

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

(49 adjunct faculty members responded)

General

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

	Frequency	Percent
Part-time	49	100.0

2. How long have you taught college classes?

	Frequency	Percent
Less than 1 year	2	4.1
1 to 3 years	8	16.3
4 to 9 years	20	40.8
10 or more years	19	38.8
Total	49	100.0

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

	Frequency	Percent
Valid Less than 1 year	4	8.2
1 to 3 years	13	26.5
4 to 9 years	15	30.6
10 or more years	17	34.7
Total	49	100.0

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

4. In which department do you teach?

	Frequency	Percent
Missing	7	14.3
AlldHlth	1	2.0
Business	5	10.2
CrimJust	1	2.0
CSC	3	6.1
Educ/CSC	1	2.0
Educatio	2	4.1
English	5	10.2
FineArts	1	2.0
ForLang	1	2.0
HPER	4	8.2
LifeSci	2	4.1
MachTech	1	2.0
Math	9	18.4
Math/CIS	1	2.0
Math/CSC	1	2.0
MatTech	1	2.0
RespCare	1	2.0
SocSci	2	4.1
Total	49	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 class	7	14.3
Regardless of who is teaching the class, the objectives for the course are the same	41	83.7
Total	48	98.0
Missing	1	2.0
	49	100.0

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	19	38.8
Faculty played a limited role; department chair or a select committee determined the shared objectives	5	10.2
Course objectives were determined by an outside party (licensing boards, the State of Michigan, etc.)	2	4.1
I don't know how the shared course objectives were determined	19	38.8
Not applicable	3	6.1
Other	1	2.0
Total	49	100.0

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

Comments:

- I don't believe adjuncts had a fair share for determining the questions to be asked on the final exams for Math40 and Math50.
- I know the objectives are those required of all college and university English 101 courses to insure the credits will transfer. I suspect the faculty participation was considerable and welcomed as well.
- To a degree, course objectives are determined by subject matter and textbook. Also, Math40 (Beginning Algebra) is like other math classes, sequential and progressive; i.e., objectives mandated by topics that build one upon the other. (add first, then subtract, then multiply, divide, integers, rationals, irrationals, variable, expressions, equations, etc.)
- I'm adjunct – I do what I am told!
- I agree with the objectives I use and was given, but I do not know how they were determined.
- Usually, only one instructor teaches a given class.

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
Valid	Yes	19	42.2
	No	26	57.8
	Total	45	100.0
Missing	System	4	
Total		49	

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

		Frequency	Valid Percent
Valid	Yes	42	93.3
	No	3	6.7
	Total	45	100.0
Missing	System	4	
Total		49	

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	35	(77.8%)
Cooperate with others	13	(28.9%)
Synthesize ideas	15	(33.3%)
Understand ethical dimensions	7	(15.6%)
Understand an author's purpose	5	(11.1%)
Reason logically	24	(53.3%)

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
Valid	Yes	18	40.9
	No	26	59.1
	Total	44	100.0
Missing	System	5	
Total		49	

If yes, please give an example:

- Students must take two cultural journeys.
- 25 hours fieldwork; write curriculum and implement at fieldwork
- Social experiment to assess societal/public opinion and reaction to behavior
- Students get a tour of MCC library and a presentation on using the library for research
- Students are required to find a place (e.g., health club, gym, program) in our/their community and take an exercise class. My classes also experience a workout 13 of our 15 class meetings.
- Group assignments, play performance attendance
- Many hands-on demonstrations and labs
- Meet H.S. teachers/coaches/administrators – trainers interview and evaluate!
- Visit group homes for disabled, MR, mentally ill
- Independent research projects
- Field trip to an operating metal casting foundry
- Observation of children's cognitive skills in vivo; we "do" something every week; self-evaluations; mini-experimental research or demonstration
- Gallery visits/visiting artists
- Fieldwork is required in all education classes.
- Classroom debate
- Observation of others at their job

**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.

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
Valid	Yes	3	75.0
	No	1	25.0
	Total	4	100.0
Missing	System	45	
Total		49	

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

		Frequency	Valid Percent
Valid	Yes	4	100.0
Missing	System	45	
Total		49	

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?

	<u>Number and % Responding "Yes"</u>	
Communication	2	50%
Problem solving	3	75%
Science/technology	1	25%
Mathematics	2	50%
Human relations	0	0%

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	1	25.0
	No	3	75.0
	Total	4	100.0
Missing	System	45	
Total		49	

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

If yes, please give an example:

- At least one field trip to a business is included in the semester schedule.

Note: The remaining questions are for all faculty.

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	14	28.6
	Required in some classes	10	20.4
	Not required	25	51.0
	Total	49	100.0

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	8	16.3
	Required in some classes	6	12.2
	Not required	34	69.4
	Total	48	98.0
Missing	System	1	2.0
	Total	49	100.0

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

- Partnerships with local schools, child care centers, HeadStart programs, migrant population
- Guest speakers from several businesses
- The only partnerships I've fostered are those the students may make in the process of doing research for their papers. Topic choices include controversial local or career field issues.
- Students are given the option of going to MCC's plays and writing about them to substitute for an existing assignment.
- I have created connections with the Muskegon YMCA, Norton Pines, and the Omni, who allow my MCC students to come and visit and participate in a class for free.
- Attend dance concerts; extra credit for attending selected activities
- I present many business-case scenarios formed from my own experience.
- Schools; Hackley Hospital
- Organizations dealing with mentally ill and impaired
- Local advertising agencies
- Research simulations with online tutorials; Intro to Social Work requires volunteer hours
- Foundry dept. when Bill Ross was here; cast aluminum sculpt.; occasional assistance from R. Hudson in Welding
- Security; custodian; secretary; basketball men's and women's team coaches

