Mt. SAC Continuing Education Employee Survey 2011
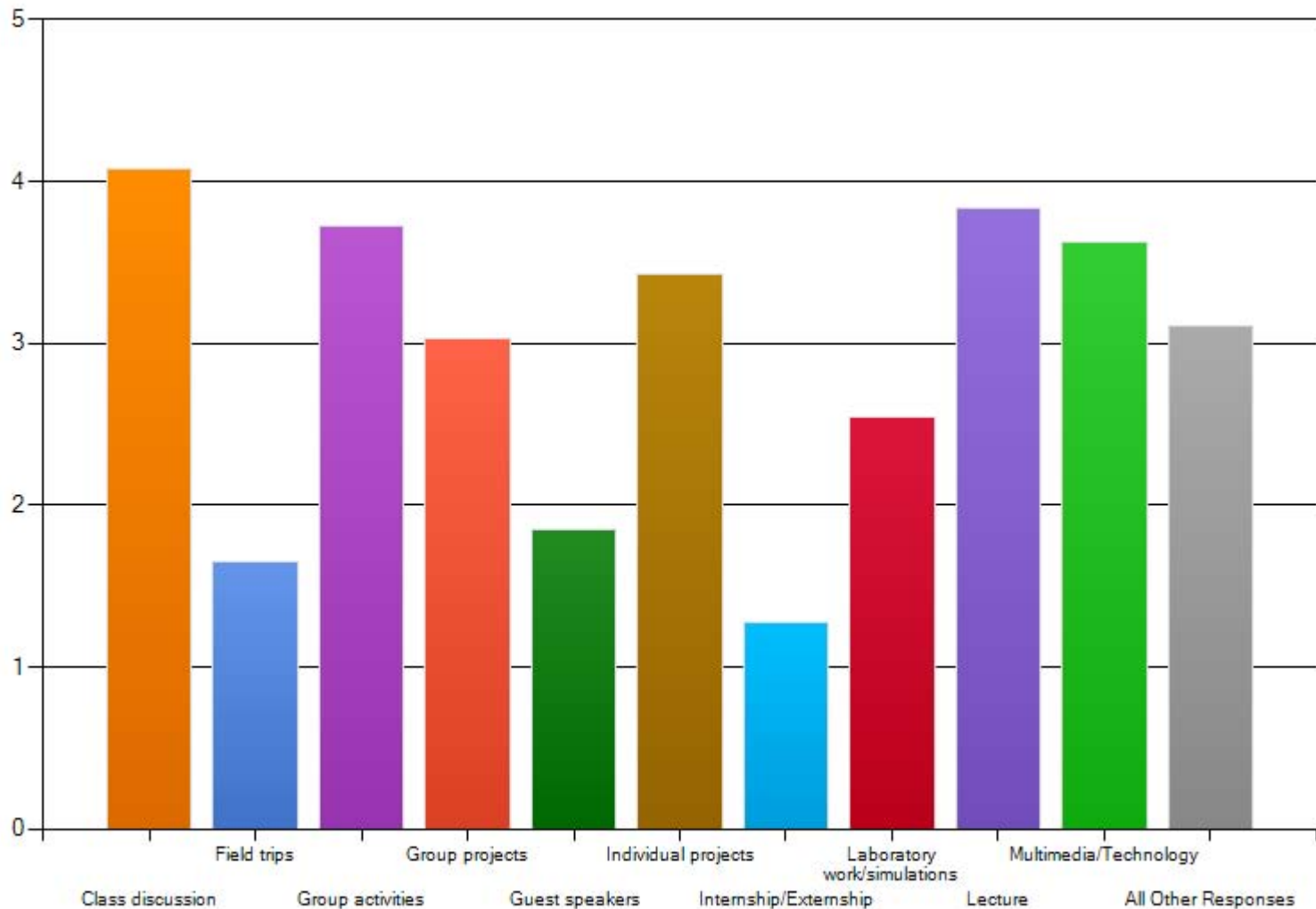
SurveyMonkey

How often do you use the following instructional techniques?

