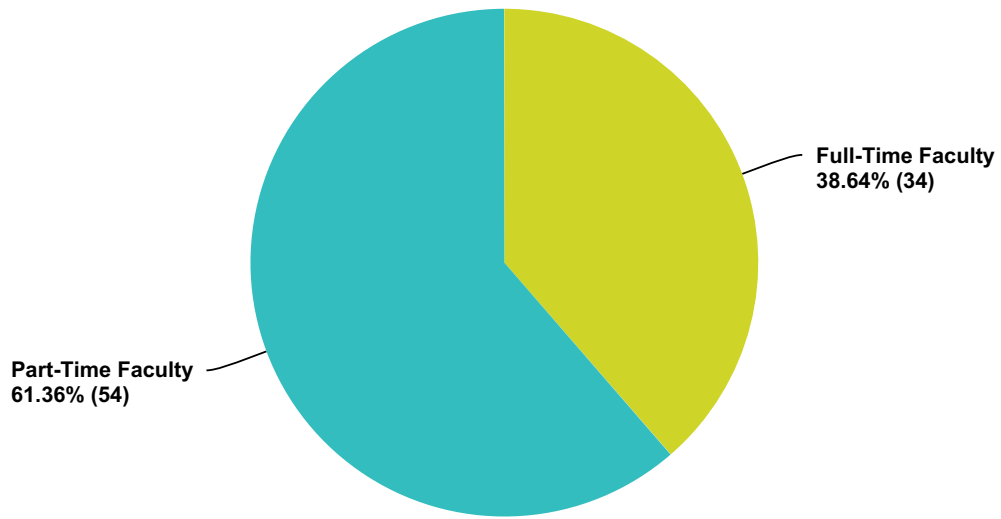


### Q1 Are you:

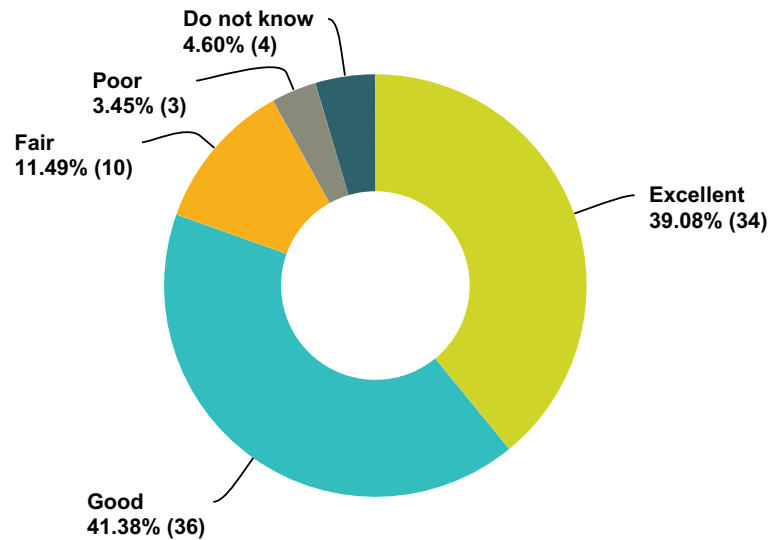
Answered: 88 Skipped: 0



| Answer Choices    | Responses |           |
|-------------------|-----------|-----------|
| Full-Time Faculty | 38.64%    | 34        |
| Part-Time Faculty | 61.36%    | 54        |
| <b>Total</b>      |           | <b>88</b> |

## Q2 Overall, how would you rate Professional Development on campus?

Answered: 87 Skipped: 1



| Answer Choices | Responses |           |
|----------------|-----------|-----------|
| Excellent      | 39.08%    | 34        |
| Good           | 41.38%    | 36        |
| Fair           | 11.49%    | 10        |
| Poor           | 3.45%     | 3         |
| Do not know    | 4.60%     | 4         |
| <b>Total</b>   |           | <b>87</b> |

| #  | Comments   | Date               |
|----|--|--------------------|
| 1  | Lots of variety. Would like to see more available on Friday afternoons, since I'm already ALWAYS here Friday a.m. for class.   | 6/8/2015 7:31 AM   |
| 2  | Not nearly as good as Glendale CC.   | 6/3/2015 1:21 PM   |
| 3  | They have helped me frequently   | 5/31/2015 1:11 PM  |
| 4  | does an impressive professional job of organizing the activites of the PDC.  | 5/28/2015 7:46 PM  |
| 5  | The amazingly helpful and her supportive staff have been a vital asset that have gone far above and beyond in assisting and directing me on numerous topics.                     | 5/27/2015 2:15 AM  |
| 6  | I have not been able to attend many of the events due to schedule/days off   | 5/26/2015 11:00 AM |
| 7  | I'm not sure you really intend to train anyone   | 5/14/2015 1:51 PM  |
| 8  | It has been excellent in the past. My schedule doesn't allow me to attend classes.   | 5/14/2015 12:33 PM |
| 9  | My chair informed me of professional development opportunities before the first day of employment at LAVC.   | 5/13/2015 11:31 AM |
| 10 | Every time I participate, I learn something. Unfortunately I do not have as much time as I would like during the term to do the PD workshops, however, I am glad they are there. | 5/12/2015 4:59 PM  |

## Professional Development Needs Survey – Faculty Spring 2015

|    |                                     |                   |
|----|-------------------------------------|-------------------|
| 11 | great choices and ongoing trainings | 5/12/2015 4:34 PM |
| 12 | runs a tight ship.                  | 5/12/2015 3:43 PM |

### Q3 What kinds of professional development topics/activities would you like to see offered? (Mark all that apply)

Answered: 86 Skipped: 2



| Answer Choices  | Responses |
|---|-----------|
| Teaching best practices (e.g., flipping the classroom, working in groups)           | 56.98% 49 |
| Incorporating technology into your face-to-face class                               | 54.65% 47 |
| Understanding the needs of our diverse student population                           | 52.33% 45 |
| Creating a web page   | 37.21% 32 |
| Classroom management and discipline   | 26.74% 23 |
| Enhancing your online class   | 24.42% 21 |
| Wellness and personal development   | 23.26% 20 |
| Campus leadership training (e.g. chairing committees, serving on hiring committees) | 22.09% 19 |
| Other (please specify)  | 11.63% 10 |
| <b>Total Respondents: 86</b>  |           |