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

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

- Hands-on, purposeful training of profession
- Provide insight to students regarding the dynamic business environment
- 1) Developing critical reading skills, analytical thinking skills, and clear writing skills should help students in all college courses and in any career field; 2) Learning how to do research, correctly use outside sources, and correctly document them should help students in college and in the real world.
- They broaden their understanding of learning.
- See interconnectedness
- They provide practical examples identifiable by students.
- Knowledge of what it takes to go into chosen field
- Perception of “real world” outside of text
- The “real world” is introduced to the students.
- Application of knowledge in real-life setting
- More opportunity, expanded resources
- Patience, tolerance, we all have to get along and be respectful

Learning Environments

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

	<u>Number and % Responding “Yes”</u>	
Traditional classroom	43	88%
Web-enhanced	13	27%
Online	12	25%
Self-paced	1	2%
Hybrid	7	14%
Labs	12	25%
Other	9	18%

Comments:

- Interactive play
- Small and large group projects both during and outside of class time
- Group work in the classroom
- 15-minute individualized tutoring conferences
- English 101 includes one hour a week in the computer lab.
- On the softball field
- In hospital setting
- Hands-on activity
- Small group exercises
- Independent study; periodically, students complete coursework in a somewhat varied format one-on-one
- All students are on their feet, either individually or paired up.
- Hands-on involvement in the learning

**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

Count		Q23		Total
		Too many to instruct effectively	Effective for instructor and student	
Q22	Fewer than 15	1	8	9
	15 to 25	0	25	25
	26 to 35	2	12	14
	More than 35	0	1	1
Total		3	46	49

Example: 25 instructors have 15 to 25 students in a typical class, and they all say that is "effective for instructor and student."

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

		Frequency	Percent
Valid	Yes	37	75.5
	No	11	22.4
	Total	48	98.0
Missing	System	1	2.0
Total		49	100.0

Please explain.

- Need for more equipment
- PC, Projector from computer – not there! Put this in math class, too. No build-in projector in computer class so cannot teach. More white boards.
- It is just the board, marker, and me.
- Computers run slow, if at all. Updated equipment needed.
- (yes) I have Smart Boards in two of my classrooms and a multimedia cart in my third classroom.
- (yes) Classroom and studio combined in same room is ideal! Overhead projector, dry erase/white board!
- (yes) New lab!
- The technology does not work most of the time.
- Desks are in rows and very difficult to move for group projects. Technology is nonexistent.
- Since I only teach one or two classes per semester, I usually am assigned a room. It may or may not be a "math room." Currently I am teaching in a chemistry room (primarily). Sometimes there is less board space than ideal for math.
- (yes) Have Smart Board.

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

- n/a teach online
- Room 160 – the computers are terrible – take 10 minutes to come up, then shut down. The Smart Board malfunctions, not allowing me to use my PowerPoints.
- (yes) Media sources are working effectively and readily.
- Usually. I use computer/PowerPoint in almost every lesson, and the classrooms I have had in the past two years are equipped with almost everything except DVD player in the one I'm currently using.
- (yes) They get better all the time. The technology in the classroom is, in my opinion, a boon to effective teaching.
- Classroom layouts are sometimes confining. Not all classrooms of adequate audio for technology.
- (yes) They have places to sit and whiteboards on which to write.
- We need a new furnace.
- (yes) Technology is available and help is available when needed.
- The room is a bit small for effective group discussion.
- (yes) The ones with computers and projectors.
- (yes) Ample space for movement and breakouts.
- Projectors and computers do not work for PowerPoint. Technology needs to be updated in gymnasium classrooms – both!
- Most of the time – classroom #148 too small for 20+ students.

Evaluation/Assessment

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

		Frequency	Percent
Valid	Yes	42	85.7
	No	7	14.3
	Total	49	100.0

If yes, please give examples:

- Quizzes/tests/final exam
- Exams, group, cultural journeys
- Tests, projects
- (no) Not yet
- (no) I don't know what you mean.
- Students evaluate self and others on presentation of topics and projects.
- Quizzes, chapter tests, midterms, and final exams
- Unit tests, timed readings, leveled readings
- Midterm exam, essays, final
- CAT for every class
- Pre- and post-tests
- Graded in-class and out-of-class essays, including two research essays; graded study questions based on readings; grammar and MLA style documentation quizzes (graded)
- I use a variety of assessments: exams, quizzes, papers, class assignments, and informal observations and consultation.
 - Quizzes
 - Pre- and post-testing in all classes
 - Quizzes, pre-lab questions
 - Unit exam
 - In-class checkpoints and quizzes; student survey of effective assignments
 - Quizzes, tests (mine), Department final exam
 - Both quizzes and tests are administered. Labs and opinion essays evaluate skills.
 - Projects, tests, computer assessments
 - Student survey at end of class

