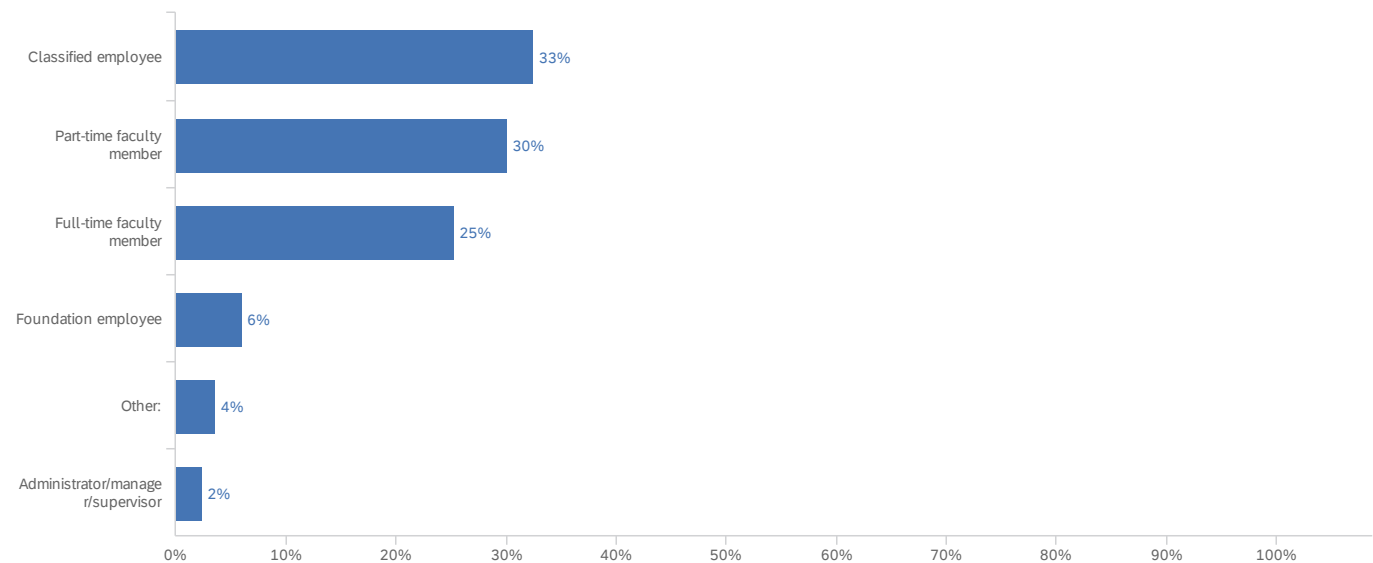# Cuyamaca College Professional Development Needs Assessment: Spring 2023
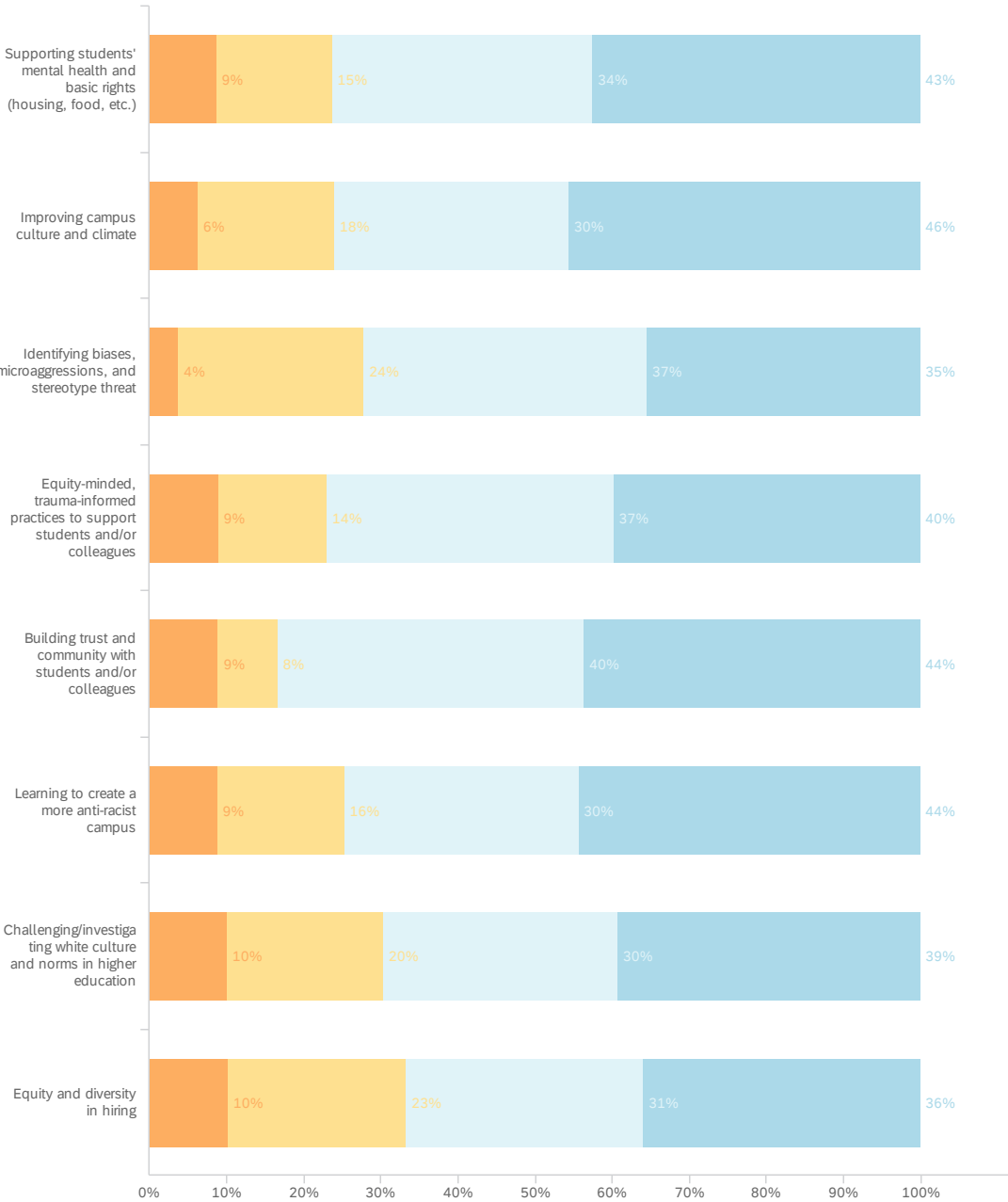
Which of the following describes your current position at Cuyamaca College? Please select all the apply:

