



Professional Development Needs Assessment Summary Report

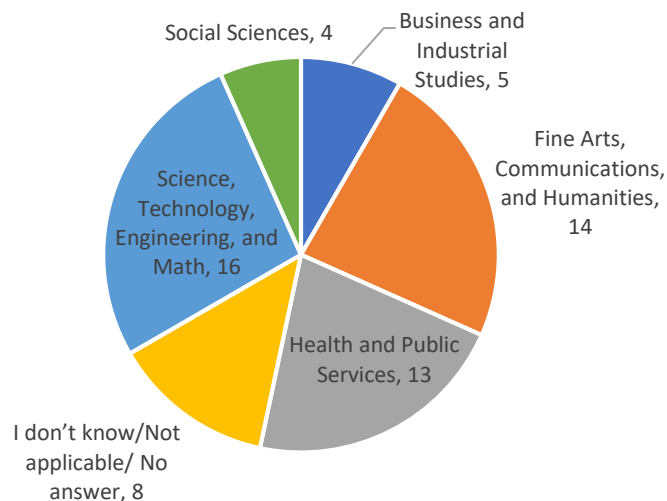
June 2020

In fall 2019, Compton College administered a Professional Development Needs Assessment across the campus to assess what type of training and professional development would best support professional growth among faculty, staff, and administrators. This report provides a summary of the findings from this effort. The findings are organized by faculty and then staff/managers, and 60 faculty responded for a 22% response rate (out of 277 faculty) and 84 staff/managers responded for a 52% response rate (out of 161 staff/managers). This group was representative of both 64 staff and 20 managers. This report will present findings for faculty and then findings for staff and managers. A clear majority of the proposed professional development was rated as of great interest or moderately high interest, suggesting need for professional development in a wide-range of areas. The report concludes with a set of recommendations for using these findings in the future.

Faculty

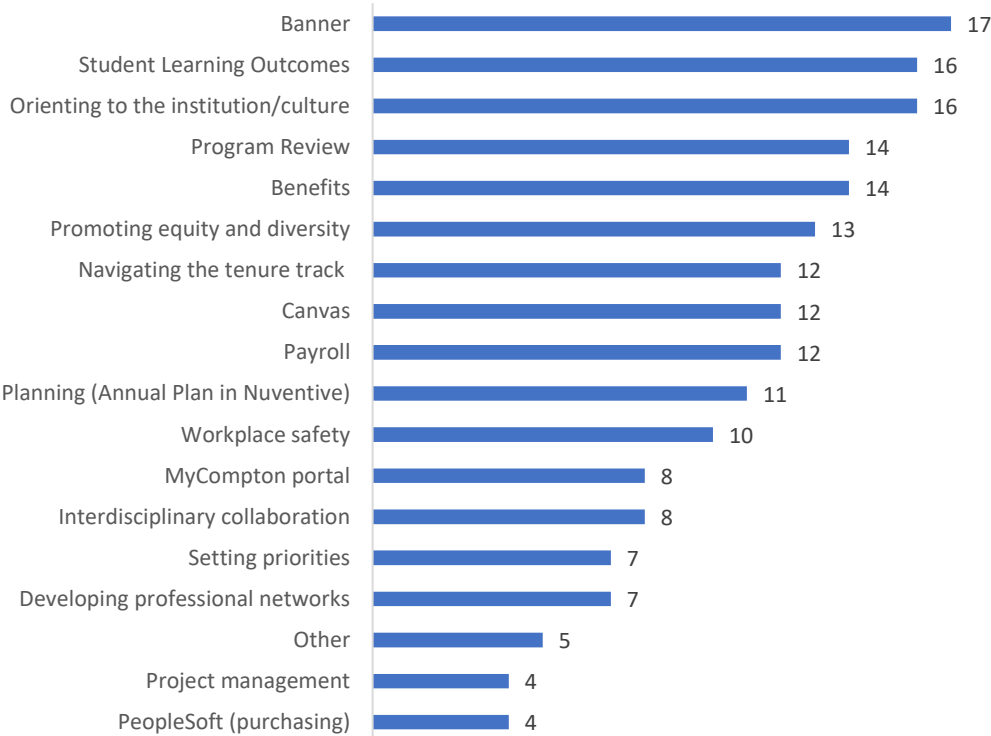
This section provides a description of the faculty who answered the survey and then a summary of the findings. Fourteen (14) adjunct faculty and 46 full-time faculty answered the survey. The respondents were a majority female (68%), and about half have worked at the college for less than five years (48%) and another quarter (27%) between 5-10 years. Twenty-three (23%) identified as Black or African-American, 28% as White, and 15% as Latinx, with the remaining 33% identifying as another ethnicity (i.e., Asian and more than one ethnicity) or did not wish to answer. Faculty from all five Guided Pathway Divisions participated in the survey, see Figure 1 below.

