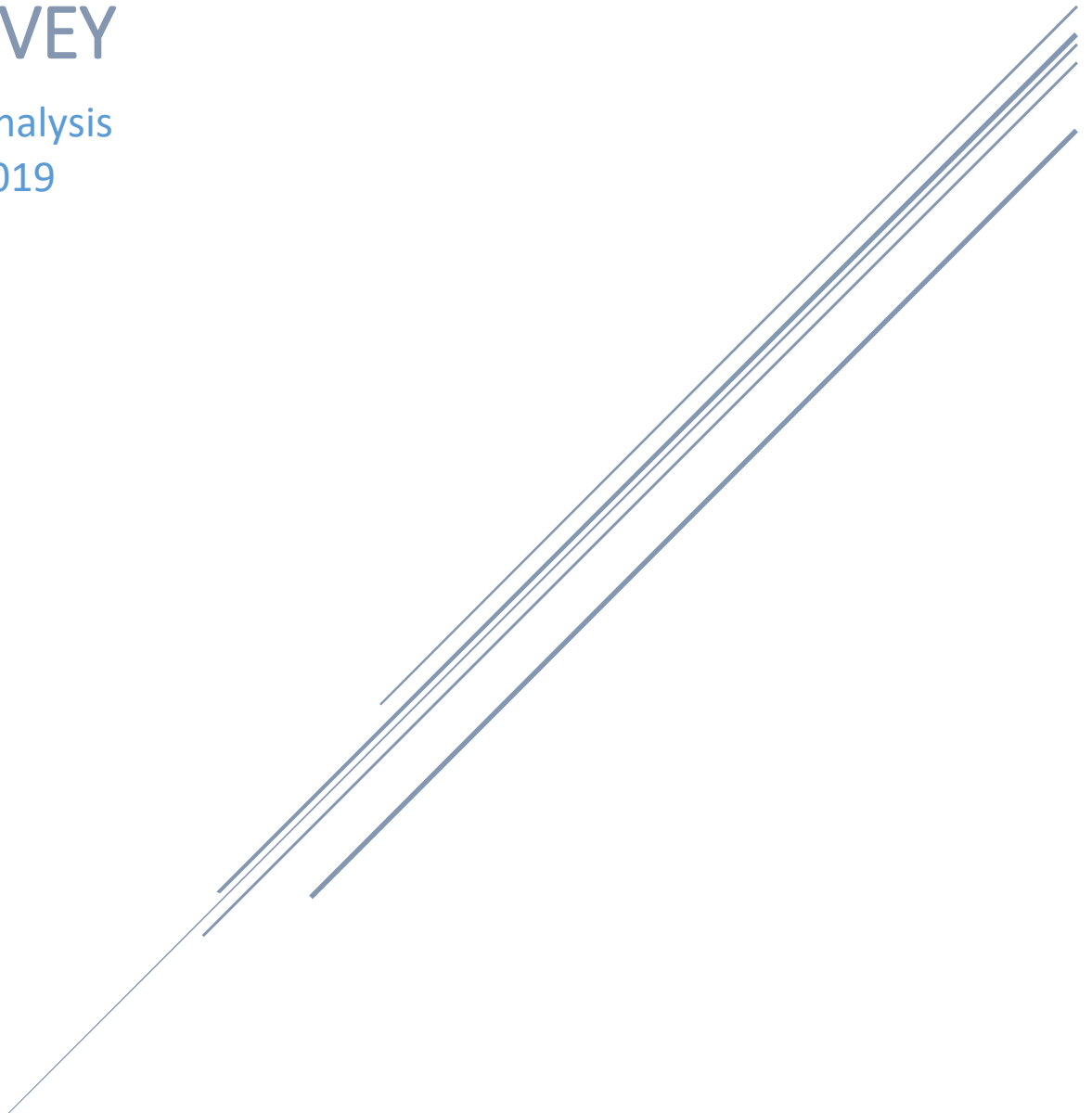# 2019 CITRUS COLLEGE INSTRUCTIONAL METHODOLOGIES SURVEY

Data Analysis
June 2019

The Instructional Methodology Team of Guided Pathways is a multi-disciplinary team working on providing opportunities for faculty to learn and implement instructional strategies that will enhance student learning, retention, and completion. The IM team recently conducted a survey of faculty looking for input on current instructional practices and aspects of teaching they would like to improve upon. Forty-seven faculty at Citrus College responded to the survey. The survey was conducted in the middle of June 2019. Results of the survey will inform upcoming professional development opportunities.

Q1. Which of the following best describes what you do in the classroom? (Activity-based learning includes interactive lecture/demos, "clicker" or phone survey instruments, think-pair-share activities, flipped classroom options, etc.)