Field		Choice Count
Classified employee	33%	27
Part-time faculty member	30%	25
Full-time faculty member	25%	21
Foundation employee	6%	5
Other:	4%	3
Administrator/manager/supervisor	2%	2
		83

Other:

Why?

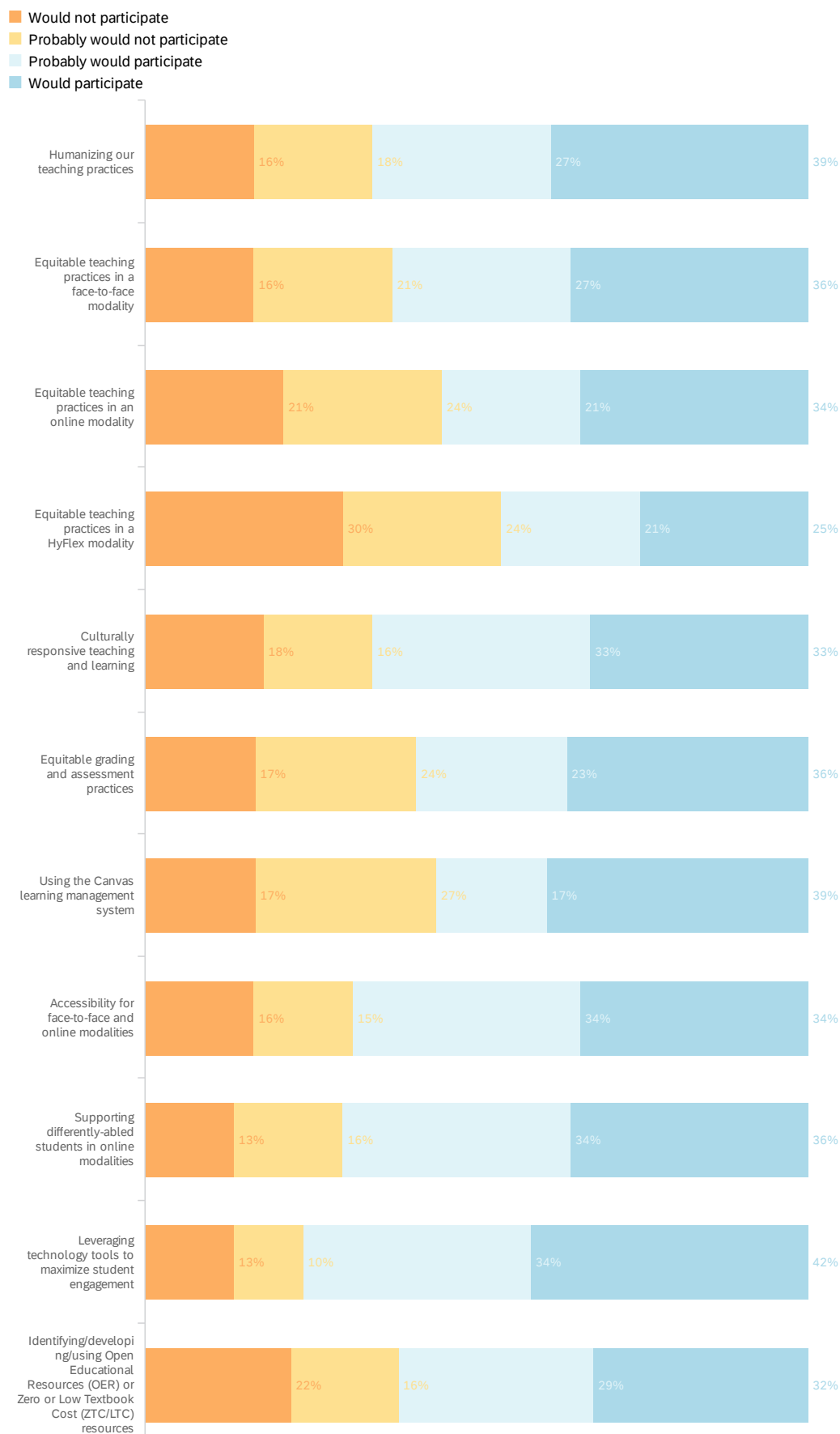Contract, part-time worker (professional expert)

