Executive Summary: Faculty Professional Development Needs Assessment

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 and 25 full-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 77% 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%).

Top Three Preferred Topics by Category		
Category	**Respondents (n=62)**	
	#	**%**
Instructional Methods		
Active learning strategies	44	71%
Problem-based learning	39	63%
Facilitating classroom discussions that engage and involve students	27	44%
Curriculum Development Process		
Course outline and student learning outcome development and submittal	35	56%
Syllabus development and design	27	44%
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Assessment		
Developing rubrics for assignments and projects	33	53%
Using data to improve your program	29	47%
Writing effective exams	29	47%
Instructional Design and Technology		
Using technology to enhance learning	38	61%
Introduction to Canvas	35	56%
Advanced Canvas	31	50%
Student Equity, Validation, and Engagement		
Developing inclusive teaching practices to foster validation and engagement	36	58%
Connecting students with each other	30	48%
Understanding and supporting students with disabilities	30	48%
Guided Student Pathways		
Course maps for student completion	34	55%
Methods of career exploration in the classroom	28	45%
Student advising/registration	25	40%

Top Three Preferred Topics by Category		
Category	**Respondents (n=62)**	
	#	**%**
Learners and Learning		
Metacognition	37	60%
Developing learning communities and cross-curricular projects	23	37%
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Teaching Strategies		
Flipped classroom	29	47%
Backwards design	26	42%
Acceleration in basic skills	23	37%
Classroom Management Techniques		
Academic integrity	35	56%
Dealing with students who test your patience	33	53%
Supporting students in crisis	33	53%
Professional Issues		
Understanding the faculty contract	26	42%
Understanding dual enrollment	24	39%
Exploring individual activities for professional development	23	37%

Respondents indicated other PD they would like offered at Cuyamaca, including opportunities to collaborate with part-time and full-time faculty in the same discipline and across disciplines; activities that strengthen their ability to create computer graphics for lectures, record lectures, create online videos for presenting information, access inexpensive classroom supplies, identify networks for obtaining new students, and work with college students who have elementary-level writing and spelling skills; activities that focus on studies about learning and the brain; and opportunities to learn to be a more effective program coordinator. 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:

- Carol Dweck, Stanford University: Mindset, motivation, and learning
- 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
- Mike Rowe: Helping hardworking people gain the technical skills and expertise needed to close the skills gap