Porterville College

Staff Development Survey

Spring 2024 Results

In spring 2024, the Porterville College Staff Development Committee, working with the Office of Institutional Research, implemented a Staff Development Survey to gather information on the formats, timing, and topic Porterville College employees would like to see in upcoming staff development activities. This document provides the results of that survey.

The survey was distributed through college email lists on Wednesday February 21st 2024, with reminders sent on Monday February 26th and Monday, March 4th. The survey was also distributed to the college's student workers, through the people who work most closely with those workers. The survey was anonymous and the plan is for the college to conduct a similar survey every three years, usually in the fall, with the next iteration planned for fall 2026.

Below is a distribution of survey responses by employee group. Note that because student workers were a substantial portion of the respondents, and employee needs differ by employee group, most of the results will be presented broken out by those employee groups, without totals. A total of 136 people responded to the survey.

Employee Type		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Classified	28	20.6	20.9	20.9
	Adjunct Faculty	17	12.5	12.7	33.6
	Full-time Faculty	31	22.8	23.1	56.7
	Management	13	9.6	9.7	66.4
	Student Worker	45	33.1	33.6	100.0
	Total	134	98.5	100.0	
Missing	-1	2	1.5		
Total		136	100.0		

The first set of questions asked about preferred formats and types of staff development activities and respondents were asked to rate these in terms of how effective they would be for them on a scale from 0-2, zero being least effective, one somewhat effective, and 2 being very effective. The table below shows the mean (average) for each employee group, along with the number from that group who

responded to the question. To interpret these, understand that a mean of 1.5 means the average employee from that group viewed that format as halfway between very and somewhat effective for them. The top two items for each group are in red.

Effectiveness of various formats for providing staff development

	Classified		Adjunct Faculty		Full-time Faculty		Management		Student Worker	
	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N
a. Workshops	1.63	27	1.56	16	1.35	31	1.54	13	1.43	44
b. Online trainings/webinars	1.07	27	1.50	16	1.06	31	1.00	13	1.22	45
c. Cultural events	1.28	25	1.25	16	1.10	31	1.46	13	1.34	44
d. Speakers from our own faculty and staff	1.33	27	1.50	16	1.48	31	1.08	13	1.48	44
e. Outside expert speakers	1.50	26	1.56	16	1.13	30	1.62	13	1.52	44
f. Professional meetings & conferences	1.70	27	1.56	16	1.61	31	1.77	13	1.44	45
g. Discussion groups/Panels	1.08	26	1.38	16	1.03	31	1.38	13	1.39	44
h. Faculty Interest Groups (FIGs)	0.71	24	1.20	15	1.23	31	1.08	13	1.20	44

The next set of questions asked about times of the year employees prefer for staff development activities. The scale was similar, from 0-2, zero being unlikely to attend at that time, one somewhat likely, and 2 being very likely. The table below shows the mean (average) for each employee group, along with the number from that group who responded to the question. To interpret these, understand that a mean of 1.5 means the average employee from that group viewed that time as halfway between one they would be very and somewhat likely to attend. The top two items for each group are in red.

Likelihood of Attending Staff Development Activities at Various Times of the Year

	Classified		Adjunct Faculty		Full-time Faculty		Management		Student Worker	
	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N
a. Just prior to fall semester	1.38	26	1.47	17	1.45	31	1.38	13	1.18	44
b. During fall semester	1.27	26	1.35	17	1.13	31	1.62	13	1.30	44
c. Just after fall semester	1.16	25	0.65	17	0.63	30	0.77	13	1.23	43
d. Just prior to spring semester	1.19	26	1.18	17	1.23	31	1.08	13	1.30	43
e. During spring semester	1.19	26	1.41	17	1.13	31	1.69	13	1.36	45
f. During spring break	1.19	26	0.59	17	0.55	31	0.92	13	0.98	44
g. Just after spring semester	1.23	26	1.06	16	0.97	31	1.38	13	1.16	44
h. During summer	1.33	27	1.41	17	0.87	30	1.23	13	0.86	43

Next, employees were asked to rate numerous topics for staff development activities on a four-point scale, from 3 to 0, with three being high priority, two being medium priority, one being low priority, and zero not a priority at all. The table below shows the mean (average) for each employee group, along with the number from that group who responded to the question. To interpret these, understand that a mean of 2.5 means the average employee from that group viewed that time as halfway between high and medium priority.