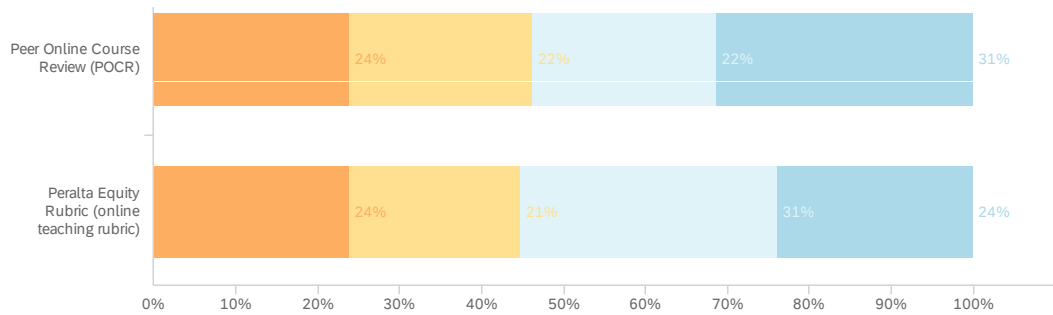# How likely would you be to attend training in the following topics related to **campus culture and equity**?

Legend:
- Would not participate
- Probably would not participate
- Probably would participate
- Would participate

Topic	Would not participate	Probably would not participate	Probably would participate	Would participate
Supporting students' mental health and basic rights (housing, food, etc.)	9%	15%	34%	43%
Improving campus culture and climate	6%	18%	30%	46%
Identifying biases, microaggressions, and stereotype threat	4%	24%	37%	35%
Equity-minded, trauma-informed practices to support students and/or colleagues	9%	14%	37%	40%
Building trust and community with students and/or colleagues	9%	8%	40%	44%
Learning to create a more anti-racist campus	9%	16%	30%	44%
Challenging/investigating white culture and norms in higher education	10%	20%	30%	39%
Equity and diversity in hiring	10%	23%	31%	36%

	Would not participate	Probably would not participate	Probably would participate	Would participate	Total
Supporting students' mental health and basic rights (housing, food, etc.)	9% 7	15% 12	34% 27	43% 34	80
Improving campus culture and climate	6% 5	18% 14	30% 24	46% 36	79
Identifying biases, microaggressions, and stereotype threat	4% 3	24% 19	37% 29	35% 28	79
Equity-minded, trauma-informed practices to support students and/or colleagues	9% 7	14% 11	37% 29	40% 31	78
Building trust and community with students and/or colleagues	9% 7	8% 6	40% 31	44% 34	78
Learning to create a more anti-racist campus	9% 7	16% 13	30% 24	44% 35	79
Challenging/investigating white culture and norms in higher education	10% 8	20% 16	30% 24	39% 31	79
Equity and diversity in hiring	10% 8	23% 18	31% 24	36% 28	78

