

Initial Report

Last Modified: 12/10/2015

1. Please indicate the division you work in below. Please check all that apply.

#	Answer	Bar	Response	%
1	Arts		7	5%
2	Business		23	15%
3	Continuing Education		17	11%
4	Humanities and Social Sciences		31	20%
5	Kinesiology, Athletics, and Dance		6	4%
6	Library and Learning Resources		12	8%
7	Natural Sciences		29	19%
8	Technology and Health		19	13%
9	Student Services		11	7%

Statistic	Value
Min Value	1
Max Value	9
Total Responses	152

2. How long have you worked at Mt. SAC?

#	Answer	Bar	Response	%
1	4 years or less		47	31%
2	5-10 years		30	20%
3	11-15 years		28	18%
4	16-20 years		22	14%
5	21-30 years		23	15%
6	31 years or more		2	1%
	Total		152	

Statistic	Value
Min Value	1
Max Value	6
Mean	2.67
Variance	2.21
Standard Deviation	1.49
Total Responses	152

3. Which of the following best describes your position here at Mt. San Antonio College?

#	Answer	Bar	Response	%
1	Full Time Faculty		83	55%
2	Part Time Faculty		69	45%
	Total		152	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.45
Variance	0.25
Standard Deviation	0.50
Total Responses	152

4. Part Time Faculty What areas are you teaching in?

#	Answer	Bar	Response	%
1	Credit For Example: Humanities, foreign languages, natural sciences, social sciences, health sciences, physical education etc.		52	78%
2	Non credit Adult basic education, continuing education, English as a Second Language (ESL)		17	25%

Statistic	Value
Min Value	1
Max Value	2
Total Responses	67

5. Part Time Faculty I am interested in training and workshops related to job advancement (i.e. interview preparation, resume building, strategies to obtain a full time position at a community college, training in the hiring process etc.)

#	Answer	Bar	Response	%
1	Strongly agree		24	35%
2	Agree		18	26%
3	Neither Agree nor Disagree		20	29%
4	Disagree		4	6%
5	Strongly Disagree		3	4%
	Total		69	

Statistic	Value
Min Value	1
Max Value	5
Mean	2.19
Variance	1.24
Standard Deviation	1.12
Total Responses	69

6. Full Time Faculty I am interested earning column crossover credit (i.e. salary/level advancement).

#	Answer	Bar	Response	%
1	Strongly agree		32	39%
2	Agree		16	19%
3	Neither Agree nor Disagree		16	19%
4	Disagree		3	4%
5	Strongly Disagree		16	19%
	Total		83	

Statistic	Value
Min Value	1
Max Value	5
Mean	2.46
Variance	2.28
Standard Deviation	1.51
Total Responses	83

7. Please indicate your preferred type of training and education modes delivered. Please check all that apply.

#	Answer	Bar	Response	%
1	Online, digital self-paced (i.e. Lynda.com or SPOT/Distance learning certification or DSPS courses)		108	71%
2	Conferences off campus		73	48%
3	Town Hall/Round Table Format		29	19%
4	On Campus Instruction		127	84%
5	Retreat		40	26%
6	Webinars		52	34%
7	Online video conference		33	22%
8	Other (please explain)		7	5%

Other (please explain)

I like all modes of learning.

Would love to have more webinar opportunities.

Self directed study; sabbatical work; off campus classes

Department Meetings

hands on workshop, where there is an opportunity to use whatever skill is being taught

One on one training Mentoring programs

I was given training from a text book company last year but it was extremely inadequate. By the time I found out how inadequate it really was it was too late and I wasn't getting the support I needed from the text book support unit. I would have rather been trained by another tried and true method.

Statistic	Value
Min Value	1
Max Value	8
Total Responses	152

8. What training times do you prefer? Please check all that apply.

#	Answer	Bar	Response	%
1	1-2 hour segment		133	88%
2	Half day segment		78	52%
3	Full day segment		34	23%
4	Other (please explain)		14	9%

Other (please explain)
If the seminar is on a Friday, I prefer at least 3-4 hours to warrant the time spend commuting to campus. M-Th 1-2 hours is fine.
Often conferences are multiple days or weekends, and that is fine too.
2-3 days on or off campus
I also appreciate half day segments.
full day on fridays
coordinated with online "homework" and the opportunity to meet again in a bit to see how it went
It depends on the topic
Most of the Part-Faculty are available on Friday's. Any time on Friday's will work for me and I'm almost sure for others. Monday-Thursday is hard for the majority of us to attend a training because we work for other schools.
Some in the morning, as most of my teaching is in the evenings.
please include after 3:00 pm for Nat SCi faculty who teach lecture and lab, and do not finish until >2:40 pm
It depends on the course, day/date, etc.
Depends on the content
Depends on topic and goal
At least a two hour segment because I live one hour away. I drive one hour one way to get to a training. The other problem I encounter is that trainings are not offered at random times.

