Santa Ana College
Results of the Faculty Professional Development Needs Survey
Winter Convocation, January 2011
N=133

Of the professional development experiences you've had in the last three years, which have been the most valuable or useful to you in your teaching?

Classroom strategies
- On-course training (19)
- Reading apprenticeship and reading strategies (19)
- Neuroscience and learning theory (with Judy Willis) (9)
- The workshop conducted by the Basic Skills Group (3)
- Classroom discipline and dealing with difficult students (3)
- Workshops that focus on teaching strategies (2)
- Attending conference on my subject matter and teaching topics (2)
- I recall the one on rubrics being very important.
- Activities in the classroom to deliver lecture materials.
- Content specifics
- Active learning, formulate assessment
- Specific strategies for online teaching
- Definitely last spring and today – reading apprenticeship and the concrete examples shared.
- Thank you….this was an awesome activity/day.
- I find activities that help learners with challenges to be the best
- How to motivate students

Technology
- Integration of technology (such as PowerPoint and blackboard) (6)
- The innovative use of technology for content specific to department (2)
- New online system adopted by college
- We need good working technology like Web Access/DOC cameras in every classroom

Professional Organizations
- Regional, state and national conferences (2)
- Conferences and workshops that are affiliated with professional organizations (2)
- Attending manufacturing training

Faculty Support
- Small group discussion of classroom strategies, problems, etc.(6)
- Best practices shared at Freshman Experience monthly meetings (3)
- Division meetings
- Listening & learning from my colleagues
- Pedagogy with participation between faculty
- The general conversations on activities such as reading apprenticeship, on-course, BSI have caused reflection about teaching and experimentation with different classroom strategies.
- Hands-on training with like-minded people

College-wide activities
- Today's workshop (14)
- I thought this convocation was one of the most beneficial because it brought student success as a college-wide responsibility, with simple strategies that have a huge impact but do not overwhelm faculty
- What works at SAC
- The iceberg training
- Most valuable to me was the Academic Senate retreat, but it didn't help my teaching
- I think students' comments were essential to setting the foundation for today

Others
- CPR training (2)
- Usually just one concept from a presentation sparks some interest
- Senior moment – what professional development
- Process versus content presentation
- Coursework on sabbatical
- On-course training, Santa Barbara DLAs
- Workshops, hands-on with follow-up
- In-service short seminars, presentations
- Taking classes at other schools
- CMC[3]
- CATESOL workshops
- Earthquake training last year was great
- The professional development in the last few years has been much less fruitful than it was earlier in my career. It generally seems to have turned around lately though
- Reticular activity system

What kinds of professional development, training or information would be most beneficial to you in your classroom instruction?

<u>Classroom Strategies</u>
- Orientation for instructional technology and tools for classroom technology (Blackboard, PowerPoint, CurriuNet) (19)
- Strategies for teaching reading comprehension and writing skills (12)
- How to motivate students and retain them (9)
- How to use my reading text more effectively (3)
- Teaching techniques (3)
- Strategies for basic skills that would be tailored to my discipline (3)
- How to assess and provide feedback on student writing (3)
- Test-taking strategies, critical thinking skills and tips on writing and research skills (2)
- Subject-specific trick/pedagogical methods (2)
- Student retention (2)
- Facilitating more in class discussion (2)
- Study skills (2)
- Classroom group activities (2)
- creative teaching strategies courses
- Classroom assessment techniques
- Classroom discipline
- Workshop with assignment and follow up and chance to practice with feedback
- On course and more speakers like Judy Willis
- Student centered learning
- Best practices to get students to work harder and more engagement (9)
- Best practices on research-based activities
- How to grade/construct papers to help students (guide writing skills)
- Provide more training with communications
- Less reliance on traditional lecture
- Improving students' verbal communication skills
- Writing skills
- Best practices
- Capitalize on success in each course – share assignments and activities
- Instructional scaffolding
- Training on teaching strategies would be valuable
- Test generation, rubric for grading
- Modeling strategies that work
- More on learning theory
- Patience, listening, and speaking
- More training in Reading Apprenticeship and On-Course
- New methods of presenting information
- Strategies I can practice during workshop and use them in the classroom
- Cognitive thinking involving students

Faculty support
- More small group discussions by colleagues (8)
- More sharing of "best practices" (7)
- Small group interaction with other faculty to share best practices (5)
- Interaction and interface with other faculty and new pedagogy
- Brainstorming session with other faculty who teach the same topics
- Routinely we should have a review of administrative procedures as a necessary for incoming faculty and refresher for continuing faculty

