

Professional Development Survey

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Professional Development Survey

Introduction

The Center for Teaching and Learning Success held a number of professional development sessions in the year since it was founded. To plan for future sessions, and specifically to plan for Opening Week activities for the Fall 2011 semester, its administrators wished to poll individuals who had attended at least one of the programs to determine their likelihood to attend future offerings and glean their ideas about the best delivery methods.

Sample

Profile of Population

A list of attendees was compiled from the sign-in sheets provided at each of the sessions. There was a total of 202 non-duplicated individuals so identified, consisting of faculty members, administrators, and staff members.

Profile of Respondents

There were 95 respondents to the survey, representing 47.0% of the population. These consisted of 58 self-reported faculty members (61.1%), 22 administrators (23.2%), and 15 professional/technical staff members (15.8%).

Approximately two-thirds of the respondents were full time (66.0%), with part time respondents making up the rest (34.0%).

Nearly half of them had been at Owens for ten years or more (40.0%). An additional 17.9% had been here for at least seven years, a total of 57.9%. The remainder (42.1%) has been at Owens six years or less, with 24.2% reporting a three to six-year tenure and 17.9% reporting being here less than one year.

Most of the respondents are from the Toledo campus (77.9%). Fewer are from the Findlay campus (18.9%) and far fewer from Arrowhead Park (2.1%) and The Source (1.1%).

The respondents are most likely to be associated with the School of Arts and Sciences (43.0%), the School of Business (14.0%), the School of Health Sciences (12.9%), and Student Services (11.8%). Few respondents were from other areas and departments: 8.6% were from the School of Nursing, 3.2% from the School of Technology, and 2.2% were each from Workforce and Community Services, other academic services, and business services, a total of 6.6%.

All individuals who had attended at least one professional development session within the past year and signed the attendance sheet were polled for this study. The total number of unduplicated participants was 202. Table 1 shows the response rates and margins of error¹ for this population.

Table 1- Returns and Margins of Error

	# Sent	# Returned	% Returned	Margin of Error
All Recipients	202	95	47.0%	7.3%

Instrument

The instrument is a six-page, 21-question survey that includes questions about respondents' likelihood to attend professional development sessions on a variety of topics and their willingness to present on these topics. It asks for

¹ The margin of error is a statistic that reflects the amount of sampling error in a survey's results and is based on the size of the sample (for example, n=95) compared to the size of the population (N=202). It can be used to estimate the percentage of individuals who would respond to a survey question in a particular way if the full population had actually been surveyed. For example, if 50% of respondents said they preferred sessions to take place on Fridays and the survey had a 7.3% margin of error, then the estimated percentage of individuals in the full population who have done such activities is between 42.7% and 57.3%. The lower the margin of error, the more confidence one can have that the data are representative of the full population. Ideally, the margin of error should be 5% or less.

ideas about additional sessions that might be held. Another section asks about their preference for such sessions and explores their reasons for being unwilling or unable to attend them. It closes with a demographic section to help to classify the respondents. Appendix A provides a copy of the survey instrument.

Procedure

An email invitation including a link to the survey was sent out on March 14, 2011. The invitation requested that the survey be completed by March 25. A reminder was sent out on March 21. The survey was closed on March 28 for analysis.

Summary of Results

Areas of Interest and Expertise

Respondents were asked about their likelihood of attending sessions on a variety of topics, some of which were held in the past and some proposed for the future. They were also asked if they were willing to present on any topics about which they had some expertise.

Planning for Teaching and Learning

There were five topics listed under this heading. Table 2 breaks each of these down by respondents' likelihood to attend each of them.

**Table 2: Likelihood to Attend Sessions Related to Planning for Teaching and Learning
(Sorted by Likely/Highly Likely)**

Session Topic	Highly unlikely	Unlikely	Neither likely nor unlikely	Likely	Highly likely	Likely/ Highly Likely	Total answering question
Using social networking in your course	11	10	18	34	18	52	91
	12.1%	11.0%	19.8%	37.4%	19.8%	57.1%	100.0%
Incorporating core competencies across the curriculum	15	10	18	31	15	46	89
	16.9%	11.2%	20.2%	34.8%	16.9%	51.7%	100.0%
Course and curriculum development	12	10	21	31	12	43	87
	13.8%	11.5%	24.1%	35.6%	13.8%	49.4%	100.0%
Building your own course	17	12	21	27	7	34	85
	20.0%	14.1%	24.7%	31.8%	8.2%	40.0%	100.0%
Designing a syllabus	22	19	18	17	7	24	87
	25.3%	21.8%	20.7%	19.5%	8.0%	27.6%	100.0%

The sessions mostly likely to be attended were using social networking in a course (57.1%), incorporating core competencies (51.7%), and course and curriculum development (49.4%).

Addressing Student Learning in the Classroom

The next section included eight topics that dealt with interacting with students in a classroom setting. Table 3 shows a breakdown of this question, indicating the sessions respondents stated they were most likely to attend.

