

Date: October 9, 2023

To: Ajani Byrd, Kristina Whalen, Adiel Velasquez, Stacy Gleixner, Kurt Hueg, Ram Subramaniam, Lené Whitley-Putz, Ben Kaupp, Voltaire Villanueva, Patrick Morriss, Robert Cormia, Stephanie Chan, Kerri Ryer, Kathryn Maurer, Laurie Scolari, Bret Watson, Teresa Ong, Simon Pennington, Aaron Korngiebel, Valerie Fong, Nancy Cheung, Ron Herman, Mike Teijero, Mark Barnes

From: Carolyn Holcroft, Faculty Professional Development Coordinator

Re: Foothill College 2023-2024 Professional Development Needs Survey Results

Introduction:

California's state budget allocates money for California Community Colleges to provide professional learning and development to their faculty, staff, and administrators. To access this money the college is required to perform an annual needs assessment and use the results to inform its professional development offerings. At Foothill, professional development opportunities usually come from one of several main places, including but not limited to:

- The Office of the President (College Opening Day, FLEX days)
- The Office of Equity and Professional Development
- The Office of Online Learning
- The Office of Instruction
- FH Student Services division
- Individual divisions and departments

This survey and report are offered to these areas to help inform their 2023-2024 PD offerings.

Overall thoughts and recommendations

Based on the responses for this survey, the following is suggested to meet PD needs for 2023 – 2024:

- For **Classified Staff**: Offer a variety of standalone **hybrid modality events** each quarter around topics including **giving effective feedback, showing up as an ally, AI in teaching and learning, empathetic questioning, and using Office 365**.
- For **Full Time Faculty**: Offer a variety of **standalone and/or short (3-4 week) series events in hybrid modality** each quarter around topics including **giving effective feedback, showing up as an ally, AI in teaching and learning, culturally relevant pedagogy, empathetic questioning and incorporating equity in CORs**. To incentivize full-time faculty participation, consider events with a Zoom option that provide them the opportunity to learn and build trust with colleagues.
- For **Part-Time Faculty**: Offer a variety of **asynchronous stand-alone and/or short (3-4 week) series events** each quarter around topics including **AI in teaching and learning, giving effective feedback, showing up as an ally, finding OERs, and finding disproportionate impact**. To incentivize part-time faculty participation, ensure events have a Zoom option.
- For **Administrators**: Offer **face-to-face stand-alone and/or short (3-4 week) series events** around giving **effective feedback, showing up as an ally, and AI in teaching and learning**.
- For all groups: When CCC system partners offer external events (especially one-offs or short series) around a topic of interest, provide the opportunity to attend the event together and meet synchronously afterward to unpack.

Methodology:

The survey was adapted from the 2022-2023 Foothill College Professional Development Needs survey. The survey was drafted and administered online via a Smartsheet Form. Input regarding survey design and questions was solicited via email on 4/24/23 from academic and classified senate leadership, and administrators. The deadline to contribute feedback was 5/5/23. On May 22, 2023, the Dean of Institutional Equity and Diversity emailed an invitation to all employees on the “foothill” email distribution list to complete the survey before June 9, 2023. A reminder was sent to the foothill listserv again on June 7.

Data summaries in this report are disaggregated by employee group: classified staff, administrator, part-time faculty, and full-time faculty. This is an intentional choice based on past practice of how the college usually approaches planning professional learning opportunities. Aggregate data is available upon request.

Results

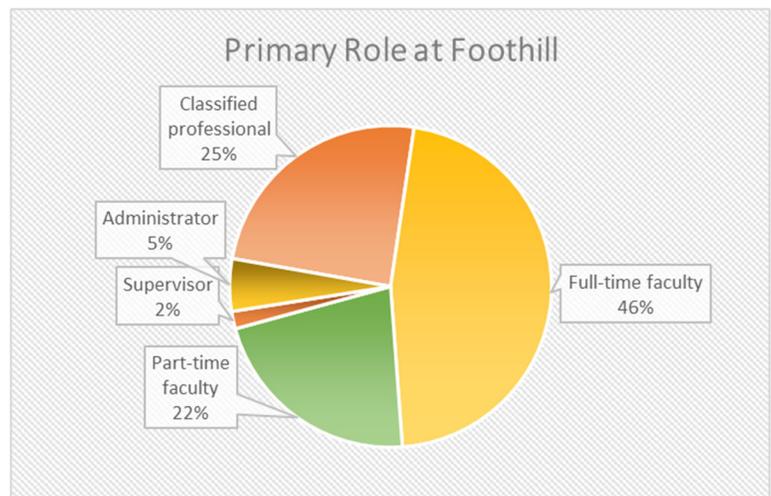
A total of 114 individuals responded to the survey.

Respondent Demographics: Role at Foothill

The last question of the survey (number 25) asked respondents to indicate their role at the college. Placing this question at the very end is a deliberate choice intended to avoid reminding respondents of their formal role prior to asking about their needs and interests and potentially subconsciously skewing their answer choices as a result.

Twenty-five percent of the respondents were classified staff. Administrators and supervisors were the minority, making up 7% of the respondents. Over half the respondents were faculty (68%). Most were full time (68% of faculty respondents and 46% of all respondents) with part time faculty making up 32% of faculty respondents and about 22% of all respondents.

For the purposes of analysis, “administrators” (n=6) and “supervisors” (n=2) are combined in this report.