These questions were divided into three groups, pedagogical issues, technology, and policies, logistics, and other issues, with the scale being the same for each. The top five items for each group are in red for each set of topics. Also for each of these sets of topics, an open-ended question was provided, allowing respondents to suggest additional topics.

Priorities for Pedagogical Issues

	Classified		Adjunct Faculty		Full-time Faculty		Management		Student Worker	
	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N
a. Teaching techniques	1.90	10	2.53	15	2.48	31	2.92	12	2.60	30
b. Classroom management	1.90	10	1.07	15	1.72	29	2.50	12	2.23	26
c. Course-level outcomes assessment	2.00	10	2.07	15	1.45	31	2.17	12	2.12	25
d. General Education Outcomes assessment	1.90	10	1.80	15	1.32	31	2.00	12	2.39	28
e. Teaching diverse student populations	2.31	13	1.93	15	2.03	30	2.83	12	2.31	29
f. Social media in the classroom	1.25	12	1.80	15	1.40	30	1.58	12	1.52	27
g. Improving success in online classes	2.00	11	2.73	15	2.32	31	2.64	11	2.50	32
h. Curriculum development	1.83	12	2.07	15	2.29	31	2.25	12	2.31	29
i. Different learning styles/modes of instruction	2.47	15	2.33	15	2.26	31	2.58	12	2.74	31
j. Improving active and collaborative learning	2.56	16	2.60	15	2.48	31	2.83	12	2.66	29
k. Improving student/faculty interaction	2.60	15	2.33	15	2.35	31	2.67	12	2.55	31
l. Equity in the classroom	2.31	13	1.80	15	1.72	29	2.83	12	2.46	28

Priorities for Technology Issues

	Classified		Adjunct Faculty		Full-time Faculty		Management		Student Worker	
	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N
a. Banner/Banweb	2.64	22	1.50	14	1.68	31	2.75	12	2.53	30
b. Elumen	1.79	14	1.45	11	1.93	29	1.91	11	2.15	13
c. Microsoft applications (Word, Excel, Powerpoint, Access, Outlook)	2.38	24	1.13	15	1.35	31	2.00	13	2.42	36
d. Cell phone apps	1.33	21	0.93	15	1.29	31	1.46	13	2.15	33
e. Canvas	2.14	22	2.07	15	2.55	31	2.33	12	2.71	38
f. Clickers	1.13	16	1.33	12	0.90	29	1.00	10	1.90	30
g. Dropbox/Google Drive/Other online storage	1.90	20	1.29	14	1.20	30	1.50	12	2.37	30
h. Plagiarism Detection Software (e.g., Turnitin)	2.22	18	2.29	14	2.26	31	1.91	11	2.52	31
i. Screencasting/creating videos for instruction or for student programs	1.93	14	2.27	15	2.29	31	2.23	13	2.34	32
j. Creating podcasts	1.00	15	1.57	14	1.10	31	1.77	13	1.57	28
k. Blogging	0.79	14	1.00	14	1.00	30	1.62	13	1.48	29
l. Operating hyflex classrooms	2.27	11	1.64	14	1.45	29	2.38	13	2.32	25
m. Artificial intelligence	2.53	15	2.40	15	2.48	31	2.54	13	2.27	30
n. EAB Navigate	2.24	17	1.38	8	1.59	22	2.08	12	2.64	25
o. Captioning software	2.07	14	1.92	13	2.26	31	2.25	12	2.41	27
p. Adobe Acrobat	2.70	20	1.54	13	1.61	31	2.46	13	2.11	27

