

San Diego Mesa College Flex Survey 2007

Introduction

A survey was conducted for Spring 2007 and Fall 2007 flexible calendar activities in accordance with Title 5, which mandates that all flex professional development activities be evaluated. The survey was administered via the Internet using Survey Select software. An email invitation to participate in the survey was sent on November 5, 2007 to all faculty with flex obligations. Three reminder emails were sent out and the survey closed on November 30, 2007, resulting in a four-week survey administration time period. Of the 755 faculty with flex obligations, 292 faculty responded to the survey, yielding an overall participation rate of 39%. The first survey item regarding faculty status elicited 288 responses as four (4) individual faculty declined to respond to the question (see Table 1).

Table 1. Faculty Status and Participation

Faculty Status	N of Respondents	Total N	Participation Rate
Adjunct	194	539	36%
Contract	94	216	44%
All Faculty	292	755	39%

Four (4) individuals did not respond to the item regarding faculty status, but they are included in the total. Adjunct respondents include 5 Pro-rata faculty. The total number of pro-rata faculty at Mesa in 2007 was 16.

Flex Activities: Workshops and Independent Projects

Approximately one-half each of adjunct and contract faculty enrolled in and attended workshops only. However, 19% of adjunct faculty submitted independent projects only, whereas only 4% of contract faculty did so. The proportion of faculty who submitted independent projects only was higher for adjuncts perhaps because the independent projects are more convenient and amenable to adjunct faculty schedules. The remainder did both workshops and independent projects (see Table 2).

Table 2. Types of Flex Activities Engaged in by Faculty

Activity	Adjunct		Contract	
	N	%	N	%
I enrolled in and attended workshops only	103	54%	51	54%
I submitted independent projects only	37	19%	4	4%
I did both	52	27%	39	41%
Total	192	100%	94	100%

Adjunct includes 5 pro-rata faculty

For the adjunct faculty who indicated the type(s) of workshop(s) they attended, the most frequently attended type of workshop was School/Department/Group/College-Wide (36%), followed by Curriculum/Instruction (17%) and then Personal and Cultural Enrichment (13%). For the contract faculty who responded to the same question, the most frequently attended type of workshop was School/Department/Group/College-Wide (30%), followed by Curriculum/Instruction (15%), and then Committee Participation (13%) (see Table 3). Committee Participation was one the least frequently attended types of workshops for adjunct faculty (2% for adjuncts, compared with 13% for contracts).

Table 3. Themes of Workshops Attended

Workshop Themes	Adjunct		Contract	
	N	%	N	%
Accreditation	0	0%	2	1%
School/Department/Group/College-Wide	117	36%	79	30%
Committee Participation	7	2%	33	13%
Technology	37	11%	21	8%
Personal and Cultural Enrichment	42	13%	25	9%
Curriculum/Instruction	55	17%	40	15%
Generic Pre-Approved Workshops	15	5%	8	3%
Health and Wellness	7	2%	6	2%
Professional Development Online	17	5%	10	4%
Program Review	7	2%	21	8%
Assessment and Student Learning Outcomes	23	7%	19	7%
Total	327	100%	264	100%

Adjunct includes 4 pro-rata faculty. Faculty may attend multiple workshops.

For the adjunct faculty who indicated the type(s) of independent project(s) they submitted, the most frequently submitted type of project was Curriculum and Instruction (43%), followed by Technology (14%) and then Professional Organization (12%). For the contract faculty who responded to the same question, the most frequently submitted type of project was Curriculum & Instruction (37%), followed by Meetings and Committees (15%) and then Professional Organization (11%) (see Table 4).