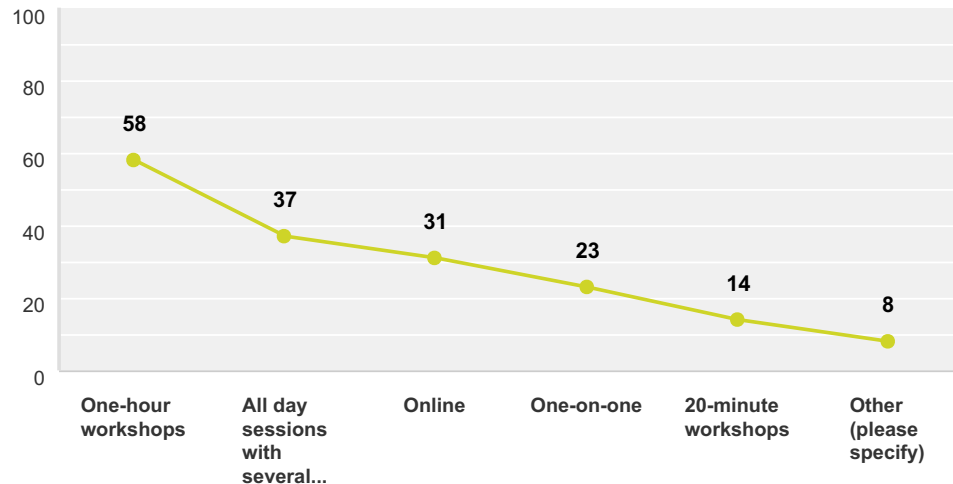
| # | Other (please specify)  | Date              |
|---|---|-------------------|
| 1 | Really wondering if I'm actually making a difference. Can you address this?   | 6/8/2015 7:31 AM  |
| 2 | English-specific workshops on library research methods & assignment development, heavily promoted faculty Haiku workshops to promote faculty technology use in the classroom (including the installation of a desktop computer for teacher use with projectors in classrooms--make 'em smart!), WAC workshops, special guest workshop-seminars by Skip Downing & other prominent experts in current pedagogy & teaching applications, full-day conferences/workshops on teaching multicultural & Millennial-generation students, installation of computer classrooms for teacher reservation + workshops for out-of-the-loop faculty: We need a huge move toward being CURRENT! LAVC is way behind the times. | 6/3/2015 1:21 PM  |
| 3 | on line classes   | 5/31/2015 1:11 PM |
| 4 | Veteran and LGBTQ awareness and sensitivity training  | 5/27/2015 2:15 AM |

## Professional Development Needs Survey – Faculty Spring 2015

|    |   |                    |
|----|---|--------------------|
| 5  | emotional intelligence/equity walk or Crossing the line walk  | 5/26/2015 11:00 AM |
| 6  | safety and security which is lacking sorely   | 5/26/2015 10:55 AM |
| 7  | safety and security which is lacking sorely   | 5/26/2015 10:55 AM |
| 8  | Access to presentations for evening faculty   | 5/24/2015 1:00 PM  |
| 9  | helping students understand, especially foreign students  | 5/20/2015 11:09 AM |
| 10 | Working with Veteran's workshops that are scheduled at times better suited to evening adjuncts.   | 5/14/2015 2:14 PM  |
| 11 | Student success Conference on best practices (like at Pierce)   | 5/14/2015 12:51 PM |
| 12 | Using psychology in the classrooms to motivate students.  | 5/14/2015 12:33 PM |
| 13 | LAVC faculty benefits, and what committes need participants   | 5/13/2015 7:55 PM  |
| 14 | Advanced training in excel, sharing documents in OneDrive, granting permissions in OneDrive, Instructional Design   | 5/13/2015 6:59 AM  |
| 15 | A workshop so I can be certified in etudes  | 5/12/2015 7:01 PM  |
| 16 | I would like to see more roundtables where we work as a group on a particular theme or PD issue. This is nicer than having one person do all the work and everyone else listens, takes notes, and shake their heads. Often there are very good recommendations from participants. | 5/12/2015 4:59 PM  |
| 17 | Attending academic conferences, contributing to a journal   | 5/12/2015 3:43 PM  |
| 18 | More training on handling shooters on campus, terrorism threats, etc.   | 5/12/2015 11:05 AM |
| 19 | learning paradym vs teaching paradym  | 5/12/2015 10:47 AM |
| 20 | summarize the faculty handbook  | 5/12/2015 10:21 AM |

### Q4 How do you prefer to participate in professional development? (Mark all that apply)

Answered: 85 Skipped: 3



| Answer Choices   | Responses |
|--|-----------|
| One-hour workshops   | 68.24% 58 |
| All day sessions with several workshops offered (e.g., Tech Fest, Opening Day) | 43.53% 37 |
| Online   | 36.47% 31 |
| One-on-one   | 27.06% 23 |
| 20-minute workshops  | 16.47% 14 |
| Other (please specify)   | 9.41% 8   |
| <b>Total Respondents: 85</b>   |           |

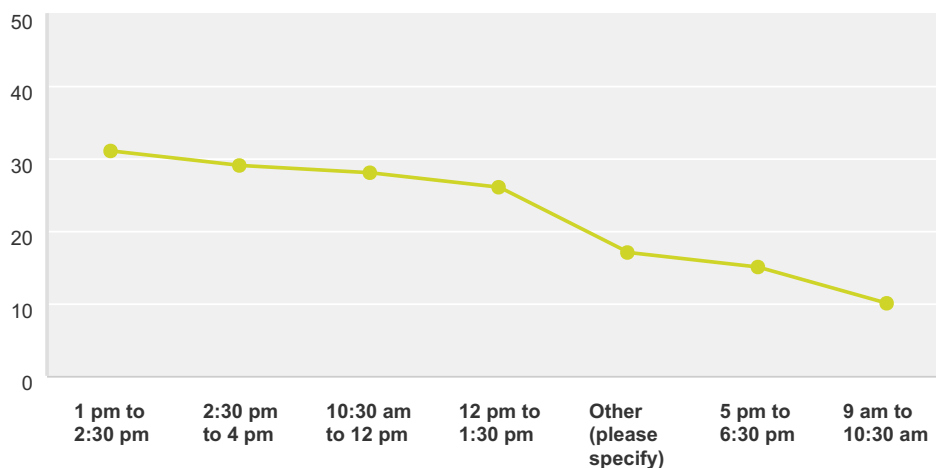
| #  | Other (please specify)  | Date               |
|----|---|--------------------|
| 1  | 30-40minute work shops  | 6/8/2015 1:45 PM   |
| 2  | Listed in #3  | 6/3/2015 1:21 PM   |
| 3  | late afternoons   | 5/26/2015 10:37 PM |
| 4  | If they take two to three hours   | 5/26/2015 11:00 AM |
| 5  | The 1 1/2 -2 hour workshops   | 5/14/2015 2:14 PM  |
| 6  | Paying for faculty to attend conferences from which faculty will then share their learning with the entire community. | 5/14/2015 12:51 PM |
| 7  | Attending professional conferences  | 5/13/2015 1:19 PM  |
| 8  | Half-day workshopts can also be helpful   | 5/13/2015 11:31 AM |
| 9  | It would be good to have a kind of one day retreat, or even two days.....somewhere away from campus.                  | 5/12/2015 4:59 PM  |
| 10 | advisor to ASU club   | 5/12/2015 2:51 PM  |

# Professional Development Needs Survey – Faculty Spring 2015

|    |   |                    |
|----|---|--------------------|
| 11 | please offer more on the weekends, especially on Sundays, perhaps on-line | 5/12/2015 10:47 AM |
|----|---|--------------------|

