Professional Development Needs Survey

FOLSOM LAKE COLLEGE
EL DORADO CENTER | RANCHO CORDOVA CENTER

Overview

The professional development and leadership grant work group administered a brief needs survey from August 29, 2017 to September 19, 2017 for the purposes of assessing professional development needs at Folsom Lake College and planning for a comprehensive college-wide professional development resource center. Faculty and staff were surveyed and a total of 93 responses were received.

Summary of Results

This report summarizes the results of all items included in the professional development needs survey. Open-ended responses have been categorized and are summarized in tables to identify trends. Demographic responses are included at the end of the report.

Identified Areas of Strength

- 72% feel that professional development activities are an important part of FLC culture.
- 70% feel that they have the training to be effective at their job.
- 60% feel that the quality and usefulness of the activities they have participated in was satisfactory.
- A large portion of open-ended responses highlighted on-campus FLEX workshops and technology trainings as helpful.

Opportunities for Growth

- 62% either did not use professional development funds or were not aware they could do so.
    - *The top three reasons for not participating in professional development are (1) being too busy, (2) scheduling concerns, or (3) lack of clarity about funding.*
- 35% feel that the quality of orientation and training for new employees is inadequate.
- 31% are not satisfied with the investment the college makes in their training and education.
- 29% feel that divisions and departments do not work together to achieve student success.

Recognized Professional Development Needs

Participants identified a number of barriers to completing professional development at FLC. These barriers can include feeling busy or having scheduling conflicts, feeling unsure about the funding process, and not receiving enough notice or communication about opportunities. To combat such barriers, top suggestions put forth have included opening a center with flexible hours and training resources in multiple modalities, working to ensure all/new employees have access, providing clarity on the funding process, and more regular communications about professional development at FLC.
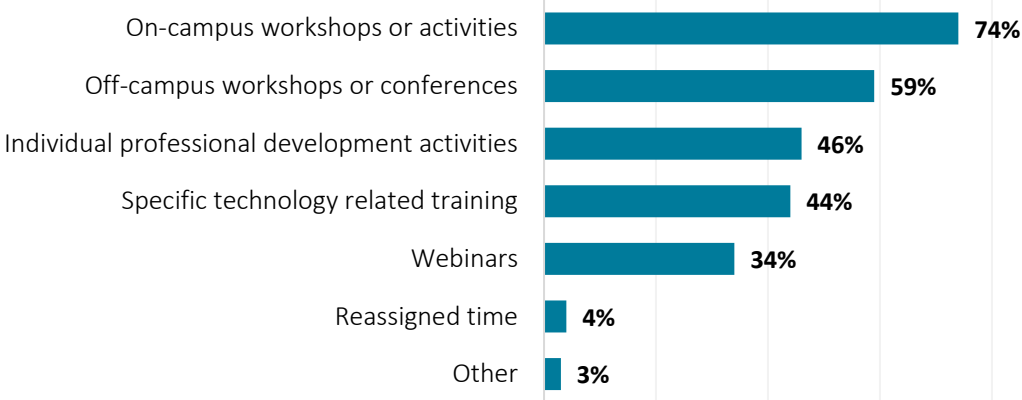
Results

1. Which activities did you participate in during the last academic year?
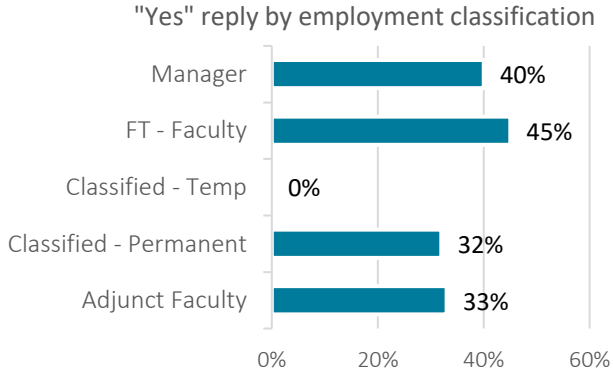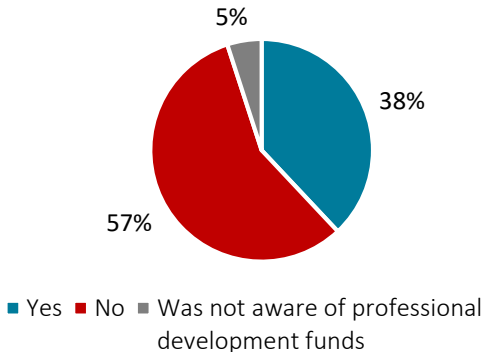(Check all that apply.)
90 responses

By a large majority, faculty and staff respondents reported participating in on-campus workshops most frequently, followed by off-campus events or conferences.

