

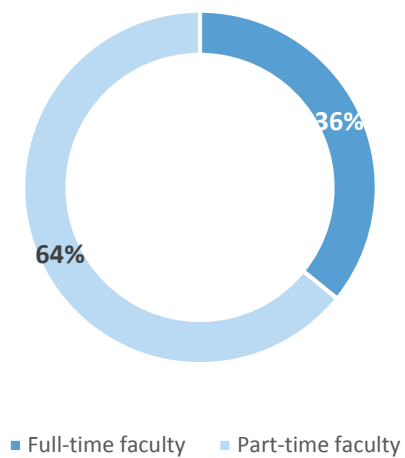
Cuyamaca Faculty Professional Development Needs Assessment Results Spring 2019

Introduction and Respondent Characteristics

In Spring 2019, Cuyamaca's Professional Development Coordinator, in collaboration with the Institutional Effectiveness, Success, and Equity (IESE) office, administered a needs assessment to identify full-time and part-time faculty members' professional development needs. The overall results are presented in pages 1-9 of this report; full-time faculty members' responses are presented on pages 10-15, and part-time faculty members' responses are presented on pages 16-21 of this report.

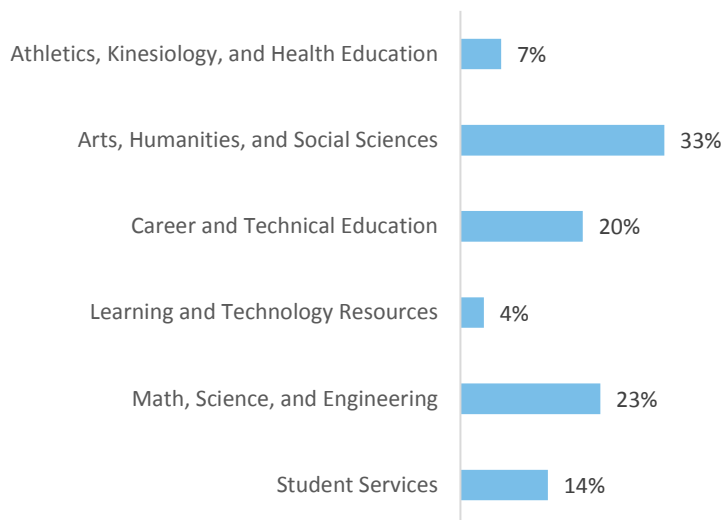
Which of the following describes your position at Cuyamaca College? (n=106)

In total, 106 faculty members completed the needs assessment. Approximately 36% of respondents are full-time faculty and 64% are part-time faculty at Cuyamaca.



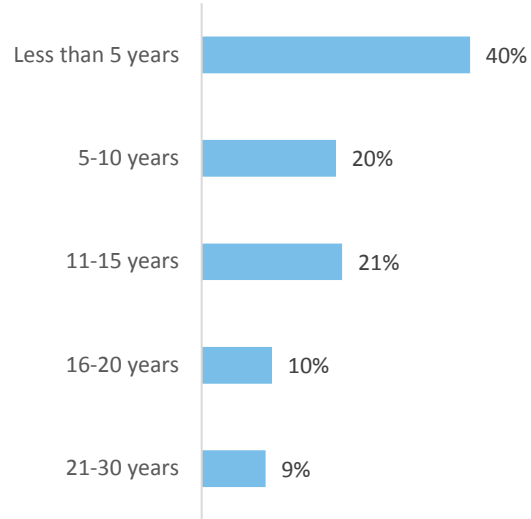
Please indicate the division in which you work. (n=106)

Faculty members from each division completed the needs assessment. Approximately 33% of respondents are from the Arts, Humanities, and Social Sciences division; 23% are from the Math, Science, and Engineering division; and 20% are from the Career and Technical Education division.



How long have you worked at Cuyamaca College? (n=106)

Approximately 40% of respondents are relatively new employees at Cuyamaca, having worked at Cuyamaca for less than five years.



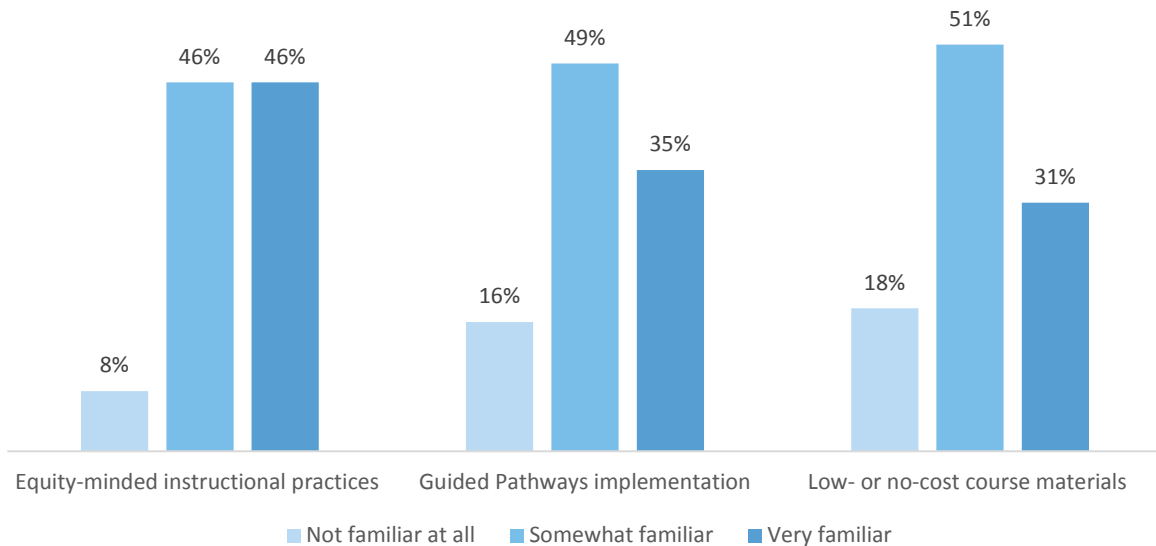
Professional Development Needs

Faculty were asked to indicate their familiarity with and interest in learning more about the following topics:

- Equity-minded instructional practices (e.g., Culturally Responsive Teaching & Learning, Project-based Learning, data-driven inquiry into student outcomes and achievement gaps)
- Guided Pathways implementation (e.g., structured student on-boarding, career decision making, curricular mapping)
- Low- or no-cost course materials (e.g., Open Educational Resources, Zero-Textbook Cost resources, curating/publishing, licensing/adopting)

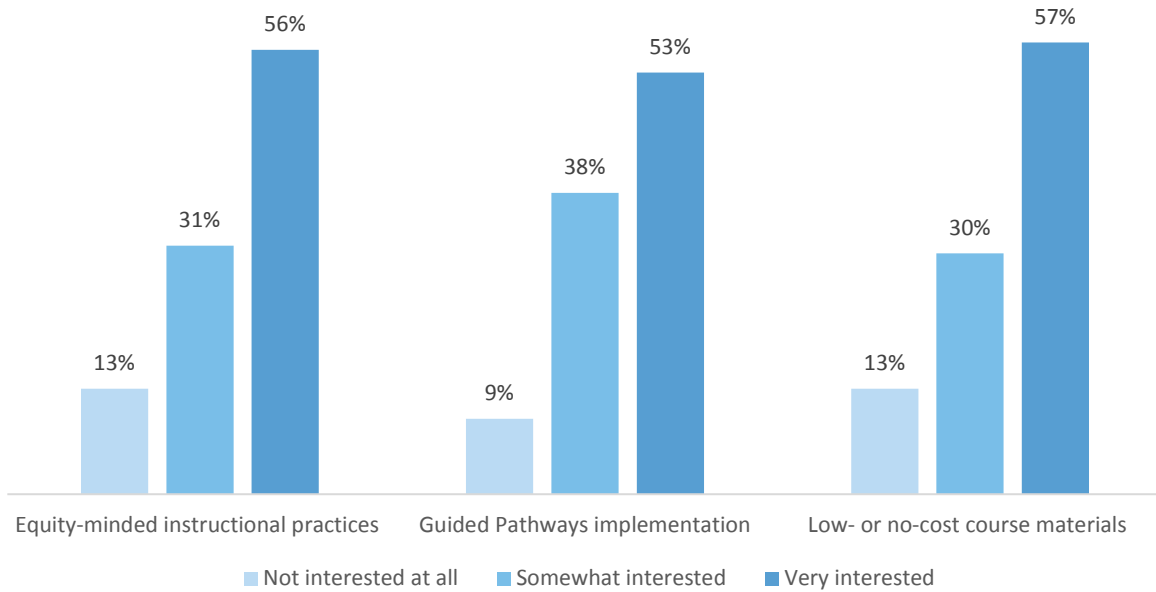
How familiar are you with each of the following? (n=106)

The majority of respondents indicated they are either somewhat or very familiar with equity-minded instructional practices, Guided Pathways implementation, and low- or no-cost course materials. Approximately 8% are not familiar at all with equity-minded instructional practices; 16% are not familiar at all with Guided Pathways implementation; and 18% are not familiar at all with low- or no-cost course materials.



How interested are you in participating in professional development activities related to the following topics? (n=106)

The majority of respondents indicated they are very interested in participating in professional development activities related to each of the three topics (i.e., equity-minded instructional practices, Guided Pathways implementation, low- or no-cost course materials). Approximately 13% are not interested in participating in professional development activities related to equity-minded instructional practices; 9% are not interested in participating in professional development activities related to Guided Pathways implementation; and 13% are not interested in participating in professional development activities related to low- or no-cost course materials.



Interest Level by Familiarity Level

Approximately 26% of faculty members indicated they are very familiar with equity-minded instructional practices and are very interested in participating in professional development activities related to this topic. Approximately 25% of faculty members indicated they are somewhat familiar with this topic and are very interested in participating in professional development activities related to this topic.

Equity-minded Instructional Practices (n=106)

	Not interested at all	Somewhat interested	Very interested	Total
Not familiar at all	1%	3%	4%	8%
Somewhat familiar	6%	15%	25%	46%
Very familiar	7%	13%	26%	46%
<i>Total</i>	<i>13%</i>	<i>31%</i>	<i>56%</i>	<i>100%</i>

Approximately 24% of faculty members indicated they are somewhat familiar with Guided Pathways implementation and are very interested in participating in professional development activities related to this topic. Approximately 22% of faculty members indicated they are somewhat familiar with this topic and are somewhat interested in participating in professional development activities related to this topic.