### Q5 What are good times for you to attend a workshop? (Mark all that apply)

Answered: 86 Skipped: 2



| Answer Choices               | Responses |    |
|------------------------------|-----------|----|
| 1 pm to 2:30 pm              | 36.05%    | 31 |
| 2:30 pm to 4 pm              | 33.72%    | 29 |
| 10:30 am to 12 pm            | 32.56%    | 28 |
| 12 pm to 1:30 pm             | 30.23%    | 26 |
| Other (please specify)       | 19.77%    | 17 |
| 5 pm to 6:30 pm              | 17.44%    | 15 |
| 9 am to 10:30 am             | 11.63%    | 10 |
| <b>Total Respondents: 86</b> |           |    |

| #  | Other (please specify)  | Date               |
|----|---|--------------------|
| 1  | Friday afternoons always good, otherwise, my schedule is fluid as to both days and times.                   | 6/8/2015 7:31 AM   |
| 2  | A mix of all of the above + Fridays when adjuncts have the time   | 6/3/2015 1:21 PM   |
| 3  | A Friday class with different workshops will work for me better because that is the only day I do not work. | 5/31/2015 9:57 AM  |
| 4  | Saturday  | 5/28/2015 7:46 PM  |
| 5  | no specific time  | 5/27/2015 4:50 PM  |
| 6  | night times, too  | 5/26/2015 10:37 PM |
| 7  | online  | 5/26/2015 1:57 PM  |
| 8  | It all depends on my teaching schedule  | 5/26/2015 11:00 AM |
| 9  | Mon/Wed/after 2:30 and Thurs after 1pm  | 5/26/2015 11:00 AM |
| 10 | Friday early afternoons   | 5/23/2015 1:21 PM  |
| 11 | depends on schedule   | 5/14/2015 1:51 PM  |

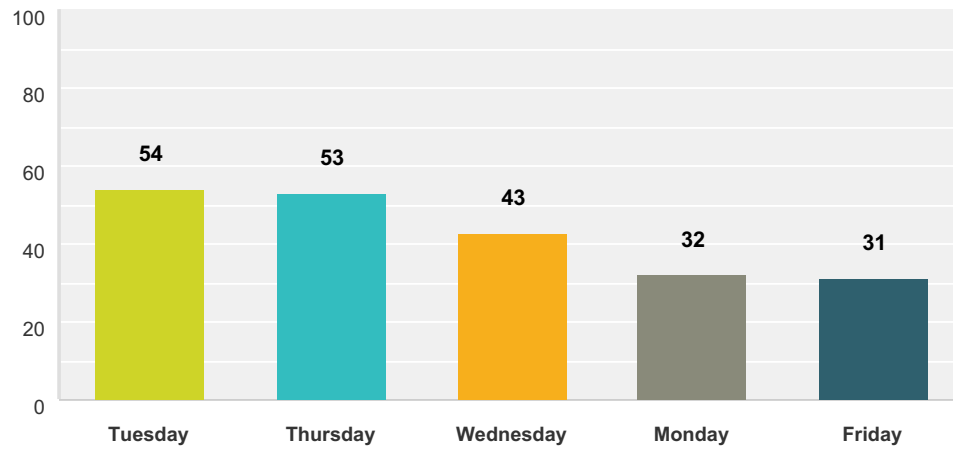


## Professional Development Needs Survey – Faculty Spring 2015

|    |   |                    |
|----|---|--------------------|
| 12 | Time fluctuates as classes are different every semester.  | 5/14/2015 12:51 PM |
| 13 | It depends on the semester and time   | 5/13/2015 7:55 PM  |
| 14 | weekends, afternoons  | 5/13/2015 1:58 PM  |
| 15 | Adjuncts have crazy schedules, so it's hit or miss for us.  | 5/13/2015 11:31 AM |
| 16 | varies each semester  | 5/12/2015 9:19 PM  |
| 17 | Any time on Fridays   | 5/12/2015 8:30 PM  |
| 18 | Depending on the classes' schedule  | 5/12/2015 7:37 PM  |
| 19 | online  | 5/12/2015 7:01 PM  |
| 20 | I teach classes two or three times a week--day and night so my schedule sometimes does not allow me to do the 2pm workshops because I am either teaching at 4pm or not on campus. | 5/12/2015 4:59 PM  |
| 21 | Online  | 5/12/2015 11:21 AM |
| 22 | Online would be easier. As an adjunct professor, it's really difficult to merge your schedule with mind   | 5/12/2015 11:05 AM |
| 23 | Sundays! We teach in the hospital on Friday and Saturday  | 5/12/2015 10:47 AM |
| 24 | fridays   | 5/12/2015 10:17 AM |

### Q6 What days do you prefer to attend workshops? (Mark all that apply)

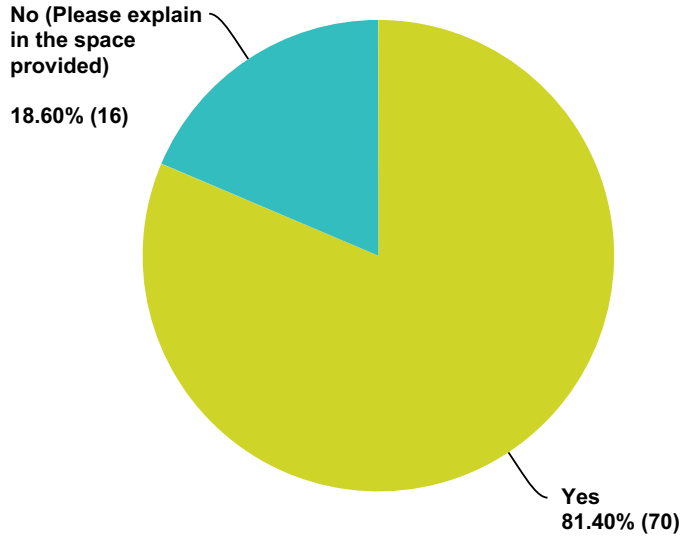
Answered: 85 Skipped: 3



| Answer Choices               | Responses |    |
|------------------------------|-----------|----|
| Tuesday                      | 63.53%    | 54 |
| Thursday                     | 62.35%    | 53 |
| Wednesday                    | 50.59%    | 43 |
| Monday                       | 37.65%    | 32 |
| Friday                       | 36.47%    | 31 |
| <b>Total Respondents: 85</b> |           |    |

**Q7 Have you attended a workshop or training session in the PDC (e.g., orientation, technology workshop)?**

Answered: 86 Skipped: 2

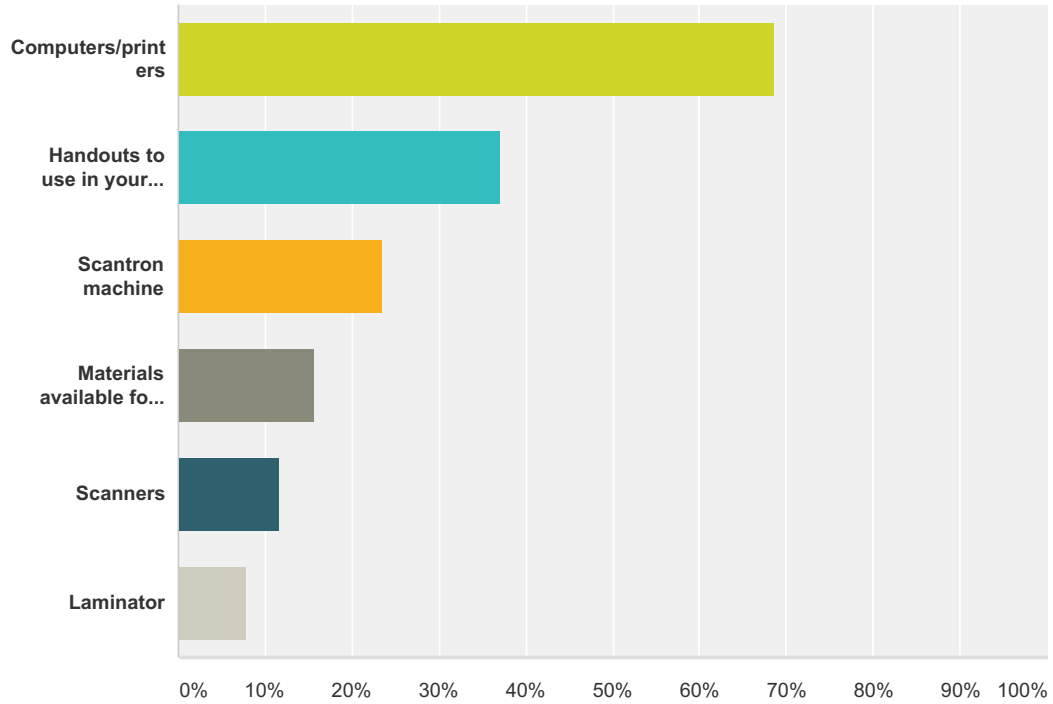


| Answer Choices                            | Responses |
|---|-----------|
| Yes                                       | 81.40% 70 |
| No (Please explain in the space provided) | 18.60% 16 |
| <b>Total</b>                              | <b>86</b> |