	Count	Percent	Cumulative Percent
Primarily lecture, very little activity-based learning	7	15.2	15.2
Some active learning, but mostly lecture (e.g. interactive lecture/demos, a few "clicker" questions, exit ticket or muddiest point activity)	16	34.8	50.0
Moderate activity-based learning (e.g. many "clicker" questions during lecture, think-pair-share activities, in-class group activities) with some lecture	17	37.0	87..0
Primarily activity-based learning (e.g. partially or completely flipped classroom also known as inverted classroom) with very little lecture	6	13.0	100.0
Total Answered	46	100.0	
skipped	1		
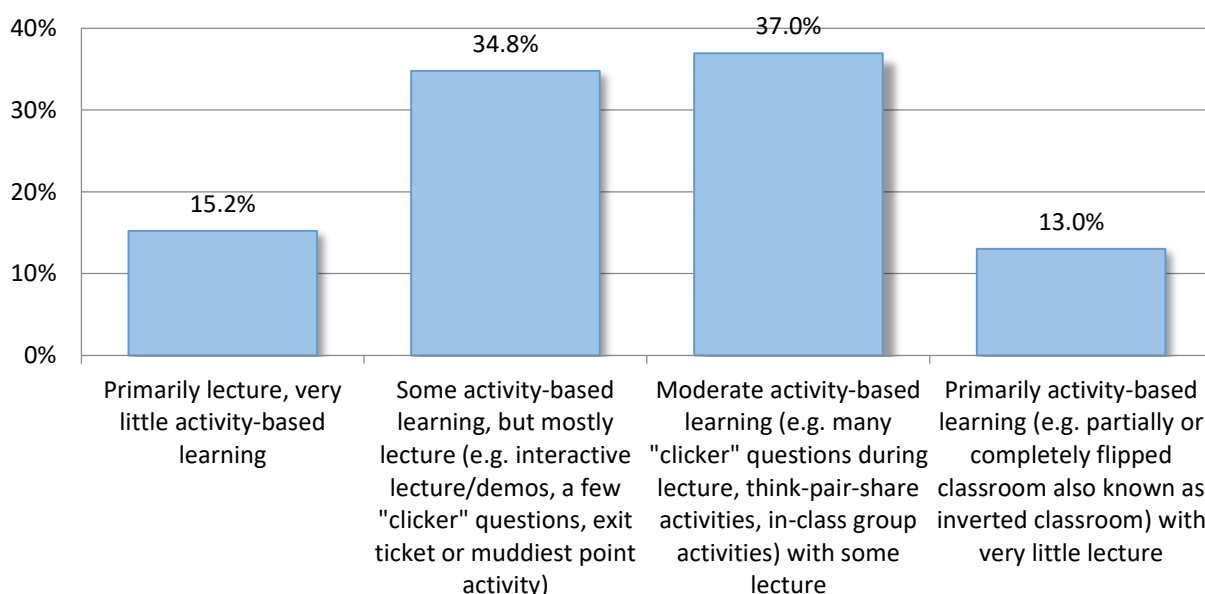
Q2. Do you talk to your students about: (select all that apply)?

Ranked by Count	Count	Percent
Study strategies (such as the Study Cycle, how to read the textbook, note-taking, etc.)	35	81.4
Growth mindset (teaching students that they can learn anything with dedication and hard work)	30	69.8
How people learn/metacognition	21	48.8
Some other effective evidence-based teaching practices (please describe)	7	16.3
Total Answered	43	
skipped	4	