Guided Pathways Implementation (n=105)

	Not interested at all	Somewhat interested	Very interested	Total
Not familiar at all	3%	3%	10%	16%
Somewhat familiar	3%	22%	24%	49%
Very familiar	4%	13%	18%	35%
<i>Total</i>	<i>10%</i>	<i>38%</i>	<i>52%</i>	<i>100%</i>

Approximately 30% of faculty members indicated they are somewhat familiar with low- or no-cost course materials and are very interested in participating in professional development activities related to this topic. Approximately 15% of faculty members indicated they are somewhat familiar with this topic and are somewhat interested in participating in professional development activities related to this topic.

Low- or No-Cost Course Materials (n=106)

	Not interested at all	Somewhat interested	Very interested	Total
Not familiar at all	2%	4%	12%	18%
Somewhat familiar	6%	15%	30%	51%
Very familiar	6%	11%	14%	31%
<i>Total</i>	<i>13%</i>	<i>30%</i>	<i>57%</i>	<i>100%</i>

Verbatim Responses: Specific professional development activities or training needed related to equity-minded instructional practices (n=26)

- all of it
- An emphasis on culturally relevant teaching is key. I think that by doing this, we are more inclusive of LGBTQ and Gender. Also, I am interested in learning about Middle Eastern Culture and how I can better serve/teach these students.
- Cuyamaca equity-minded institutes
- CRTL
- Effective teaching practices for our middle eastern student population
- Examples of mathematics practices that implement culturally relevant topics
- I am concerned about marginalized students. I took the safe spaces training, and it was helpful. More is needed.
- I would be interested in some ideas for activities to share with my students.
- I'd very much like to evolve my teaching practices. I'd like to learn more about equity minded-instruction and the possibilities it carries for me to become a more effective instructor.
- let faculty know that they are not expected to solve systemic societal problems but that we are expected to be mindful of our own biases and behavior so as not to perpetuate the issues to increase student success in groups that are experiencing the largest gaps in success. Something to promote faculty buy-in, but you need to get faculty into the room...free food?
- More Instructional Activities (e.g. AFT Summer Institute)
- Need more information
- no sure of opportunities that exist
- None.
- online workshops would help with busy schedule
- Only interested if I can get specific ideas on how to close equity gaps in my discipline. Not going to spend a year sitting in an institute.
- Project-based learning would be interesting, but really any of the topics listed would be helpful.
- Research-based teaching techniques and processes to follow to close the gap between groups.
- Samples and discussion of incorporation in class
- Social sciences group
- Specific practices/application training
- Summer 2018 Institute training with CCEAL
- Teaching & Learning Project
- the current offering is too long; short workshops throughout the semester would be better. I won't sign up for that long of a commitment.
- Training
- What it is and how to implement

Verbatim Responses: Specific professional development activities or training needed related to Guided Pathways (n=16)

- all of it
- Career decision making
- communicating with counselors about courses that can better fit student needs that they might not be aware of or the benefit to the students
- Continue with GP updates and work groups.
- Guide Pathway Institutes
- How ESL fits in...
- How exactly we're implementing this on campus and my division
- how to help guide students
- I want to help direct students to who to talk to to help them finish their requirements.
- I would like to see how I can add components of guided pathways into my curriculum, such as researching and writing about career options within our students majors.
- Information about status and what we can do
- More info on Meta Majors as well as general info and what counselor should look for.
- None.
- PD and Training
- Presentation by [Guided Pathways Coordinator]
- What it is and how to implement

Verbatim Responses: Specific professional development activities or training needed related to low- or no-cost course materials (n=23)

- a basic primer
- all of it
- Any training surrounding this topic would be helpful. I think that is this one of the most important areas of equity work.
- curating and publishing, legally what can we use/copy? and in what format can this be provided to students (in a link on Canvas or can it be made into a reader and provided at bookstore?)
- Current material does not exist in my discipline -- OER is unusable -- I have negotiated publisher discounts for all of our books instead.
- Explain more about ORE
- How teachers can make them.
- how to seek out additional texts for courses (I only use one text for intro because that's what is available)
- I have little or nothing positive to say about this topic. I am only interested in this topic as it relates to educating profs of the pitfalls involved
- I would like ideas for low/no cost materials specific to my subject area.
- I would like more information about this -- how to find the sources, how to use low or no-cost high-quality sources in a way that is ethical and responsibly toward the authors of published material, and also to not break any copyright laws, while also providing high-quality articles and information for our students.
- Information and help selecting materials
- More information on the legal aspect (e.g. publishing rights)
- N/A
- Need more information
- not sure of opportunities that exist
- PD
- Publishing licensing/adopting
- Publishing OER materials
- Should include art supplies!!!
- Sources of low/no cost materials
- We are already using something like this, but more info would be helpful.
- What's out there for my discipline?

