



# Compton College Faculty Professional Development Needs Assessment- Spring 2024

Distribution: N = 290 | n = 48 | Response rate = 16.6%

## Analysis of the survey results

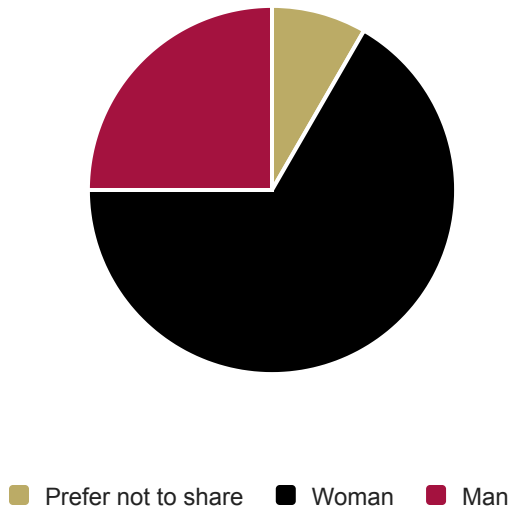
### Quantitative Summary

- This survey had a **response rate of 16.6%**, however, full-time faculty were overrepresented: 78% of respondents but only 50% of all faculty. This means that the responses are generally representative of full-time faculty, but not necessarily adjunct faculty.
- Most respondents are **Black (29%) or Latino/a/x (24%)**, a representative sample of the general Black (31%) and Latino/a/x (23%) faculty population.
- **Almost a third (29%)** of respondents have worked at Compton College for **fewer than 5 years**, and **58% have fewer than 11 years** at this institution.
- **Counselors and librarians had extremely low response rates**, therefore their responses cannot be generalized.
- The most common reason for not attending PD training was “**scheduling conflict**” (83%).
- Almost half of respondents (48%) reported attending over 21 hours of training last academic year with **only 5% reporting zero PD training hours**.
- Faculty report a **great interest in training for Cultural Responsiveness and Data Utilization**, especially “implementing **culturally responsive practices** in their role” (83%) and “integrating cultural responsiveness **into teaching and support services**” (80%).
- The topics of interest in the category of enhancing teaching were:
  - **Teaching “underprepared” students (90%)**
  - Teaching students how to learn (89%)
  - Identifying and **maximizing your teaching style** (88%)
  - **Learner-centered teaching** (84%)
  - **Designing learning** (i.e., aligning goals, methods, assessments) (82%)
- Regarding curriculum development, faculty are interested in “Identifying **individual student needs**” (77%), “Developing and implementing **interdisciplinary courses** (71%), and “Integrating **career exploration** in curriculum (71%). ([See CCSSE 2023 report, pg.12](#)).
- Faculty interest in **enhancing diversity and inclusion** in the classroom focused on:
  - **Inclusive teaching** practices (76%)
  - Working with **students with disabilities** (73%)
  - Using **data to identify equity** concerns (73%)
  - **Only 55%** of respondents expressed an interest in **sexual orientation** issues in the classroom, with **18% indicating zero interest**.
  - Similarly, **only 58% and 59% respectively** expressed an interest in **gender issues or feminist perspectives** in the classroom.
- Faculty are interested in improving assessment primarily by learning to **develop useful SLOs** (78%), implementing performance assessments (72%), understanding course-level and program-level assessments (71%), and **using data** to improve programs (69%).

- Topics of interest regarding the **use of technology** include
    - Using technology to enhance teaching effectiveness (94%)
    - Ensuring course and materials are accessible (86%)
    - Pedagogy for online/hybrid instruction (83%)
    - Facilitating online discussion (77%)
    - Implementing a “flipped classroom” (77%)
  - Faculty have a **lukewarm interest in improving proficiency with technology**. The top two topics were “Use of **Banner**” (65%), and “Building **websites**” (64%)
  - Classroom management topics of interest highlighted “Helping students in crisis” (82%) and “Handling inappropriate or disruptive student behavior” (70%).
  - Across the board, faculty express a mildly **high interest in supporting their health and wellness**, particularly with “Nutrition and fitness” (78%), “Dealing with difficult people” (74%), and “Self-care for stress management” (70%). Meditation and yoga were not listed as options and zero respondents wrote them in.
  - Regarding Compton College policies and procedures, respondents showed the highest interest in two areas: “Understanding **retirement and benefits**” (89%), and “Understanding the **collective bargaining agreement process**” (88%)
  - When asked what they want to **enhance their work**, respondents indicated a great interest in “Understanding and supporting **students with disabilities**” (94%), “Working with students with **limited English language skills**” (85%), and “**Retaining underrepresented students**” (85%).
  - Regarding leadership skills, faculty responded with interest in building trust & respect (82%), motivation & morale (81%); effective self-management (82%); and increasing emotional intelligence (82%)
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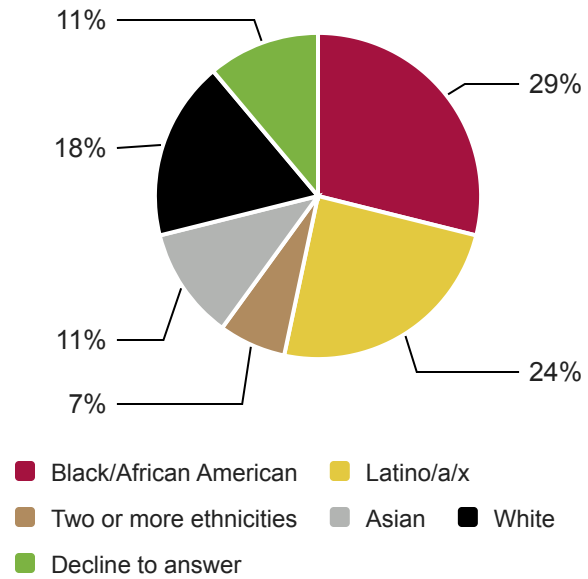
### Gender