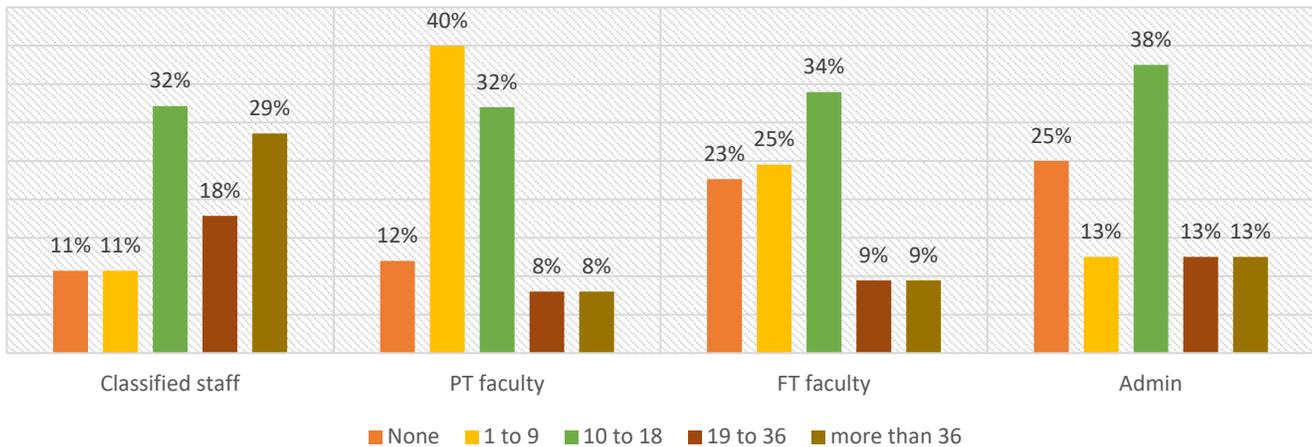


Professional learning units needed in 23-24

Question 1: “About how many hours of professional development do you think you'll need in 2023-2024? Remember that 18 hours of workshops is equivalent to 1 unit of PGA. Full time faculty need 9 PGA units every four years to continue advancing on the salary schedule, while classified professionals can use up to 25 hours of workshops to file for a Professional Growth Award.” Select one:

- none
- 1 - 9
- 10 - 18
- 19 - 36
- more than 36

Number of PD Units Needed in 2023-2024



GENERAL OBSERVATIONS:

STAFF: Most classified staff need at least ten hours this year and almost 30% need more than 36 hours of PD credit. A majority of classified staff respondents need at least 10 hours of professional development in 23-24, and almost a third need more than 36.

FACULTY: Almost a fourth of full-time faculty respondents don't need any PD credit this year, while about 60% need between 1 and 18 hours. Fifty-nine percent of full time faculty need between one and 18 hours of PD. A majority (72%) of part-time faculty respondents need between one and 18 hours in 23-24. Most (72%) of part-time faculty need between 1 and 18 hours of PD in 23-24.

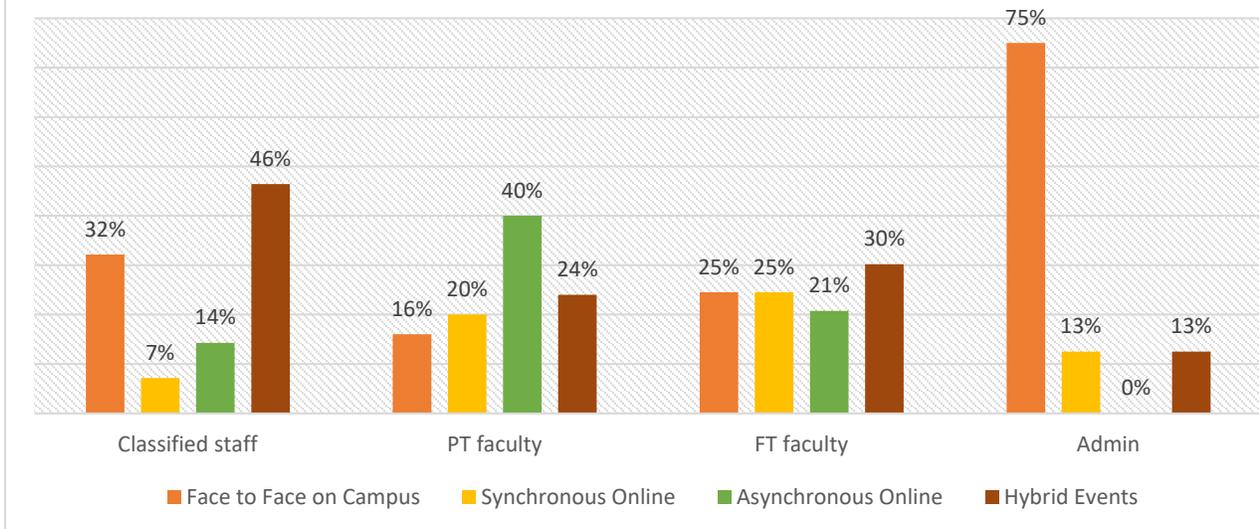
ADMINISTRATORS: While a fourth of administrator respondents report they don't need any PD this year, the majority indicate they need at least one hour and some report needing 36 or more.

Preferred ways to engage in professional learning

(Single selection) Question 2: "My preferred method(s) for engaging in professional development at Foothill is:"

- Face to face on campus
- Synchronous online events
- Asynchronous online events
- Events that are partially F2F and partially online

Preferred Modality



GENERAL OBSERVATIONS: Each of the four choices seem significantly appealing to at least some respondents in each group, with the exception that no administrators prefer asynchronous online. Staff and full-time faculty expressed a preference for events that are **partially online and partially face to face**, while part-time faculty indicated a preference for **asynchronous online events**. **Face-to-face on campus** events are strongly preferred by administrator and supervisor respondents and preferred by many classified staff. **Synchronous online events** were appealing to 25% of full- and 20% of part-time faculty respondents.

STAFF: Staff had a strong preference for hybrid events, with face-to-face on campus as their second preference.