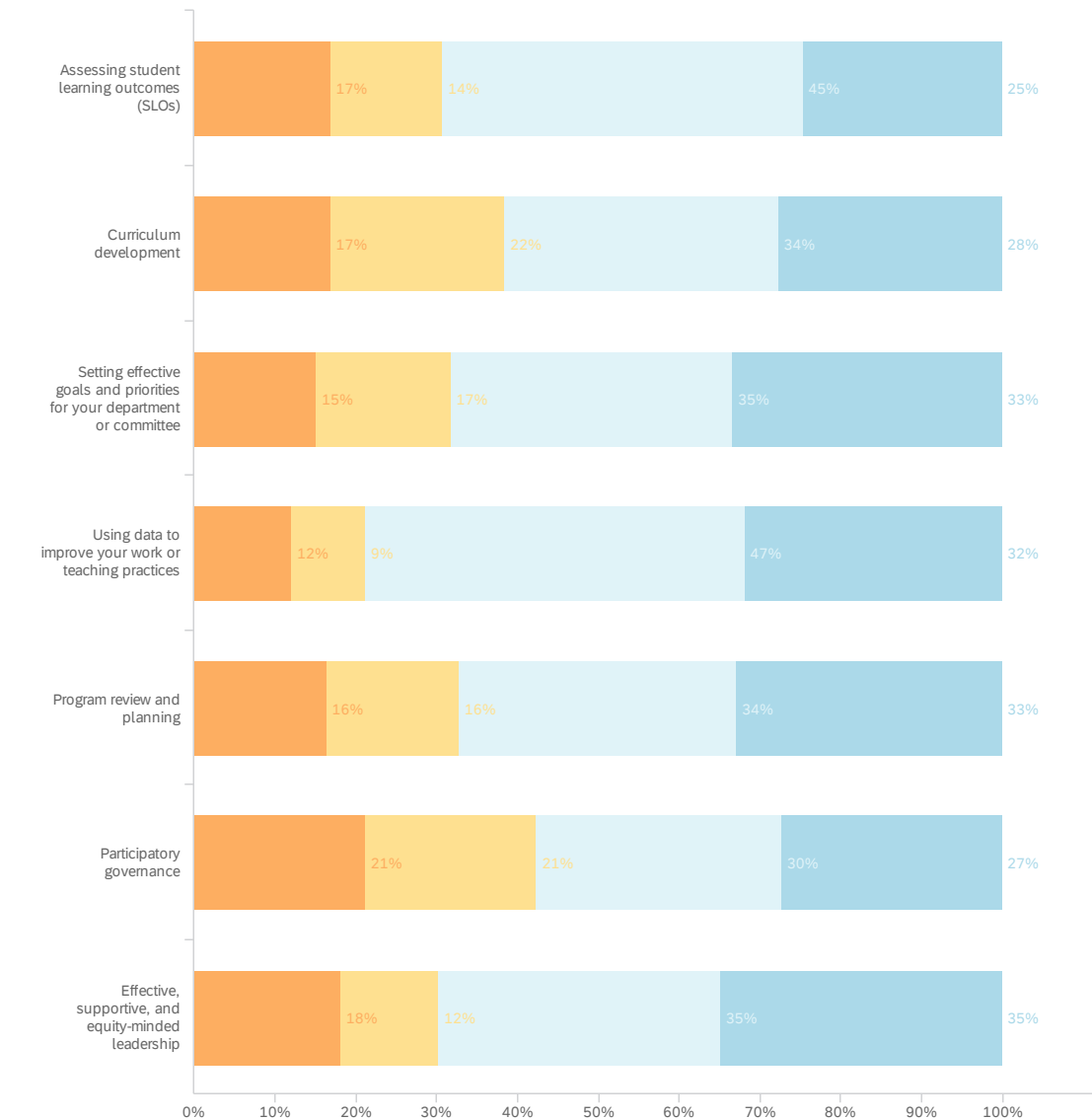# How likely would you be to attend training in the following topics related to **teaching**?

Legend:
- Would not participate
- Probably would not participate
- Probably would participate
- Would participate

Topic	Would not participate	Probably would not participate	Probably would participate	Would participate
Humanizing our teaching practices	16%	18%	27%	39%
Equitable teaching practices in a face-to-face modality	16%	21%	27%	36%
Equitable teaching practices in an online modality	21%	24%	21%	34%
Equitable teaching practices in a HyFlex modality	30%	24%	21%	25%
Culturally responsive teaching and learning	18%	16%	33%	33%
Equitable grading and assessment practices	17%	24%	23%	36%
Using the Canvas learning management system	17%	27%	17%	39%
Accessibility for face-to-face and online modalities	16%	15%	34%	34%
Supporting differently-abled students in online modalities	13%	16%	34%	36%
Leveraging technology tools to maximize student engagement	13%	10%	34%	42%
Identifying/developing/using Open Educational Resources (OER) or Zero or Low Textbook Cost (ZTC/LTC) resources	22%	16%	29%	32%