Note: Survey question allowed optional multiple selection therefore percent is count out of total answered.
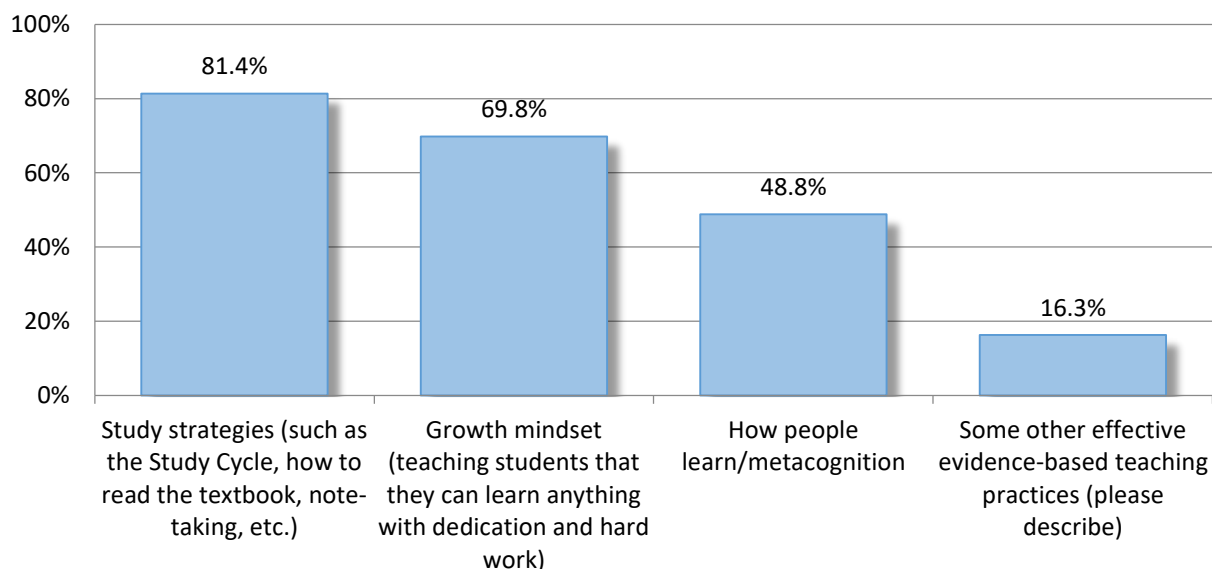

Some other effective evidence-based teaching practices

- Need for life-long learning, self-directed learning.

- How to critically evaluate information (the where, what, why, and how of information).

- Critical thinking And soft skills.

- I primarily talk to the students about research strategies (e.g., library resources, citations, etc.)

- Schema, metacognition, learning styles, active learning, grit

- How to evaluate information

- Low stakes assignments for practice

Q3. Do you explain to students how your assignments help them develop disciplinary or professional expertise?

	Count	Percent
Yes	42	89.4
No	5	10.6
Total Answered	47	100.0
skipped	0	

No, 10.6%

Yes, 89.4%
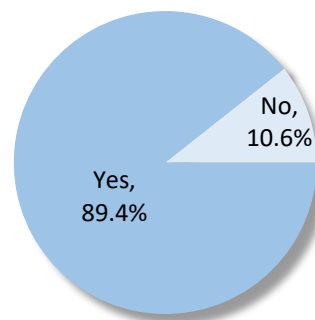
Q4. Which of the following workshops would you be interested in attending? (select all that apply)

Ranked by Count	Count	Percent
Teaching Students How to Learn (study skills, evidence-based teaching practices, growth mindset, etc.)	24	53.3
How To Develop Active Learning Activities For Your Classroom	23	51.1
Fostering a Growth Mindset in our Students (teaching students that they can learn anything with dedication and hard work)	20	44.4
Implement Universal Design for Learning (UDL): What is it and how to do it. (Developing flexible learning environments that accommodate individual learning differences)	20	44.4
How To Flip Your Class (Flipping your classroom is the process of replacing traditional lectures with active learning and delivering "lecture" content outside of the classroom)	19	42.2
How To Implement Contextualized Learning In The Classroom (Contextualized learning is relating the subject matter content to students' disciplines or lives or making subject matter content relevant and meaningful to students)	17	37.8
Diversity and Equity: Implications for The Classroom	17	37.8
Learn About Alternative Forms of Assessment (formative vs summative assessment; project based grading; alternative grading systems, etc.)	13	28.9
Backwards Course Design and Criterion-referenced Grading (Mastery Grading)	12	26.7
Some other workshop (please describe)	4	8.9
Total Answered	45	
skipped	2	

Note: Survey question allowed optional multiple selection therefore percent is count out of total answered.