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

- Quizzes, weekly homework and projects, comprehensive final
- Class Climate
- Quizzes, tests at end of each chapter
- End of course evaluations – standard, but would eventually like to develop own
- Quizzes, exams, oral exercises (not graded), CATS, optional self-graded exercises on the Web
- Periodic quizzes and tests, in addition to graded writings
- Quiz, homework, tests
- Traditional testing covering safety, tools, machines
- Parscore for tests to evaluate test measures and to evaluate teaching effectiveness
- Tests, quizzes, writing
- Privately assess via notes on success/failures of projects
- Tests, journals, quick quizzes, projects (ED202)
- Quizzes, discussion, in-class writing, projects, papers
- Standard semester evaluation
- Written demonstrations in small groups, and individual
- Student evaluations at end and assessment on progress part-way through
- Quizzes/tests, course evals

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

	Number and % Responding “Yes”
added a project to develop writing skills	10 (20%)
added a project to foster critical thinking	13 (27%)
added case study instruction	7 (14%)
added portfolio assignments	6 (12%)
added pre-test/post-test evaluation	9 (18%)
modified student learning objectives	11 (22%)
other (please explain)	11 (22%)

Comments:

- Spent more class time discussing a particular topic students did poorly on assessment
- Learn to create new solution models
- Added a second research paper in 101; added MLA instruction and a mini-research paper in 091; added study questions based on readings in 101; added a broader range of topics for 101 research paper(s)
- Modified the method of delivery and assignments
- Required prelab assessment
- Targeted review
- Changed timing and type of activities offered
- After 1st 3 chapter tests, one may be retaken for better grade; after 2nd 3 chapter tests, one may be retaken for better grade
- Modified my teaching techniques
- Students wanted more help improving their writing even though the class is very heavily geared toward writing assignments, more emphasis was put on grammar
- Added research paper to stimulate problem-solving and writing (scientific) skills along with scientific method analysis
- Usually, when I see that students aren't getting a concept, I do more oral exercises in class or give an ungraded worksheet that we correct together. Sometimes we move on to different material and pick up what wasn't understood at a later date.
- Always a challenge to provide interest and motivation for the brighter students without leaving behind the not so bright
- Added optional test review sessions
- The objectives are the same, but I modify the delivery system. I want to be as simple as possible.
- Added more workout instruction

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?

- Have C grouped with JAVA
- No changes have been made

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

- Students are incorrectly steared (sic) away from Education by advisors. Many of my students are in Nursing, yet still driven to pursue their passion.
- Very active recruitment of students for this institution
- Implimenting (sic) Marzano's meta-research strategies for vocabulary learning
- Development of hybrid courses to address needs of TRA/returning students
- For several years, I've had a full-time job, so I now only teach night classes. I have more and more nontraditional students in my classes; however, I don't know if that's also happening in day classes thanks to federal funding for people who've been laid off when companies move out of state or out of country. As a result, I find more students ill-prepared for the level and amount of work required in college courses. But I also find that those nontraditional students who are serious and stick it out do well and are an asset to the class as a whole. They have a variety of experiences that contribute to the quality of class discussion, adding a maturity of thought and practical approach to problems and issues.
- The consolidation of student services has been a nice change.
- Increased "remedial" or developmental offerings; reduction in advanced courses
- More technology; improved class syllabus
- In fall 2007, we changed textbooks so the material we cover is closer to what GVSU covers in similar courses.
- Better integration of technology
- Replaced full-time faculty with adjunct to save money
- Restructuring art classes to better serve the transfer process
- Changing schedule of classes from evening classes to day classes; no rationale was presented

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

	Frequency	Percent
Never	5	10.2
Occasionally	15	30.6
At least once a year	10	20.4
At least once a semester	19	38.8
Total	49	100.0

Please give an example:

- Rewrite syllabus to enhance learning based on previous experiences
- Work with other faculty to make changes where needed
- Changes are made weekly to serve the students
- Students want to go slower (snail's pace).
- Based on questions in class, student interest, we may put lesson on back burner to discuss practical application in the field.
- Group work in the classroom
- Increased integration with lecture and text and status quo
- I have eliminated or changed activities and assignments based on student feedback. For example, I used to give vocabulary quizzes; now I give students extra points if they correctly use in their essay any of a group of words which I take from their reading assignments. I also constantly tweak the way I present and test grammar.
- The courses I teach are ½ semesters. I always have at least one student comment on the S.O.S. that they were not sure how they were doing in the class. (A lot of the requirements are due right at the end of course.) So I announce on the first day that they can ask me any time within the course for an update on how they are doing. I also track the labs due and alert any students who are slow to turn those in and encourage them to turn in.
- Changing hours/availability to students; adding extra time to schedule for student review
- The other instructor and I work together at the beginning of each semester to go over any "problems" encountered in the last semester.
- Less lecture, more discussion

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

- Change type of learning activities
- I review and modify my presentation based on feedback (more examples, more/less theory)
- The surveys are very valuable
- Revamp projects – look at different instruction to be more effective
- Students desired more Web case studies
- Based on surveys or how well or not well they handled previous assignments
- I try to use the suggestions given – like spending more time in a certain area
- I have not had access to student teaching evaluations – this has been a problem.
- I have not received any student opinion surveys, but would appreciate the feedback, if possible.
- It depends on how many students give the same or similar feedback. If it's only one or two out of 15 or 20 students, I don't make any major changes unless I, too, have come to the same conclusion.
- A common complaint has been that I failed to keep them informed as to their progress; developed a self-monitoring form for them to use.
- In addition, whenever a student comes into my office for help, a question, etc., I ask what changes could be made to facilitate their own individual learning needs. Students often have specific and useful answers to that question.
- Began offering more handouts in addition to verbal instructions
- Modified manner in which certain concepts are presented
- I have deliberately made an effort in class to make sure students understand assignments by having them explain them to me.
- Added parts that are graded instead of one large project
- I always learn from my students, so each semester is modified for new perspectives on certain movements.
- Class can participate in pace of class and material covered – beyond basics