49 Responses



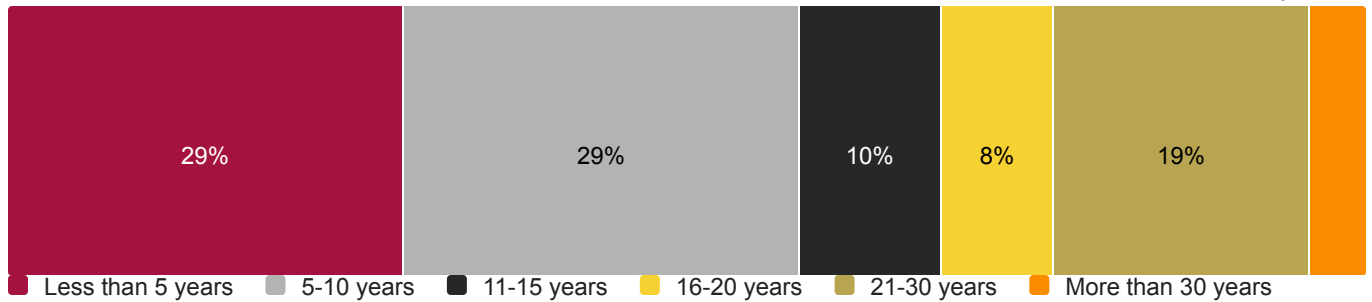
### Race/Ethnicity

45 Responses



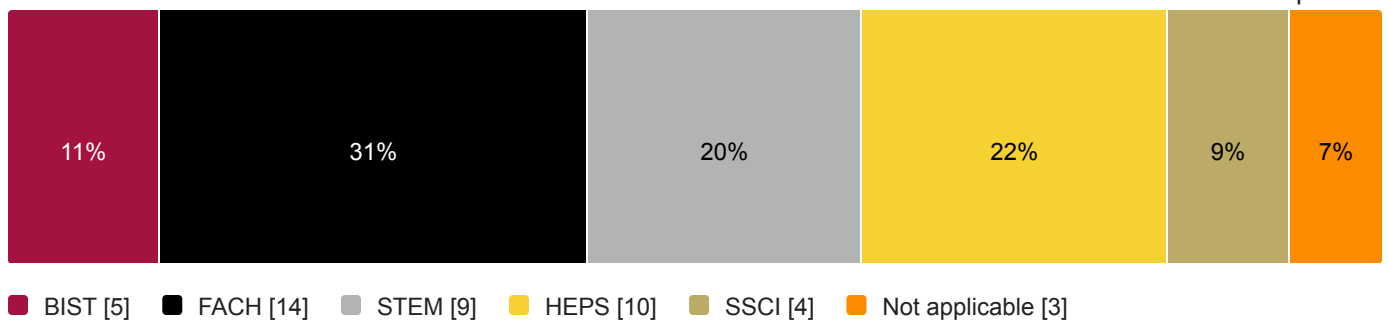
### Years at Compton College

48 Responses

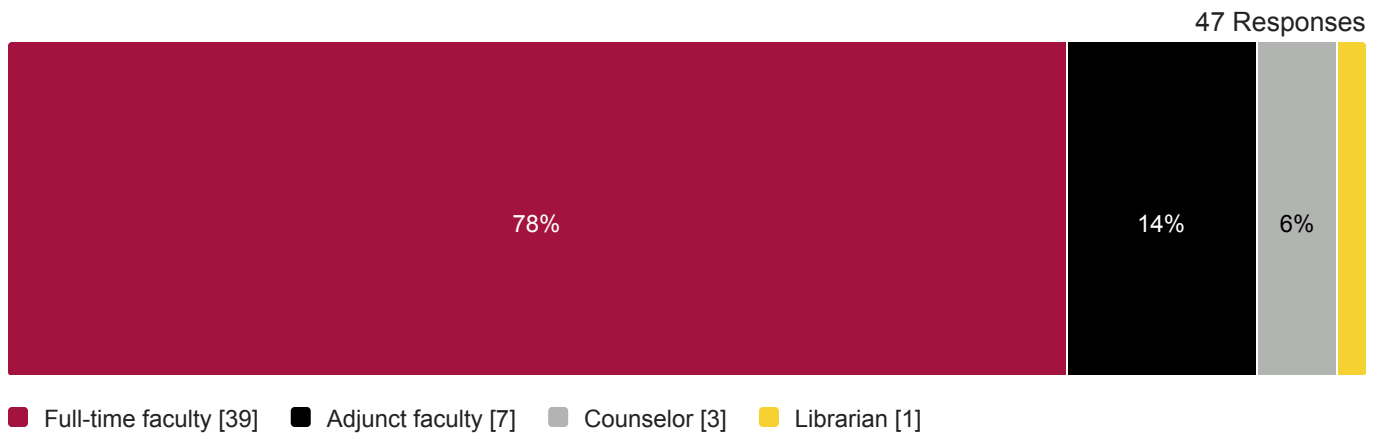


### Guided Pathway Division

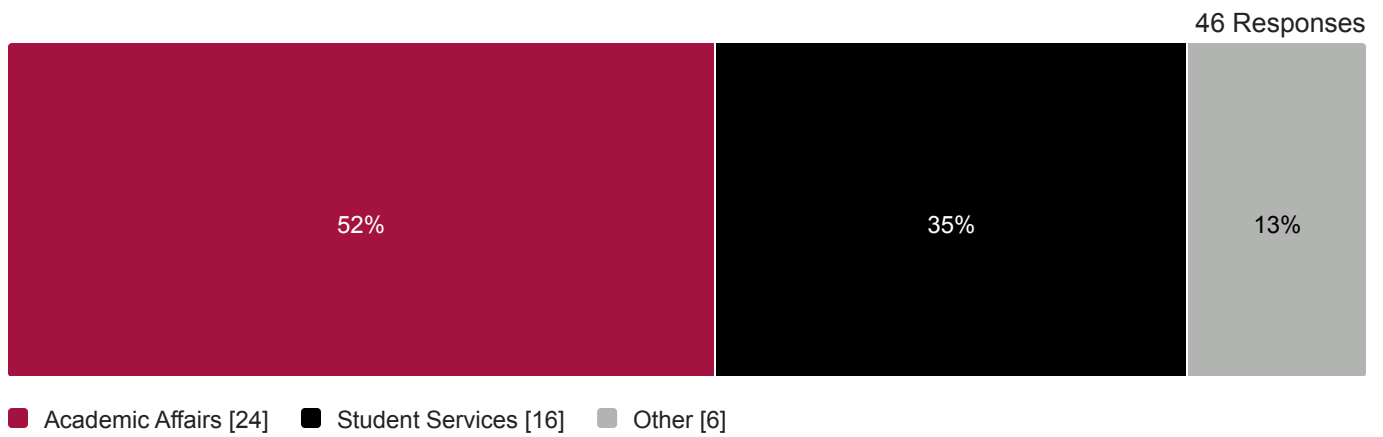
45 Responses



## Employee Group

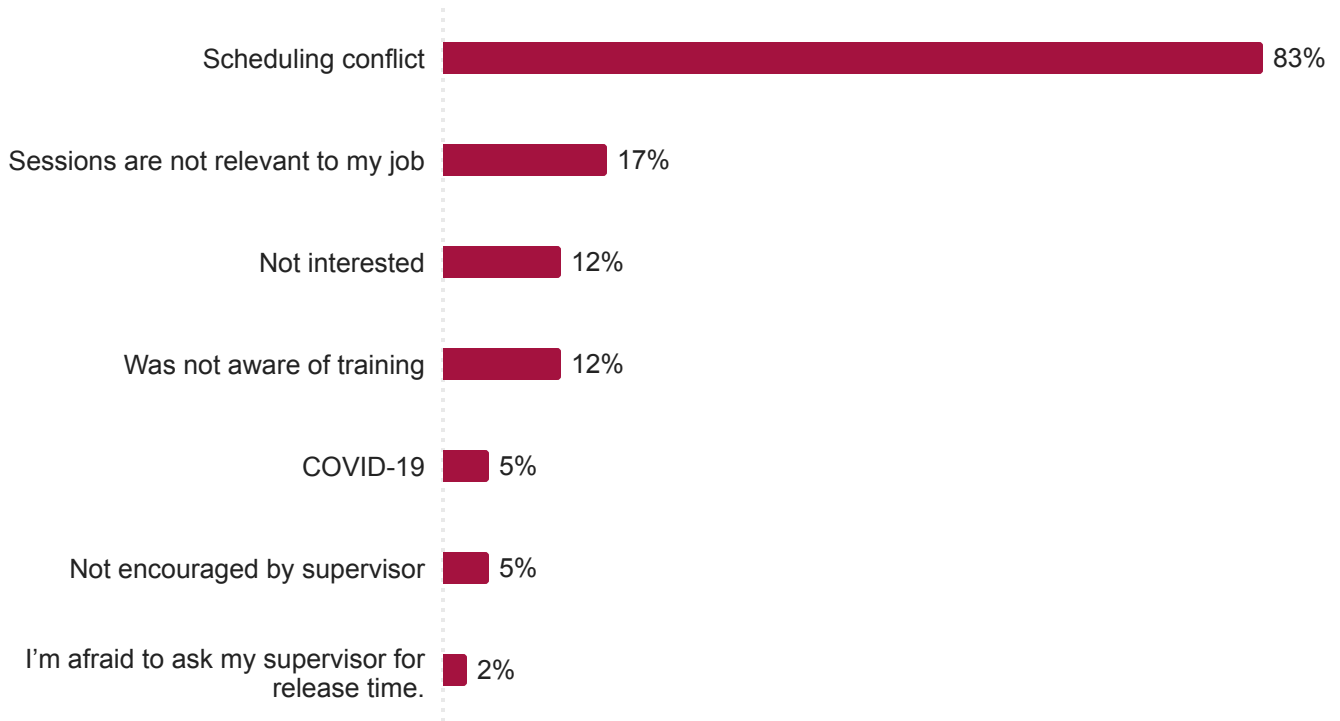


## Area



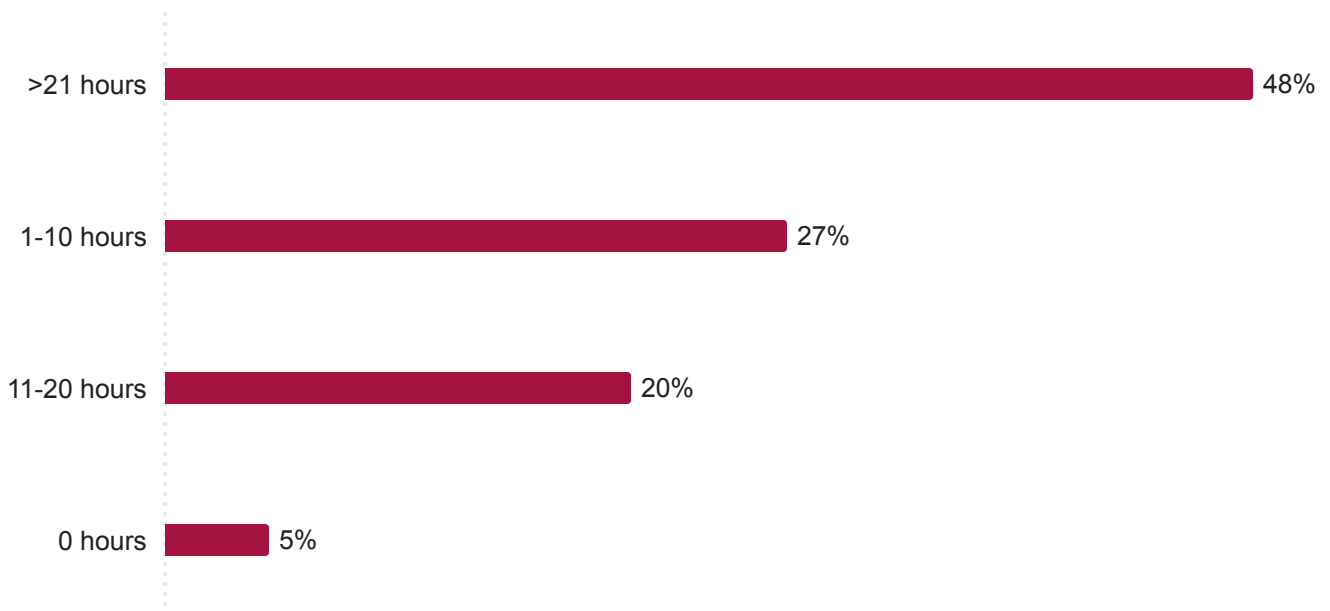
## What kept you from participating in professional development activities?

42 Responses



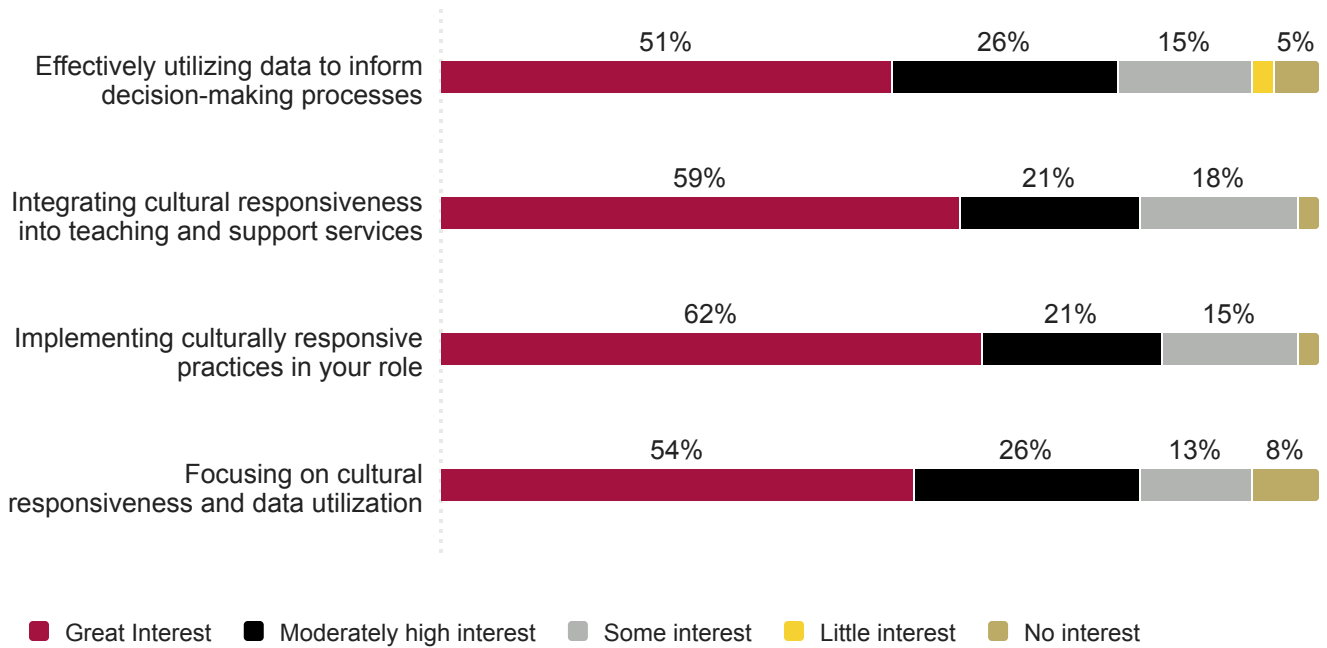
## How many professional development hours did you attend in 2021-2022?

