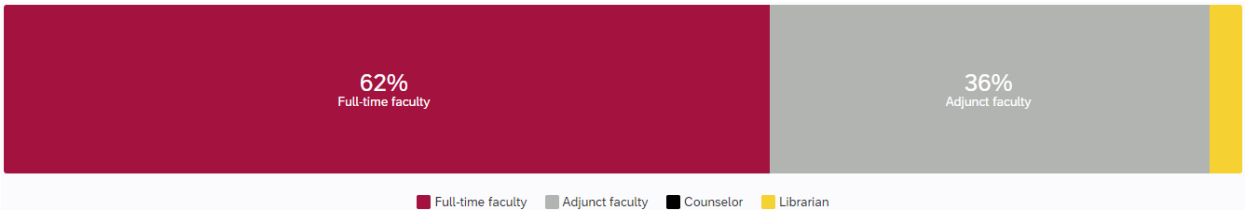
Professional Development Needs Assessment

Spring 2022- **Faculty**

n=80 | Response rate=17.3%

Approximately 49 % of full-time faculty, 17% of adjunct faculty



What is your Guided Pathways Division?

Guided Pathway Division	
Business and Industrial St..	10%
Fine Arts, Communication..	30%
Health and Public Services	19%
Science, Technology, Engi..	27%
Social Sciences	6%
Not applicable	6%
I don't know	3%

What is your ethnicity?[1]

Race/ethnicity	
Black/African American	31%
Latinx	20%
White	15%
Asian	14%
Two or more ethnicities	3%
Other	3%
Do not wish to answer	14%

What is your gender?

Gender	
Female	60%
Male	39%
Other	1%

What is your area?

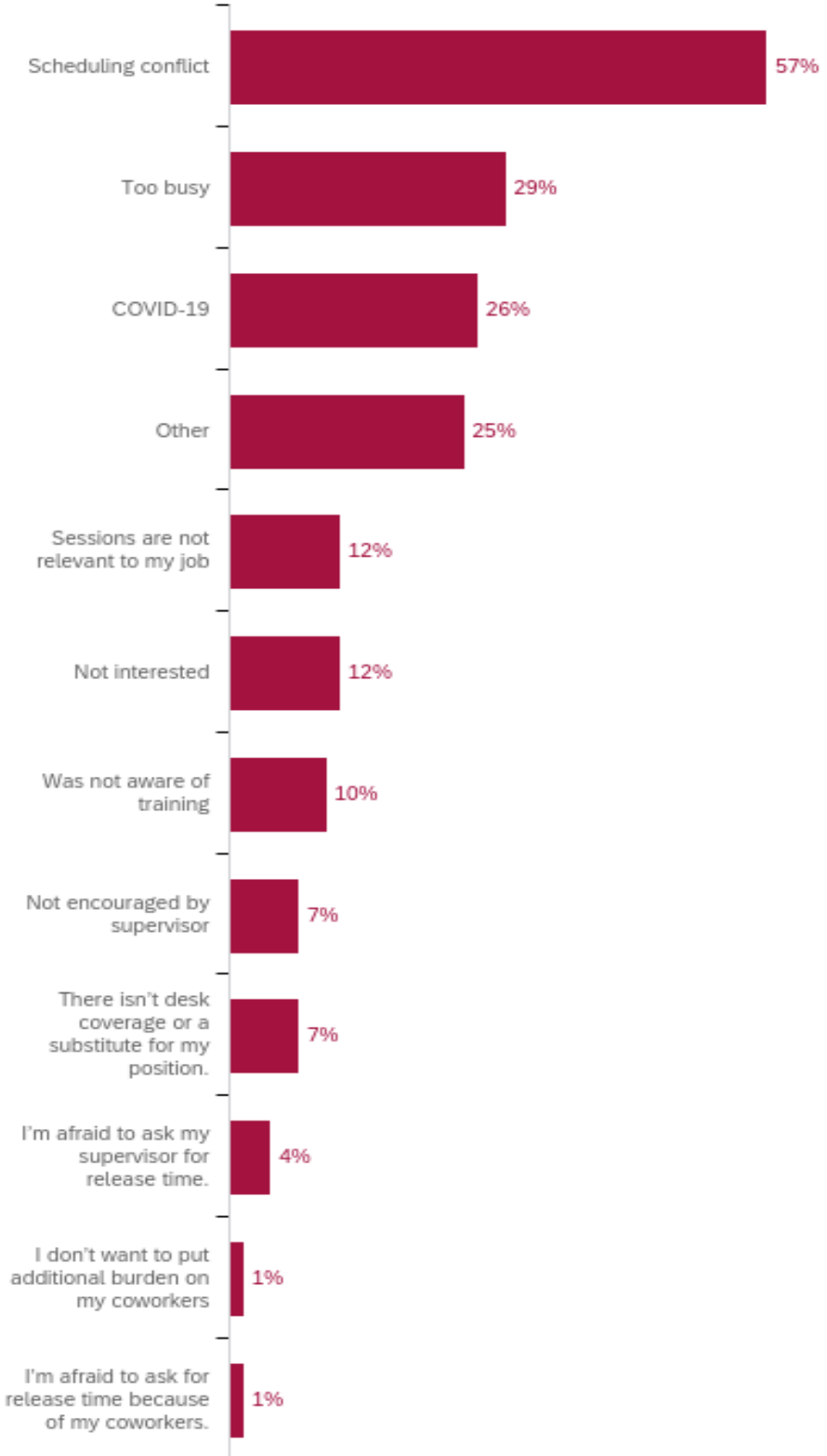
Area	
Academic Affairs	52%
Student Services	23%
Other	25%

How long have you worked at Compton College?

Years	
Less than 5 years	38%
5-10 years	30%
11-15 years	13%
16-20 years	9%
21-30 years	8%
More than 30 years	1%

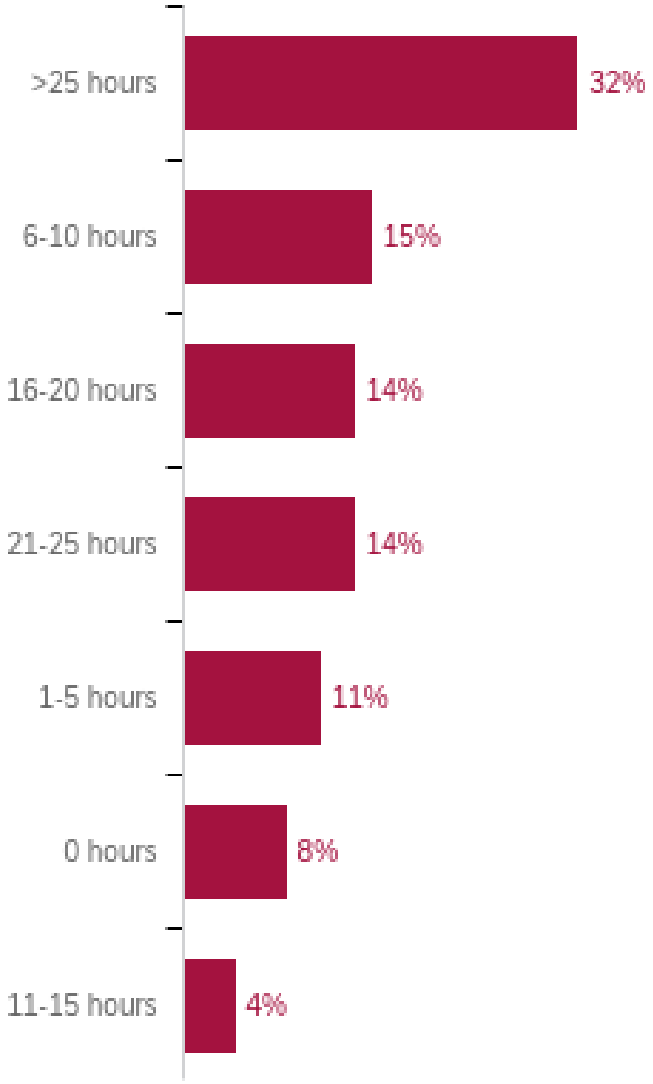
[1] "Other" responses listed in Appendix A

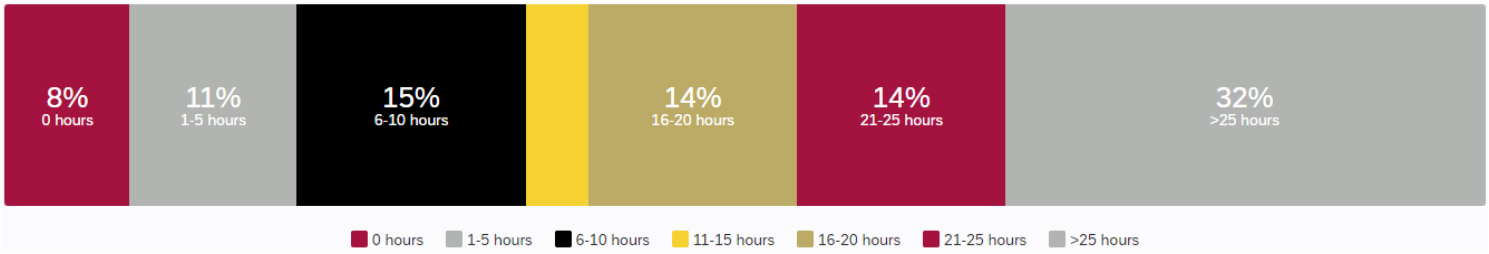
What kept you from participating in professional development activities?[2]



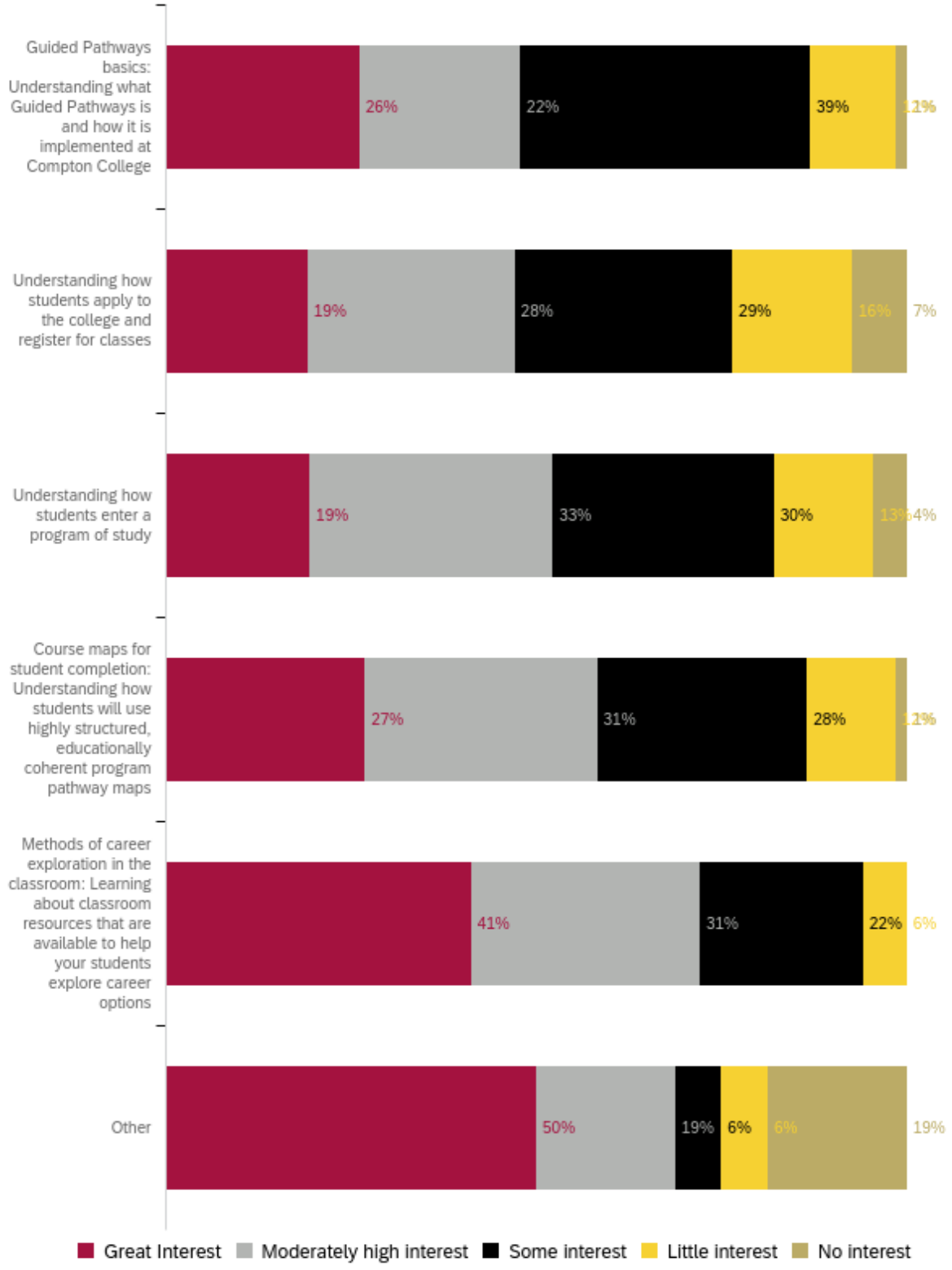
[2] "Other" responses listed in Appendix A

How many professional development hours did you attend in the last year?