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

	Frequency	Percent
Yes	13	26.5
No	35	71.4
Total	48	98.0
Missing	1	2.0
Total	49	100.0

If yes, please give an example:

- Cannot recall names of surveys in the past, varies by semester
- I give a closing survey to assess my effectiveness.
- I encourage them to use ratemyprofessor.com. I would prefer more consistent evaluation.
- MATE conference surveys
- They do an English Dept. survey that focuses on their HS English courses. Feedback goes back to high schools.
- I ask them to answer a few questions in the form of an evaluation – what did they like/dislike about the course and ask for suggestions for improvement.
- Climate w/Don Bogema
- I occasionally give my own surveys, especially when I first started, to see how students felt about my teaching methods.
- In addition, whenever a student comes into my office for help, a question, etc., I ask what changes could be made to facilitate their own individual learning needs. Students often have specific and useful answers to that question.
- I ask students to complete an evaluation I designed, rating items 1 – 5.
- They are conducted in class; we wither discuss verbally or have done it written.
- Course evals.

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

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

		Frequency	Percent
Valid	Never been evaluated	3	6.1
	Evaluated occasionally	13	26.5
	Evaluated regularly	29	59.2
	Total	45	91.8
Missing	System	4	8.2
Total		49	100.0

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

and % Responding "Yes"

My courses have been evaluated by other faculty members.	29 (59%)
My courses have been evaluated by students.	42 (86%)
My courses have been evaluated by members of my advisory board.	4 (8%)
My courses have been evaluated by my colleagues from other institutions.	1 (2%)
My courses have been evaluated by representatives of business/industry.	1 (2%)
Other (please explain)	1 (2%)

- My courses are evaluated by the department chair, which rotates every two years among the full-time staff.
- I always give a student evaluation at the end of the semester, if that's what you mean. Two years ago, I evaluated the material taught in our French courses against GVSU and GRCC's courses.
- I have had faculty observe my classes.
- My evaluation results were often shared with my supervisor/department head.
- Only be department head; I ask advice from the co-workers in my department.

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:

- Math and Technology Conference – MCC, May 2008
- ETOM Certified Online Instructor
- None
- West Michigan Microsoft User Group; MACAL; Breakfast with Oracle; PLOP
- All professional development activities are at Baker College. We don't have any at MCC.
- Not in past five years, but I am a special education teacher by profession and varied learning environments is a major component of that.
- None
- OAISD – UDL; brain research seminar
- The Math and Technology workshop
- None at MCC
- MATE conference; informally, ideas on teaching techniques are frequently shared among the English instructors.
- Staff development sessions
- Professional development, Muskegon Public Schools

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

- Many, as a full-time instructor before retirement
- Not offered to adjunct faculty
- Part-time – none
- My own professional development as it related to technology and my career include telephony for disabled.
- All physical education – through Beth Smith
- None
- None
- Learning to teach in hybrid format
- None
- TRENDS conference – day-to-day professional duties contribute
- Conference: national level and local; company event planning for the community
- ETOM online teaching certificate; conference on online teaching and learning
- None
- Technical development classes via art instruction; MA class in adult learning testing/assessment
- While teaching at Marquette Elementary School, half-day session on working within this diverse school
- Writing development program; teaching effectiveness
- I attend 8 instructor workouts every year.
- Blackboard, MAHPERD convention

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

	Frequency	Percent
Yes	4	8.2
No	12	24.5
Not applicable	20	40.8
Total	36	73.5
Missing	13	26.5
Total	49	100.0

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

	Frequency	Percent
Valid Yes	7	14.3
No	16	32.7
Not applicable	18	36.7
Total	41	83.7
Missing System	8	16.3
Total	49	100.0

Comments:

- Not specifically, but I have conferred with a variety of colleagues at MCC with great results. When first hired, I worked at satellite locations, not at MCC.

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

33b. If so, was the process effective?

		Frequency	Percent	Valid Percent
Valid	Yes	6	12.2	85.7
	No	1	2.0	14.3
	Total	7	14.3	100.0
Missing	System	42	85.7	
Total		49	100.0	

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	28	57.1
	No	21	42.9
	Total	49	100.0

Please list.

- Blackboard training at GVSU and GRCC
- I'm in the field of education; therefore I'm always being upgraded on the "best" teaching methods
- AMATYC conference
- ITT classes about how to teach
- Blackboard; MNAEYC conference; Love and Logic training; Recognizing cutting behaviors; Grant meeting for cross-discipline education of college students
- OAISD; MRA; Literacy Frameworks OAISD
- Blackboard training
- Smartboard workshop
- IPD – online course design; MCC – Blackboard training
- Blackboard sessions
- Blackboard
- Blackboard
- Sat in on some Blackboard sessions
- Many as full-time instructor before retirement
- Again, not offered
- Blackboard training
- Blackboard
- Bb upgrades and changes
- Blackboard
- Online teaching; Blackboard
- Blackboard
- Trends breakout sessions, primarily
- Blackboard; Datatel
- Numerous related to online teaching, PowerPoint and use of technology
- Blackboard instruction sessions
- Workshops in critical thinking and Blackboard
- Blackboard training

**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
Yes	14	28.6
No	22	44.9
Total	36	73.5
Missing	13	26.5
Total	49	100.0

Please list the event.