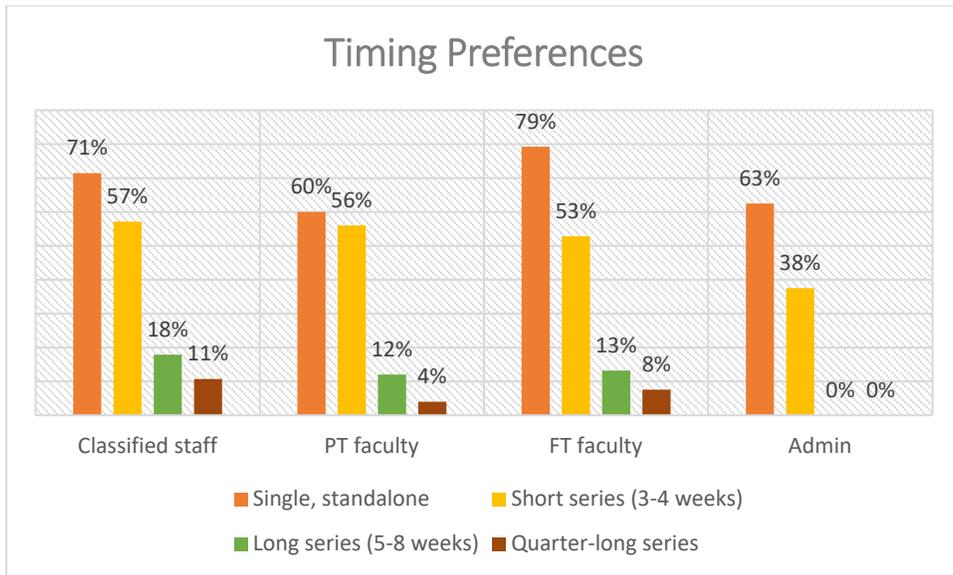
PART TIME FACULTY: respondents expressed a strong preference for asynchronous online events. Their second preference was for hybrid events, followed by synchronous online. Face to face on campus was the least preferred.

FULL TIME FACULTY: none of the four options was greatly preferred to the others, although hybrid events were slightly more preferred.

ADMINISTRATORS: Overwhelmingly prefer face-to-face events.

Question 3: “Which of the following are most appealing to you? Please mark up to two.”

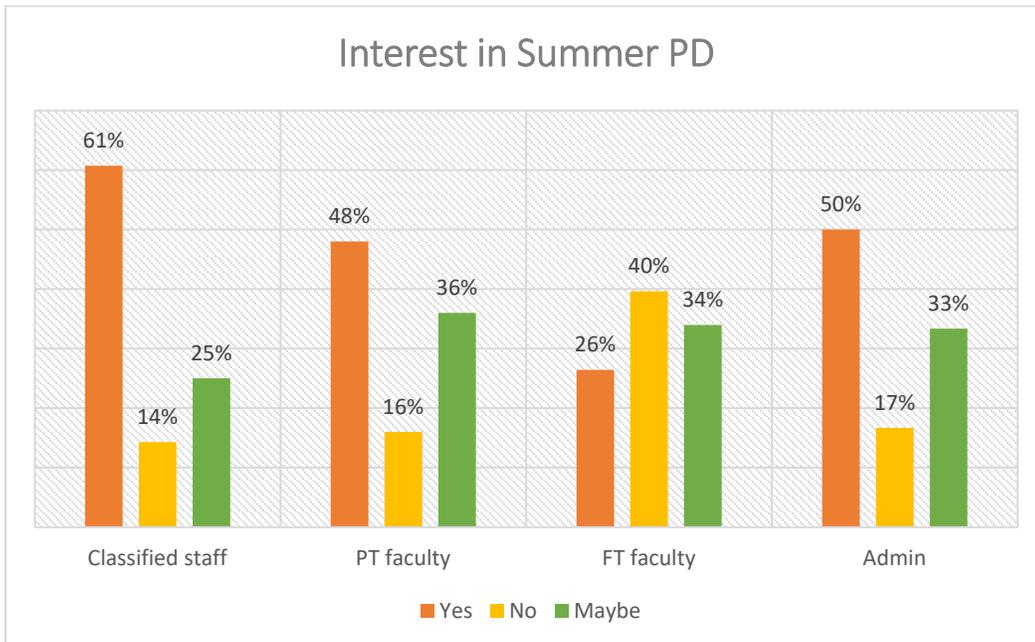
- Single, standalone workshops
- A short series (3-4 weeks) of weekly workshops
- A longer series (5-8 weeks) of weekly workshops
- A quarter-long series of workshops



GENERAL OBSERVATIONS: It's important to note that this question allowed multiple selections. For all constituencies, there was a preference for single, standalone events and events that were structured as a short (3-4 week) series. Series taking place for a longer period (5-8 weeks) or that are quarter-long were significantly less favorable.

Question 4. "Are you interested in participating in any professional learning in July or August?" (single selection)

- Yes
- No
- Maybe



GENERAL OBSERVATIONS:

STAFF: staff expressed a definite interest in summer PD.

PART-FACULTY: Almost half of part-time faculty respondents were definitely interested in summer PD. Only 16% said they were not interested.

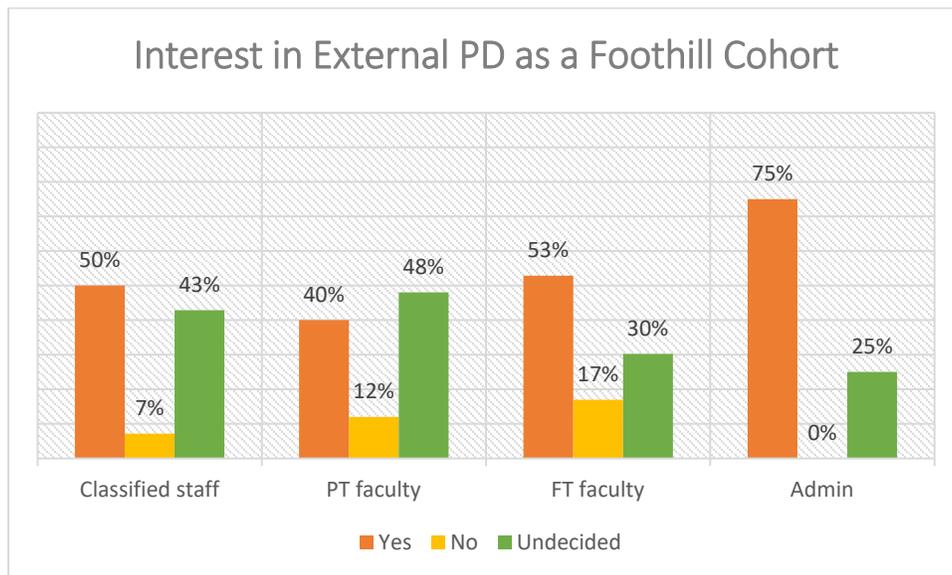
FULL-TIME FACULTY: About 26% were definitely interested in summer PD, and 40% were definitely not interested.

