Santa Ana College
Results of the Faculty Professional Development Survey, Fall 2012
August 28, 2012

Compiled by the RSCCD Research Department

To ensure the college put together the most effective professional development for faculty, the College asked faculty during the Fall 2012 convocation for their input. One hundred twenty-three faculty gave their opinions on the subject. Overall, among many activities indication, faculty overwhelming would like to learn strategies to "integrate new technologies into the classroom instruction" and "make teaching fun" for their students and for themselves. They are also very interested in having professional development via online. Detailed responses are below:

Days and times respondents would most likely be available to attend a professional development workshop (respondents selected all that applies):

- 23%   Late Monday afternoons
- 25%   Late Tuesday afternoons
- 24%   Late Wednesday afternoons
- 26%   Late Thursday afternoons
- 34%   Friday mornings
- 3%   Other (Friday afternoon (2); Tuesday mornings (1); none of these work with my school schedule (1))

Topics respondents would like to have included in the 2012-2013 professional development program (respondents selected top three topics):

- 41%   Integrating new technologies into classroom instruction
- 40%   Strategies to make your teaching fun for yourself and your students
- 30%   Problem solving and critical thinking skills
- 28%   Classroom research and SLOs
- 28%   Students' attitude and affect/motivation and engagement
- 27%   Effective strategies for developing rubrics
- 24%   Early intervention and support for struggling students
- 22%   Cross discipline collaboration
- 19%   Techniques for writing assignments
- 17%   Strategies for helping veterans
- 16%   Assisting students with disabilities
- 15%   How to help students develop academic vocabulary
- 12%   Teaching math concepts across the curriculum
- 2%   Other (Blackboard; emergency procedure/life saving procedures)

Respondents' interest in online professional development:

    37%   Very Interested
    33%   Somewhat Interested
    21%   Interested
     9%   Not Interested

Professional development, training or information respondents wanted to share with their colleagues and students:

– Helping students with disabilities (2)
– Integrating technology into the curriculum. (2)
– Crucial Conversations by VitalSmart
– Fitness/Health topics
– CCC Confer aka how to use online conference room; apps for education for tablets (iPad)
– Creating department funds for student needs such as books, registration funding, workshop registrations
– Improving student reading and writing; online lesson resources
– Raising the bar in Continuing Ed (Transfer to Level)
– Tour of the labs: Math Center, Reading/Writing Center, Academic Computing, etc. What happens in these places? Are they open to all students or, for example, does a student need to be enrolled in an English class to use the writing lab?
– Meeting the need of English language students in our academic support services; more technology
– Rights and roles of faculty regarding shared governance, course redesign and acceleration
– Assessment practices for SLO's
– Writing for Fine Arts
– How to reduce the growing bureaucracy being dumped on faculty under the phrase "community college leadership"? Our filing cabinets will get fatter under such "leadership." Unless checked, this pattern will suffocate creativity.
– More resources for students, easy directory online for students to find resources or services, scholarship tool to search web for scholarships for all students
– Health and/or wellness training
– On Course, Reading Apprenticeship
– O.E.R.
– Psychiatric emergencies with students on campus
– Faculty or campus showing off "RESTREPO" with VetPanel to better understand vets experience (some of our students are profiled in video); a series of three informational cross discipline discussions at Old Ship (begin of semester to "plan," second to see how it's going and third to see how it went); open classroom, observe classes using alternate teaching methods; classroom assessment; TEDED FLIPS- online resources for faculty; challenge-based learning; integration of web skills into curriculum and teach effectively; facilitate round table, best practices workshops, active learning technology.