Statistic	Value
Min Value	1
Max Value	4
Total Responses	151

9. Please indicate the time of year you would prefer to take classes. Please check all that apply.

#	Answer	Bar	Response	%
1	Summer		89	59%
2	Winter		102	67%
3	Fall		88	58%
4	Spring		87	57%

Statistic	Value
Min Value	1
Max Value	4
Total Responses	152

10. In the most recent faculty contract, column advancement through Salary Schedule Credit is being stopped effective June, 2016. Graduate level course work may still be approved for column crossover. With this in mind, are you interested in pursuing graduate level coursework and/or advanced certification?

#	Answer	Bar	Response	%
1	Yes		79	52%
2	No		72	48%
	Total		151	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.48
Variance	0.25
Standard Deviation	0.50
Total Responses	151

11. If yes, please note areas you are interested in pursuing.

#	Answer	Bar	Response	%
1	Higher Education Leadership		34	43%
2	Teaching and Learning		56	71%
3	Discipline Specific		50	63%
4	Curriculum and Instruction		37	47%
5	Other		7	9%

Other
But I would like to still have conferences taken off campus count, as well as POD trainings on campus.
Masters in English PhD Visual Studies
new technology
how is the "teaching and learning" category different from the "curriculum and instruction" category?
Management
Research

Statistic	Value
Min Value	1
Max Value	5
Total Responses	79

12. Please mark the box that corresponds with your level of satisfaction.

#	Question	Strongly Dissatisfied	Dissatisfied	Neither Satisfied or Dissatisfied	Satisfied	Strongly Satisfied	Total Responses	Mean
1	The opportunities for training I have received at Mt. SAC.	3	9	39	76	22	149	3.70
2	The opportunities for career training I have received at Mt. SAC.	5	17	71	48	9	150	3.26
3	The opportunities for career development (i.e. mentoring and coaching) at Mt. SAC.	5	19	79	37	9	149	3.17

Statistic	The opportunities for training I have received at Mt. SAC.	The opportunities for career training I have received at Mt. SAC.	The opportunities for career development (i.e. mentoring and coaching) at Mt. SAC.
Min Value	1	1	1
Max Value	5	5	5
Mean	3.70	3.26	3.17
Variance	0.75	0.74	0.73
Standard Deviation	0.87	0.86	0.85
Total Responses	149	150	149

13. Please mark the box that corresponds with your perspective.

#	Question	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree	Total Responses	Mean
1	I have been able to apply what I have learned from Mt. SAC professional development opportunities.	2	1	33	82	32	150	3.94
2	I am interested in mentorship opportunities at Mt. SAC or with other institutions.	6	19	54	55	16	150	3.37
3	I am interested in professional development that supports column crossover.	5	11	33	47	54	150	3.89

Statistic	I have been able to apply what I have learned from Mt. SAC professional development opportunities.	I am interested in mentorship opportunities at Mt. SAC or with other institutions.	I am interested in professional development that supports column crossover.
Min Value	1	1	1
Max Value	5	5	5
Mean	3.94	3.37	3.89
Variance	0.58	0.95	1.17
Standard Deviation	0.76	0.97	1.08
Total Responses	150	150	150

14. Do you have any additional comments that you would like to add related to opportunities and interests? Please note your comments here.

Text Response

Cats are better than dogs.

I have the highest level of degree/column so I didn't know how to answer the questions about whether I wanted column crossover etc. I just put "no" because I don't need it, but I'm not opposed to others having the opportunity.

I find most of the seminars worthless; I am just going for the salary advancement credit.

