

**Executive Summary: Faculty Professional Development Needs Assessment  
Part-Time Faculty**

Cuyamaca College’s Professional Development Committee administered a survey in spring 2017 to identify faculty members’ professional development (PD) needs. In total, 37 part-time faculty members completed the Faculty Professional Development Needs Assessment. Respondents represented each division at Cuyamaca: Arts, Humanities, and Social Sciences; Career and Technical Education; Learning and Technology Resources; Math, Science, and Engineering; and Student Services.

Respondents were asked to indicate their preferred delivery methods and times for PD activities. Most respondents prefer completing these activities during Flex Week, via on-campus workshops throughout the semester, or via self-paced online/digital offerings. In general, respondents prefer PD activities that occur in one- to two-hour segments or are half-day events. Approximately 68% of respondents indicated that they prefer receiving information about upcoming PD activities via email, and approximately 19% prefer receiving this information via the Cuyamaca PD website.

Respondents were asked to indicate their preferences regarding the topics of professional development activities. The top three responses for each category are listed in the following tables (note that each respondent could select more than one topic in each category, so the total percentages exceed 100%). In cases where there is a tie for the top three responses, the top four responses are listed.

<b>Top Three Preferred Topics by Category</b>		
<b>Category</b>	<b>Respondents (n=37)</b>	
	<b>#</b>	<b>%</b>
<b>Instructional Methods</b>		
Active learning strategies	27	73%
Problem-based learning	24	65%
Facilitating classroom discussions that engage and involve students	23	62%
<b>Curriculum Development Process</b>		
Course outline and student learning outcome development and submittal	22	60%
Syllabus development and design	17	46%
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<b>Assessment</b>		
Developing rubrics for assignments and projects	22	60%
Writing effective exams	19	51%
Improving teaching through student course evaluations	15	41%
Using data to improve your program	15	41%
<b>Instructional Design and Technology</b>		
Using technology to enhance learning	21	57%
Introduction to Canvas	19	51%
Advanced Canvas	15	41%
Library resources for faculty and students	15	41%
<b>Student Equity, Validation, and Engagement</b>		
Developing inclusive teaching practices to foster validation and engagement	23	62%
Understanding and supporting students with disabilities	16	43%
Connecting students with each other	14	38%
Designing culturally relevant curriculum	14	38%

Top Three Preferred Topics by Category		
Category	Respondents (n=37)	
	#	%
<b>Guided Student Pathways</b>		
Course maps for student completion	17	46%
Methods of career exploration in the classroom	14	38%
Student advising/registration	11	30%
<b>Learners and Learning</b>		
Metacognition	18	49%
Developing learning communities and cross-curricular projects	13	35%
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<b>Teaching Strategies</b>		
Flipped classroom	16	43%
Backwards design	14	38%
Developing your teaching philosophy	12	32%
<b>Classroom Management Techniques</b>		
Academic integrity	21	57%
Dealing with students who test your patience	19	51%
Supporting students in crisis	16	43%
<b>Professional Issues</b>		
Exploring individual activities for professional development	15	41%
Understanding the faculty contract	15	41%
Student services available on campus that address student needs	14	38%
Open Educational Resources (OERs)	14	38%

Respondents indicated other PD they would like offered at Cuyamaca, including opportunities to collaborate with faculty in the same discipline about exams, assignments, and common challenges they experience; activities that strengthen their ability to create computer graphics for lectures; activities to strengthen their ability to work with students who have elementary-level writing and spelling skills; and activities that focus on studies about learning and the brain. One respondent noted that positive speakers with a sense of humor are needed to empower and motivate faculty members.

Lastly, respondents suggested the following potential speakers or facilitators for PD activities, noting their areas of expertise:

- Joel Levine, Southwestern College: Teacher training and curriculum design in reading, writing, and critical thinking
- John McNeil, University of California, Los Angeles: Curriculum design in instruction and reading