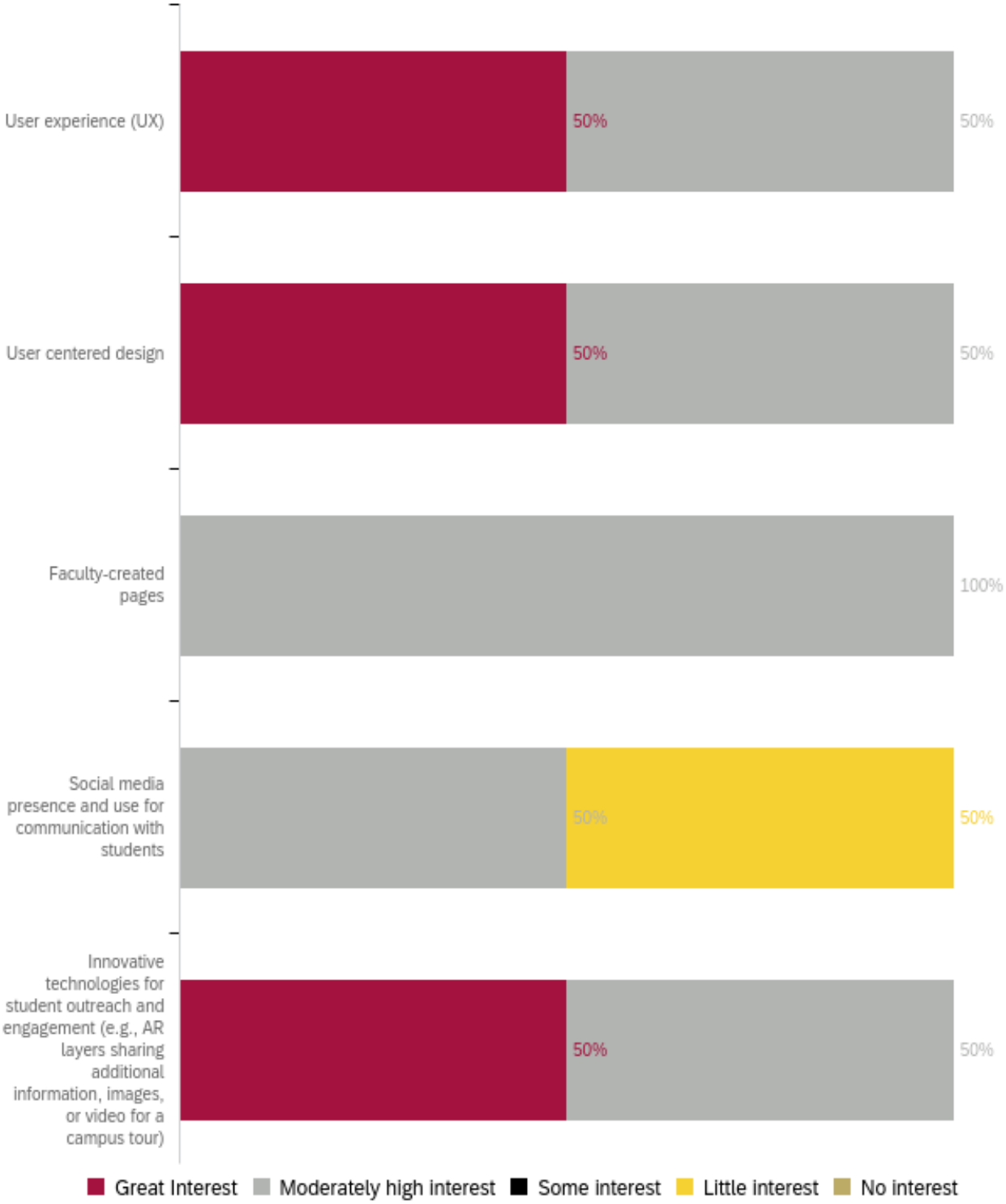


Professional Development for Guided Pathways[3]

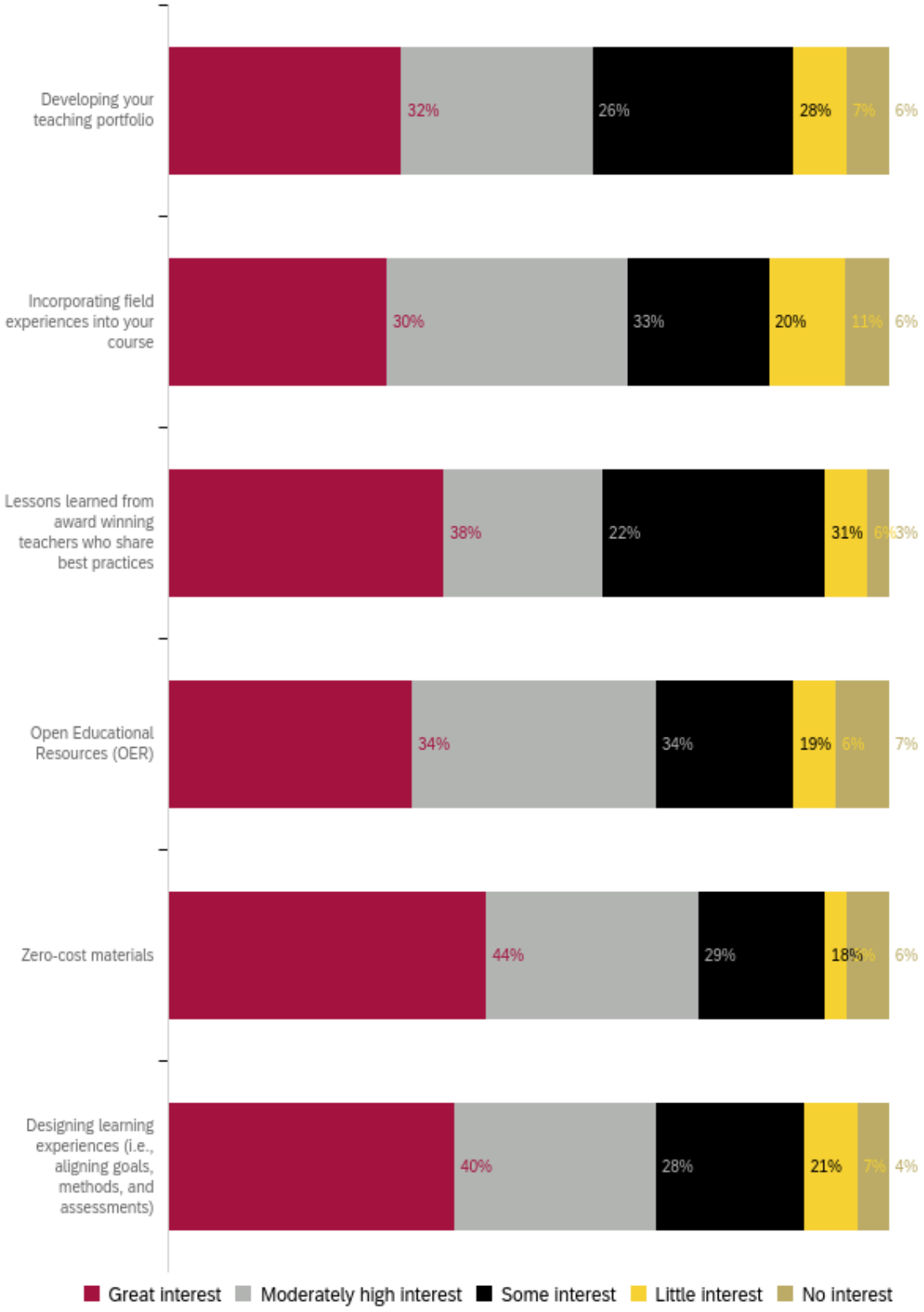


[3] "Other" responses listed in Appendix A

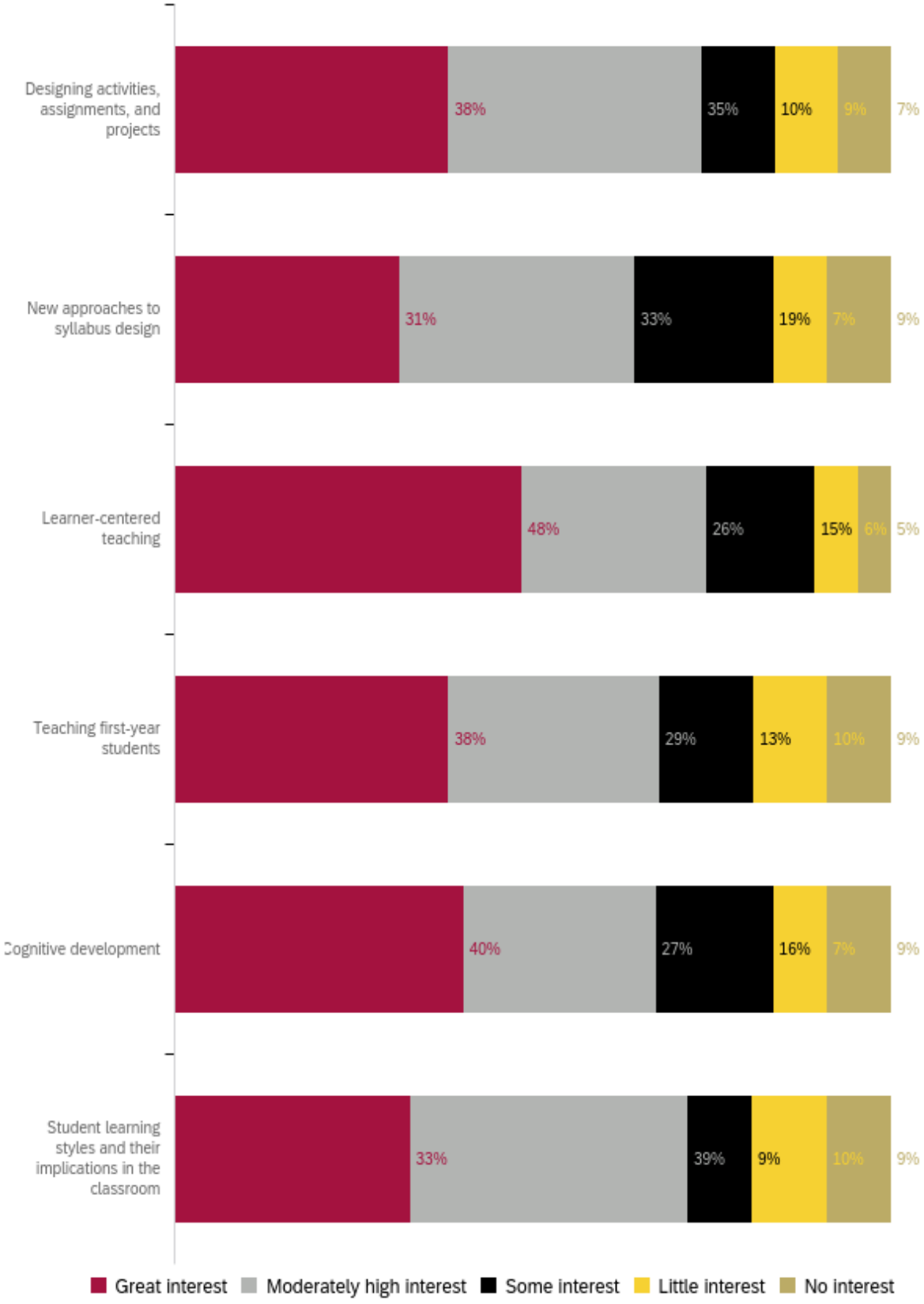
Professional Development for Librarians

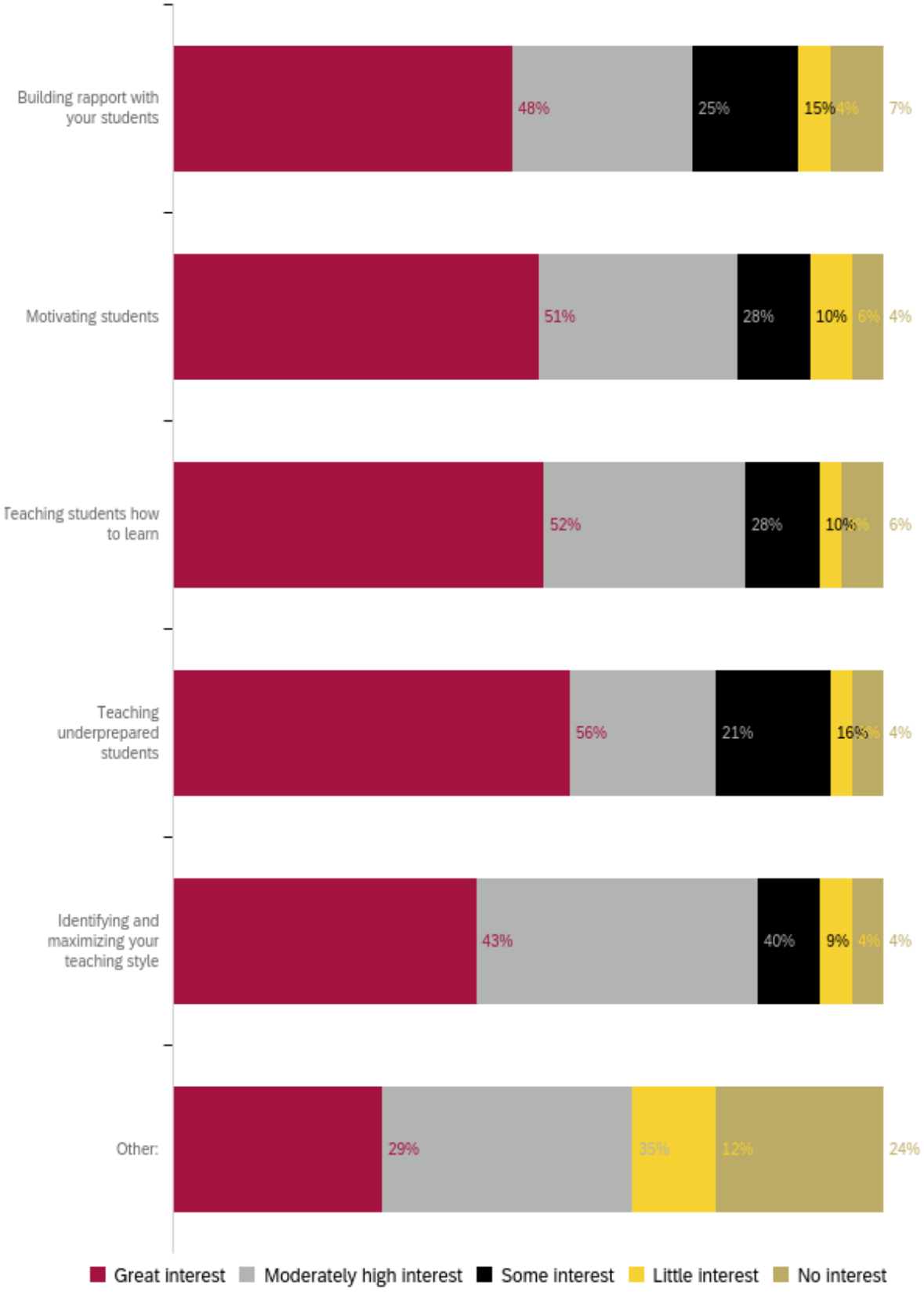


Professional Development to Enhance Teaching[4]