- Math and Technology Conference, May 2008
- This is the best school that I have had the privilege to work for.
- Yearly early childhood conference
- MATE
- High school English teacher workshop/roundtable
- MCCB annual conference
- CPR
- Life science workshop
- MATE
- Early childhood conference – yearly
- I don't know.

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

	Frequency	Percent
Valid Yes	23	46.9
No	25	51.0
Total	48	98.0
Missing System	1	2.0
Total	49	100.0

If yes, please list them.

- AMATYC, MichMATYC, NCTM
- There is no group around Grand Rapids that has any new ideas. Why spend the money and time? (get new book) Use self-studies to support new technology as consultant.
- NAEYC; CEC; ACCESS
- Western Dues; MRA
- SHRM
- ASCD
- ADTA
- State Board of Pharmacy
- AAG

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

- NFCA
- Can't afford the membership
- APCO, NENA, MPSFAC, RGHSGB, IMAGIN
- MLSA; MAPMS; MCNALMS; NALMS
- American Foundry Society
- Chamber of Commerce, Rotary Club, NCMPR
- SME
- American Psychological Association; National Association of Social Work
- Not at this time – retired from public school teaching in 2003 and let membership in relevant organizations lapse
- All local art societies/museums; Glass Art Society; Michigan Weavers; American Foundry Society
- Philosophy of Science Association; The Society for Exact Philosophy
- Western Michigan Tae Kwon Do
- MIUCA; MAHPERD; CAP Level 1
- CEL; MAASE

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

		Frequency	Percent	Valid Percent
Valid	Yes	3	6.1	13.0
	No	20	40.8	87.0
	Total	23	46.9	100.0
Missing	System	26	53.1	
Total		49	100.0	

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	21	42.9
	No	28	57.1
	Total	49	100.0

37b. If so, how many?

		Frequency	Percent	Valid Percent
	1 to 2	8	16.3	38.1
	3 to 4	5	10.2	23.8
	5 or more	8	16.3	38.1
	Total	21	42.9	100.0
	Missing	28	57.1	
Total		49	100.0	

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

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

	Frequency	Percent	Valid Percent
1 to 2	5	10.2	23.8
3 to 4	2	4.1	9.5
5 or more	2	4.1	9.5
Not applicable	12	24.5	57.1
Total	21	42.9	100.0
Missing	28	57.1	
Total	49	100.0	

Comments:

- Not MCC hours (I'm adjunct)
- Did not interfere with teaching.

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

and % Marking the Item

financially

3 6%

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	18	36.7
No	31	63.3
Total	49	100.0

38b. If yes, how many?

	Frequency	Valid Percent
1 to 2	14	77.8
3 to 4	3	16.7
5 or more	1	5.6
Total	18	100.0
Missing	31	
Total	49	

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

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

Very few people responded to this. Seven people checked “1 – 2” and one person checked “3 – 4.”

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

Three people checked “financially” and five people checked “release time from work.”

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

		Frequency	Percent
Valid	Yes	12	24.5
	No	37	75.5
	Total	49	100.0

Comment:

- Finished Master’s degree of Education in spring 2007 at GVSU.

39b. If yes, how many?

	Frequency	Valid Percent
1 to 2	4	40.0
3 to 4	2	20.0
5 or more	4	40.0
Total	10	100.0
Missing	39	
Total	49	

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

One person checked “3 – 4.”

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

No one checked anything here.

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

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	8	16.3
	No	41	83.7
	Total	49	100.0

Comments:

- | |
|--|
| <ul style="list-style-type: none"> • I intend to research TRA education efforts starting this semester. |
|--|

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	11	22.4
	Outside resources	2	4.1
	Not applicable	36	73.5
	Total	49	100.0

Please describe.

- | |
|---|
| <ul style="list-style-type: none"> • Training/Mentor w/Maria Andersen • Maria Andersen • Blackboard training class • I did it myself, with no help or training • Blackboard training • Access to OIT, Sue • Support for learning Blackboard was inhouse. • Assistance from program director |
|---|

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

		Frequency	Percent
Valid	Yes	22	44.9
	No	27	55.1
	Total	49	100.0

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

If yes, briefly explain:

- Catholic Services; Every Woman's Place
- Software/Hydro consultant – feedback control; reorganized DTA programming department and software projects
- MI Dept. of Ed.; OAISD
- FMCS – Lansing; L/R Department – MSU
- I get together once a month with colleagues (English adjuncts) socially, but we often share ideas and materials for more effective instruction in the classroom.
- LinkedIn; ASCD
- Other dance professionals through Internet, phone
- High school students – encourage attendance at MCC; City of Muskegon public relations committee; Urban Science Education Fund
- Area and national organizations and individuals
- I teach part-time math/science for White Lake Area Community Education in Whitehall, MI
- As adjunct, I maintain normal relationships with individuals and organizations as a normal professional practice.
- Teach at GRCC, consult there
- Consult w/folks in mental health profession
- Chamber of Commerce; American Red Cross; Noah Project
- I work full-time for a consulting firm and belong to numerous professional organizations.
- Full-time position as foundry manager; technical consulting with other firms
- Industry-related professional organizations; Chamber of Commerce
- Other clinicians; meet weekly with a clinical colleague
- As required for tech assistance
- GVSU and GRCC; mentors at WMU, GVSU, and U of Birmingham (England)
- Colleagues of the art and other styles