44 Responses



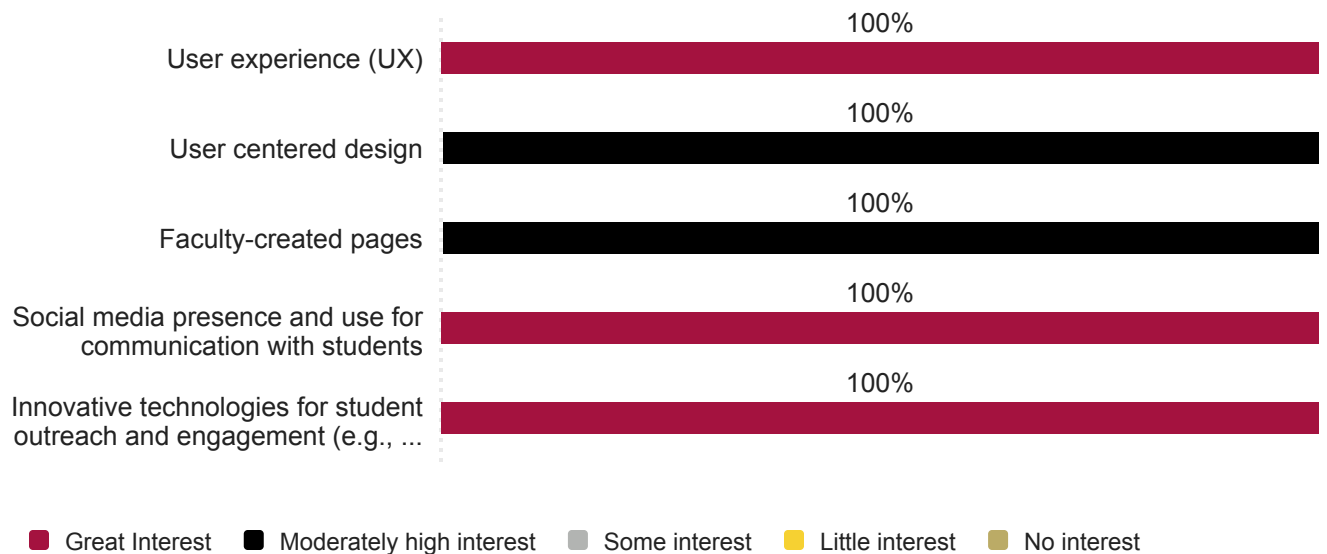
## Interest in the training for Cultural Responsiveness and Data Utilization to Achieve Student Success:

39 Responses



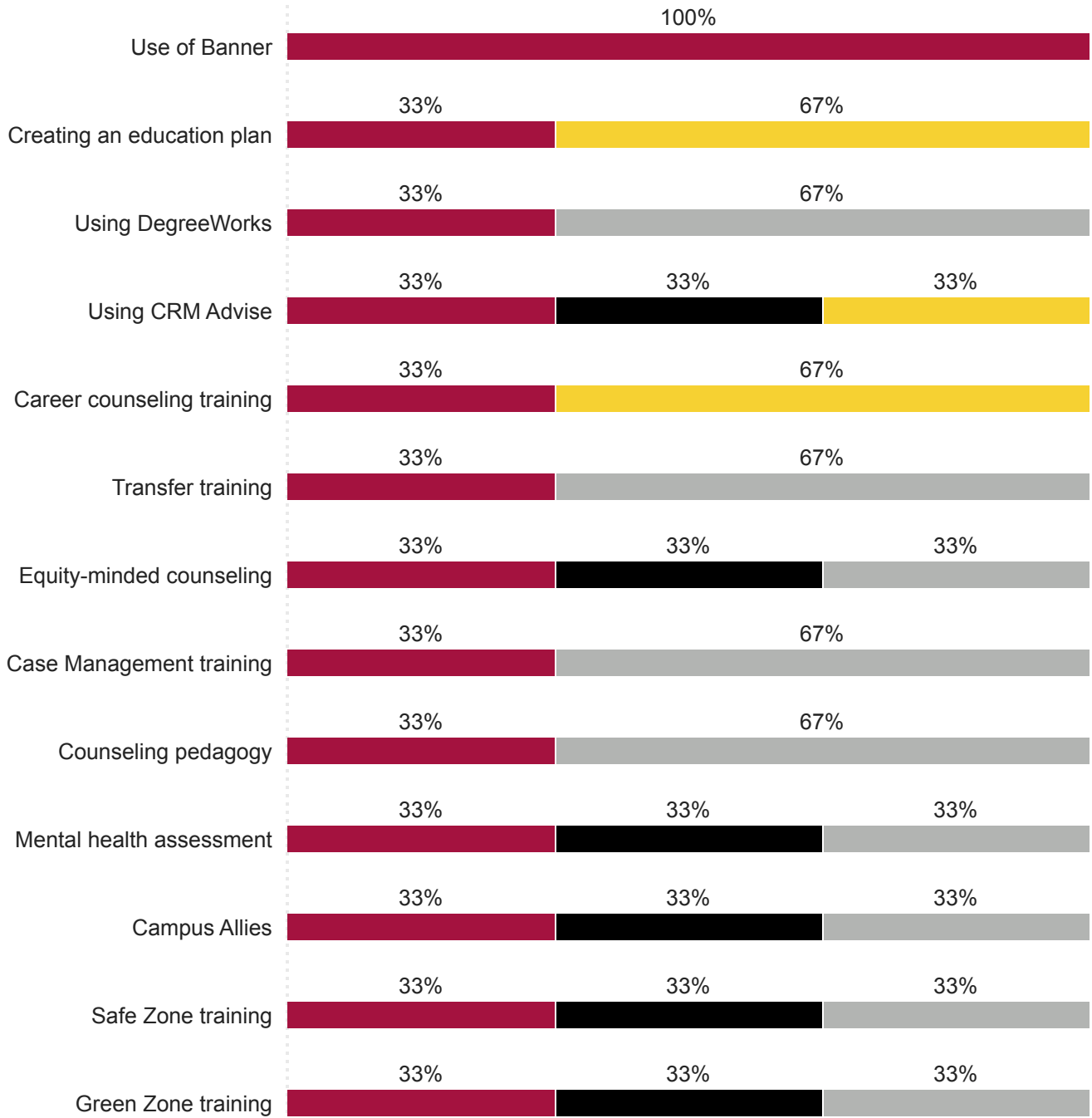
## Librarians - Please rate your level of interest in the professional development topics.

1 Responses



# Counselors - Rate your level of interest in the professional development topics.

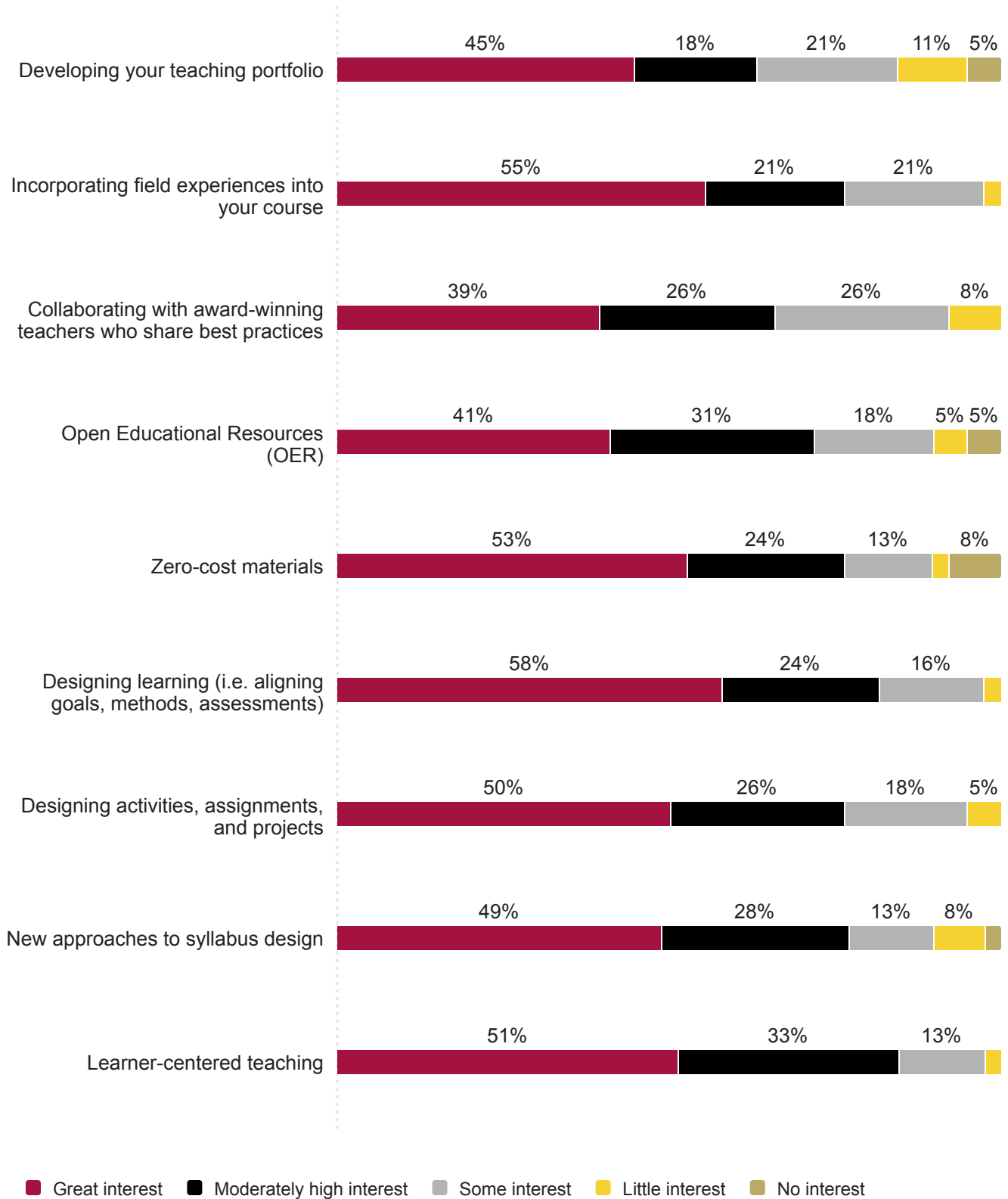
3 Responses



Great Interest Moderately high interest Some interest Little interest No interest

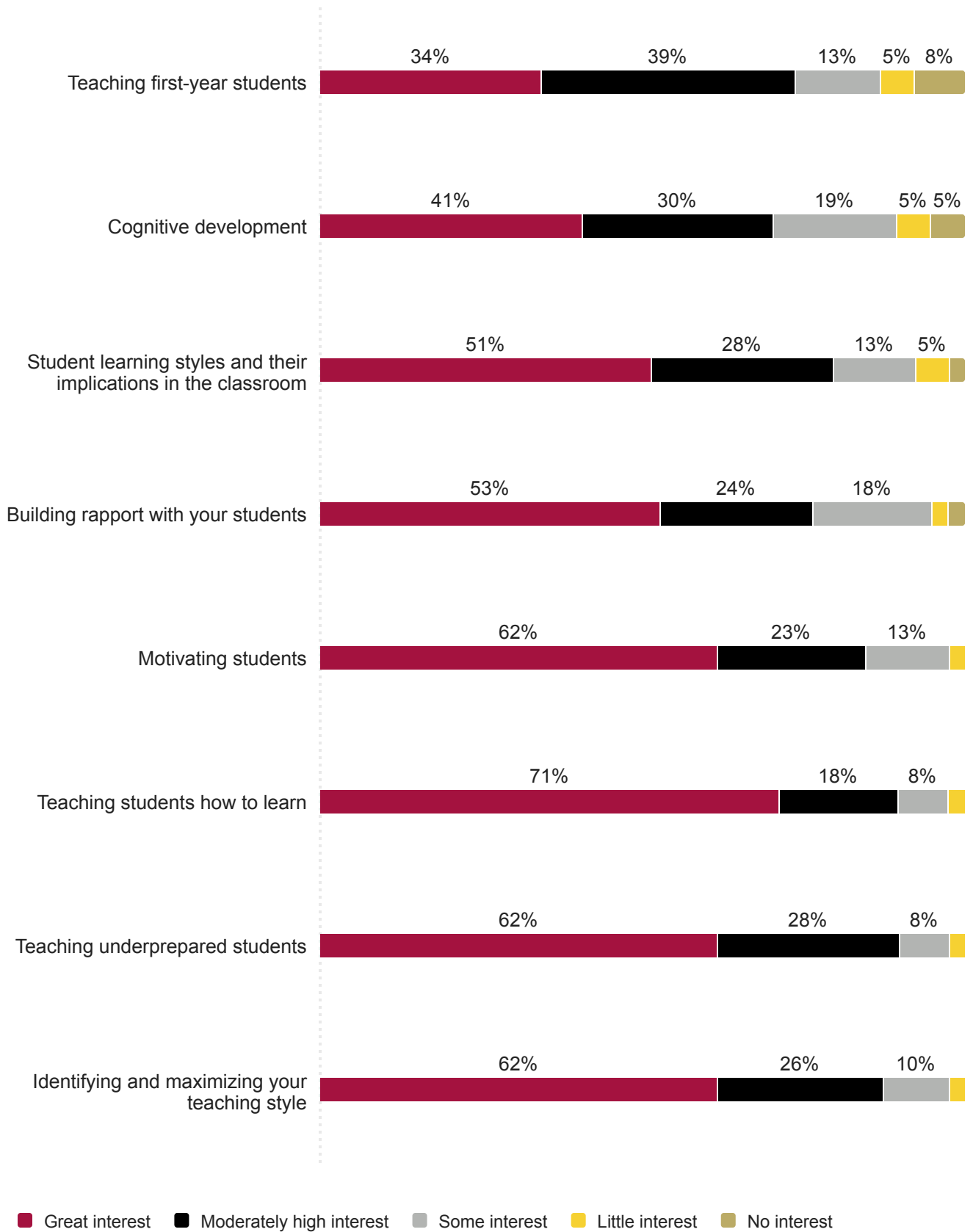
## Please rate your level of interest in the professional development topics to enhance your teaching