ADMINISTRATORS: Eighty-three percent of respondents were either definitely or maybe interested in summer professional learning events.

Interest in cohort learning

Question 5: “I’m interested in participating in externally offered PD events as a member of a Foothill College cohort that attends the event together and then meets afterward to process together and learn from one another as a group.”

Respondents could only select one of three choices: yes, no, or undecided.



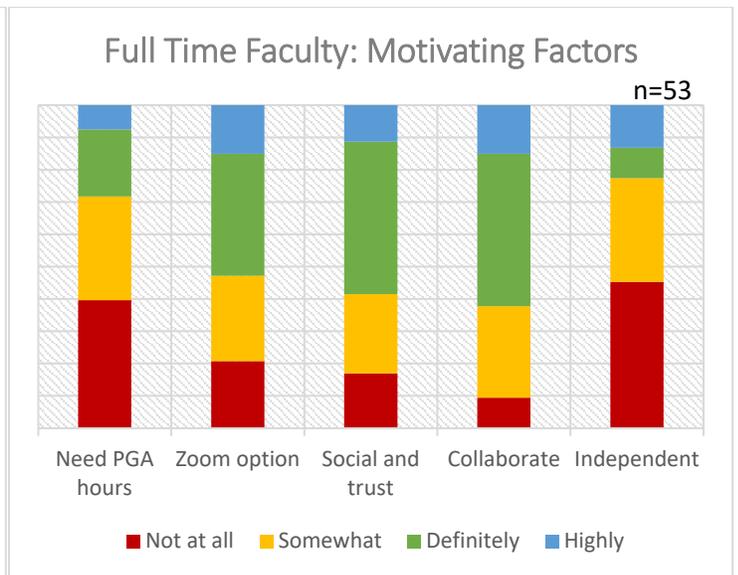
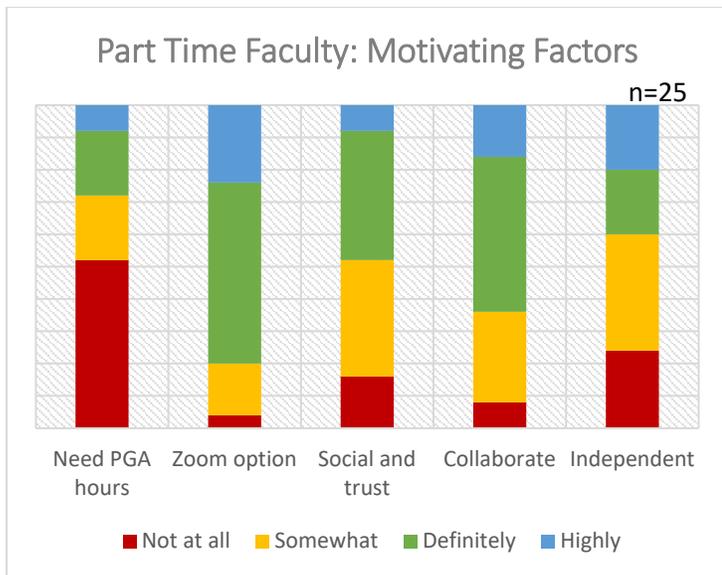
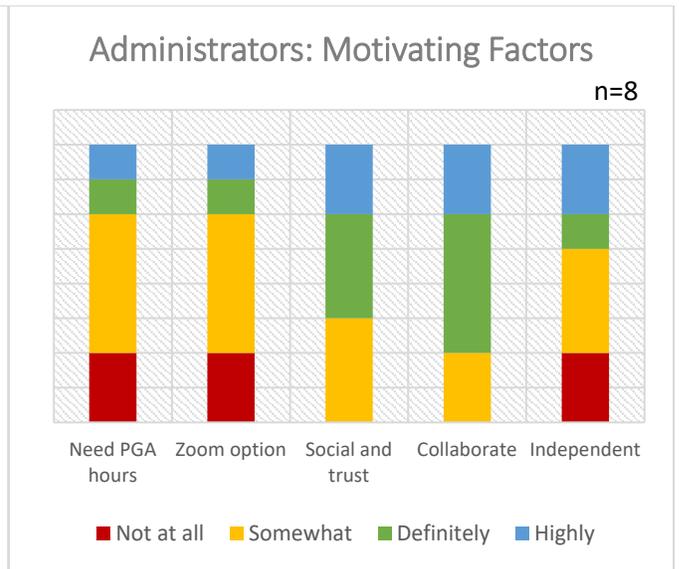
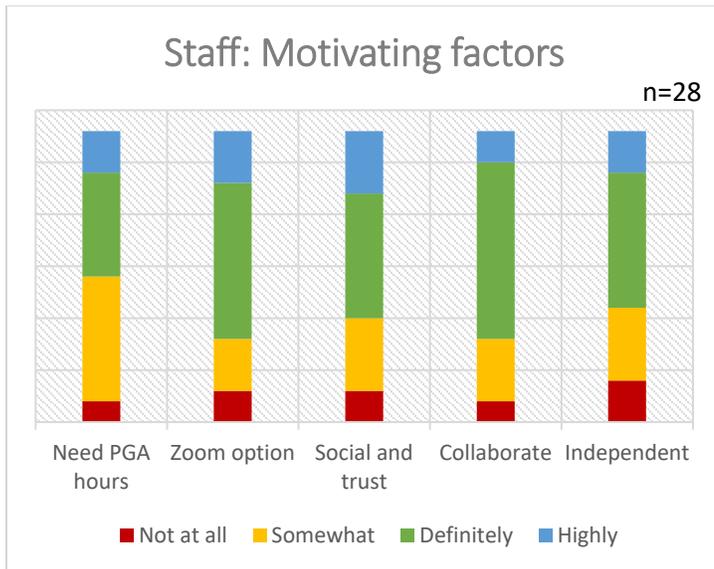
GENERAL OBSERVATIONS: A majority of respondents indicated they are interested in participating in PD as a Foothill cohort. Of those who were not a definite “yes,” significantly more were undecided than definite “no’s. Given the strong reported interest in cohort events it seems reasonable to pursue planning PD cohort opportunities going forward.

