

2008-2009 SBC FACULTY SATISFACTION SURVEY RESULTS

	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable	No Answer	TOTAL	PERCENT
1	The availability of classroom supplies is sufficient to maintain the effectiveness of my teaching curriculum.	50	76	3	0	1	0	0	130	3.82
2	Clerical support is available and adequate to maintain the effectiveness of my teaching curriculum.	45	56	15	8	0	0	0	124	3.65
3	Clerical support is available to answer my student questions and direct traffic.	50	64	15	4	0	0	0	133	3.91
4	Technology supplies and resources are available and assist me in teaching in my content area.	50	68	15	4	0	0	0	137	4.03
5	Technology supplies and resources are available to my students (lab time, trouble-shooting assistance, etc).	55	64	9	10	0	0	0	138	3.94
6	Library services and collections are adequate to maintain the effectiveness of my teaching curriculum.	40	64	6	6	1	0	0	117	3.44
7	Library services and collections are adequate to assist in student learning and projects.	55	52	9	10	1	0	0	127	3.63
8	I am satisfied with the availability of library hours for my students.	45	48	15	4	2	0	0	114	3.35
9	Tutoring and writing center facilities are adequate to maintain the effectiveness of my teaching curriculum.	25	76	9	6	0	0	0	116	3.41
10	Students use tutoring and writing center facilities when referred.	10	28	33	12	0	0	0	83	2.44
11	Students use tutoring and writing center facilities on their own.	0	24	42	12	0	0	0	78	2.29
12	Class schedules at Sitting Bull College conform to student's demand and educational needs.	60	44	27	2	1	0	0	134	3.94

13	I am satisfied with the discretion I have over the content of my courses.	100	48	3	2	0	0	0	153	4.50
14	I am satisfied with the opportunities I have to collaborate with other faculty members.	45	48	9	8	4	0	0	114	3.35
15	I am satisfied with the physical setting where I work (office, labs, parking).	120	24	6	4	0	0	0	154	4.53
16	Faculty at SBC distinguish between personal conviction and professionally accepted views in the discipline.	40	64	24	2	0	0	0	130	3.82
17	Faculty at SBC are committed to high standards of teaching.	45	76	3	6	0	0	0	130	3.82
18	I have been provided a copy of the SBC Policies and Procedures and the SBC Faculty Handbook.	80	44	15	0	0	0	0	139	4.09
	TOTAL POINTS	915	968	258	100	10	0	0	2251	
		Full-time	Part-time							
19	Are you full-time or part-time faculty?	21	11					2	34	
		Less than 1	1-3 years	4-6 years	6+ years					
20	How many years have you taught at least one course at SBC?	3	9	8	13			1	34	
		Less than 5	6-12 cr	12-15 cr.	15+ cr					
21	How many credits do you teach (per semester)?	7	6	9	11			2	35	

	COURSE SUMMARY	
22	What are your course(s) strengths (teaching and learning strategies that work?	<p>Strengths are evening sessions, hands on activities, research papers. Letting students utilize life experiences for their coursework.</p> <p>Hands on experience, small classes.</p> <p>Cooperative learning approach (group discussion..... In class). Integrating technology (slide presentation, power point, etc...). Retaking some tests.</p> <p>Individual attention & responsiveness. Hands on projects.</p> <p>Developing creativity through exploration (research, notebooks, hands-on).</p> <p>My knowledge of the subject. My ability to explain concepts. My experience in the lab or field. Personal relationships I developed with students.</p> <p>Resourcefulness, treat students with respect.</p> <p>Topic development leads to critical thinking.</p> <p>Implementing technology to help track student progress and learning.</p> <p>I enjoy teaching and want my students to feel comfortable in my classroom. I try to get to know each of my students and know something about them or their families.</p> <p>Repetition of concepts among classes, rigorous testing, and high expectations.</p> <p>Hands on activities, communications, diversity in assignments.</p> <p>Use practical applications to demonstrate the usefulness of contents. Provide power point outlines with highlighted important concepts.</p> <p>Web design and computers. Hands on training for programs.</p> <p>Hands on teaching - practice skills.</p>

