

Topline: Manager Professional Development Survey

Background

The Office of Institutional Effectiveness collaborated with the Office of Professional Development to survey managers about their experience with professional development. All managers (academic and classified) received a survey through email from 5/4-6/4/21, yielding a 43% response rate. Please note the population of managers is smaller than faculty and classified staff.

Results

Results from the survey should guide and improve future professional development activities. The survey provided insight on professional development needs and interest, logistics (platform, time, day, etc.) and experiences at PCC. Management had an opportunity to express additional needs, ideas or comments related to professional development.

Professional Development Needs and Interests

Management selected professional development activities that were a need versus an interest. Results varied in terms of a need or something necessary, versus just an interest. In most cases, there was not any overlap between professional development needs and interests.

- Management deemed the following as top professional development needs: course/program design (46.15%), program evaluation (43.48%) and copyright and fair/appropriate use (33.3%). Top interests included online/hybrid course development (75%), syllabus design: equity minded (72.7%) and C&I committee (how to move a course through the C&I process) (70%).

Table 1: Professional Development Related to Curriculum Development

Professional Development Related to Curriculum and/or Program Development	Need	Interest
Course/program design	46.15%	53.85%
Program evaluation	43.48%	56.52%
Copyright and fair/appropriate use	33.33%	66.67%
Student learning, program, and/or service outcomes	33.33%	66.67%
Open Educational Resources (OER) and Zero Textbook Cost (ZTC)	33.33%	66.67%
Assessment (formative and summative)	31.25%	68.75%
C&I Committee (how to move a course through the C&I process)	30.00%	70.00%
Syllabus design: equity-minded	27.27%	72.73%
Online/hybrid course development	25.00%	75.00%

- In terms of professional development related to pedagogical techniques, managers noted equity-minded/anti-racist/culturally-responsive pedagogy (45.45%), work-based learning (38.89%) and active learning (35.71%) as needs. However, identified flipped classroom (83.33%), service learning (80.0%) and problem based learning (75%) as interests.

Table 2: Professional Development related to Pedagogical Techniques

Pedagogical Techniques	Needs	Interests
Equity-minded/anti-racist/culturally-responsive pedagogy	45.45%	54.55%
Work-based learning	38.89%	61.11%
Active learning	35.71%	64.29%
Reading/writing across the disciplines	33.33%	66.67%
Collaborative learning	31.25%	68.75%
Promoting academic integrity in class	30.00%	70.00%
Metacognition and critical thinking	25.00%	75.00%
Problem-based learning	25.00%	75.00%
Service learning	20.00%	80.00%
Flipped classroom	16.67%	83.33%

- In regards to diversity, equity and inclusion, managers identified equity gaps (identifying and making sense of them) (59.38%), discussing race-related topics (55.17%) and hiring diverse faculty/staff/managers (51.52%) as top needs whereas top interests were historical and social context of PCC and Pasadena (65.7%), safe zones and/or other ally trainings (62.5%) and culturally-responsive/affirming practices (52.78%).

Table 3: Professional Development related to Diversity, Equity and Inclusion

Professional development related to Diversity, Equity and Inclusion	Needs	Interests
Equity gaps (identifying and making sense of them)	59.38%	40.63%
Discussing race-related topics	55.17%	44.83%
Hiring diverse faculty/staff/managers	51.52%	48.48%
Racism and Anti-racism (as they manifest in educational policies and practices)	51.52%	48.48%
Implicit bias (identifying and mitigating it)	48.39%	51.61%
Culturally-responsive/affirming practices	47.22%	52.78%
Safe Zones and/or other ally trainings	37.50%	62.50%
Historical and social context of PCC and Pasadena	34.29%	65.71%

- According to managers, professional development needs related to other aspects of supporting student success included career communities (37.5%), guided pathways (31.8%) and student services available on campus (31.25%). Top interests included club advisor training (85.7%), first year experience (80%), and completion and transfer (72.2%).

Table 4: Professional Development related to other aspects supporting Student Success

Professional development related to other aspects of Student Success	Needs	Interests
Career communities	37.50%	62.50%
Guided pathways	31.82%	68.18%
Student services available on campus	31.25%	68.75%
Completion and transfer	27.78%	72.22%
First year experience	20.00%	80.00%
Club advisor training	14.29%	85.71%

- Top professional development needs related to teaching technologies included accessibility of documents (68%), smart classroom technology (46.15%) and audio/video creation (44.44%). Top interests included tablets/drawing pads for class instruction (83.3%), library databases (71.43%), and audio/video conferencing (ConferZoom) (70%).