Activity	Percentage
On-campus workshops or activities	74%
Off-campus workshops or conferences	59%
Individual professional development activities	46%
Specific technology related training	44%
Webinars	34%
Reassigned time	4%
Other	3%

2. Have you used professional development funding for travel or conferences in the past 3 years?
93 responses

A majority of respondents (57%) had not used funding to attend conferences in the past three years. Among those who did use funding, mangers and full-time faculty used funds most frequently.

- 38% Yes
- 57% No
- 5% Was not aware of professional development funds

"Yes" reply by employment classification

Classification	Percentage
Manager	40%
FT - Faculty	45%
Classified - Temp	0%
Classified - Permanent	32%
Adjunct Faculty	33%

3. If you have not participated in professional development activities during the past 3 years, why not? (Check all that apply.)
39 responses

The top three reasons reported for not participating in professional development activities were being too busy, having scheduling conflicts, or because the process for funding was not clear.

Reason	Percent
Too busy	51%
Scheduling conflict	38%
Process to request funding was not clear…	26%
Was not aware of training / activities	18%
Other	13%
Not encouraged by supervisor	10%
Not Interested	5%
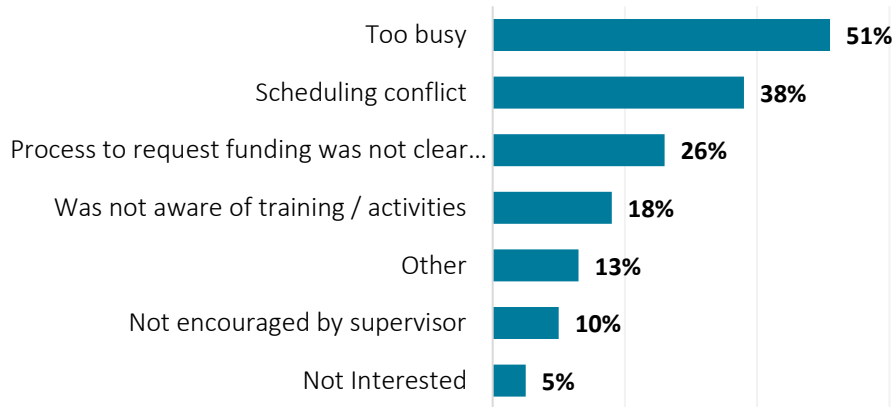
4. What college sponsored professional development activities have you found helpful, and why? (Please indicate if off campus or on campus.)
48 responses