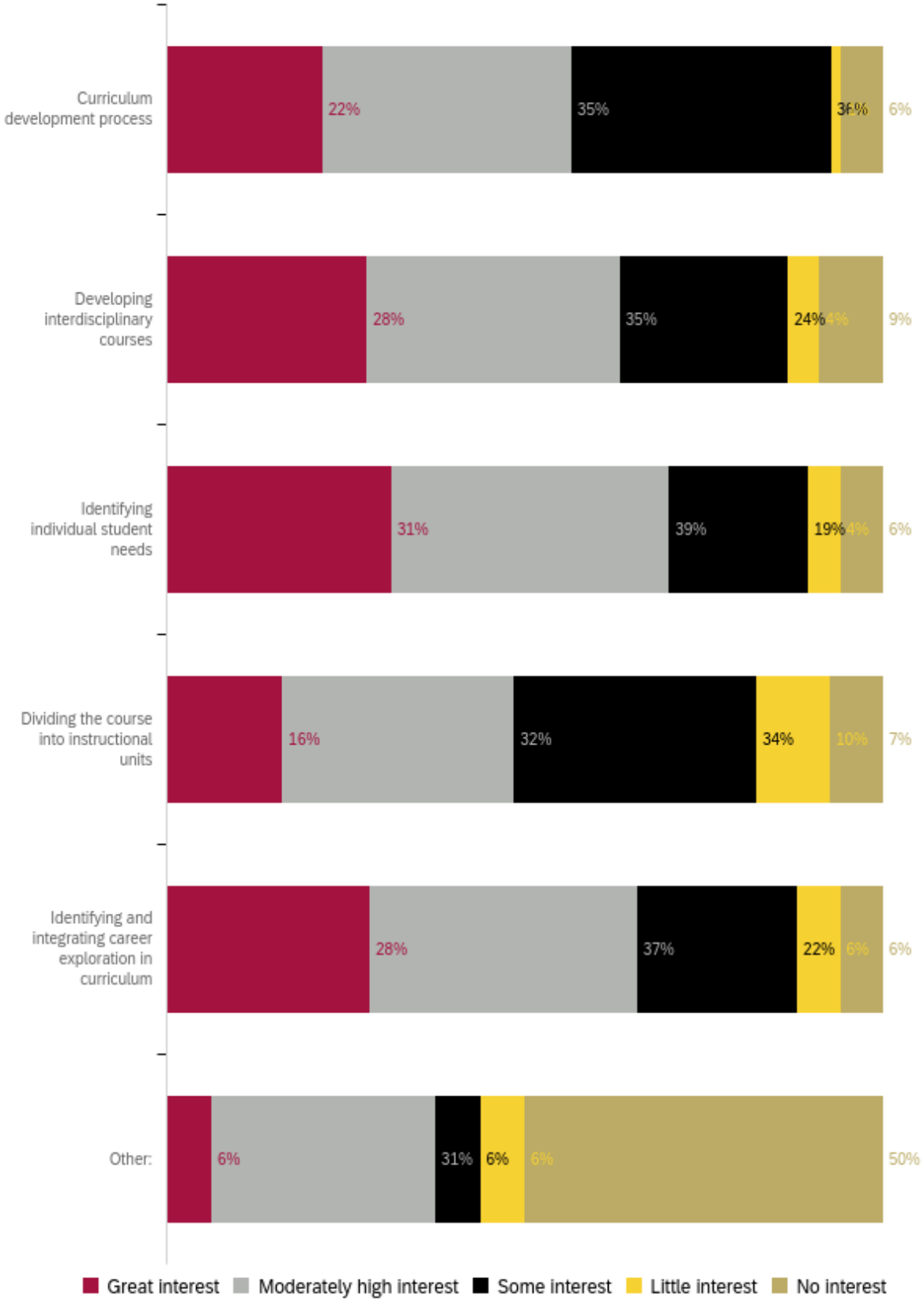


[4] "Other" responses listed in Appendix A

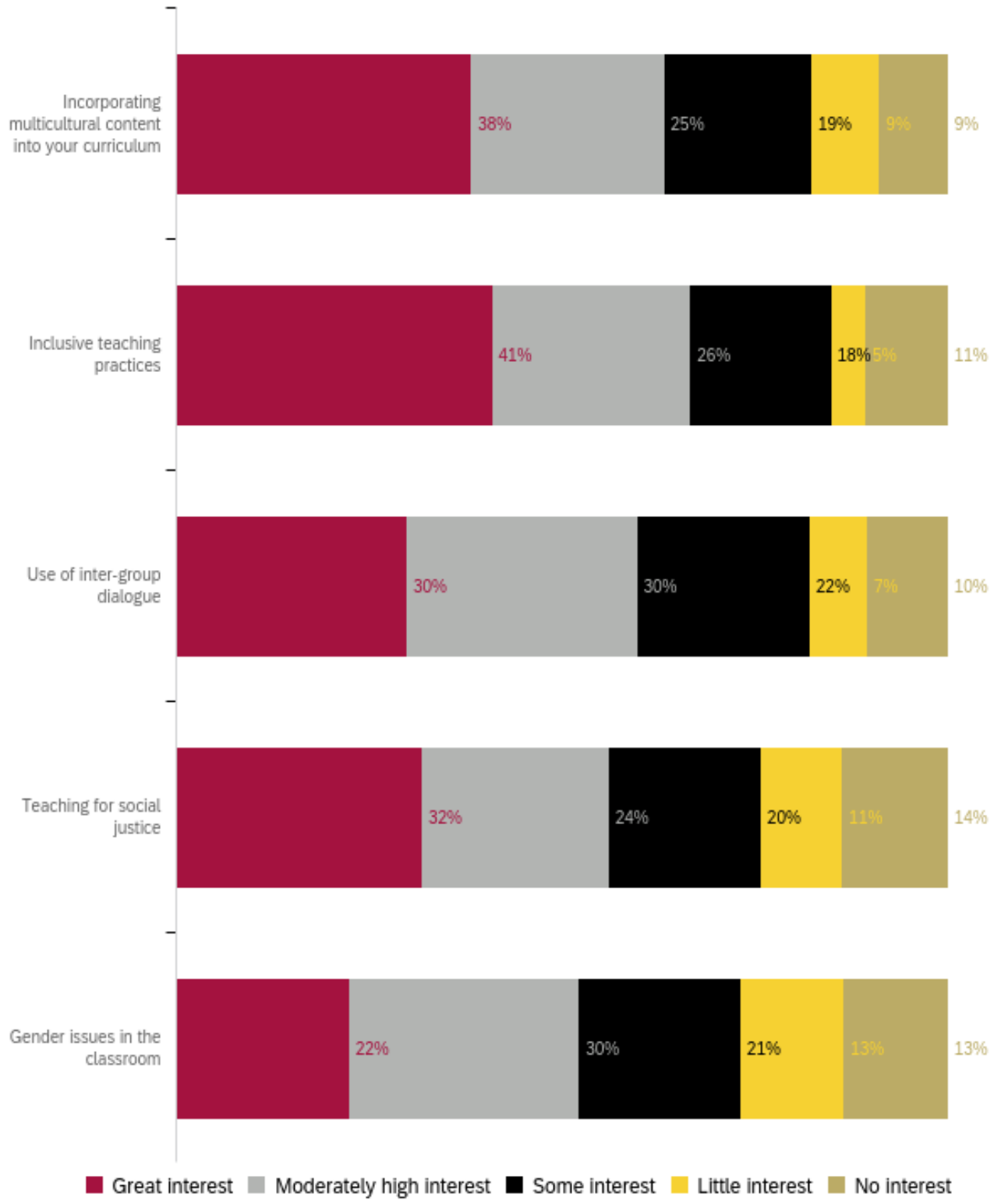

Designing activities, assignments, and projects
38%
35%
10%
9%
7%
New approaches to syllabus design
31%
33%
19%
7%
9%
Learner-centered teaching
48%
26%
15%
6%
5%
Teaching first-year students
38%
29%
13%
10%
9%
Cognitive development
40%
27%
16%
7%
9%
Student learning styles and their implications in the classroom
33%
39%
9%
10%
9%
Great interest
Moderately high interest
Some interest
Little interest
No interest

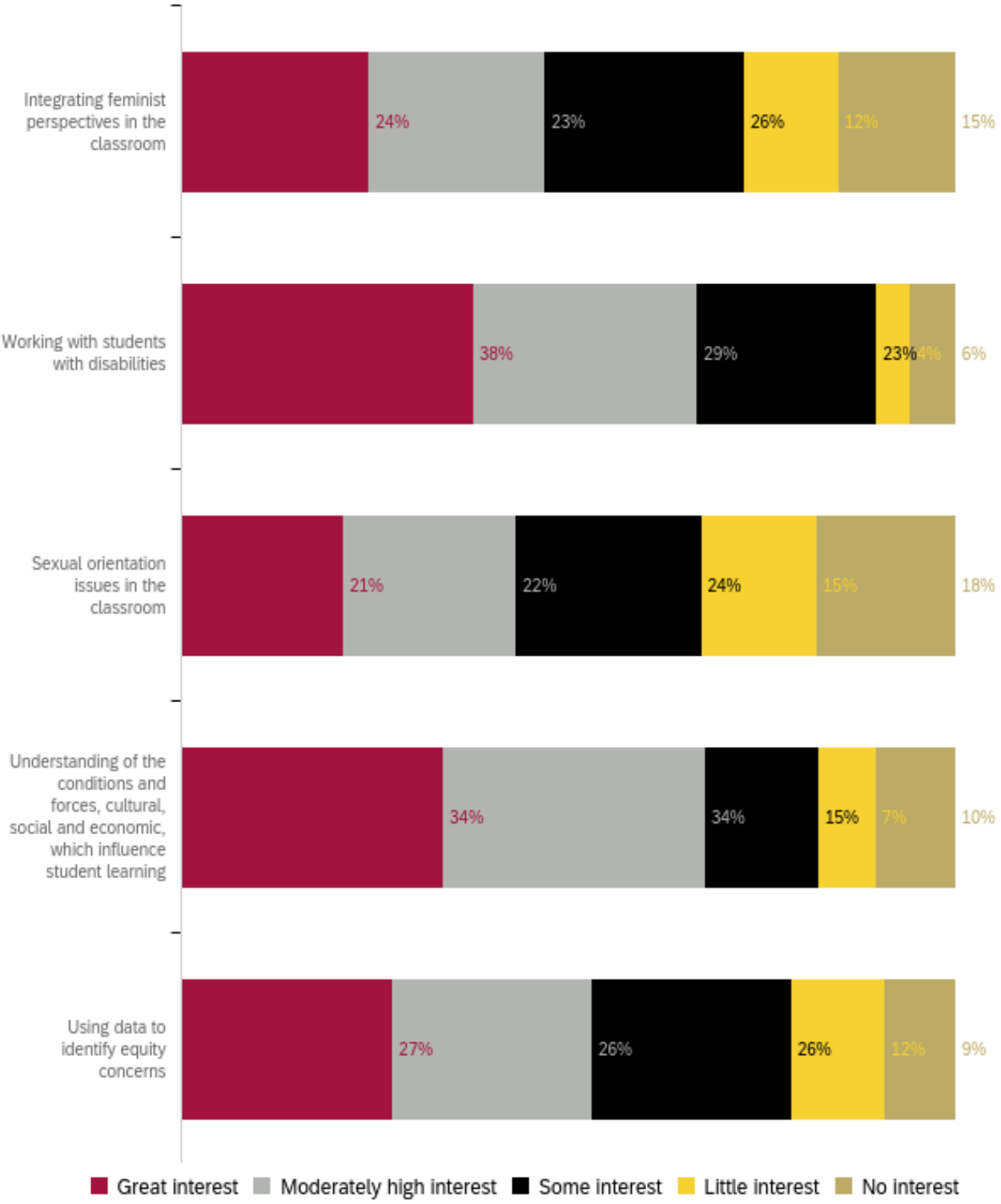

Building rapport with your students
48%
25%
15%
4%
7%
Motivating students
51%
28%
10%
6%
4%
Teaching students how to learn
52%
28%
10%
6%
Teaching underprepared students
56%
21%
16%
4%
Identifying and maximizing your teaching style
43%
40%
9%
4%
4%
Other:
29%
35%
12%
24%
Great interest
Moderately high interest
Some interest
Little interest
No interest