<p>23 What are your course(s) weaknesses (teaching and learning strategies that do not work)?</p>	<p>Allowing students to be unsupervised, the need to ensure students are utilizing the writing lab.</p> <p>Writing</p> <p>Writing a paper project. Homework</p> <p>Too much leisure time.</p> <p>Students in the evening were rarely patient enough to sit through/participate in a power point presentation. Lectures also left students restless. (Time of day? Subject? Conditioning?)</p> <p>Poor preparation for labs. Less than optimum preparation of lectures.</p> <p>Need to Strengthen course syllabi and strengthen grading.</p> <p>Some of the record-keeping on my part. Lack of interest in some topic areas (the search continues.....).</p> <p>Attendance issues- need better techniques to encourage better attendance. Research paper started to late in semester.</p> <p>I need to incorporate more interactive activities and practical, experience-based activities.</p> <p>Computer assisted lessons, lecture (long periods of time), independent computer or tutoring help.</p> <p>Length of classes and 5 minutes breaks given to the students was difficult to manage. Implementing and respecting deadlines was difficult to manage.</p> <p>Web coursebook and computer program did not match.</p> <p>Someone used the CD for class and never returned it. Watching this would be very beneficial for all students as it covers more indepth information than the book has or I know.</p>
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24	<p>What are your proposed strategies to improve classroom instruction for the next academic year?</p>	<p>More time spent on e-portfolio, extra class time for research papers and presentation (more).</p> <p>Try more writing in class.</p> <p>More cooperative learning approach. Replace homework with seatwork. Integrating technology. Experiential learning.</p> <p>Implement simulation studies. Add back in smaller writing projects.</p> <p>Develop a guidebook for techniques so students can refer. Have students research and present special lecture on ceramic topic of their choice.</p> <p>Pray for better weather. Get the lab preparation done earlier. Spend more time on lecture preparation.</p> <p>Work more closely one on one with students.</p> <p>Continue to look at new strategies and topics.</p> <p>Begin English 120 w/research writing.</p> <p>Technology is a weakness. I wish we had access to smartboards, etc.</p> <p>Hopefully, more field trips, guest speakers, and practical hands-on exercises.</p> <p>1. More computer assisted labwork, 2. more concrete direction and guidance, 3. stricter grading/hand in policies, 4. A multiple choice final-not essay- I could not give feedback.</p> <p>Do a better job at explaining to the students the importance of respecting deadlines, and being strict with deadlines. Spread my classes over a two-day period to reduce student stress.</p> <p>Make sure course book and program are same.</p>
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25	<p>What strategies did you implement during this academic year?</p> <p>More hands on activities, more class time spent at writing lab.</p> <p>Kinetic learning and instruction. More investment, power over projects. Greater emphasis on notebooks.</p> <p>Slow down.</p> <p>Cooperative learning approach and homework. Integrating technology. Retaking some tests. Writing a paper project.</p> <p>More hands on projects, fewer big papers.</p> <p>I was able to do a better job timing lecture material with labs. I made better use of email for announcements and homework assignments.</p> <p>Effective listening, giving students feedback.</p> <p>Different topics - more a discussion format.</p> <p>Using online Moodle for both online and face-to-face classes. Implement discussion forums during weather related days off.</p> <p>Writing across the curriculum was implemented. I had my students write more but shorter in length essays.</p> <p>Journaling with NA stories, critical thinking skills, reading out loud in class and comprehension skills and discussions.</p> <p>Used practical applications in explaining theory and adapted the labs to fit the local environments. Provided power point outlines indicating the most</p>
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<p>26 Please provide any additional comments (greatly encouraged):</p>	<p>I need to let my students be students and I the instructor. I need to remember that all students can grow to their full potential if allowed and encouraged. I will encourage more speech presentations. More technology will be used, introduced, and try not to baby my students too much.</p> <p>I strongly believe that applying the proposed strategies mentioned above #24 would improve classroom instruction if accompanied with the right or appropriate balance and timing.</p> <p>Please provide a tentative schedule of "Brown Bag" times at start of semester so I can work it into my classes for the students rather than just before it occurs.</p> <p>Although I recognize that pottery does not bring in a large number of students/dollars, I feel the facility may not be adequate. The sink is small and we must put a bucket inside to catch the clay silt. So, at clean-up time only one student can clean at a time. It cuts into our work time. Additionally, we often did not have enough work space. The room is small for 7-10 students. Also, a few of my students requested additional - higher level classes within pottery (discipline). Improvements might include: 1) installing a dual sink with silt trap, 2) expanding space (the other room?, another space altogether?), 3) adding an advanced class.</p> <p>The weather caused a lot of problems this year. I tried to do some catching up at the end of the semester, but the students did not adjust well to the increased load.</p> <p>I really enjoyed teaching for SBC this semester.</p> <p>I enjoy working at SBC. However, I do feel that (some of) the support staff are not as professional as they should be. People make mistakes. No one is perfect. Thank you.</p> <p>I would like to see SBC take an active, proactive role in tribal education at the elementary, middle, and high school levels to attempt to better prepare native students for college-level academics.</p> <p>At times I felt disjointed because of the location of my office. I didn't feel comfortable around some staff. I wished there was more of an orientation process. I wished tenured faculty would have made an effort to make newer people feel at home. Only two faculty ever came to my office to introduce themselves and welcome me. I can see where that would be a problem for people who are not as outgoing as myself. I felt sometimes, as I was intruding or going into areas where I crossed boundaries. I felt new ideas weren't readily accepted or thought about.</p>
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