	Never	Rarely	Sometimes	Most of the time	Always	Rating Average	Response Count
Class discussion	6.0% (6)	1.0% (1)	16.0% (16)	33.0% (33)	**44.0% (44)**	4.08	100
Field trips	**56.0% (56)**	28.0% (28)	12.0% (12)	3.0% (3)	1.0% (1)	1.65	100
Group activities	6.0% (6)	8.0% (8)	29.0% (29)	22.0% (22)	**35.0% (35)**	3.72	100
Group projects	15.0% (15)	16.0% (16)	**39.0% (39)**	11.0% (11)	19.0% (19)	3.03	100
Guest speakers	**41.0% (41)**	36.0% (36)	21.0% (21)	1.0% (1)	1.0% (1)	1.85	100
Individual projects	11.0% (11)	8.0% (8)	**35.0% (35)**	20.0% (20)	26.0% (26)	3.42	100
Internship/Externship	**83.0% (83)**	11.0% (11)	4.0% (4)	0.0% (0)	2.0% (2)	1.27	100
Laboratory work/simulations	**42.0% (42)**	9.0% (9)	21.0% (21)	9.0% (9)	19.0% (19)	2.54	100
Lecture	11.0% (11)	3.0% (3)	20.0% (20)	24.0% (24)	**42.0% (42)**	3.83	100
Multimedia/Technology	14.0% (14)	3.0% (3)	22.0% (22)	29.0% (29)	**32.0% (32)**	3.62	100
Teacher demonstration/modeling	5.0% (5)	3.0% (3)	16.0% (16)	25.0% (25)	**51.0% (51)**	4.14	100
Service learning	**46.0% (46)**	26.0% (26)	18.0% (18)	6.0% (6)	4.0% (4)	1.96	100
Student presentations/demonstrations	14.0% (14)	18.0% (18)	**40.0% (40)**	15.0% (15)	13.0% (13)	2.95	100

Website resources/online documents	12.0% (12)	9.0% (9)	**35.0% (35)**	18.0% (18)	26.0% (26)	3.37	100
					answered question		**100**
					skipped question		

Website resources/online documents | 12.0% (12) | 9.0% (9) | **35.0% (35)** | 18.0% (18) | 26.0% (26) | 3.37 | 100

How often do you use the following instructional techniques?

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Please share any additional instructional techniques you use that are not included in the question above

	Response Count
	14
answered question	14
skipped question	

Page 5, Q1. Please share any additional instructional techniques you use that are not included in the question above

1	Students share projects and work well together, sharing and learning.	May 16, 2011 10:26 PM
2	Students work in pairs for project.	May 9, 2011 5:39 PM
3	Community Service Projects	May 9, 2011 11:48 AM
4	The above covers it.	May 8, 2011 9:44 PM
5	Have the student teach another student. This ingraines the lesson into the mind.	May 5, 2011 5:32 PM
6	Make Audio Visual Images AVI's for to archive presentation and for review for those that may have missed the demos.	May 5, 2011 1:26 PM
7	I use daily quizzes as a learning tool. First the students take the quiz individually, then they take the quiz again in a group of 3-4 students where they discuss and choose the answer they think is right. Their individual and group score are averaged together for the final quiz score.	May 5, 2011 9:51 AM
8	I demonstate all the exercises on the pool deck, focusing on proper technique and posture.	May 4, 2011 7:57 AM
9	Not an instructional employee...questions are N/A	May 3, 2011 2:28 PM
10	We do a lot of handouts for reading, speakingl, grammar, and writing activities.	May 3, 2011 9:19 AM
11	I use pbworks and Edmodo as an additional intructional tool. My class spends certain amount of time in a computer lab, as a class to practice English.	May 3, 2011 8:10 AM
12	None of these instructional techniques apply to the way I interact with the students.	May 2, 2011 5:03 PM

Page 5, Q1. Please share any additional instructional techniques you use that are not included in the question above

13	Role-play, video reviews of skills	May 2, 2011 11:49 AM
14	1 on 1, small groups, peer teaching	May 2, 2011 10:52 AM

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How often do you use the following assessments?