Motivating factors

Questions 6-10: “Please rank how motivating each of the following factors is when deciding whether to participate in a professional development offering:”

Respondents were asked to rate each factor using four options:

- 1 - not a motivating factor at all
- 2 - somewhat motivating
- 3 - definitely motivating
- 4 - highly motivating such that I'd even participate in workshops that don't seem like the topic would be interesting to me



The tables above depict **classified staff, full-time faculty, and part-time faculty** ratings for how motivating they find each of five potentially motivating factors. The factors were:

- Whether I need hours for PGA or a PAA
- I get the option of participating via Zoom
- It would give me a chance to learn collaboratively and process new ideas by talking with others
- I would be able to learn by myself and wouldn't need to interact with others in the workshop
- It would be structured to provide an opportunity to build trust with colleagues

Ratings options were not at all motivating, somewhat motivating, definitely motivating, or so motivating that they'd go even if the topic wasn't interesting.

GENERAL OBSERVATIONS:

STAFF: None of the five factors stands out as significantly more motivating than the others. Each factor was motivating to at least half of staff respondents.

PART-TIME FACULTY: Part time faculty are especially motivated when there is an option for them to participate in a PD event via **Zoom**. Staff respondents were not greatly motivated by whether or not they need PD units.

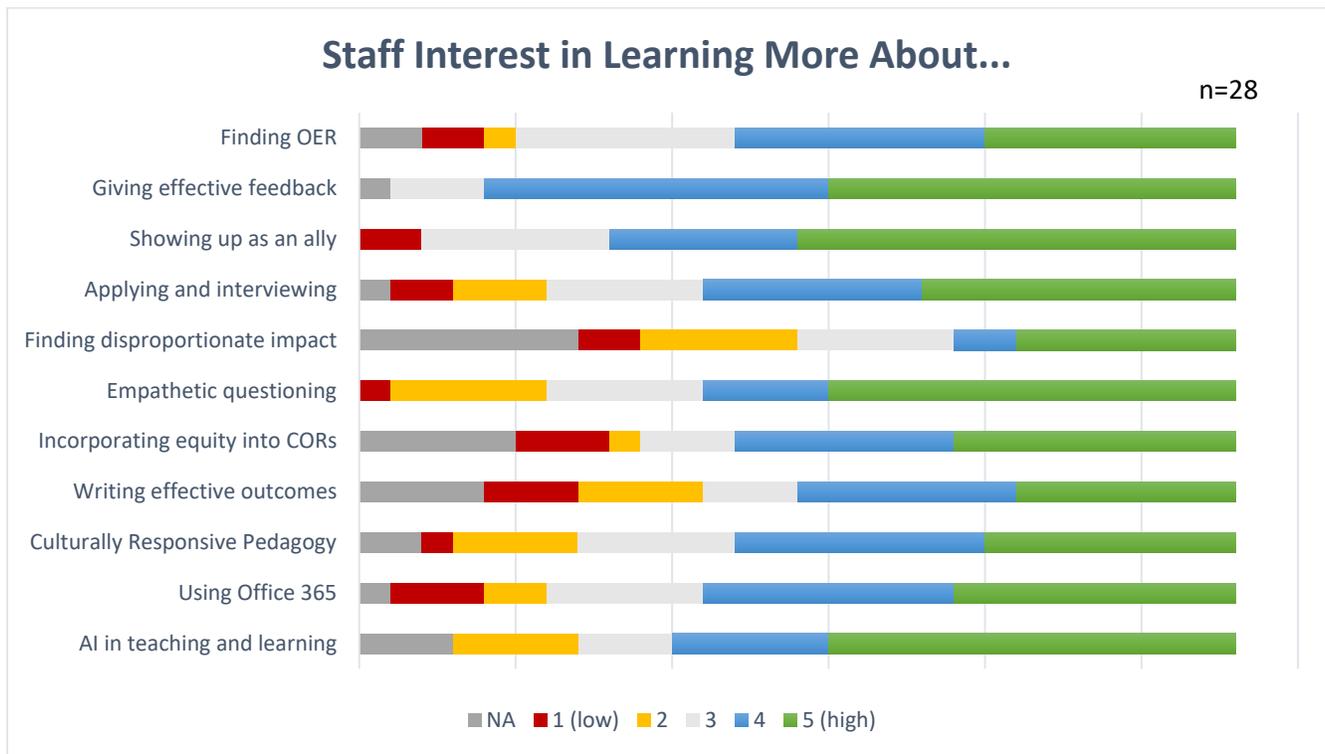
FULL-TIME FACULTY: Full time faculty respondents indicated that more motivating factors were having a Zoom option, and the chances to learning collaboratively and to build trust with colleagues. They were not motivated by events that would allow them to work independently without having to interact with others.

Identifying topics of interest

Questions 11-21: “Please rate your **desire to learn more** about the topics below. (1=Low 5=High)”

Respondents were presented with a list of topics and asked to rate their interest in learning more about each one on a scale of 1 (low interest) to 5 (high interest). Many topics on the list were taken from those included in FHDA’s 2022-2023 district PD needs survey and there were several additions made when input was solicited from Foothill academic and classified senate leadership, and administrators.

Each of the next four tables depicts the number of responses for specific ratings of 1, 2, 3, 4, 5, or N/A for each topic. Higher ratings of fives and fours are depicted in blue and green, while lower ratings of ones and twos are shown in yellow and red. Ratings of three may suggest the respondent does not feel strongly one way or the other and are depicted in light gray.