**Table 3: Likelihood to Attend Sessions related to Addressing Student Learning in the Classroom
(Sorted by Likely/Highly Likely)**

Session Topic	Highly unlikely	Unlikely	Neither likely nor unlikely	Likely	Highly likely	Likely/ Highly Likely	Total answering question
Student retention strategies	4 4.3%	10 10.8%	12 12.9%	33 35.5%	33 35.5%	66 71.0%	93 100.0%
Retaining online learners	12 13.3%	10 11.1%	17 18.9%	28 31.1%	23 25.6%	51 56.7%	90 100.0%
Learning styles	9 10.0%	18 20.0%	17 18.9%	27 30.0%	18 20.0%	45 50.0%	90 100.0%
Disruptive behavior in the classroom	14 15.9%	14 15.9%	17 19.3%	27 30.7%	16 18.2%	43 48.9%	88 100.0%
Classroom management	14 16.1%	20 23.0%	15 17.2%	23 26.4%	13 14.9%	36 41.4%	87 100.0%
Test taking strategies	12 14.6%	18 22.0%	19 23.2%	23 28.0%	10 12.2%	33 40.2%	82 100.0%
Time management	13 15.1%	19 22.1%	19 22.1%	23 26.7%	11 12.8%	34 39.5%	86 100.0%
Note-taking	16 18.4%	23 26.4%	26 29.9%	17 19.5%	5 5.7%	22 25.3%	87 100.0%

The topics garnering the most likelihood of attending both had to do with retention of students: student retention strategies was most likely to be attended (71.0%) as well as retaining online learners (56.7%). Learning styles (56.7%) and disruptive behavior in the classroom (50.0%) were also likely to be attended.

Supporting Student Learning

Eight topics on the subject of supporting student learning were presented next. These are broken down in Table 4 below.

**Table 4: Likelihood to Attend Sessions Related to Supporting Student Learning
(Sorted by Likely/Highly Likely)**

Session Topic	Highly unlikely	Unlikely	Neither likely nor unlikely	Likely	Highly likely	Likely/ Highly Likely	Total answering question
Increasing student motivation	3 3.3%	3 3.3%	8 8.9%	53 58.9%	23 25.6%	76 84.4%	90 100.0%
Ways to increase critical thinking	3 3.3%	7 7.8%	11 12.2%	33 36.7%	36 40.0%	69 76.7%	90 100.0%
Developing problem-solving skills	3 3.4%	9 10.2%	13 14.8%	35 39.8%	28 31.8%	63 71.6%	88 100.0%
Experiential learning	5 5.7%	11 12.5%	24 27.3%	34 38.6%	14 15.9%	48 54.5%	88 100.0%
Cooperative learning	4 4.5%	11 12.4%	26 29.2%	34 38.2%	14 15.7%	48 53.9%	89 100.0%
Service learning	5 5.6%	11 12.4%	26 29.2%	31 34.8%	16 18.0%	47 52.8%	89 100.0%
Mentorship	8 9.1%	13 14.8%	23 26.1%	30 34.1%	14 15.9%	44 50.0%	88 100.0%
Copyright issues and online classes	8 8.9%	13 14.4%	26 28.9%	28 31.1%	15 16.7%	43 47.8%	90 100.0%

Generally, the topics offered under this heading were some of the most likely to be attended of all categories, with the top three being increasing student motivation (84.4%), ways to increase critical thinking (76.7%) and developing problem-solving skills (71.6%).

Impact of Support Services in the Classroom

The role of departments and services offered by Owens outside of the classroom was the theme of the next section. Respondents were asked how likely they were to attend eight sessions that introduced these support services.

**Table 5: Likelihood to Attend Sessions Related to Impact of Support Services in Classroom
(Sorted by Likely/Highly Likely)**

Session Topic	Highly unlikely	Unlikely	Neither likely nor unlikely	Likely	Highly likely	Likely/Highly Likely	Total answering question
Student Advising	8 8.8%	12 13.2%	27 29.7%	31 34.1%	13 14.3%	44 48.4%	91 100.0%
Disability Services	11 12.5%	13 14.8%	28 31.8%	28 31.8%	8 9.1%	36 40.9%	88 100.0%
Learning Centers	10 11.4%	13 14.8%	30 34.1%	26 29.5%	9 10.2%	35 39.8%	88 100.0%
Career Services	8 8.9%	16 17.8%	32 35.6%	26 28.9%	8 8.9%	34 37.8%	90 100.0%
Financial Aid	11 12.4%	20 22.5%	25 28.1%	24 27.0%	9 10.1%	33 37.1%	89 100.0%
Library	6 6.9%	17 19.5%	37 42.5%	20 23.0%	7 8.0%	27 31.0%	87 100.0%
Student Activities	8 9.0%	20 22.5%	35 39.3%	19 21.3%	6 6.7%	25 28.1%	89 100.0%
Testing Centers	9 10.2%	20 22.7%	36 40.9%	16 18.2%	7 8.0%	23 26.1%	88 100.0%

Respondents were most likely to attend sessions dealing with student advising (48.4%) , disability services (40.9%), and the learning centers (39.8%), possibly because these support services are more likely to impact their classroom work than some of the others listed.

