

**Porterville College
2007-08 Staff Development Survey**

This report provides the results of Porterville College's 2007 staff development survey. This survey was conducted over the web with 51 respondents. The results are divided below in three sections. The first provides a listing of the questions that asked staff to prioritize various possible flex day activities. Each possible activity was ranked on a 4-point likert scale from 'high priority' to 'not a priority at all' with each of the choices coded numerically from 0-3. Higher priority choices were given higher scores by the respondents. The first table below shows the mean (average) of each of these questions in order from high to low priority.

Two other sections are provided for context. Beginning with the next page, a frequency distribution is provided showing the actual responses for each question for those who may be interested in the details. Another question asked respondents for additional ideas for flex days in an open-ended question. The results of this question is provided beginning on page 5 along with the name (if provided) of the respondent. The most common response to this question was a suggestion for student learning outcomes information.

	N	Mean
c. Taking advantage of new technology	51	2.27
i. Campus safety and security	51	2.22
a. Teaching techniques (best practices, shared by PC faculty)	47	2.19
k. State guidelines for graduation, transfer, core requirements, etc.	50	1.96
f. Diversity within an educational community	51	1.80
b. Personal financial planning (including STRS/PERS)	51	1.59
h. California state government (future educational trends)	49	1.57
e. Developing leadership skills	51	1.51
j. Time management skills	51	1.47
g. Grant-writing techniques (how to get started)	50	1.12
d. Sexual harrassment prevention	51	1.10

Frequency Table

a. Teaching techniques (best practices, shared by PC faculty)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not a Priority At All	5	9.8	10.6	10.6
	Low Priority	4	7.8	8.5	19.1
	Medium Priority	15	29.4	31.9	51.1
	High Priority	23	45.1	48.9	100.0
	Total	47	92.2	100.0	
Missing	Don't Know/No opinion	4	7.8		
Total		51	100.0		

b. Personal financial planning (including STRS/PERS)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not a Priority At All	8	15.7	15.7	15.7
	Low Priority	18	35.3	35.3	51.0
	Medium Priority	12	23.5	23.5	74.5
	High Priority	13	25.5	25.5	100.0
	Total	51	100.0	100.0	

c. Taking advantage of new technology

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not a Priority At All	3	5.9	5.9	5.9
	Low Priority	4	7.8	7.8	13.7
	Medium Priority	20	39.2	39.2	52.9
	High Priority	24	47.1	47.1	100.0
	Total	51	100.0	100.0	

d. Sexual harrassment prevention

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not a Priority At All	12	23.5	23.5	23.5
	Low Priority	24	47.1	47.1	70.6
	Medium Priority	13	25.5	25.5	96.1
	High Priority	2	3.9	3.9	100.0
	Total	51	100.0	100.0	

e. Developing leadership skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not a Priority At All	9	17.6	17.6	17.6
	Low Priority	17	33.3	33.3	51.0
	Medium Priority	15	29.4	29.4	80.4
	High Priority	10	19.6	19.6	100.0
	Total	51	100.0	100.0	

f. Diversity within an educational community

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not a Priority At All	7	13.7	13.7	13.7
	Low Priority	9	17.6	17.6	31.4
	Medium Priority	22	43.1	43.1	74.5
	High Priority	13	25.5	25.5	100.0
	Total	51	100.0	100.0	

g. Grant-writing techniques (how to get started)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not a Priority At All	14	27.5	28.0	28.0
	Low Priority	20	39.2	40.0	68.0
	Medium Priority	12	23.5	24.0	92.0
	High Priority	4	7.8	8.0	100.0
	Total	50	98.0	100.0	
Missing	Don't Know/No opinion	1	2.0		
Total		51	100.0		

h. California state government (future educational trends)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not a Priority At All	8	15.7	16.3	16.3
	Low Priority	12	23.5	24.5	40.8
	Medium Priority	22	43.1	44.9	85.7
	High Priority	7	13.7	14.3	100.0
	Total	49	96.1	100.0	
Missing	Don't Know/No opinion	2	3.9		
Total		51	100.0		

i. Campus safety and security

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not a Priority At All	5	9.8	9.8	9.8
	Low Priority	7	13.7	13.7	23.5
	Medium Priority	11	21.6	21.6	45.1
	High Priority	28	54.9	54.9	100.0
	Total	51	100.0	100.0	

j. Time management skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not a Priority At All	12	23.5	23.5	23.5
	Low Priority	14	27.5	27.5	51.0
	Medium Priority	14	27.5	27.5	78.4
	High Priority	11	21.6	21.6	100.0
	Total	51	100.0	100.0	

k. State guidelines for graduation, transfer, core requirements, etc.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not a Priority At All	5	9.8	10.0	10.0
	Low Priority	11	21.6	22.0	32.0
	Medium Priority	15	29.4	30.0	62.0
	High Priority	19	37.3	38.0	100.0
	Total	50	98.0	100.0	
Missing	Don't Know/No opinion	1	2.0		
Total		51	100.0		