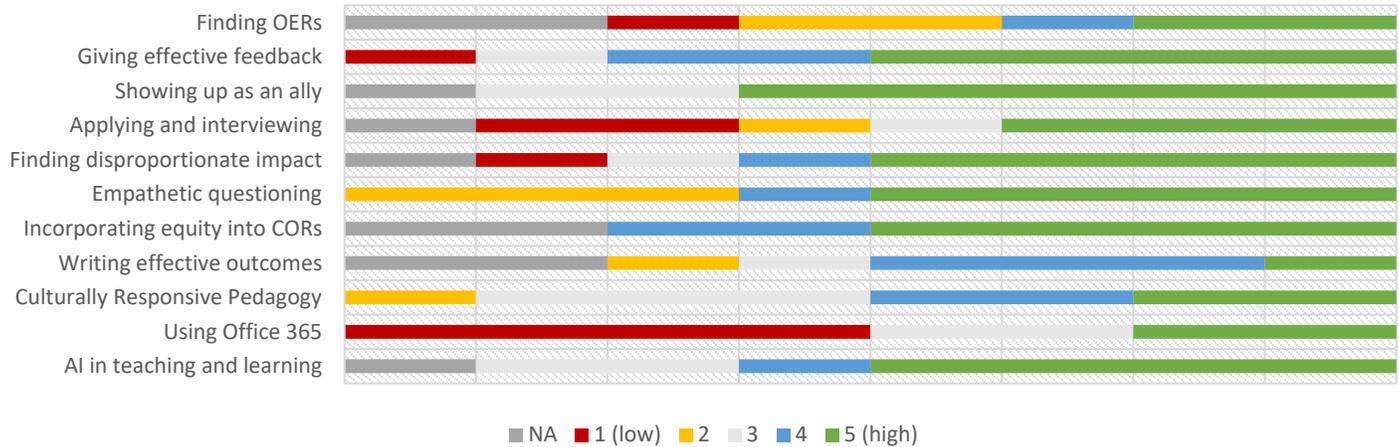


GENERAL OBSERVATIONS:

- **Classified staff** respondents are most interested in learning more about **giving effective feedback and showing up as an ally**. There was also significant interest in learning more about **AI in teaching and learning, empathetic questioning, and using Office 365**.
- **Classified staff** respondents reported the least amount of interest in learning about finding disproportionate impact and writing effective outcomes.

Administrator Interest in Learning More About...

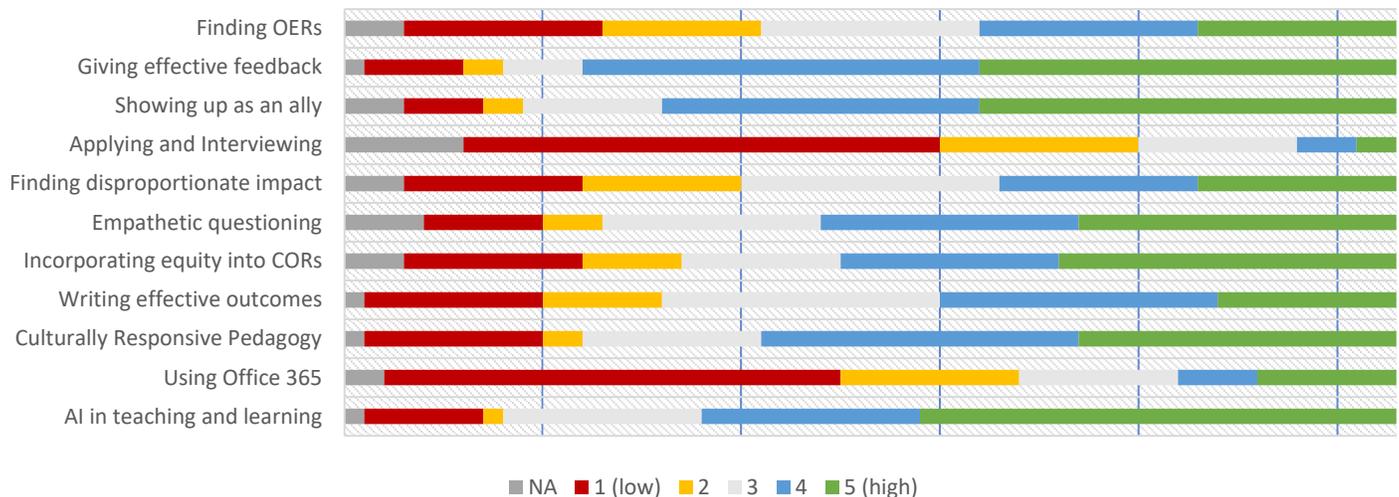
n=8



GENERAL OBSERVATIONS: Administrators expressed the most interest in learning more about giving effective feedback, showing up as an ally, and AI in teaching and learning.

Full Time Faculty Interest in Learning More About...