Technology for Training

One of the things that the Center for Teaching and Learning Success does is to provide a hands-on environment for Owens faculty and staff to learn new technologies such as SmartBoards and graphing software. The next section of the survey zeroed in on technologies to gauge respondent interest in these topics. There were 12 technologies included on the list. Table 6 shows a breakdown of these responses.

**Table 6: Likelihood to Attend Sessions Related to Technology for Training
(Sorted by Likely/Highly Likely)**

Session Topic	Highly unlikely	Unlikely	Neither likely nor unlikely	Likely	Highly likely	Likely/ Highly Likely	Total answering question
Using Smart Boards	2	8	12	45	24	69	91
	2.2%	8.8%	13.2%	49.5%	26.4%	75.8%	100.0%
Using YouTube with PowerPoint	2	10	15	37	25	62	89
	2.2%	11.2%	16.9%	41.6%	28.1%	69.7%	100.0%
Google Docs	4	10	17	38	20	58	89
	4.5%	11.2%	19.1%	42.7%	22.5%	65.2%	100.0%
Using Blackboard to enhance face-to-face teaching	10	12	8	38	18	56	87
	11.5%	13.8%	9.2%	43.7%	20.7%	64.4%	100.0%
Using PowerPoint effectively in teaching	9	10	28	27	15	42	89
	10.1%	11.2%	31.5%	30.3%	16.9%	47.2%	100.0%
Teaching on-line courses	16	10	21	25	16	41	89
	18.0%	11.2%	23.6%	28.1%	18.0%	46.1%	100.0%
Using iPad	9	15	24	20	19	39	88
	10.2%	17.0%	27.3%	22.7%	21.6%	44.3%	100.0%
Web 2.0 Tools	5	17	27	24	15	39	88
	5.7%	19.3%	30.7%	27.3%	17.0%	44.3%	100.0%
Using Word effectively in teaching	11	13	27	28	10	38	89
	12.4%	14.6%	30.3%	31.5%	11.2%	42.7%	100.0%
Using clicker technology	7	17	27	26	12	38	89
	7.9%	19.1%	30.3%	29.2%	13.5%	42.7%	100.0%
Blackboard/downloading Grade Center	15	18	21	25	9	34	88
	17.0%	20.5%	23.9%	28.4%	10.2%	38.6%	100.0%
Second Life	11	21	25	21	9	30	87
	12.6%	24.1%	28.7%	24.1%	10.3%	34.5%	100.0%

Respondents were most likely to attend training related to Smart Boards (75.8%), using YouTube with Power Point (69.7%), Google Docs (65.2%), and using Blackboard to enhance face-to-face teaching. Generally, there was considerable interest in these types of sessions among respondents.

Assessment

The next section dealt with matters of assessment both within the classroom and of one's own abilities. Four assessment topics were listed under this section, broken down in Table 7 below:

**Table 7: Likelihood to Attend Sessions Related to Assessment
(Sorted by Likely/Highly Likely)**

Session Topics	Highly unlikely	Unlikely	Neither likely nor unlikely	Likely	Highly likely	Likely/ Highly Likely	Total answering question
Best practices	5	7	18	34	23	57	87
	5.7%	8.0%	20.7%	39.1%	26.4%	65.5%	100.0%
Self-assessment of teaching skills	9	8	17	38	16	54	88
	10.2%	9.1%	19.3%	43.2%	18.2%	61.4%	100.0%
Classroom assessment	11	12	22	29	13	42	88
	12.5%	13.6%	25.0%	33.0%	14.8%	47.7%	100.0%
Student portfolios	9	15	29	15	19	34	87
	10.3%	17.2%	33.3%	17.2%	21.8%	39.1%	100.0%

The sessions under this section most likely to be attended were best practices (65.5%) and self-assessment of teaching skills (61.4%). Respondents' interest in the section appears to be mainly in assessing their own skills as opposed to those of their students.

Working with Diverse Student Groups

One of Owens' key directives of late has been to improve the diversity and inclusiveness of the College. The next section listed eight sessions to promote diversity and to garner an understanding of certain student subgroups. Table 8 shows the responses for this section.

**Table 8: Likelihood to Attend Sessions Related to Working with Diverse Student Groups
(Sorted by Likely/Highly Likely)**

Session Topic	Highly unlikely	Unlikely	Neither likely nor unlikely	Likely	Highly likely	Likely/ Highly Likely	Total answering question
Adult learners	5	10	23	28	20	48	88
	5.7%	11.4%	26.1%	31.8%	22.7%	54.5%	100.0%
Students of varying developmental levels	5	13	25	24	21	45	88
	5.7%	14.8%	28.4%	27.3%	23.9%	51.1%	100.0%
Non-traditional students	6	13	23	27	17	44	88
	6.8%	14.8%	26.1%	30.7%	19.3%	50.0%	100.0%
Students with disabilities	5	12	30	27	14	41	88
	5.7%	13.6%	34.1%	30.7%	15.9%	46.6%	100.0%
Online learners	8	10	28	25	15	40	86
	9.3%	11.6%	32.6%	29.1%	17.4%	46.5%	100.0%
ESL students	7	13	30	25	12	37	87
	8.0%	14.9%	34.5%	28.7%	13.8%	42.5%	100.0%
International students	8	13	30	22	14	36	87
	9.2%	14.9%	34.5%	25.3%	16.1%	41.4%	100.0%
Students of color	8	15	31	19	14	33	87
	9.2%	17.2%	35.6%	21.8%	16.1%	37.9%	100.0%

Respondents claimed they were most likely to attend sessions related to adult learners (54.5%), students of varying developmental levels (51.1%), and non-traditional students (50.0%).