Professional Development for Curriculum Development

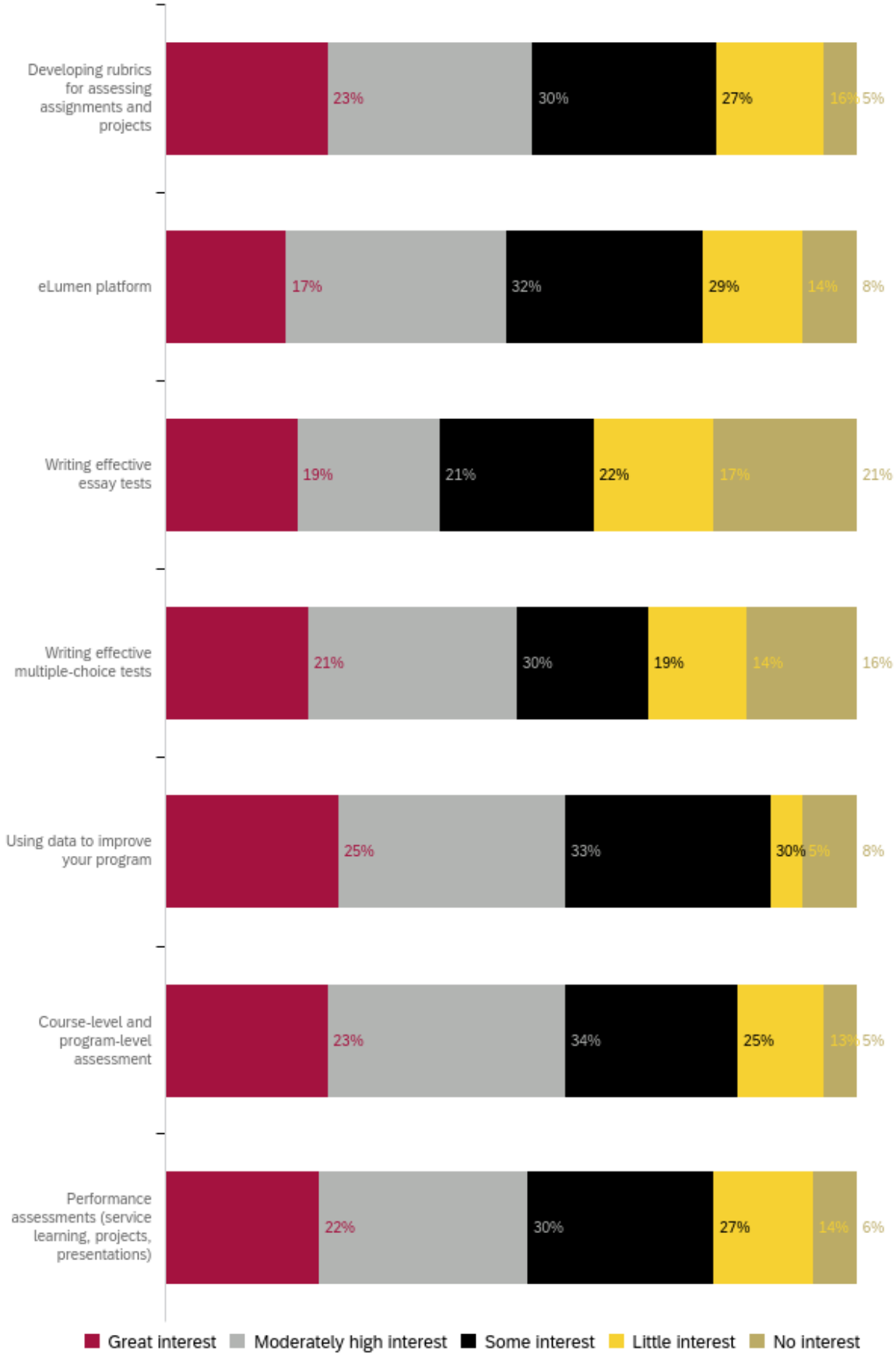


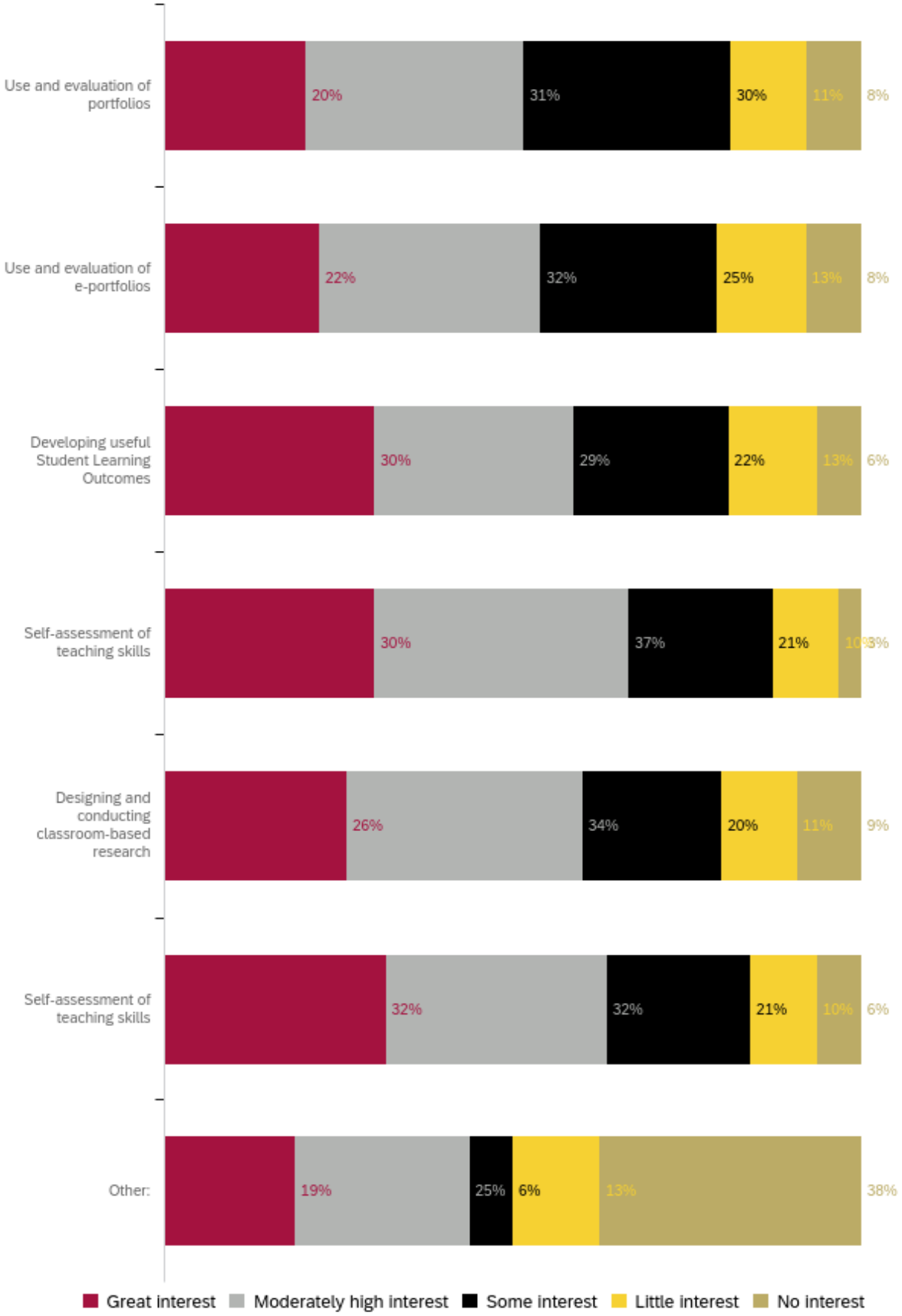
Professional Development for Diversity, Equity, and Inclusion in the Classroom



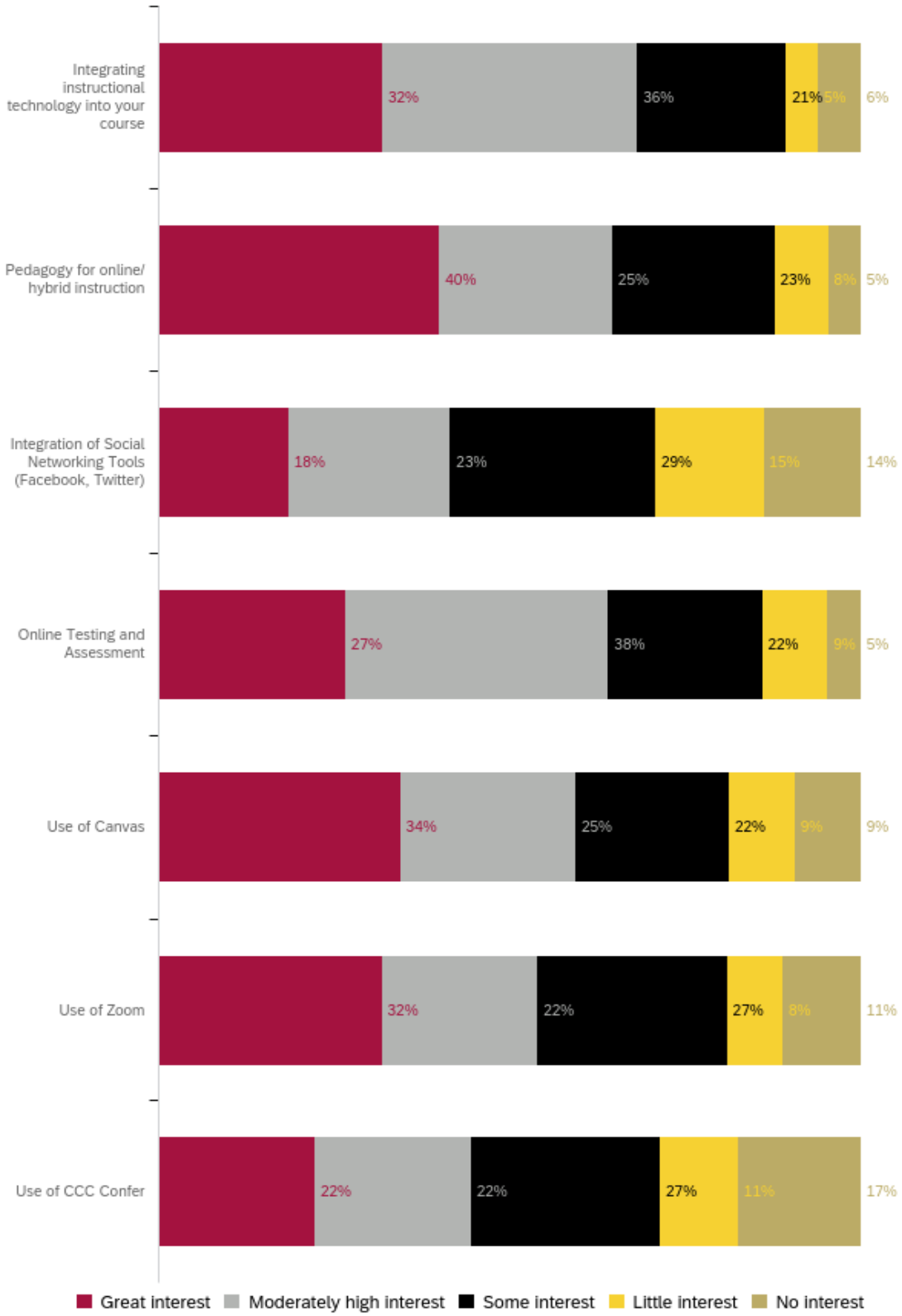

Integrating feminist perspectives in the classroom
24%
23%
26%
12%
15%
Working with students with disabilities
38%
29%
23%
4%
6%
Sexual orientation issues in the classroom
21%
22%
24%
15%
18%
Understanding of the conditions and forces, cultural, social and economic, which influence student learning
34%
34%
15%
7%
10%
Using data to identify equity concerns
27%
26%
26%
12%
9%
Great interest
Moderately high interest
Some interest
Little interest
No interest

Professional Development to Improve Assessment

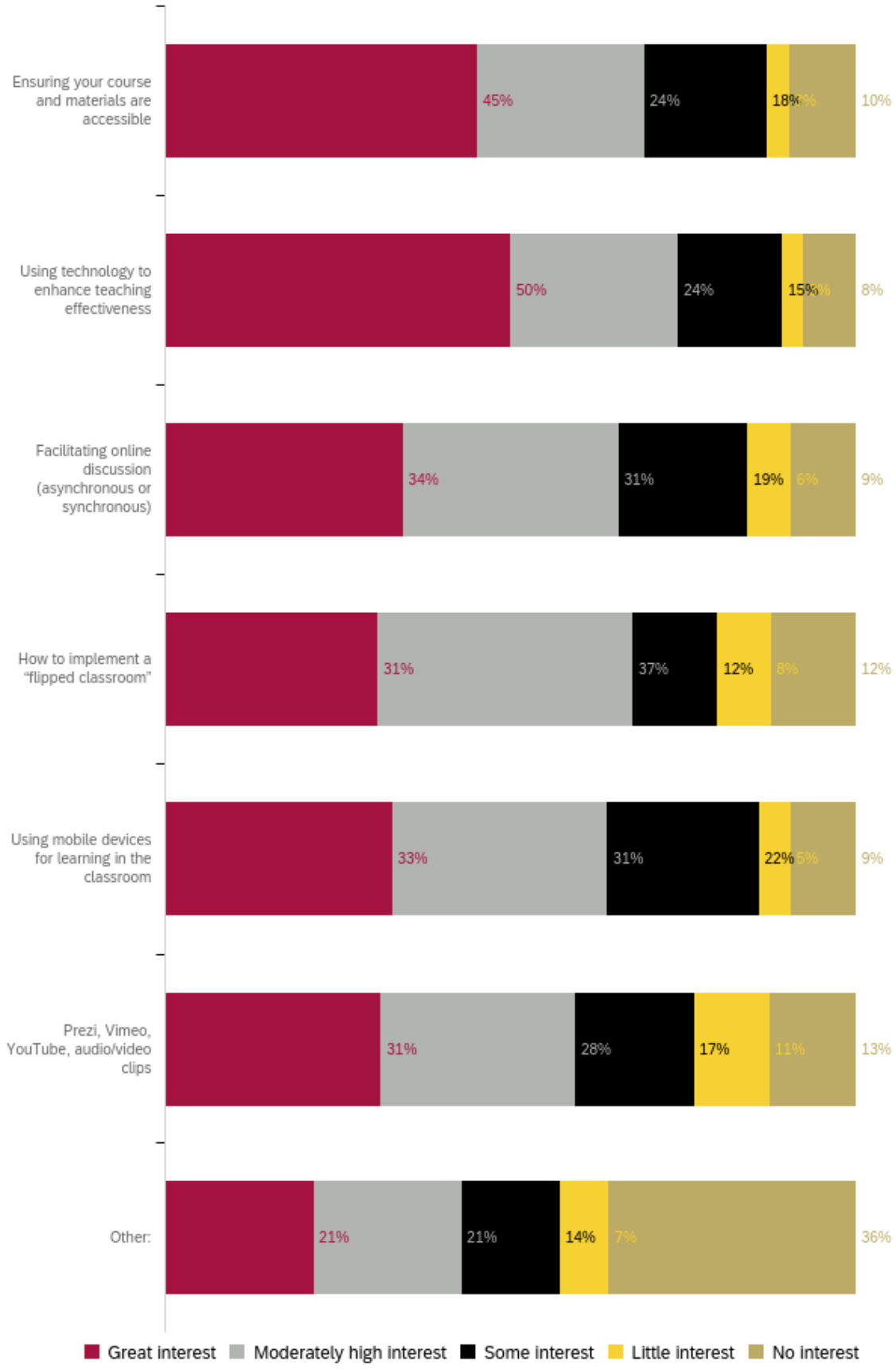



Use and evaluation of portfolios
20%
31%
30%
11%
8%
Use and evaluation of e-portfolios
22%
32%
25%
13%
8%
Developing useful Student Learning Outcomes
30%
29%
22%
13%
6%
Self-assessment of teaching skills
30%
37%
21%
3%
Designing and conducting classroom-based research
26%
34%
20%
11%
9%
Self-assessment of teaching skills
32%
32%
21%
10%
6%
Other:
19%
25%
6%
13%
38%
Great interest
Moderately high interest
Some interest
Little interest
No interest