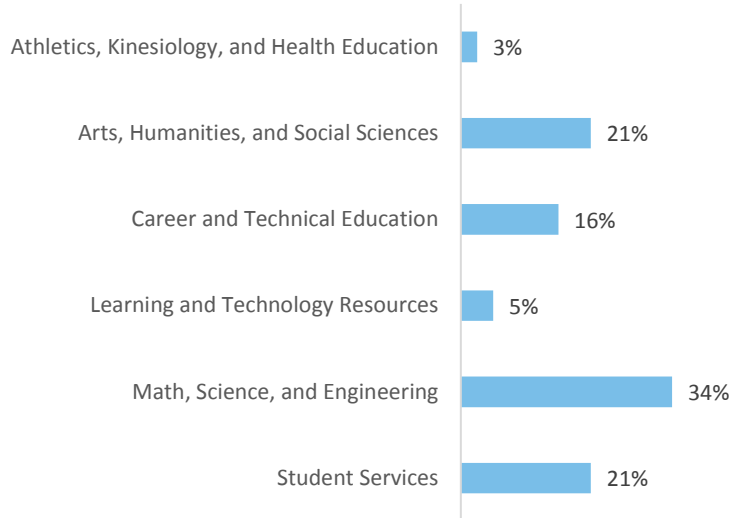
Verbatim Responses: Specific professional development activities or training needed related to other professional development interests (n=21)

- Academic honesty.
- active learning strategies
- Best practices for underserved communities
- best practices/current practices in my teaching discipline
- Canvas
- Course design workshops with a peer component, emphasizing actual concrete skills.
- ESL teachers talk with content teachers about "good enough" English for academic success
- How can faculty become involved in decision making related to PD?
- I think we need to do more with students in terms of helping them balance their schedules and their lives so that they can work, have families, manage their finances, and do well in school. Any sort of workshops on this would be helpful for faculty and students.
- Innovative online teaching
- Latest methods
- Motivation.
- N/A
- Publishing books
- Student centered learning or activity based learning
- Summer Institutes
- Support for discipline-related professional development
- There are many efforts, I hope they can be brought under a single umbrella, like the emerging Center for Teaching and Learning
- Use of technology for teaching higher mathematics
- using technology pieces in Canvas to create a more engaging and rich student experience.
- Video Quizzing in Arc for Canvas (if we can get it!)

Full-Time Faculty Members' Responses

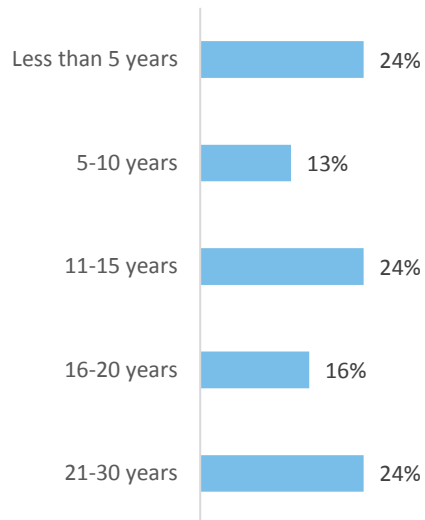
Please indicate the division in which you work. (n=38)

Full-time faculty members from each division completed the needs assessment. Approximately 34% of full-time faculty respondents are from the Math, Science, and Engineering division; 21% are from the Art, Humanities, and Social Sciences division; and 21% are from Student Services.



How long have you worked at Cuyamaca College? (n=38)

Approximately 24% of full-time faculty respondents are relatively new employees at Cuyamaca, having worked at Cuyamaca for less than five years.



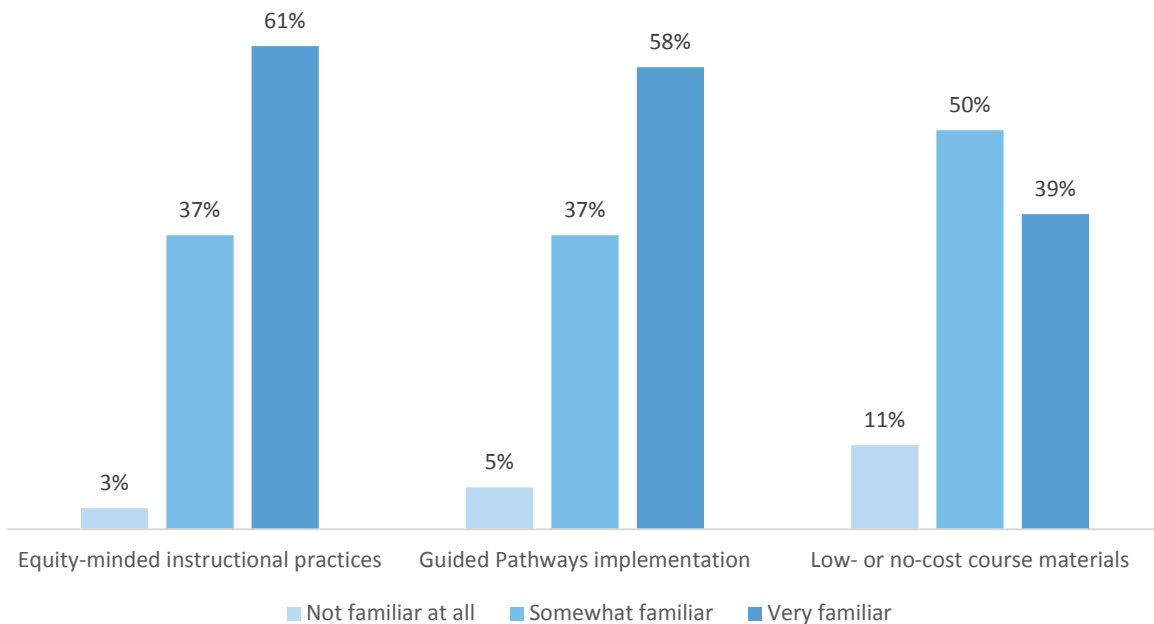
Full-Time Faculty Members' Professional Development Needs