	Never	Rarely	Sometimes	Most of the time	Always	Rating Average	Response Count
Attendance/partipication	3.0% (3)	3.0% (3)	8.0% (8)	17.0% (17)	**69.0% (69)**	4.46	100
Essays/writing samples	**26.0% (26)**	14.0% (14)	18.0% (18)	20.0% (20)	22.0% (22)	2.98	100
Peer evaluations	**35.0% (35)**	20.0% (20)	26.0% (26)	14.0% (14)	5.0% (5)	2.34	100
Portfolio	**36.0% (36)**	7.0% (7)	13.0% (13)	14.0% (14)	30.0% (30)	2.95	100
Presentations	22.0% (22)	10.0% (10)	**29.0% (29)**	22.0% (22)	17.0% (17)	3.02	100
Projects	11.0% (11)	13.0% (13)	22.0% (22)	23.0% (23)	**31.0% (31)**	3.50	100
Skills demonstrations	7.0% (7)	6.0% (6)	18.0% (18)	32.0% (32)	**37.0% (37)**	3.86	100
Tests/quizzes	11.0% (11)	11.0% (11)	12.0% (12)	24.0% (24)	**42.0% (42)**	3.75	100
						answered question	**100**
						skipped question	

How often do you use the following assessments?
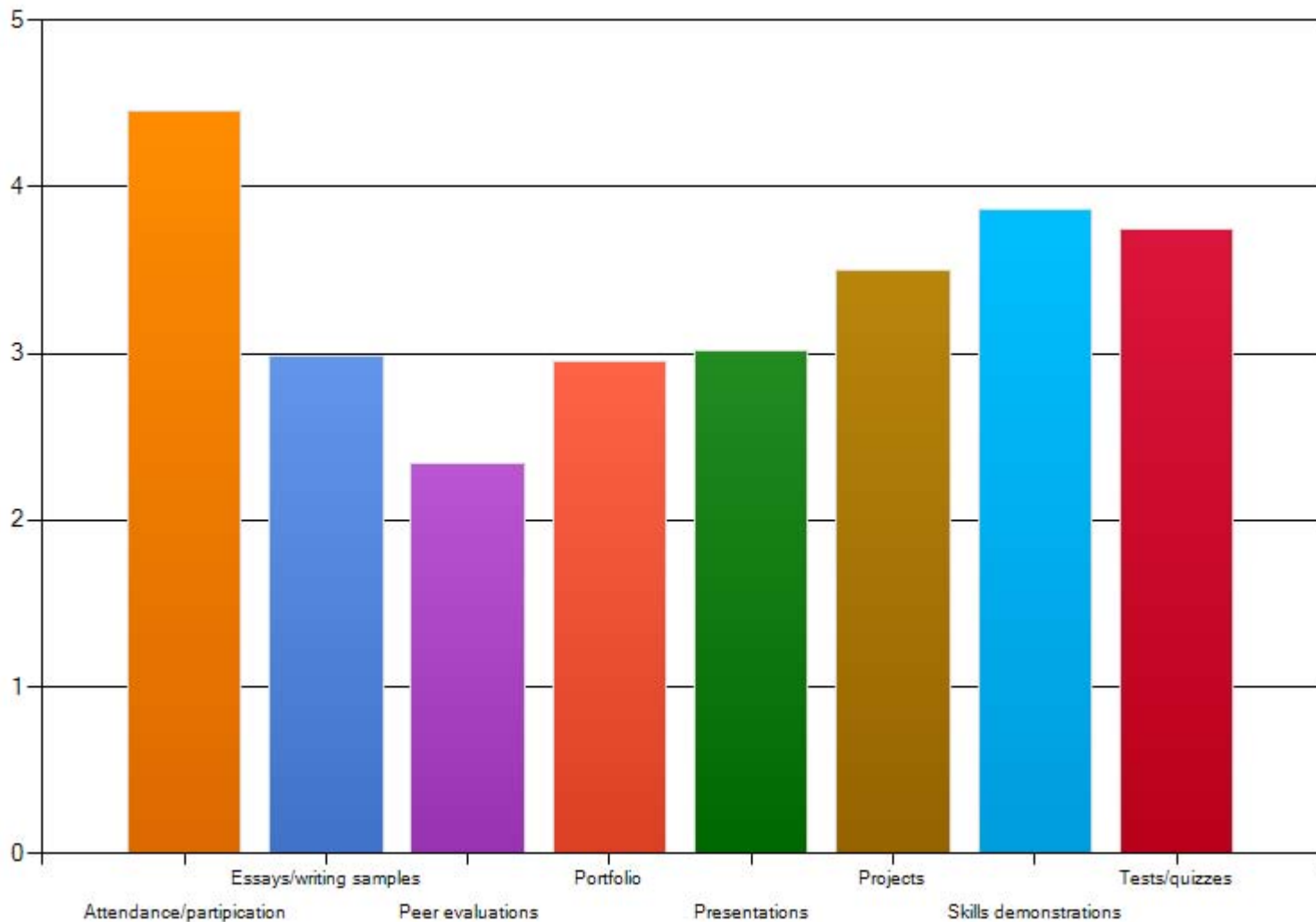
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Please share any additional assessments you use that are not included in the question above.