| # | Other  | Date               |
|---|--|--------------------|
| 1 | I am teaching at different schools and these workshops are not offer on days that I am on campus.  | 5/31/2015 9:57 AM  |
| 2 | Firefighters work schedule   | 5/27/2015 4:50 PM  |
| 3 | No time  | 5/27/2015 10:40 AM |
| 4 | I haven't seen any that appeal to my needs/interests. I attend discipline-specific conferences, workshops and training through professional organization memberships | 5/12/2015 11:03 AM |
| 5 | workshops have not been offered at times I can attend  | 5/12/2015 10:47 AM |

**Q8 Have you used any of these resources in the Professional Development Center (PDC)? (Mark all that apply)**

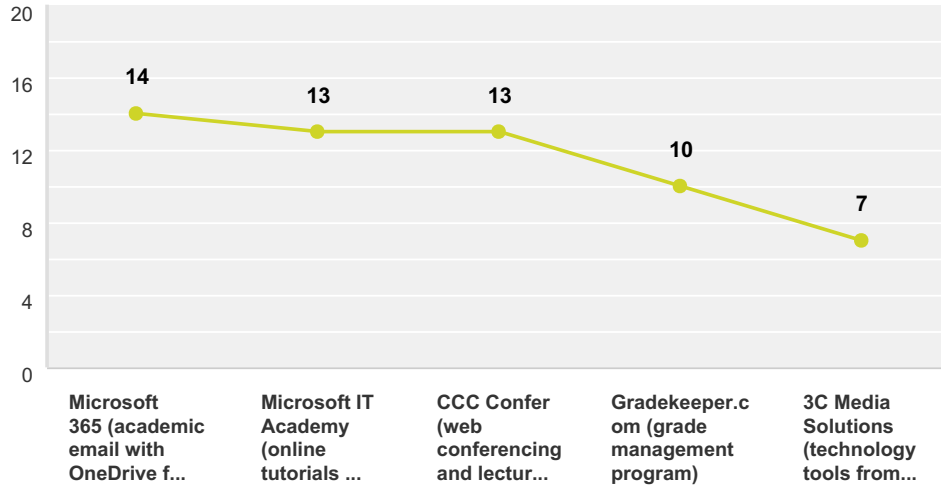
Answered: 51 Skipped: 37



| Answer Choices   | Responses |
|--|-----------|
| Computers/printers   | 68.63% 35 |
| Handouts to use in your teaching   | 37.25% 19 |
| Scantron machine   | 23.53% 12 |
| Materials available for check-out (e.g., training DVDs, books, laser pointers, flip cameras) | 15.69% 8  |
| Scanners   | 11.76% 6  |
| Laminator  | 7.84% 4   |
| <b>Total Respondents: 51</b>   |           |

### Q9 Have you used any of the free online resources found at Free Resources for Faculty and Staff? (Mark all that apply)

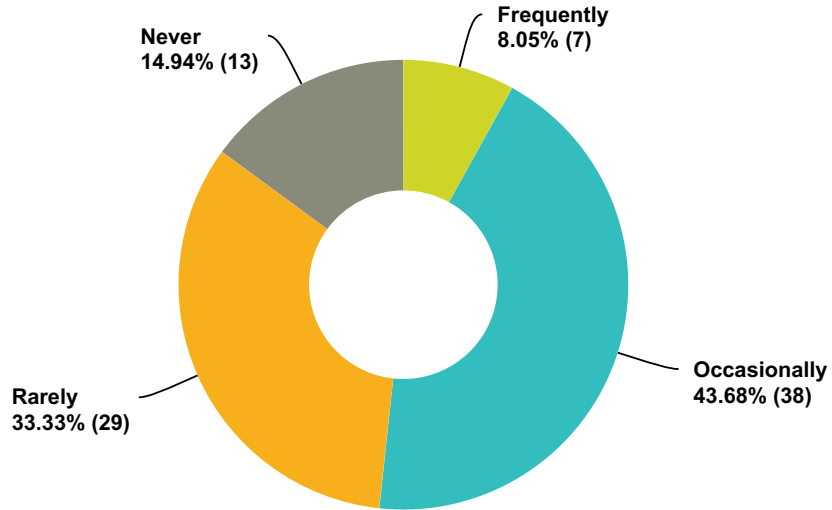
Answered: 32 Skipped: 56



| Answer Choices   | Responses |
|--|-----------|
| Microsoft 365 (academic email with OneDrive for cloud storage)           | 43.75% 14 |
| Microsoft IT Academy (online tutorials on Microsoft programs)            | 40.63% 13 |
| CCC Confer (web conferencing and lecture capture)                        | 40.63% 13 |
| Gradekeeper.com (grade management program)                               | 31.25% 10 |
| 3C Media Solutions (technology tools from the State Chancellor's Office) | 21.88% 7  |
| <b>Total Respondents: 32</b>   |           |

**Q10 Do you visit the Professional Development website, [www.lavc.edu/profdev](http://www.lavc.edu/profdev)?**

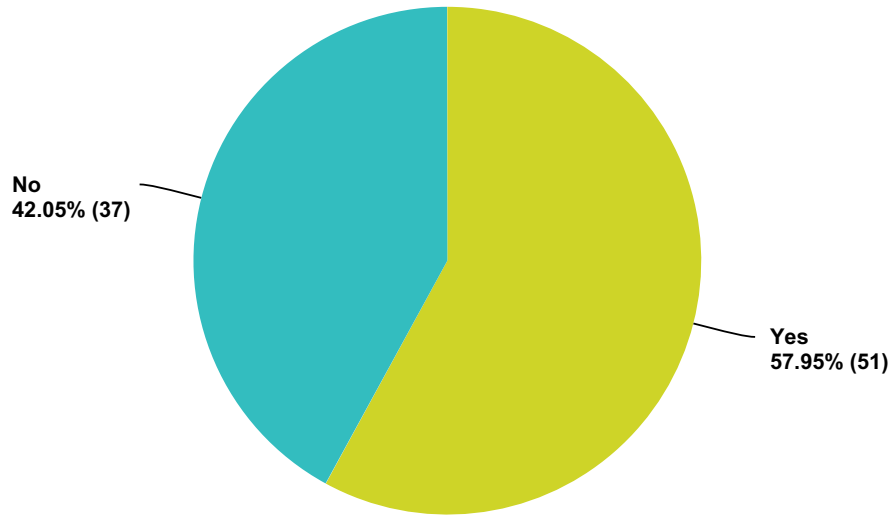
Answered: 87 Skipped: 1



| Answer Choices | Responses |
|----------------|-----------|
| Frequently     | 8.05% 7   |
| Occasionally   | 43.68% 38 |
| Rarely         | 33.33% 29 |
| Never          | 14.94% 13 |
| <b>Total</b>   | <b>87</b> |