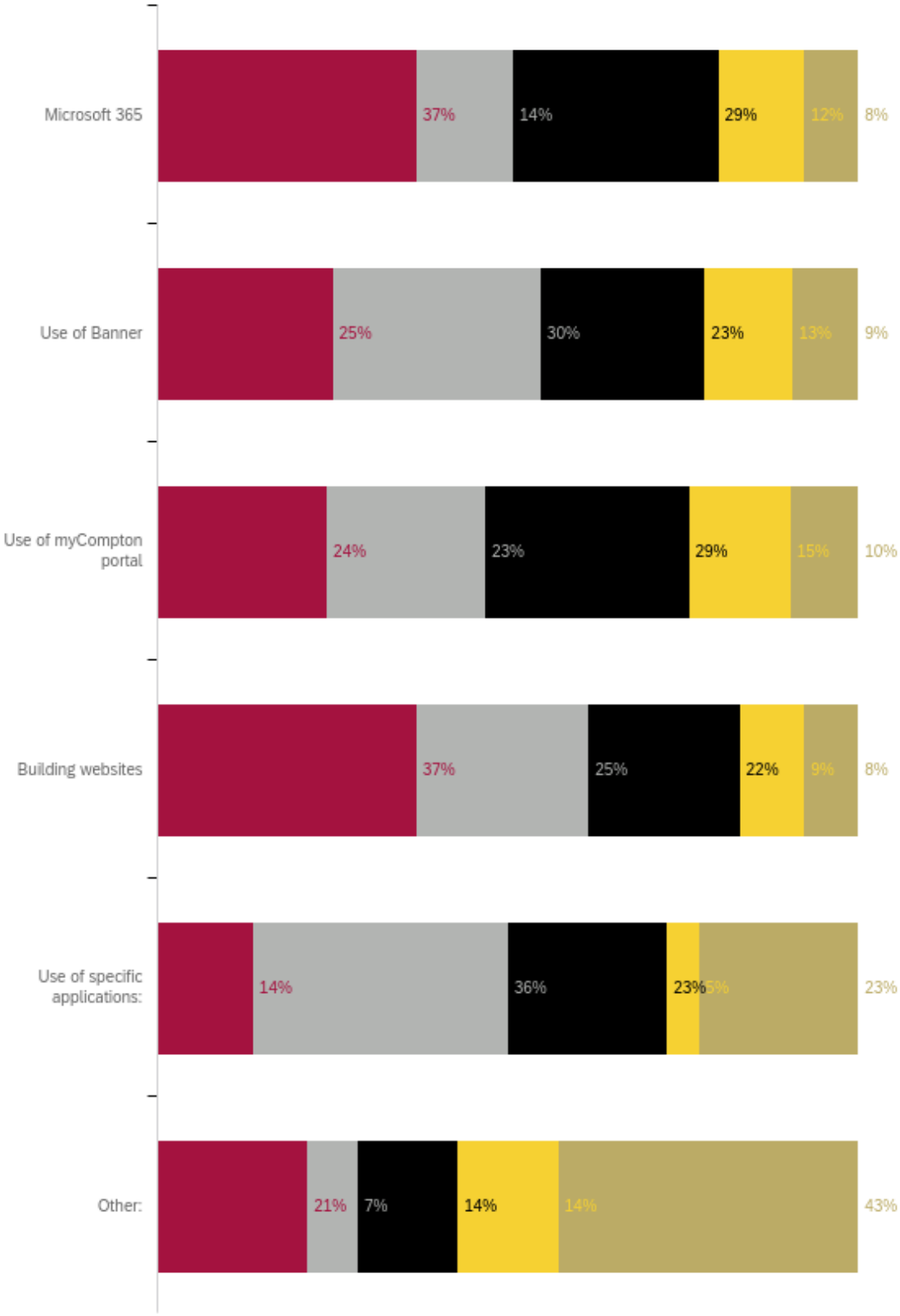
Professional Development for Use of Technology[5]



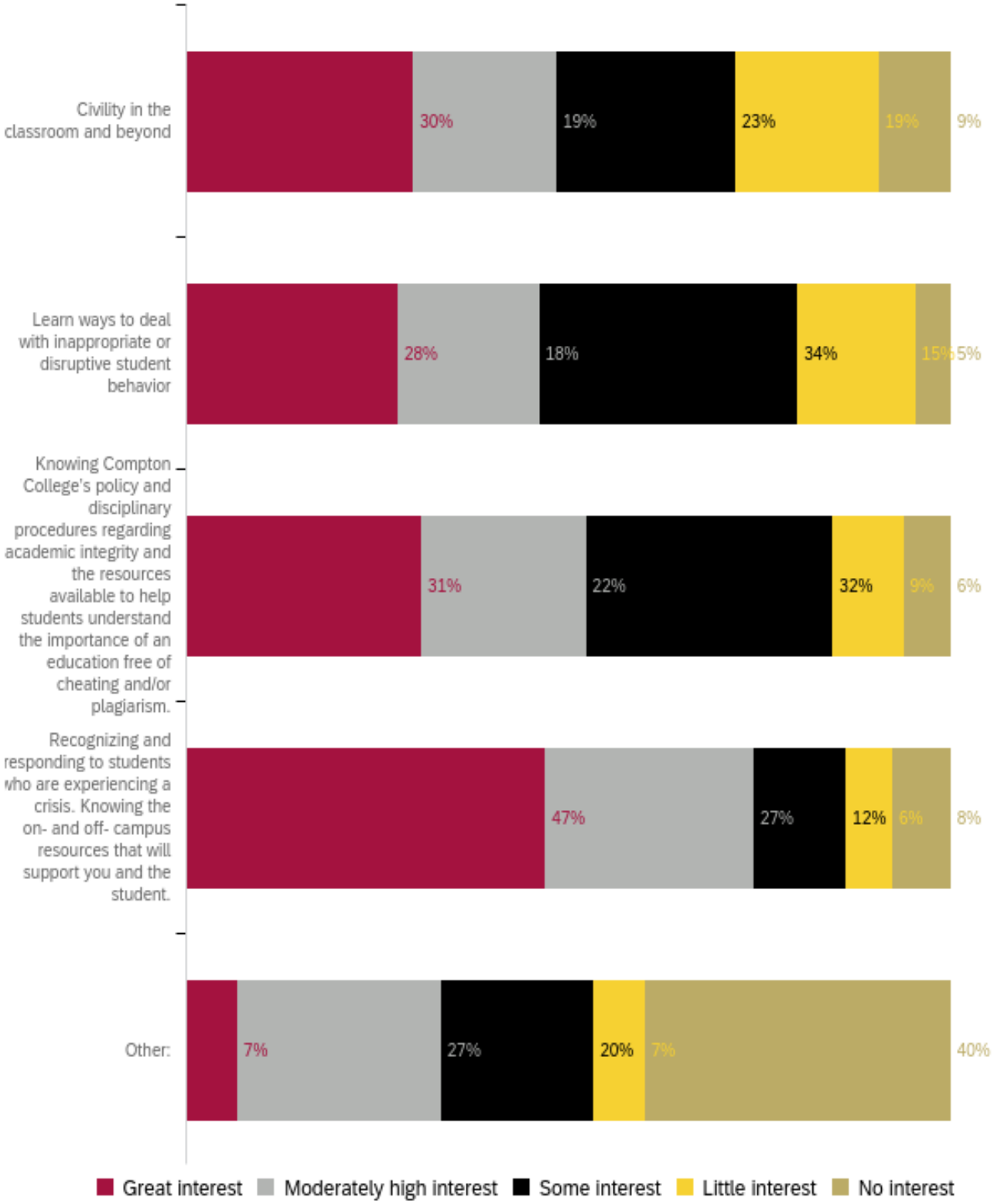
[5] "Other" Responses listed in Appendix A


Ensuring your course and materials are accessible
45%
24%
18%
3%
10%
Using technology to enhance teaching effectiveness
50%
24%
15%
3%
8%
Facilitating online discussion (asynchronous or synchronous)
34%
31%
19%
6%
9%
How to implement a "flipped classroom"
31%
37%
12%
8%
12%
Using mobile devices for learning in the classroom
33%
31%
22%
5%
9%
Prezi, Vimeo, YouTube, audio/video clips
31%
28%
17%
11%
13%
Other:
21%
21%
14%
7%
36%
Great interest
Moderately high interest
Some interest
Little interest
No interest

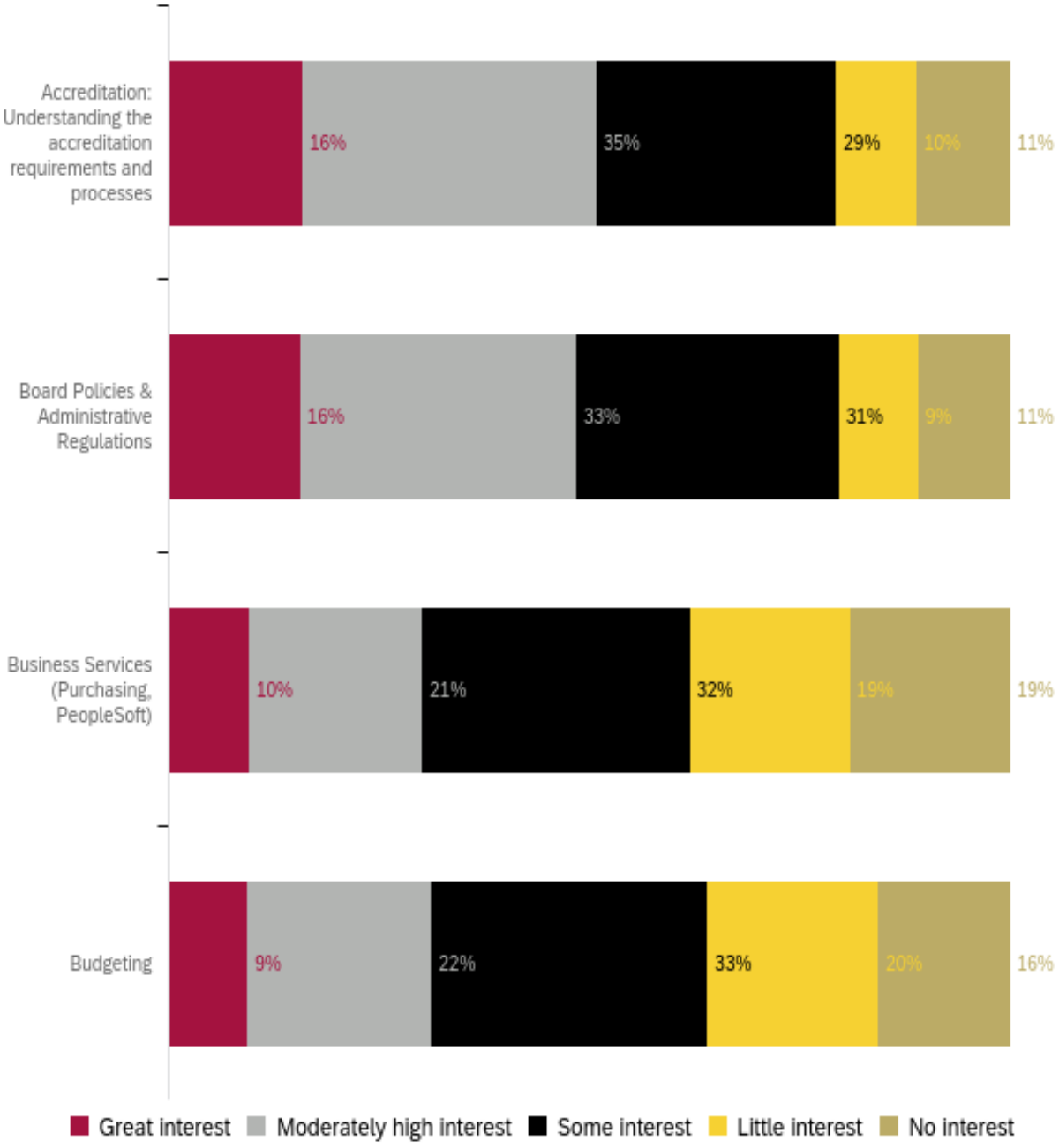
Professional Development for General Use of Technology



Professional Development for Classroom Management



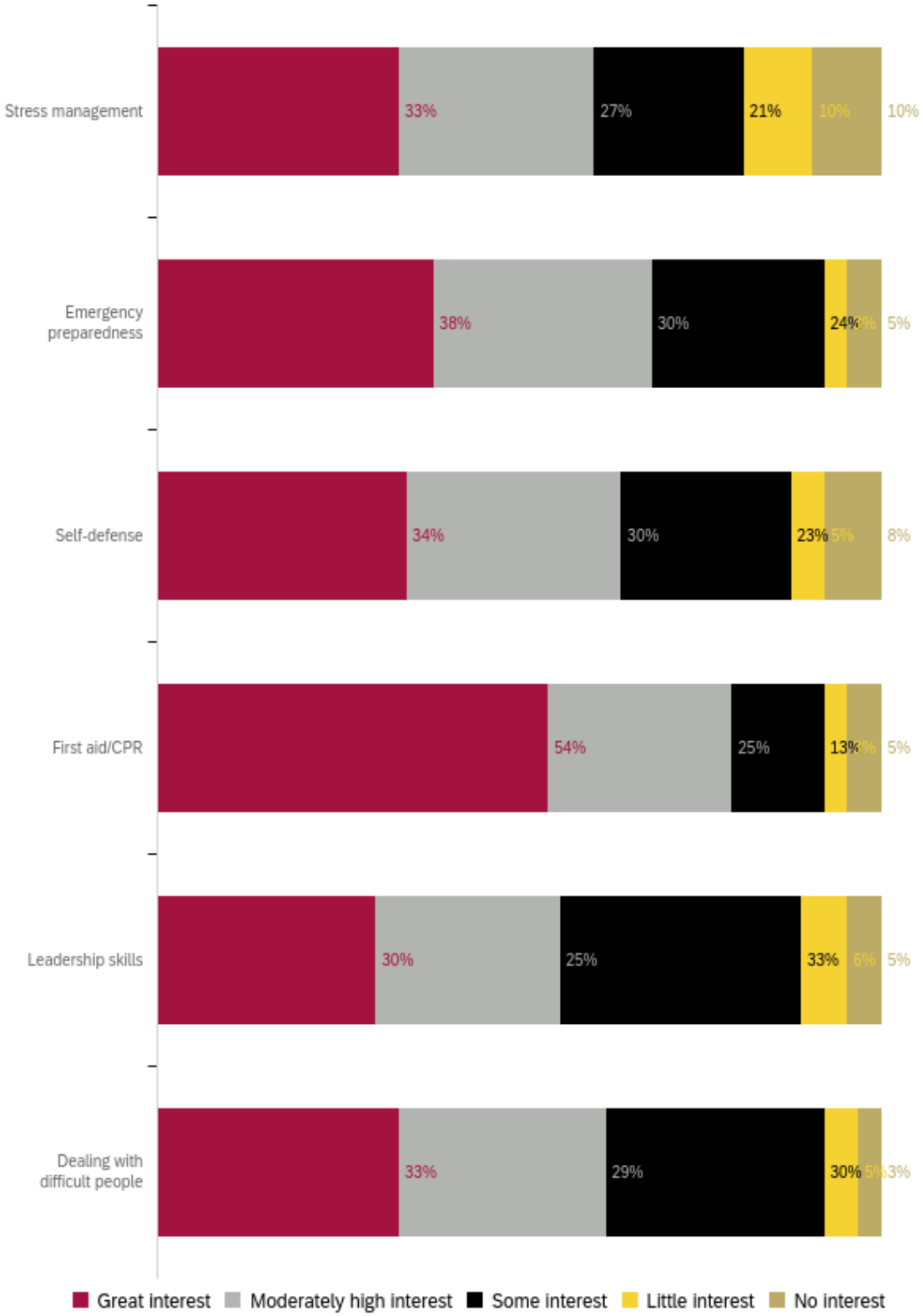
Professional Development for Compton College Policies and Procedures[6]

