

Professional Development Survey 2017 Outcomes

Report Prepared by Santa Ana College Research

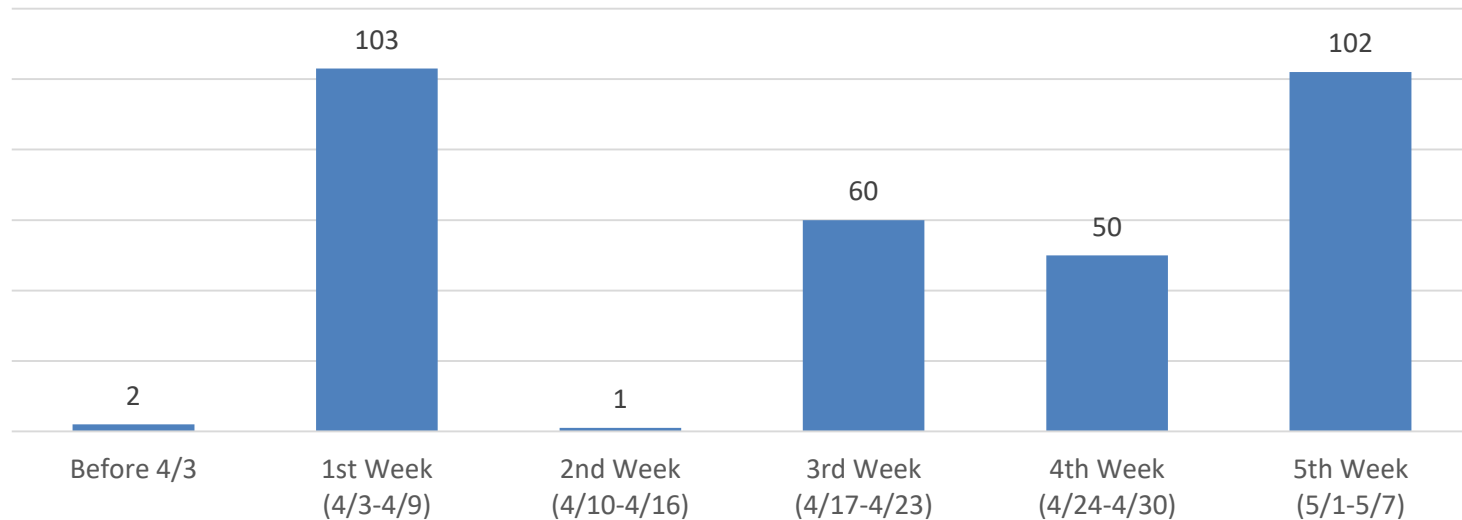


Report Prepared by: Yan Ma, M.A.
5/19/2017

Summary

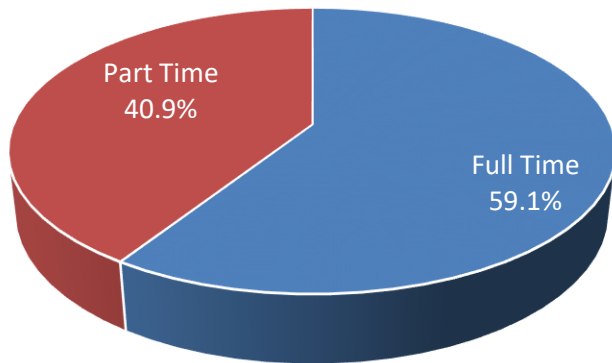
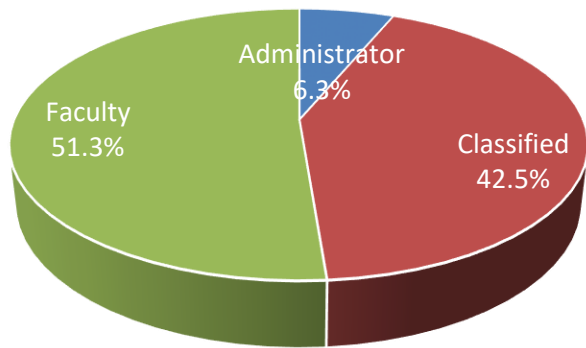
- The survey started on April 3rd and was closed on May 7th
- Participants: SAC staff (including CEC staff)
- Received 318 responses (including 2 responses received before the survey was sent out to all SAC staff).