General Interest Topics

The last section presented topics of general interest that did not specifically relate to the classroom, but to department or business-related topics. There were four such ideas; they are presented in Table 9.

**Table 9: Likelihood to Attend Sessions Related to General Interest Topics
(Sorted by Likely/Highly Likely)**

Session Topic	Highly unlikely	Unlikely	Neither likely nor unlikely	Likely	Highly likely	Likely/ Highly Likely	Total answering question
Conflict resolution	8	13	22	26	18	44	87
	9.2%	14.9%	25.3%	29.9%	20.7%	50.6%	100.0%
Leadership	7	14	24	27	16	43	88
	8.0%	15.9%	27.3%	30.7%	18.2%	48.9%	100.0%
How to run a meeting	14	19	26	22	8	30	89
	15.7%	21.3%	29.2%	24.7%	9.0%	33.7%	100.0%
Time management	13	19	27	17	11	28	87
	14.9%	21.8%	31.0%	19.5%	12.6%	32.2%	100.0%

Conflict resolution sessions were most likely to be attended by respondents (50.6%) as well as leadership sessions (48.9%).

Summary of All Topic Areas

Among all of the areas presented, the topics most likely to be attended are highlighted in Table 10 below.

**Table 9: Likelihood to Attend Sessions on Any Topic
(Sorted by Likely/Highly Likely)**

Session Topic	Highly unlikely	Unlikely	Neither likely nor unlikely	Likely	Highly likely	Likely/ Highly Likely	Total answering question
Increasing student motivation	3	3	8	53	23	76	90
	3.3%	3.3%	8.9%	58.9%	25.6%	84.4%	100.0%
Ways to increase critical thinking	3	7	11	33	36	69	90
	3.3%	7.8%	12.2%	36.7%	40.0%	76.7%	100.0%
Using Smart Boards	2	8	12	45	24	69	91
	2.2%	8.8%	13.2%	49.5%	26.4%	75.8%	100.0%
Developing problem-solving skills	3	9	13	35	28	63	88
	3.4%	10.2%	14.8%	39.8%	31.8%	71.6%	100.0%
Student retention strategies	4	10	12	33	33	66	93
	4.3%	10.8%	12.9%	35.5%	35.5%	71.0%	100.0%
Using YouTube with PowerPoint	2	10	15	37	25	62	89
	2.2%	11.2%	16.9%	41.6%	28.1%	69.7%	100.0%
Best practices	5	7	18	34	23	57	87
	5.7%	8.0%	20.7%	39.1%	26.4%	65.5%	100.0%
Google Docs	4	10	17	38	20	58	89
	4.5%	11.2%	19.1%	42.7%	22.5%	65.2%	100.0%
Using Blackboard to enhance face-to-face teaching	10	12	8	38	18	56	87
	11.5%	13.8%	9.2%	43.7%	20.7%	64.4%	100.0%

Increasing student motivation and critical thinking skills were the most likely to be attended of all of the listed topics.

Through the questions dealing with likelihood of attending the listed sections, respondents were asked if they would be willing to present on any of the topics. There were 15 respondents who stated that they would be able to present on at least one topic (15.8% of the total). A list of their names and contact information as well as the content upon which they stated they were willing to present is listed in Appendix B Question 9 of this report.

Finally, this section ended with an open-end question in which respondents were invited to suggest topics other than those that were pre-listed. There were 12 responses to this question (12.6%). There were mentions of training in technology and in helping students transition between a two- and four-year setting as well as between poverty and college. One suggested topic is that considerable time be set aside to discuss outcomes assessment. There were also mentions of best practices and classroom strategies. See Appendix B Question 10 of this report.

Professional Development/Activity Preferences

In order to most effectively plan for future offerings from the Center for Teaching and Learning Success, the next section of the survey asked respondents about their preferences for such training in terms of time and methods of delivery.

Training Format

Respondents were first given a list of formats for professional development sessions and asked to indicate how likely they would be to attend each of them. Table 11 presents a breakdown of this question.