Full-time faculty were asked to indicate their familiarity with and interest in learning more about the following topics:

- Equity-minded instructional practices (e.g., Culturally Responsive Teaching & Learning, Project-based Learning, data-driven inquiry into student outcomes and achievement gaps)
- Guided Pathways implementation (e.g., structured student on-boarding, career decision making, curricular mapping)
- Low- or no-cost course materials (e.g., Open Educational Resources, Zero-Textbook Cost resources, curating/publishing, licensing/adopting)

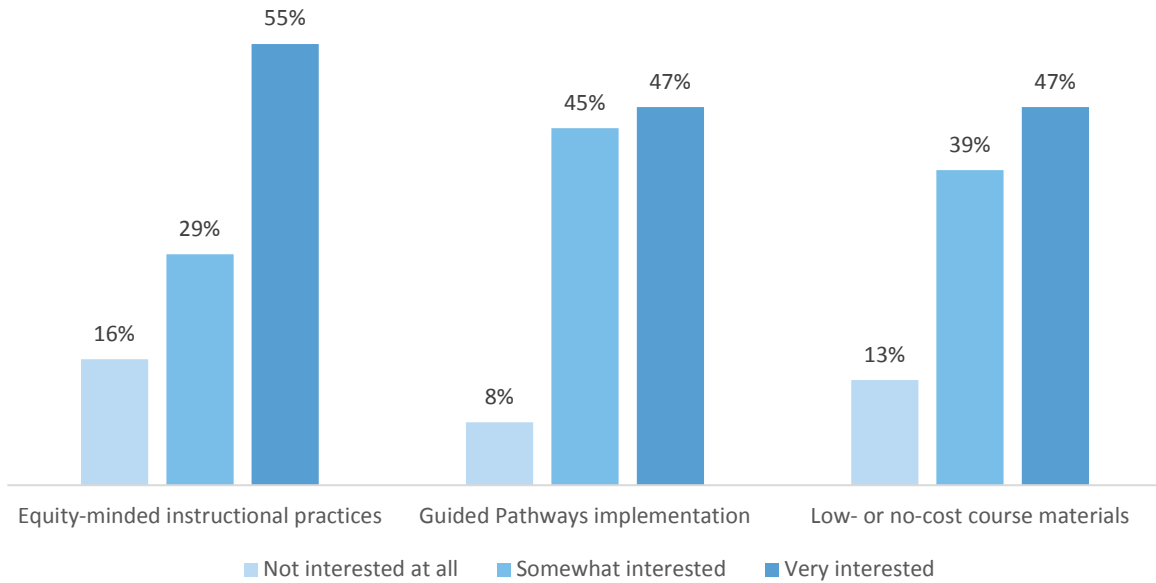
How familiar are you with each of the following? (n=38)

The majority of full-time faculty respondents indicated they are either somewhat or very familiar with equity-minded instructional practices, Guided Pathways implementation, and low- or no-cost course materials. Approximately 3% are not familiar with equity-minded instructional practices; 5% are not familiar with Guided Pathways implementation; and 11% are not familiar with low- or no-cost course materials.



How interested are you in participating in professional development activities related to the following topics? (n=38)

The majority of full-time faculty respondents indicated they are either somewhat or very interested in participating in professional development activities related to each of the three topics (i.e., equity-minded instructional practices, guided pathways implementation, low- or no-cost course materials). Approximately 16% are not interested in participating in professional development activities related to equity-minded instructional practices; 8% are not interested in participating in professional development activities related to Guided Pathways implementation; and 13% are not interested in participating in professional development activities related to low- or no-cost course materials.



Interest Level by Familiarity Level

Approximately 32% of full-time faculty members indicated they are very familiar with equity-minded instructional practices and are very interested in participating in professional development activities related to this topic.

Approximately 21% of full-time faculty members indicated they are somewhat familiar with this topic and are very interested in participating in professional development activities related to this topic.

Equity-minded Instructional Practices (n=38)

	Not interested at all	Somewhat interested	Very interested	Total
Not familiar at all	0%	0%	3%	3%
Somewhat familiar	8%	8%	21%	37%
Very familiar	8%	21%	32%	61%
<i>Total</i>	<i>16%</i>	<i>29%</i>	<i>56%</i>	<i>100%</i>

Approximately 26% of full-time faculty members indicated they are very familiar with Guided Pathways implementation and are somewhat interested in participating in professional development activities related to this topic. Approximately 24% of full-time faculty members indicated they are very familiar with this topic and are very interested in participating in professional development activities related to this topic.

Guided Pathways Implementation (n=38)

	Not interested at all	Somewhat interested	Very interested	Total
Not familiar at all	0%	3%	3%	5%
Somewhat familiar	0%	16%	21%	37%
Very familiar	8%	26%	24%	58%
<i>Total</i>	<i>8%</i>	<i>45%</i>	<i>47%</i>	<i>100%</i>

Approximately 32% of full-time faculty members indicated they are somewhat familiar with low- or no-cost course materials and are very interested in participating in professional development activities related to this topic.

Approximately 24% of full-time faculty members indicated they are very familiar with this topic and are somewhat interested in participating in professional development activities related to this topic.