### Q11 Have you referred to the online Faculty Handbook for information about your employment and college processes?

Answered: 88 Skipped: 0



| Answer Choices | Responses |           |
|----------------|-----------|-----------|
| Yes            | 57.95%    | 51        |
| No             | 42.05%    | 37        |
| <b>Total</b>   |           | <b>88</b> |

# Professional Development Needs Survey – Faculty Spring 2015

## Q12 Is there something you would like Professional Development to provide that it does not currently offer? (Please specify)

Answered: 39 Skipped: 49

| #  | Responses  | Date               |
|----|--|--------------------|
| 1  | I am trying to make a contribution, but I sometimes don't succeed.   | 6/8/2015 3:30 PM   |
| 2  | workshops on how to get a full-time job, modernizing   | 6/8/2015 1:45 PM   |
| 3  | Maybe it's because the college is too large, but it has always struck me that faculty are unaware, unmotivated, & uninformed about how to be more current and in-tune-with our students. The college website is confusing & counter-intuitive, with important information "hidden" (for example, it took me a year before I found the printed SLOs for the classes I teach, & 1 of them is so outdated that it contradicts itself!). Also, there is very little progressive thinking about how to create & promote workshops & seminars to encourage faculty to learn current methods, best practices, & computer use in the classroom--And the latter would be made MUCH easier if smart classrooms had computers installed so part-time faculty would NOT have to lug their laptops to class in already-overloaded & heavy bags & then spend time hooking them up! | 6/3/2015 1:21 PM   |
| 4  | I would like to learn to teach on line classes one on one  | 5/31/2015 1:11 PM  |
| 5  | I would like for the professional development to set up some funds for faculty to take the MOS certification exams. It is so important that computer instructors take these industry certification so that we can tell our students to take them to be more employable once they leave LAVC.   | 5/31/2015 9:57 AM  |
| 6  | Thanks   | 5/27/2015 12:03 PM |
| 7  | How to get on the Web in class Projector Hookups (Have instructions taped near equipment to save time.)  | 5/27/2015 10:37 AM |
| 8  | Etudes training.   | 5/27/2015 9:25 AM  |
| 9  | VERY elementary computer topics  | 5/26/2015 10:37 PM |
| 10 | Hands on use of technology in face to face classes. How to show you tube videos in class. What is needed and how to do it.   | 5/26/2015 6:44 PM  |
| 11 | no   | 5/26/2015 5:07 PM  |
| 12 | Offer Prof Development for non-instructional faculty (counselors).   | 5/26/2015 1:03 PM  |
| 13 | Online PD.   | 5/26/2015 12:30 PM |
| 14 | I would like emails about available resources!   | 5/26/2015 11:59 AM |
| 15 | All is good  | 5/26/2015 11:46 AM |
| 16 | Find ways for adjunct faculty to feel more a part of the college, and to develop very specific ways to help students with learning challenges. Also, sharing techniques and ideas among faculty - there is no system for that. The college is very disconnected - I teach two courses and have almost no connection with other faculty, and never see the chair of my department. It would be helpful to find ways to connect senior and less senior faculty and bring together students and faculty for key activities other than graduations or large events.  | 5/26/2015 11:36 AM |
| 17 | safety and security and and around campus. THIS IS SORELY MISSING  | 5/26/2015 10:55 AM |
| 18 | safety and security and and around campus. THIS IS SORELY MISSING  | 5/26/2015 10:55 AM |
| 19 | no   | 5/20/2015 11:40 PM |
| 20 | Discussion about different cultural expectations, how to deal with students who are extremely limited in English, etc.   | 5/20/2015 11:09 AM |
| 21 | no   | 5/18/2015 9:32 PM  |
| 22 | no   | 5/14/2015 1:51 PM  |



## Professional Development Needs Survey – Faculty Spring 2015

|    |  |                    |
|----|--|--------------------|
| 23 | movie editing using the technology that is there - I did not know about CC confer or grade keeper and now I want to learn more.  | 5/14/2015 12:51 PM |
| 24 | When advertising meetings/events use the real name of the buildings.   | 5/13/2015 7:55 PM  |
| 25 | Word Press, Polls Everywhere   | 5/13/2015 1:58 PM  |
| 26 | I feel that 90% of professional development has focussed on technology. Honestly it feels tedious and ultimately boring and has little impact on the soul of the professor or her impact on her students.  | 5/13/2015 1:19 PM  |
| 27 | I would like the On Course Workshop I to be provided on campus. After attending the On Course conference, I experienced the change in the quality of instruction by incorporating more learner-centered activities.  | 5/13/2015 10:52 AM |
| 28 | There are advanced features in excel that are useful in science and it would be nice to have that training. Also OneDrive is tricky for granting permissions to edit documents and there are several paths to accomplish that. The help menu does not describe that process in detail. | 5/13/2015 6:59 AM  |
| 29 | The flipped Classroom; and On Course   | 5/12/2015 7:21 PM  |
| 30 | First, thanks for all you do. I would like to be able to teach online at some times. I understand that there is not a distance learning coordinator, so I do not know how to become certified.   | 5/12/2015 7:01 PM  |
| 31 | More events with food and that include students. Events geared for students and faculty. Early retirement Offices for those of us who do not have appropriate office space.....:)  | 5/12/2015 4:59 PM  |
| 32 | A list or record of publications in journals or at conferences.  | 5/12/2015 3:43 PM  |
| 33 | No.  | 5/12/2015 2:01 PM  |
| 34 | Nothing I can think of.  | 5/12/2015 1:57 PM  |
| 35 | Online workshops   | 5/12/2015 11:21 AM |
| 36 | Stop giving the same workshops over and over. Make opening day fun again. It's really terrible   | 5/12/2015 11:00 AM |
| 37 | Sunday and evening classes   | 5/12/2015 10:47 AM |
| 38 | No   | 5/12/2015 10:17 AM |
| 39 | more excel options so I can fit in my schedule   | 5/12/2015 10:17 AM |

**Q13 Have you tried something new in your teaching as a result of attending a workshop or roundtable or accessing our materials under Teaching Resources? (Please specify)**