Participants frequently named on-campus training or FLEX activities as the most helpful college-sponsored professional development they have received.
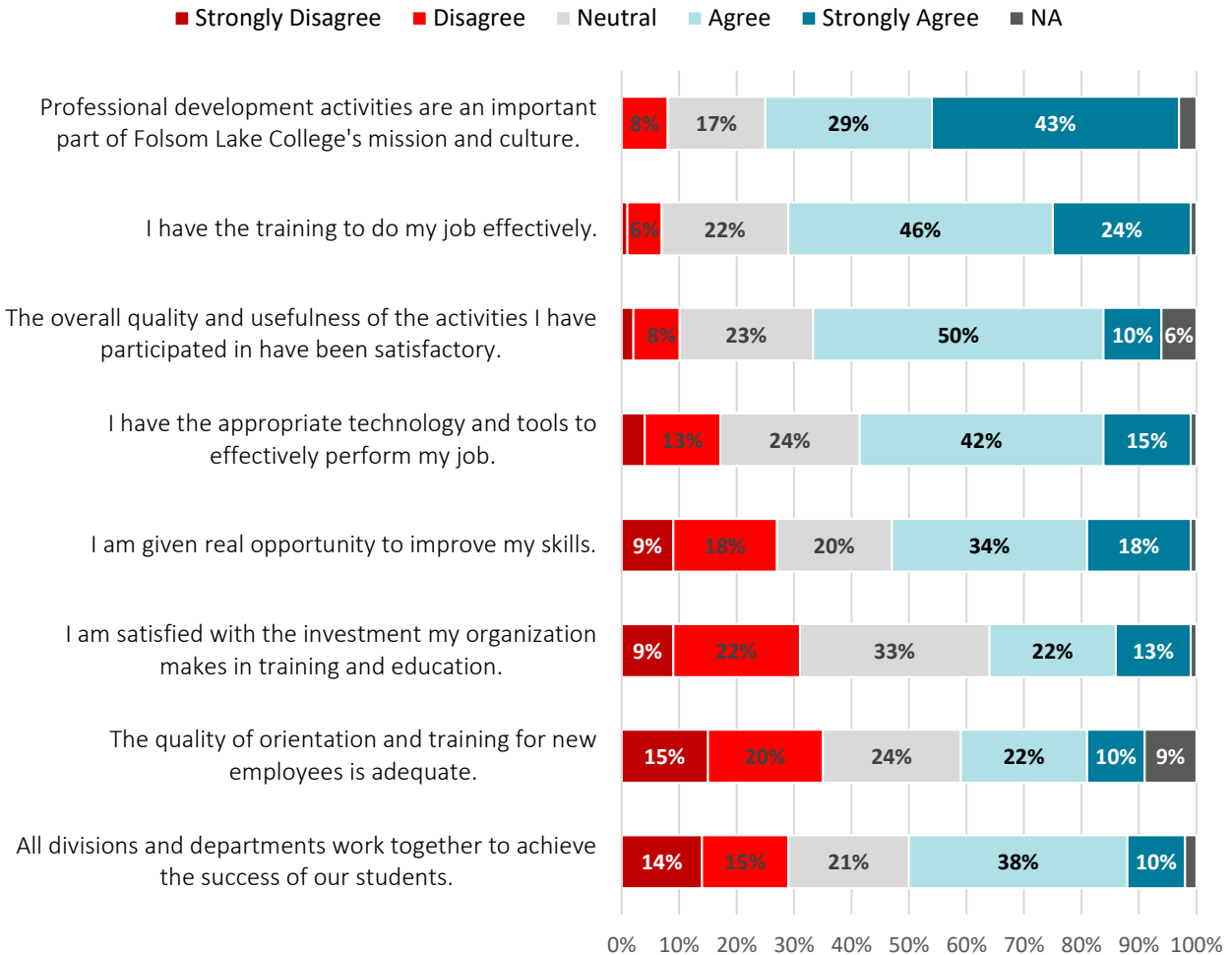
Responses have been categorized into the type of professional development listed. The table below shows the frequency of responses by category. Because some responses may have fit into one or more categories (e.g., if a responder reported attending FLEX and conferences both), percentages may add up to more than 100%.

Type of Professional Development	Number of Responses	Percent of Responders
On-campus training or FLEX	16	33%
Technology, software, or data training	11	23%
Department collaboration or Communities of Practice	8	17%
Canvas training*	7	15%
Diversity, equity, or social justice training	7	15%
Off-campus training or FLEX	7	15%
Online, email, or webinar based training	4	8%
Compliance or safety training	4	8%
Conferences	3	6%

Because of how often it was named, training specific to Canvas was separated from other software-based trainings

5. Indicate your level of agreement with the following statements regarding college sponsored professional development:

93 responses

Legend: ■ Strongly Disagree ■ Disagree ▨ Neutral ▨ Agree ■ Strongly Agree ■ NA

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	NA
Professional development activities are an important part of Folsom Lake College's mission and culture.		8%	17%	29%	43%	
I have the training to do my job effectively.		6%	22%	46%	24%	
The overall quality and usefulness of the activities I have participated in have been satisfactory.		8%	23%	50%	10%	6%
I have the appropriate technology and tools to effectively perform my job.		13%	24%	42%	15%	
I am given real opportunity to improve my skills.	9%	18%	20%	34%	18%	
I am satisfied with the investment my organization makes in training and education.	9%	22%	33%	22%	13%	
The quality of orientation and training for new employees is adequate.	15%	20%	24%	22%	10%	9%
All divisions and departments work together to achieve the success of our students.	14%	15%	21%	38%	10%	

5a. If you selected "disagree" or "strongly disagree" to any of the statements above, please suggest improvements/changes.

