



LACCNAH

Dear Mr./Dear Ms College Climate Survey Faculty (as private and confidential)

Course Evaluation Results

This email contains evaluation results for Faculty Development Survey / College Climate Survey Faculty / College Effectiveness Evaluations

The question categories are listed first, followed by the individual question values, consisting of the following topics:

The remainder of the reports include:

Line Profiles

Comments

Detailed Analysis

Your Class Climate Administrator

College Climate Survey Faculty

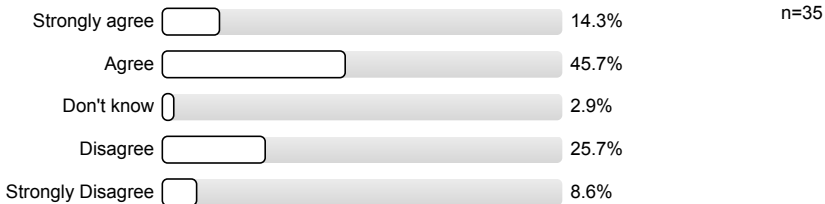
Faculty Development Survey (CCSF)
No. of responses = 35



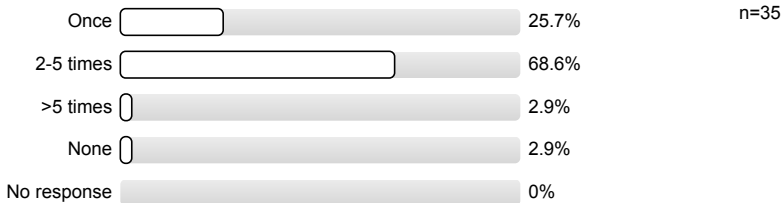
Survey Results

1.

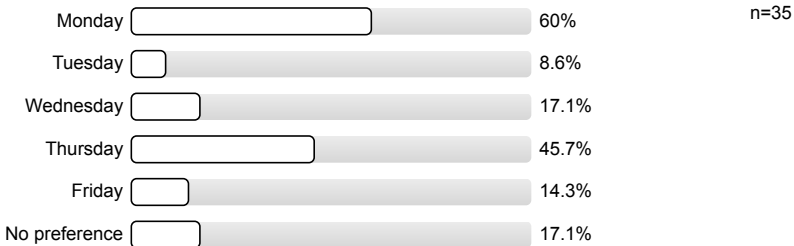
1.1) Sufficient resources are available for faculty development on the college campus.



1.2) During the last 12 months, how many professional development activities have you participated in which was organized by CONAH?



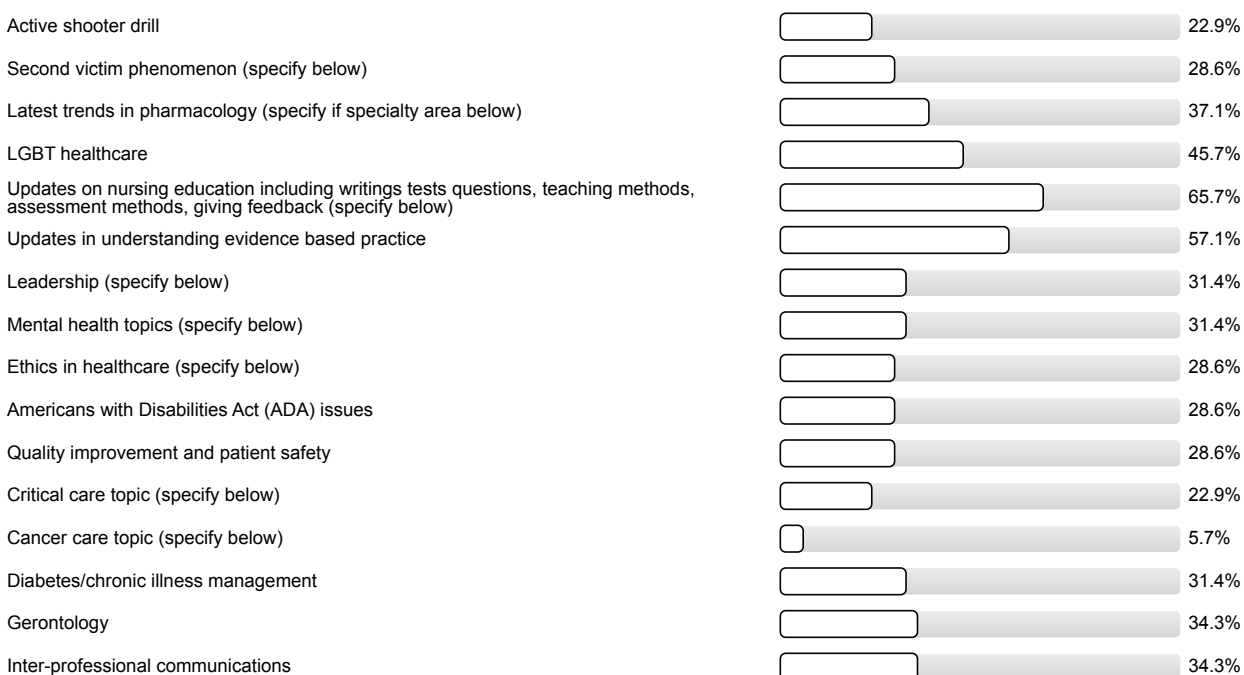
1.4) What are your preferred days of the week for faculty development activities? (Check all that apply)