Table 5: Professional Development related to teaching technologies

Professional development related to general technologies	Needs	Interests
Accessibility of documents, forms, websites, Canvas pages, etc.	68.00%	32.00%
Smart classroom technology	46.15%	53.85%
Audio/video creation	44.44%	55.56%
Closed captioning	40.00%	60.00%
Audio/video editing	37.50%	62.50%
Audio/video conferencing (ConferZoom)	30.00%	70.00%
Library databases	28.57%	71.43%
Tablets/drawing pads for class instruction	16.67%	83.33%

Table 6: Professional Development Related to Specific Software Applications used for Academic and Administrative tasks

- Managers selected curriculum management software (Courseleaf) (80%), Banner (65.79%) and Kronos (60%) as top professional development need related to specific software applications. Top interests included eLumen (83.3%); Vision Resource Center (76.92%) and Outlook/PCC e-mail (63.64%).

Professional development related to specific software applications used for Academic and Administrative tasks	Needs	Interests
Curriculum management software (Courseleaf)	80.00%	20.00%
Banner (requisitions, budget tracking, etc.)	65.79%	34.21%
Kronos	60.00%	40.00%
LancerPoint	58.33%	41.67%
Google Workspace (Google docs, slides, etc.)	50.00%	50.00%
PCC Connect (Starfish)	47.37%	52.63%
Adobe Acrobat	46.15%	53.85%
Canvas	41.18%	58.82%
Office 365 (Word, Excel, PowerPoint, Publisher)	40.00%	60.00%
Outlook/PCC e-mail	36.36%	63.64%
Vision Resource Center	23.08%	76.92%
eLumen	16.67%	83.33%

- Management identified wellness (55.56%), managing conflicts (54.84%) and improvement plans (54.55%) as top needs for professional development related to leadership and management whereas they indicated the Brown Act (76.47%), information technology security practices (73.68%) and FERPA (71.43%) as top interests.

Table 7: Professional Development Related to Leadership and Management

Professional development related to leadership and management	Needs	Interests
Wellness	55.56%	44.44%
Managing conflict	54.84%	45.16%
Improvement plans (preparing, delivering, and monitoring)	54.55%	45.45%
Influencing change	54.29%	45.71%
Trust building	53.13%	46.88%
Budget management	51.43%	48.57%
Coaching strategies (manager to faculty/staff member)	51.43%	48.57%
Time management	50.00%	50.00%
Project management	48.15%	51.85%
Union contracts at PCC	45.83%	54.17%
Facilitating productive meetings	45.45%	54.55%
Performance evaluation (all aspects)	42.42%	57.58%
Designing effective presentations	42.31%	57.69%
Public speaking	42.31%	57.69%
Peer mentoring (manager to manager)	37.50%	62.50%
Title IX	35.00%	65.00%
Shared governance	33.33%	66.67%
PCC Management Association	29.41%	70.59%
Family Educational Rights and Privacy Act (FERPA)	28.57%	71.43%
Information technology security practices	26.32%	73.68%

Professional development related to leadership and management	Needs	Interests
Brown Act	23.53%	76.47%

- Managers selected grant writing (57.69%), leadership development (48.15%) and public speaking (45.45%) as top needs for career advancement whereas they indicated academic publishing (75.0%), resume and cover letters (68.75%) and job interviews (68.75%) as top interests.

Table 8: Professional Development Related to Career Advancement

Professional development related to career advancement	Needs	Interests
Grant writing	57.69%	42.31%
Leadership development	48.15%	51.85%
Public speaking	45.45%	54.55%
Job interviews	31.25%	68.75%
Resume and cover letters	31.25%	68.75%
Academic publishing	25.00%	75.00%

- Top professional development needs for health & safety are first-aid/CPR (54.55%), active shooter training (52.63%) and COVID-19 safety (50.0%). Top interests were personal wellness (63.64%), earthquake/disaster preparedness (58.82%) and personal safety/self-defense (50.0%).