Technology
- Coping with students' cultural connection in technology and how to use this culture effectively in teaching.
- Demonstrational videos
- Online class development
- How to get the most out of mediated classrooms. How to translate those methods to unmediated classrooms.
- I like webinars – 1 hour or less that allow me to do professional development and still get my job done.
- Lecture capture for online
- Assignment outside of classroom; effective discussion boards

Others
- Workshops such as the ones today (3)
- Bringing in experts in the field to teach (2)
- UCI lecture series
- Time in department committees
- Resources (online or text) that can bolster lecture/learning
- More presentation from Leti
- seminars
- Faculty tools
- Ethics
- Conferences that deal with current issues in field
- How to write a grant proposal effectively.
- More student panels – less formals ones…let us submit questions to the students

What kinds of professional development, training or information would be most beneficial to your department?

<u>Classroom Activities</u>
- Best practice strategies (11)
- Reading strategies training (3)
- Interpersonal skills (3)
- Reading and writing strategies (3)
- How to create opportunities to share teaching strategies successes (2)
- How to help writing in others discipline as well as our own (2)
- Writing skills within course content (2)
- Research statistics for our department: course completion rates and then short 1-2 hour training of reading strategies (2)
- Social science statistics
- How to grade/construct papers to help students (guild paper skills) consistently
- Assessment training for student centered outcomes for specific course
- Cooperative learning strategies
- Learning theory
- Counseling strategies for older students
- Working more successfully with students with acquired brain injuries
- Evaluation research
- Student Learning Outcomes (SLOs)
- Test preparation strategies, test anxiety and critical thinking skill training
- Content specifics
- Math and writing skills
- Student-centered learning
- Training on teaching strategies would be valuable at all levels.
- Skill developing
- Best Practices, sharing, speakers/workshops
- Strategies for more effective recruitment
- Small group-small steps accountability

<u>Faculty Support</u>
- Information on productive relationships, promoting teamwork (4)
- Training on how to run and organize meetings to be more efficient and focused (2)
- Informal discussions (2)
- More involvement with all faculty (full and part-time) regarding student success (2)
- Curriculum development support & updates (2)
- Problem-solving with colleagues, feedback from students (2)
- Opportunity for training of adjunct faculty
- More time to meet
- Providing a printed sheet of all full-time and part-time instructors with their photo and what they teach
- Training for new programs
- It would be beneficial to our department to be included in administrative decision and process. We're had 6 or 7 rotating administrators, most of whom don't want us and we have no vision for bringing the library forward
- Orientation on different programs, forms, resources available to instructors

Student Support

-   How to motivate student. We need to know what others on campus are doing so we can learn from them. (3)
-   Classroom disciplines (2)
-   Student retention skills (2)
-   Knowing and understanding all of the services that are available to help students
-   More efficient/effective ways to provide support to students
-   Strategies for more student participation
-   How to deal with difficult students
-   Addressing special needs of students

Technology

-   Use of technology and applications (2)
-   Use blackboard and technology
-   Making lab demonstrations more efficient
-   Regular training on technology and instructional practices, etc.
-   Updates of technology and applications
-   Using effective online learning systems
-   Blackboard testing and quizzes, online course development

Others

-   Understanding the demographics of our students and local community
-   Presentation by a sale representative of the material associated with textbook
-   Keep offering seminars
-   Overview of grant process to fund more work like today
-   Textbook management and tutorials
-   How to write grant proposal effectively
-   Topics on student services and how we can best support our students and faculty
-   Simulation
-   Evaluation techniques
-   Academic senate training
-   To know what each other is doing to capitalize on success in each course – share assignments, activities
-   Esteem and pride
-   Industry liaison
-   Conferences dealing with current issues in accounting
-   More options in scheduling
-   CCC conference

What kinds of professional development, training or information would be most beneficial to faculty across the institution?