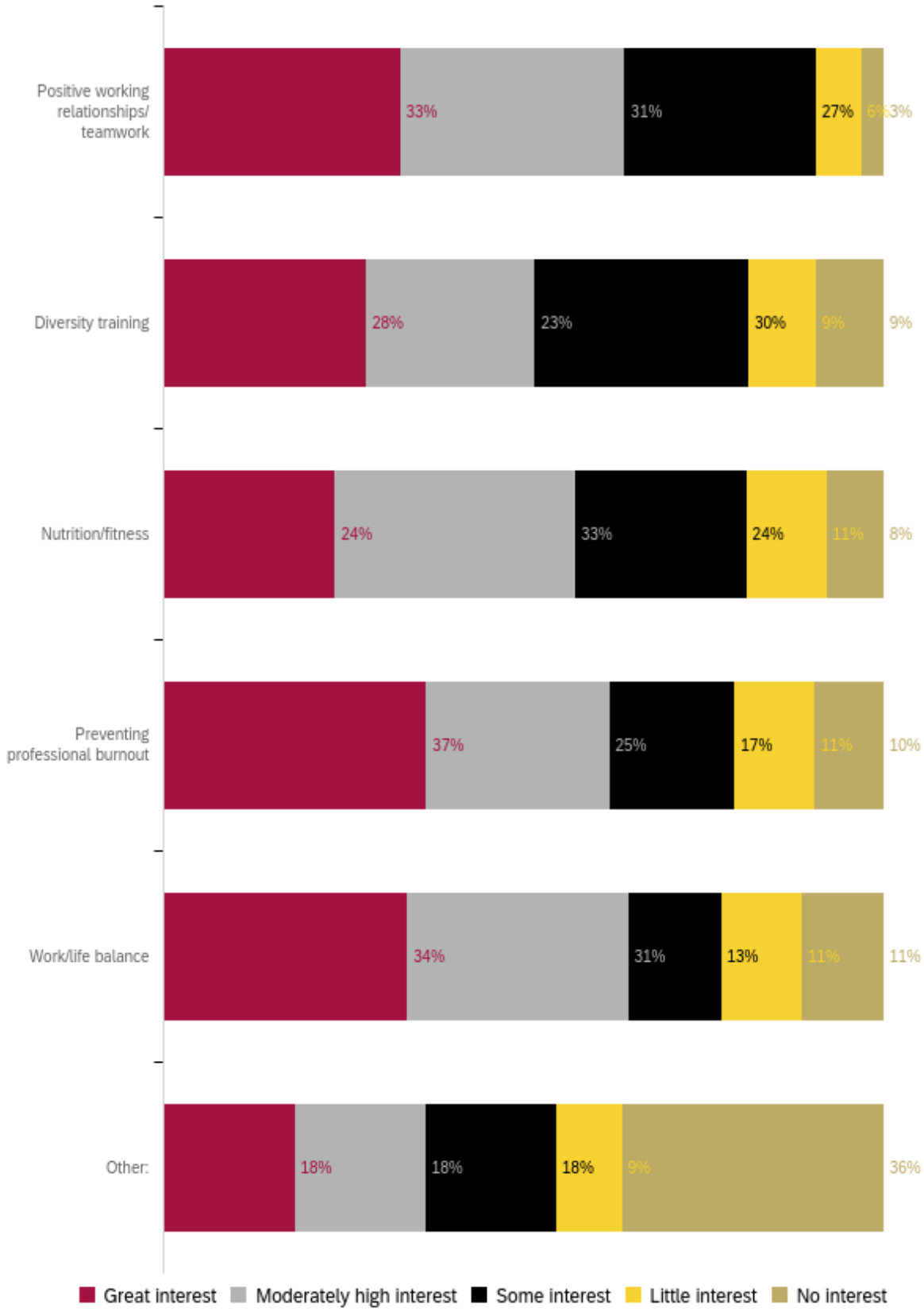


[6] "Other" responses listed in Appendix A

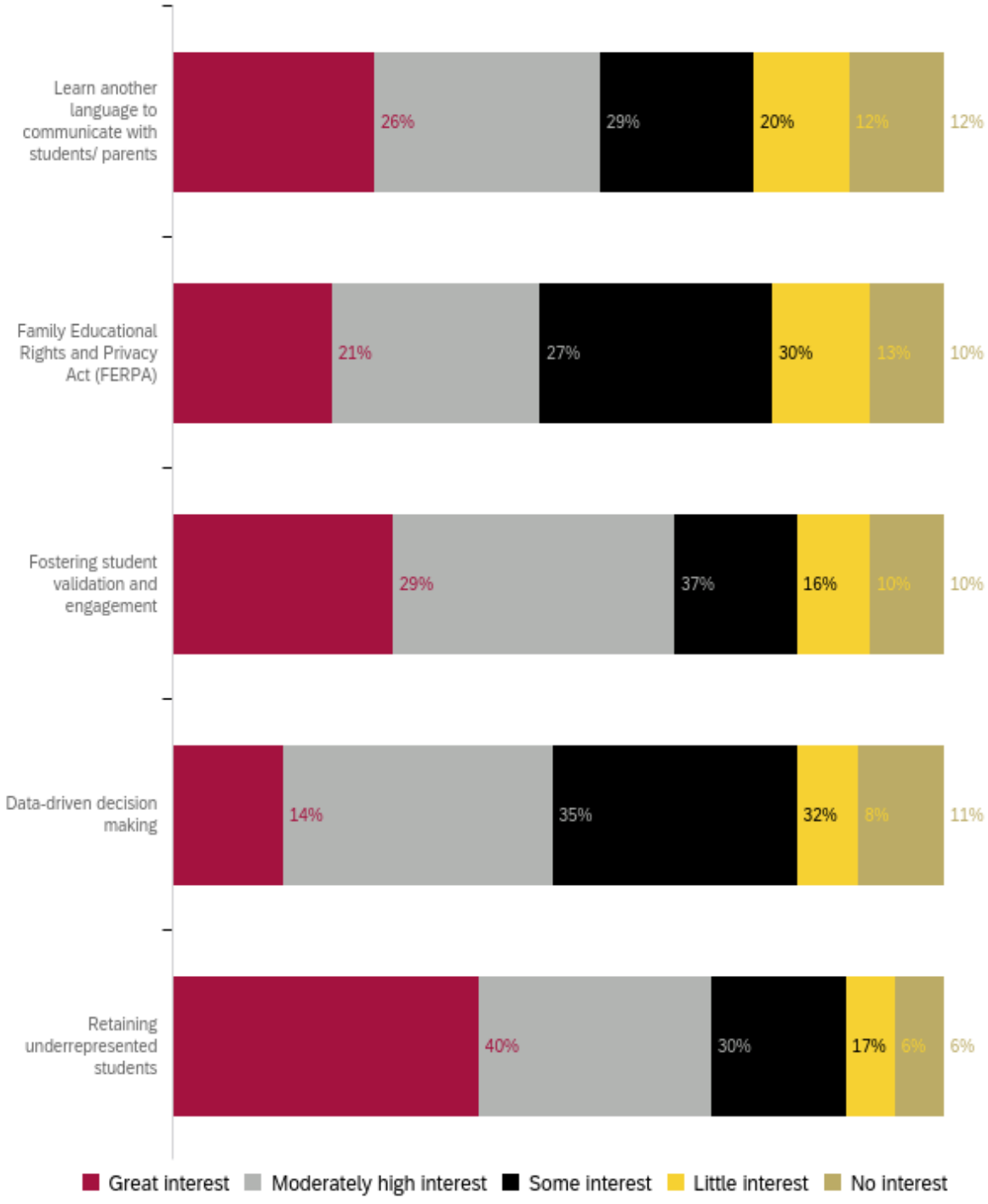
Admissions and Records
11%
29%
32%
13%
16%
Human Resources
14%
32%
25%
16%
13%
Retirement/Benefits
45%
34%
14%
3%
Collective Bargaining Agreements
28%
28%
25%
8%
10%
Other:
14%
14%
36%
7%
29%
Great interest
Moderately high interest
Some interest
Little interest
No interest

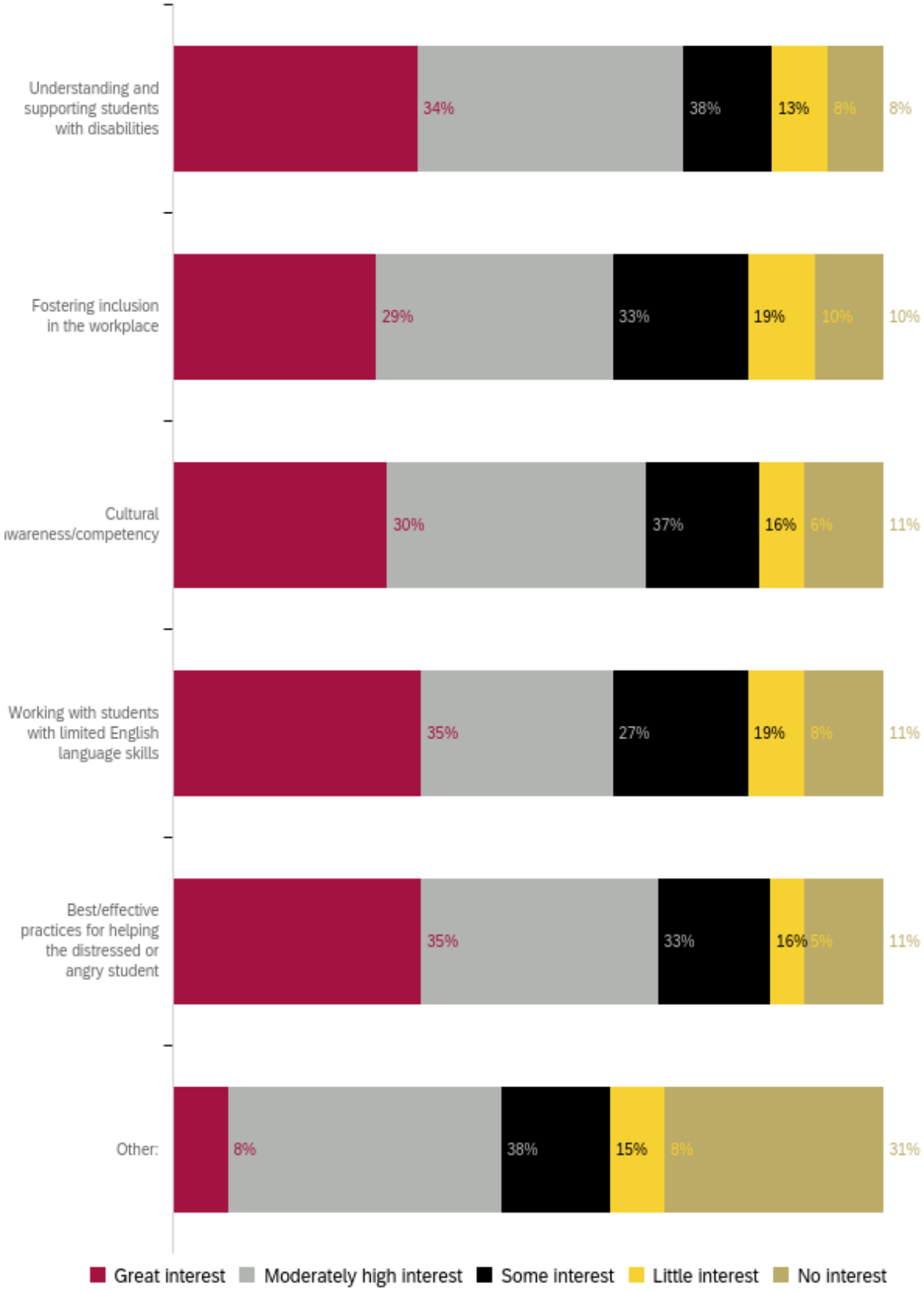
Professional Development for Health and Wellness[7]



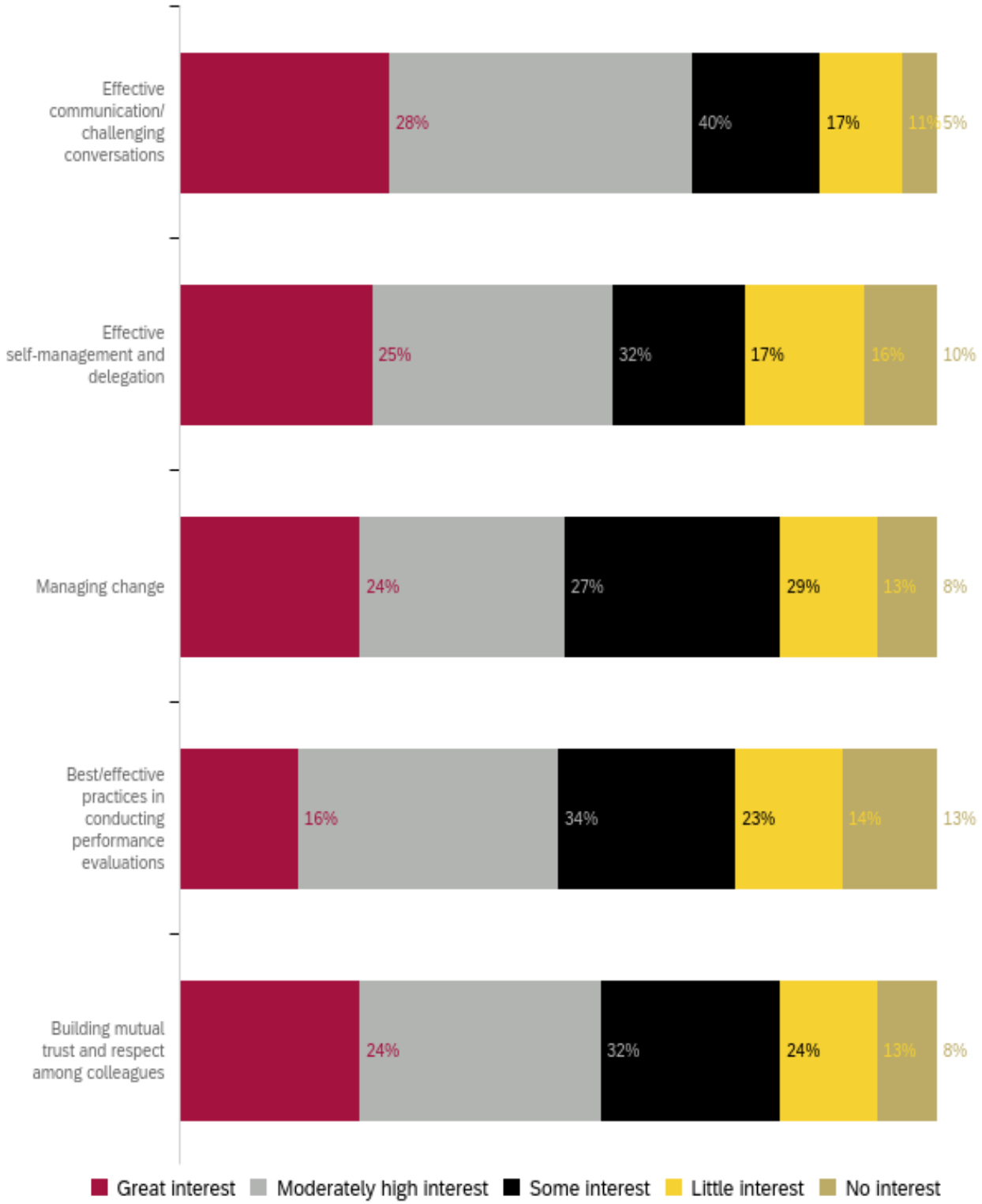

Positive working relationships/ teamwork
33%
31%
27%
6%
3%
Diversity training
28%
23%
30%
9%
9%
Nutrition/fitness
24%
33%
24%
11%
8%
Preventing professional burnout
37%
25%
17%
11%
10%
Work/life balance
34%
31%
13%
11%
11%
Other:
18%
18%
18%
9%
36%
Great interest
Moderately high interest
Some interest
Little interest
No interest