Q4 continued Which of the following workshops would you be interested in attending? (select all that apply)
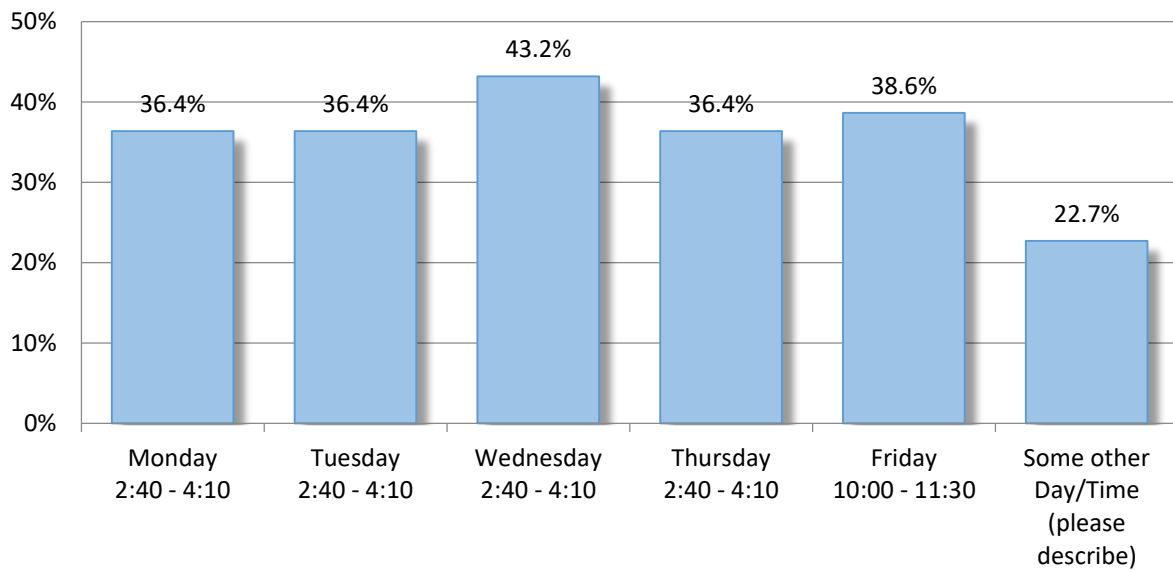
Some other workshop

- Tech workshops like how to make the most of Canvas, Softchalk, Voicethread, etc.

- How to deal with behavioral issues in the classroom

- Use of Plain Language (PL) in context.

- Research strategies, information/media literacy
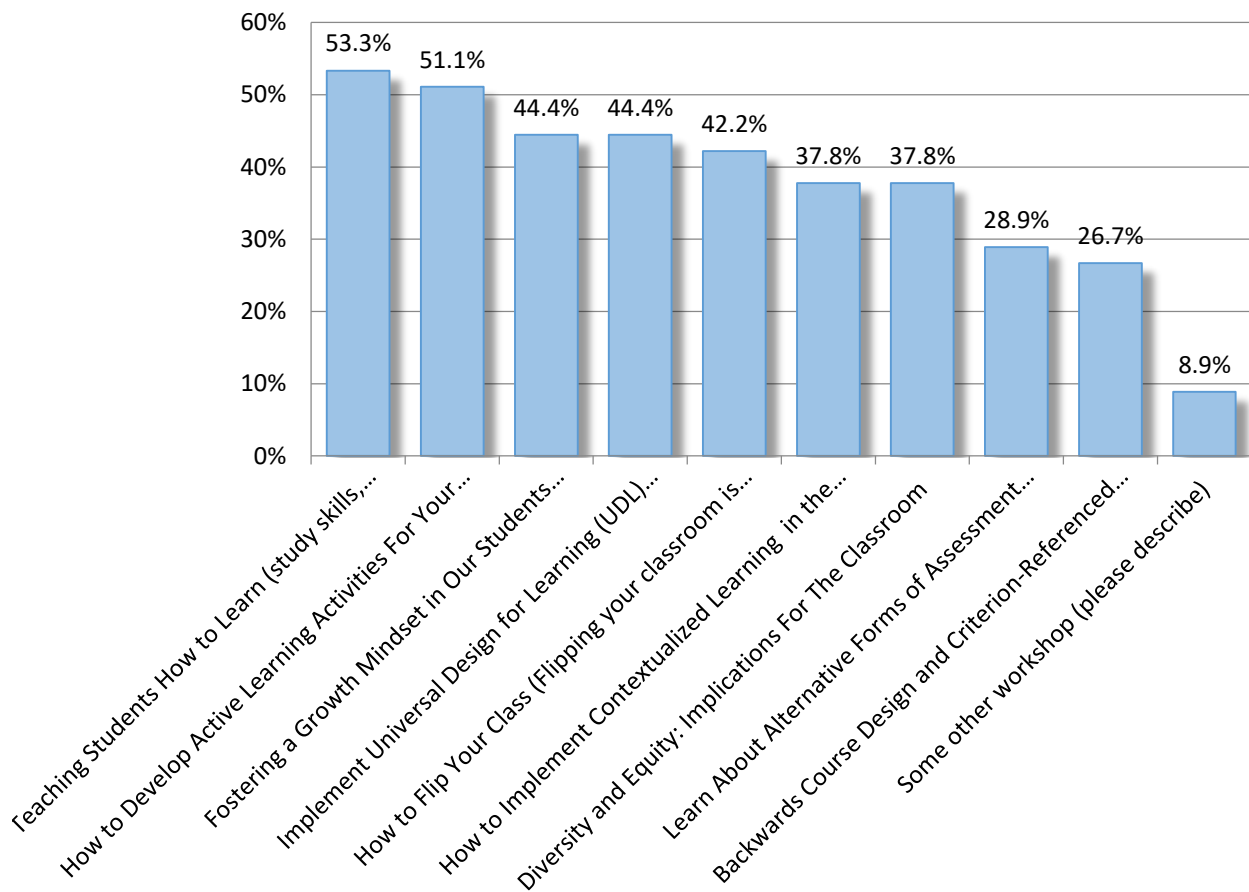
Q5. Which days would you prefer the workshops to occur? (select all that apply)