Figure 1. Count of faculty participants by Guided Pathway Division



Faculty who worked less than 5 years, suggested emphasizing Banner, orienting to the new culture, student learning outcomes, and training on equity and diversity for on-boarding training, see figure 2.

Figure 2. Recommendations for Orientation Content



Faculty most often cited a lack of time or scheduling conflict for not participating in professional development opportunities, see Figure 3 below.

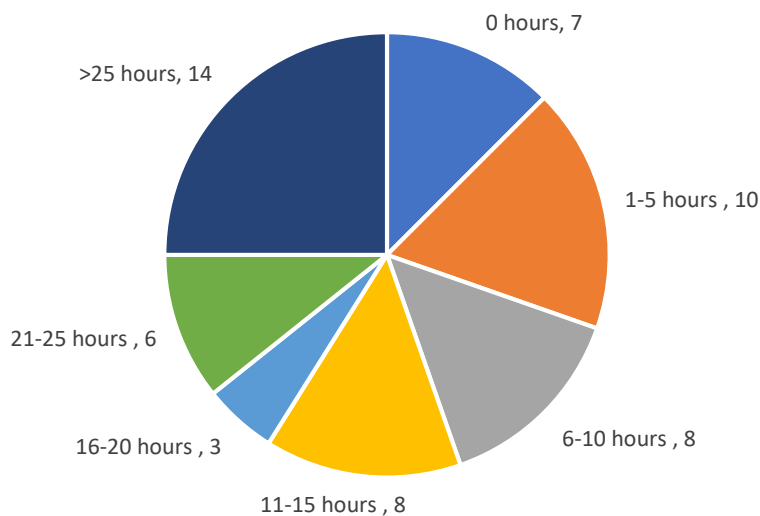
Figure 3. Count of faculty who cited reasons for not attending professional development



Several faculty selected “other” and provided insights:

- Need for more accountability, as one respondent noted, “Those who work hard are treated equal (and sometimes less) than those who do nothing. The low standards and poor work ethics are the norm in Compton college. Unfair treatment makes faculty ask whether they are truly part of a community. They begin to wonder whether the college really deserves the efforts.”
- Frustration with interactions with managers, as one respondent noted, “Discouragement and disappointment of the way the managers conduct themselves and treat faculty.” Further, another respondent noted, “I value professional development, but teaching is my main priority, and it takes much more time than administration imagines.”
- More pay for training, especially for adjuncts, and clearer inclusion of adjuncts, as one respondent noted, “Not sure if I’m allowed or required to participate as an adjunct”

Figure 4. Time spent in professional development this past year



Faculty also attend local conferences (38%) and regional conferences (30%), with fewer faculty reporting that they attended national conferences (8%).

In the next sections, we present the percentage of respondents who expressed great interest or moderately high interest in the professional development content. Content was then listed with the most often desired content first.

Professional Development Content

Faculty reported most often wanting professional development to better implement career exploration in their classrooms and about maps for student completion

<p>Guided Pathways</p> <p>Methods of career exploration in the classroom: Learning about classroom resources that are available to help your students explore career options</p>	<p>Moderate to High Interest</p> <p>77%</p>
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Course maps for student completion: Understanding how students will use highly structured, educationally coherent program pathway maps	68%
Understanding how students enter a program of study	66%
Guided Pathways basics: Understanding what Guided Pathways is and how it is implemented at Compton College	55%
Understanding how students apply to the college and register for classes	48%

Faculty rated their level of interest in the professional development topics related to enhance teaching. The top-rated content was zero-cost materials, motivating students, teaching underprepared students, Open Educational Resources (OER), and designing activities, assignments, and projects.