**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	44	3.11
One-Stop	41	3.83
Counseling	45	4.29
Financial Aid	46	4.39
Career Counseling	44	4.27
Special Services	43	4.00
Tutoring	47	4.38
CSC	47	4.36
Testing	42	3.81
Veterans Affairs	41	3.54
Scholarships	46	4.22
Student employment	45	3.98
L/IT Center	45	4.44
Student Life/Alumni	42	3.17
Personnel	42	3.79
Faculty research	39	3.38
Faculty prof dev	40	3.93
Transportation pool	40	3.03
Sabbaticals	39	2.67
Classroom/labs	44	4.23
Technology	44	4.48
Valid N (listwise)	38	

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

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

- Sabbaticals do play an important role, but more department based, not student based.
- I feel greater resources could be utilized for job placement and internships
- I refer students all the time to the tutoring center. I have had at least one of my students receive a scholarship. I believe some of my students use the College Success Center.
- I replied based upon my limited knowledge of campus, student life, and how it affects my course.
- Is this a general question or are you referring to student learning in my field?
- I think all of the above are very important. It does not mean they are all available.
- Support for technology has been very helpful and encouraging. It is very disheartening, as an adjunct instructor, to have worked here 10 years but to know there is no chance of ever being anything but an adjunct. "We'll call you when and if we need you" isn't very great job security.
- I teach at a facility in Fremont and live in Mecosta. I am rarely on campus. I have taught for 45 years.

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."

Descriptive Statistics

	N	Mean	Don't Know
Grounds	22	3.91	25
One-Stop	17	4.29	32
Counseling	16	4.19	33
Financial Aid	17	3.94	32
Career Counseling	14	3.79	35
Special Services	15	3.93	34
Tutoring	19	3.58	30
CSC	18	4.28	31
Testing	19	3.74	30
Veterans Affairs	12	3.67	37
Scholarships	17	3.76	32
Student employment	16	3.63	33
L/IT Center	21	4.71	28
Student Life/Alumni	14	3.79	25
Personnel	18	3.44	21
Faculty research	15	2.67	24
Faculty prof dev	16	2.88	23
Transportation pool	10	2.70	39
Sabbaticals	9	2.78	40
Classroom/labs	24	4.00	25
Technology	20	4.25	29
Valid N (listwise)		4	

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

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

- I don't know the answer to any of the above.
- There is (sic) no computers for part-time programming teachers.
- As adjunct, we are not privy to such info.
- I have very little knowledge on this topic.
- I did not answer, because I have no knowledge of MCC's funding.
- I don't know.
- I really do not know!
- Adjuncts are often quite "out of the loop" other than being deluged by questionable emails.

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

	Frequency	Percent
Regularly	5	10.2
Occasionally	18	36.7
Infrequently	16	32.7
Never	10	20.4
Total	49	100.0

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

	Frequency	Valid Percent
Nonexistent	4	8.5
Old and slow	14	29.8
Current	26	55.3
Cutting edge	3	6.4
Total	47	100.0
Missing	2	
Total	49	

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

	Frequency	Percent
Valid Yes	33	67.3
No	16	32.7
Total	49	100.0

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

47b. If not, why not?

- Not sure what is meant by “program” in question. I have recommended that certain students meet with the math tutor.
- It has never been an issue.
- No need.
- I went to the tutoring office to get information for my student yesterday.
- Good question!
- No tutors available in my course work.
- Have referred them to the writing center
- I try to spend the time with them. If I get to the point where they need more time than I can provide, I will refer them.
- No recognized or perceived need identified.
- Do most of it myself. Do not know what is available.
- No need with my classes as yet (though we have for art history)
- Located in Fremont
- I teach the only course, reading is not an issue; some I tutor after class.
- No requests – no info
- Online classes

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 3.72.

Very Dissatisfied Very Satisfied
 # marking each box: 1 1 9 12 6

Please explain:

- Some have had success; others haven't.
- Students who take advantage of tutoring and stick with it usually do improve.
- Unsure of what happened.
- Do not require students to apply online. Time frame between applying and obtaining a tutor is too long.
- Most is very good. Occasionally, a tutor has given a student wrong information.
- Most students feel it has helped, but availability (personnel, hours) is occasionally an issue.
- Students have not reported back to me.
- Students needed English counseling.
- Haven't had feedback
- Students referred to tutor appeared to improve throughout semester.
- It has depended on the student. Some take it very seriously; others just assume that the tutor will somehow make clear what isn't understood and they put forth very little effort to grasp the material.
- Supervisor does lousy job
- To be honest, tutoring is only as successful as the amount of work the student is willing to complete and unfortunately this is usually not much.
- Often they do not follow through
- Students improved
- Tutored students achieve movement (sic) results

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 3.94.