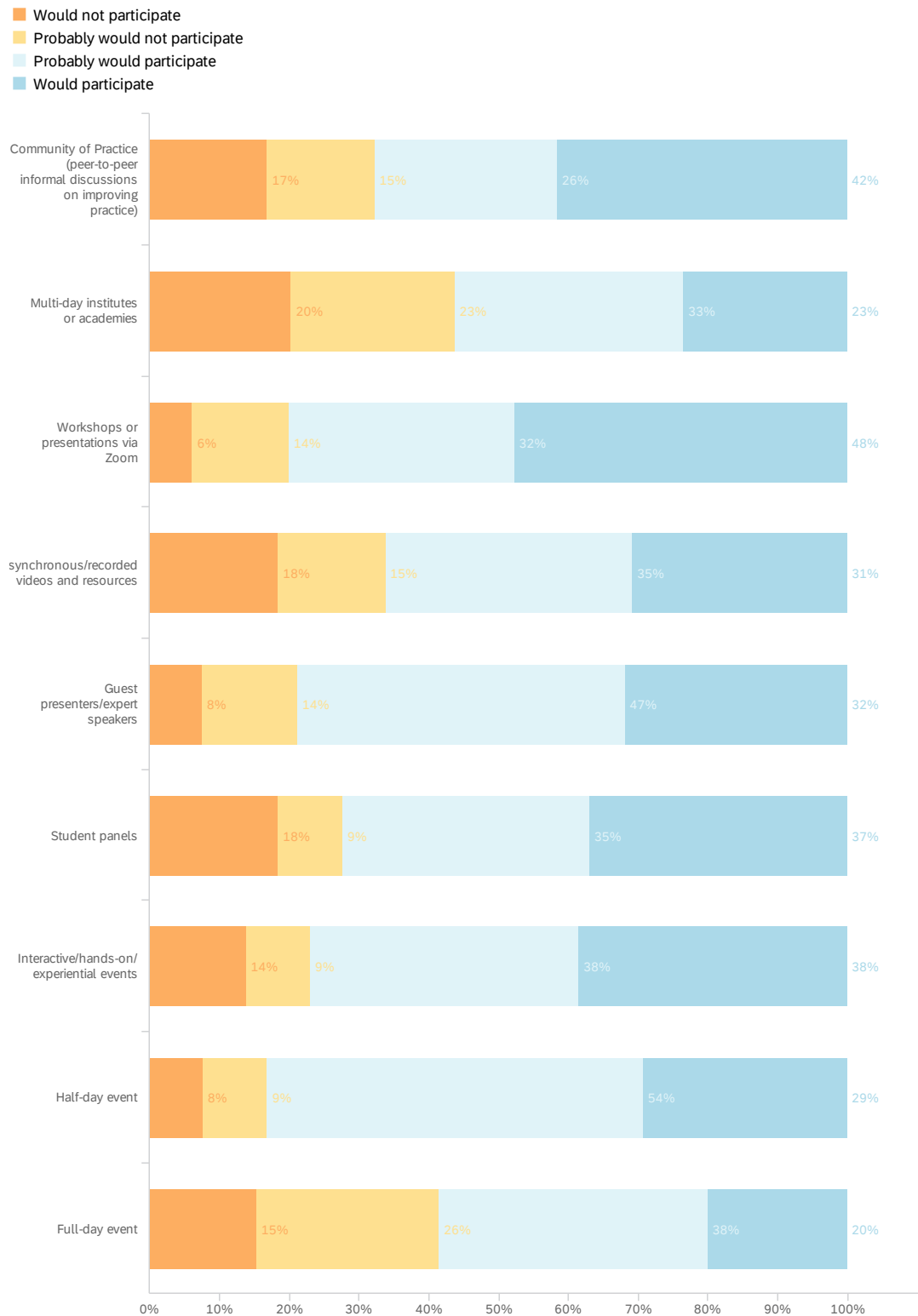|	Would not participate		Probably would not participate		Probably would participate		Would participate		Total
Humanizing our teaching practices	16%	11	18%	12	27%	18	39%	26	67
Equitable teaching practices in a face-to-face modality	16%	11	21%	14	27%	18	36%	24	67
Equitable teaching practices in an online modality	21%	14	24%	16	21%	14	34%	23	67
Equitable teaching practices in a HyFlex modality	30%	20	24%	16	21%	14	25%	17	67
Culturally responsive teaching and learning	18%	12	16%	11	33%	22	33%	22	67
Equitable grading and assessment practices	17%	11	24%	16	23%	15	36%	24	66
Using the Canvas learning management system	17%	11	27%	18	17%	11	39%	26	66
Accessibility for face-to-face and online modalities	16%	11	15%	10	34%	23	34%	23	67
Supporting differently-abled students in online modalities	13%	9	16%	11	34%	23	36%	24	67
Leveraging technology tools to maximize student engagement	13%	9	10%	7	34%	23	42%	28	67
Identifying/developing/using Open Educational Resources (OER) or Zero or Low Textbook Cost (ZTC/LTC) resources	22%	15	16%	11	29%	20	32%	22	68
Peer Online Course Review (POCR)	24%	16	22%	15	22%	15	31%	21	67
Peralta Equity Rubric (online teaching rubric)	24%	16	21%	14	31%	21	24%	16	67

How likely would you be to attend training in the following topics related to **data, service, and continuous improvement**?