Answered: 42 Skipped: 46

| #  | Responses   | Date               |
|----|---|--------------------|
| 1  | Better Syllabi; better teaching techniques; better understanding of SLO's, diversity, harassment issues.  | 6/8/2015 3:30 PM   |
| 2  | Yes! Reward Yourself self-evaluation at end of term. Some quickfire class startup questions (with varying degrees of success).  | 6/8/2015 7:31 AM   |
| 3  | I have many times incorporated & integrated new ideas & improved methodologies in my classes over the many years I've taught, but NOT due to anything I learned on this campus (except for Haikulearning, which is the 3rd platform I've had to learn to create my class websites because every college seems to have a different one!) Otherwise, I've learned 90% of my most relevant & usable info at GCC, which supports adjunct faculty, promotes technology, houses a great many COMPUTER CLASSROOMS for faculty to reserve, provides smart classrooms with computers, & supports divisions & their faculty to be progressive in exploring the best pedagogies & teaching concepts. | 6/3/2015 1:21 PM   |
| 4  | no  | 5/31/2015 1:11 PM  |
| 5  | I have attended to other staff development workshops at other colleges and I am implementing the ideas in my classes at Valley. My students are more engage and they are enjoying the tools we are covering in the class.   | 5/31/2015 9:57 AM  |
| 6  | Yes. Classroom engagement techniques, cooperative learning techniques, flipped classroom.   | 5/28/2015 7:46 PM  |
| 7  | no  | 5/28/2015 1:48 PM  |
| 8  | Using the College Portal for syllabi  | 5/27/2015 12:03 PM |
| 9  | Yes, because of Professional Development at LAVC, my tech skills have gone WAY UP in the last five years.   | 5/27/2015 10:37 AM |
| 10 | No  | 5/27/2015 9:25 AM  |
| 11 | Haiku Learning  | 5/26/2015 6:44 PM  |
| 12 | yes   | 5/26/2015 5:07 PM  |
| 13 | Yes   | 5/26/2015 2:33 PM  |
| 14 | No.   | 5/26/2015 12:30 PM |
| 15 | Classroom discipline  | 5/26/2015 11:46 AM |
| 16 | Supplemental online materials. A long time ago I incorporated the Jeopardy game.  | 5/26/2015 11:01 AM |
| 17 | I've been using Haiku Learning as a website for my last two or three semesters  | 5/26/2015 11:00 AM |
| 18 | Yes, I changed my syllabus, based on the online recommended syllabus you have provided.   | 5/26/2015 11:00 AM |
| 19 | students giving news flashes (5 minutes)  | 5/26/2015 10:55 AM |
| 20 | students giving news flashes (5 minutes)  | 5/26/2015 10:55 AM |
| 21 | Redesigning my syllabus   | 5/26/2015 10:52 AM |
| 22 | Used handouts to help students  | 5/24/2015 1:00 PM  |
| 23 | Some quasi-flipping, but with mixed results (some students read, some don't and are reluctant to speak in front of others).   | 5/23/2015 1:21 PM  |
| 24 | Positive reinforcement  | 5/20/2015 11:40 PM |

## Professional Development Needs Survey – Faculty Spring 2015

|    |   |                    |
|----|---|--------------------|
| 25 | no  | 5/18/2015 9:32 PM  |
| 26 | I've gone back to in=class writing practice and one on one teacher student critiques  | 5/14/2015 1:51 PM  |
| 27 | yes, always.  | 5/14/2015 12:51 PM |
| 28 | Many, many things. I have found these workshops very useful for years.  | 5/14/2015 7:29 AM  |
| 29 | mentoring   | 5/13/2015 7:55 PM  |
| 30 | Yes, projects related to diversity and cultural differences   | 5/13/2015 1:58 PM  |
| 31 | Not new, but specific to this school site. The attendees to the workshop, in voicing their concerns about students, helped to give me an idea of what to expect of students here.   | 5/13/2015 11:31 AM |
| 32 | embedding videos, etc   | 5/12/2015 8:30 PM  |
| 33 | I always try to incorporate new ideas and ways of teaching. Every semester I make it a point to change something in my courses. If I cannot attend a workshop, I always consult with other colleagues who do go to other PD activities and ask for their input. | 5/12/2015 4:59 PM  |
| 34 | New things in my courses come from the Mastering website provided by the publisher of the textbook.   | 5/12/2015 3:43 PM  |
| 35 | No.   | 5/12/2015 2:01 PM  |
| 36 | Hard to say. Maybe.   | 5/12/2015 1:57 PM  |
| 37 | Applied the knowledge of using IT Academy.  | 5/12/2015 11:21 AM |
| 38 | Yes, Haiku. It has made life much easier, too! Love it!   | 5/12/2015 11:05 AM |
| 39 | no  | 5/12/2015 10:47 AM |
| 40 | I improved my syllabus I started a website for my students to check   | 5/12/2015 10:21 AM |
| 41 | No  | 5/12/2015 10:17 AM |
| 42 | no  | 5/12/2015 10:17 AM |

**Q14 Do you have a training request to help you enhance your teaching? Please provide your name so the Office of Professional Development can respond directly.**

Answered: 27 Skipped: 61

| #  | Responses  | Date               |
|----|--|--------------------|
| 1  | The latest recommended inclusions of Syllabi   | 6/8/2015 3:30 PM   |
| 2  | Interested in item 16 in case I'm missing something (actually, just became aware that organ donation isn't a good topic for orthodox Jews and some others).                              | 6/8/2015 7:31 AM   |
| 3  | I'm retiring soon.   | 6/3/2015 1:21 PM   |
| 4  | Use of the scantron machine On line teaching as I specified  | 5/31/2015 1:11 PM  |
| 5  | NO, Thanks!  | 5/27/2015 12:03 PM |
| 6  | How to upload grades. How to do the formulas for Excell for creating address lists.  | 5/27/2015 10:37 AM |
| 7  | No   | 5/27/2015 9:25 AM  |
| 8  | no   | 5/26/2015 5:07 PM  |
| 9  | No.  | 5/26/2015 12:30 PM |
| 10 | N/A  | 5/26/2015 11:46 AM |
| 11 | The use of cellphones in the class. How to turn a bad into good. Ideas for integrating cellphones into lessons/projects, etc.  | 5/26/2015 11:00 AM |
| 12 | no   | 5/20/2015 11:40 PM |
| 13 | no   | 5/18/2015 9:32 PM  |
| 14 | no   | 5/14/2015 1:51 PM  |
| 15 | I want to learn how to use grade keeper - I am ashamed to say I still do paper grades. I also want to learn Canvas.  | 5/14/2015 12:51 PM |
| 16 | Word press   | 5/13/2015 1:58 PM  |
| 17 | On Course  | 5/12/2015 7:21 PM  |
| 18 | etudes   | 5/12/2015 7:01 PM  |
| 19 | No request right now. Maybe a workshop with students included. I know this request probably would be met more by activities in the STARS program, but I would like to see more of those. | 5/12/2015 4:59 PM  |
| 20 | I think I need a workshop on OneDrive and SharePoint.  | 5/12/2015 3:43 PM  |
| 21 | powerpoint classes would be good (but they are usually available periodically)   | 5/12/2015 2:51 PM  |
| 22 | No.  | 5/12/2015 2:01 PM  |
| 23 | No.  | 5/12/2015 1:57 PM  |
| 24 | None   | 5/12/2015 11:21 AM |
| 25 | Etudes   | 5/12/2015 10:47 AM |
| 26 | See #3   | 5/12/2015 10:17 AM |
| 27 | no   | 5/12/2015 10:17 AM |