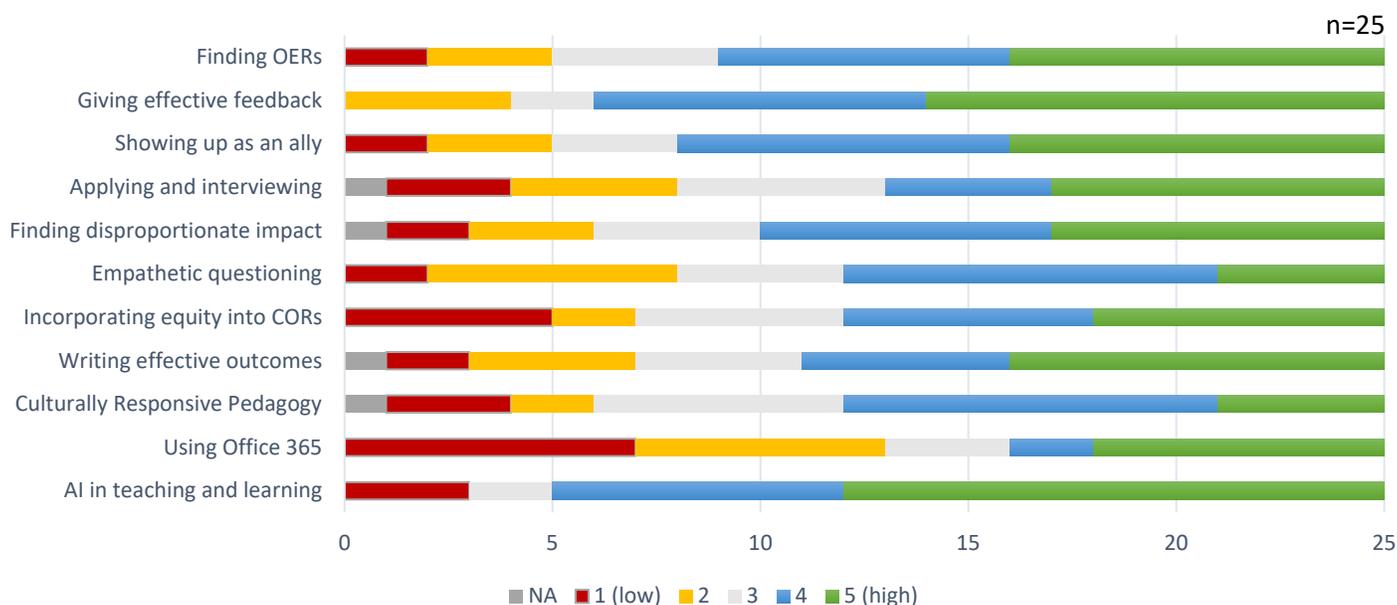
n=53



GENERAL OBSERVATIONS:

- **Full-time faculty** respondents are most interested in learning more about **giving effective feedback, showing up as an ally, AI in teaching and learning, and culturally relevant pedagogy**. There was also significant interest in **empathetic questioning and incorporating equity in CORs**.
- **Full-time faculty** respondents reported the least amount of interest in applying and interviewing, and in using Office 365. There was also significantly lower interest in finding OERs and finding disproportionate impact.

Part Time Faculty Interest in Learning More About..



GENERAL OBSERVATIONS:

- **Part-time faculty** respondents indicated the most interest in learning more about **AI in teaching and learning, giving effective feedback, showing up as an ally, and finding OERs**. There was also significant interest in learning more about **finding disproportionate impact**.
- **Part-time faculty** respondents reported the least amount of interest in using Office 365.

OVERALL CONCLUSIONS AND RECOMMENDATIONS

- **Professional learning (development) hours needed?** A majority of classified staff respondents need at least 10 hours of professional development in 23-24, and almost a third need more than 36. Fifty-nine percent of full time faculty need between one and 18 hours of PD. Most (72%) of part-time faculty need between 1 and 18 hours of PD in 23-24.
 - **Recommendation:** *Since so many staff need between ten and 36+ PD hours, it could be helpful for the college to provide a variety of professional learning options for staff this year.*
- **Interest in cohort learning:** There is strong interest among all employee groups in participating in professional development opportunities as a cohort, where a group attends an event together and then reconvenes afterward to unpack and exchange thoughts with other Foothill colleagues. Between the Chancellor's Office and other CCCs, there are typically many varied professional learning events available at low- or no cost. Learning is often deeper when colleagues attend and make meaning together rather than in isolation. Additionally, it is often less onerous to coordinate a Foothill cohort to attend and debrief together than it is to plan, coordinate and implement an entire event in-house, but they still allow Foothill participants to be in community and discuss how new information and ideas are specifically applicable at Foothill.
 - **Recommendations:** *There are so many PD opportunities available in the CCC system, and many are available at low- or no cost. It seems like it would be worthwhile to take create opportunities for Foothill employees to advantage of some of these as a cohort in 23-24.*
- **Preferred modality to engage PD: Staff** had a strong preference for hybrid events, with face-to-face on campus as their second preference. **Part-time faculty** respondents expressed a strong preference for asynchronous online events. Their second preference was for hybrid events, followed by synchronous online. Face to face on campus was the least preferred. **Full-time faculty responses** indicated one of the four options was greatly preferred to the others, although hybrid events were slightly more preferred.

- **Recommendations:** *When offering events intended to serve part-time faculty, ensure they have the option to participate via Zoom. Events primarily intended to serve staff and full-time faculty might be more successful if they're offered in a hybrid format. Events geared for administrators may be better attended if offered in person.*
- **Series events (spaced learning) versus stand-alone workshops (massed learning):** It's important to note that this question allowed multiple selections. For all constituencies, there was a strong preference for single, standalone events and events that were structured as a short (3-4 week) series. Series taking place for a longer period (5-8 weeks) or that are quarter-long were significantly less favorable. Although there is much cognitive science research¹ to suggest spaced learning leads to deeper learning and/or retaining learning for longer amounts of time than does massed learning, creating spaced learning events requires more time and effort for both organizers and participants than do massed learning events.
 - **Recommendation:** *To best meet the current needs of Foothill staff, faculty, and administrators, for 23-24 consider offering the majority of PD as either single, standalone workshops or as short 3 to 4-week series.*
- **Motivating Factors:** To better understand what entices them to participate in a professional learning event, survey respondents were asked to rate each of five potentially motivating factors:
 - Whether I need hours for PGA or a PAA
 - I get the option of participating via Zoom
 - It would give me a chance to learn collaboratively and process new ideas by talking with others
 - I would be able to learn by myself and wouldn't need to interact with others in the workshop
 - It would be structured to provide an opportunity to build trust with colleagues

Ratings options were not at all motivating, somewhat motivating, definitely motivating, or so motivating that they'd go even if the topic wasn't interesting to them. None of the five factors stands out as significantly more motivating to staff. However, part-time faculty are especially motivated when there is an option for them to participate in a PD event via **Zoom**, and full-time faculty respondents indicated that more motivating factors were having a **Zoom option**, and the chances to **learning collaboratively** and to **build trust** with colleagues. They were not motivated by events that would allow them to work independently without having to interact with others. Administrator respondents indicated that learning collaboratively and building trust was more motivating.