Table 4. Types of Independent Projects Submitted

Independent Projects	Adjunct		Contract	
	N	%	N	%
Curriculum and Instruction	54	43%	28	37%
Meeting and Committees	12	10%	11	15%
Campus Activities	8	6%	6	8%
Technology	17	14%	4	5%
Professional Organization	15	12%	8	11%
Self-Improvement/Wellness	8	6%	5	7%
Research/Writing	4	3%	6	8%
Community Outreach	7	6%	7	9%
Total	125	100%	75	100%

Adjunct includes 2 pro-rata faculty. Faculty may submit multiple independent projects.

Evaluation of Flex Activities

The survey asked respondents to rate the workshops if they attended workshops only, their independent projects if they submitted independent projects only, or both workshops and independent projects if they indicated that they participated in both. This was done using the skipping/branching feature of the survey software.

Workshops

The survey had three Likert-scale items regarding workshops:

1. I learned what I had hoped to learn from the workshops I attended.
2. I will be able to incorporate the information I learned from the workshops into my teaching.
3. Overall, I was satisfied with the workshops I attended.

For both adjunct and contract faculty, approximately half of the respondents positively agreed that they had learned what they had hoped to learn from the workshops, they will be able to incorporate the information they learned from the workshops into their teaching, and they were satisfied overall with the workshops they attended. One-third or more strongly agreed, very few disagreed, and those who strongly disagreed were few and far between (see Table 5).

Table 5. Evaluation of Workshops—Likert Items

		Faculty Status			
		Adjunct		Contract	
		Count	%	Count	%
<i>“I learned what I had hoped to learn from the workshops I attended”</i>	Strongly agree	63	41%	33	38%
	Agree	80	52%	44	50%
	Neither agree nor disagree	10	6%	10	11%
	Disagree	2	1%	0	0%
	Strongly disagree	0	0%	1	1%
	Total	155	100%	88	100%
<i>“I will be able to incorporate the information I learned from the workshops into my teaching.”</i>	Strongly agree	50	32%	32	36%
	Agree	81	52%	42	47%
	Neither agree nor disagree	21	14%	10	11%
	Disagree	2	1%	4	4%
	Strongly disagree	1	1%	1	1%
	Total	155	100%	89	100%
<i>“Overall, I was satisfied with the workshops I attended.”</i>	Strongly agree	59	38%	34	38%
	Agree	83	54%	44	49%
	Neither agree nor disagree	11	7%	10	11%
	Disagree	1	1%	0	0%
	Strongly disagree	0	0%	1	1%
	Total	154	100%	89	100%

Adjuncts include 5 Pro-rata faculty

Independent Projects

The survey had two Likert-scale items regarding independent projects:

1. I learned what I had hoped to learn from the independent projects I submitted.
2. I will be able to incorporate the information I learned from my independent projects into my teaching.

Almost two-thirds of adjuncts agreed strongly with both statements and one-third or less agreed. Small proportions of adjunct faculty neither agreed nor disagreed with the first statement (3%) and second statement (9%). All contract faculty were in agreement with both statements, with the vast majority in strong agreement, and none expressed neutrality or disagreement.

Table 6. Evaluation of Independent Projects—Likert Items

		Faculty Status			
		Adjunct		Contract	
		Count	%	Count	%
<i>“I learned what I had hoped to learn from the independent projects I submitted.”</i>	Strongly agree	56	62%	36	86%
	Agree	31	34%	6	14%
	Neither agree nor disagree	3	3%	0	0%
	Disagree	0	0%	0	0%
	Strongly disagree	0	0%	0	0%
	Total	90	100%	42	100%
<i>“I will be able to incorporate the information I learned from my independent projects into my teaching.”</i>	Strongly agree	57	63%	33	79%
	Agree	25	28%	9	21%
	Neither agree nor disagree	8	9%	0	0%
	Disagree	0	0%	0	0%
	Strongly disagree	0	0%	0	0%
	Total	90	100%	42	100%

Adjuncts include 2 Pro-rata faculty

Faculty Comments Regarding Flex

Workshops

In response to the question, “How has information from the Spring/Fall 2007 Flex workshops contributed to improved student learning in your classes?”, the most frequently cited response theme was “Adjusted teaching methods” (28%), followed by “Department/School/Campus communication” (15%), “Adjusted course content” (14%) and “Little/no student impact” (14%), and “Personal/professional enhancement” (13%).