	Response Count
	6
answered question	6
skipped question	

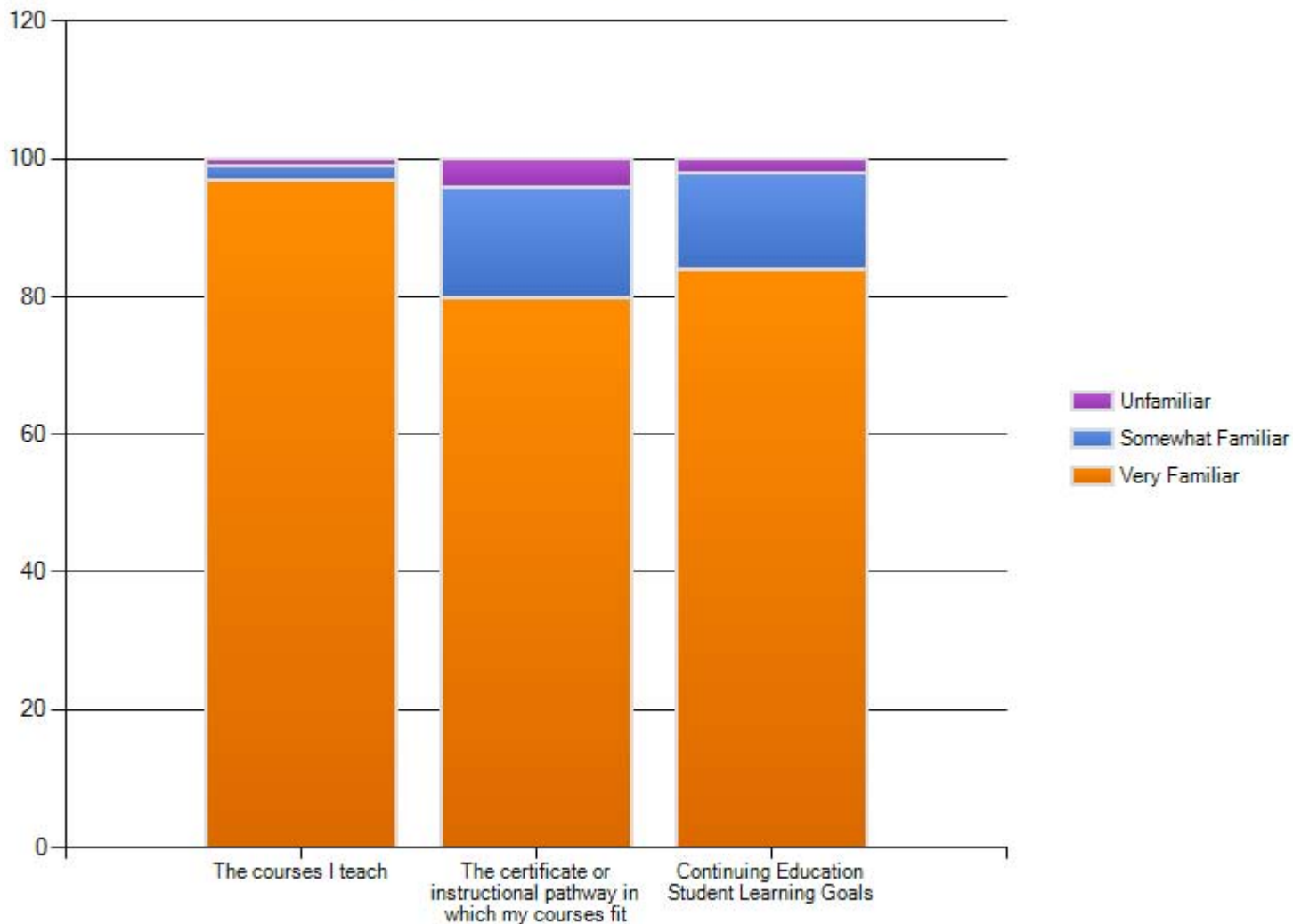|	Page 6, Q1. Please share any additional assessments you use that are not included in the question above.	
1	I assess the progress of the students.	May 16, 2011 10:28 PM
2	student learning outcomes	May 16, 2011 7:26 AM
3	My quizzes in the technology classrooms are verbal quizzes. They are held every day in the form of fun Q & A challenges that the students enjoy answering.	May 5, 2011 5:38 PM
4	Not an instructional employee	May 3, 2011 2:28 PM
5	Students complete online listening comprehension exercises.	May 3, 2011 8:11 AM
6	observation in the classroom	May 2, 2011 10:54 AM

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I am familiar with the goals and objectives for....