Low- or No-Cost Course Materials (n=38)

	Not interested at all	Somewhat interested	Very interested	Total
Not familiar at all	0%	3%	8%	11%
Somewhat familiar	5%	13%	32%	50%
Very familiar	8%	24%	8%	39%
<i>Total</i>	<i>13%</i>	<i>39%</i>	<i>47%</i>	<i>100%</i>

Verbatim Responses: Specific professional development activities or training needed related to equity-minded instructional practices (n=10)

- An emphasis on culturally relevant teaching is key. I think that by doing this, we are more inclusive of LGBTQ and Gender. Also, I am interested in learning about Middle Eastern Culture and how I can better serve/teach these students.
- Cuyamaca equity-minded institutes
- I would be interested in some ideas for activities to share with my students.
- I'd very much like to evolve my teaching practices. I'd like to learn more about equity minded-instruction and the possibilities it carries for me to become a more effective instructor.
- let faculty know that they are not expected to solve systemic societal problems but that we are expected to be mindful of our own biases and behavior so as not to perpetuate the issues to increase student success in groups that are experiencing the largest gaps in success. Something to promote faculty buy-in, but you need to get faculty into the room...free food?
- no sure of opportunities that exist
- Only interested if I can get specific ideas on how to close equity gaps in my discipline. Not going to spend a year sitting in an institute.
- Project-based learning would be interesting, but really any of the topics listed would be helpful.
- Research-based teaching techniques and processes to follow to close the gap between groups.
- the current offering is too long; short workshops throughout the semester would be better. I won't sign up for that long of a commitment.

Verbatim Responses: Specific professional development activities or training needed related to Guided Pathways (n=4)

- communicating with counselors about courses that can better fit student needs that they might not be aware of or the benefit to the students
- Continue with GP updates and work groups.
- Guide Pathway Institutes
- I would like to see how I can add components of guided pathways into my curriculum, such as researching and writing about career options within our students majors.

Verbatim Responses: Specific professional development activities or training needed related to low- or no-cost course materials (n=9)

- a basic primer
- Any training surrounding this topic would be helpful. I think that is this one of the most important areas of equity work.
- curating and publishing, legally what can we use/copy? and in what format can this be provided to students (in a link on Canvas or can it be made into a reader and provided at bookstore?)
- Current material does not exist in my discipline -- OER is unusable -- I have negotiated publisher discounts for all of our books instead.
- I would like ideas for low/no cost materials specific to my subject area.
- I would like more information about this -- how to find the sources, how to use low or no-cost high-quality sources in a way that is ethical and responsibly toward the authors of published material, and also to not break any copyright laws, while also providing high-quality articles and information for our students.
- not sure of opportunities that exist
- Publishing OER materials
- Should include art supplies!!!

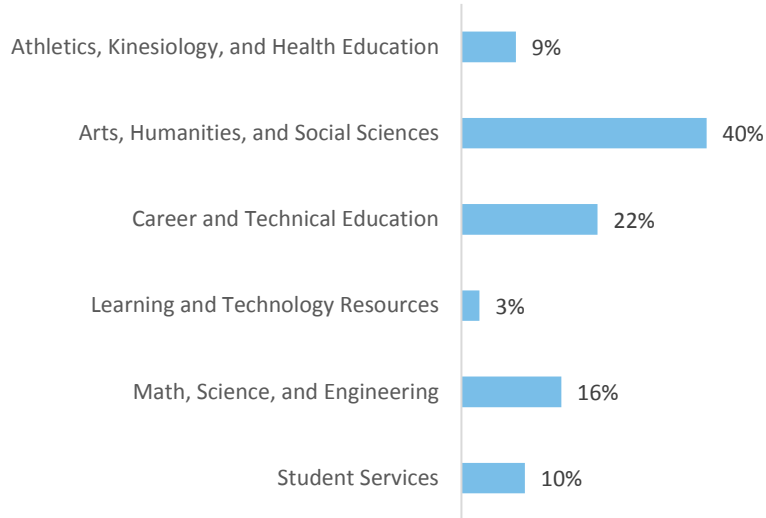
Verbatim Responses: Specific professional development activities or training needed related to other professional development interests (n=10)

- active learning strategies
- Best practices for underserved communities
- best practices/current practices in my teaching discipline
- Course design workshops with a peer component, emphasizing actual concrete skills.
- How can faculty become involved in decision making related to PD?
- I think we need to do more with students in terms of helping them balance their schedules and their lives so that they can work, have families, manage their finances, and do well in school. Any sort of workshops on this would be helpful for faculty and students.
- Student centered learning or activity based learning
- Support for discipline-related professional development
- There are many efforts, I hope they can be brought under a single umbrella, like the emerging Center for Teaching and Learning
- Use of technology for teaching higher mathematics

Part-Time Faculty Members' Responses

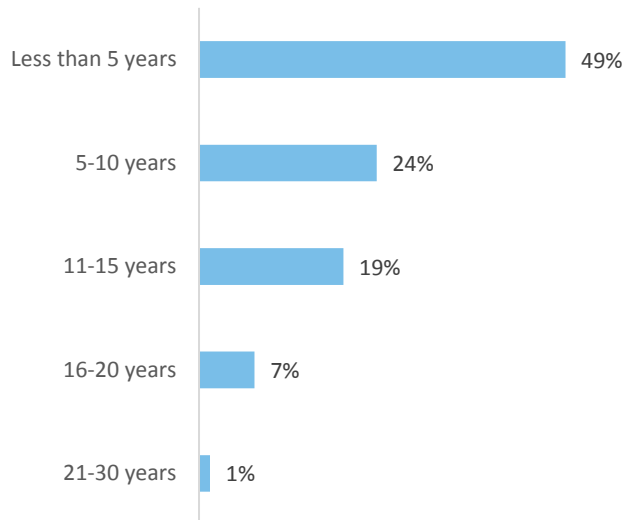
Please indicate the division in which you work. (n=68)

Part-time faculty members from each division completed the needs assessment. Approximately 40% of part-time faculty respondents are from the Art, Humanities, and Social Sciences division; 22% are from the Career and Technical Education division; and 16% are from the Math, Science, and Engineering division.