33 responses

The two areas most frequently mentioned in comments were the desire for better onboarding and training for new employees and improved communication about professional development.

Responses have been categorized by type of suggested improvement and are listed in the table below by frequency. As in item 4, some responses fit into one or more categories, and therefore total percentages may add up to more than 100%.
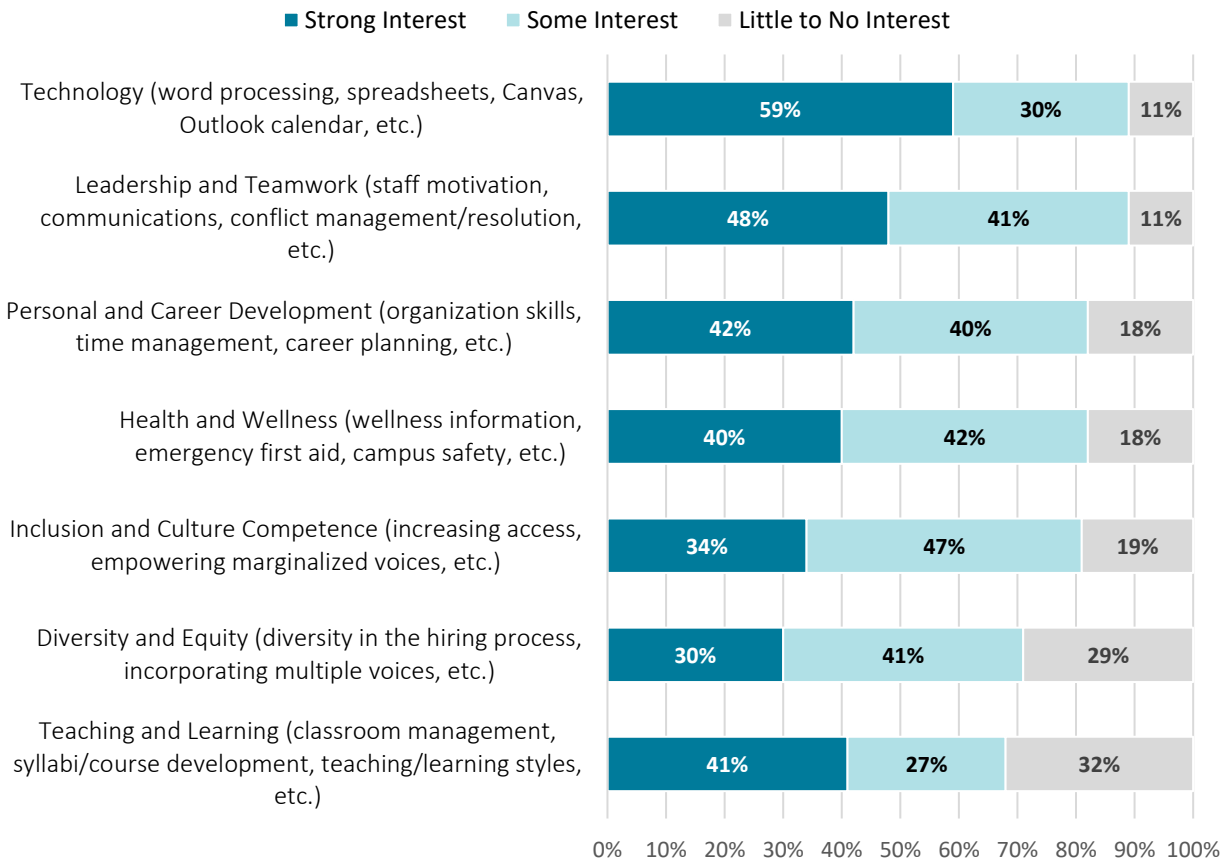
Suggested Improvement	Number of Responses	Percent of Responders
Better onboarding / orientation for new employees	8	24%
Improved communication / advertising about PD	8	24%
More PD options made available	6	18%
More funding / appropriate compensation	5	15%
More support for adjunct faculty and classified staff	5	15%
Encouragement from supervisors to attend	2	6%
Improved / updated training materials	2	6%
Better scheduling of activities	2	6%
More technology or software training	2	6%
Other*	6	18%