	Very Familiar	Somewhat Familiar	Unfamiliar	Response Count
The courses I teach	**97.0% (97)**	2.0% (2)	1.0% (1)	100
The certificate or instructional pathway in which my courses fit	**80.0% (80)**	16.0% (16)	4.0% (4)	100
Continuing Education Student Learning Goals	**84.0% (84)**	14.0% (14)	2.0% (2)	100
			answered question	**100**
			skipped question	

I am familiar with the goals and objectives for....

Legend:
- Unfamiliar
- Somewhat Familiar
- Very Familiar

Categories:
- The courses I teach
- The certificate or instructional pathway in which my courses fit
- Continuing Education Student Learning Goals

	Page 7, Q1. How do results from your assessments impact your curricular and or instructional decisions? Please give examples.	
1	Lessons are planned according to the needs and must be adjusted according to assessment results.	May 18, 2011 6:31 AM
2	If students do not like a project introduced to the class, it will impact my decision whether or not I continue the project in a future curriculum.	May 16, 2011 10:32 PM
3	The courses I teach are for vocational education. Therefore, student assessments greatly impact my curriculum and instructional decisions because my students will not be able to improve their job marketability if they are not successful in my classes. I am continually striving to improve my instruction so that students will have success and be better prepared for the job market or advancement in their present employment.	May 13, 2011 11:46 PM
4	If assessment doesn't yield desired outcome, I change my delivery/examples.	May 10, 2011 4:31 PM
5	The students are prepared well and are clear with what is expected when assessed.	May 9, 2011 5:42 PM
6	It Helps me modify teaching strategy	May 9, 2011 8:33 AM
7	I get clues of what the students need instruction on from the assessments. For instance, after the students presented projects during the fall term I determined the lectures in the spring term should cover basic techniques for making quilts from start to finish.	May 8, 2011 9:50 PM
8	By the results, it shows me what the students need and then I can build up in those areas.	May 6, 2011 11:08 PM
9	I take all comments and recommendations to heart and am constantly trying to stay ahead of the continually changing heath trends.	May 6, 2011 9:14 AM
10	lesson plan to meet the needs and abilities of students. Students learn the techniques well.	May 5, 2011 11:48 PM
11	Depending on subject matter. In Tai Chi (balance and mobility), not all students have the same body. Each one is unique and comes with challenging problems that demands flexibility and adjustments in my instructions. When I teach calligraphy and lettering, similar challenges exist; younger more agile hands vs. older less agile ones; right-handed vs left-handed; conceptualization slower in some, faster in others, but if persistent and patient, the slower ones will eventually "get it."	May 5, 2011 7:24 PM
12	My teaching techniques are direcly affected by the Student Learning Outcomes (SLO's). If I find that the lectures are not working for my students and I see blank stares at a subject question, or the handouts not easy to follow, etc., I will restructure the process to fine tune the results.	May 5, 2011 5:42 PM
13	If students don't do particularly well on the various assessments, I spend more time reviewing/teaching that particular grammar topic or skill.	May 5, 2011 1:41 PM
14	Add , modify assignments. Update to current media such as software	May 5, 2011 1:28 PM

Page 7, Q1. How do results from your assessments impact your curricular and or instructional decisions? Please give examples.