39 Responses



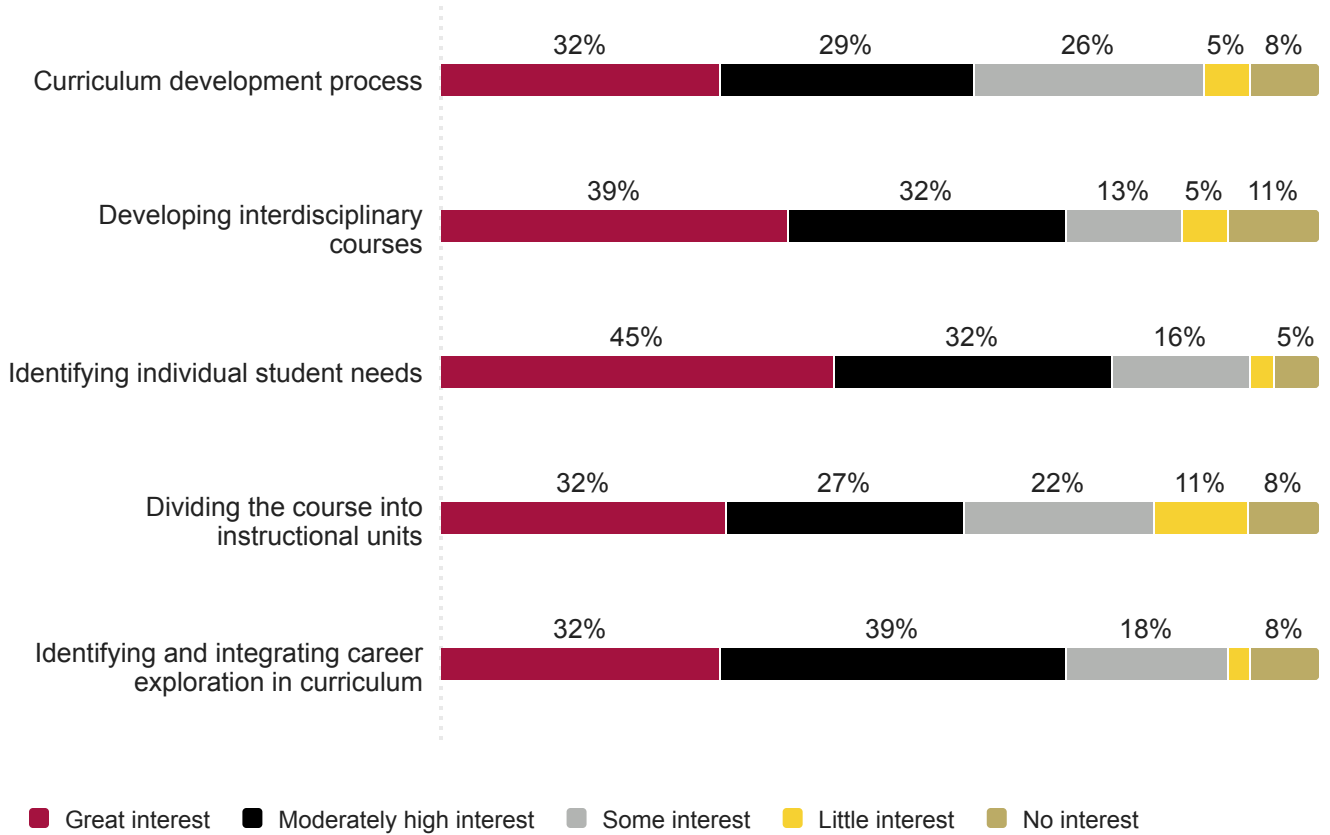


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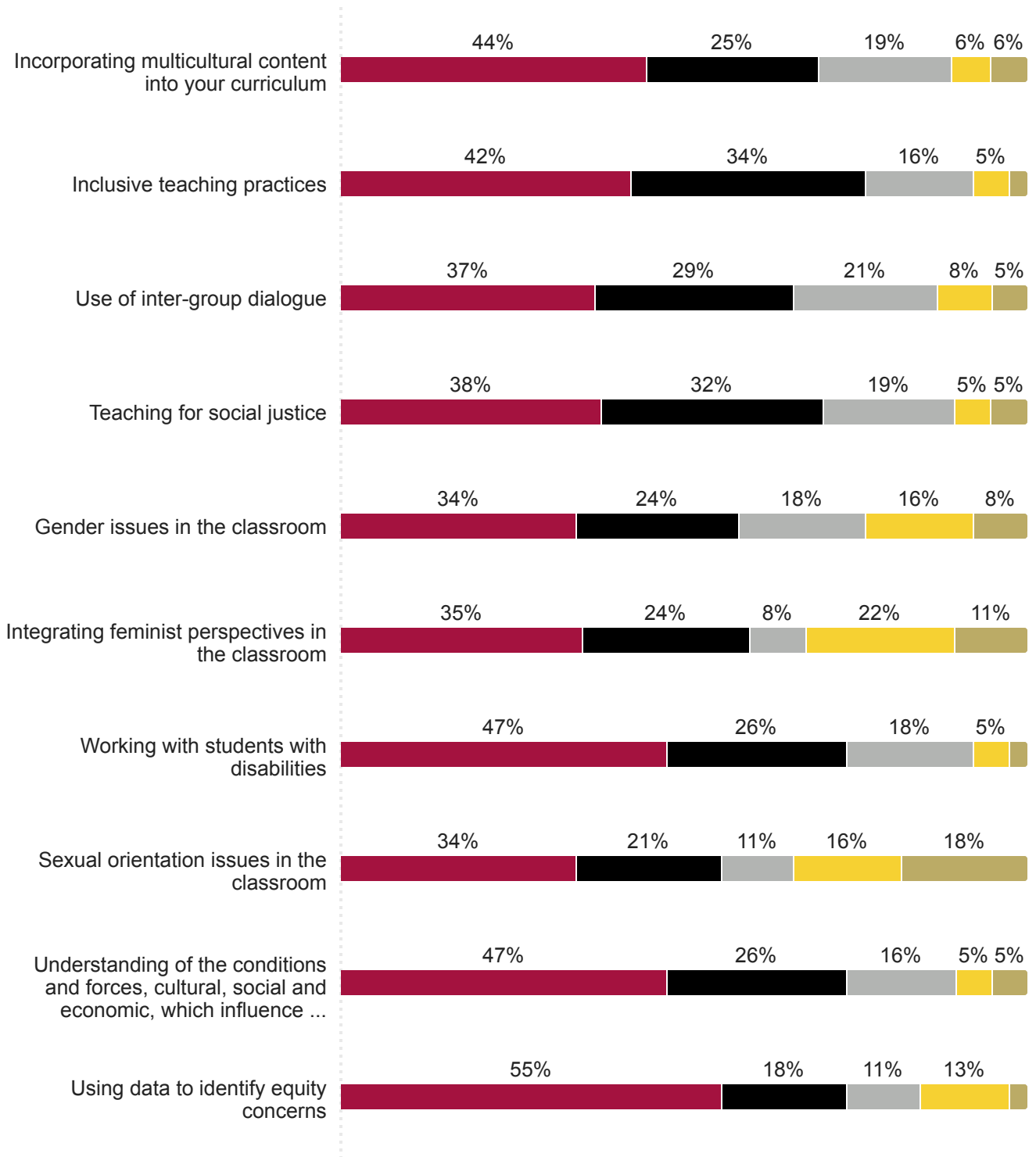
## Rate your level of interest in the professional development topics to engage in curriculum development

38 Responses



## Rate your level of interest in the professional development topics to enhance diversity and inclusion in your classroom

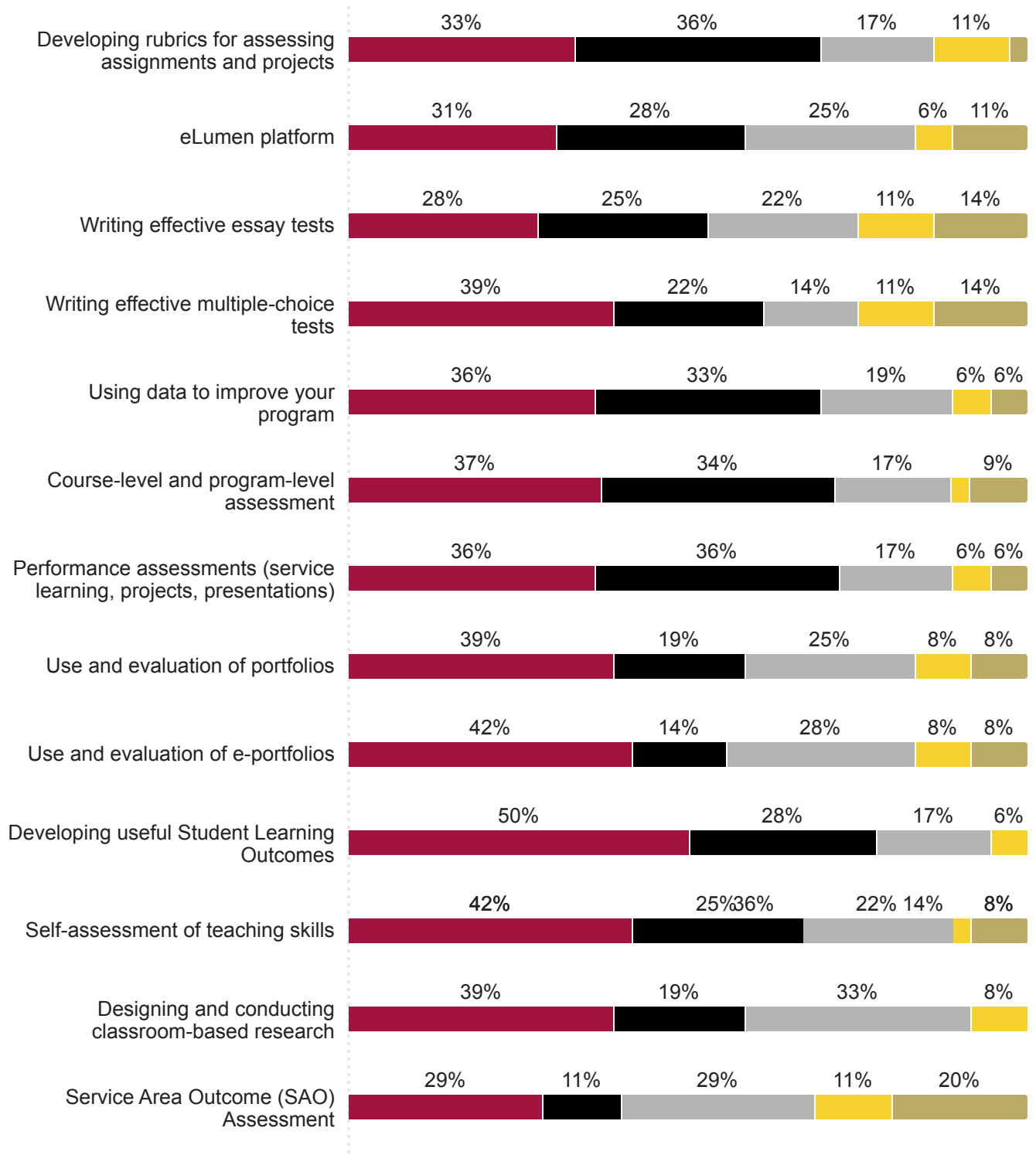
38 Responses



■ Great interest  
 ■ Moderately high interest  
 ■ Some interest  
 ■ Little interest  
 ■ No interest