I like being able to earn cross over credit through workshops on campus and off campus via conferences, etc. It is easier because it comes in day or weekend spurts rather than an entire program of course work that requires a long-term commitment. This allows me to do a lot in a shorter amount of time if I have the time to commit, or less stretched out over time if I have a lot going on and need to spread it out. I realize it takes longer that way, but it is more doable in my life.

I benefited greatly from the vast array of choices professional development offered when Dick Ryerson was in charge. Ever since he left, the school has not fully support faculty professional development. It has given minimal reassign time to faculty to head this very time consuming position. As long as the school refuses to hire someone who specialized in professional development with an emphasis in education (not a faculty member on reassign time who has to learn the position every time there is a change of guard), I am afraid that professional development at Mt. SAC will not meet the needs of the faculty. I have not felt at all stimulated or interested in the offerings at POD for many, many years because the person(s) who have taken over the position simply do not have the time, resources, or support to do an effective job. I firmly believe that the lack of school support and the scarcity of offerings through POD have directly contributed to the decline in morale and overall engagement of the faculty at Mt. SAC.

I would really love the ability to complete graduate level work for cool man cross over at Mt. SAC or through a partnership with an online program. Having a set of classes or programs at institutions be pre approved like many of the POD classes would be very beneficial. It would also be desirable if a partnership existed where full-time faculty could receive reduced tuition or wavers for graduate level courses at neighboring institutions or extension programs. I know many faculty, including myself, who would love the opportunity to continue their professional development, and these resources would only increase the caliber of our professors.

I greatly enjoy the fall flex day workshops and wish spring would be as content heavy or have repeats of PODS we may have missed during flex days throughout the academic year. Perhaps a POD on ways part-time faculty can be more involved on our campus the full time in their supplemental hours, rather than strictly, "interview" type PODS.

Please don't make all of the offerings at the same time of day. I frequently am unable to participate because the trainings offered are all conflicting with the same class block.

I would like to see more support for discipline-specific training, study, activities.

It's difficult to answer these generalized questions. POD has changed drastically since Dick Ryerson left. It was once a strong, vital part of campus and a source for faculty development on a myriad of topics. Since then the program, not at all due to those who have tried to run it since then, has gone downhill. Due to lack of the Administration's support, it has suffered.

I have had AMAZING experiences with POD at Mt. SAC. I feel that Mt. SAC cares about adjunct professional development and I value that.

Career / professional development is just barely supported for the academic disciplines, and it often does not include necessary or sufficient funding (T & C) for discipline-specific conferences or training. The bulk of funding is often devoted to enhancing generic skills applicable to any division or instruction unit. Nor has MSAC supported the funding for conference presentation OR release time to serve in professional organizations associated with one's discipline—a commonly supported practice at 4-year institutions. On a directly related note, new sabbatical language stipulates for each category (3) of application, recipients must "bring a clear benefit to students," or "generate tangible products of use to students." Sabbatical projects conducted for the benefit of academic renewal and re-engagement of the faculty member should not, under ANY conditions, be tied to calculable "benefit" or "products" for students as most, if not all, such sabbatical projects will focus on activities of PRIMARY benefit to the sabbatical applicant. THAT is the definition of a sabbatical—not a time period in which the faculty member is preparing "tangible products" for the classroom.

I appreciate having a range of course offerings having differing #s of units that support column crossover. I think this is especially important during this semester (spring 2016), as it will be the last opportunity to complete column crossover before the new contract conditions take effect.

As adjuncts we often have difficult schedules. It would be helpful if the training were either offered multiple days and times and/or online at a time of our choosing.

I am honored to be a part of the adjunct faculty and I am currently pursuing full time opportunities with the college

I am at the last step and column of the salary schedule. All of the questions about crossover credit are irrelevant to me.

More teaching and learning workshops offered on our campus would be great, such as the On Course workshops.

Salary advancement/professional growth increment opportunities should continue to be available through POD. Graduate level classes, especially for those who already have a doctorate, are expensive, often far away, and may require application and admission to the institution.

I really appreciate Professional Development and the opportunities they support for us. Thank you!

I am interested in a second professional growth increment.

I am interested in completing training that counts toward the professional growth increment. Also, some of the activities that are regularly available (specifically the Non-English Speaker in the Classroom training) are always held at the same date and time. I would like to be able to do this, but if it is during one of my classes, then I am never able to attend. Would it be possible for this to be held on a different time or day? Also, more frequent Friday training would be appreciated.