of Responses Received by Week

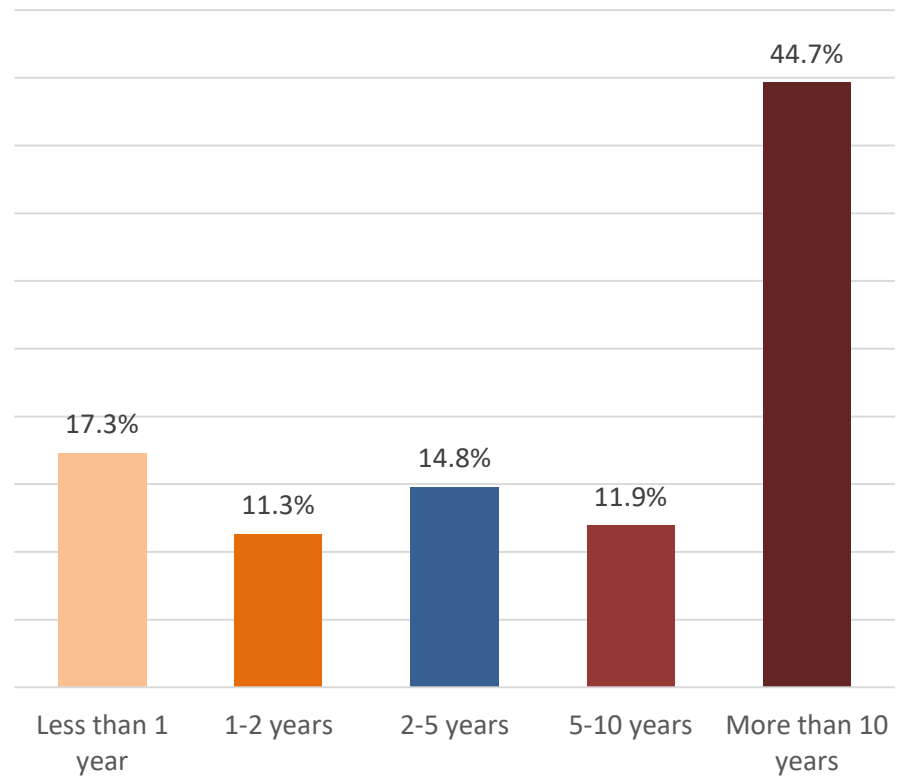


Demographic of Participants (N=318)

Staff Type

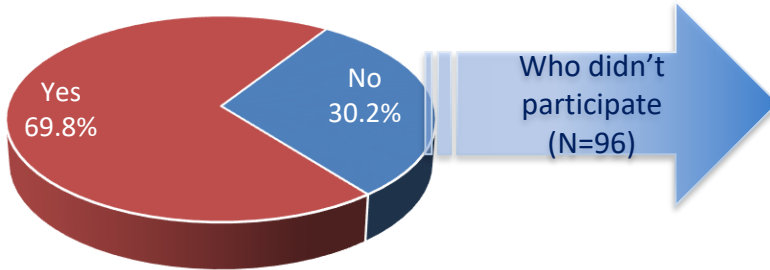


How long have you been working at RSCCD



Past Experience with Professional Development Activities

During the last 12 months, did you participate in any professional development activities organized by SAC? (N=318)



Why didn't you participate in any professional development activities provided by SAC in the last 12 months?