# Rate your level of interest in the professional development topics to improve assessment

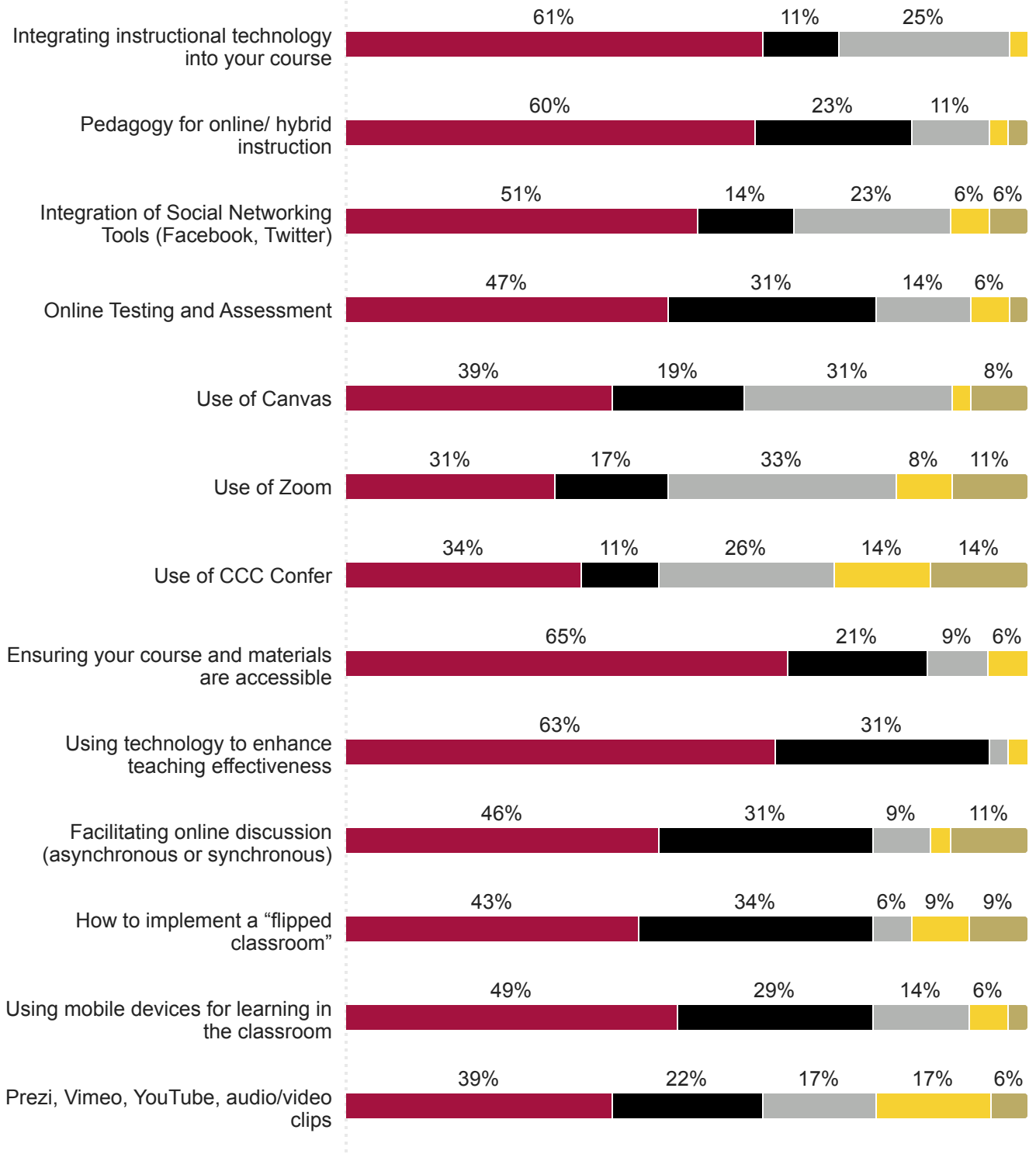
36 Responses



Great interest   Moderately high interest   Some interest   Little interest   No interest

# Rate your level of interest in the professional development topics to improve your use of technology

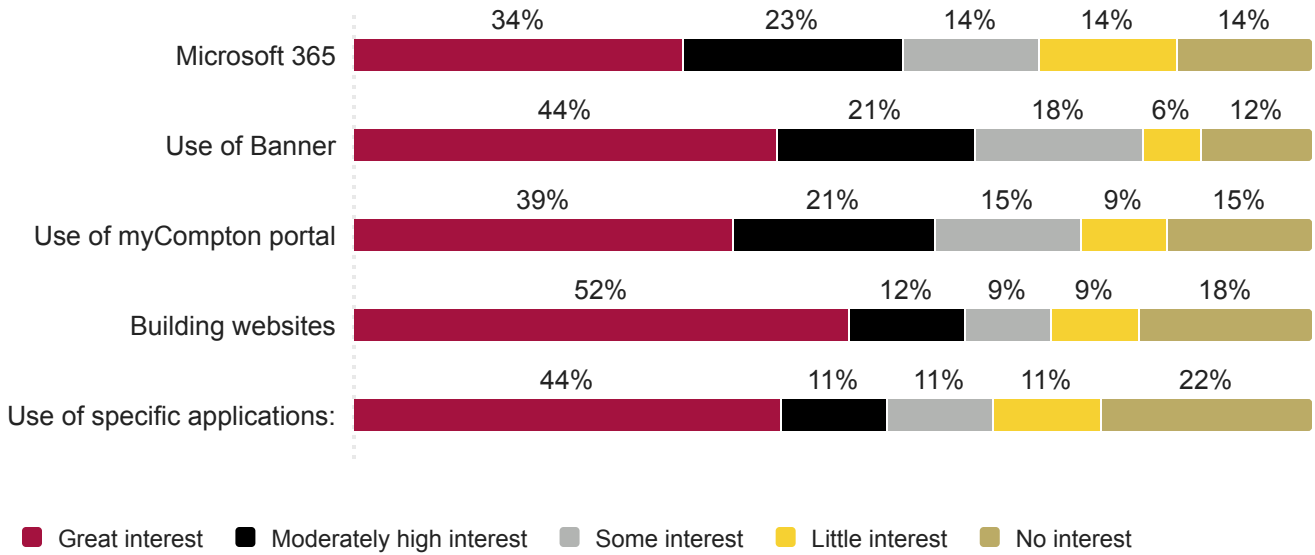
36 Responses



■ Great interest  
 ■ Moderately high interest  
 ■ Some interest  
 ■ Little interest  
 ■ No interest

## Rate your level of interest in the professional development topics to improve your general use of technology

35 Responses



Use of specific applications: - Text

google sites

Excel

Canva

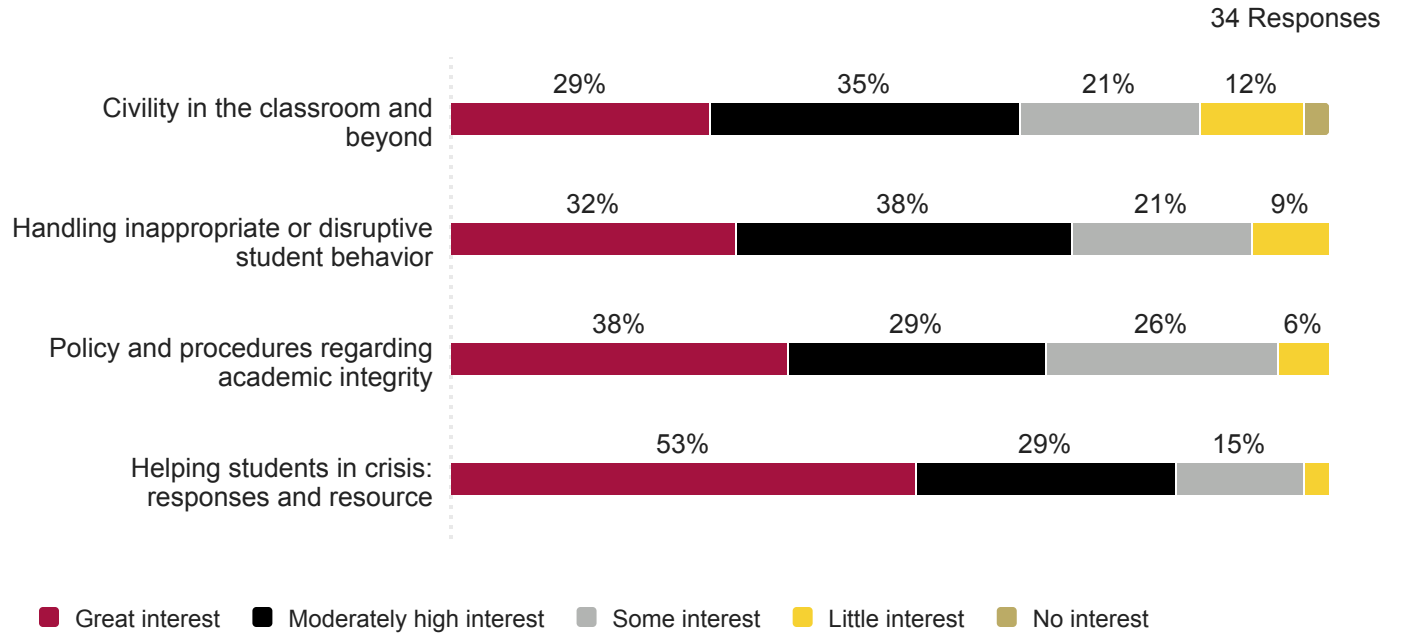
Perusall or similar group annotation software