Training and development within departments would be beneficial. Opportunities in training and experience in departmental responsibilities and tasks are necessary so that when opportunities for advancement arise, loyal faculty/staff can apply to those positions with confidence in a solid background. I feel the steps needed to prep a worthy worker is lacking at Mt. SAC. For example, I believe assistant positions should be available so that when a head position opens up, in house candidates can apply.

noncredit faculty can't get support for column crossover through POD workshops

I am interested in professional development opportunities that will allow me to be eligible for the Professional Growth Increment

As I teach clinical classes off campus in the mornings, I am unable to attend most of the offered POD classes. If the offerings could have several different times of day that would be great.

I run my own business full time so at present I am not interested in additional coursework. My daily work keeps me updated to teach my topics.

Column cross-over does not apply to me and I have already done my professional growth. I would be interested in the opportunity to do additional professional growth for additional compensation.

Prior to working at Mt. SAC I used to participate in Community College Conferences where I learned a lot and kept up with information and technology. I don't even hear about those conferences any more. I miss not having and teaching with SMART Boards in my classroom.

Statistic	Value
Total Responses	28

15. Student Services Please mark the box that corresponds with your comfort and familiarity level.

#	Question	Low	Medium	High	Total Responses	Mean
1	Resources on campus for faculty.	25	92	31	148	2.04
2	Resources on campus for students.	23	70	55	148	2.22
3	Referring students to resources on campus.	27	63	55	145	2.19
4	Identifying students that belong to various student populations on campus.	35	78	34	147	1.99

Statistic	Resources on campus for faculty.	Resources on campus for students.	Referring students to resources on campus.	Identifying students that belong to various student populations on campus.
Min Value	1	1	1	1
Max Value	3	3	3	3
Mean	2.04	2.22	2.19	1.99
Variance	0.38	0.48	0.53	0.47
Standard Deviation	0.62	0.70	0.73	0.69
Total Responses	148	148	145	147

16. What topics or resources would you like to learn more about?

Text Response	
Identifying and assisting students with special needs, specifically those who suffer from mental illness such as anxiety and depression. Learning how to better teach those in the deaf community (the language of science does not translate well to sign language, I don't think).	
I think there's always more to learn about programs and services available to students and faculty. Perhaps an update or something at Flex Day, or presentations to classes, or something along those lines would be helpful.	
Teaching and Learning	
What do you mean "identifying students that belong to various student populations on campus?" Do you mean by race? Religion? Marital status? Veteran status? Disability? There are so many possibilities. The question was vague and I did not know how to answer it. I know how to identify some students, but not all, so that's why I marked "medium."	
LGBT	
More info via email handouts regarding student success programs: arise, bridge, EOPS, care, that we can share with our students.	
I don't understand the connection between student resources and student populations and faculty professional development.... not sure what this segment of the survey is asking.	
I would like websites to be user friendly. I often find the Mt. SAC website hard to search or even locate a number for a specific place on campus.	
Details of the various resources and programs on campus that I can refer students to. Information about faculty organizations like the faculty senate, and faculty association, also, what resources are there for adjunct faculty.	
Tutoring and study skills	
I don't understand how the financial aid system works on campus, or what the educational experience "looks like" for an EOPS or DSPS student or athlete, for that matter.	
We need centrally located information about all resources for faculty. Same for students.	
Financial aid options for students	
I am familiar with DSPS, but some of the other groupings would be nice to know more about, such as GAIN, veteran's groups, low-income groups, etc. Requirements for these groups would be worthwhile knowing so that we can offer help to students.	
all of the above	
Getting ELL students into English Classes so that they understand lectures and homework and can write in English. Are there classes for this new group of students?	
For students when they study	
Not sure as I do not know what we offer. It would be nice to know what we offer and where to refer students with different issues or concerns.	
Faculty & Student Resources	
Only when students are identified as DSPS to me am I aware that they are a part of a particular student population. I am a credentialed teacher and do use that training to integrate strategies while teaching (which is why I miss the SMART Board) and help students that display difficulty in the classroom when I can. I try many strategies constantly trying to help students recognize and "connect" to their own learning style.	
Statistic	Value
Total Responses	20