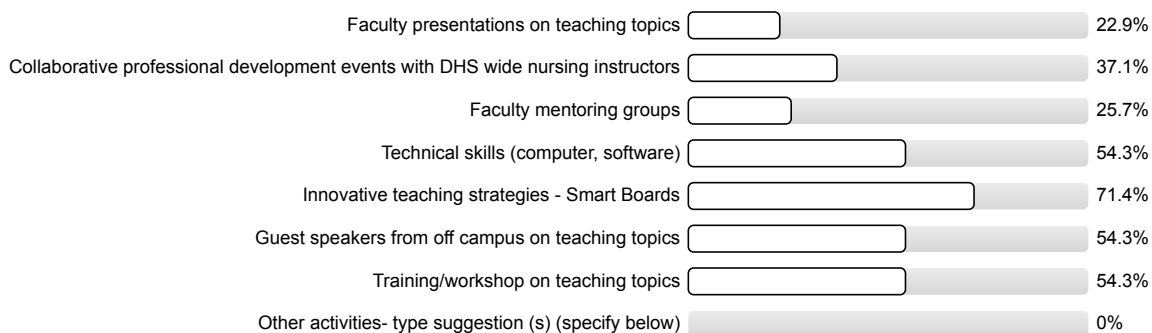
1.5) What is your preferred time of day for faculty development activities? Check all that apply)



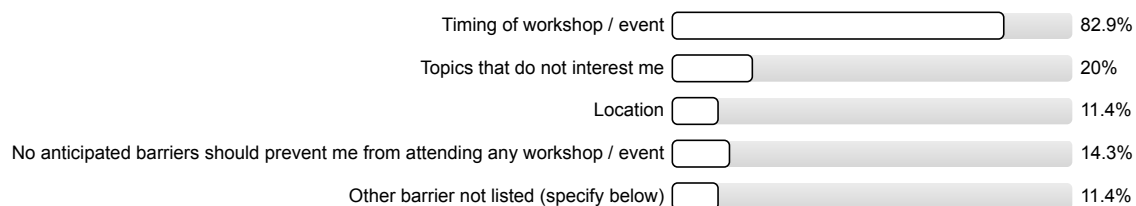
1.6) Topics: What topics for educational training/programs would you consider attending? (Check all that apply)



1.9) Please select up to three activities that you think are most likely to enhance your professional development.



1.12) Please select possible barriers to attending professional development activities. (Check all that apply)



Comments Report

1.

1.3) What additional resources should we consider if you do not agree or strongly disagree to question 1?

- An important "resource" is time. We don't have the time to sit in a Faculty Development workshop when we have other meetings, grading, proctoring etc....to do.

We don't have the resource of paying people to come in to give a workshop so limits us.

We don't always have the classroom space.

- CPR; Test writing; CAMS Training; EXCEL training; windows training; professional development & dealing with different student populations
- How to write test questions
 - How do help nurses prepare for standardized computer tests like ccrn pccn
 - Team building events with co workers
 - Electronic surveys/class participation students can respond on their devices
 - How to supervise another instructor/how to write evaluations
 - Just culture considerations when counseling employees who will potentially loose their job
 - How to use excel
- I think it would be wonderful if a fund could be developed for faculty to attend nursing conferences and not pay out of pocket. i think faculty would participate in a greater number of conferences if financial assistance is pain. Currently, limited to those sponsored by DHS and its affilitates. It's always nice to attend outside conferences in order to develop a professional network and find out what other schools/faculty are doing.
- More available classes.
- Need color copier
- Non faculty minute takers at meetings to free up time to meet with students (when we are writing minutes during office time). Non faculty person to take and record attendance in CAMS or a system that students can log into. Parking at the DHS facilities we provide clinical.
- Outside speakers
 - Online resources
- Updated AACN & procedure books, journal articles (AACN journals), APA, etc.
 - All classrooms should have installed speakers for sounds for videos and clicker to advance power points. Since we may have presenters coming from outside, they may bring their own laptops; therefore, we should be providing a cable that is compatible for Apple products).
 - Prior to changing out AV equipment, all the accessories (i.e. tablets) should be there before removing the projector screen. In addition, all faculty should have a quick inservice on it--not when the lecture starts.
 - We should be able to send email attachments that are large (power points). Some MDs cannot send their lectures to us because of that limitation--therefore, they may bring their own laptops (could be a MAC computer). Quite embarrassing that we cannot prepare for our guest speakers.
- Webinar resources