**Table 11: Likelihood of Participating Using Each Format
Sorted by Likely/Highly Likely**

Format of Training	Highly unlikely	Unlikely	Neither likely nor unlikely	Likely	Highly likely	Likely/ Highly Likely	Total answering question
Hands on, face-to-face workshops	2	2	6	55	27	82	92
	2.2%	2.2%	6.5%	59.8%	29.3%	89.1%	100.0%
Group meetings	3	6	20	48	10	58	87
	3.4%	6.9%	23.0%	55.2%	11.5%	66.7%	100.0%
Lectures	5	6	19	45	12	57	87
	5.7%	6.9%	21.8%	51.7%	13.8%	65.5%	100.0%
Online learning (Blackboard, self-paced online workshops)	3	14	14	39	19	58	89
	3.4%	15.7%	15.7%	43.8%	21.3%	65.2%	100.0%
Meeting one on one with a mentor/expert	5	16	24	29	10	39	84
	6.0%	19.0%	28.6%	34.5%	11.9%	46.4%	100.0%
Web-based interactions (such as chat rooms)	12	25	14	28	9	37	88
	13.6%	28.4%	15.9%	31.8%	10.2%	42.0%	100.0%
Retreats (1-2 day sessions)	24	18	19	21	6	27	88
	27.3%	20.5%	21.6%	23.9%	6.8%	30.7%	100.0%

The formats respondents claimed they were most likely to attend were hands on, face-to-face workshops (89.1%), followed by group meetings (66.7%), lectures (65.5%), and online learning (65.2%).

Days of the Week

Respondents had no marked preference for one day of the week over another, but most often mentioned were Fridays (34.4%), Wednesdays (32.3%), and Tuesdays (29.0%). An additional 33.3% stated that they had no preference. Table 12 shows the responses for this question in detail.

Table 12: Preferred Days of the Week for Professional Development Activities

Day of the Week	#	%
Monday	21	22.6%
Tuesday	27	29.0%
Wednesday	30	32.3%
Thursday	25	26.9%
Friday	32	34.4%
Saturday	8	8.6%
Sunday	2	2.2%
No preference	31	33.3%
Total answering question	93	100.0%

Time of Year

About half of the respondents preferred to have professional development training during the fall semester (53.3%) or spring semester (50.0%), with fewer preferring the summer or breaks between semesters. Table 13 details the responses to this question.

Table 13: Preferred Times of the Year for Professional Development Activities

Time of the Year	#	%
During fall semester	48	53.3%
During spring semester	45	50.0%
During summer semester	26	28.9%
Spring break (Middle of spring semester)	15	16.7%
Break after fall semester	12	13.3%
Break after spring semester	29	32.2%
Break after summer semester	24	26.7%
Total answering question	90	100.0%

Time of Day

More than half of the respondents preferred that professional development sessions were offered in the mornings for a half day session (57.8%). A two-hour session early in the morning was also often mentioned (40.0%) as well as a late morning two-hour session (34.4%). Table 14 highlights the responses to this question in detail.

Table 14: Preferred Time of Day for Professional Development Activities

Time of the Day	#	%
All day session	9	10.0%
Half day (Mornings)	52	57.8%
Half day (Afternoons)	26	28.9%
Early morning (2-hour session)	36	40.0%
Late morning (2 hour session)	31	34.4%
Early afternoon (2 hour session)	27	30.0%
Late afternoon (2 hour session)	18	20.0%
After 5:00 pm	13	14.4%
Total answering question	90	100.0%

Notification Preferences

The best way to notify someone of upcoming professional development opportunities was far and away through email, mentioned by 96.8 % of respondents. About one-third also mentioned the daily O-News postings (34.0%). Table 15 breaks down this question in detail.

Table 15: Notification Preferences for Professional Development Events

Notification Formats	#	%
Email	91	96.8%
O-News (daily electronic newsletter)	32	34.0%
Campus mailbox	22	23.4%
College Intranet	20	21.3%
Printed events schedule	15	16.0%
Events schedule on Owens' website	12	12.8%
Flyer in the mail	11	11.7%
BlackBoard website	11	11.7%
Newsletter	4	4.3%
Flyer posted on campus	4	4.3%
Total answering question	94	100.0%

An open end question followed the prelisted codes to glean other methods of reaching respondents with professional development opportunities. There were, however, no additional responses given to this question.

Barriers to Attendance

The greatest barriers to respondents attending the professional development sessions were the timing of the event (75.3%), other demands on my time (60.2%), and topics that do not interest me (49.5%). Table 16 shows a detailed breakdown of the responses given for this question.

Table 16: Barriers to Attending Professional Development Activities

Barriers to Attendance	#	%
Timing of workshop/event	70	75.3%
Other demands on my time	56	60.2%
Topics that do not interest me	46	49.5%
Unaware of workshop/event	28	30.1%
Location	22	23.7%
Getting release time to attend	21	22.6%
Total answering question	93	100.0%

An open ended question followed this list of barriers. Six respondents answered this section (6.3% of total respondents). Comments included barriers such as the time needed to attend and often, to drive to the event. One comment stated that opportunities needed to be announced further in advance so that one could plan accordingly. An adjunct respondent stated that he or she was not paid to attend the event and that he or she was unwilling to take time off from other paid employment in order to attend. See Appendix B Question 16 for the verbatim responses.

Summary and Data Limitations

There appears to be a moderate amount of interest in the professional development training opportunities among the respondents. The sessions that this group are most likely to attend have to do with matters of retention, improving classroom performance (both for instructors and the students), and technology.

Respondents to some extent preferred hands on workshops to other types of instruction. They reported no marked preferences for issues of timing of these sessions. There was somewhat more interest in attending them at the middle or end of the work week, especially in either two- or four-hour sessions in the morning.