Professional Development to Enhance your Work

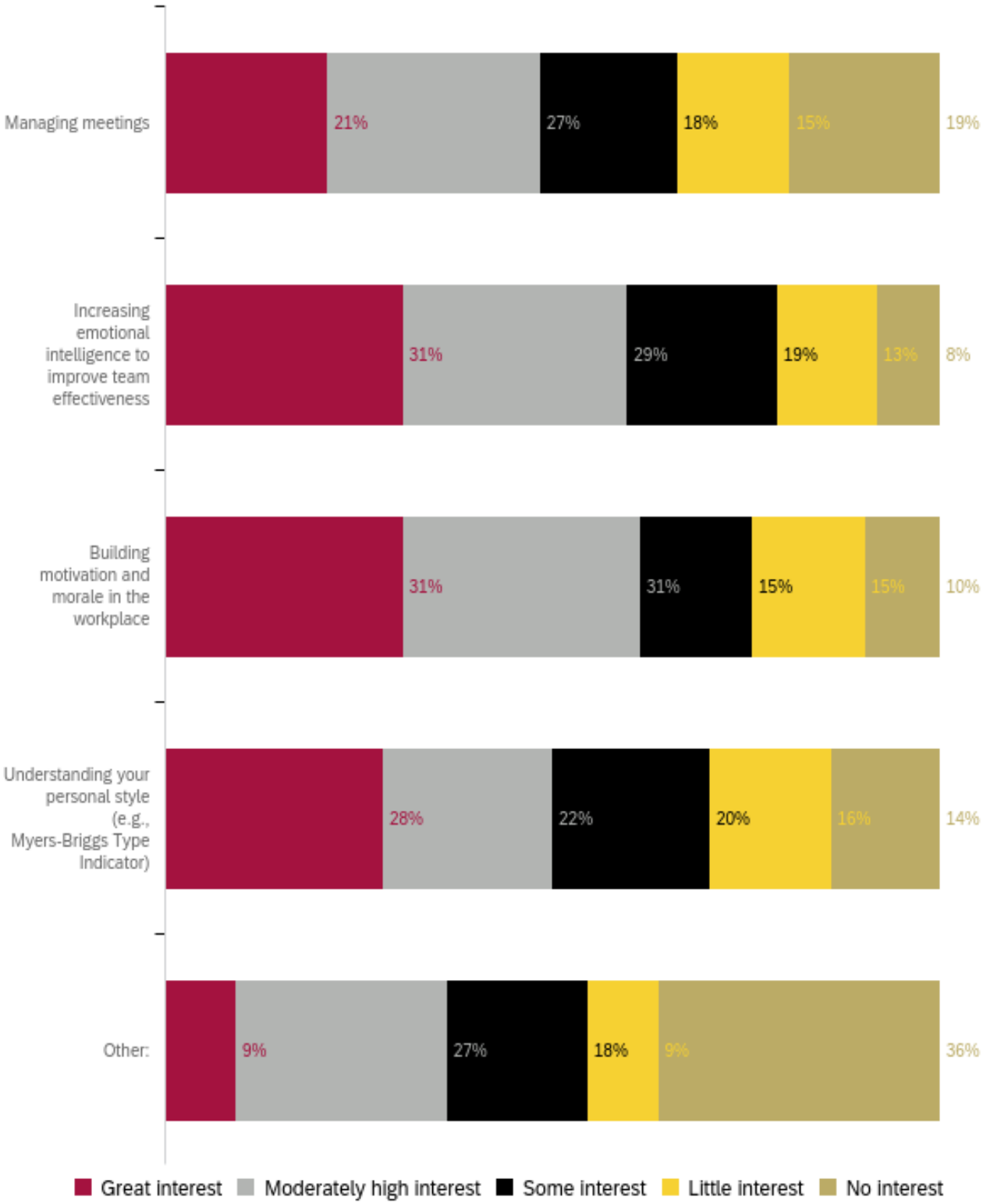



Understanding and supporting students with disabilities
34%
38%
13%
8%
8%
Fostering inclusion in the workplace
29%
33%
19%
10%
10%
Cultural awareness/competency
30%
37%
16%
6%
11%
Working with students with limited English language skills
35%
27%
19%
8%
11%
Best/effective practices for helping the distressed or angry student
35%
33%
16%
5%
11%
Other:
8%
38%
15%
8%
31%
Great interest
Moderately high interest
Some interest
Little interest
No interest

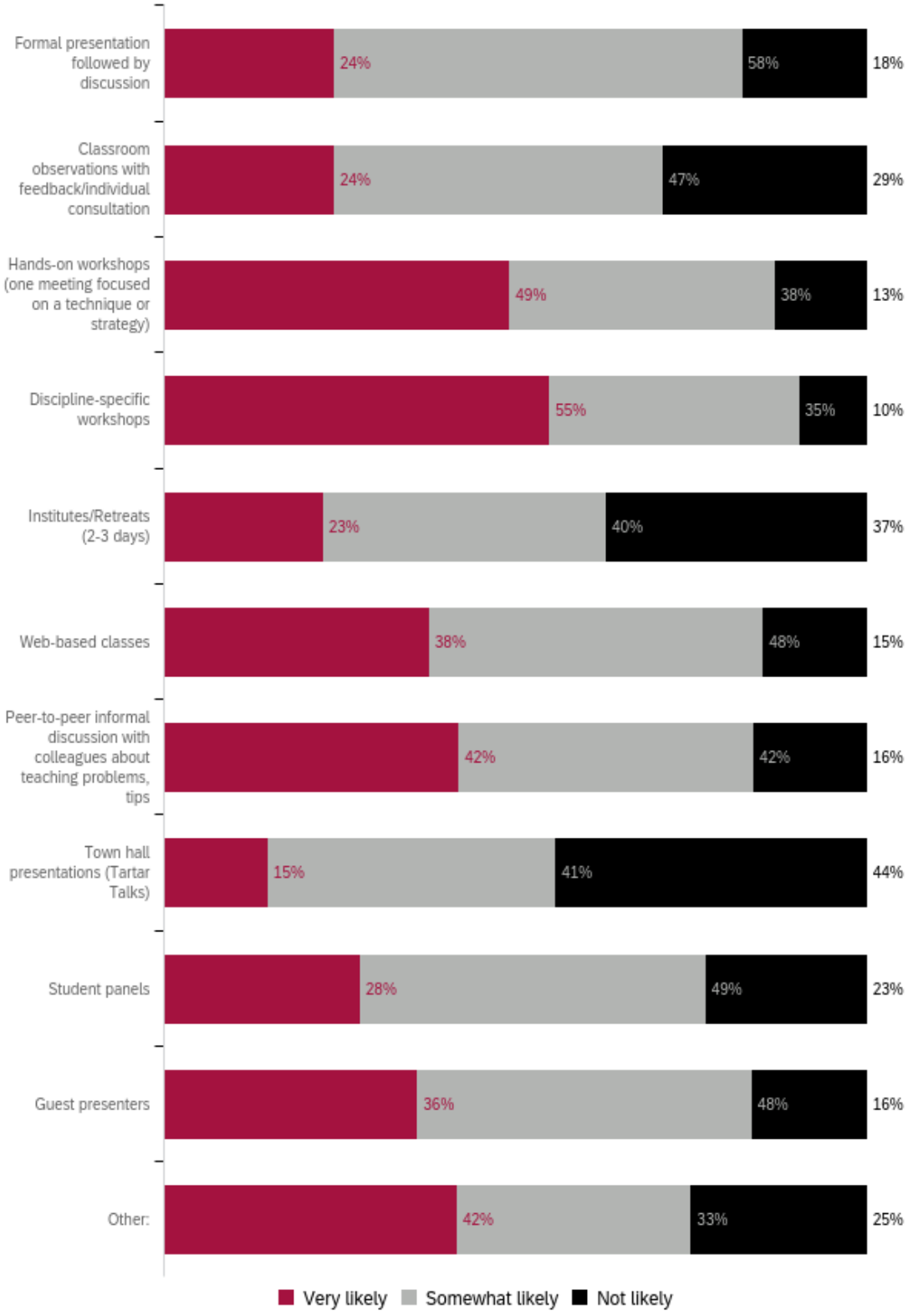
Professional Development for Leadership Skills[8]



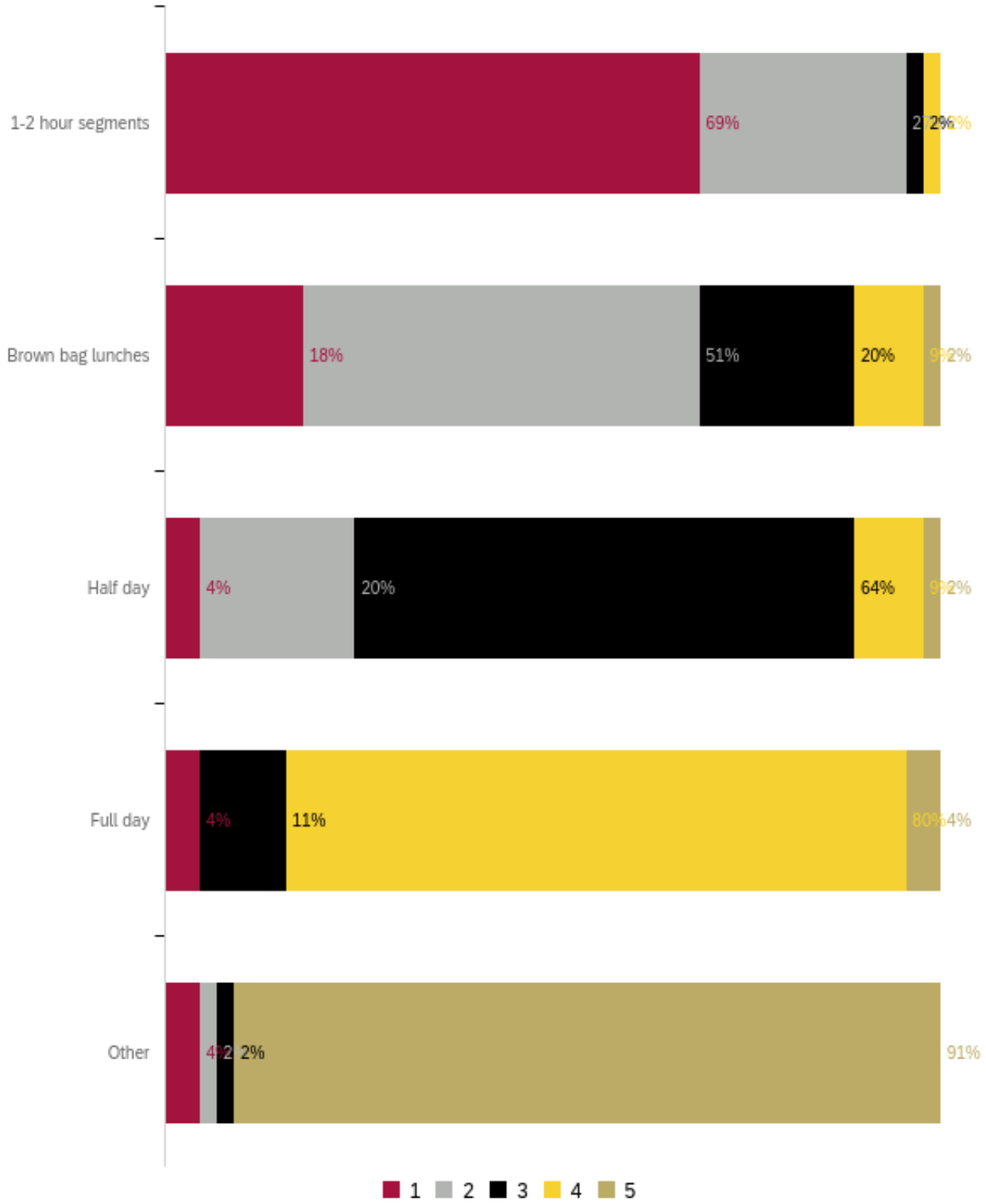
[8] "Other" responses listed in Appendix A


Managing meetings
21%
27%
18%
15%
19%
Increasing emotional intelligence to improve team effectiveness
31%
29%
19%
13%
8%
Building motivation and morale in the workplace
31%
31%
15%
15%
10%
Understanding your personal style (e.g., Myers-Briggs Type Indicator)
28%
22%
20%
16%
14%
Other:
9%
27%
18%
9%
36%
Great interest
Moderately high interest
Some interest
Little interest
No interest

Preferred Professional Development Format[9]