Content to Enhance Teaching	Moderate to High Interest
Zero-cost materials	89%
Motivating students	87%
Teaching underprepared students	87%
Open Educational Resources (OER)	87%
Designing activities, assignments, and projects	87%
Teaching students how to learn	85%
Building rapport with your students	85%
Designing learning experiences (i.e., aligning goals, methods, and assessments)	83%
Identifying and maximizing your teaching style	81%
Student learning styles and their implications in the classroom	81%
Learner-centered teaching	79%
Lessons learned from award winning teachers who share best practices	79%
Incorporating field experiences into your course	75%
New approaches to syllabus design	74%
Cognitive development	73%
Teaching first-year students	67%
Developing your teaching portfolio	64%

Faculty rated their interest in professional development content related to curriculum. Faculty rated identifying student needs and integrating career exploration in curriculum as the highest interest.

Curriculum	Moderate to High Interest
Identifying individual student needs	83%
Identifying and integrating career exploration in curriculum	79%
Developing interdisciplinary courses	77%
Curriculum development process	67%
Dividing the course into instructional units	60%

Faculty also offered an “other” recommendation suggesting that the curriculum committee members need more training on the development process.

Faculty rated the professional development that they would like to improve diversity and inclusiveness in their classroom. The highest rated content was inclusive teaching practices; understanding the conditions and forces, cultural, social, and economic, which influence student learning; and, incorporating multicultural content into your curriculum.

Diversity and Inclusiveness	Moderate to High Interest
Inclusive teaching practices	86%
Understanding of the conditions and forces, cultural, social and economic, which influence student learning	82%
Incorporating multicultural content into your curriculum	80%
Use of inter-group dialogue	76%
Teaching for social justice	76%
Working with students with disabilities	70%
Using data to identify equity concerns	66%
Gender issues in the classroom	64%
Sexual orientation issues in the classroom	64%
Integrating feminist perspectives in the classroom	58%

Faculty rated different professional development about assessment. Faculty are interested in self-assessment of teaching skills, using data to improve your program, developing useful Student Learning Outcomes, and Self-assessment of teaching skills. Below are all the assessment topics organized by the highest level of interest.

Assessment	Moderate to High Interest
Self-assessment of teaching skills	74%
Using data to improve your program	70%
Developing useful Student Learning Outcomes	70%
Self-assessment of teaching skills	70%
Developing rubrics for assessing assignments and projects	68%
Writing effective essay tests or multiple-choice tests	68%
Designing and conducting classroom-based research	68%
Course-level and program-level assessment	66%
Performance assessments (service learning, projects, presentations)	66%
Use and evaluation of e-portfolios	65%
Use and evaluation of portfolios	61%
Nuventive (TracDat) training	60%

Faculty also offered an “other” response to the assessment topics, suggesting a need to share inter-disciplinary assessments or ideas for assessments with others.

Faculty ranked professional development topics related to technology in teaching. Faculty were most interested in learning how to use technology to enhance teaching effectiveness, integrating instructional technology into your course, and ensuring your course and materials are accessible. The technology in teaching content is ranked below.

Technology in Teaching	Moderate to High Interest
Using technology to enhance teaching effectiveness	92%
Integrating instructional technology into your course	86%
Ensuring your course and materials are accessible	82%
Reviewing/enhancing your course to ensure adherence to ACCJC Distance Education Standards	74%
How to implement a “flipped classroom”	74%
Pedagogy for online/ hybrid instruction	72%
Use of Canvas	70%
Online assessment	69%
Using mobile devices for learning in the classroom	68%
Online Testing and Assessment	67%
Prezi, Vimeo, YouTube, audio/video clips	66%
Facilitating online discussion (asynchronous or synchronous)	63%
Integration of Social Networking Tools (Facebook, Twitter)	61%
CCC Confer	52%

Faculty ranked professional development topics related to technology in general. Faculty were most interested in learning how to use Banner, building websites, and Microsoft 365.

Technology in General	Moderate to High Interest
Use of Banner	70%
Building websites	68%
Microsoft 365	65%
Use of specific applications:	63%
Use of myCompton portal	59%

Faculty who suggested “other” options referenced “Techsmith Canasta and add on to Canvas.”

Faculty ranked classroom management content for professional development. Faculty requested learning about civility in the classroom and beyond as the highest topic.

Classroom Management	Moderate to High Interest
Civility in the classroom and beyond	88%
Managing difficult students: Learn ways to deal with inappropriate or disruptive student behavior	73%
Encouraging academic integrity: Knowing Compton College’s policy and disciplinary procedures regarding academic integrity and the resources	73%

available to help students understand the importance of an education free of cheating and/or plagiarism.