17. Level of Interest Please mark the box that corresponds with your level of interest in the following categories.

#	Question	Low	Medium	High	Total Responses	Mean
1	Pedagogy Best practices and teaching methods	9	36	104	149	2.64
2	Teaching critical thinking	7	40	102	149	2.64
3	Active Learning Student centered, hands-on, project based.	6	40	102	148	2.65
4	Student Engagement Connectedness, involvement in class, and campus culture.	7	47	95	149	2.59

Statistic	Pedagogy Best practices and teaching methods	Teaching critical thinking	Active Learning Student centered, hands-on, project based.	Student Engagement Connectedness, involvement in class, and campus culture.
Min Value	1	1	1	1
Max Value	3	3	3	3
Mean	2.64	2.64	2.65	2.59
Variance	0.35	0.33	0.31	0.34
Standard Deviation	0.60	0.57	0.56	0.58
Total Responses	149	149	148	149

18. Please mark the box that corresponds with your level of interest in the following categories.

#	Question	Low	Medium	High	Total Responses	Mean
1	Professional Technology Flipped classroom, group work etc.	16	65	68	149	2.35
2	Presentation Technology PowerPoint, Prezi, animations, captioning etc.	20	57	72	149	2.35
3	Teaching Technology Learning management systems, Quizlet subcategories etc.	31	59	59	149	2.19
4	OEI Online Education	50	47	51	148	2.01

Statistic	Professional Technology Flipped classroom, group work etc.	Presentation Technology PowerPoint, Prezi, animations, captioning etc.	Teaching Technology Learning management systems, Quizlet subcategories etc.	OEI Online Education
Min Value	1	1	1	1
Max Value	3	3	3	3
Mean	2.35	2.35	2.19	2.01
Variance	0.44	0.50	0.57	0.69
Standard Deviation	0.67	0.71	0.76	0.83
Total Responses	149	149	149	148

19. Level of Interest Please mark the box that corresponds with your level of interest in the following categories.

#	Question	Low	Medium	High	Total Responses	Mean
1	Learning communities	31	74	43	148	2.08
2	Legal issues in teaching and education Examples include: Mandatory reporting, FERPA ,VAWA etc.	43	67	38	148	1.97
3	Leadership	40	64	45	149	2.03
4	Job advancement skills	30	59	60	149	2.20

Statistic	Learning communities	Legal issues in teaching and education Examples include: Mandatory reporting, FERPA ,VAWA etc.	Leadership	Job advancement skills
Min Value	1	1	1	1
Max Value	3	3	3	3
Mean	2.08	1.97	2.03	2.20
Variance	0.50	0.55	0.57	0.57
Standard Deviation	0.70	0.74	0.76	0.75
Total Responses	148	148	149	149

20. Level of Interest Please mark the box that corresponds with your level of interest in the following categories.

#	Question	Low	Medium	High	Total Responses	Mean
1	Wellness Work-life balance, dealing with stress, anger management, healthy lifestyle, food and fitness etc.	34	58	56	148	2.15
2	Health & Safety Emergency Operations Training, Active Shooter Awareness, CPR, First Aid, Your Role as a Disaster Service Worker etc.	31	58	60	149	2.19
3	Working with students that have disabilities (i.e. visual, auditory, mobility, processing, cognitive, medical conditions, mental health etc.)	16	66	67	149	2.34

Statistic	Wellness Work-life balance, dealing with stress, anger management, healthy lifestyle, food and fitness etc.	Health & Safety Emergency Operations Training, Active Shooter Awareness, CPR, First Aid, Your Role as a Disaster Service Worker etc.	Working with students that have disabilities (i.e. visual, auditory, mobility, processing, cognitive, medical conditions, mental health etc.)
Min Value	1	1	1
Max Value	3	3	3
Mean	2.15	2.19	2.34
Variance	0.59	0.58	0.44
Standard Deviation	0.77	0.76	0.67
Total Responses	148	149	149

21. A goal of professional development is to meet the needs of faculty. Are your needs being met? Please elaborate.

Text Response

Online educational goals are being met. Mentoring and coaching is non-existent, except within informal departmental groups. Brown bag lunch or round table discussion of teaching topics/ pedagogy would be fabulous. We started On Course brown bag discussions in 2015 and then stopped. Leadership training is essential, as we have few faculty willing to step into leadership positions- we need more training in this area.

I'm a new faculty member and am interested in any professional development that is offered.