Having the sessions scheduled during the fall or spring semesters appeared to be preferable to having them during breaks or intersession periods. Having them announced well in advance would seem to be appreciated.

There was a marked preference, however, for method of notification: nearly all of the respondents felt that email notification was the best way to get the word out.

Barriers to attendance emphasized the element of timing: the timing of the workshop or event itself was not convenient or other obligations on the respondents' time prevented their attending. Having multiple sessions over a period of time might alleviate some of these barriers.

Data limitations include the following:

- The recipients of the survey were faculty and staff members who had previously attended a workshop or session at the Center for Teaching and Learning Success. Due to their past experience and willingness to attend sessions, their opinions may not reflect those of the full employee population.

Professional Development Survey 2011

As a prior participant in at least one training session offered by the Center for Teaching and Learning Success, your input on areas for professional development that would enhance teaching and learning at Owens Community College is requested. Your recommendations are very important to us in your role as someone who directly impacts student learning. Please help us develop short-term and long-range plans for professional development by answering the questions below.

Professional Development - Areas of Interest and Expertise

In the section below are listed some areas that you may have an interest in learning more about. Please indicate how likely you would be to attend a session if it was offered on each of the topics listed below. If you have some expertise on a topic and would be willing to present a session on it, please check the appropriate box.

Q1 Planning for Teaching and Learning

	<i>Highly unlikely</i>	<i>Unlikely</i>	<i>Neither likely nor unlikely</i>	<i>Likely</i>	<i>Highly likely</i>	<i>Willing to present on this topic</i>
Course and curriculum development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Designing a syllabus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incorporating core competencies across the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Building your own course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using social networking in your course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q2 Addressing Student Learning in the Classroom

	<i>Highly unlikely</i>	<i>Unlikely</i>	<i>Neither likely nor unlikely</i>	<i>Likely</i>	<i>Highly likely</i>	<i>Willing to present on this topic</i>
Classroom management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student retention strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Note-taking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Test taking strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Retaining online learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning styles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disruptive behavior in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q3 Supporting Student Learning

	<i>Highly unlikely</i>	<i>Unlikely</i>	<i>Neither likely nor unlikely</i>	<i>Likely</i>	<i>Highly likely</i>	<i>Willing to present on this topic</i>
Increasing student motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ways to increase critical thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing problem-solving skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperative learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Service learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Experiential learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentorship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Copyright issues and online classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q4 Impact of Support Services on the Classroom

	<i>Highly unlikely</i>	<i>Unlikely</i>	<i>Neither likely nor unlikely</i>	<i>Likely</i>	<i>Highly likely</i>	<i>Willing to present on this topic</i>
Financial Aid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Testing Centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Advising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disability Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q5 Technology for Training

	<i>Highly unlikely</i>	<i>Unlikely</i>	<i>Neither likely nor unlikely</i>	<i>Likely</i>	<i>Highly likely</i>	<i>Willing to present on this topic</i>
Teaching on-line courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using Blackboard to enhance face-to-face teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blackboard/downloading Grade Center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using PowerPoint effectively in teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using Word effectively in teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Google Docs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using Smart Boards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using YouTube with PowerPoint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Second Life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using iPad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Web 2.0 Tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using clicker technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q6 Assessment

	<i>Highly unlikely</i>	<i>Unlikely</i>	<i>Neither likely nor unlikely</i>	<i>Likely</i>	<i>Highly likely</i>	<i>Willing to present on this topic</i>
Student portfolios	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Best practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-assessment of teaching skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q7 Working With Diverse Student Groups

	<i>Highly unlikely</i>	<i>Unlikely</i>	<i>Neither likely nor unlikely</i>	<i>Likely</i>	<i>Highly likely</i>	<i>Willing to present on this topic</i>
Students of color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
International students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESL students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students with disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-traditional students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students of varying developmental levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adult learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q8 General Interest Topics

	<i>Highly unlikely</i>	<i>Unlikely</i>	<i>Neither likely nor unlikely</i>	<i>Likely</i>	<i>Highly likely</i>	<i>Willing to present on this topic</i>
Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conflict resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How to run a meeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q9 If you are interested in providing such instruction, please indicate your name, department, and extension in the space below.

Q10 Are there any other topics not covered by the list above that you would like to see as part of the professional training and development available at Owens?

Professional Development/Activity Preferences

In this section, please tell us your personal preferences for training and development sessions.

Q11 Please rate your likelihood of participating in professional development activities using each of the listed formats.

