Professional Development Needs Assessment for Compton College

July 2019

This Professional Development Needs Assessment survey for Compton College is designed to understand how faculty and staff view their needs to improve their performance and job fulfillment. The Assessment findings will be presented to relevant committees (e.g., Professional Development Institutional Standing Committee, Academic Senate Committee on Professional Development) and then to Consultative Council (the group that represents all constituency groups on campus). Finally, the findings from this Assessment will be provided to the new Director of Professional Development to inform professional development offerings in 2019-20 and beyond.

Your answers to this 20-30 minute survey are anonymous and will be used to ensure the college provides you the opportunity to continuously improve for student success.

	Question:	Answer choices:	Respondents:
1	Please choose your employee	Full-time faculty	All
	group:	Adjunct faculty	
		Classified staff	
		Manager	
2	What is your gender?	Female	All
		Male	
3	How long have you worked at	Less than 5 years	All
	Compton College?	5-10 years	
		11-15 years	
		16-20 years	
		21-30 years	
		More than 30 years	
4	What is your area?	Administrative Services	All
		Academic Affairs	
		Student Services	
		Other	
5	You have indicated that you	Orienting to the institution/culture	If respondent
	have worked at the college for	Payroll	has worked at
	less than 5 years. What	Benefits	the college
	training/ content	Canvas	less than 5
	recommendations do you have	developing professional networks	years
	to best on-board new	MyCompton portal	
	employees? <i>Check all that</i>	Banner	
	apply.	PeopleSoft (purchasing)	
		Planning (Annual Plan in Nuventive)	

Program Review Navigating the tenure track Student Learning Outcomes Interdisciplinary collaboration Workplace safety Project management Setting priorities Promoting equity and diversity Other Business and Industrial Studies Fine Arts, Communications, and Humanities; Science, Technology, Engineering, and Math; Health and Public Services; or, Social Sciences I don't know Not applicable 7 What is your ethnicity? Black/African American White Asian Pacific Islander/Native Hawaiian Native American/Alaska Native Latinx Two or more ethnicities Other Do not wish to answer 8 In 2018-19, what kept you from participating in professional development activities? Was not aware of training				
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	ŏ		1	All
I DEVELOPMENT SCHWITIES? I WAS NOT SWATE OF TRAINING			_	
		development activities?	Was not aware of training	
Not encouraged by supervisor				
Sessions are not relevant to my job			1	
I don't want to put additional burden			<u> </u>	
on my coworkers			•	
There isn't desk coverage or a			1	
substitute for my position.			1	
I'm afraid to ask my supervisor for			· · ·	
release time.				
I'm afraid to ask for release time			I'm afraid to ask for release time	
because of my coworkers.			because of my coworkers.	
Not interested			Not interested	
Other			Other	

9	Have you attended any on-	0 hours	All
9	•		All
	campus PD in the last year	1-5 hours	
	(2018-19)?	6-10 hours	
		11-15 hours	
		16-20 hours	
		21-25 hours	
		>25 hours	
10	Have you attended any off-	No	All
	campus conferences for	Yes, local conferences	
	professional development?	Yes, regional conferences	
		Yes, national conferences	
		Yes, international conferences	
11	On average, how many	1-2	All
	conferences do you attend per	3-4	
	academic year?	5+	
	•	None	
12	Please rate your level of	Great interest (5)	All
	interest in the professional	Moderately high interest (4)	
	development topics to	Some interest (3)	
	implement Guided Pathways:	Little interest (2)	
	p.ccc.a.aca : aays.	No interest (1)	
		Guided Pathways basics:	
		Understanding what Guided	
		Pathways is and how it is	
		implemented at Compton College	
		Student counseling/registration:	
		Understanding how students apply,	
		enter a program of study, and	
\vdash		register for classes	
		Course maps for student completion:	
		Understanding how to map out	
		highly structured, educationally	
		coherent program pathways for	
		students to follow, starting with the	
		end in mind.	
		Methods of career exploration in the	
		classroom: Learning about classroom	
		resources that are available to help	
		your students explore career	
		options.	
		Other:	

13	Please rate your level of	Great interest (5)	
15	interest in the professional	Moderately high interest (4)	
	development topics to enhance	Some interest (3)	
	your teaching:	Little interest (2)	
	your teaching.	No interest (1)	
		Developing your teaching portfolio	
		Incorporating field experiences into	
		your course	
		Lessons learned from teaching	
		award winners sharing best practices	
		Open Educational Resources (OER)	
		Designing learning experiences (i.e.,	
		aligning goals, methods, and	
		assessments)	
		Designing activities, assignments,	
		and projects	
		New approaches to syllabus design	
		Learner-centered teaching	
		Teaching first-year students	
		Cognitive development	
		Student learning styles and their	
		implications in the classroom	
		Building rapport with your students	
		Motivating students	
		Teaching students how to learn	
		Teaching underprepared students	
		Identifying and maximizing your	
		teaching style	
		Other:	
14	Please rate your level of	Great interest (5)	Faculty only
- '	interest in the professional	Moderately high interest (4)	racarey ormy
	development topics to engage	Some interest (3)	
	in curriculum development:	Little interest (2)	
		No interest (1)	
		Curriculum development process	
		Developing interdisciplinary courses	
		Identifying individual student needs	
		Dividing the course into instructional	
		units	
		Identifying and integrating career	
		exploration in curriculum	
		Other:	
	l .		L

