

APR survey questions used in Humanities program review research 2016-17

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The humanities department conducted its academic program review in 2016-17. As part of our data collection, we surveyed our faculty on several topics. This document compiles all of our survey questions used during the year. For more information, contact Annemarie Hamlin, ahamlin@cocc.edu, x 7523.

Questions for faculty who teach in Redmond, Prineville, and Madras

Key Question 4 d (North Campuses)

Survey questions about facilities for faculty who teach in Redmond, Madras, and Prineville

1. Do facilities on the North Campus on which you teach (Redmond, Madras, or Prineville) meet your instructional needs? Please be polarizing (all or nothing).
2. If you answered in the negative, please list services or accommodations you feel to be essential to successful instruction but which your North Campus is either (1) missing altogether or (2) possesses but could be improved. Feel free to justify the items on your list.
3. Do facilities on the North Campus on which you teach (Redmond, Madras, or Prineville) meet the learning needs of your students?
4. If you answered in the negative, please list services or accommodations you feel to be essential to successful student learning but which your North Campus is either (1) missing altogether or (2) possesses but could be improved. Feel free to justify the items on your list.

Key Question 7 on faculty – composition, qualifications, development

1. What degrees do you possess that contribute to your knowledge and teaching in the discipline? (Ex: M.A. in English, B.A. in Journalism)
2. What additional non-degree qualifications do you have that you feel contribute to your knowledge and teaching in Humanities?
3. What qualifications do you possess in other areas that could inform or contribute to your knowledge and teaching in the Humanities discipline? (Ex: A degree or significant study in other discipline, participation in other disciplinary events, etc.)
4. If given the opportunity to expand your professional qualifications, which areas would you like to develop?
5. What activities do you participate in to develop your cultural awareness or your awareness of diversity issues?
6. What outside activities do you participate in (webinars, seminars, conferences, workshops, classes, writing groups, book clubs) have you recently participated that contributed to your professionalism?
7. What areas of policy and practices did you feel best acquainted with during the first two years of new employment?

8. What areas of policy and practices did you feel least acquainted with during the first two years of new employment?
9. For part-time faculty members, On a scale of 1 to 5 (1 being **Very Little Support** and 5 being **Strong Support**), what forms of support do you feel you receive the most from the Department?
 - a. Financial support for professional development
 - b. Peer visits, review, and feedback on teaching
 - c. Development of disciplinary knowledge
 - d. Inclusion in policy and curriculum decisions
 - e. Recognition of accomplishments and involvement
10. What other kinds of support do you feel would benefit your teaching, departmental inclusion, and/or professional development?

Key question 8 on facilities, instructional and student support, and resources

*I am conducting an anonymous survey of the Humanities Department to gather data for Section 8: "Facilities, Instructional and Student Support, and Resources" of our Academic Program Review. Your opinion is of the utmost importance for this survey; it will help me write my section of the report, and it will help us as a department identify our needs in this area and work towards getting those needs met. **Thank you in advance for your responses!***

Facilities

1. When you teach in a standard (non-computer) classroom, what would you say are the pros and cons to teaching and student learning?
2. When you teach in a computer classroom, what would you say are the pros and cons to teaching and student learning?
3. Identify which classrooms (standard or computer) you absolutely dislike to teach in and explain why.
4. Identify your favorite standard and favorite computer classroom (if applicable) by name (i.e. Deschutes 1) for the types of classes you teach and explain why they work best for you.
5. Describe what would be an IDEAL classroom for your teaching style and for student learning and explain why. [For example, I'd like a room that combines both computers and space to be away from the computers.]

Instructional Support Services

1. What has been your experience using COCC's library and information resources? **Circle all that apply.**
 - A) A librarian has visited my class to speak to my students about research.
 - B) I have set aside class time to teach my students how to navigate the library's website and databases.
 - C) I have taught my students how to use other information resources besides what we have available at our campus library or on our library's website.
 - D) I have had (or currently have) an embedded librarian in one or more of my classes.
 - E) My students have visited (or currently visit) the Writing Center for tutoring.
 - F) I have taken my students to the library to visit and learn about the Writing Center.

2. What elements of the campus library are you currently most likely to use in your courses? Least likely?
3. How might COCC improve its library and information resources to better serve Humanities instructors and their students?

Student Support Services

1. From your vantage point as an instructor, are student support services (e.g., Admissions, Advising, Career Services, Financial Aid, Placement, Student Life, personal counseling, recruiting, Disability Services, Testing, Tutoring) sufficient to support students' needs?
 - A) No, some or all of these services are insufficient.
 - B) I don't know.
 - C) These services all address student needs. I've heard very few to no complaints.
2. If you circled "A" above, please write more to explain. Which services are insufficient? How or why are they problematic? How do you know they're problematic (e.g., firsthand experience, secondhand experience)? What was it about your (or possibly your student's) experience that gave a negative impression?
3. If you could make improvements to three specific areas in Student Services, what would they be and why?

APR Supplemental Questions from Drafting Stage

- Q: What activities does the department/program conduct that contribute to how you understand and teach in your discipline?
- Q: What other activities might the department/program conduct to foster individual strength and departmental cohesion in disciplinary knowledge and practice?
- Q: Which of the following activities do you feel define strong participation in the discipline:
- Local/Regional Conference attendance/participation?
 - National Conference attendance/participation
 - Membership in regional and national professional organizations
- Q: What outside activities do you participate in (webinars, seminars, conferences, workshops, classes) have you recently participated that contributed to your professionalism?
- Q: What peripheral activities have you participated in that contribute to your knowledge and teaching of the discipline?
- Q: As a part-time faculty member, what forms of support do you feel you receive most:
- Financial support for professional development
 - Review and Feedback on teaching
 - Disciplinary knowledge development (support for learning about current discussions in discipline)
 - Inclusion in policy and curriculum decisions
 - Recognition of accomplishments and involvement
- Q: How involved in departmental decision-making or direction setting do you feel?
- Q: What contributes most to your feeling of inclusion in the department/discipline?
- Q: What contributes least to this feeling?
- Q: What other forms of support do you feel would encourage stronger participation in the department/program?
- Q: What other forms of support do you feel would benefit your teaching?