1.7) Specify below:

- Grant Writing
- Actually, all of the topics seem interesting, but may not be of interest to all as we all focus on different areas. Dealing with out of control angry students would be good for all. We already did Active Shooter which was good.
- Any variation of the chosen topics would be great.
- Classes on management style.
 - Ethics of an educator
- Eotional wellbieng
 - How to counsel amd deal with difficult students/student failures
 - Nursing educational leadership

- For preference for classes that they are schedule based on the semester. eg: for Fall classes you should let us know the prior semester (Spring) so we can plan our student schedules around classes if possible.
- Med-Surgical, Burns, ICU
- More advanced specialty certification classes: ATCN instructor course, CNRN (neuro), TCRN (Trauma), NTI, etc.
How to write SLOs/ test questions.
How to teach so students can learn (new AV technology out there, how to tell if students are learning, cues on reading students or questions to confirm students understood, how to talk to students who have issues.
Advanced critical care training (cardiohelp, IABP, Licox, etc); when we bring students to the ICUs, we should
- New faculty can benefit from updates on nursing education to supplement the on the job learning to better understand what it means to be an effective member of the faculty team.
- Nursing education updates on the use of technology in the classroom.
Ethics in healthcare especially as it relates to the Death with Dignity Act in California.
- Topics related to enhancing teaching skills - changes in student population; teaching strategies,

1.8) Please indicate any educational topics that would make a difference in your professional development that have not been listed above or not offered elsewhere.

- Alternative teaching styles, item writing
- Evidence based practice
- How to effectively identify and teach the high risk student.
- Microsoft Office: Power Points, Word, Excel, Publisher
- QSEN
Current changes in HIPPA guidelines
Grant writing
Technology in the classroom
Concept based curriculum
- Update on Alzheimer's disease
Stem cell update
Advances in immunotherapy for CA
Tech update including wearable technology
Current innovations in cardiac care: ex. bioabsorbable stents
- WASC accreditation workshop and how to write the WASC report.
How to become a BSN program, information seminar presented by consultant with a question/answer segment.
Another strategic planning workshop with question/ answer segment: How to implement our strategic plan.

1.10) Specific activities:

- Flip classroom
- New Faculty Training
PowerPoint

1.11) What other recommendations or thoughts about faculty development can you think of to increase your professional development?
Specify below

- Different ways to teach concepts
- None I can think of.
- Quality improvement projects
Grant writing
- Test writing

Innovative teaching strategies
 Simulation
 Geriatrics
 Concept based curriculum
 Health literacy

1.13) Specific barriers:

- Teaching Responsibilities (lecturing, etc.)
 Student Responsibilities (tutoring, one-to-one tutoring, skill practice, etc.)
 Too many College/SON/EDCOS meetings
- Depending on time scheduling is very important related to attendance.
- Funding
- Funds and scheduled time off for training should be provided such as NTI for example. Topics should be selected based on individual specialty. All materials should be in the share folder for all faculty to share and learn.
- I would prefer not having students to attend our workshops. As instructors, we may not feel open to discuss things that may bother or concern us about students with them there. They should have it separate from us. I may not attend knowing a workshop is open to them as well. We can't be ourselves with them there, especially if we have to breakup into small groups....I don't want to do this with students.

 It would be good to have a long workshop during our breaks like spring, summer and winter. Trying to fit one in during a semester is very taxing on us. When you use up the only free extra Monday of a long month for a workshop, it's very frustrating because we would like to use that day to catch up on all the work we have.
- Primary barrier is: Time availability. I am very interested in attending all workshops and meetings to enhance my professionalism and contribution to the College however our time is limited. SON are in clinical Tuesdays/Wednesdays. Very little time is available during those days other than clinical time with students and feedback/mentoring students. Most student counseling is done after clinical hours to help come up with a plan for student success.

 Monday's and Thursday are more flexible if you do not have lectures or Committee meetings. I am hoping as we hire additional faculty our schedules will allow us to seek out professional development classes etc.

 Thank you for sending out this needs assessment. I feel administration is interested in faculty feedback and value our input. Morale is increasing :)
- The biggest barriers are costs
- Time constraints are another barrier to schedule an event
- Workload is often too time consuming to attend professional development activities.