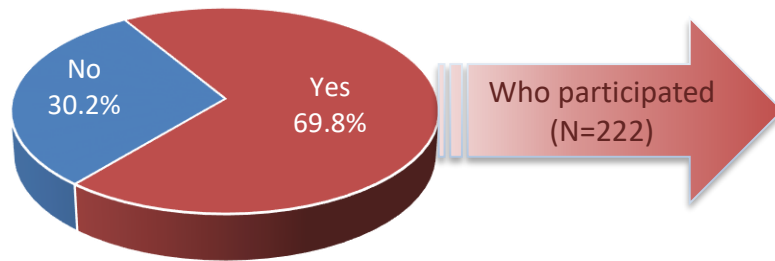


- 30.2% of participants indicated that they didn't attend in any professional development activities during the last 12 months.
- "Professional development trainings conflicted with my work schedule." and "I didn't have time because of personal reasons." are the top 2 reasons for both classified and faculty and both full-time and part-time staff.

Other reasons:

- Some indicated that they are new employees and just started their position at SAC .
- Some indicated that their workload didn't allow them to participate in the professional development.

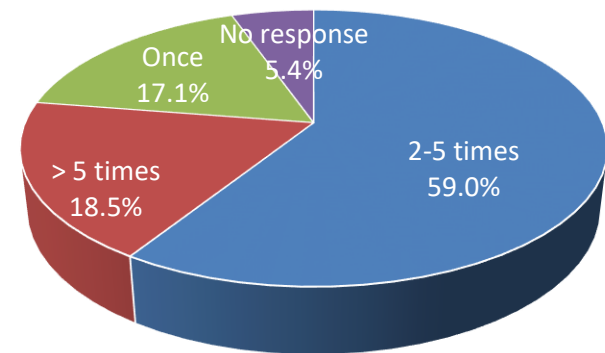
During the last 12 months, did you participate in any professional development activities organized by SAC? (N=318)



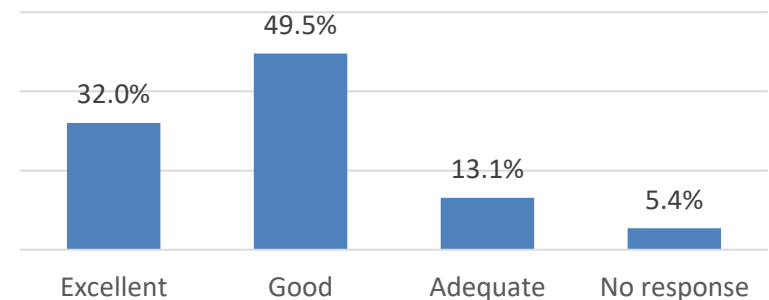
- 69.8% of participants attended professional development activities during the last 12 months.
- 77.5% of them attended more than once and 81.5% of them think the activities are “Good” or “Excellent”.
- Top professional development activities that recognized by staff as useful or memorable:

	# of Responses
StrenghtQuest	12
Convocation	6
Kimberly Papillon: The Neuroscience of Decision	
Making in Higher Education	6
Leadership	6
OER training	6
AB 540 Ally training	5
Research Department Presentation/Workshop	4
Adjunct Institute	4
Book of the Year	3
Safety	3

How many professional development activities have you participated in during the last 12 months at SAC?

