2018 Leadership Development Survey

Summary Results Report

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Background

This summary report provides an overview of the results from SJVC's Leadership Development Survey. Employees were asked six items on their attitudes and opinions towards professional development at SJVC. A total of 660 invitations were generated by the LimeSurvey. A total of 143 responses were completed, representing a 21.6% response rate.

Item One

The first item of the survey asked employees about their interest in advancing their careers at SJVC. Results indicate that the vast majority of respondents (86.1%) are interested in advancing their careers are SJVC.

Item Two

Next, employees were asked about their willingness to relocate. Of all respondents, 41.9% indicated a willingness to relocate for the purposes of career advancement. (See Figure 1).

Figure 1. Interest In Career Advancement
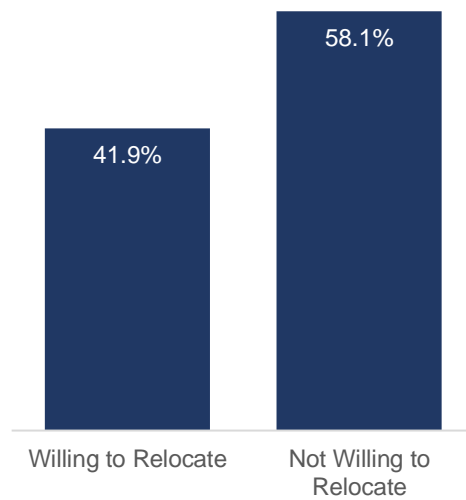
Item Three

Item three of the survey prompted employees to identify all reasons they are interested in growth and development. Options included "Improve current performance in my role", "Improve campus/program outcomes", "Advancement opportunity" and "Other". Results are displayed below in Figure 2.

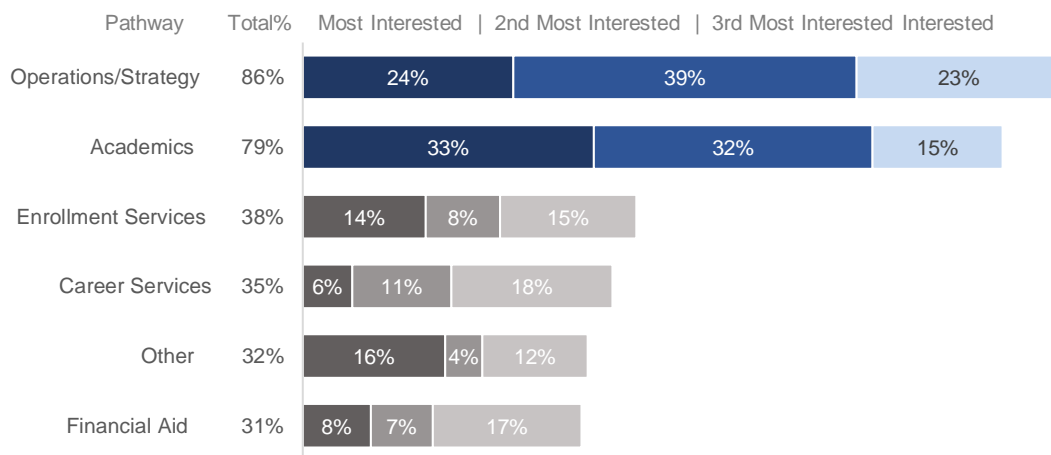Figure 2. Employees' Reasons for Growth and Development Interest
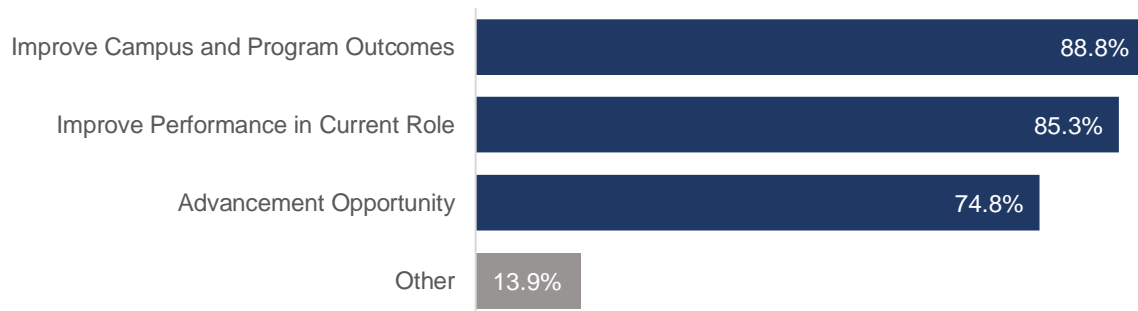
Item Four

Employees were given six items to rank order reflecting the pathways they were most interested in receiving professional development training. The six options were "Enrollment Services", "Academics "Career Services", "Financial Aid", "Operations/Strategy", and "Other". The top two pathways that employees were most interested in were "Operations/Strategy" and "Academics" (See Figure 3).