Strongly Disagree Strongly Agree
 # marking each box: 1 2 9 22 13

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

49. How do you use the MCC website?

- Blackboard access; email access at home; Web Advisor access; campus closing announcements due to weather
- Email, Web Advisor, Blackboard
- Email: too much internal "all" not relevant email class info is there
- Web Advisor – that is about it
- Web Advisor, Blackboard, email only
- Emails, not used often
- I use the web site to look up class rosters, sign in to Bb, and look for review materials for my students.
- Bb, email, catalog, department #s, Web Advisor
- Email, class lists, grades
- Primarily to access subscription databases via MCC library; to access my pay statements; to check school closing; to clear my email of way too many non-relevant messages
- Some data are displayed in three columns with most of the items listed requiring two lines – change the format to two columns so text doesn't have to wrap to the next line.
- Communicate work to students
- Blackboard, Web Advisor, email
- Constantly Web Advisor, Blackboard
- Off-campus access, grading
- To access email and Blackboard
- Email, grades
- As a portal to email, Blackboard, and Web Advisor
- Email, Web Advisor, class roster and grades
- Web Advisor, Blackboard, tutoring, financial aid, email, etc.
- Web Advisor, email, resources for projects from library
- Blackboard, Web Advisor
- To log in to Blackboard, Web Advisor, email
- Email, Web Advisor, announcements
- We've put information about the French classes on the Web. Personally, I use our site for email and Web roster.
- Post syllabus and writing assignments
- Current information for college activities
- Web Advisor, Blackboard for all classes, email, regular communication with students
- To find class lists, email, check pay stubs, submit grades
- Info, calendar, email
- As a bridge to Blackboard, email, Web Advisor
- I use Blackboard and email
- Hybrid class through Blackboard and library access to databases
- Rosters, information, important dates, list of classes
- Web Advisor, email, class schedules, Blackboard
- General info; Web Advisor
- Calendar, general 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 3.68.

Strongly Disagree Strongly Agree

marking each box: 0 4 14 22 7

- Need a better search engine.

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

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

		Frequency	Percent
Valid	Yes	8	16.3
	No	40	81.6
	Total	48	98.0
Missing	System	1	2.0
Total		49	100.0

If yes, what for?

- To see what it was all about. I read about it in the Muskegon Chronicle.
- Just to check it out. I have Facebook and have no need to mix personal w/professional. I use email through Blackboard to communicate with students.
- Just to look it over
- To see what it was
- Explore
- Will soon; however, just hadn't had time
- Post my personal profile and hook up with online "friends"
- Not sure it's needed
- Checked it out

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

	Frequency	Percent
Never	26	53.1
At least once a semester	17	34.7
Monthly	3	6.1
Weekly	2	4.1
Total	48	98.0
Missing	1	2.0
Total	49	100.0

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

Please list.

- Materials
- Blackboard; work area; computers; solve problems; information; give them more \$ for computers
- Grades on departmental final exam
- Correcting final exams
- Scantron machine; one-on-one with Bb professionals; group meetings
- Assistance for TRA students; assistance on material preparation for a legally blind student
- Computers; assistance/training
- Using Photoshop to put slides into PowerPoint
- Advice
- Grade department finals
- Walk-in tutoring

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

- A place to go to prepare for class
- Grading; eating; Blackboard development
- Bb help; grade center
- Books; computers; also their ClassClimate evaluations
- Computers; Scantron grading
- Rest, reference materials
- I don't know what they offer.
- Grading, surveys, food
- Free cookies and meatballs
- All I can
- None
- This is only my third semester class for MCC – I use the one at Ferris.
- Quiet room/office
- Is Blackboard through this?

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

- They are what the teachers need
- Great
- Not much
- They were helpful
- Increased my awareness and understanding
- Not sure what they offer or where they are located.
- Good!
- Okay
- Not really
- Very helpful; quiet and spacious
- Good
- Helpful, but problem not solved
- Books on teaching were helpful; evaluations extremely for tweaking my class from semester to semester
- Allowed for good recovery
- Very
- Marginal
- Excellent

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

- Better and nicer space; windows; more space; more and better computers
- No
- More varied times for workshops
- More software made available to faculty

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

- Keeping track of missing students
- More equipment
- Computers/Projectors in the classrooms, all of them
- Heat in the room would help (Room 341)
- Better computers to teach with – interactive whiteboard?
- The one thing I would like to see more of is classroom interaction
- Have a physical office – Right now it is primarily before/after class and via email/phone
- Attendance requirements
- Would like to start including PowerPoint; need training
- Continued professional development and funding support for off-campus professional development
- Higher pay so I didn't have to work another job to be able to live; the other job cuts into time I could use for course development
- Rooms with lots of board space
- PowerPoint

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

- More time on [[illegible]]. I keep getting bumped off.
- An aide to grade papers; but I'm not sure I would want that either, since most assignments can be somewhat subjective
- Integrate lab with lecture
- Ability to have a computer projector for lecturing
- A language lab where students could be required to go once a week to hear and speak French, Spanish, German, etc.
- Cheaper books
- Financing for consumable teaching materials for demonstrations
- I think student attitudes need to be addressed. When students are in class, ready and willing to work, most problems take care of themselves.
- Less paperwork
- Higher pay – more time to focus on lecture preparation
- An assistant
- Updated technology in gymnasium classrooms, and give training

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

- This is a bad question to ask. If I did, it would be for God and would have no value if anyone found out about it!
- No
- No
- Yes, I teach dance at a senior center one morning a week.
- Urban Science; Muskegon High School; City of Muskegon
- FCA; Knights of Columbus
- Board of nonprofit
- No – don't have time
- Yes, I am heavily involved in my church activities; pastor-teacher, music, board, etc.
- Yes
- Yes – Once and Again, Grand Haven church librarian
- Service League, church, Woman's Club
- Red Cross, Chamber of Commerce, Noah Project
- No
- Michigan Lakes and Streams Association, Muskegon Rescue Mission
- Harbor Humane Society
- United Way, county museum, Chamber of Commerce, Rotary Club, etc.
- Chamber of Commerce, event participation and setup, industry coalitions
- Not now
- I volunteer at Hackley Hospital.
- Usually help with Showcase
- Lions Club – children's activities, fundraisers; International Aid – sewing/disaster relief supplies
- I volunteer a weekly class, year round in Grand Haven