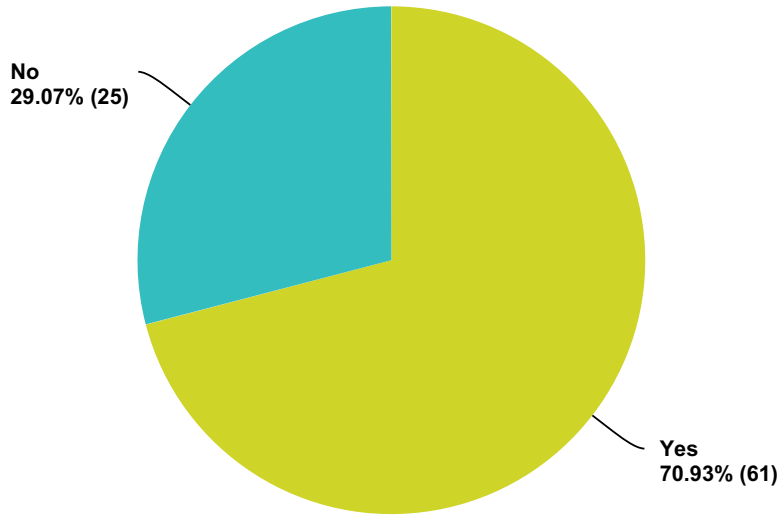
**Q15 Would you be willing to offer a workshop or train others one-on-one?  
Please list the type of training or area of expertise and provide your name.**

Answered: 27 Skipped: 61

| #  | Responses   | Date               |
|----|---|--------------------|
| 1  | Mindfulness as a discipline and a teaching enhancement. Use of Music in the Classroom to enhance teaching.  | 6/8/2015 3:30 PM   |
| 2  | Happy to be retiring--tired.  | 6/3/2015 1:21 PM   |
| 3  | Tutoring chemistry classes  | 5/31/2015 1:11 PM  |
| 4  | I would love to do that, but I do not have the time to come on campus to give training at the present time. I will try to do it in a future. I do have knowledge in all the Microsoft Office, most Adobe programs, QuickBooks and other teaching tools that can be use on campus and some online. | 5/31/2015 9:57 AM  |
| 5  | NONE  | 5/27/2015 12:03 PM |
| 6  | No  | 5/27/2015 10:37 AM |
| 7  | No  | 5/27/2015 9:25 AM  |
| 8  | no  | 5/26/2015 5:07 PM  |
| 9  | No.   | 5/26/2015 12:30 PM |
| 10 | No  | 5/26/2015 11:46 AM |
| 11 | safety and security on campua   | 5/26/2015 10:55 AM |
| 12 | safety and security on campua   | 5/26/2015 10:55 AM |
| 13 | possible  | 5/20/2015 11:40 PM |
| 14 | no  | 5/18/2015 9:32 PM  |
| 15 | yes   | 5/14/2015 1:51 PM  |
| 16 | Flipped lessons using Ted-Ed Padlet Polleverywhere - However, I need to learn more and it is no longer free..   | 5/14/2015 12:51 PM |
| 17 | Microsoft Excel (2010 or 2013) Microsoft Word (2010 or 2013) Gerry Clark, CAOT Department   | 5/12/2015 9:19 PM  |
| 18 | I don't feel I am qualified.  | 5/12/2015 8:30 PM  |
| 19 | Right now I am overbooked with family, students, departmental duties, etc. I would be glad to attend roundtables where I can in an unofficial way participate in different PD issues.   | 5/12/2015 4:59 PM  |
| 20 | No.   | 5/12/2015 2:01 PM  |
| 21 | No, I don't have much to offer.   | 5/12/2015 1:57 PM  |
| 22 | No  | 5/12/2015 11:21 AM |
| 23 | Library research and/or better aligning research assignments with library resources ( )   | 5/12/2015 11:03 AM |
| 24 | have no time  | 5/12/2015 10:47 AM |
| 25 | I can share how I use Masteringphysics and learning Catalytics that Pearson' publishing provides. I can share how I use Grade Keeper  | 5/12/2015 10:21 AM |
| 26 | No  | 5/12/2015 10:17 AM |
| 27 | n/a   | 5/12/2015 10:17 AM |

**Q16 Are you aware of culturally-responsive teaching strategies to ensure equitable outcomes for our diverse student population?**

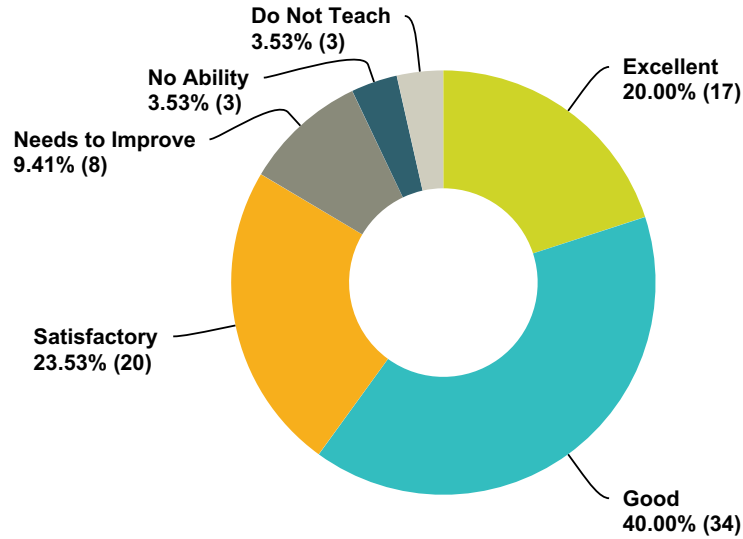
Answered: 86 Skipped: 2



| Answer Choices | Responses |           |
|----------------|-----------|-----------|
| Yes            | 70.93%    | 61        |
| No             | 29.07%    | 25        |
| <b>Total</b>   |           | <b>86</b> |

**Q17 Rate your ability to use culturally-responsive teaching strategies to ensure equitable outcomes for our diverse student population.**

Answered: 85 Skipped: 3



| Answer Choices   | Responses |           |
|------------------|-----------|-----------|
| Excellent        | 20.00%    | 17        |
| Good             | 40.00%    | 34        |
| Satisfactory     | 23.53%    | 20        |
| Needs to Improve | 9.41%     | 8         |
| No Ability       | 3.53%     | 3         |
| Do Not Teach     | 3.53%     | 3         |
| <b>Total</b>     |           | <b>85</b> |

**Q18 Please describe any teaching strategies you use to minimize equity gaps for students with different backgrounds and experiences.**