Priorities for Policies, Logistics, and Other Issues

	Classified		Adjunct Faculty		Full-time Faculty		Management		Student Worker	
	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N
a. Program Outcomes assessment	2.41	17	2.19	16	1.77	30	1.83	12	2.52	29
b. Institutional Outcomes assessment	2.44	16	2.06	16	1.55	29	1.83	12	2.56	27
c. Workplace effectiveness and efficiency	2.48	21	2.00	16	1.97	30	2.00	13	2.56	32
d. New research in education	2.20	20	2.44	16	2.13	31	2.15	13	2.61	31
e. College/district policies & procedures	2.67	21	1.88	16	1.87	31	2.15	13	2.34	32
f. Working with students with disabilities	2.67	21	2.13	16	2.29	31	2.38	13	2.80	35
g. Working with first-generation college students	2.62	21	2.25	16	2.10	31	2.38	13	2.75	36
h. Participatory governance	2.24	17	1.47	15	1.96	28	2.00	13	2.36	25
i. Conflict management	2.30	23	1.31	16	1.87	31	2.38	13	2.41	32
j. Stress management	2.35	23	1.50	16	1.90	31	2.23	13	2.64	39
k. Time management	2.35	23	1.56	16	1.65	31	2.08	13	2.58	38
l. Effective meetings	2.48	23	1.63	16	2.00	30	2.08	13	2.40	30
m. Effective communication	2.65	23	2.06	16	1.93	29	2.23	13	2.67	36
n. Customer service (interaction with the public)	2.36	22	1.31	16	1.66	29	2.23	13	2.39	31
o. Emergency procedures	2.58	24	1.75	16	2.29	31	2.00	13	2.68	31
p. Active shooter response	2.50	24	1.88	16	2.33	30	1.85	13	2.67	33
q. CPR/First Aid	2.61	23	1.81	16	2.13	31	2.31	13	2.74	34
r. Student success initiatives	2.41	22	2.00	16	1.93	30	2.31	13	2.63	32
s. Student equity (reducing achievement gaps)	2.48	21	2.25	16	1.84	31	2.46	13	2.67	33
t. Encouraging students to read	2.00	20	2.06	16	2.27	30	2.17	12	2.68	37
u. Dealing with student mental health issues	2.82	22	2.31	16	2.29	31	2.54	13	2.82	38
v. Employee wellness (physical & mental health)	2.58	24	2.19	16	2.32	31	2.46	13	2.76	38
w. Working with student employees	2.39	23	1.50	16	1.69	29	2.08	13	2.78	37

As a brief summary, three topics came up in the top five of their group for all five employee groups. From the pedagogical group, improving active and collaborative learning and improving student/faculty interaction, and from the policies, logistics, and other group, dealing with student mental health issues.

Another four topics were in the top five for four of five employee groups. From the pedagogical group, teaching techniques, from the technology group, canvas and artificial intelligence, and from the policies, logistics, and other group, employee wellness (physical and mental health.)

Some staff development events are designed specifically with faculty in mind and there are two groups of faculty in the survey. There may be value in examining those areas where the needs or priorities of full-time and adjunct faculty differ. There were seven questions on the survey for which there was a difference of 0.5 or greater in the responses between full-time and adjunct faculty. These seven are depicted in the table below. When considering times when they would like staff development events to occur, adjunct faculty were more likely than full-time faculty to choose summer. When prioritizing topics, full-time faculty were more likely to place a high priority on classroom management, participatory governance, conflict management, and emergency procedures, while adjunct faculty were more likely to prioritize course-level outcomes assessment and institutional outcomes assessment.

Differences between full-time and adjunct faculty

	Full-time	Adjunct	Difference
Staff development events during summer	0.87	1.41	-0.55
Classroom management	1.72	1.07	0.66
Course-level outcomes assessment	1.45	2.07	-0.62
Institutional outcomes assessment	1.55	2.06	-0.51
Participatory governance	1.96	1.47	0.50
Conflict management	1.87	1.31	0.56
Emergency procedures	2.29	1.75	0.54

Lastly, within each of the topic groups, respondents were asked for additional topics they might suggest. These are presented verbatim below. There were 18 substantive responses for the pedagogy group (substantive referring to something other than NA, none, etc.), with diversity and cultural competence being mentioned multiple times, along with artificial intelligence (which is addressed in the technology group). There were 10 for the technology group with no significant patterns, and 5 for the policies, logistics, and others group.

The results of this survey will be used by Staff Development Committee and other groups at Porterville College to plan and adjust future events at the college

Question: 6. What other teaching-related topics, not listed above, do you think should be considered in the near future?