	Count	Percent
Monday 2:40 – 4:10	16	36.4
Tuesday 2:40 – 4:10	16	36.4
Wednesday 2:40 – 4:10	19	43.2
Thursday 2:40 – 4:10	16	36.4
Friday 10:00 – 11:30	17	38.6
Some other Day/Time (please describe)	10	22.7
Total Answered	44	
skipped	3	

Note: Survey question allowed optional multiple selection therefore percent is count out of total answered.

Some other Day/Time

- Schedules change each semester but I tend to have classes until 3 or 4. Maybe an evening workshop once in a while, like 5 - 6:30?

- M-R 1:00-2:40

- Friday afternoons.

- Evenings, 6:00 pm -

- Monday mornings would be great

- Tues & Thurs evenings, 6-7:30.

- Friday 11:00 or later

- Saturday- all day learning events

- M-R at 3 pm

- 410144

Survey

Citrus College

2019 Citrus College Instructional Methodologies Survey

The Instructional Methodology Team of Guided Pathways is a multi-disciplinary team working on providing opportunities for faculty to learn and implement instructional strategies that will enhance student learning, retention, and completion.

The IM team is looking for your input on your current instructional practices and aspects of your teaching that you would like to improve. Results of the survey will drive upcoming professional development opportunities   This short survey will take about 5 minutes.   We thank you in advance for your time and input.

1. Which of the following **best describes what you do** in the classroom? (Activity-based learning includes interactive lecture/demos, "clicker" or phone survey instruments, think-pair-share activities, flipped classroom options, etc.)

○ **Primarily lecture**, very little activity-based learning

○ **Some activity-based learning,** but mostly lecture (e.g. interactive lecture/demos, a few "clicker" questions, exit ticket or muddiest point activity)

○ **Moderate activity-based learning** (e.g. many "clicker" questions during lecture, think-pair-share activities, in-class group activities) with some lecture

○ **Primarily activity-based learning** (e.g. partially or completely flipped classroom also known as inverted classroom) with very little lecture

1

2. Do you **talk to your students about:** (select all that apply)

☐ **Study strategies** (such as the Study Cycle, how to read the textbook, note-taking, etc.)

☐ **How people learn/metacognition**

☐ **Growth mindset** (teaching students that they can learn anything with dedication and hard work)

☐ **Some other effective evidence-based teaching practices** (please describe)

3. Do you explain to students how your **assignments help them develop disciplinary or professional expertise?**

○ Yes ○ No

2

4. Which of the following **workshops would you be interested in** attending? (select all that apply)

☐ **How to Implement Contextualized Learning in the Classroom** (Contextualized learning is relating the subject matter content to students' disciplines or lives **or** making subject matter content relevant and meaningful to students.)

☐ **How to Develop Active Learning Activities For Your Classroom**

☐ **How to Flip Your Class** (Flipping your classroom is the process of replacing traditional lectures with active learning and delivering "lecture" content outside the classroom.)

☐ **Learn About Alternative Forms of Assessment** (formative vs. summative assessment, project-based grading, alternative grading systems, etc.)

☐ **Teaching Students How to Learn** (study skills, evidence-based teaching practices, growth mindset, etc.)

☐ **Diversity and Equity: Implications For The Classroom**

☐ **Fostering a Growth Mindset in Our Students** (teaching students that they can learn anything with dedication and hard work)

☐ **Implement Universal Design for Learning (UDL)** (what it is and how to do it, developing flexible learning environments that accommodate individual learning differences)

☐ **Backwards Course Design and Criterion-Referenced Grading** (Mastery Grading)

☐ **Some other workshop** (please describe)

3

5. Which days would you prefer the workshops to occur? (select all that apply)

☐ Monday 2:40 - 4:10

☐ Tuesday 2:40 - 4:10

☐ Wednesday 2:40 - 4:10

☐ Thursday 2:40 - 4:10

☐ Friday 10:00 - 11:30

☐ Some other Day/Time (please describe)

THANK YOU

Please click Done below to finish.

Done

4