* *Responses included in the "other" category were each only reported once. Suggestions included more external trainers, higher level trainings for more experienced staff, modeling after ARC's PD programs, and more faculty and pedagogy focused training.*

6. Rate your interest in the following professional development areas:

93 responses

■ Strong Interest ■ Some Interest ■ Little to No Interest

	Strong Interest	Some Interest	Little to No Interest
Technology (word processing, spreadsheets, Canvas, Outlook calendar, etc.)	59%	30%	11%
Leadership and Teamwork (staff motivation, communications, conflict management/resolution, etc.)	48%	41%	11%
Personal and Career Development (organization skills, time management, career planning, etc.)	42%	40%	18%
Health and Wellness (wellness information, emergency first aid, campus safety, etc.)	40%	42%	18%
Inclusion and Culture Competence (increasing access, empowering marginalized voices, etc.)	34%	47%	19%
Diversity and Equity (diversity in the hiring process, incorporating multiple voices, etc.)	30%	41%	29%
Teaching and Learning (classroom management, syllabi/course development, teaching/learning styles, etc.)	41%	27%	32%

6a. Are there any other training topics you would like to see that are not listed above?

17 responses

Suggested Topics	Number of Responses	Percent of Responders
Confronting bullying and handling disruption	3	18%
Building relationships with colleagues	2	12%
Crisis / emergency response training	2	12%
Incorporating current technology & social media in classrooms	2	12%
Online teaching / distance education training	2	12%
How to request conference funding / attendance	2	12%
*Other**	5	29%

* Responses included in the "other" category were each only reported once. Suggestions included retirement workshops, cooking classes, training on college planning processes, and workshops on building enrollment.

7. How would you like to participate in professional development activities?
(Select all that apply.)

93 responses

While a strong majority of respondents (80%) expressed a preference for trainings at the FLC main campus, most also selected second or third preferences, giving support to an overall preference for multiple modalities available for development.

Face-to-Face at the main FLC campus	80%
Online (recorded and accessed at a later time)	46%
Online (interactive)	45%
Off campus	41%
Face-to-Face at EDC	22%
Face-to-Face at RCC	18%
Other	3%
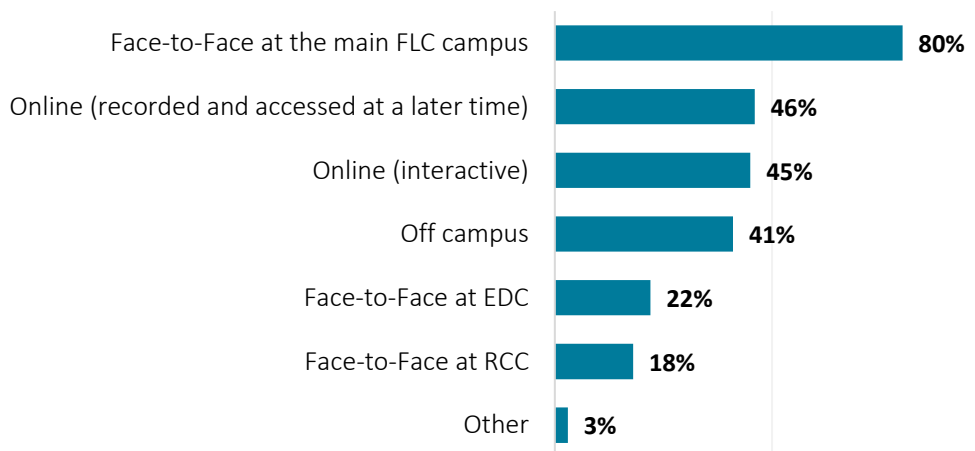
8. If Folsom Lake College were to establish a Professional Development Resource Center, how do you envision it could be implemented so it would be as accessible as possible for the college community?
41 responses

The most frequent suggestions for a professional development resource center were to offer extended or flexible hours, have trainings available in multiple modalities, and have the center located in a well-known, centralized location to increase awareness and accessibility.

Responses are categorized by suggestion and are listed in the table below by frequency. Total percentages may add up to more than 100%.