Asset based pedagogy and teaching models
Ungrading
Battling AI in the classroom
None
Canvas training
Collaborative teaching, creating field trips, and how to go about developing a brand new course.
Addressing generative AI in the classroom
Cultural awareness
Faculty sharing resources, teaching tips, etc.
None come to mind at the moment
How to work with students who have no friends or students going through crisis. Being compassionate and connecting them with resources to help.
N/A
N/A
Teaching more techniques of learning styles
Na
We need more embedded student workers in classes.
Socialization and Mental health
Computer/technology literacy
N/A
Teaching students about diversity and what it is all about.
N/A
Campus tour offered through the year, many student are lost to where resources are.
N/A
Cultural competence, diversity, and sensitivity trainings.
Universal Design for Learning, disability accommodations/collaborating with DSPS (DRC)
N/A
We have to address AI and how different disciplines/instructors are dealing with it.
None apply as I am classified, not faculty
N/A

Question: 8. What other technology-related topics, not listed above, do you think should be considered in the near future?

Canva presentations
None
Data related topics as it relates to gathering our own data for SLOs and SAOs, etc.
Zoom, for Hyflex courses, apps, and ways to advance our course shell. For example I use youtube app and upload videos, but is there ways for grading faster that I could set my courses? I have Hyflex and review discussions/and class assignments. My grading can take quite a bit of time.
Internet access, do's and don'ts on devices especially school loan devices
Khan Academy for Stem field.
N/A
N/A

None
Not sure
N/A
N/A
Something that should be considered is emailing students about the updates to these services
N/A
Tips and best practices for creating, captioning, uploading, editing video lectures are what I need most in terms of training.
Greater social media presence.
Mindview (mind mapping software), Otter.ai (for notetaking & recording in classes), built in accessibility features (speech-to-text, text-to-speech, etc) for Microsoft & Google products
N/A
Mitel (phone system)

Question: 10. What additional topics, not listed above, do you think should be considered in the near future?

None
Something that may be helpful is students learning how to navigate courses, write papers, and email faculty. I get an email help, or I don't understand. At times the email content does not share all the information required to help them.
Also, I have created a template for my course. A lot of students do not write in MLA, or APA format.
N/A
Career advancement, or opportunity for graduating student workers. Students who come back and want to give back to the college that started it all.
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B/A
None
Not sure
N/A
Something that should be considered is teaching students what to do in dangerous situations.
N/A
N/A
Management Training
N/A

PORTERVILLE
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2024 Professional and Staff Development Survey

The Staff Development Committee is seeking input on future activities. This may include, but is not limited to, flex days. In order to plan effectively, and to ensure that programs and activities meet your particular needs and interests, we would appreciate your taking a few minutes to complete the following survey.

The survey is **completely anonymous** and should only take a few minutes.

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1. What is your employee type?
- ○ Classified
- ○ Adjunct Faculty
- ○ Full-time Faculty
- ○ Management
- ○ Student Worker

2. Please rank how effective each of the following delivery formats would be for providing you with professional development according to the scale below.

	Very Effective	Somewhat Effective	Least Effective
a. Workshops	○	○	○
b. Online trainings/webinars	○	○	○
c. Cultural events	○	○	○
d. Speakers from our own faculty and staff	○	○	○
e. Outside expert speakers	○	○	○
f. Professional meetings & conferences	○	○	○
g. Discussion groups/Panels	○	○	○
h. Faculty Interest Groups (FIGs)	○	○	○

3. Please tell us how likely you would be to attend professional development events during the following times of the year

	Very likely	Somewhat likely	Unlikely
a. Just prior to fall semester	○	○	○
b. During fall semester	○	○	○
c. Just after fall semester	○	○	○
d. Just prior to spring semester	○	○	○
e. During spring semester	○	○	○
f. During spring break	○	○	○
g. Just after spring semester	○	○	○
h. During summer	○	○	○

4. Considering professional development events that have been held in the past, please tell us what reasons you have not chosen to or been unable to attend (select all that apply).

