

Faculty Confidence and Engagement Survey (FaCES) 2012 Open-Ended Responses

Analysis Report

EXECUTIVE SUMMARY

The Faculty Confidence and Engagement Survey (FaCES), administered in spring 2012, addresses three topics in its open-ended questions: (1) determining which professional development (PD) activities made an impact; (2) faculty and staff perceptions of their PD needs; and (3) soliciting improvement strategies for the C4ward program, the main form of PD at the college.

Following thematic qualitative analysis procedure, the researchers found that the following activities impacted the largest number of individuals (number in parenthesis): C4wards (40); CELTT technology workshops (21), Distance education related technology workshops (20); and Engaged in Education (10).

Professional Development needs identified included: learning technology (28); pedagogical strategies and techniques (16); college processes and resources (13); life management (11), including health & wellness, life balance, and stress reduction (7); communication (7), including conflict management (5); and assessment related knowledge and skills (6).

Strategies identified for improvement included: better advertise and market the C4ward program to the campus (8) through email blast, web development, and better communication at the Fall Convocation. Conflicting suggestions were made about the C4ward structure (9). Based on responses, the researchers identified the need for space, administrative and assessment support, and providing specific technology and pedagogical workshops focused on immediately applicable skills.

The respondents were given an opportunity to provide addition comments after they rated KCC PD offerings. Most respondents (n = 24) in the comment box explained that their non-participation was a result of heavy workload and time conflicts. Nine respondents made suggestions and seven respondents made positive comments. Seven made negative comments and three of these focused on the lack of evidence of PD effectiveness. PD leaders will maintain their assessment and evaluation efforts and continue to improve PD effectiveness in the next three-year planning period.