Answered: 39 Skipped: 49

| #  | Responses  | Date               |
|----|--|--------------------|
| 1  | Approach each student as an individual entity as far as contact in or out of class, including ethnicity, religion, race, age, or sexual preference.  | 6/8/2015 3:30 PM   |
| 2  | Present recommended study schedule, frequent reminders that just coming to class isn't enough; stress frequent review of material presented and read. (Last Fall the idea of 6 hrs individual study per 3 hours class time was met with some gasps of astonishment.)   | 6/8/2015 7:31 AM   |
| 3  | I'm hip to learning disabilities & encourage those students to take advantage of tutors & other services by registering in DSPS offices on my campuses (I also adapt my teaching/tutoring to some of these individual students' needs); I speak Spanish & often find it useful to provide grammar help to Latino students by comparing verbs in Spanish to comparable conjugations in English; I majored in multicultural literature in grad school, which has helped me be a better-informed & open-minded teacher; I took a fascinating workshop years ago on Cultural Diversity & 21st Century Students that discussed changing SoCal youth/college demographics & the diverse types of student needs & expectations in our Calif. community colleges, which gave me significant background knowledge that informed my teaching. Also, I have a learning-disabled Chinese daughter whose adoption led to my varied travels in China & the acquisition of a basic knowledge of Chinese culture; I've also learned about the significant differences between Chinese concepts of composition & critical thinking as compared to Western concepts about writing & critical thinking, which helps me better understand my Asian immigrant students' writing issues. I also understand (from extensive reading & experience) the powerful influence poverty, immigration, & family history have on student skills, motivations, & preparedness to learn (I was the first in my family to go to university too). Finally, perhaps my best education on diversity (especially as it relates to my Middle Eastern students & the diversities among Middle Eastern cultures) has come from my interactions with students themselves, some of whom have been very good "teachers" to me, as well. | 6/3/2015 1:21 PM   |
| 4  | I have started my own education in this country as a foreign student. I have a lot of experience in that area.   | 5/31/2015 1:11 PM  |
| 5  | In my classes, I like to do an early assessments of my students and see how I can help them to be successful. I like to do group projects to create a buddy system. Since I am in technology, I like to show them how the concept from one device works in multiple devices. I like to include projects where students bring in their cultural background so that we can all learn from them in the process.   | 5/31/2015 9:57 AM  |
| 6  | Learn everyone's name and refer to students with a first name. Come early and speak with students about their concerns.  | 5/27/2015 10:37 AM |
| 7  | Offer more in class and group points. Offer more multimedia resources that allows for visual, audio, and tactile learning.   | 5/27/2015 9:25 AM  |
| 8  | I personally have a non-discrimination policy that does not allow for discrimination of any kind. Any area of personal dislike or opinion is not and will not be tolerated or directed an another individual or group.   | 5/27/2015 2:15 AM  |
| 9  | I speak several languages, and learn parts of others from my students.   | 5/26/2015 10:37 PM |
| 10 | use different teaching styles to address different learning methods of the students.   | 5/26/2015 5:07 PM  |
| 11 | None   | 5/26/2015 1:57 PM  |
| 12 | I meet them outside of class and help them with their problems.  | 5/26/2015 11:46 AM |
| 13 | Developmental writing, calendaring activities and other basic skills are incorporated into my courses Reflection activities Content with a multicultural focus   | 5/26/2015 11:36 AM |
| 14 | I use a lot of handouts and study guides.  | 5/26/2015 11:00 AM |



## Professional Development Needs Survey – Faculty Spring 2015

|    |  |                    |
|----|--|--------------------|
| 15 | Use of groups, putting higher language learners with lower language learners. Meeting with each group to make sure Everyone understands assignments/what is expected, etc. I use diverse images/authors/examples in lectures, speeches.  | 5/26/2015 11:00 AM |
| 16 | Work one on one  | 5/20/2015 11:40 PM |
| 17 | I use other students to translate what I have said after I have finished speaking. In the past I used someone who would translate while I was speaking. Not only was it annoying to the rest of the class, I found out that there are many dialects and they couldn't understand what he was saying (Armenian)   | 5/20/2015 11:09 AM |
| 18 | I incorporate cultural/ethnic/racial sensitivity and empathy. Study their histories learn basic concepts of ethnic identities and histories. Learn to greet them in their own languages.   | 5/18/2015 9:32 PM  |
| 19 | I work one-on-one with my students throughout the semester, so I can address their personal needs better. There is such a wide variety in skills within my student population.   | 5/14/2015 2:14 PM  |
| 20 | one on one consults with the teacher individuals tell me their issues and I try to convey what they need to be able to do to be successful   | 5/14/2015 1:51 PM  |
| 21 | Group work - team pair up - I do an opener based off assumptions/ stereotypes based on appearance and names - I can easily do a workshop on that too. I also do a three day workshop on Growth Mindset - 2 hours - with group activities. Refer them to the writing center. Opening week campus scavenger hunt of all the services that campus offers. There is a training in July (on culturally relevant Teaching)- 11- 15 at Harbor College - I want to go badly - can PD pay for it? Trainers from Baltimore are going to be there. There is also a culturally responsive training workshop at Pierce tomorrow: Friday form 9 to 2. I can't go as I have common grading at GCC. We really should do what Pierce does beginning of each semester which is a Student Success mini conference with attendees going form workshop to workshop - and I learn a lot from that. TOWN HALL - with students mixing with experts in their fields - is a great idea and shown to retain students. | 5/14/2015 12:51 PM |
| 22 | Multiple methods of teaching and learning. Interactive lectures with small group work to apply the lecture material. Different components to the overall grade so that assessments are not all based on the same type of learning, e.g., essay questions, fill-in questions, worksheets, assignments, group work, discussions.   | 5/14/2015 7:29 AM  |
| 23 | Projects that use culture as a strating point to make art or compare art works in Art history  | 5/13/2015 7:55 PM  |
| 24 | Projects focused on the value of diversity   | 5/13/2015 1:58 PM  |
| 25 | Create projects that enable personal engagement and reflection as well as photography. Encourage oral presentations and group work.  | 5/13/2015 1:19 PM  |
| 26 | One of the assignments I give requires that students tell me who they are, that is what political space they believe that they occupy. They describe what power they have in society to participate in various realms, where they lack such power, and what they perceive might enhance that power. This gives me a personal understanding of each student's background, and I am able to adjust assignments and class conversation accordingly.   | 5/13/2015 11:31 AM |
| 27 | The final grade is not based entirely on testing. In addition,students complete group projects, interactive assignments in class when the instructor can assist, extra credit field trips ,etc. The varied activities compensate for students who may have knowledge but for instance lack language skills to express the knowledge.   | 5/13/2015 6:59 AM  |
| 28 | Most of my students are from different ethnic backgrounds, so you start by learning something about their culture, then you become personally involved in students goals and help them hone those goals, then you cultivate those students from semester to semester.  | 5/12/2015 4:59 PM  |
| 29 | I assign students with more experience or more knowledge into different working groups. This helps with peer tutoring and student success.   | 5/12/2015 4:34 PM  |
| 30 | Extra credit, outside of class time meetings   | 5/12/2015 3:43 PM  |
| 31 | On written assignments I ask them to indicate if English is a second language -- not to "forgive" writing errors, but to better understand them!   | 5/12/2015 2:51 PM  |
| 32 | No.  | 5/12/2015 2:01 PM  |
| 33 | I have them write about their lives and analyze their socialization using sociological categories.   | 5/12/2015 1:57 PM  |

## Professional Development Needs Survey – Faculty Spring 2015

|    |  |                    |
|----|--|--------------------|
| 34 | When teaching research skills, I frequently choose examples that focus on underrepresented groups. This year, I've demonstrated research related to income inequality and police brutality, racial profiling, mass incarceration, the Armenian Genocide, etc. I also try to incorporate discussions of search engine bias. Because students' digital literacy skills vary widely, I try to make my instruction very hands-on, giving students time to test their search queries throughout my research sessions. This way, I can provide immediate feedback to improve results, and hopefully, circumvent frustration. | 5/12/2015 11:03 AM |
| 35 | offer various types of learning methods using text books, videos, tutoring, on-line web based tools from the publisher, workbooks, in class case studies, flipping the classroom, pon-line case studies, interactive skills lab with simulation  | 5/12/2015 10:47 AM |
| 36 | I give my student the opportunity to meet on one to one basis to share their concerns and tutor them.  | 5/12/2015 10:21 AM |
| 37 | treat everyone with respect at all times (first rule)  | 5/12/2015 10:18 AM |
| 38 | Provide tutoring   | 5/12/2015 10:17 AM |
| 39 | visual walk thru and interpreters  | 5/12/2015 10:17 AM |