☐ a. Not aware of events

☐ b. Inconvenient days/times

☐ c. Not interested in topics

☐ d. Not paid to attend

☐ e. No salary advancement options

☐ f. Not necessary or relevant to my job duties

☐ g. Not mandatory

☐ h. Not able to step away from my normal job duties

☐ i. Prefer to attend other kinds of events off campus

☐ j. Already received related training

☐ k. Insufficient notice

(More on following pages)

5. Pedagogical Issues

Please rate each of the following possible teaching-related staff development topics in terms of the priority you think the staff development committee should give them for the near future. Note that if you are unfamiliar with a topic or do not have an opinion, you may choose "don't know/no opinion".

	High Priority	Medium Priority	Low Priority	Not a Priority at All	Don't Know/No opinion
a. Teaching techniques	○	○	○	○	○
b. Classroom management	○	○	○	○	○
c. Course-level outcomes assessment	○	○	○	○	○
d. General Education Outcomes assessment	○	○	○	○	○
e. Teaching diverse student populations	○	○	○	○	○
f. Social media in the classroom	○	○	○	○	○
g. Improving success in online classes	○	○	○	○	○
h. Curriculum development	○	○	○	○	○
i. Different learning styles/modes of instruction	○	○	○	○	○
j. Improving active and collaborative learning	○	○	○	○	○
k. Improving student/faculty interaction	○	○	○	○	○
l. Equity in the classroom	○	○	○	○	○

6. What other teaching-related topics, not listed above, do you think should be considered in the near future?

7. Technology Issues & Services

Please rate each of the following possible technology-related staff development topics in terms of the priority you think the staff development committee should give them for the near future. Note that if you are unfamiliar with a topic or do not have an opinion, you may choose "don't know/no opinion".

	High Priority	Medium Priority	Low Priority	Not a Priority at All	Don't Know/No opinion
a. Banner/Banweb	○	○	○	○	○
b. Elumen	○	○	○	○	○
c. Microsoft applications (Word, Excel, Powerpoint, Access, Outlook)	○	○	○	○	○
d. Cell phone apps	○	○	○	○	○
e. Canvas	○	○	○	○	○
f. Clickers	○	○	○	○	○
g. Dropbox/Google Drive/Other online storage	○	○	○	○	○
h. Plagiarism Detection Software (e.g., Turnitin)	○	○	○	○	○
i. Screencasting/creating videos for instruction or for student programs	○	○	○	○	○
j. Creating podcasts	○	○	○	○	○
k. Blogging	○	○	○	○	○
l. Operating hyflex classrooms	○	○	○	○	○
m. Artificial intelligence	○	○	○	○	○
n. EAB Navigate	○	○	○	○	○
o. Captioning software	○	○	○	○	○
p. Adobe Acrobat	○	○	○	○	○

8. What other technology-related topics, not listed above, do you think should be considered in the near future?

[text area]

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9. Policies, Logisitics, and Other Issues

Please rate each of the following possible other staff development topics in terms of the priority you think the staff development committee should give them for the near future. Note that if you are unfamiliar with a topic or do not have an opinion, you may choose "don't know/no opinion".

	High Priority	Medium Priority	Low Priority	Not a Priority at All	Don't Know/No opinion
a. Program Outcomes assessment	○	○	○	○	○
b. Institutional Outcomes assessment	○	○	○	○	○
c. Workplace effectiveness and efficiency	○	○	○	○	○
d. New research in education	○	○	○	○	○
e. College/district policies & procedures	○	○	○	○	○
f. Working with students with disabilities	○	○	○	○	○
g. Working with first-generation college students	○	○	○	○	○
h. Participatory governance	○	○	○	○	○
i. Conflict management	○	○	○	○	○
j. Stress management	○	○	○	○	○
k. Time management	○	○	○	○	○
l. Effective meetings	○	○	○	○	○
m. Effective communication	○	○	○	○	○

n. Customer service (interaction with the public)	○	○	○	○	○
o. Emergency procedures	○	○	○	○	○
p. Active shooter response	○	○	○	○	○
q. CPR/First Aid	○	○	○	○	○
r. Student success initiatives	○	○	○	○	○
s. Student equity (reducing achievement gaps)	○	○	○	○	○
t. Encouraging students to read	○	○	○	○	○
u. Dealing with student mental health issues	○	○	○	○	○
v. Employee wellness (physical & mental health)	○	○	○	○	○
w. Working with student employees	○	○	○	○	○

10. What additional topics, not listed above, do you think should be considered in the near future?

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