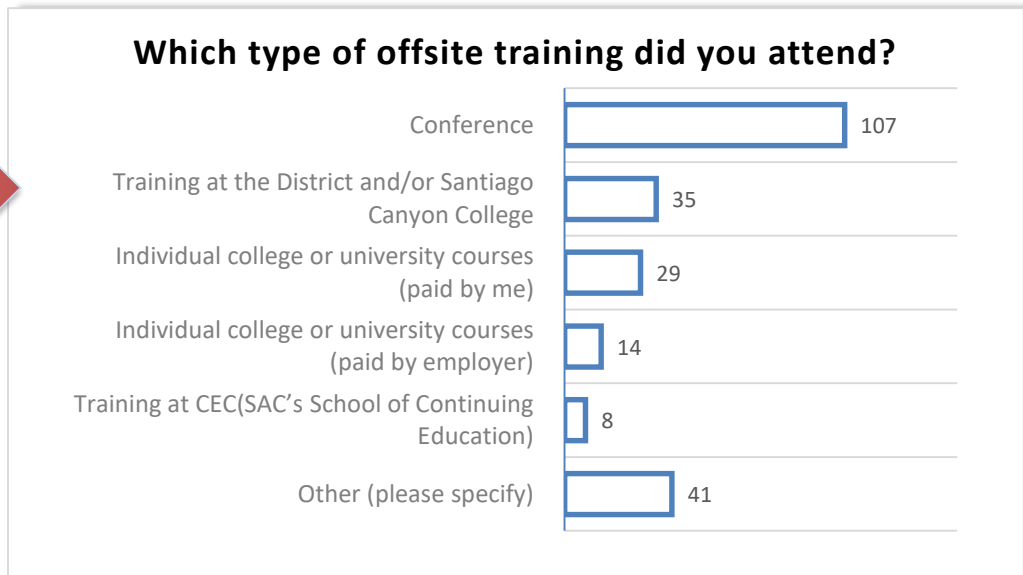
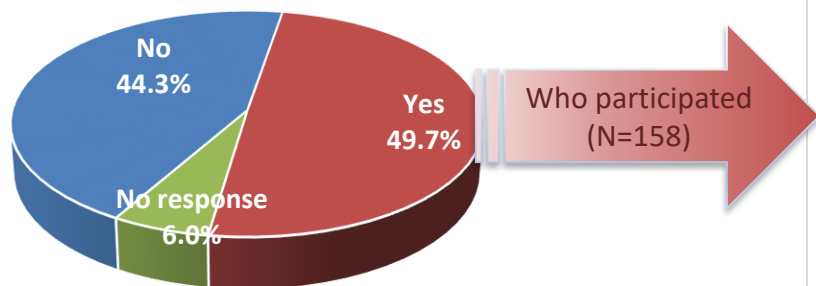


Overall, how would you rate the quality of the professional development activities provided by SAC?

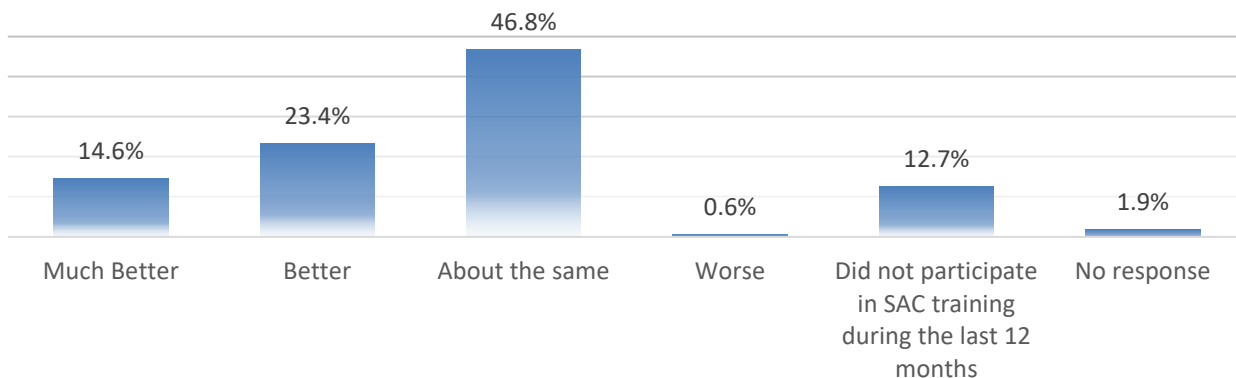


* No responses for “Poor” or “Unacceptable”.