Table 7. How has information from the Spring/Fall 2007 Flex workshops contributed to improved student learning in your classes?

Response Themes	N	%
Adjusted teaching methods	37	28%
Department/school/campus communication	20	15%
Adjusted course content	19	14%
Little/no student impact	19	14%
Personal/professional enhancement	17	13%
Improved student support	10	8%
Improved student achievement	6	5%
Special commendation for specific Workshops	3	2%
Overall praise for Flex	1	1%
Suggestions for improvement	1	1%
Total	133	100%

In response to the question, “Do you have any other comments regarding the workshops you attended over the past calendar year?”, the most frequently cited response theme was “Overall praise for Flex” (41%), followed by “Special commendation for specific workshops” (22%), and “Suggestions for improvement” (12%) and “Negative criticism” (12%).

Table 8. Do you have any other comments regarding the workshops you attended over the past calendar year?

Response Themes	N	%
Overall praise for Flex	24	41%
Special commendation for specific workshops	13	22%
Suggestions for improvement	7	12%
Negative criticism	7	12%
Personal/professional enrichment	4	7%
Scheduling	3	5%
Workshops of interest	1	2%
Total	59	100%

Independent Projects

In response to the prompt, “Please comment on how the results from your 2007 Flex workshops independent project(s) have contributed to improved student learning in your classes”, the most frequently cited response theme was “Adjusted Course Content” (31%), followed by “Personal Professional Enhancement” (25%), and “Adjusted Teaching Methods” (22%).

Table 9. Please comment on how the results from your 2007 independent project(s) have contributed to improved student learning in your class(es).

Response Themes	N	%
Adjusted course content	26	31%
Personal/professional enhancement	21	25%
Adjusted teaching methods	18	22%
Improved student support	7	8%
Improved student achievement	5	6%
Little/no student impact	3	4%
Overall praise for Flex	2	2%
Department/school/campus communication	1	1%
Total	83	100%

Suggestions for Future Flex

In response to the question “Do you have any suggestions for future workshops and/or independent projects?” the most frequently cited response theme was “Workshops of interest” (49%), followed by “Suggestions for improvement” (22%), and “Overall praise for Flex” (12%).

Table 10. Do you have any suggestions for future workshops and/or independent projects?

Response Themes	N	%
Workshops of interest	34	49%
Suggestions for improvement	15	22%
Overall praise for Flex	8	12%
Negative criticism	4	6%
Personal/professional enrichment	3	4%
Scheduling	3	4%
Criteria for qualifying as Flex credit	2	3%
Total	69	100%

Summary

Adjunct faculty (19%) were more likely than contract faculty (4%) to report that they submitted only independent projects perhaps because the independent projects are more convenient and amenable to adjunct faculty schedules.

In response to the three items regarding workshops, approximately half of the respondents positively agreed that they had learned what they had hoped to learn from the workshops, they will be able to incorporate the information they learned from the workshops into their teaching, and they were satisfied overall with the workshops they attended. One-third or more strongly agreed, very few disagreed, and those who strongly disagreed were few and far between.

In response to the two items regarding independent projects, which state, “I learned what I had hoped to learn from the independent projects I submitted” and “I will be able to incorporate the information I learned from my independent projects into my teaching,” almost two-thirds of adjuncts agreed strongly with both statements and one-third or less agreed. Small proportions of adjunct faculty neither agreed nor disagreed with the first statement and second statement. All contract faculty were in agreement with both statements, with the vast majority in strong agreement, and none expressed neutrality or disagreement.

Responses to the open-ended items were organized according to response themes (see Tables 7 – 10). Comments will be examined individually as well as by theme and shall be taken under serious consideration as future Flex activities are designed.

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