Results of Open-ended Question: 2. What other topics (not listed above) do you think should be addressed at our 2007-08 flex days (maximum 500 characters)

4	Lets face it, moral is low due to accreditation and layoffs looming around the corner for classified staff. Perhaps a motivational session to remind us that we all play an important role in this college.	
6	Contract language, Board Policy, various policies/procedures (i.e. HR forms, registering students, student holds) new staff/faculty and what they do.	Michelle Hart
9	1. Student Learning Outcomes (course level, program level, college level) 2. Specific contract issues presented simultaneously by both management and the individual union (one HR rep & one CCA or CSEA rep clarifying issues)	
11	Creative ideas for public outreach	Richard Osborne
13	Curriculum Issues: Getting state approval for our certificate programs to become associate degree programs. Training for Faculty Advisors on Advising Issues	Mercy Herrera
16	We still need training on SLO's.	
21	All faculty should be required to input their schedule on outlook. I would like to suggest this be done during flex days at a session where the Admin. Secretaries are available to assist them. It would make scheduling evaluations and other meeting much easier for everyone. Thank you.	Diane Thompson
22	Topics that can be address: Customer Service Skills and Techniques or how to deliver exceptional customer service. Another similar topic communication with diplomacy and professionalism. Another topic I would like to see address is how to handle difficult and demanding customers, in our case students.	
23	Health - Taking care of our physical and mental health.	
26	SLOs--where we are, where we need to be, and timeline.	
27	Teaching techniques shared by experts in the field would be excellent. KCCD has now put its focus on SLOs. As I understand it, this means that faculty are expected to behave as facilitators of active learning. It would be helpful to hear from those that know what it means to impliment this style of teaching and thus learn about how to teach students how to learn.	Andy Messchaert
29	I am new to the campus full time, so I don't think my input would be helpful	Marlis Brownfield
30	How about the various divisions sharing what they are doing to accomplish the SLOs for their courses and divisions.	Valerie Lombardi
31	1: Complete ADA Compliance Training. I have several valid reasons. I will email the committee chair with detailed info. 2: Learning Communities-future trends, why we should encourage faculty & curriculum committee to get involved with designing a strong program with many course selections. All topics are great topics; my opinion is that many who attend trainings for the topics I ranked low may not take advantage/use what they learned. Thank you for asking for input from Classified and Faculty.	Carrie Stinson - DRC

36	All teachers should be encouraged and time allowed to develop a web-page. This encourages the learning community developed within a class and enables professors to save on paper by enabling the student to print out the thousands of pages that Tom used not to have to copy (power points copies, fill-in-the-blank notes (rather than traditional notes)). Some schools provide a generic template for each teacher already set up so they can come in and learn the basics in a short amount of time.	
37	Community Outreach and Partnerships	Muriel Josten
38	Thank you for asking our opinion of what is important! Professors' best use of time would be in our offices and classrooms, preparing for the new semester, not sitting around folding origami airplanes and listening to union news.	
40	The library would like about 10 minutes of the whole group's time to update the PC community about its new resources: VAULT --a career database NetLibrary -- 15,000 book titles fulltext online The online library services link Maybe more Thanks. Lorie	Lorie Barker
41	Student Services programs at PC, an explanation and handouts that people can take with them as reference. DRC, EOPS/CARE, CalWorks, Listo, etc.	
45	Workshop on the use of the new Office 2007.	Jim Entz
46	I would like to see basic skills presentation and techniques by someone who is not a PC faculty. The Basic Skills committee talked about doing something with regard to this. I don't think a lot of faculty are aware of the number of students we have who are in this category or how to reach them.	Cindy Pummill
47	I feel this time can be better utilized contacting students in A.P.E.	D Williams
48	Student Learning Outcomes training	
50	Basic Skills Education-pedagogy and support that enable students who enter at a basic skills level to succeed Student Learning Outcomes Participatory Governance	Ann Marie Wagstaff
51	I would like to see more representation by adjunct teachers and maybe some activity toward better cooperation with full time staff.	David Chamberlain