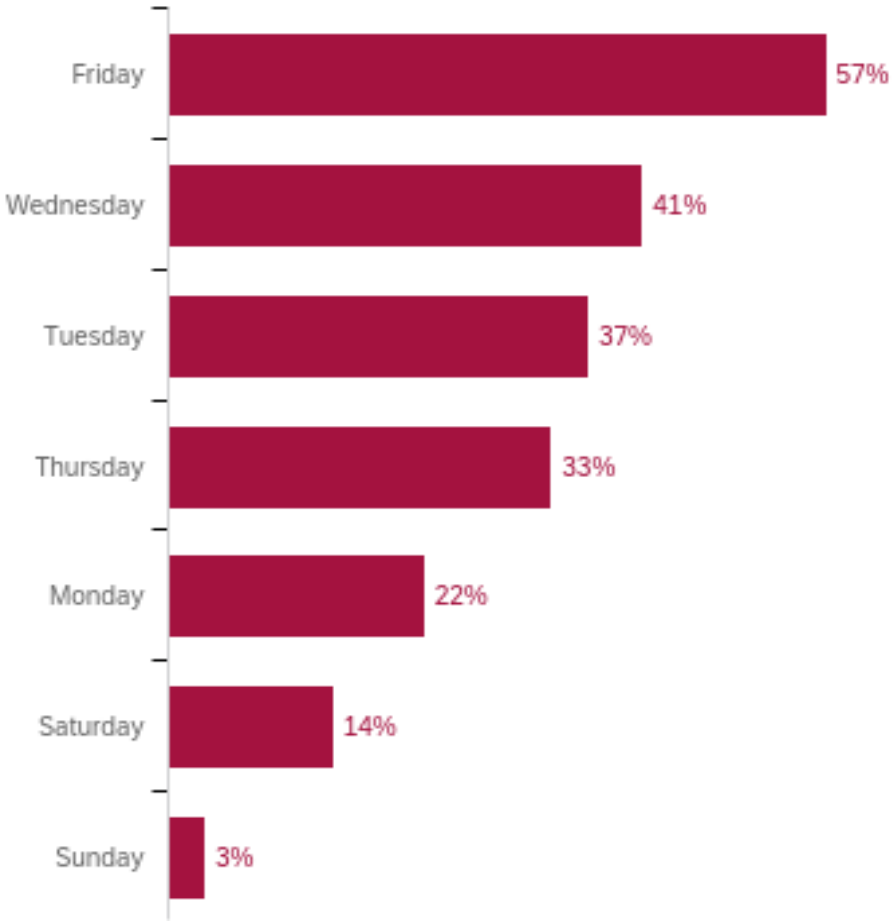


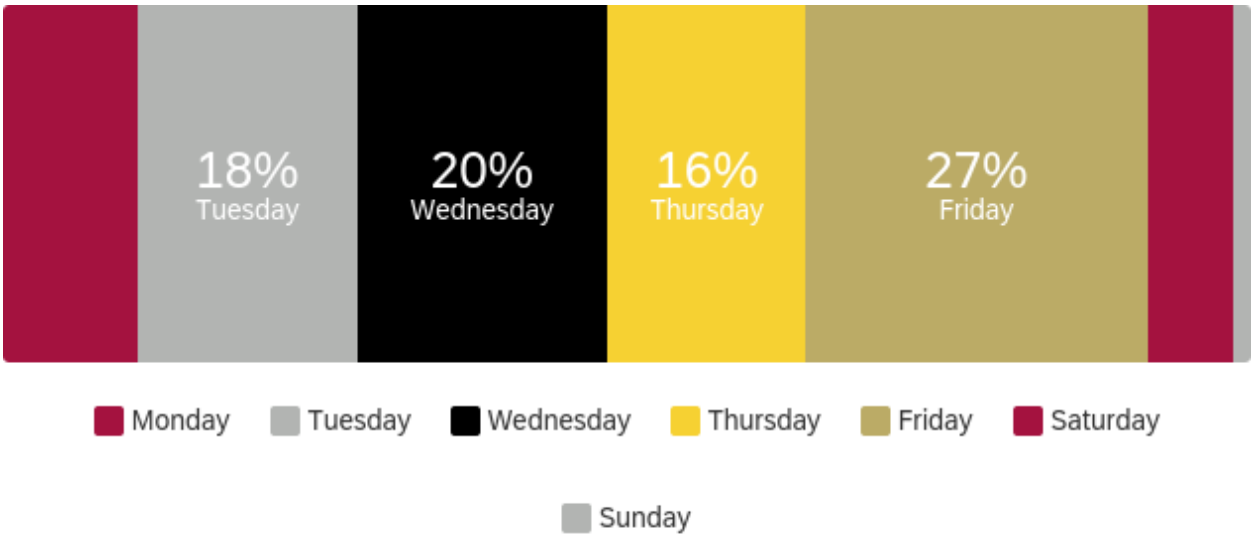
Preferred Format: Ranked 1 (first) to 5 (last)[10]



[10] "Other" responses listed in Appendix A

Preferred Day for Training





What do you need to enhance your career?

Summary:

The two most common themes from the 32 faculty responses are

- New-hire orientation, including policies and procedures, organizational chart, and student resources
- More pay and/or time for course redesign.

Many expressed an interest in specific types of training:

- Trauma-informed practices and DEI/allyship training
- Software and technology training, including managing an online classroom
- Team building for sharing best practices regarding student success
- Training in teaching- and counselor-specific elements, such as curriculum development and mental health screening
- Continuing education information and tuition reimbursement

Several respondents mentioned a concern with toxic work environment and bullying.

The remaining responses expressed a desire for improved course management software and lab equipment, guidance on retirement, and help with writing a CV and cover letter.

Responses:

- A functional course management software
- Professional Development on equity practices, CV and cover letter building, and any allyship workshops.
- I need to feel safe in my work enviroment. Given the consistent bullying and incivility by faculty/staff, I do not feel safe.
- More time
- More technology training. Perhaps creating videos.
- First I need a better understanding of how things operate at Compton College. For example, I had to meet directly with my Dean to learn about how my workload is calculated. This is something that maybe could have been learned in a new hire orientation. This is not the only topic that has come up where I need to seek out an individual when that individual's name or office could have been on a list that I could refer to. I had to seek out individual help with understanding my medical benefits, retirement benefits, reinstating a student into my class, the incomplete grade process and follow-up, and I am still wondering, after 2 years of online teaching, how I can have my high school students take my online exams while using Proctorio. After understanding more of the logistics, I would like to have an understanding of what the committees are, what they are expected to accomplish, and how they operate. As for personal growth, I would like more tools and understanding about curriculum development, project management, and using the Microsoft suite of applications to my advantage in the classroom and for project and curriculum development.
- I'm near retirement next 5-10 years. Investment plans
- Online sessions offered at least at two different days. Make the recordings easily accessible to faculty and staff on the school website.

- Working equipment in the skills lab
- More training during the middle of the week versus Fridays.
- Retreats with fellow practitioners to learn different approaches.
- More experience in online teaching
- Need course specific workshops.
- Trauma informed teaching training. Teaching with poverty in mind training.
- I would like to know more about technology and what other resources there are to aid students.
- Release time so that I am not overloaded with teaching and administrative duties.
- To work in a place where I don't have to feel I walk on egg shells to be an effective teacher. Reducing the level of toxicity in the workplace, retaliation, and microaggressions will help.
- I just want to continue receiving good workshops and trainings.
- Additional College Courses, Inculturation, and additional Team Building
- Greater tuition reimbursement for continuing education.
- A competent college president who speaks truthfully, who is accountable for the health of the institution, who understands and follows the law, and who ensures our students have most of the same opportunities as those at LBCC, ECC, Cerritos, etc.
- More time. Less emails (from you guys). More training for senate and for div dept chair positions. (more chairs).
    - Respect. Less bullying. But respect is stipends for the hard work we do.
    - MORE RELEASE time for positions. That is respectful!
    - Not forcing union to be in a year or more of negotiations (that is not respectful). Honoring our PT faculty with a significant raise.
    - OFFER the COLA raise without negotiations. Just OFFER it. Show respect. SHOW you HEAR us.
- Counselor specific trainings - Articulation, transfer process, mental health for non-clinicians.
- Different and new techniques
- Retirement

- time to apply what I am learning to my courses. To meaningfully redesign courses, lectures, and classroom activities takes HOURS. Even substituting a single new reading assignment can require revising/updating weeks of coursework.
- Better equipment
- more workshops on best practices to increase student retention, student participation as it applies to all subject and STEM
- More help from management. In all of the time I have been teaching at Compton College I have received 1 ream of paper and 1 bar of material when I needed 10. Nothing else. Yes, I have asked for lots of things. With effective communication with the IFI, everything except the ream of paper would be free to Compton College
- Information about masters programs
- I need more mentoring support from administrators and leadership such as 1-on-1 check-ins.
- Education: Doctorate in Nursing; I would like to learn another discipline-Mental Health

What support or learning opportunity would help you do your job better?

Summary:

Within the 34 responses, the primary themes are

- More time and/or money for course redesign or paid time off, including making the chair position 80-90% release time
- Addressing several facets of Dual Enrollment, including:
    - Communication with the home school
    - Addressing reading gaps and emotional immaturity
- Discipline-specific trainings, especially for STEM and counselors
- Training on Canvas and other software/tech

Less prevalent but still important concerns include

- Being “Student-ready” for “underprepared” students
- Desire for a mentorship with experienced professors
- Equipment in labs
- Adopting an AB705 support team
- Training on Student-Centered Learning
- Retirement and work/life balance

Responses:

- Availability Tutors for my courses
- I would like more discipline-specific offerings.
- Student-centered learning opportunities
- Addressing reading gaps for students. Teaching/working with the underprepared(and emotionally unready) high school students
- condensed number of areas of involvement for better focus and strengthening in the areas I'm involved in.
- Anything that has to do with technology.
- I'd like to be able to attend more conferences, seminars, webinars, etc. on topic related to my work, but I do not know what to do when the event occurs on a day, or on several days when I am expected to be teaching. For example, do I have to use my sick leave time for that in order to not miss getting paid for that day? Will it be ok for me to leave my students some work to do asynchronously while I am away or do I need to find a substitute?
- Meet faculty who have an interest in Fulbright Community College program
- Workshops on best practices specific to STEM.
- More flexible work life balance
- Control over classroom enrollment limit.
- A creative and professional environment for learning
- Several teaching modalities such as visual, oral & hands-on
- Increase in professional development monies. increase salary.
- Having working equipment and proper set of models in the classroom.
- I wish we were allocated some stipends for faculty to revamp their courses. The work is time-consuming, and there never seems to be enough time.
- If there was better communication between the instructor and the other members of the department then there could be more done or have the principal of the off-site location be better involved with the course offered.
- I need an assistant.
- Mentorship from effective professors at Compton. Effective feedback on my work so I can improve my teaching.
- Better training in Canvas

- Please continue with the excellent trainings and workshops, in order to obtain new knowledge, skills, and information to continue improving and developing my teaching abilities.
- None identified at this time: Would prefer to continue with Mentoring, Increased inculturation, and workship review.; Educational support
- Acquisition and training in current and emerging technologies.
- See previous response.
    - Respect for the hard work we are ALL doing. And do not punish us because there are some lazy faculty. Not everyone will be perfect and not everyone will be what you want but to punish the rest of us for that.
    - Make chair position 80-90 percent release time.
    - If you did that job you would want that.
- More opportunities to participate in trainings related to my role as a counselor.
- Learning about all the different resources that's available to still has that Compton College
- Retirement
- Compensated time to apply training. Real AB 705 support (a paid facilitator, a team that includes faculty, librarians, counselors, dual enrollment specialist, and DE support).
- Paid time off
- Learn how to adjust STEM curricula to account for students who do not read texts, do homework, do not ask questions during class, do not request more information when they do not understand a concept, do not use tutor resources, do not attend office hour, will not avail themselves of extra credit opportunities, will not take notes during class...
- Have activities offered more than one time at different times of the day.
- More help from management. In all of the time I have been teaching at Compton College I have received 1 ream of paper and 1 bar of material when I needed 10. Nothing else. Yes, I have asked for lots of things. With effective communication with the IFI, everything except the ream of paper would be free to Compton College
- I would like to learn another language-Spanish

- Portfolio Presentation

Is there anything else we should know to help build a robust, useful professional development offering?

Summary:

Two prevalent themes in the 11 responses are:

- Respect
- Flex time and stipend

Otherwise, there are calls for more diversity in guest speakers, shorter PD sessions, information and support regarding attending external conferences, and training for offsite teaching, among other concerns.

Responses:

- Nothing (14)
- Fix banner please

- This covered quite a bit. Outside conferences are also very helpful for everyone.
- A more realistic understanding of the reality of offsite teaching.
- Frequent offerings
- Relevant professional development that concludes while it's enjoyable... not protracted!!
- Please bring guest speakers with diverse backgrounds. Many professional development workshops are done by people who are very toxic and they are not practicing what they are presenting. There is a great need for effective communication, and increasing respect among colleagues. Leaders also need training to learn how to inspire us.
- Everything is excellent ! Good job! Thank you!
- See previous response.
    - Learn how to respect the people who work here.
    - We all are here because we LOVE this place and we LOVE our students.
    - Dale Carnegie - Lesson #2 - How to get people to do things? Make them WANT to do it!
    - That is rewarding with stipends! That is offering FLEX and stipends. El Camino knew that. Flex activities that helped anything from pedagogy to interaction was ALL shown that the school and admin respected our time and our professionalism and showed that respect through compensation of flex AND stipend.
    - Be an attentive listener - SHOW you have heard us through your (Curry) response. Show you heard us through action of a flex that is rewarded with flex time and stipend.
    - Show us you support the school and the functions it has by rewarding learning of how to be on Senate (and positions in Senate) and by rewarding learning how to be a chair.
    - And show us you heard us that the chair positions either need to be more at this current release time OR 80-100 release time (as so many other schools offer).
    - Be respectful.
    - Be respectful of our hard work and our time.

    - Be respectful of our professionalism.
- Continue to offer trainings remotely and at varies times of the day.
- Pilar Huffman is doing a great job!
- Have the option of attending workshops in-person on online

Appendix A: "Other" Responses

Ethnicity "Other responses:

- Novohispano
- Black/Native American

Non-participation "Other" responses:

- Nothing kept me from attending training (6)
- I have attended external PD (2)
- Attended the ones that were relevant and interesting to me
- Nothing- I did my PD, and more. This is a loaded question.
- FT @ LATTC
- Adjunct: not mandatory
- I'm unsure of how release time works. I have questions like how much release time is allowed. Do I need to find a substitute for my class or can I just have my students work virtually, asynchronously, while I'm away.
- scheduling conflict when everything is on a Friday. We can try to work on happy hour trainings during the week too...
- I completed all required hours and more.

PD for GPD "Other" responses:

- Technology Training
- Helping Students who are struggling with mental, emotional, and physical health issues during this trying time
- Internships
- Better communication between instruction, management, and IFI especially regarding needed lab resources
- Caseload management, campus wide metrics, faculty implementation of

PD for Teaching "Other" responses:

- Classroom management especially when some of us are now teaching high school students.

- There needs to options for Counseling and Library Faculty. There is no PD opportunities mentioned for these faculty groups. Our professional development needs are being ignored.
- Good practices as they apply to STEM
- How to get more off-site training in industry specific equipment being taught
- Developing a Sense of Belonging for LatinX students; Engaging Men of Color

PD for Technology "Other" responses:

- Advanced instruction in using the MS Suite
- Online active learning platforms for chemistry
- I currently have a working knowledge of zoom, canvas, and online testing (multiple platforms). I am currently integrating it into my classroom
- Proctorio
- Perusal
- Word
- Honorlock

PD for Policies and Procedures "Other" responses:

- Department and Division chair responsibilities

PD for Health and Wellness "Other" responses:

- ironic this category this we have bully climate (change that)

PD for Leadership Skills "Other" responses:

- again - ironic because of bully climate on campus

PD Format "Other" responses:

- Zoom meetings
- all must have flex and stipend (not either or)
- time to implement PD

- We need to redesign Tartar Talks to be more collaborative. When I attend, it feels like I am just hearing updates regarding the President's weekly updates. I would like for both Academic Affairs and Student Services to use the time to collaborate in this space.

PD Format (types of trainings) "Other" responses:

- Different days of the week and times. Like a happy hour from 3-6 instead of every Friday from 9-11
- half day with lunch and stipend and flex (not either or)
- anything less than 1/2 day - full day (that's bad pedagogy)
- 1 to 2 hour Remote ZOOM
- Annual Institute; Monthly Town halls