Legend:
- Would not participate
- Probably would not participate
- Probably would participate
- Would participate

Topic	Would not participate	Probably would not participate	Probably would participate	Would participate
Assessing student learning outcomes (SLOs)	17%	14%	45%	25%
Curriculum development	17%	22%	34%	28%
Setting effective goals and priorities for your department or committee	15%	17%	35%	33%
Using data to improve your work or teaching practices	12%	9%	47%	32%
Program review and planning	16%	16%	34%	33%
Participatory governance	21%	21%	30%	27%
Effective, supportive, and equity-minded leadership	18%	12%	35%	35%

	Would not participate		Probably would not participate		Probably would participate		Would participate		Total
Assessing student learning outcomes (SLOs)	17%	11	14%	9	45%	29	25%	16	65
Curriculum development	17%	11	22%	14	34%	22	28%	18	65
Setting effective goals and priorities for your department or committee	15%	10	17%	11	35%	23	33%	22	66
Using data to improve your work or teaching practices	12%	8	9%	6	47%	31	32%	21	66
Program review and planning	16%	11	16%	11	34%	23	33%	22	67
Participatory governance	21%	14	21%	14	30%	20	27%	18	66
Effective, supportive, and equity-minded leadership	18%	12	12%	8	35%	23	35%	23	66

How likely would you be to participate in each of the following **types** of professional learning activities?

- ■ Would not participate
- ■ Probably would not participate
- ■ Probably would participate
- ■ Would participate

Activity	Would not participate	Probably would not participate	Probably would participate	Would participate
Community of Practice (peer-to-peer informal discussions on improving practice)	17%	15%	26%	42%
Multi-day institutes or academies	20%	23%	33%	23%
Workshops or presentations via Zoom	6%	14%	32%	48%
synchronous/recorded videos and resources	18%	15%	35%	31%
Guest presenters/expert speakers	8%	14%	47%	32%
Student panels	18%	9%	35%	37%
Interactive/hands-on/ experiential events	14%	9%	38%	38%
Half-day event	8%	9%	54%	29%
Full-day event	15%	26%	38%	20%

	Would not participate		Probably would not participate		Probably would participate		Would participate		Total
Community of Practice (peer-to-peer informal discussions on improving practice)	17%	11	15%	10	26%	17	42%	27	65
Multi-day institutes or academies	20%	13	23%	15	33%	21	23%	15	64
Workshops or presentations via Zoom	6%	4	14%	9	32%	21	48%	31	65
Asynchronous/recorded videos and resources	18%	12	15%	10	35%	23	31%	20	65
Guest presenters/expert speakers	8%	5	14%	9	47%	31	32%	21	66
Student panels	18%	12	9%	6	35%	23	37%	24	65
Interactive/hands-on/experiential events	14%	9	9%	6	38%	25	38%	25	65
Half-day event	8%	5	9%	6	54%	35	29%	19	65
Full-day event	15%	10	26%	17	38%	25	20%	13	65

How would you like to participate in professional learning activities? Please select all that apply:
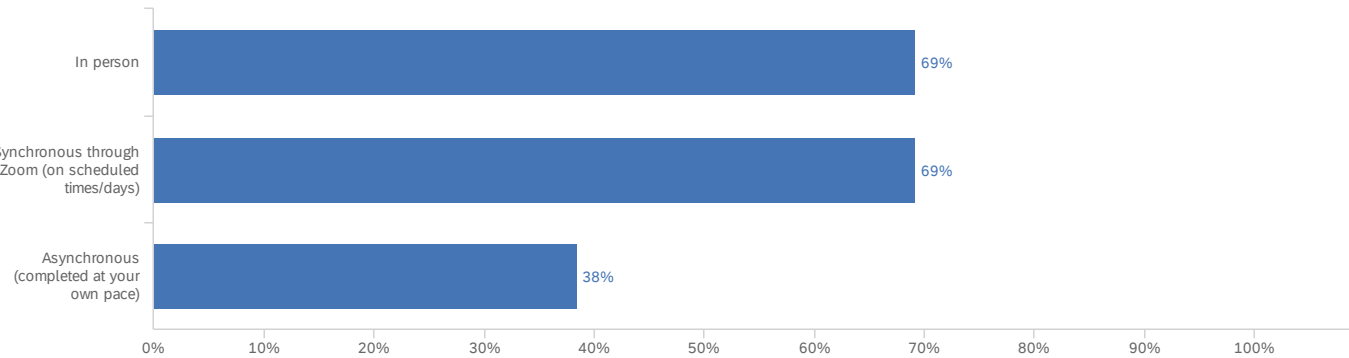
		Choice Count
In person	69%	45
Synchronous through Zoom (on scheduled times/days)	69%	45
Asynchronous (completed at your own pace)	38%	25
		65

