all issues of challenge facing us.
- Would be nice to see published board report after each meeting
- Don't get me started!
- Not always sure what they are working on unless I attend a meeting
- Have not seen Board minutes for months
- Some good, some bad. Most are open.
- Seldom

**76. The administration keeps faculty informed about important issues.**

Mean 3.87

Strongly Disagree                        Strongly Agree  
                                 0            8            15            24            21

Please comment:

- They do an okay job of keeping us informed but do a poor job of responding to problems or feedback provided to them.
- As far as I know. If they're not, I wouldn't know.
- Good communication
- I think so, for the most part
- (disagree) The *Chronicle* reports things before I even hear about it on campus. In fact, the *Chronicle* in many cases is the only source.
- Most of the time – this transition time is tough

**Muskegon Community College  
Faculty Survey Results, January 2009**

**77. I regularly read *Campus Connections*.**

Mean 3.35

Strongly Disagree                        Strongly Agree  
                                  10        9        19        24        16

Please comment:

- I rarely read it. Most of what I've seen doesn't seem very important.
- I taught 27 contact hours – this got overlooked often.
- (strongly agree) Good source of info
- (strongly disagree) Junk mail
- Time element
- When I have time
- The document takes forever to load on my computer, so I usually just delete it.

**78. Email messages from college personnel provide an effective way to communicate.**

Mean 4.21

Strongly Disagree                        Strongly Agree  
                                  3        4        6        26        39

Please comment:

- After you sift through the crap, it is.
- Misuse of the #all email is getting better.
- Too much general "stuff"
- 99% of all emails are a waste of time.
- I get bombarded with social activities, invites for food, etc. There should be an email for strictly business.
- Sometimes there are too many – which dilutes the importance of any of them.
- Some I just delete.
- Too many emails
- Too much email – consolidate
- A lot of junk email is passed through it.
- Too many! Too easy to delete/ignore
- This should be encouraged, knowing that some will consider to be spam.
- Usually but not always – nuances do not communicate

**79. Faculty seminar days are an effective method of keeping faculty informed.**

Mean 4.12

Strongly Disagree                        Strongly Agree  
                                  4        0        11        31        32

Please comment:

- More training on technology
- Very disappointing each semester
- Yes, but could be better (more efficiently) run
- Some years have more relevant sessions than others.
- I still feel a large component of seminar days is either unnecessary or could be conveyed to faculty in memos – in-service days requiring our presence on campus but devoted to preparing the opening of the semester would be FAR preferable and more useful.
- Informed yes – that's about all right now. We need to get back to the (illegible) development model we've used before.
- Can be very useful or very wasteful

**Muskegon Community College  
Faculty Survey Results, January 2009**

**80. Individual councils (e.g., student services, instructional affairs, coordinating, etc.) effectively communicate their decisions.**

Mean 3.45

Strongly Disagree                        Strongly Agree  
                                 5            10            17            34            10

Please comment:

- Through department representatives!
- Still "learning the ropes."
- Department chairs do not, nor comm. rep do not share information in my dept.
- In department meetings, we get regular reports.
- Never quite sure what they do, except IAC does a good job
- (strongly agree) Though faculty routinely delete email without reading communications.
- Consolidate the messages
- Coordinating Council info/decisions are not transferred.
- If people read them
- Only through participants
- Varies widely

Other comments:

- Overall, MCC is an exemplary institution. It is a "diamond in the rough."