Labster

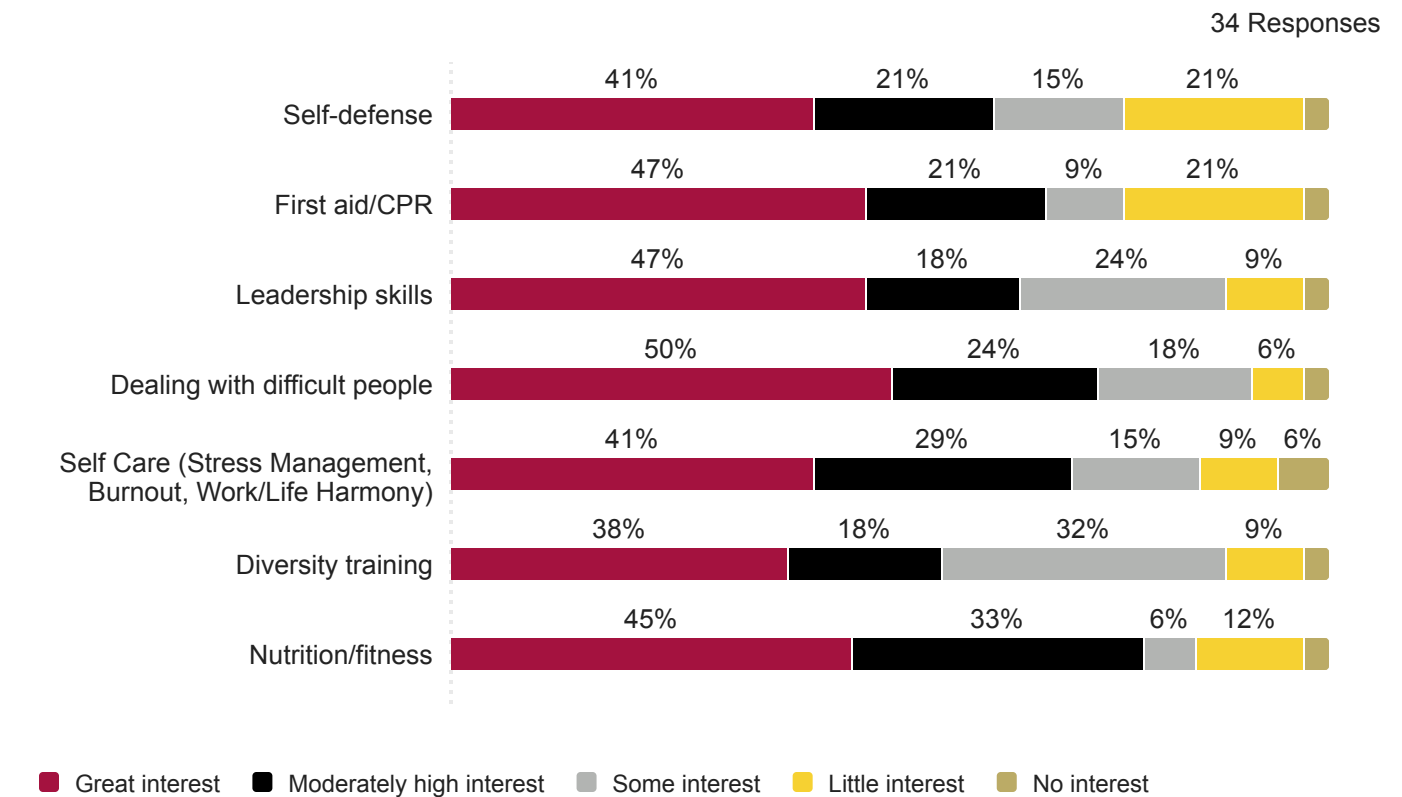
Using Canvas Analytics

padlet, canva, animoto, AI

## Rate your level of interest in the professional development topics for classroom management

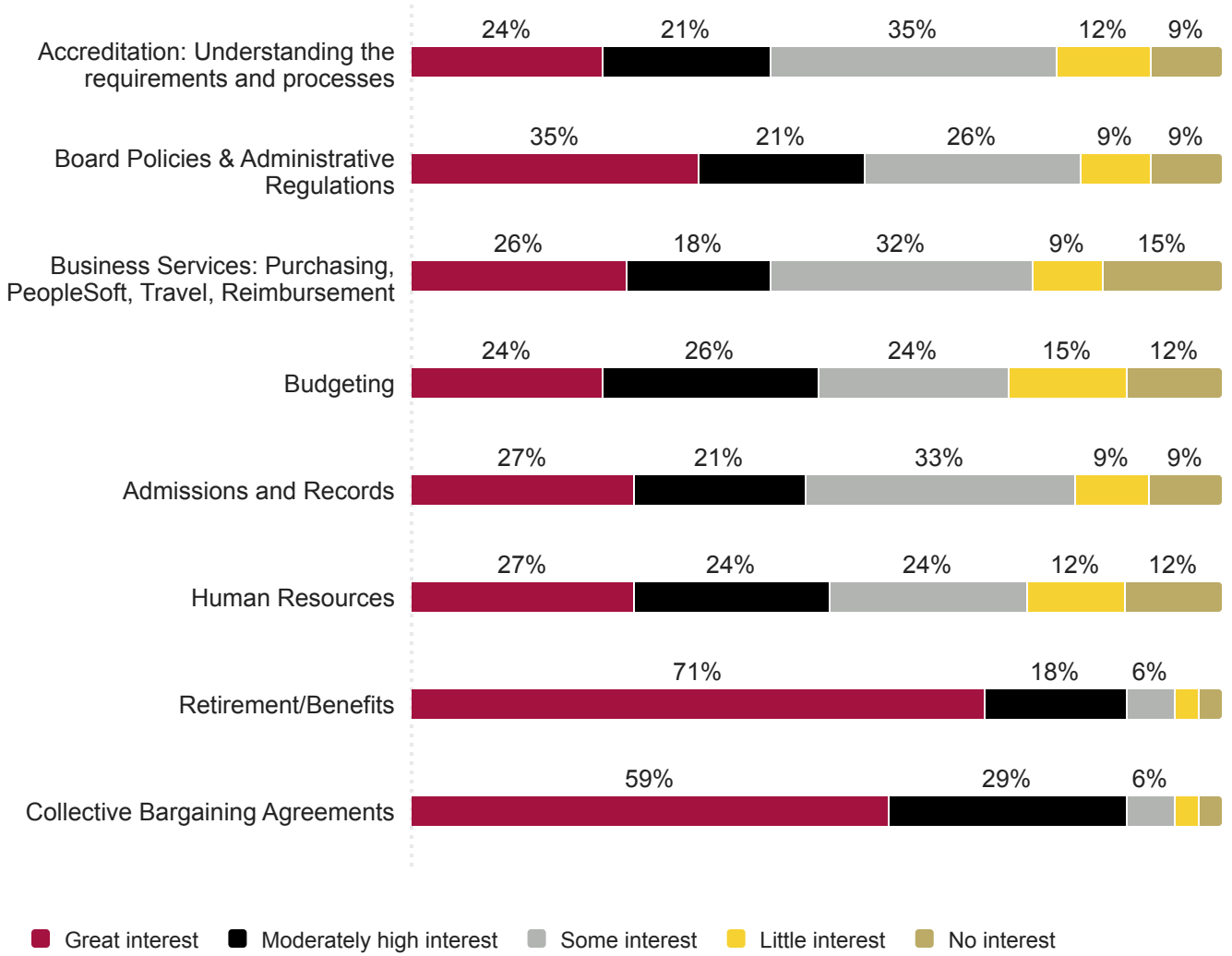


## Rate your level of interest in the professional development topics related to health and wellness



# Rate your level of interest in the professional development topics to increase your understanding of **Compton College policies and procedures**