Supporting students in crisis: Recognizing and responding to students who are experiencing a crisis. Knowing the on- and off- campus resources that will support you and the student.	69%
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Faculty ranked their level of interest in the professional development topics to increase understanding of Compton College policy or procedures. The most desired content in this area was human resources and business services (purchasing, PeopleSoft).

Compton College Policy/Procedures	Moderate to High Interest
Human Resources	73%
Business Services (Purchasing, PeopleSoft)	69%
Retirement/Benefits	49%
Collective Bargaining Agreements	48%
Admissions and Records	46%
Board Policies & Administrative Regulations	44%
Budgeting	44%
Accreditation: Understanding the accreditation requirements and processes	38%

Faculty ranked their level of interest in the professional development topics related to improving health and wellness. Faculty most often requested training on dealing with difficult people, first aid/CPR, positive working relationships/teamwork, and preventing professional burnout.

Health and Wellness	Moderate to High Interest
Dealing with difficult people	86%
First aid/CPR	82%
Positive working relationships/ teamwork	82%
Preventing professional burnout	82%
Work/life balance	80%
Stress management	78%
Emergency preparedness	76%
Leadership skills	76%
Self-defense	73%
Diversity training	73%
Nutrition/fitness	71%

Faculty also offered an “other” category of “equity in workloads for ALL---need more administrative/union involvement.”

Faculty rated their level of interest in the professional development topics to enhance your work. Faculty were most interested in the best/effective practices for helping the distressed or angry student or retaining underrepresented students.

Enhance Work	Moderate to High Interest
Best/effective practices for helping the distressed or angry student	81%
Retaining underrepresented students	78%
Understanding and supporting students with disabilities	73%
Working with students with limited English language skills	73%
Cultural awareness/competency	71%
Fostering student validation and engagement	71%
Fostering inclusion in the workplace	69%
Learn another language to communicate with students/ parents	58%
Data-driven decision making	55%
Family Educational Rights and Privacy Act (FERPA)	49%

Faculty rated their level of interest in the professional development topics to enhance your leadership skills. Faculty were most interested in effective communication/ challenging conversations and increasing emotional intelligence to improve team effectiveness.

Leadership	Moderate to High Interest
Effective communication/ challenging conversations	80%
Increasing emotional intelligence to improve team effectiveness	77%
Effective self-management and delegation	75%
Building motivation and morale in the workplace	75%
Best/effective practices in conducting performance evaluations	73%
Building mutual trust and respect among colleagues	73%
Understanding your personal style (e.g., Myers-Briggs Type Indicator)	68%
Managing change	67%
Managing meetings	64%

Faculty offered an “other” recommendation for leadership training, noting a request for “performance evaluation follow-ups.”

Planning for Professional Development

Faculty suggested the types of professional development that they would most likely to participate. Faculty suggested they are most interested in discipline-specific workshops, hands-on workshops, and peer-to-peer informal discussion with colleagues about teaching problems. Faculty were least likely to participate in institutes/retreats that take multiple days or large town hall meetings like Tartar Talks. Further, when asked about the length of the training, faculty preferred 1 to 2-hour trainings, then brown bag lunches, followed by half-day and full-day training. Faculty preferred training during the work week, with the next preference during the evening, and last preference on the weekend. The preferred days for training were Thursday (23%), Friday (22%), and Tuesday (22%).

Type of Professional Development	Somewhat		
	Very likely	likely	Not likely
Discipline-specific workshops	73%	17%	10%
Hands-on workshops (one meeting focused on a technique or strategy)	62%	32%	6%
Peer-to-peer informal discussion with colleagues about teaching problems, tips	60%	29%	10%
Guest presenters	51%	43%	6%
Institutes/Retreats (2-3 days)	43%	30%	28%
Web-based classes	43%	43%	15%
Student panels	42%	44%	15%
Formal presentation followed by discussion	35%	56%	8%
Classroom observations with feedback/individual consultation	31%	48%	21%
Town hall presentations (Tartar Talks)	27%	46%	27%

Faculty offered feedback about what they need to enhance their career in an open-ended question. Several themes arose from these comments, including:

- Faculty need more time and compensation for professional development. For example, one person said “Faculty need fund to attend more conferences and take classes to enhance their teaching skills. The \$1200 limited funding for PD is not enough,” while another person said, “Allow overloads that are comparable to workloads.”
- Specific requests, such as Canvas, Eureka, Python Training
- Mentoring or network of support from colleagues, students, and administrators
- More opportunity to try new ideas
- Student-centered & culturally sensitive pedagogy
- More inclusion into college activities
- Opportunities to attend training outside of the college