Classroom Strategies
- Share teaching strategies for student success (7)
- Student basic skills improvement (3)
- Writing across disciplines (3)
- Discussing classroom management techniques to foster good student conduct (3)
- Understanding of challenges that affect all of our students (2)
- Modeling reading apprenticeship strategies that work (2)
- On-course training (2)
- How to grade papers and help students build writing skills
- Evaluation research
- Communication techniques
- Retention strategies
- Strategies that can be used/modified for any disciplines and examples of how to use them
- How to create a student-centered classroom
- How to create writing assignments and grade efficiently
- How to integrate basic skills in a seamless way

Professional Organization
- Guest motivational speakers (4)
- Convocations such as this one (4)
- Workshops (2)
- Scheduled classes for professional growth
- Ways for faculty to be effective teachers
- To attend professional conferences
- General things to know that could help you within your workplace
- More range of staff development topics (2)
- Presentations on a single topic
- CPR training, emergency preparedness
- Role of community colleges in educational/vocational hierarchy
- What other colleges in our state are doing in the different academic areas

Faculty Support
- Informal, regular interaction and discussion with colleagues (6)
- To engage in more discussion on what we can do to enhance reading and writing (5)
- Small group workshops (4)
- A chance for departments/divisions to present to all "what we wish you all know" (3)
- Increased awareness of what others are doing in the classroom (2)
- Increase awareness of students that may be manifesting mental health issues and need appropriate referrals
- Inter-discipline respect and tolerance
- Routinely review administrative procedures for incoming faculty and refresher for continuing faculty
- Would like to share with all departments eligibility requirement for a 2-year college transfer
- Anything to get faculty from different division to interact would be helpful
- Developing a culture of communication

Technology
- Technology use (2)
- Online maintenance of classes
- Technology and administrative support
- Social media use in classroom

Others
- In a 3-hour program, no more than one hour with the whole college faculty
- Active listening
- Understanding all of the services available to help students
- Offering "college life/college expectations" workshops to all students entering
- Universal design
- Flex activities
- Creating student cohorts
- Textbook engagement, schema activation

In what formats or forums would you like to receive this professional development, training or information?

- Small group discussions with colleagues (26)
- Short workshop instruction (20)
- Online, cd's, downloads, webinars (18)
- At the beginning of semester is great (13)
- Flex week (8)
- Division and department meetings for more specialized development if there was a process for developing and paying for such events (7)
- One-to-one training (5)
- Emails, Eblast (5)
- Start of semester as done today with follow-up during the semester (4)
- Professional development workshops offered throughout semester (for both full-time and part-time faculty), but advertise well in advance (3)
- Video resources, web delivered, interactive sessions (3)
- Staff development meetings (2)
- Break out groups with others who teach similar subjects (2)
- Conferences and seminars (2)
- Hands-on, classroom, social networking (2)
- Business colleagues
- Friday mornings, weekday afternoons
- Lunch-and-Learn sessions
- Leadership institute as recommended by the Academic Senate
- Large group
- Funding to attend regional/national conferences
- More "time sensitive" instruction methods

Would you be willing to participate in a Faculty Interest Group with other faculty members who have indicated professional interests similar to yours?

- 81%   Yes
- 6%   No
- 13%   Maybe, if time permits

Percent of respondents who indicated interest in the following faculty development topics:

- 50%   Reading strategies based on the Reading Apprenticeship model
- 48%   Active learning strategies
- 46%   Cognitive strategies in reading, writing and math
- 46%   Study skills
- 46%   Problem-solving and critical thinking skills
- 45%   Active learning strategies
- 43%   Students' attitude and affect/motivation and engagement
- 40%   Reading/writing integration
- 39%   Brain-based learning
- 39%   Student self-directed learning
- 36%   On Course strategies for student success
- 30%   Writing across the curriculum
- 29%   Six-trait scoring for written assignments
- 29%   Shared instructional strategies within disciplines
- 28%   Instructional scaffolding
- 27%   Cognitive and metacognitive strategies
- 26%   Shared instructional strategies across disciplines
- 24%   Learning-centered instruction
- 21%   Strategies for early intervention and support for struggling students
- 21%   Cross-cultural dialogue
- 20%   Capitalizing on life experiences of students
- 20%   Enhanced feedback to students
- 19%   Non-academic barriers to academic success
- 17%   Social integration/identification w/college
- 16%   Culturally-sensitive instruction
- 11%   Math strategies
- 10%   Structured/sequenced instruction for skill and knowledge development

  <u>Other topics of interest</u>:
  - project based learning activities
  - verbal communication skills, accent reduction
  - professional growth
  - teaching efficiently: using class time and preparation time most effectively,
  - Emergency preparedness, CPR, lifesaving
  - Technology based instruction (as supplemental tools)
  - Universal design in curriculum development
  - Managing grading strategies
  - Use of social network in higher education
  - Set standards, expectations structure, discipline, enthusiastic, passion, follow-up on grades and assignments, take a personal interest.