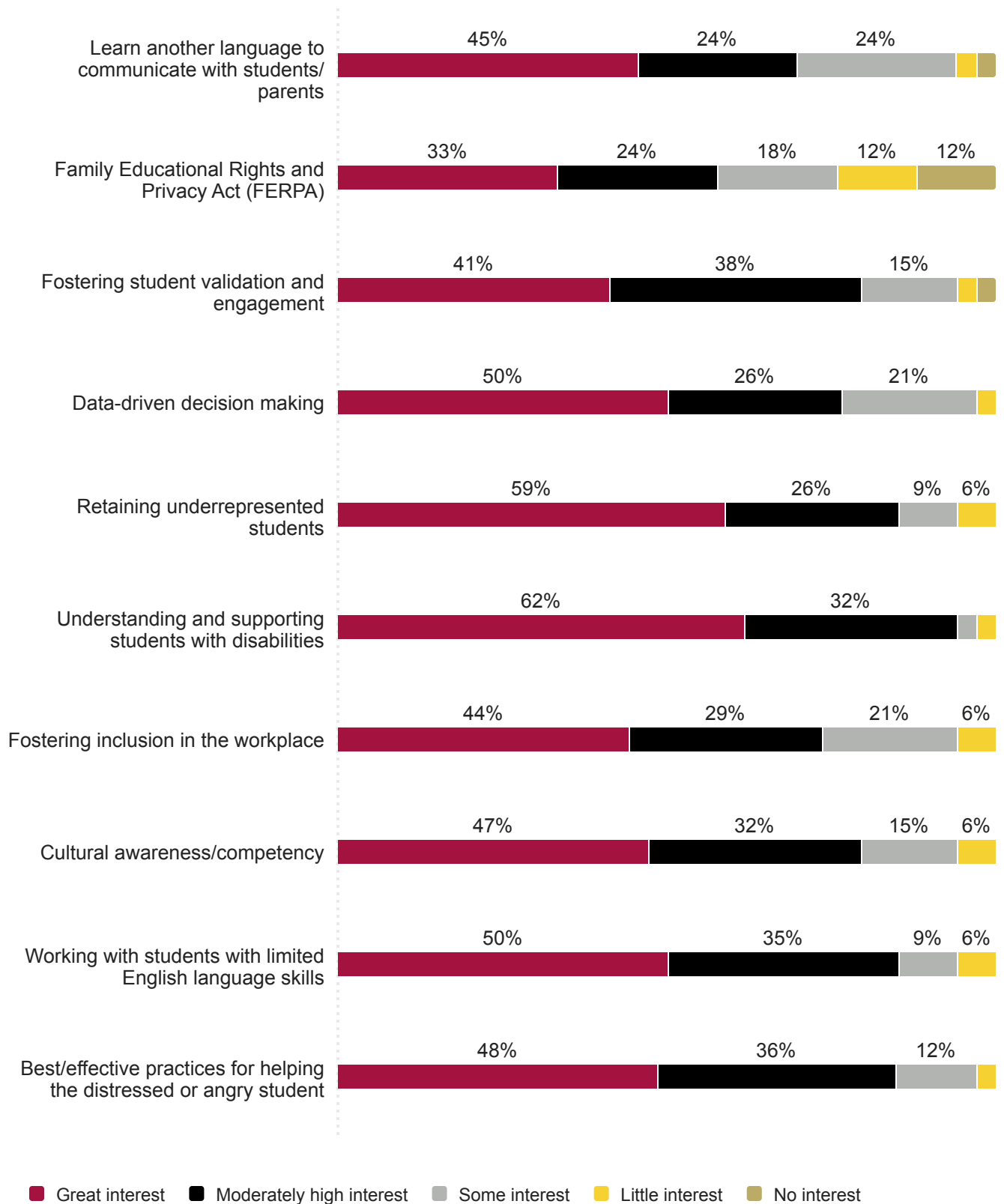
34 Responses





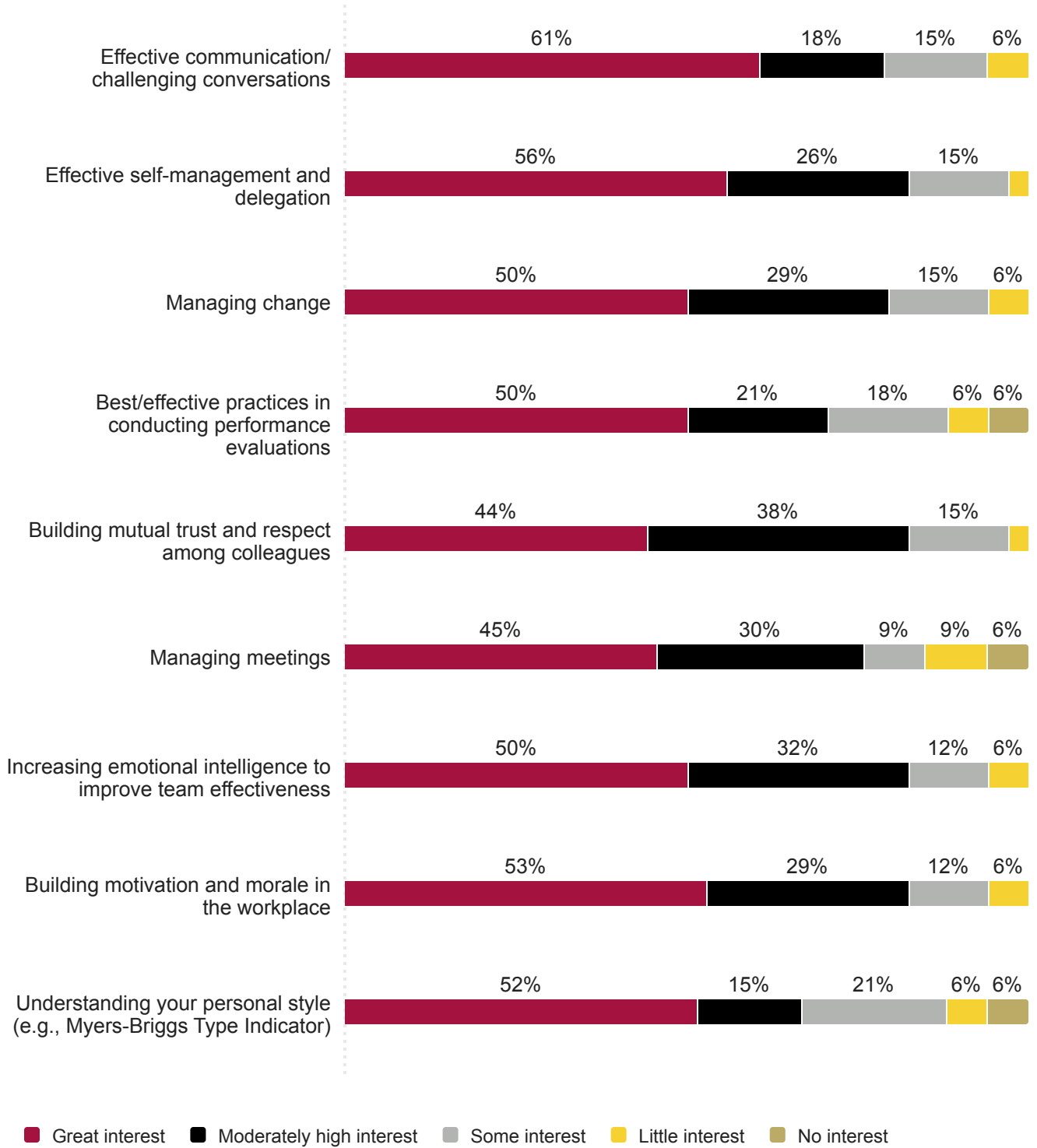
# Rate your level of interest in the professional development topics to enhance your work

34 Responses



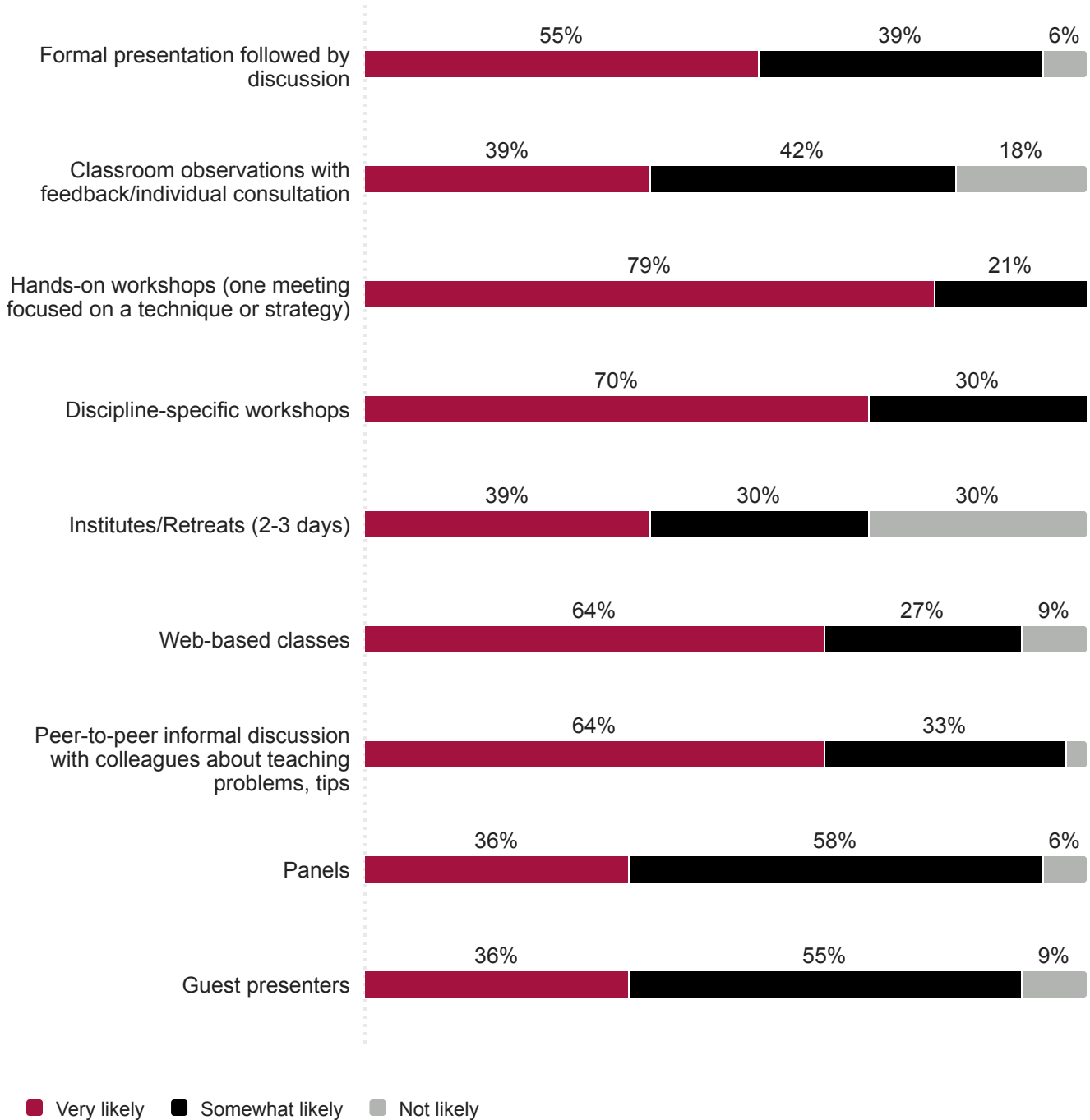
# Rate your level of interest in the professional development topics to enhance your **leadership skills**

34 Responses



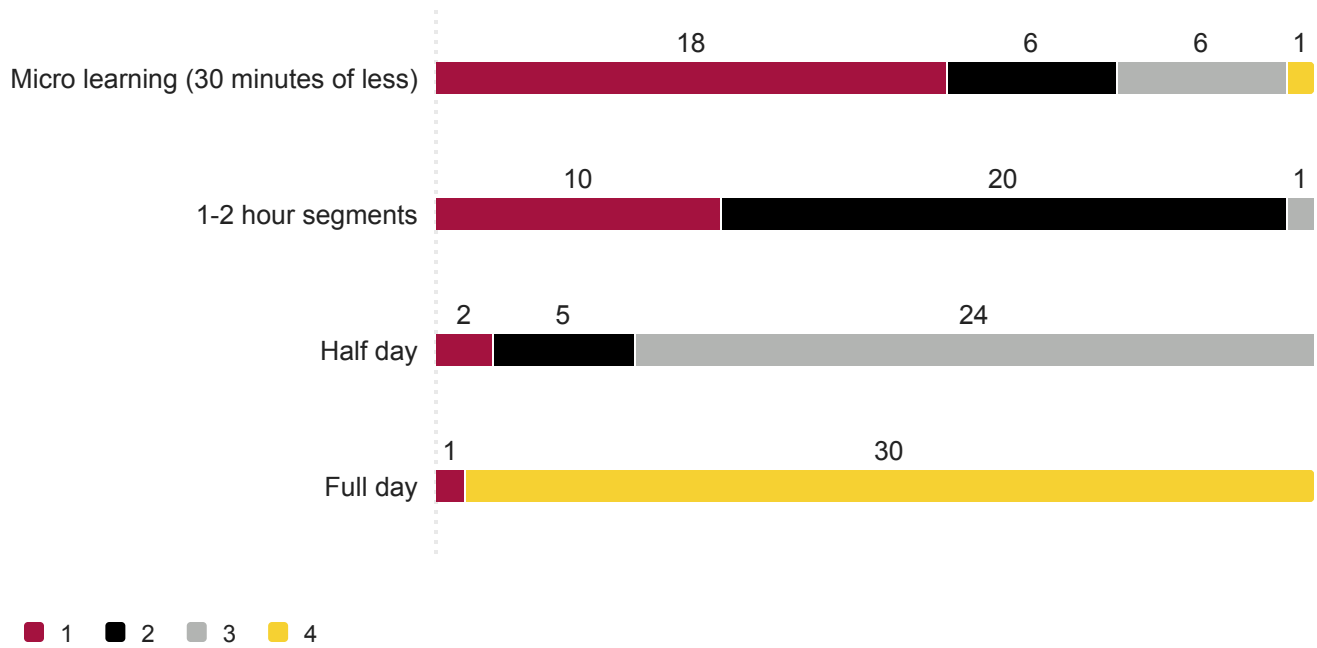
# In which of the following types of activities would you be most likely to participate?