Yes.

Yes, however as an adjunct it is difficult to find time, between multiple schools, to participate in training. Of all the school I have worked, Mt Sac, has amazing opportunities.

As an adjunct faculty member, I do feel 'isolated' from the full time faculty. Our offices are located in a different building. I rarely see or interact with full time faculty. I would love to build relationships with more experienced teachers so that I can learn to be a better teacher. I'd also love the opportunity to participate in things like faculty meetings, development of student learning objectives, and so forth, so that I can learn the skills necessary to become a full time faculty member at some point.

Somewhat. There are some workshops offered by POD that are extremely relevant to me and my needs. At other times, the offerings are not of interest to me. Also, some times there are interesting offerings, but they are offered at a time I am not available. I enjoy workshops on pedagogy and engaging students, but I really enjoy discipline-specific workshops, which are nearly impossible for POD to provide... This is why I am sad to see off campus conference cross over credit go away. It's one of the best ways to increase my knowledge and add to my teaching of the subject.

I do not believe my needs are being met as the times that scheduled workshops have been offered do not meet my personal schedule availability.

Most definitely not.

I would appreciate more development opportunities.

Within my department, I have received opportunities but am interested in more.

Would like more intensive, fast-paced workshops that have an immediate high impact in the classroom. Feel like a lot of sessions more very slowly and are not all designed or delivered well.

Yes, it is obvious POD team work very hard and are receptive to the needs of the faculty. Two areas for improvement might be: more info regarding student success services offered, as well as POD regarding pedagogy in the spring as well as fall semesters with a wider range of time offerings.

For the most part, my needs are being met and I appreciate all that you do. I think I just need more information on the process for requesting funds for conference and travel and it would be nice if the forms could be filled out online and submitted online. I would like more information on professional development opportunities off campus that can be applied to salary advancement. It would be nice to be provided with a list of institutions and classes related to my field that will likely be approved by Instruction.

I feel like most of the trainings that have been offered lately conflict with the same block of classes in the early afternoon, so I am often unable to participate.

Yes, I have incredible Mentors in the athletic department.

Yes

If the goal of professional development is to meet the needs of faculty, I would like to see greater support for discipline-specific advancement and study.

yes

I stopped attending as many POD sessions when salary advancement stopped being offered. I want to feel connected to faculty all across campus - this need is not being met.

Yes, although there is always room for growth

I feel like i'm out of the loop

I don't really have an answer. I tend to research what I need as I need it. I don't use professional development unless required to.

Not really, no. For example, why is the online teaching training online? Wouldn't it make sense to offer it f2f? If you need training for online teaching or Moodle Rooms, wouldn't it mostly likely mean you weren't comfortable or capable of learning it online yet?

Yes - I appreciate all that POD provides and the willingness for feedback!

I would like more course offering availability. As a PT person I find hard to make many trainings because I am simultaneously working at other CCC locations. I would like more training on pedagogy and about cognition while learning.

I am a new Adjunct Professor at MSAC. I will seek assistance in the future if needed.

Yes. I am frequently unable to attend Personal Development opportunities due to my class schedule.

Mostly. However, it has been more challenging this spring to find enough courses, at accessible times (not during teaching times), that can be utilized for crossover credit.

In general yes. Thank you for providing opportunities for faculty to travel, collaborate, learn, etc.

mostly, yes

I would like there to be more frequent technology classes. It seems like Tech Week and other options cannot be fit into a schedule that includes class times, committee meetings, student meetings, office hours, reassigned time, etc. unless there are multiple iterations of the topic.

I believe the college does an awesome job of making resources accessible for adjunct staff who work at night

When I have specific questions about technology or online education I tend to directly contact the people with the information. My needs are being met.

Yes, I like that adjuncts can participate in flex day activities and that there are professional development courses offer throughout the year. I would like to see more webinars and online training.

Needs are adequately met. Most classes are available at convenient times and additional days are added when needed.

I believe they are being met.

Sessions are often only offered on Thursdays with no repeats on different days of the week. Could they be offered twice but on different days of the week?

I wish we can have more opportunities where adjunct can also be a part of growing and supporting Mt.SAC.

I am getting ready to retire. Education is improving with time.

