

Question	% agree	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	N/A or Don't Know	Total
The program planning template is aligned with the college's Strategic Directions.	90.9%	2.56% 1	2.56% 1	28.21% 11	23.08% 9	43.59% 17	39
Tableau data dashboards created by the IE office enhance my program's capacity to make data-driven decisions.	90.0%	2.56% 1	2.56% 1	23.08% 9	23.08% 9	48.72% 19	39
My department discussed SLOs in the past year.	84.8%	10.26% 4	2.56% 1	25.64% 10	46.15% 18	15.38% 6	39
I believe that assessing SLOs leads to improvements in teaching and learning.	82.9%	5.13% 2	10.26% 4	46.15% 18	28.21% 11	10.26% 4	39
Small group training meetings with the IE Office staff for program planning have been helpful.	80.0%	2.56% 1	5.13% 2	10.26% 4	20.51% 8	61.54% 24	39
The program planning guides provided for program planning have been helpful. (click here to download a copy for reference)	70.8%	5.13% 2	12.82% 5	25.64% 10	17.95% 7	38.46% 15	39
I am generally satisfied with the documents provided on the planning website. (click here to see the planning	65.4%	5.13% 2	17.95% 7	23.08% 9	20.51% 8	33.33% 13	39
I am generally satisfied with the program planning template.	60.9%	7.69% 3	15.38% 6	20.51% 8	15.38% 6	41.03% 16	39
I feel informed about resource allocation decisions (e.g. faculty prioritization, technology prioritization, etc.).	45.5%	23.08% 9	23.08% 9	25.64% 10	12.82% 5	15.38% 6	39

Default Report (Copy)

ACCJC Midterm Report Survey 2020

March 19, 2020 12:05 PM MDT

Q1 - What is your primary role on campus?

#	Field	Choice Count
1	Faculty	71.05% 27
2	Classified Staff	23.68% 9
3	Manager	5.26% 2
		38

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Q2 - Rate your agreement with the following statements:

#	Field	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	N/A or Don't Know	Total
4	I believe that assessing SLOs leads to improvements in teaching and learning.	5.13% 2	10.26% 4	46.15% 18	28.21% 11	10.26% 4	39
3	My department discussed SLOs in the past year.	10.26% 4	2.56% 1	25.64% 10	46.15% 18	15.38% 6	39
2	Tableau data dashboards created by the IE office enhance my program's capacity to make data-driven decisions.	2.56% 1	2.56% 1	23.08% 9	23.08% 9	48.72% 19	39
1	The program planning guides provided for program planning have been helpful. (click here to download a copy for reference)	5.13% 2	12.82% 5	25.64% 10	17.95% 7	38.46% 15	39
5	Small group training meetings with the IE Office staff for program planning have been helpful.	2.56% 1	5.13% 2	10.26% 4	20.51% 8	61.54% 24	39
	I am generally satisfied with the program planning template.	7.69% 3	15.38% 6	20.51% 8	15.38% 6	41.03% 16	39
	I am generally satisfied with the documents provided on the planning website. (click here to see the planning website)	5.13% 2	17.95% 7	23.08% 9	20.51% 8	33.33% 13	39
	I feel informed about resource allocation decisions (e.g. faculty prioritization, technology prioritization, etc.).	23.08% 9	23.08% 9	25.64% 10	12.82% 5	15.38% 6	39
	The program planning template is aligned with the college's Strategic Directions.	2.56% 1	2.56% 1	28.21% 11	23.08% 9	43.59% 17	39

Showing rows 1 - 9 of 9

Q3 - Please provide an example of how you have used SLO data to make improvements to a course, program, or service. We are collecting this information as evidence for the ACCJC Midterm Report.

Please provide an example of how you have used SLO data to make improvement...

We redid our Course Outlines of Record to include that all our courses covered the skill of analyzing primary documents.

Where students scored low, I am spending more time teaching and reviewing those concepts.

While the SLO data rarely helps to improve education in itself, larger issues do arise while having the discussions on the data. For instance, in our most recent discussion on Math 10 SLO's, a larger discussion on the need to take time to educate our students ensued, and that educating students cannot be done quickly (if done effectively).

The inherent bias in "SLO's" is that they rely on a faulty understanding of education and pedagogy as something that must be quantitatively measurable. I don't really find them useful in course planning, since I'm trying to create an overall educational experience of critical reasoning that isn't really measurable in simplistic "outputs."

students are made aware of them in the syllabus and I use them as standards.

I have never used SLO data this way, but I'm sure someone keeps track of these things and uses the information to make decisions.

When taken seriously, the SLOs help the instructor to use the C-IDs to point the student in the direction of achieving the SLOs for each course. It helps to remember when the course should lead by the end of the term.

NA

I do not have access to that data, I believe

Q4 - What are some ways the college could continue to improve communications about resource allocation decisions?

What are some ways the college could continue to improve communications abo...

Set up some central place for all the resource priorities to be reviewed and aligned with the Strategic Plan.

A better website with easy to find links.

Best way is to include this information at FiscalCAP meetings. Send out general emails to campus showing links to resource prioritizations (which are public record).

1. Continue to educate people about the resources to conducting program plans, such as the online web-pages (and not just to those writing program plans but other faculty/staff; as these people make their way up into larger leadership roles on campus, they will need to know about these resources). 2. Send out a timeline at the beginning of the fall semester that outlines the allocation process. This can include important dates (like when you should be prepared to present on your funding request), and it could also make it clear who is likely to be reviewing your request (e.g., Fiscal Planning for additional human resources, FTCAP for technology or space resources, or if it is more appropriate for DAC because it's really a district-wide request); and lastly information about where people can go to find how things were prioritized and if their requests are to be funded.

Summary via newsletter or town hall meeting

campus wide email notifications and better webpage layout/directory

Be more transparent of the origin of funding sources and how it is transferred to different programs and for what purposes.

A more obvious email blast or something might be helpful.

Having better metrics of what classes the students are taking, what classes were canceled do to lack of instructors, limitations to class size and how many actual instructor taught the courses. This was provided for faculty prioritization, but there was something off with the instructor numbers. By looking at instructor loads, (keeping in mind canceled courses due to lack of instructors, and difficulty in getting P/T instructors in certain fields) we can get a better idea of what the student demand really is and prioritize hires to that. The college enrollment is down, but some departments are maxed out. Program plans need to be scrubbed of old items that have been completed, or are no longer needed. These will greatly help prioritization of resources where they are most needed.

NA

direct emails of budget and expenditures

End of Report