33 Responses



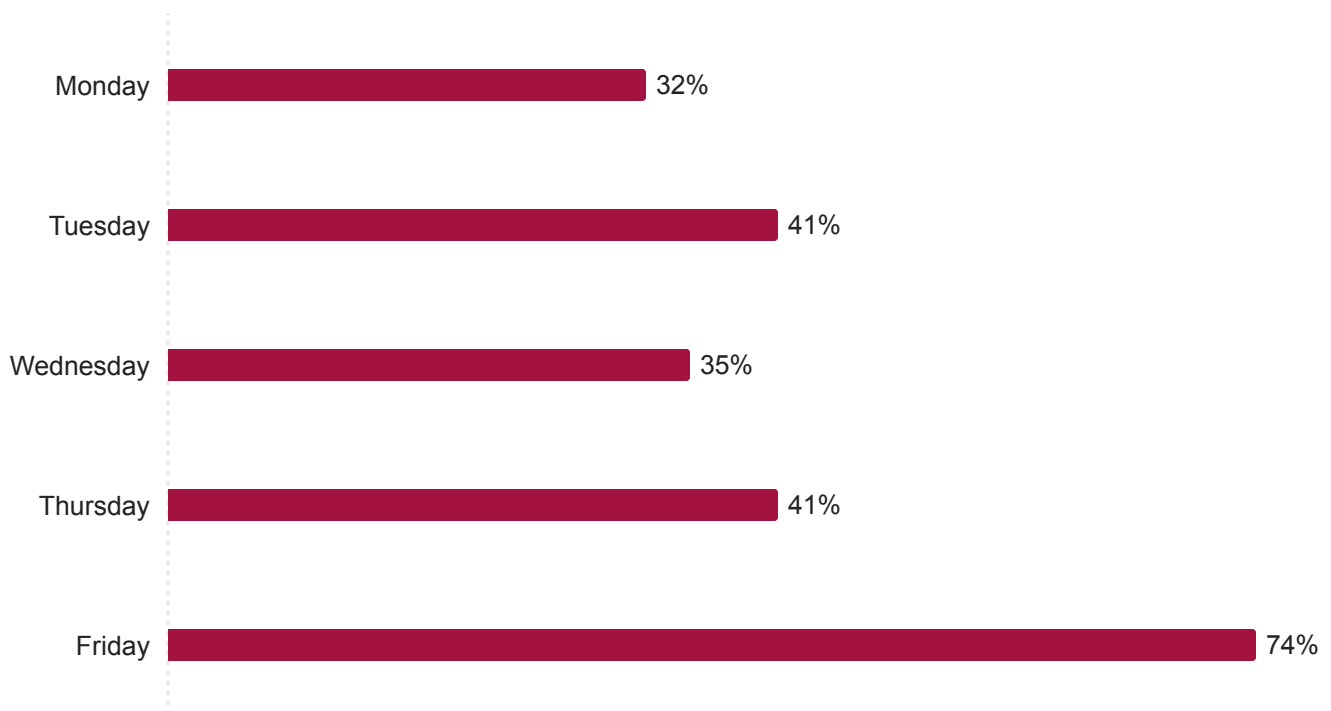
### Rank the types of trainings you prefer:

31 Responses



### What days do you prefer for trainings?

34 Responses



## Faculty Qualitative Analysis

The survey posed three open-ended questions to respondents:

- What do you need to enhance your career?
- What support or learning opportunity would help you do your job better?
- Is there anything else we should know to help build a robust, useful professional development offering?

Faculty's qualitative responses were analyzed in QDA Miner Lite software and then visualized in Mural. The analysis reveals four major themes:

- Integration and Accountability
- Emphasis on "Professional"
- Classroom and Pedagogy
- On-Campus Processes and Strategies

### **Integration and Accountability**

The number one concern for faculty was ensuring that personnel can integrate the valuable lessons they learned in PD trainings, and that accountability be part of the PD process. Faculty want release time and/or paid summer hours to incorporate new teaching strategies into their courses.

### **Emphasis on "Professional"**

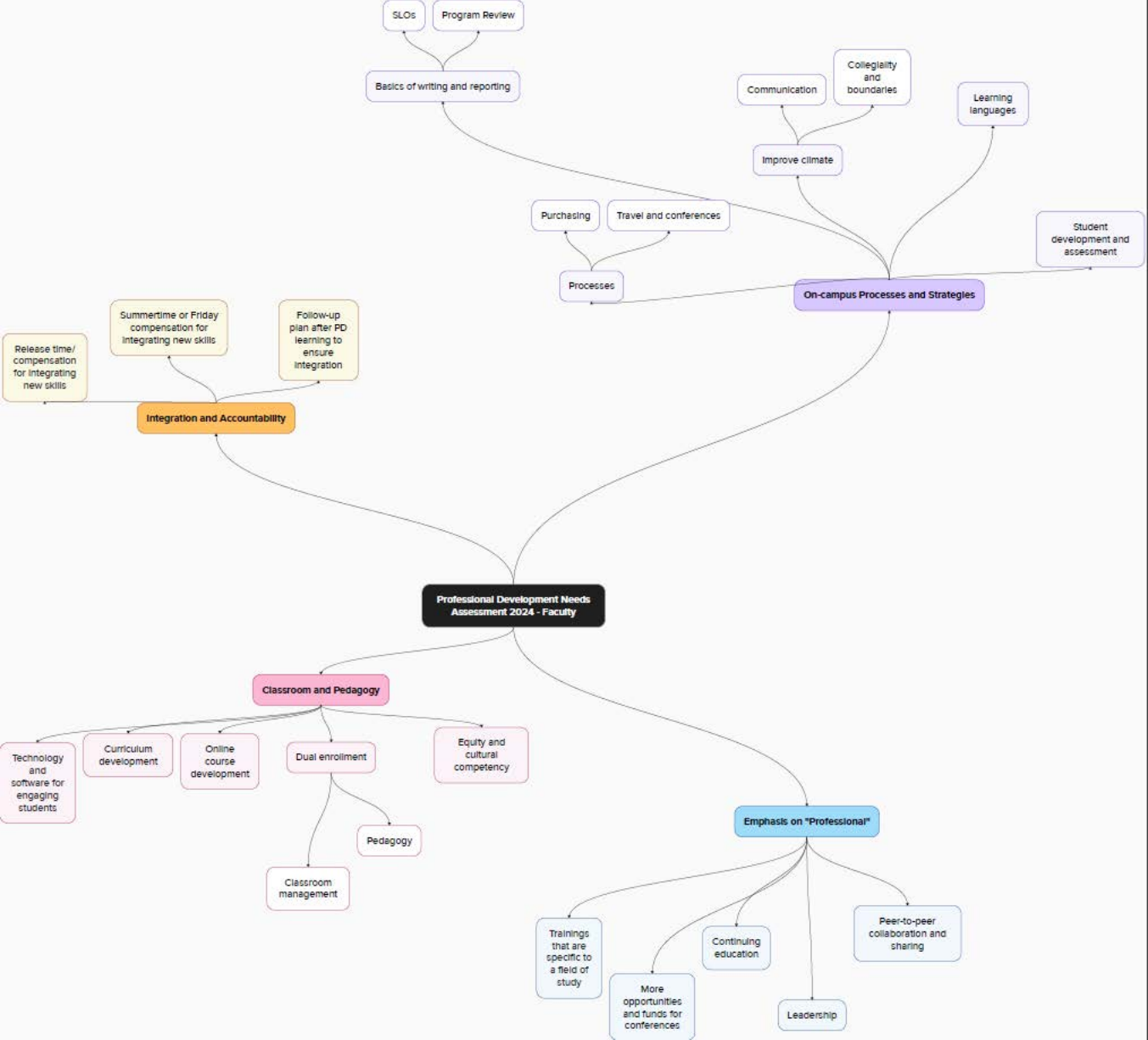
Faculty are interested in trainings that are directly related to their field, and express great interest in assistance to attend conferences and to continue their education. Some faculty are interested in learning more skills for leadership, and many responded that they would value more small groups and peer-to-peer collaboration and sharing.

### **Classroom and Pedagogy**

Incorporating technology and software into the classroom to drive student engagement was the top response for this area. Respondents expressed a great interest in PD sessions on curriculum development—including online courses—pedagogy, and equity and cultural competency. Faculty with Dual Enrollment classes want training specific to this area including classroom management.

### **On-Campus Processes and Strategies**

Tied for first in frequency of responses was a desire to improve the campus climate, with respondents specifically mentioning clearer communication and respect of boundaries. Faculty are also interested in having a better understanding of processes, policies, and procedures, particularly purchasing and travel requests. The college's assessment processes were on respondents' minds, with some wanting training on student development and assessment, and one desiring training on writing assessments and reports, such as SLOs, Program Review, etc. A few responded that they wanted to learn another language in order to communicate better with their students.



## What do you need to enhance your career?

What do you need to enhance your career?

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a raise

I need to get another masters degree in a related field.

Incorporating more technology and new teaching strategies in the classroom.

Student Development

How to attain on-line teaching certificate.

A variety and balance of many of the areas mentioned.

No comment

N/A

Navigating workplace politics and understanding other people's motivations in order to align my work with their interests.

Nothing everything is good

The time and opportunity to implement learned strategies. Training and education is great, but we aren't given the time needed to modify things and implement newly learned information. This means there is no point to the training.

N/A

I need a sabbatical that would allow me to develop a student learning-centered course, preferably with a cohort of my peers who are looking to do the same with their courses.

supporting dual enrollment students

More technological skills to enhance the classroom experience

I believe I need to surround myself around more ASL instructors.

Better pay to boost my morale and make me feel valued. Continued PD opportunities, more funding for conferences.

Nothing

support for innovations in our classrooms in the form of release time and/or compensation for re-design of materials, data collection, and learning

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

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

a raise

Tuition assistance for online graduate courses related to my field would help me

Training in communication and dealing with difficult inflexible people. How to handle people who do not want to do the basics of work.

Conventions and Seminars

n/a

Webinars and workshops that help as we work with students and providing them tools to succeed and create work-life balance for all.

Workshop on use of Honorlock Proctoring Program

N/A

My dream would be for all employees to feel like we are on the same team, working together. I've observed a sometimes adversarial relationship between faculty and administration, senators vs. senators, the union and administration, etc. I think we need professional development around a kindness-focused, empathy-first approach in all that we do (i.e. Alvin Tillery's CREED model). Prof. Tillery teaches The Leading Diversity, Equity, and Inclusion online short course teaching his CREED model at Northwestern University. Also, Jamil Zaki has a TED Talk on this matter and he would be an inspirational speaker to have as a keynote.

Nothing everything is fine

Release time to update courses and implement training. Providing paid training in the summer when we have more time available to implement the material learned.

N/A

I would appreciate release time for developing curriculum and course materials as well as for more in-depth training on curriculum development, effective student assessments and understanding how to track students' learning, and effective and engaging online course development. While getting paid for the trainings is nice, I need the time more than the money. At this point, the trainings just take away more time from my day. I have gone through trainings and would like to implement what I have learned, but then I don't have the proper amount of time to build my courses incorporating what I have learned. That also means I don't get to the point where I can learn whether the newly learned and implemented techniques are making a difference for my students' learning.

Learning how to use all available technology to make learning more interactive

The support that I would need to do my job better is attending campus events that center around language learning and the process of acquisition.



Continued PD opportunities, more funding for conferences.

Anything specific to Nursing!

release time and/or compensation to facilitate integration of significant changes to classroom content, teaching styles, and materials

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

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

stop with the toxic work environment and give us a raise

Thank you

Yes!

1. Series of workshops about dual enrollment teaching.
2. Creating and rubrics for equity.
3. Leadership skills in the workplace.
4. Effective communication with colleagues.
5. Conflict resolution with colleagues.
6. Increasing flexibility in thinking and dealing with change.
7. Training on policies and campus processes.
8. Fostering a campus of respect and collegiality.
9. Basics of writing for program review, annual plan, and SLOs.
10. Establishing a peer-to-peer mentorship program to enhance teaching and work performance.

n/a

Doing a great job, just keep up the variety of time and day offerings to allow those with different schedules to attend.

None

Offer PD activities on various days and not just Fridays.

N/A

I think our offerings are great. One component that could be strengthened is the motivation and accountability piece. For example, my experience serving on evaluation committees is that we focus on the hours of PD rather than looking at the quality, the focus, and, most importantly, the implementation. I personally haven't observed or felt any expectation or support to implement what I've learned. One exception is that the Faculty Teaching and Learning plans allow faculty to write hours into the budget for their implementation.

Nothing at this time

Sessions should include implementation follow-up and discourse needs to be encouraged throughout the campus about changes. Doing a training session on flex day and asking us to incorporate the ideas into our current classes is too late in the game. And applying it later is often forgotten. The cycle needs to be completed...Implementation and Evaluation.

N/A

Nothing I can think of at this time.

NA

Continued PD opportunities, more funding for conferences.

NO

n/a