How long have you worked at Cuyamaca College? (n=68)

Approximately half (49%) of part-time faculty respondents are relatively new employees at Cuyamaca, having worked at Cuyamaca for less than five years.



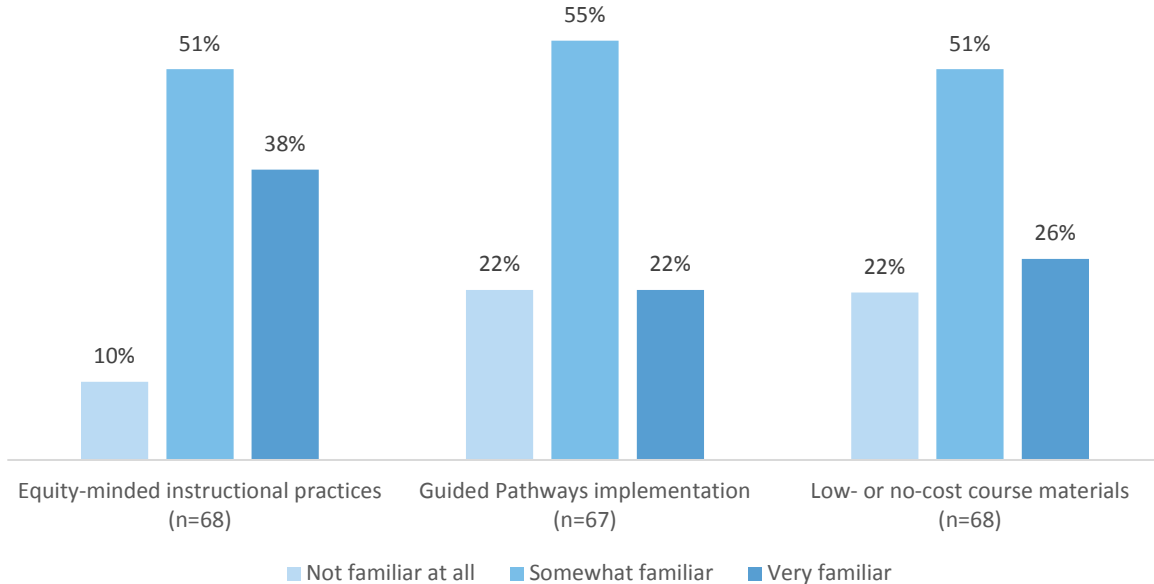
Part-Time Faculty Members' Professional Development Needs

Part-time faculty were asked to indicate their familiarity with and interest in learning more about the following topics:

- Equity-minded instructional practices (e.g., Culturally Responsive Teaching & Learning, Project-based Learning, data-driven inquiry into student outcomes and achievement gaps)
- Guided Pathways implementation (e.g., structured student on-boarding, career decision making, curricular mapping)
- Low- or no-cost course materials (e.g., Open Educational Resources, Zero-Textbook Cost resources, curating/publishing, licensing/adopting)

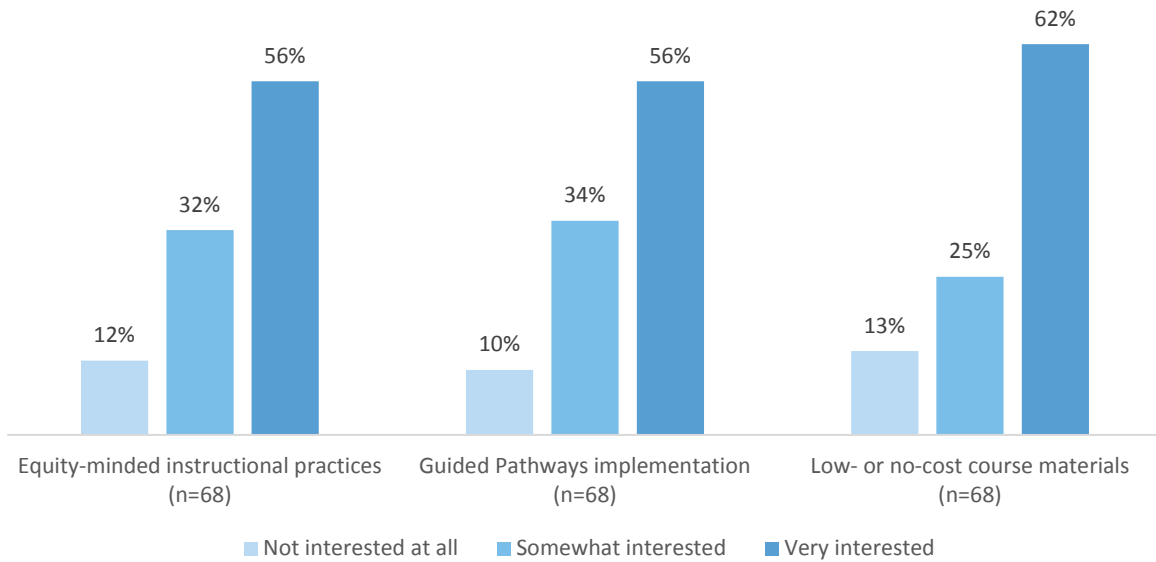
How familiar are you with each of the following?