Appendices:

Appendix A Open Ended Feedback

Question 22: Open feedback about topics they'd like offered that were not among the options offered on the list

- Virtual Reality. Emerging technologies that impact education. New tools for more effective education. Moving away from the standard testing of quizzes, midterms and finals for a student to demonstrate mastery of a class. Project-based-learning. Club-based -learning. Incorporating global-citizen values in every class. The integration of Humanities and STEM. Give credit to students that work on projects. Create classes that support the integration of humanities and STEM, and prepare our students to join the workforce.
- statewide and regional workforce initiatives, how to write professional business communication

¹ For example, see <https://pubmed.ncbi.nlm.nih.gov/23565787/>

- mental health related topics
- new technologies, apps for organization and work flow,
- How to improve work performance , Excel , how to improve a positive leadership skills, time management, process of Problem solving , financial skills...
- When former president Thuy started years ago, she offered a series of stand alone workshops and presentations with guest speakers talking about everything from implicit bias to stereotype threat. These were presented in reasonable hour formats with introductions to these concepts and it was all a revelation to me. Classified staff doesn't want (or have time) for retreats, series, or ongoing classes. As our number dwindle, our workloads increase meaning time away from our desks is detrimental. Short, simple, easily digestible workshops with no academic rhetoric. Most seminars are geared toward faculty with classified added as an afterthought. So gear these as life lessons to adapt to any work we do whether in the classroom or not. What I learned I applied to my work and my life.
- Leadership Development, holistic health & wellness
- *Did you know that our district only has 25-30% of all workers saving in 403 or 457 (or any retirement savings?) I think this is one good topic for all.
- Any trainings relevant to my job.
- "How to stay balanced physically and mentally within stressful environments?"
- Creating an ergonomic supportive space while maintaining and adjustments are done."
- I would like to develop skills in excel and Argos.

Appendix B: Survey

23-24 PD Needs Assessment

Foothill College offers a robust lineup of in-house professional development opportunities that you can use for PGA/PAA credit. Sent on behalf of the Office of Equity and Professional Development and the Office of Instruction, this survey is intended to help us learn more about your professional development needs for the upcoming academic year so we can best plan our 2023-2024 programming.

All responses are collected anonymously.

1. About how many hours of professional development do you think you'll need in 2023-2024? Remember that 18 hours of workshops is equivalent to 1 unit of PGA. Full time faculty need 9 PGA units every four years to continue advancing on the salary schedule, while classified professionals can use up to 25 hours of workshops to file for a Professional Growth Award.
 - none
 - 1 - 9
 - 10 - 18
 - 19 - 36
 - more than 36

2. My preferred method(s) for engaging in professional development at Foothill is: (single selection)
 - Face to face on campus
 - Synchronous online events
 - Asynchronous online events
 - Events that are partially F2F and partially online

3. Which of the following are most appealing to you? Please mark up to two.
- Single, standalone workshops
 - A short series (3-4 weeks) of weekly workshops
 - A longer series (5-8 weeks) of weekly workshops
 - A quarter-long series of workshops
4. Are you interested in participating in any professional learning in July or August?
- Yes
 - No
 - Maybe
5. I'm interested in participating in externally-offered PD events as a member of a Foothill College cohort that attends the event together and then meets afterward to process together and learn from one another as a group.
- Yes
 - No
 - Undecided

Motivating factors

Please rank how motivating each of the following factors is when deciding whether to participate in a professional development offering

1. Whether I need hours for PGA or a PAA

1 - not a motivating factor at all

2 - somewhat motivating

3 - definitely motivating

4 - highly motivating such that I'd even participate in workshops that don't seem like the topic would be interesting to me

2. I get the option of participating via Zoom

1 - not a motivating factor at all

2 - somewhat motivating

3 - definitely motivating

4 - highly motivating such that I'd even participate in workshops that don't seem like the topic would be interesting to me

3. It would give me a chance to learn collaboratively and process new ideas by talking with others

1 - not a motivating factor at all

2 - somewhat motivating

3 - definitely motivating

4 - highly motivating such that I'd even participate in workshops that don't seem like the topic would be interesting to me

4. I would be able to learn by myself and wouldn't need to interact with others in the workshop

1 - not a motivating factor at all

2 - somewhat motivating

3 - definitely motivating

4 - highly motivating such that I'd even participate in workshops that don't seem like the topic would be interesting to me

5. It would be structured to provide an opportunity to build trust with colleagues

1 - not a motivating factor at all

2 - somewhat motivating

3 - definitely motivating

4 - highly motivating such that I'd even participate in workshops that don't seem like the topic would be interesting to me

Topics

Please rate your interest in learning more about the topics below (1 = low, 5 = high)

6. Artificial Intelligence in teaching and learning*

1 2 3 4 5 NA

7. Using Office 365*

1 2 3 4 5 NA

8. Culturally Responsive Pedagogy*

1 2 3 4 5 NA

9. Writing effective outcomes for classes or meetings*

1 2 3 4 5 NA

10. Incorporating equity into course outlines of record*

1 2 3 4 5 NA

11. Empathetic questioning*

1 2 3 4 5 NA

12. How to find disproportionate impact in my courses or program*

1 2 3 4 5 NA

13. Effective practices for applying and interviewing*

1 2 3 4 5 NA

14. How to show up as an ally for marginalized students and/or colleagues*

1 2 3 4 5 NA

15. Giving effective feedback*

1 2 3 4 5 NA

16. How to find Open Educational Resources*

1 2 3 4 5 NA

17. What other topics are you interested in learning about during the 23-24 academic year?

18. Do you have a particular set of knowledge or passion that you're willing to share with your Foothill colleagues?

- yes
- not at this time

19. What else would you like the folks in PD planning to know?

20. What's your primary role at Foothill?*(select one)

- Classified professional
- Full-time faculty
- Part-time faculty
- Supervisor
- Administrator