15	Please rate your level of	Great interest (5)	Faculty only
	interest in the professional	Moderately high interest (4)	
	development topics to	Some interest (3)	
	enhance diversity and	Little interest (2)	
	inclusion in your classroom:	No interest (1)	
	,	Incorporating multicultural content	
		into your curriculum	
		Inclusive teaching practices	
		Use of inter-group dialogue	
		Teaching for social justice	
		Gender issues in the classroom	
		Integrating feminist perspectives in	
		the classroom	
		Working with students with	
		disabilities	
		Sexual orientation issues in the	
		classroom	
		Understanding of the conditions and	
		forces, cultural, social and economic,	
		which influence student learning	
		Using data to identify equity	
		concerns	
		Other:	
16	Please rate your level of	Great interest (5)	Faculty only
	interest in the professional	Moderately high interest (4)	
	development topics to improve	Some interest (3)	
	assessment:	Little interest (2)	
		No interest (1)	
		Developing rubrics for assessing	
		assignments and projects	
		Nuventive (TracDat) training	
		Writing effective essay tests	
		Writing effective multiple-choice	
		tests	
		Using data to improve your program	
		Course-level and program-level	
		assessment	
		Performance assessments (service	
		learning, projects, presentations)	
		Use and evaluation of portfolios	
		Use and evaluation of e-portfolios	
		Developing useful Student Learning	
		Outcomes	

		Self-assessment of teaching skills	
		Designing and conducting classroom-	
		based research	
		Self-assessment of teaching skills	
		Other:	
17	Please rate your level of	Great interest (5)	Staff,
- '	interest in the professional	Moderately high interest (4)	administrators
	development topics to improve	Some interest (3)	only
	assessment:	Little interest (2)	Olly
		No interest (1)	
		Nuventive (TracDat) training	
		Using data to improve your	
		program/ department	
		Use of Service Area Outcomes	
		(SAOs)	
		Other:	
18	Please rate your level of	Great interest (5)	Faculty only
	interest in the professional	Moderately high interest (4)	racarey ormy
	development topics to	Some interest (3)	
	improve your use of	Little interest (2)	
	technology:	No interest (1)	
	<u> </u>	Integrating instructional technology	
		into your course	
		Reviewing/enhancing your course to	
		ensure adherence to ACCJC Distance	
		Education Standards	
		Pedagogy for online/ hybrid	
		instruction	
		Integration of Social Networking	
		Tools (Facebook, Twitter)	
		Online Testing and Assessment	
		Use of Canvas	
		CCC Confer	
		Ensuring your course and materials	
		are accessible	
		Using technology to enhance	
		teaching effectiveness	
		Online assessment	
		Facilitating online discussion	
		(asynchronous or synchronous)	
		How to implement a "flipped	
		classroom"	

		Using mobile devices for learning in	
		the classroom	
		Prezi, Vimeo, YouTube, audio/video	
		clips	
19	Please rate your level of	Great interest (5)	All
	interest in the professional	Moderately high interest (4)	
	development topics to improve	Some interest (3)	
	your general use of	Little interest (2)	
	technology:	No interest (1)	
	<u> </u>	Microsoft 365	
		Use of Banner	
		Use of myCompton portal	
		Building websites	
		Use of specific applications:	
		Other:	
20	Please rate your level of	Great interest (5)	Faculty only
	interest in the professional	Moderately high interest (4)	raducy omy
	development topics to improve	Some interest (3)	
	your classroom management :	Little interest (2)	
	,	No interest (1)	
		Civility in the classroom and beyond	
		Managing difficult students: Learn	
		ways to deal with inappropriate or	
		disruptive student behavior.	
		Encouraging academic integrity:	
		Knowing Compton College's policy	
		and disciplinary procedures	
		regarding academic integrity and the	
		resources available to help students	
		understand the importance of an	
		education free of cheating and/or	
		plagiarism.	
		Supporting students in crisis:	
		Recognizing and responding to	
		students who are experiencing a	
		crisis. Knowing the on- and off-	
		campus resources that will support	
		you and the student.	
21	Please rate your level of	Great interest (5)	All
	interest in the professional	Moderately high interest (4)	
	development topics to increase	Some interest (3)	
	your understanding of	Little interest (2)	
		No interest (1)	