Faculty also offered open-ended responses about what support or learning opportunity would help them do their job better. Several themes arose from these comments, including:

- Adequate supplies and student support in the classroom, as one respondent said, “TOOLS -a lock box in each room that is key coded and keeps markers erasers and spray bottles to clean the boards... replace fresh markers and erasers each semester. There is ample room in each computer station to place markers. Fresh, new markers and erasers. It is the broken window theory. People say these markers and erasers will walk away but I never seen this approach tried. If they walk off it is because another classroom is lacking tools.”
- Attending professional conferences (e.g., attend physics teacher conferences)
- Improved classroom conditions, as one respondent said, “Classroom conditions are extremely bad and inhuman (e.g. heating and AC out of order, clogged smelly sinks, rodents and insects).”
- Training about how to best serve our student population especially with issues like food insecurities.

- Some suggested a need for more collaboration across administration and faculty and understanding of each other's roles and contributions. One faculty member said, "I do my job very well. The assumption that I do not, largely by those with little-to-no teaching experience, is the main problem." Further, another respondent said, "In Compton college, faculty are unable to apply what they learn at all these PD activities because of the lack of support from the administrators. It's that simple- Compton administrators enough with the "talking," and start "doing" the work!"
- More hands-on training and more opportunities for training relevant to teaching subject
- IT technology support and specific technology training, such as Microsoft, Canvas, Turnitin
- Training on how to chair a senate committee and follow Robert's rules and properly take notes.
- Adjunct support, including increased pay, reimbursement for health care insurance, and keys to classrooms.

Faculty offered final thoughts about the professional development needs of the college.

Themes include:

- More need for classroom supplies and improve conditions
- Install ERIC for the college
- Adjunct office space
- Improved professional development hour accounting
- Need for improved planning related to professional development, including more advanced notice for training opportunities
- Training on integrity, professionalism, etiquette, leadership, and soft skills
- Offer workshops more often and at different times.
- Concern for pay equity for faculty
- Tap into faculty to help with the professional development in their specialty areas

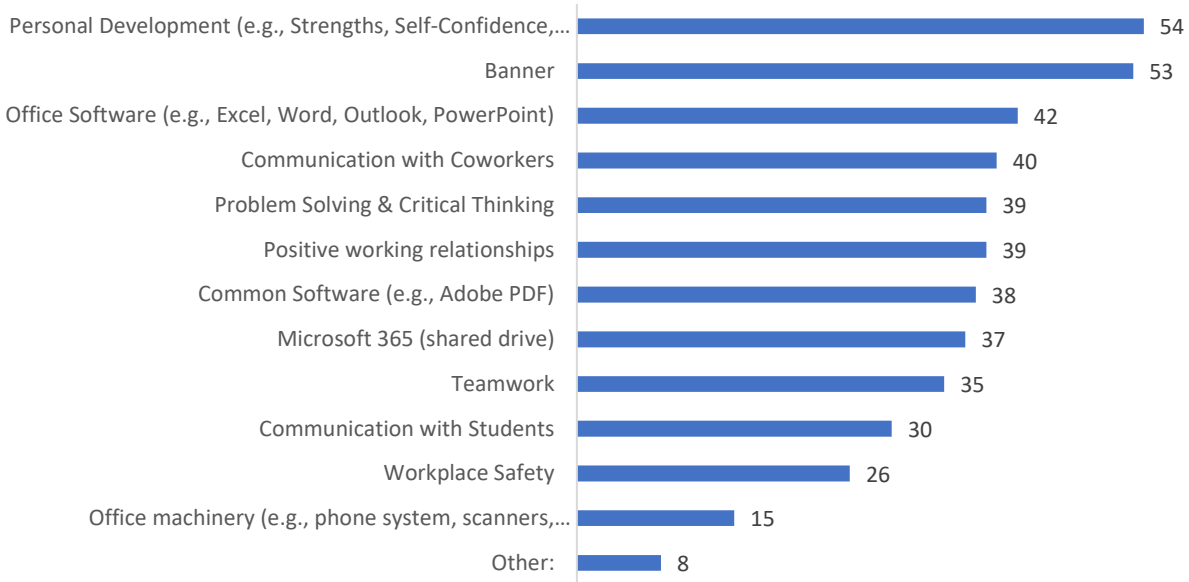
Staff

This section provides a summary of the findings for staff and managers. Most staff and managers had participated in 1 to 10 hours of professional development in 2018-2019 (54%), while 20% reported that they did not participate in any professional development. Most staff and managers (92%) prefer to learn about professional development offerings by email, followed by learning from their direct supervisor (43%).