Have you participated in any professional development activities outside of SAC (main campus or CEC) within the last 12 months? (N=318)



How did your experience in outside professional development activities compare to SAC's?



- Conference is the training type that staff attended the most outside of SAC.
- 38% of them think the professional development activities they participated outside of SAC are "Better" or "Much better" compared to SAC's; while 46.8% of them think they are "About the same".

* No responses for "Much Worse".

Needs for Future Professional Development Activities

Please mark all the topics of interest to you for upcoming professional development activities.

- Both classified and faculty marked “Technical Skills” training as the most needed.
- Other topics that were marked by both classified and staff among top 10 are as below:
 - How to work with students with psychological/emotional concerns
 - Understanding the students and community we serve
 - Department cross training
 - Workplace Health and Wellness

Top 10 activities marked by classified (N= 135)	# of participants marked
Technical skills (e.g. computer, software)	59
Leadership skills	56
How to work with students with psychological/ emotional concerns	47
Communication and interaction in the workplace	45
Conflict management	44
Understanding the students and community we serve	41
Managing difficult interpersonal relationships in the workplace	38
Identifying and preparing for career advancement opportunities	37
Department cross training	37
Workplace Health and Wellness	36
Emergency preparedness and safety at the workplace	32

Top 10 activities marked by faculty (N= 163)	# of participants marked
Technical skills (e.g. computer, software)	65
Knowledge and understanding of instructional practices in my main subject field(s)	52
Student assessment practices	48
Teaching from an equity minded perspective	48
Understanding the students and community we serve	44
Teaching in a multicultural setting	43
Teaching students with disabilities	42
Determining and assessing student learning outcomes in my main subject field(s)	41
Leadership skills	39
How to work with students with psychological/ emotional concerns	39
Department cross training	39

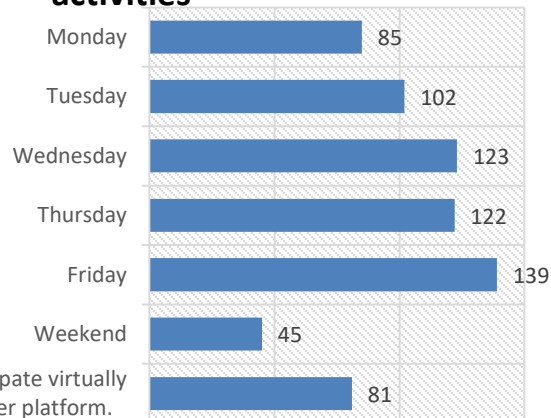
* See Appendix I and II on the last few pages for the full list.

Needs for Future Professional Development Activities

- “Lunch” and “Multiple sessions at different times of day” were selected as the most effective incentives that motivate staff to participate in professional development.
- Friday and Afternoon are preferred by most of the staff.

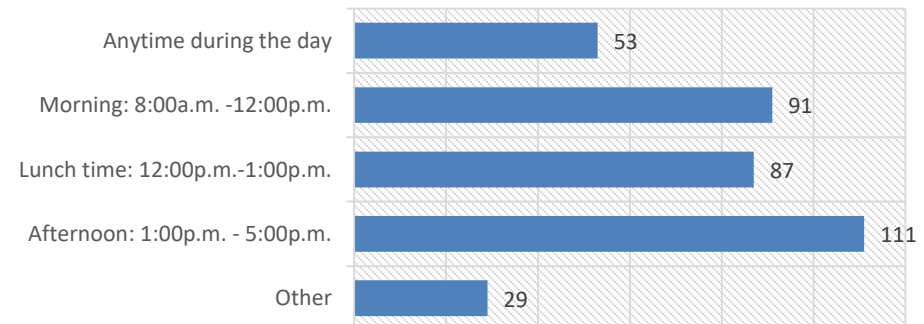


Days you prefer for professional development activities



At various times if I can participate virtually through CCC Confer or another platform.