	Compton College policy or		
	procedures:		
		Accreditation: Understanding the	
		accreditation requirements and	
		processes	
		Board Policies & Administrative	
		Regulations	
		Business Services (Purchasing,	
		PeopleSoft)	
		Admissions and Records Policies/	
		Procedures	
		Human Resources Policies/	
		Procedures	
		Retirement/Benefits	
		Collective Bargaining Agreements	
		Other:	
22	Please rate your level of	Great interest (5)	All
	interest in the professional	Moderately high interest (4)	
	development topics related to	Some interest (3)	
	improving your health and	Little interest (2)	
	wellness:	No interest (1)	
		Stress management	
		Emergency preparedness	
		Self-defense	
		First aid/CPR	
		Leadership skills	
		Dealing with difficult people	
		Positive working relationships/	
		teamwork	
		Diversity training	
		Nutrition/fitness	
		Preventing professional burnout	
		Work/life balance	
		Other:	
23	Please rate your level of	Great interest (5)	All
	interest in the professional	Moderately high interest (4)	7
	development topics to enhance	Some interest (3)	
	your work?	Little interest (2)	
	your morn.	No interest (1)	
		Fostering student validation and	
		engagement	
		Retaining underrepresented	
		students	
		Judents	

		Understanding and supporting	
		students with disabilities	
		Fostering inclusion in the workplace	
		Cultural awareness/competency	
		Working with students with limited	
		English language skills	
		Best/effective practices for helping	
		the distressed or angry student	
		Conducting effective meetings	
		Other:	
24	Please rate your level of	Great interest (5)	All
	interest in the professional	Moderately high interest (4)	
	development topics to enhance	Some interest (3)	
	your leadership skills :	Little interest (2)	
		No interest (1)	
		Effective communication/	
		challenging conversations	
		Effective self-management and	
		delegation	
		Managing change	
		Best/effective practices in	
		conducting performance evaluations	
		Building trust and respect	
		Managing meetings	
		Increasing emotional intelligence to	
		improve team effectiveness	
		Building motivation and morale in	
		the workplace	
		Understanding your personal style	
		(e.g., Myers-Briggs Type Indicator)	
		Other	
25	In which of the following types	Very likely	All
	of activities would you be most	Somewhat likely	
	likely to participate?	Not likely	
		Formal presentation followed by	
		discussion	
		Classroom observations with	
		feedback/individual consultation	
		Hands-on workshops (one meeting	
		focused on a technique or strategy)	
		Discipline-specific workshops	
		Institutes/Retreats (2-3 days)	
		Web-based classes	
		VVCD Daseu Classes	

Peer-to-peer informal discussion with colleagues about teaching problems, tips Town hall presentations (Tartar Talks) Student panels Guest presenters Other: Which types of trainings do you prefer? Which types of trainings do you prefer? How would you like to learn about upcoming professional development? Email CEO message Directly from your supervisor Posters on campus myCompton portal FLEX reporter Other: Reflecting on the needs of your staff who you supervise, which areas of professional development would benefit them? Reflecting on the needs of your System or Common Software (e.g., Excel, Word, Outlook, PowerPoint) Common Software (e.g., Excel, Word, Outlook, PowerPoint) Common Software (e.g., Excel, Word, Outlook, PowerPoint) Communication with Students Communic				
Problems, tips Town hall presentations (Tartar Talks)			-	
Town hall presentations (Tartar Talks) Student panels Guest presenters Other: 1-2 hour segments Brown bag lunches Half day Full day Flex Day Evening Weekday Weekend Other 27 How would you like to learn about upcoming professional development? Email CEO message Directly from your supervisor Posters on campus myCompton portal FLEX reporter Other: All All All CEO message Directly from your supervisor Posters on campus myCompton portal FLEX reporter Other: All All All CEO message Directly from your supervisor Posters on campus myCompton portal FLEX reporter Other: All All CEO message Directly from your supervisor Posters on campus myCompton portal FLEX reporter Other: All All CEO message Directly from your supervisor Posters on campus myCompton portal FLEX reporter Other: All CEO message Directly from your supervisor Posters on campus myCompton portal FLEX reporter Other: Other: All CEO message Directly from your supervisor Posters on campus myCompton portal FLEX reporter Other: Other: All CEO message Directly from your supervisor Posters on campus myCompton portal FLEX reporter Other: Other: All All CEO message Directly from your supervisor Posters on campus myCompton portal FLEX reporter Other: Other: All CEO message Directly from your supervisor Posters on campus myCompton portal FLEX reporter Other: Other: Componity for your supervisor Posters on campus myCompton portal FLEX reporter Other: Other: All All CEO message Directly from your supervisor Posters on campus myCompton portal FLEX reporter Other: CEO message Directly from your supervisor Posters on campus myCompton portal FLEX reporter Other: All All CEO message Directly from your supervisor Posters on campus myCompton portal FLEX reporter Other: CEO message Directly from your supervisor Posters on campus myCompton portal FLEX reporter Other: All All CEO message Directly from your supervisor Posters on campus myCompton portal FLEX reporter Other: CEO message Directly from your supervisor Posters on campus m			_	
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Which types of trainings do you prefer? 1-2 hour segments Brown bag lunches Half day Full day Full day Evening Weekday Weekend Other			Guest presenters	
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			Teamwork	
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