I have difficulty finding time to do additional training due to time constraints. Most of my time is devoted to my classroom and departmental duties. While I would really enjoy taking time for self development, I find it difficult to squeeze in.

I wanted more opportunities for Salary Advancement Credit but there is little to nothing available since I began working here 7 years ago. It has been a promised opportunity with far too few classes to fulfill this benefit. I am very disappointed that I am so close to being able to cross over and may not meet the deadline on June 2016 because of lack of classes offered. I have spent much time taking these classes to learn and develop my skills as a professor in hopes of receiving some credit for my work.

The problem has been my coaching schedule prohibits me from attending on campus opportunities.
Yes, but if we have the funds, bringing in more outside workshops could be worthwhile, such as the On Course workshops.
I am new to this job - still don't quite know what I need. I appreciate all the training MtSAC has to offer but as an adjunct working at two colleges, I can rarely make time to attend, especially when it is unpaid or offers no credit for salary advancement. I always want to learn more but I need the extra incentive to do training sessions because I have so little time.
For the most part my needs are being met. I have professional continuing education I complete off campus. Some POD offerings are not offered at convenient times. Most faculty are in the classroom M - Th mornings through mid-day. I think Fridays are good (Parachutes and Ladders is offered on Fridays) and also mid- to late afternoons.
Yes, many courses from which to choose.
n/a
I believe that MSAC does a satisfactory job of training me to be proficient at the job(s) I already do for the college. With that in mind, I hope that the college understands the environment we (as employees)live and work in today, whereby many SAC employees must work multiple part-time positions in order to earn a living, because full-time opportunities at SAC (and everywhere else) are harder to come by. Accordingly, if the college were to do more for those employees that are trying to invest further into the school in terms of building a career here, that would be awesome. Notably, by "doing more," I would suggest creating workshops and expanding opportunities for employees to learn more about possible lateral transfers, next-level transfers, and making known any other channels available for part-time employees to become full-time employees. Thanks for listening :)
yes, except more workshops need to be offered at various times. It seems like a lot of workshops are offered before 1:00 pm. More need to after 1:00 and more after 3:00.
Yes
I wish the same course could be taught several times. For example, having a course that is available online, on Monday morning, and on Wednesday afternoon. Having more opportunities for each class could reach more people and better utilize the time of the presenter (developing & facilitating the same training for different audiences). There have been several POD sessions I was interested in attending that conflicted with my availability.
Sometimes. Often the classes I am interested in are only offered once, or are offered at times that are impossible for me to take
Somewhat. The training sessions I have attended have been quite useful, I just wish there were more (especially that count toward the Personal Growth Increment), and at a wider variety of times and days.
I'm grateful for POD and the opportunities it has given me to go to conferences on and off campus.
I need more help in setting up some courses so that they are more pleasing to students.
No. Most workshops are scheduled on Fridays when some of us have classes to teach. They are also usually scheduled at the same times again when classes are being taught. The scheduled workshops need to be more flexible as to when they are done.
Yes. The most difficult part for me is being able to attend workshops with my schedule. Online dissemination of information or classes are quite helpful in avoiding schedule conflicts.
Yes, to the extent that it's often hard to choose which FLEX Day session to attend! Often, they all sound worthwhile, and the ones I have attended have been worthwhile. No, with regard to HR EEO training. It was excruciatingly slow at first, with faculty being asked what concepts mean to us, so there wasn't enough time at the end for the case studies that could have been interesting. Just present us the concepts and move along. No, with regard to the need to be inspired and energized for the semester ahead at a FLEX Day. I really miss the outstanding student presentations we used to see. They reminded me of how awesome our students can be; how valuable high standards are; and how other faculty are raising the bar. The presentations allowed me to see areas of high achievement on campus that I usually don't get to see. Please bring back morale-building celebrations of our students' achievements in the performing arts.
No, should offer more classes
the classroom technology was finally upgraded. It was a struggle with the old broken equipment.
I feel like they are in some ways. I get a lot of out the sessions I attend. It is, I am sure, hard to offer things at times when people can make it, considering the size of our staff.
No. I would like to see more professional development opportunities offered on campus such as Parachutes and Ladders where outside professionals are brought in for training/workshops
See previous comments. FYI - New Faculty orientation was awesome and helped ALOT! This last spring flex had many great offerings.
I could use guidance about how to interact informally with other faculty on campus. I feel deprived of contact with instructors in other disciplines. When or where are people meeting? I can think of a few possibilities, which I may not have explored sufficiently (dining commons at lunch, campus committees, athletic events, Faculty Senate, Faculty Association)... but I think Professional Development may be able to help advocate for a Campus Hour when people can interact among various parts of campus. I'm new-ish, and frequently feel isolated. Thanks --
Lack leadership training and mentorship training; would like to see that. Like the conference and travel. Think FIG groups are good.
Yes
Classes that are offered are often during the time I am teaching at Mtsac or at another campus. It has been very difficult to attend some that I would have liked to take part.
Generally., professional development here has been substantial, focused, and I have gained much from my participation. There is one great exception: the sabbatical policy has long been unpredictable in terms of goals and requirements of approval for individual projects, uneven in terms of salary support, and at times downright bizarre in terms of the height of the bar for completion. At this point in my career -- after observing many S&L committees and sabbatical projects come and go -- I have absolutely zero interest in what might have been a significant enhancement of my ability to contribute here at Mt. SAC. Bitter? Perhaps. But mostly just jaded and cautious. I still love teaching!
Yes
Absolutely! Great job!
I think there should be more "in-house" professional development for teaching professors. There are many gifted instructors on campus who could share what works well with Mt. SAC students across disciplines. We should have a forum so share teaching strategies, ideas, and methods with each other.
Yes.
No, I feel like since I am part time and adjunct that I am not important. I plan my calendar far in advance and often when I see something come through it seems last minute and I already have some other commitment for that time and day. Some things are planned in advance but others aren't so much. Many times there are trainings that are offered when I am teaching but they are not offered again at a time when I am not teaching. That is why I would like to see staggered or random offerings. I love Lynda.com but I don't know enough about the direction of the Division to know which courses to focus my time and attention on. It would be helpful to know things like 1. When will we be moving to Office 2016? When will we be moving to Windows 10? What are the other programs that we need to be learning? I think I would feel more comfortable with more communication coming from the Dean or the Department Heads.
Many of the workshops I was interested in clashed with my teaching schedules. I hope to see more time and day options for many of the workshops that can benefit English Adjunct Professors.
There are too many emails coming in, and I feel lost about what opportunities are available to me.