Professional Development Content

Staff and managers reported that personal development and Banner training would be the most beneficial to them., see figure 5 below.

Figure 5. Most beneficial areas of professional development



Staff/managers are most interested in better understanding of program maps and career exploration in professional development related to Guided Pathways.

Guided Pathways	Moderate to High Interest
Course maps for student completion: Understanding how students will use highly structured, educationally coherent program pathway maps	76%
Methods of career exploration in the classroom: Learning about classroom resources that are available to help your students explore career options	70%
Understanding how students enter a program of study	69%
Understanding how students apply to the college and register for classes	65%
Guided Pathways basics: Understanding what Guided Pathways is and how it is implemented at Compton College	62%

Staff/managers are most interested in professional development related to building websites and the use of Banner when considering professional development related to the general use of technology.

General use of technology:	Moderate to High Interest
Building websites	79%
Use of Banner	78%
Use of myCompton portal	75%
Use of specific applications:	75%

Microsoft 365

70%

Staff also would like training on Microsoft Office, including building PowerPoint presentations. Others mentioned data security practices, Canvas, Cornerstone, the California Community College Chancellor's Office Vision Resource Center tools, and Publisher.

Staff/managers are most interested in professional development related to retirement/benefits and human resources in relation to Compton College policy or procedures.

Compton College policy or procedures	Moderate to High Interest
Retirement/Benefits	85%
Human Resources	78%
Budgeting	77%
Board Policies & Administrative Regulations	74%
Collective Bargaining Agreements	73%
Business Services (Purchasing, PeopleSoft)	73%
Accreditation: Understanding the accreditation requirements and processes	72%
Admissions and Records	65%

Staff/managers also suggested "other" training related to Compton College policy and procedures, including bumping rights and the Merit System, customer service for all employees, emergency operations or active shooter, mentorship programs, and negotiations.

Staff/managers are most interested in professional development about leadership skills, dealing with difficult people, and positive working relationships/teamwork in relation to health and wellness.

Health and wellness	Moderate to High Interest
Leadership skills	89%
Dealing with difficult people	89%
Positive working relationships/ teamwork	89%
Diversity training	84%
Other:	83%
Emergency preparedness	83%
Stress management	80%
Preventing professional burnout	80%
Nutrition/fitness	79%
Work/life balance	79%
First aid/CPR	75%
Self-defense	73%

Staff/managers also suggested how to prepare healthy food under the “other” training related to health and wellness.

Staff/managers are most interested in professional development about retaining underrepresented students, the best/effective practices for helping the distressed or angry student, as well as understanding and supporting students with disabilities in relation to enhancing their work.

Topics to enhance your work	Moderate to High Interest
Retaining underrepresented students	84%
Best/effective practices for helping the distressed or angry student	81%
Understanding and supporting students with disabilities	81%
Cultural awareness/competency	79%
Data-driven decision making	73%
Fostering inclusion in the workplace	72%
Working with students with limited English language skills	70%
Fostering student validation and engagement	69%
Family Educational Rights and Privacy Act (FERPA)	66%
Learn another language to communicate with students/ parents	65%

Staff/managers also suggested “other” training related to enhancing their work, including how to stay positive in a negative environment, productivity tools in Microsoft Office, and working with students with basic needs.

Staff/managers are most interested in professional development about effective communication/challenging conversations and building motivation and morale in the workplace in relation to leadership skills.

Leadership skills	Moderate to High Interest
Effective communication/ challenging conversations	87%
Building motivation and morale in the workplace	85%
Effective self-management and delegation	82%
Increasing emotional intelligence to improve team effectiveness	81%
Building mutual trust and respect among colleagues	80%
Managing change	76%
Understanding your personal style (e.g., Myers-Briggs Type Indicator)	76%
Best/effective practices in conducting performance evaluations	75%
Managing meetings	72%

Staff/managers also suggested “other” training related to leadership skills, including breaking the silo working environment, creating shorter and more productive meetings, interview styles, and situational leadership (e.g., Six Sigma).