How long would you prefer professional learning activities to last? Please select all that apply:
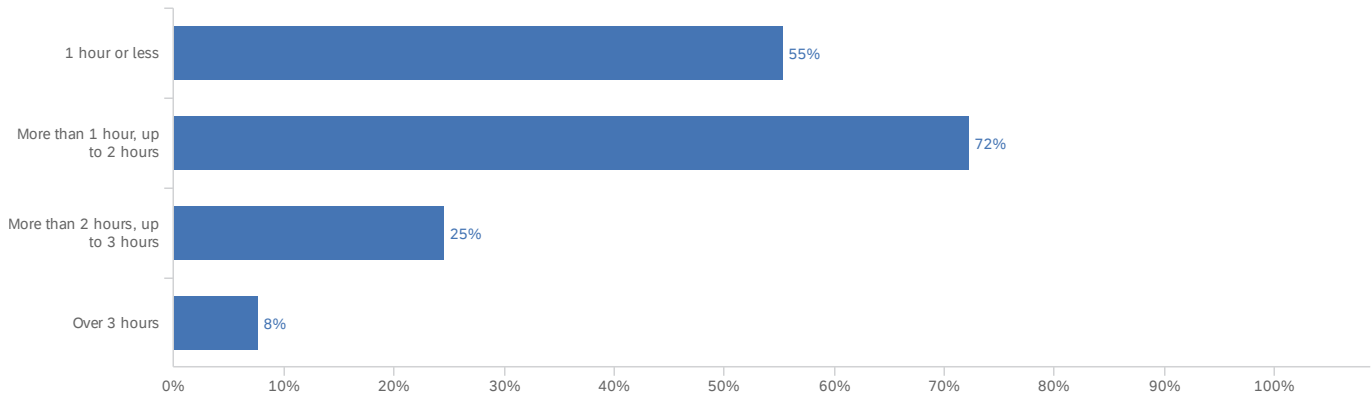
Field	Choice Count	
1 hour or less	55%	36
More than 1 hour, up to 2 hours	72%	47
More than 2 hours, up to 3 hours	25%	16
Over 3 hours	8%	5
		65

What would be the **biggest barriers to your participation** in professional learning activities at Cuyamaca College? Please select all that apply:

	Choice Count	
Not enough time during the workday	61%	36
Not offered on convenient days/times	53%	31
Not aware of professional development activities	15%	9
I am unsure how these professional development options relate to my job	15%	9
I do not feel supported to participate in professional development by my supervisor/manager/chair	10%	6
Other (please specify):	8%	5
		59

Other (please specify):

on vacation

not having a remote option to attend and participate

That it does not offer hiflex modality.

Not having an opportunity for genuine dialogue. Constantly being presented with negative narratives.

Coverage for our spaces

What could Cuyamaca College do to encourage or support your participation in professional learning activities?

Provide vision. Explain why they are important. Plan ahead. Give advance notice of activities.

Include evening sessions.

Flexibility

Offer learning opportunities throughout the semester. with at least a month's advance notice.

n/a

Create more opportunities for technology related conferences specifically in Math

Some of the things I would like to attend are offered on Fridays. I usually use Friday as a day to grade and prep and it makes it difficult to give up time on that day.

I am all in.

Incentivize PD for Classified as it is for faculty, make PD more relatable for Classified. More mindfulness and self-care topics, not just college related.

Send an advanced notification and if it is an in-person also offer it via zoom.

offer food so I don't have to skip my lunch or breaks

bring in professional experts from a variety of fields and target certain majors, provide actions that can be incorporated immediately, think about the intersections of classroom and support services, and find a balance in time that is a reasonable commitment, more communities of practice

Professional development should be less political-ideological and more practical.

Recognize monetary compensation.

Send emails to full time and part time employees to encourage participation.

Send emails to all faculty whether they are adjuncts, full time and even administrators.

Food. Compensation if over the contractually required FLEX.

I work a full time day job. Evening in-person or asynchronous sessions work best

money

It's difficult to leave my office to participate, Zoom sessions tend to be the best modality. Also having access to recordings of sessions. Sometimes, I get interrupted during a session.

hire more staff

Make them for everyone. I'd like to get to know more of my peers and not the same ten people at every training.

I would encourage the approach where we encourage each other to attend. Especially if we have our supervisor/ manager/ or VP specifically ask, "Will you attend this with me?" And that we know we have that level of support because we are doing it together. Also, they address the "coverage" question directly. Whether that means shifting workers around and/or closing the office/department for the training.

provide incentives to participate like faculty get during flex week

Offer more professional learning activities throughout the year, including more general sessions that are relevant to administrators and classified professionals, focused on equitable practices and ways to build community within and across departments/offices

Send Cal invites

Professional learning activities need to be held in an atmosphere of genuine academic inquiry, debate, and discussion. Too many activities of the past few years have been set up in an atmosphere of "this is what good practice is" etc. The language of the college of education has become much too strong and discipline expertise has increasingly been ignored. Voices are silenced in this environment.