**Figure 3. Employees' Pathway Rankings**

Top Pathway Priorities for Professional Development Training

Pathway	Total%	Most Interested	2nd Most Interested	3rd Most Interested Interested
Operations/Strategy	86%	24%	39%	23%
Academics	79%	33%	32%	15%
Enrollment Services	38%	14%	8%	15%
Career Services	35%	6%	11%	18%
Other	32%	16%	4%	12%
Financial Aid	31%	8%	7%	17%

Item Five

The fifth item of the survey asked employees to identify their preferred learning environment for future professional development trainings. A face-to-face learning environment (43.4%) and a self-paced virtual learning environment (42.0%) were the most preferred methods (See Figure 4).

Figure 4. Preferred Learning Environment

Face-to-Face	43.4%
Virtual, Self-Paced	42.0%
Virtual, Faciliated	14.6%
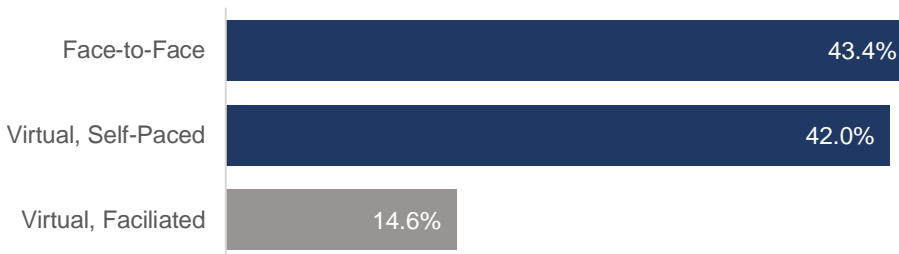
Item Six

Employees were given the opportunity to provide comments in an open-ended question about the types of training topics they were interested in receiving at SJVC. All comments were coded and grouped into categories (themes). One comment could be placed in more than one category depending on the content. The final code system can be seen below. The most commonly mentioned categories are described in detail.

- Accreditation and Compliance
- Administrative Support
- Admissions and Enrollment
- Application and Technical Training
- Financial Aid
- Human Resources
- Institutional Operations
- Leadership and Management
- Marketing
- Safety
- Student Services and Outcomes
- Teaching and Learning
- Workplace Well-Being

> "I am very much interested in getting training on how to better connect with and motivate our students."

> "I am interested in better understanding the processes of other departments that directly affect my ability to help other students, especially the Financial Aid and Career Services Departments."

Leadership and Management

Most respondents have the desire for leadership and management training. Many mention the key phrases "leadership strategies" and "leadership development"; however, some connect with more specific ideas.

Examples:
"Leadership: Difficult conversations; difficult situations; conflict resolution" [A1]

"Keeping employees informed of the overall projection of all campus and how well they are doing. Also training on how we can minimize mistakes as a department" [A2]

Student Services and Outcomes

Not surprisingly, student services and outcomes is reported as a core desire for professional development training. Statements in this category often referred to strategies for achieving higher student engagement and motivation: however, some employees are more detailed with their descriptions.

Examples:
"Any and all professional development training that allows me to incorporate different strategies that make our students more successful and marketable in the community" [B1]

"Working with students with disabilities and accommodations more effectively" [B2]

Institutional Operations
Many participants provide comments regarding institutional operations and processes. Often, terms such as "Strategic Planning" and "Campus Operations" are used in connection with employees' desire to fully understand decision-making processes at the corporate office as well as the overall business objectives of the institution.

Examples:
" I am also interested in the CAO level decision-making, for example, what factors and research they utilize to open new campus and use of market research when selecting possible programs" [C1]

"I would love more development on leadership, strategic planning, statistics, business management. I'd love to be more fluent in the language of business and academics so that I can effectively represent both sides of the house" [C2]

Teaching and Learning
Given the majority of respondents were instructors, it also comes as no surprise that comments related to pedagogy were mentioned quite often. Instructors identify the desire to learn new teaching techniques along with new ways of keeping their students engaged in the classroom. Other instructors show more of an interest in receiving training in curriculum design and lesson planning.

Examples:
"Responding to challenging students, responding to student crisis, curriculum design, lesson planning" [D1]

"I am always interested in learning new techniques that can be implemented in the classroom" [D2]

Workplace Well-Being
Though not mentioned as abundantly as the other categories, employees explicitly state the desire to receive training connected to workplace well-being. In some contexts, respondents are interested in learning of new ways to optimize their physical and mental health at work. Others want to improve the workplace morale for others.

Examples:
"Managing job-related stress to improve physical health, self-care habits at work, keys to a mindful work life" [E1]

"Stress, burnout, and renewal" [E2]

"Ways to work with other instructors to benefit all" [E3]

Application and Technical
Statements related to software or computer applications were coded into this category. Employees are interested in the idea of using technology in the classroom, but don't necessarily feel they are fully equipped to do so. Many specifically express the desire for specific professional development training in a variety of software applications, but some are more specific.

Examples:
"I would love training in all of the Microsoft [Office] programs (Word, Excel, PowerPoint, etc.)". [F1]

"eCourses/BrightSpace: More standardized training for all faculty"[F2]

"My long-term desires would be to move more into instructional design work using this software" [F3]

Remaining Categories
Accreditation and Compliance, Administrative Support, Admissions and Enrollment, Financial Aid, Marketing, and Safety were all categories mentioned minimally by respondents. This likely is a reflection of the fact that there were fewer respondents coming from the corresponding departments.