Planning for Professional Development

Staff/managers said they would most likely engage in hands-on workshops, Institute/retreats, and guest presentations, while they would not likely participate in web-based classes, classroom observations with feedback, and town hall presentations (e.g., Tartar Talks). Further, staff/managers prefer 1 to 2-hour trainings, followed by half day trainings, brown bag lunches, and full-day training, in that order. Staff/managers prefer training during the workday, then in the evening, and the last choice was on the weekend. Staff/managers selected Friday as the best day for training (69%), followed by Wednesday and Thursday.

	Very likely	Somewhat likely	Not likely
Hands-on workshops (one meeting focused on a technique or strategy)	72%	20%	9%
Institutes/Retreats (2-3 days)	63%	23%	14%
Guest presenters	62%	30%	7%
Student panels	54%	34%	13%
Formal presentation followed by discussion	53%	35%	12%
Peer-to-peer informal discussion with colleagues about teaching problems, tips	53%	32%	15%
Discipline-specific workshops	50%	40%	10%
Web-based classes	49%	31%	20%
Classroom observations with feedback/individual consultation	45%	33%	23%
Town hall presentations (Tartar Talks)	37%	46%	17%

Staff offered feedback about what they need to enhance their career in an open-ended question. Several themes arose from these comments, including:

- Increased collaboration and more supportive workspace
- Higher pay and more time, flexibility for training
- Basic foundational training on job duties. One respondent said, “What will enhance my career is more training on the things I used daily. Also, some of my time is used in meetings that are 1.5 hours long when the meeting could be 45 minutes, (where the first 20 minutes are people arriving late) I will significantly benefit from shorter and more productive meetings. The time that I can save, I can use to take an online course that can help me in my day to day duties.”
- Clearer pathway for career development and promotion
- Specific training requests for Banner, Microsoft 365, and SQL training. Request for training from company, not fellow co-workers
- Increase knowledge and skill of teammates to build empathy and patience without students.
- More opportunity for leadership and management skill building, effective communication
- Mentorship program
- Rotation program to learn other areas.

- Support for work-life balance to avoid burnout.

Staff also offered open-ended responses about what support or learning opportunity would help them do their job better. Several themes arose from these comments, including:

- Creating a more supportive culture. One respondent said, “Accountability needs to be placed on upper management to decrease a hostile working environment and it is often an environment fostered by management. A professional development for effective management styles is greatly needed. Micromanagement of staff is not an effective way to create trust in the workplace, loyalty to the college, but most importantly an effective workforce that serves students.” Another respondent commented on the physical environment that influences well-being, “Better communication with staff members. Work site comfort such as comfortable chairs, telephone headsets, and the ability to have lunch and power walks.”
- Hands on training and cross-training
- More flexibility for training, as one respondent said, “I like Lynda.com because they are straight to the point and can be done during slow periods at work. I wish we were allowed to complete this type of trainings at work. I feel that it will benefit me greatly because I can choose exactly what I need, an example to learn about excel pivot tables, how to apply to grants, etc.”
- Specific training, such as Spanish training, management training, SQL training, business office and their operations, budgeting training
- More timely feedback
- Check off list for new employees on systems that they need to learn and access to training for the different platforms.

Staff offered final thoughts about the professional development needs of the college. Themes include:

- Including specific content, such as computer and technology training, customer service, and business office processes
- Provide multiple ways to do professional development (online, face-to-face, conferences) and do not only focus on faculty. Record training to build a library of resources.

Recommendations

This report on the faculty and staff/manager needs for professional development provides a lot of direction for Compton College moving forward. Below are recommendations based upon the findings.

- Prioritize highly rated content for professional development offerings in the coming year.
- The high-level of interest across the spectrum of content suggests a high need for professional development in many different areas. While some training is requested by all stakeholders (e.g., Banner training), specific audiences may be targeted for focus training (e.g., faculty classroom management) or general technology training (e.g., faculty, staff, and administrators who need support).

- Consider different professional development schedules and mediums (e.g., in-person and zoom) and by audience. Ensure opportunities for hands-on training that was rated highly by both faculty and staff.
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- Siloed work and lack of trust has built resentment, frustration, and misunderstanding of different faculty, staff, and administration roles. Build professional development offering to support more collaborative work across the functions to improve morale and culture. Consider a role shadowing program to build more understanding of different roles.
- Consider increased time and funding for professional development participants.