15	Assists the student with a. completing assignments, b. studying for tests, and c. understanding the content areas. d. Provides extended time or a quiet place for working or testing. e. Reinforce the concepts taught in class. f. When the learning disability is severe, the resource teacher must work collaboratively with the classroom teacher to determine the core concepts that must be taught to the student and which concepts are not essential to learning.	May 5, 2011 10:39 AM
16	I use the results of quizzes, tests, and feedback from students to determine if they are learning the material and then I will modify the curriculum, delivery style to meet their needs, If a student demonstrates poor performance on the first Test, I will speak with them to find out what kind of individual help they need i.e. ESL and then refer for tutoring if available.	May 5, 2011 9:56 AM
17	Daily and weekly as I plan lessons. At the beginning of each semester as I assess what worked well for the students and/or what I need to to change or revise.	May 4, 2011 8:14 PM
18	By going over the problem areas again or changing textbook for a particular unit that needs to be covered.	May 4, 2011 4:22 PM
19	slo's help me ascertain how my students are doing in each area tested and whether I need to make changes to my classes	May 4, 2011 3:30 PM
20	If students are not succeeding in a particular topic I will try to re-address that topic in another way to strengthen their knowledge and skills of that area.	May 4, 2011 1:33 PM
21	All assignments are based on being user friendly and practical. This makes learning easier for the older adult. I do not give tests but usually have students do a presentation on the last day of class that shows the results of what they learned through the semester. Assistance is given in putting the presentation together. So assessing what the student knows or doesn't know is useful in deciding whether to use a particular lesson plan again. The assessment is accurate in that the student is excited to show off what they learned in the presentation.	May 4, 2011 12:37 PM
22	Quality and Direction for best results.	May 4, 2011 9:23 AM
23	I have a very active group of seniors that are striving for mental and physical well being and maintaining an active lifestyle.	May 4, 2011 8:01 AM
24	In our department (ESL), the core book we use in our level classes is a grammar book. Although the syllabus is grammar based, we include multi-skill activities (writing, oral presentations, book presentations, etc.) These activities give the students a chance to practice and use what they learn in their grammar class in a meaningful commincative situation. In addition, I give many quizzes. All these activities and quizzes give me feedback about the students understanding of the lessons taught. When I notice a recurrent a problem with a specific grammar structure, I go back to the lesson and do a review. If the problem is limited to a few students, I direct them to some software in our computer lab or some websites.	May 3, 2011 8:25 PM
25	The curriculum is determined by our goals and objectives. I teach accordingly.	May 3, 2011 9:57 AM

Page 7, Q1. How do results from your assessments impact your curricular and or instructional decisions? Please give examples.

26	Based on my students' assessments, I am able to determine how much time I need to spend teaching certain topics and what type of exercises I want to use. Students' assessments help me with my teaching style and determine students' learning styles that impacts my instructions.	May 3, 2011 8:14 AM
27	After checking the students grades and results, I do some adjustments to my curriculum and lesson plans so they would fit the students' needs.	May 2, 2011 9:34 PM
28	According to the analysis of student work, I modify lesson or adjust instruction to better address my students' needs. For example, this semester I noticed a big gap in grammatical accuracy in my students' work. I incorporated mini lessons to address their knowledge of English grammar.	May 2, 2011 6:27 PM
29	In a non-instructional position	May 2, 2011 5:09 PM
30	I am able to see the weaknesses and strengths of the class and set up accordingly.	May 2, 2011 3:53 PM
31	If a need is found curriculum is changed to benefit the student	May 2, 2011 3:33 PM
32	to plan future classroom activites and changes.	May 2, 2011 1:26 PM
33	When I teach students a grammar point I make sure to asses them through writing and speaking. I also have students recognize these points through readings and listening and having them identify key themes that we have been discussing. I always have a 20-30 minute review at the beginning of class every school day and my review can be random from various units that we have already covered in our textbook. I do a lot of drills, repetitions, and communicative as well as active skills such as speaking and writing. Whatever I can to reinforced what has been taught.	May 2, 2011 1:04 PM
34	It help strengthen or it help us find ways to improve.	May 2, 2011 11:58 AM
35	I use the results of assessments to adjust my instructional decisions. For example, when test scores on a particular conceptual area are low, I will review that content in more detail. Assessment reveals where additional projects, testing, lecture, and discussion needs to be improved.	May 2, 2011 11:51 AM
36	I modify based on the results from previous semesters and also during each semester. I repeat lessons in a different format when repitition is needed.	May 2, 2011 11:41 AM
37	I always tailor my teaching to students' pre-test scores. We write an IEP listing the steps thay need to follow to reach theire goals and take it from there. Lesson plans fluctuate and are even scrapped depending on who shows up for class and what their problem areas are.	May 2, 2011 10:57 AM