Table 9: Professional Development Related to Health & Safety

Professional development related to health and safety	Needs	Interests
First aid and CPR	54.55%	45.45%
Active shooter training	52.63%	47.37%
COVID-19 Safety	50.00%	50.00%
Personal safety/self defense	50.00%	50.00%
Earthquake/disaster preparedness	41.18%	58.82%
Personal wellness	36.36%	63.64%

- Management decided that information about CalSTRS/CalPRS benefits & rights (46.15%) was the top professional development need related to retirement and financial planning whereas financial planning (61.76%) was the top interest.

Table 10: Professional Development Related to retirement and financial planning

Professional development related to retirement and financial planning	Needs	Interests
CalSTRS/CalPRS benefits & rights	46.15%	53.85%
Retirement planning	41.38%	58.62%
Financial planning	38.24%	61.76%

Logistics: Preferred platform and time/day

Management noted that in-person workshops one or two hours (24%); or in-person workshops, half-day (17.60%) as preferred platforms for professional development. In terms of the day and time for professional development activities, management preferred Friday mornings from 8am-12pm (28.57%) or Monday-Thursday morning (7am-12pm) (19.39%).

Table 11: Professional Development preferred platform

Preferred Professional Development Platforms	% of responses
In-person workshop, one or two hours	24.00%
In-person workshop, half day	17.60%
In-person multi-part workshop/course occurring across a semester or intersession (e.g., a three-part series that occurs on three consecutive Friday mornings)	14.40%
Hybrid (e.g., a two-hour in-person session with an asynchronous aspect, or a two-hour online synchronous session with an asynchronous aspect)	12.80%
Online synchronous (i.e., guided and with a defined timeline for all participants)	11.20%
In-person multi-part workshop/course occurring at the beginning or end of an intersession (e.g., a three day course that occurs during the first three days of summer)	8.00%
In-person workshop, full day	6.40%
Online asynchronous (i.e., self-paced)	5.60%

Table 12: Professional Development preferred time and date

Preferred Professional Development	% of responses
Friday morning (8am-12pm)	28.57%
Monday-Thursday morning (7am-12pm)	19.39%
Friday afternoon (12pm-4pm)	18.37%
Monday-Thursday early afternoon (12pm-3pm)	14.29%
Monday-Thursday late afternoon (3pm-5pm)	9.18%
Saturday morning (8am-12pm)	5.10%
Monday-Thursday evening (5pm-8pm)	3.06%
Saturday afternoon (12pm-4pm)	2.04%

Participation and experience with Professional Development

The top reason management did not participate in professional development activities was because coverage was needed and not available (31.32%). In addition, they noted that dates/times conflicted with their schedule (15.45%).

Table 13: Reasons for not participating in professional development activities

Reasons for not participating in professional development activities	% of responses
Coverage was needed and not available	31.32%
Dates/times conflicted with my schedule	15.45%
No funding to support my participation	12.53%
Supervisor did not support my participation	12.32%
Topics were not relevant/interesting	11.06%
Unaware of offerings	9.60%
Nothing prevented me from attending (N/A)	6.26%

Management expressed their level of agreement with statements pertaining to professional development. The majority (94.6%) agreed (strongly/moderately) that they are interested in participating in professional development. Moreover, the majority agreed (94.6%) that professional development can help improve their professional practice. Less than half (45.7%) agreed they were satisfied with the professional development offerings at PCC. Nearly half (46.0%) agreed that they would be interested in facilitating professional development activities at PCC.

Table 14: Level of agreement with the following statements

Statements	<u>Strongly agree</u>	<u>Moderately agree</u>	<u>Neither agree nor disagree</u>	<u>Moderately disagree</u>	<u>Strongly disagree</u>
I am interested in participating in professional development.	72.97%	21.62%	5.41%	0.00%	0.00%
I believe professional development can help me improve my professional practice.	81.08%	13.51%	5.41%	0.00%	0.00%
I am satisfied with the professional development offerings at PCC.	8.57%	37.14%	40.00%	14.29%	0.00%
Professional development offerings at PCC help me explore new ways to promote equity in my practice.	28.57%	42.86%	22.86%	5.71%	0.00%
I am comfortable discussing race-related topics with my colleagues.	22.22%	41.67%	11.11%	16.67%	8.33%
I am interested in facilitating professional development activities at PCC.	27.03%	18.92%	37.84%	8.11%	8.11%