Statistic	Value
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22. Do you have any additional comments? If so, please note your response below.

Text Response

Conference and travel is one key element of professional development. Faculty inquiry is one important part of faculty engagement and professional development. Book clubs have been enjoyable and successful. There's a lack of presentations and speakers coming to talk on student engagements, student equity, student success, leadership, etc. Many thanks to President Scroggins and the board for funding and support for professional development.

I will just repeat myself here.... I want to be able to count discipline-specific, or other off campus conferences toward cross-over beyond June 2016!

None

Thank you for your time.

no

Thanks for all you do!!!

Thank you for making this survey and for valuing my opinion.

Thank you for offering this survey, and for support and the many opportunities POD provides the faculty!

No

see prior comments

I look forward to a long positive career with the college

I appreciate the Professional Development classes and the POD calendar is easy to use.

None

I like that you can now easily unenroll yourself instead of having to contact someone to unenroll you. Keep that please. I love Lynda.com. Please keep that!

POD does a great job!

Thank you POD for providing us opportunities to grow!

Thanks for planning future improvements! :)

The Professional development POD group does a good job putting workshops together but they are more for full-time faculty who are not commuting to three schools to make ends meet. I would like to learn new techniques (flipped classroom!), but there is no time on a weekday to do such a thing. Weekend retreat with food?

I am SO GRATEFUL that Mt. SAC doesn't do touchy-feely "team-building" activities involving blindfolds and physical touching. Had to pretend I was fine with that at another college. Totally inappropriate in a professional setting and disrespectful of cultural differences and possible PTSD.

none.

Thanks for asking.

really would like to see the needs of adjunct faculty get addressed on campus. (training, and contract information disseminated; some good orientation/ FLEX activity directed at just adjunct.)

none at this time

No.

Just that I love Mt. SAC and everywhere I go and people find out where I work it is amazing how many have attended Mt. SAC and they comment that they love Mt. SAC as well and that they had such a positive experience at Mt. SAC. That is what I want my students to be able to walk away with as well. A great education and a positive experience.

Statistic	Value
Total Responses	25