



Cañada College

PROFESSIONAL LEARNING

Creating Collaboration Through Conversation and Community

2017 Professional Learning

Needs Assessment Results

Responses

94 Total Responses

Manager/Administrator	17	18.1%
Classified Professional	32	34%
Full-time Faculty	28	28.9%
Part-time Faculty	17	18.1%

Importance of Professional Learning

Answer	Count	Percent Answer
Highly Important	65	69.1%
Important	28	29.8%
Neutral	1	1.1%
Somewhat Important	0	0%
Not Important	0	0%

- Crucial to improving the success and retention of our students
- It is essential to maintaining and building knowledge which improves our institution while modeling professionalism for our students.
- It builds morale while demonstrating our institution cares about its employees, and employees care about what they do.
- Important to stay current in discipline

Topic Preferences

Selection	High	Medium	Low	Not Answered
Leadership Development	39 (41.5%)	29 (30.9%)	20 (21.3%)	6 (6.4%)
Technology & Software Systems	47% (50%)	32 (34%)	11 (11.7%)	4 (4.3%)
Teaching & Learning	57 (60.6%)	19 (20.2%)	16 (17%)	2 (2.1%)
Institutional Culture & Organization	49 (52.1%)	24 (25.5%)	16 (17%)	5 (5.3%)
Health & Wellness	35 (37.2%)	31 (33%)	23 (24.5%)	5 (5.3%)

- Leadership
- Technology
- Instruction
- College/District
- Other

[\(List of Topic Preferences\)](#)

Preferred Delivery Method

- Interactive workshops with handouts and web resources
- Online learning available at individual convenience
- Never lecture!
- Facilitated discussions
- Learning communities/ communities of practice
- First week of summer (before summer session)
- On Flex Days only
- Guided workshop
- Each is useful for different outcomes and audiences
- Half-day workshops/town halls/lectures followed by workshops of dialogues

Method	Fall	Spring	Any time	Not Answered
Lecture	14 (14.9%)	13 (13.8%)	49 (52.1%)	32 (34%)
Online	6 (6.4%)	8 (8.5%)	50 (53.2%)	38 (40.4%)
Round Table/ Town Hall	4 (4.3%)	6 (6.4%)	50 (53.2%)	39 (41.5%)
Workshop	17 (18.1%)	19 (20.2%)	64 (68.1%)	15 (16%)

Barriers

- Compensation through waiving other duties
- Offering sessions during times faculty don't teach
- Not compensated
- Takes away from meeting student needs
- Schedule conflicts
- Can't attend Flex Day
- Flex Day offerings during the same time slots
- Descriptions too vague/trainer ineffective

Barrier	Count
Not enough time	65 (69.1%)
No Coverage	26 (27.7%)
Not aware of opportunities	27 (28.7%)
Not interested in topics	40 (42.6%)
Not answered	6 (6.4%)

Interested in leading a topic

- Technology, work flow tips
- Google apps
- Communication
- General instructional methods
- Library services for faculty
- Helping students with disabilities
- Equity minded teaching methods
- What is a leader
- Financial challenges impacting student success
- Financial literacy
- Motivational interviewing
- How to reserve space on campus

Type of session	Count
Online	5 (5.3%)
Lecture	7 (7.4%)
Workshop	21 (22.3%)
Round Table/Town Hall	9 (9.6%)
Not answered	70 (74.5%)

Other Comments

- Build a college hour
- More for counselors and librarians
- Staying current in discipline
- Specify a day/time for regular PL opportunities
- What is the distinction between PL and PD and CIETL?
- PL and ACES collaboration is effective
- Cross-college trainings involving all 3 campuses
- Build involvement of faculty and staff
- Treat us as a community of scholars
- Extensive new hire orientation
- Make sessions disability accessible
- Address varied knowledge bases at the college
- Flex session options seem exclusive
- Morning session at Flex is predetermined – why not make this breakout session