Resource Center Suggestions	Number of Responses	Percent of Responders
Offer extended or flexible hours	10	24%
Trainings in multiple modalities (face-to-face, online, hybrid)	10	24%
Well-known centralized location	8	20%
Online access to resources and schedule of events	6	15%
Variety of programs offered	5	12%
Funding available with clear application process	5	12%
A focus on peer or collaborative workgroups	4	10%
Dedicated PD leader or coordinator	4	10%
Up-to-date technology available	3	7%
Friendly & knowledgeable staff	3	7%
Align with Innovation Center / MakerSpace	3	7%
Make sure it is accessible to adjunct faculty	2	5%
Solicit input from faculty & staff on programs	2	5%
Bring in expert trainers in various subjects	2	5%
Offer hours at outlying centers	2	5%
Use ARC's center as a model	2	5%

9. Is there any additional information you would like to share about professional development?
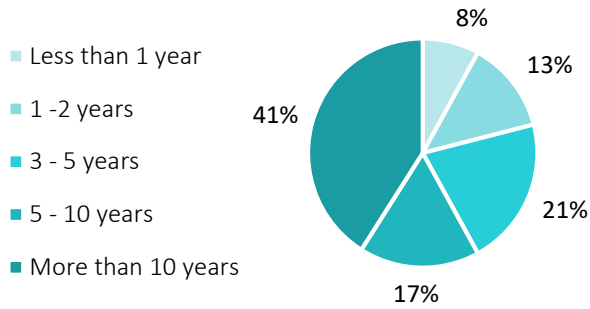
22 responses

The final survey question was an open-response item asking for any additional input. As before, responses have been summarized, and similar responses have been categorized together.

The most frequent final remark was about general accessibly of professional development, and the desire for it to be made available to all employees, in all areas and job classifications.
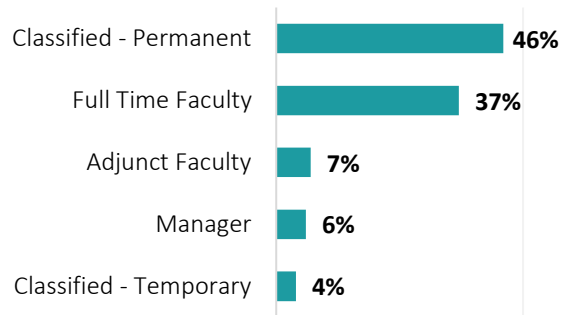
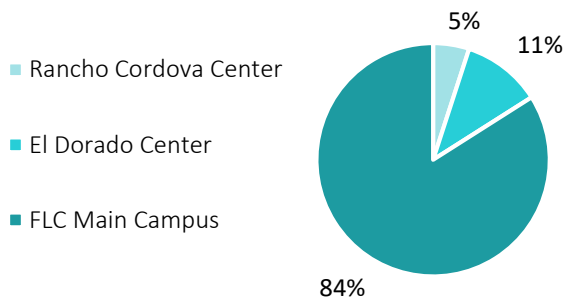| Additional Suggestions & Comments	Number of Responses
PD needs to be made available to all employees, regardless of classification	3
We need trainings with takeaways that we can implement right way	2
We need professional development available within our disciplines or areas of expertise	2
We feel optimistic under new leadership and grateful to be asked for input	2
Funding is too difficult to obtain and the process to obtain it can be unclear	2
It is very important for supervisors and administration to encourage and support PD	2
In-person offerings need to be at flexible times ; not enough evening support available	1
Large training programs should offer units	1
Inspirational training would have a positive impact on our teaching and culture	1
We must model continual skills development to show our students the value of learning	1
Training that is available online is more accessible to all	1
The goals of the Innovation Center / MakerSpace align with a PD Center concept	1
Scheduling of FLEX workshops needs to happen early and be made very clear	1
An institutional subscription to a service such as Magna Online PD may be beneficial	1
The ARC Center is a good model for FLC to follow	1

Demographics

How long have you worked at FLC?

- Less than 1 year
- 1 -2 years
- 3 - 5 years
- 5 - 10 years
- More than 10 years

8%
13%
21%
17%
41%

Primary Employment Classification?

Classified - Permanent	**46%**
Full Time Faculty	**37%**
Adjunct Faculty	**7%**
Manager	**6%**
Classified - Temporary	**4%**

Primary work location? (FLC, RCC, EDC)

- Rancho Cordova Center
- El Dorado Center
- FLC Main Campus

5%
11%
84%

Primary work area?

Instructional	**58%**
Student Services	**21%**
Administrative Services	**21%**

9