The time of day that is best for you to participate in professional development activities



Some Additional Comments for Future Professional Development

- I appreciate the opportunities for professional development provided at SAC. I wish more staff attended.
- I would appreciate some guidelines on how much training to allow staff to do, especially if there are types who will "grab" at anything to get out of their work assignments. Also, please include standard messaging in professional development announcements that instruct staff to first discuss with their supervisors to ensure that the subject is appropriate and/or related to their work scope and that the timing is such that it does not impact deadline-driven workflow. If it is NOT related to their work assignments in any way, are staff told to use vacation time to attend such trainings?
- Provide Continuing Education credit hours for professional.
- Sexual Harassment laws and procedures need to be given greater consideration at all levels at RSCCD.
- Discipline-specific workshops with other colleges.
- Offer paid hours for part-time faculty
- Understanding personality styles and how to communicate with them.
- As a newer employee, it is difficult to take advantage of trainings during work hours since there is very little vacation accumulated within first few months.

Source and Department Information



SANTA ANA COLLEGE

Research

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Research Analyst

Data Source Information

Appendix I: topics of interest for coming professional development activities

From Classified (N= 135)	# of participants mark
Technical skills (e.g. computer, software)	59
Leadership skills	56
How to work with students with psychological/ emotional concerns	47
Communication and interaction in the workplace	45
Conflict management	44
Understanding the students and community we serve	41
Managing difficult interpersonal relationships in the workplace	38
Identifying and preparing for career advancement opportunities	37
Department cross training	37
Workplace Health and Wellness	36
Emergency preparedness and safety at the workplace	32
Writing for the workplace	31
Project management	27
College management and administration	24
Student assessment practices	23
Teaching students with disabilities	23
Client relationship management	20
Teaching in a multicultural setting	16
Knowledge and understanding of my main subject field(s)	15
Dialogue circles to discuss issues related to equity, diversity, and race relations on campus	15
Determining and assessing student learning outcomes in my main subject field(s)	13
How to address conduct issues in the class and protocol for obtaining campus support	11
Classroom management	10
Teaching from an equity minded perspective	9
Knowledge and understanding of instructional practices in my main subject field(s)	8
Other	7
Faculty mentoring by discipline experts	6

Appendix I: topics of interest for coming professional development activities

From faculty (N= 163)	# of participants marked
Technical skills (e.g. computer, software)	65
Knowledge and understanding of instructional practices in my main subject field(s)	52
Student assessment practices	48
Teaching from an equity minded perspective	48
Understanding the students and community we serve	44
Teaching in a multicultural setting	43
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Dialogue circles to discuss issues related to equity, diversity, and race relations on campus	31
Faculty mentoring by discipline experts	31
Emergency preparedness and safety at the workplace	29
Workplace Health and Wellness	27
How to address conduct issues in the class and protocol for obtaining campus support	25
Identifying and preparing for career advancement opportunities	19
Project management	19
College management and administration	19
Communication and interaction in the workplace	18
Managing difficult interpersonal relationships in the workplace	17
Other (please specify) ³	16
Conflict management	15
Writing for the workplace	9
Client relationship management	7

Appendix II: Other topics of interest for coming professional development activities (which are not on the list we provided)

From Classified

Anything related to Deafness/Hard of Hearing, and Sign Language Interpreting

Processes that change at District Level to be conveyed to college level - end users.

Take advantage of online resources, encourage staff to help each other, promote continuing education

From Faculty

Basic Website skills so we can update our Dept/Div Websites and Basic Ongoing Conversational Spanish or Vietnamese Language

Canvas migration

discussion facilitation strategies useful for teaching a diverse student population

Immigration Laws

practical trainings on handling the workflow, esp paperwork

Reading Apprenticeship

Strategies, pros and cons of how to handle cell phones in the classroom

StrengthsQuest

Supporting Veterans

Teaching leadership skills to students

Teaching Millennials

Teaching online class

understanding the contract for faculty

writing grants