Provide more activities over the summer that count towards professional development.

Ensure there are remote PD opportunities

What would you most like to learn this year that relates to your work at Cuyamaca College?

using Canvas

n/a

more leadership skills, and more about social justice.

Two things for me. How do the larger strategies of our leadership integrate and connect each department to the central mission? Second, learning more about our current student population and all the interpersonal, cultural, and relational skills to better support them and each other. I believe we all have great intentions, however, I often wonder what "difficulties" exists in my and our work because we may just no understand these dynamics in how to support our broad and diverse student population.

More anti-racist events by third party vendors. The NCRC anti-racist training 2 years ago was amazing.

I'd like a teaching internship that I can do as part of my job. Painting class.

I would like to learn on what different departments do or are doing and who they are. I would love to continue to make connections.

I would like to learn from colleagues who are discipline experts. I would like to learn about climate change from a scientist. I would like to learn about Arabic culture from an Arabic teacher. I would like to learn about political science from a political scientist. I would like to have a book club led by an English professor. I would like to learn about evolution from a biologist. I would like someone from DSPS to explain what goes into an assessment of a student who gets an academic adjustment. I would like someone from STEM to explain why their course scaffolding is so critical to student success. I would like "teaching experts" to find some humility and listen and learn from discipline experts.

I would like to continue learning about trauma-informed practices/approaches, and "customer service"-type skills centered on cultural humility/serving a diverse community; I would like the opportunity to engage in "management" training that is centered on humanizing our workplaces and putting people first

I will seek out external PD to meet my needs this coming year.

Hyperflex

How to streamline work processes to be more available to students

How to reach students who are not succeeding.

How to make my Canvas course work better for students with visual and cognitive impairments beyond Immersive Reader and Alternative Formats.

How to increase student retention

How to get support funding within the college for the upcoming transformational projects in my department.

How to deal with students who submit work created by AI.

How to create stronger online courses

Grading that is fair and meaningful to students.

Grading practices

Curriculum planning.

Culturally relevant pedagogy - Gloria Ladson-Billings

Continue learning the ins and outs of my program.

Anything but equity. I am so sick of hearing about equity. Tired of [name redacted] and her preaching.

Anti-racism. Co-curricular activities.

More related tools and technological resources that can help me in teaching higher mathematics courses, as well as how to seek out and find grant money for our Community of Practice Group so that we can rewrite them so that students will have a 0$ materials cost for our courses. Developing a course like this requires a lot of time that goes way beyond the scope of what we get paid for. I know nothing about filling for a grant so a course or workshop on this would be helpful

The College recently revised its mission, vision, values, and strategic goals to focus more explicitly on equity and social justice. What kinds of professional learning would help you further integrate this mission into your work?

examples from colleagues of assignments etc

I was not aware of this revision. Please publish it again. I get so much email. Please consider sending out email only if it is relevant to my teaching.

Webinars and multiple evening sessions to ensure availability.

What is the mission?

n/a

As mentioned above, In order to make our courses more equitable, a way is to lower the cost by creating a new $0 material course for specifically math 178 and 078

I would love to be able to connect to more faculty around campus and have more common community events for all of us.

Knowing what kind of resources/tools/trainings are available to staff and students would help us with the revised mission, vision and values.

I'm so tired I don't really care anymore, I just need a nap

Expanding access to topics that cover Gender, LGBTQ+ & Ability. With the growing number of students with mental health challenges, we should have a deeper understanding of not just "crisis" management but how day-to-day mental health affects a student's ability to access their course work and how we can provide universal learning accommodations to all students.

Lifetime learning

Accreditation.

n/a

n/a

Annual updates about progress.

Learning of all the changes and updates

We need some ways to connect the mission vision and values to our work with data

Ways to create more accessibility for services.

Everyone is tired of hearing about this. Can we just move on already and get back to work for our students that actually care to get a degree. I'm sick of wasting eighty percent of my time on one percent of my students.

Professional Devlopment focused on equity and social justice connected to curriculum, lessons, and syllabus/calendar planning.

I think it would be great to bring more collective, community-based approaches to this work. What does social justice look like in my individual contribution and as a team member? Instead of it being "skill-driven" it would be nice to know the underlying values and collective purpose we are all trying to engage with when we say we are doing "social justice" work. Its uncovering the collective "why"

safe zone training and training to better support marginalized groups on campus and in our community

We need campus-wide professional learning activities centered on our college's definition of "equity" and what this looks like in practice on our campus, highlighting departments/offices that are truly living our mission in innovative ways

Anti-racist advisory group to the President Mandatory hidden bias training for hiring committee members

I don't really know. I would need to be given the opportunity to go on at least two all-expenses paid trips to understand this mission. Santa Fe, Aspen, New York, Seattle, and Chicago are all acceptable destinations.

How to refer students for legal assistance services