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
None	18	36.7
1 to 2	13	26.5
3 to 4	7	14.3
5 or more	8	16.3
Total	46	93.9
Missing	3	6.1
Total	49	100.0

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

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

	Frequency	Percent
None	32	65.3
1 to 2	12	24.5
3 to 4	2	4.1
5 or more	3	6.1
Total	49	100.0

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

	Frequency	Percent
None	20	40.8
1 to 2	16	32.7
3 to 4	5	10.2
5 or more	8	16.3
Total	49	100.0

- | |
|---|
| <ul style="list-style-type: none"> • I didn't know we had one. |
|---|

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

	Frequency	Percent
None	26	53.1
1 to 2	10	20.4
3 to 4	6	12.2
5 or more	7	14.3
Total	49	100.0

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

Diversity and Integrity

61. Have you attended the Institute for Healing Racism?

	Frequency	Percent
Yes	5	10.2
No	43	87.8
Total	48	98.0
Missing	1	2.0
Total	49	100.0

If so, what are your impressions of its effectiveness?

- Great
- Highly recommended
- Okay
- It was quite a while ago and now quite dated – I remember pointing out that misogyny was just as prevalent.

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

	<u># and % Marking Item</u>	
class	13	27%
race	17	35%
gender	19	39%
religion	10	20%
nationality	14	29%
ability	12	25%
ethnicity	14	29%
sexual identity	11	22%
other (please explain)	4	8%

- The classes I teach are not emotionally based; however, they are psychologically based.
- How awareness of diversity can become a beneficial resource in today's economy for employers
- Essays read by ENG 101 students deal with all these issues.
- None – Race (or diversity) doesn't come up in physical geography. The only diversity we talk about is the diversity of life forms on earth.
- None really. Math doesn't depend on these things.
- (yes) Even online!
- By definition, learning a "foreign" language introduces students to a different culture, different ways of thinking and saying things. In our DVD, there is a black student an Arab student, an American, and French students, all hanging out together.
- "Target" marketing touches a bit on diversity issues, albeit in a rather peripheral way.
- This is impossible to answer. If I do my job professionally, I should not have to address these in any particular manner.
- Non-English speakers in classrooms
- This is a humanities class – all of the above really apply – but I really dislike boxing and labeling people – they are just all individuals
- The class is diverse, all are equal, although there is a women's self-defense presentation.

**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 2.70

Strongly Disagree Strongly Agree
15 8 9 6 9

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

Mean 4.06

Strongly Disagree Strongly Agree
1 1 11 16 19

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

Mean 3.58

Strongly Disagree Strongly Agree
1 0 21 15 6

Comments:

- I don't know.
- Don't have any idea. The outward appearance is "agree."
- Don't know
- Don't know – am only on campus one night per week
- I don't know what support is available.

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

Mean 4.57

Strongly Disagree Strongly Agree
1 0 2 13 33

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

Mean 4.15

Strongly Disagree Strongly Agree
1 0 8 20 18

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

Mean 2.20

Strongly Disagree Strongly Agree
14 15 10 5 1

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

Mean 4.15

Strongly Disagree Strongly Agree
0 1 8 21 17

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

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

Mean 1.37

Strongly Disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly Agree
	33	14	2	0	0	

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

Mean 2.96

Strongly Disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly Agree
	8	10	11	12	6	

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

Mean 3.42

Strongly Disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly Agree
	0	2	23	8	5	

73. Academic standards are equal for all students.

Mean 3.83

Strongly Disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly Agree
	1	3	13	15	14	

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

Mean 3.79

Strongly Disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly Agree
	0	0	20	12	11	

Communication

Please indicate your level of agreement with the following statements.

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

Mean 2.98

Strongly Disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly Agree
	4	6	19	9	2	

76. The administration keeps faculty informed about important issues.

Mean 3.53

Strongly Disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly Agree
	0	4	18	15	6	

77. I regularly read *Campus Connections*.

Mean 2.68

Strongly Disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly Agree
	8	14	11	6	5	

Please comment:

- Never
- Do I get a copy? Only been working for you for two weeks this year.

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

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

Mean 3.87

Strongly Disagree Strongly Agree
 2 8 5 11 21

Please comment:

- How about a college AM station?
- Most are worthless to me, but I get them anyway.
- Too many emails that don't pertain to me!
- Lots and lots of "stuff" is sent to everyone. Is this really necessary?
- Too many – seems like every little thing – over 2,000/year - ads

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

Mean 3.10

Strongly Disagree Strongly Agree
 2 8 16 10 3

Please comment:

- They don't fit my schedule.
- Sign me up.
- Part-time staff are not invited to attend.
- I do not attend as an adjunct.
- Adjuncts?
- Never attended.
- Adjunct – not required to attend
- Adjuncts not involved
- Being an adjunct, I don't attend.
- Adjuncts are never invited.
- I was informed that these were just for full-time faculty.
- Never been asked to attend one
- Only attended one – adjuncts aren't usually included
- Not for me – I live an hour and a half away

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

Mean 2.95

Strongly Disagree Strongly Agree
 2 8 21 8 1

Please comment:

- Don't know – adjunct
- Not to adjuncts!

Other comments:

- P.S. Treat your coaches and adjuncts with respect! There hasn't been a pay increase in 10 years and adjuncts wait for their pay especially at the beginning of each semester!!!
- Holy cow – what a long survey!