The majority of part-time faculty respondents indicated they are either somewhat or very familiar with equity-minded instructional practices, Guided Pathways implementation, and low- or no-cost course materials. Approximately 10% are not familiar with equity-minded instructional practices; 22% are not familiar with Guided Pathways implementation; and 22% are not familiar with low- or no-cost course materials.



How interested are you in participating in professional development activities related to the following topics?

The majority of part-time faculty respondents indicated they are very interested in participating in professional development activities related to each of the three topics (i.e., equity-minded instructional practices, guided pathways implementation, low- or no-cost course materials). Approximately 12% are not interested in participating in professional development activities related to equity-minded instructional practices; 10% are not interested in participating in professional development activities related to Guided Pathways implementation; and 13% are not interested in participating in professional development activities related to low- or no-cost course materials.



Interest Level by Familiarity Level

Approximately 28% of part-time faculty members indicated they are somewhat familiar with equity-minded instructional practices and are very interested in participating in professional development activities related to this topic.

Approximately 24% of part-time faculty members indicated they are very familiar with this topic and are very interested in participating in professional development activities related to this topic.

Equity-minded Instructional Practices (n=68)

	Not interested at all	Somewhat interested	Very interested	Total
Not familiar at all	1%	4%	4%	10%
Somewhat familiar	4%	19%	28%	51%
Very familiar	6%	9%	24%	38%
<i>Total</i>	<i>12%</i>	<i>32%</i>	<i>56%</i>	<i>100%</i>

Approximately 25% of part-time faculty members indicated they are somewhat familiar with Guided Pathways implementation and are very interested in participating in professional development activities related to this topic.

Approximately 25% of part-time faculty members indicated they are somewhat familiar with this topic and are somewhat interested in participating in professional development activities related to this topic.

Guided Pathways Implementation (n=67)

	Not interested at all	Somewhat interested	Very interested	Total
Not familiar at all	4%	3%	15%	22%
Somewhat familiar	4%	25%	25%	55%
Very familiar	1%	6%	15%	22%
<i>Total</i>	<i>10%</i>	<i>34%</i>	<i>55%</i>	<i>100%</i>

Approximately 29% of part-time faculty members indicated they are somewhat familiar with low- or no-cost course materials and are very interested in participating in professional development activities related to this topic.

Approximately 18% of part-time faculty members indicated they are very familiar with this topic and are very interested in participating in professional development activities related to this topic.

Low- or No-Cost Course Materials (n=68)

	Not interested at all	Somewhat interested	Very interested	Total
Not familiar at all	3%	4%	15%	22%
Somewhat familiar	6%	16%	29%	51%
Very familiar	4%	4%	18%	26%
<i>Total</i>	<i>13%</i>	<i>25%</i>	<i>62%</i>	<i>100%</i>

Verbatim Responses: Specific professional development activities or training needed related to equity-minded instructional practices (n=16)

- all of it
- CRTL
- Effective teaching practices for our middle eastern student population
- Examples of mathematics practices that implement culturally relevant topics
- I am concerned about marginalized students. I took the safe spaces training, and it was helpful. More is needed.
- More Instructional Activities (e.g. AFT Summer Institute)
- Need more information
- None.
- online workshops would help with busy schedule
- Samples and discussion of incorporation in class
- Social sciences group
- Specific practices/application training
- Summer 2018 Institute training with CCEAL
- Teaching & Learning Project
- Training
- What it is and how to implement

Verbatim Responses: Specific professional development activities or training needed related to Guided Pathways (n=12)

- all of it
- Career decision making
- How ESL fits in...
- How exactly we're implementing this on campus and my division
- how to help guide students
- I want to help direct students to who to talk to to help them finish their requirements.
- Information about status and what we can do
- More info on Meta Majors as well as general info and what counselor should look for.
- None.
- PD and Training
- Presentation by [Guided Pathways Coordinator]
- What it is and how to implement

Verbatim Responses: Specific professional development activities or training needed related to low- or no-cost course materials (n=14)

- all of it
- Explain more about ORE
- How teachers can make them.
- how to seek out additional texts for courses (I only use one text for intro because that's what is available)
- I have little or nothing positive to say about this topic. I am only interested in this topic as it relates to educating profs of the pitfalls involved
- Information and help selecting materials
- More information on the legal aspect (e.g. publishing rights)
- N/A
- Need more information
- PD
- Publishing licensing/adopting
- Sources of low/no cost materials
- We are already using something like this, but more info would be helpful.
- What's out there for my discipline?

Verbatim Responses: Specific professional development activities or training needed related to other professional development interests (n=11)

- Academic honesty.
- Canvas
- ESL teachers talk with content teachers about "good enough" English for academic success
- Innovative online teaching
- Latest methods
- Motivation.
- N/A
- Publishing books
- Summer Institutes
- using technology pieces in Canvas to create a more engaging and rich student experience.
- Video Quizzing in Arc for Canvas (if we can get it!)