	<i>Highly unlikely</i>	<i>Unlikely</i>	<i>Neither likely nor unlikely</i>	<i>Likely</i>	<i>Highly likely</i>
Hands on, face-to-face workshops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lectures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Retreats (1-2 day sessions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Web-based interactions (such as chat rooms)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online learning (Blackboard, self-paced online workshops)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meeting one on one with a mentor/expert	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q12 What are your preferred days of the week for professional development activities? (Check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> <i>Monday</i> | <input type="checkbox"/> <i>Friday</i> |
| <input type="checkbox"/> <i>Tuesday</i> | <input type="checkbox"/> <i>Saturday</i> |
| <input type="checkbox"/> <i>Wednesday</i> | <input type="checkbox"/> <i>Sunday</i> |
| <input type="checkbox"/> <i>Thursday</i> | <input type="checkbox"/> <i>No preference</i> |

Q13 What is your preferred time of year for professional development activities? (Check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> <i>During fall semester</i> | <input type="checkbox"/> <i>Break after fall semester</i> |
| <input type="checkbox"/> <i>During spring semester</i> | <input type="checkbox"/> <i>Break after spring semester</i> |
| <input type="checkbox"/> <i>During summer semester</i> | <input type="checkbox"/> <i>Break after summer semester</i> |
| <input type="checkbox"/> <i>Spring break (Middle of spring semester)</i> | |

Q14 What is your preferred time of day for professional development activities? (Check all that apply)

- | | |
|--|--|
| <input type="checkbox"/> <i>All day session</i> | <input type="checkbox"/> <i>Late morning (2 hour session)</i> |
| <input type="checkbox"/> <i>Half day (Mornings)</i> | <input type="checkbox"/> <i>Early afternoon (2 hour session)</i> |
| <input type="checkbox"/> <i>Half day (Afternoons)</i> | <input type="checkbox"/> <i>Late afternoon (2 hour session)</i> |
| <input type="checkbox"/> <i>Early morning (2-hour session)</i> | <input type="checkbox"/> <i>After 5:00 pm</i> |

- Q15 What are the best ways of notifying you about upcoming events? (Check all that apply)**
- | | |
|---|--|
| <input type="checkbox"/> <i>Newsletter</i> | <input type="checkbox"/> <i>Printed events schedule</i> |
| <input type="checkbox"/> <i>Flyer in the mail</i> | <input type="checkbox"/> <i>Email</i> |
| <input type="checkbox"/> <i>Flyer posted on campus</i> | <input type="checkbox"/> <i>Campus mailbox</i> |
| <input type="checkbox"/> <i>College Intranet</i> | <input type="checkbox"/> <i>O-News (daily electronic newsletter)</i> |
| <input type="checkbox"/> <i>Events schedule on Owens' website</i> | <input type="checkbox"/> <i>BlackBoard website</i> |
- Other (Specify)*

- Q16 What are your greatest barriers to attending workshops? (Check all that apply)**
- | | |
|---|--|
| <input type="checkbox"/> <i>Timing of workshop/event</i> | <input type="checkbox"/> <i>Topics that do not interest me</i> |
| <input type="checkbox"/> <i>Location</i> | <input type="checkbox"/> <i>Getting release time to attend</i> |
| <input type="checkbox"/> <i>Unaware of workshop/event</i> | <input type="checkbox"/> <i>Other demands on my time</i> |
- Other (Specify)*

Demographic Information

To help us determine the population answering this survey, we would like to collect some additional information about you. This will be aggregated with information from all other respondents and will not be associated with you as an individual.

- Q17 Are you . . . ?**
- | | |
|---|---|
| <input type="checkbox"/> <i>Full time</i> | <input type="checkbox"/> <i>Part time</i> |
|---|---|

- Q18 Years at Owens**
- | | |
|---|--|
| <input type="checkbox"/> <i>Less than 3</i> | <input type="checkbox"/> <i>7-9</i> |
| <input type="checkbox"/> <i>3-6</i> | <input type="checkbox"/> <i>10 or more</i> |

- Q19 Please indicate the primary position you have at the College.**
- | | |
|--|--|
| <input type="checkbox"/> <i>Faculty</i> | <input type="checkbox"/> <i>Professional/Technical staff</i> |
| <input type="checkbox"/> <i>Administration</i> | |

- Q20 What is your primary department or division?**
- | | |
|--|---|
| <input type="checkbox"/> <i>School of Arts and Sciences</i> | <input type="checkbox"/> <i>Other academic services (President's Office, Provost's Office, Organizational Performance and Accountability, Public Relations)</i> |
| <input type="checkbox"/> <i>School of Business and Information Systems</i> | <input type="checkbox"/> <i>College Development (Fund Development, Alumni relations, Special Events, Grants)</i> |
| <input type="checkbox"/> <i>School of Health Sciences</i> | <input type="checkbox"/> <i>Marketing and Communication</i> |
| <input type="checkbox"/> <i>School of Nursing</i> | <input type="checkbox"/> <i>Student Services (Student Accounts, Student Development, Student Life)</i> |
| <input type="checkbox"/> <i>School of Public Safety and Emergency Preparedness</i> | <input type="checkbox"/> <i>Business Services (Finance, CFPA, ITS, Bookstore, Food Services, Operations, Buildings and Grounds, Public Safety)</i> |
| <input type="checkbox"/> <i>School of Technology</i> | <input type="checkbox"/> <i>Human Resources/Labor and Employee Relations</i> |
| <input type="checkbox"/> <i>Workforce and Community Services</i> | |
- Other (Specify)*

- Q21 What is the primary location where you work at Owens? (Please check only one)**
- | | |
|--|--|
| <input type="checkbox"/> <i>Toledo campus</i> | <input type="checkbox"/> <i>The Source</i> |
| <input type="checkbox"/> <i>Findlay campus</i> | <input type="checkbox"/> <i>Arrowhead Park</i> |

Thank you very much for participating in this survey!

Appendix B: Verbatim Responses to Open-Ended Questions

Q9 Willing to present and subjects of interest

Jonathan Boyle School of Business & Information Technologies 419-320-2355	Designing a syllabus; Building your own course ; Using Blackboard to enhance face-to-face teaching; Using iPad
Jeannette Passmore Student Development 3186	Time management; Non-traditional students; Adult learners
Ellen Sorg English Department 2987	Designing a syllabus
Polly Taylor-Gerken Adjunct EDU 419-380-0016-	I can present on Serving the under-resourced college student and/or framework for understanding poverty; Student retention strategies; Students with disabilities; Non-traditional students
Lucie Biddinger English (Findlay) X 2580 Cell: 419-308-3454	Teaching online courses; Using Blackboard to enhance face-to-face teaching
Denise Shuster	Designing a syllabus; Teaching online courses; QM Review
Brittany Joseph 419.494.1660 brittany_joseph@owens.edu	Student retention strategies; Retaining online learners; Increasing student motivation; Cooperative learning; Service learning; Experiential learning; Mentorship; Teaching online courses; Using Blackboard to enhance face-to-face teaching; Using SmartBoards; Using iPad; Using clicker technology; Student portfolios; ESL students; Students with disabilities; Students of varying developmental levels; Online learners; Adult learners
Laurie Fathe Arts and Sciences x7545	Course and curriculum development; Designing a syllabus; Classroom management; Student retention strategies; Ways to increase critical thinking; Cooperative learning; Classroom assessment
James Katzner, Manager of Student Activities and Conduct	Student activities
E. Dana Roof Student Development & CTLS The Source (567) 661-2732	Non-traditional students; Adult learners
Angie McGinnis, Advising, ext. 3515	Student advising
Joyce Winters CTLS x7162	Increasing student motivation; Students of varying developmental levels; Leadership; How to run a meeting
Anne Bullerjahn, Science, 7775	I could talk about VARK Learn and helping students identify their learning style; Learning Styles
Tracy S. Darr, English Department/Teaching and Learning Center, Writing Center, Study Center ext. 7351	Test-taking strategies; Learning styles; Learning Centers
Margaret Parker School of Business x2055	Classroom management; Using Blackboard to enhance face-to-face learning; Students of color; Non-traditional students; Leadership; Conflict resolution; How to run a meeting

Q10 Other Topics Would Like to See

Instructors responsibilities and strategies for improving retention.

Safety and security issues in the classroom

As much technology training as possible - some of it individualized or with planned follow-up individualized sessions.

I would love to see perhaps as much time as two mornings, two afternoons, or a whole day set aside for instructional program faculty to review program outcomes assessment data, review student outcomes, and plan for revisions based on outcomes data and revising and updating our outcomes assessment tools. There is very little time to cram that sort of analysis into a department meeting. It would also be desirable to have time set aside for outcomes assessment development and review when most faculty members can attend when they are fresh and ready to dedicate the time and focus to the thinking that must go into developing and responding to program specific outcomes assessment. We generate all sorts of data, but we need the time to evaluate the usefulness of the data and time to figure out what the data are telling us. Then we need time to work through the sorts of changes and revisions we need to make based on the data.

Blackboard training and Smart Board training would be at the top of my list on what was previously asked!

dealing with students moving from poverty to college- see above.

Would like to see a session of "Best Practices for Online Instruction" where online instructors bring 3-5 of their own best practices to a roundtable discussion. Would also like to see "Best Practices for On Campus Classes" --same thing for instructors of on campus courses.

I would be able to present on the QM review and I successfully went through it this fall.

Understanding and internalizing the differences between community college and 4-year institutions

Please have more offers during the summer. During the semester I rarely have time to attend anything, then when I do have time in the summer, there is very little offered. Also, not having a professional/development training session during opening week was GREAT!, especially at the start of spring semester. We are so busy getting ready for classes and dealing with student issues, going to a training session if not a priority

An overview of the relationships between Student Orientation, Advising, Testing, Registration, Financial Aid and how to help students make the most of the process of becoming a student at OCC

Preparing student skill level for possible transfer to four year institutions.

Q16 Barriers to Attending Professional Development Sessions

Not being given enough up front notice to get it on the calendar without conflict.

Opening week is a terrible time for faculty development. How about a faculty development day during the semester? No classes that day - just a day for faculty.

If workshop is on Toledo campus that means that 1 2 hour workshop is 4 hours for Findlay faculty(add one hour each way for travel time)

None. It is a priority.

As an Adjunct, I do not get paid to come to these events. I have 2 other jobs to try to make ends meet, so taking time off from them to come to an unpaid workshop is not going to happen not matter how much I'd like to attend.

Past the professional development urgency stage, but will attend those topics of interest to me and for my students' success.

Q20 Other Department or Division

adjunct faculty

Learning Support Services

CTLS