# Fall 2016 Professional Development Needs Assessment Survey Results

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## Purpose of Brief

This brief analyzes the 42 responses received to the Fall 2016 Professional Development (PD) Needs Assessment Survey.

## Summary of Findings

- 100% of respondents currently learn and would like to continue learning about PD activities through email.
- 91% of respondents would prefer PD activities to be structured as workshops or seminars, and 48% of respondents would like retreats or field trips.
- 70% of respondents would prefer PD activities to be structured in 30 minute to 1 hour blocks.
- While time and day preferences varied widely, 36% of respondents preferred Fridays at College Hour for PD activities.
- In general, College Hour and early afternoons on weekdays tended to be the most preferred times and days for PD activities.
- Popular PD topics included Canvas and Blackboard, SLOs, HR and District processes and systems, and building communities of collaboration.

## Overview

The Professional Development (PD) program at Crafton Hills College (CHC) provides a series of workshops, trainings, and seminars for the benefit of employees to improve their skills, knowledge, and abilities to improve the individual and the institution. Periodic needs assessments help inform the long-term planning for PD. This brief analyzes the 42 responses received to the Fall 2016 PD needs assessment survey.

## Methodology

In collaboration with the Office of Institutional Effectiveness, Research, and Planning (OIERP), the Professional Development Coordinator designed an online survey that asked respondents what their primary role is at CHC, how they learn about PD activities, how they would prefer to learn about PD activities, their preferred PD format, their availability for PD activities, and ideas for PD topics. The survey consisted of a multiple choice question, multiple response questions, and an open-ended question. A link to the survey was sent to all CHC employees, and responses were received between December 1 and 13, 2016. The overall response rate was 10% with 42 respondents out of 415 employees in Fall 2016, so caution should be taken generalizing the results to the entire CHC employee population.

## Findings

Table 1 indicates the number of responses and the response rate per employee group by respondents' self-identified employee group at CHC. Part-time faculty represent 41% of the overall responses, and full-time faculty had the highest response rate at 16%.

**Table 1. Response rate by employee group.**

| Employee Group | # | % of Responses | N | % of N |
|---|---|---|---|---|
| Full-time Faculty | 12 | 28.6 | 74 | 16.2 |
| Part-time Faculty | 17 | 40.5 | 226 | 7.5 |
| Classified/Confidential | 10 | 23.8 | 93 | 10.8 |
| Manager/Administrator | 3 | 7.1 | 22 | 13.6 |
| **Total** | **42** | **100** | **415** | **10.1** |

Note: '**#**' refers to the number of responses, '**N**' refers to the number of employees, '**% of Responses**' refers to the number of responses divided by the number of total responses, and '**% of N**' refers to the number of responses divided by the number of employees in the employee group.

Table 2 indicates how respondents currently learn and would prefer to learn about PD activities. One hundred percent of respondents currently learn and would like to continue learning about PD activities through email.

**Table 2. Modalities by which respondents learn about professional development activities.**

| Modality | Current | | Preference | |
|---|---|---|---|---|
| | # | % | # | % |
| Email | 42 | 100.0 | 40 | 100.0 |
| Website | 2 | 4.8 | 6 | 15.0 |
| Flyer | 6 | 14.3 | 6 | 15.0 |
| Friend/Colleague | 5 | 11.9 | 4 | 10.0 |

Note: Respondents could select multiple modalities, so responses may be duplicated.

Table 3 indicates the learning formats respondents prefer for PD activities to be structured. Ninety-one percent of respondents would prefer PD activities to be structured as workshops or seminars, and 48% of respondents would like retreats or field trips.

**Table 3. Learning format types preferred by respondents.**

| Learning Format Type | # | % |
|---|---|---|
| Workshop/Seminar | 38 | 90.5 |
| Retreat/Field Trip | 20 | 47.6 |
| Lecture | 15 | 35.7 |
| Discussion Group | 15 | 35.7 |
| Webinar/Internet-Based | 14 | 33.3 |
| Independent Study/Self-Paced | 13 | 31.0 |
| Keynote address followed by related breakout sessions | 10 | 23.8 |
| Inquiry Group | 7 | 16.7 |

Note: Respondents could select multiple formats, so responses may be duplicated.

Table 4 indicates the schedule format types respondents prefer for PD activities to be structured. Seventy percent of respondents would prefer PD activities to be structured in 30 minute to 1 hour blocks. 48% of respondents would prefer PD activities to be structured in 1 to 2 hour blocks and 45% would prefer half-day blocks.

**Table 4. Scheduling format types preferred by respondents.**

| Scheduling Format Type | # | % |
|---|---|---|
| 30 minute - 1 Hour Workshops | 28 | 70.0 |
| 1-2 Hour Workshops | 19 | 47.5 |
| Half-Day Retreats/Seminars | 18 | 45.0 |
| Full-Day Retreats/Seminars | 12 | 30.0 |
| Multi-Week Courses | 7 | 17.5 |
| Multi-Day Retreats/Seminars | 4 | 10.0 |
| Semester-Length Courses | 4 | 10.0 |
| Independent Study/Self-Paced | 1 | 2.5 |

Note: Respondents could select multiple formats, so responses may be duplicated.

Table 5 indicates respondents' preferred times and days for PD activities. The table is color-coded progressively from green to red, where green indicates the highest preference and red indicates the lowest preference. While time and day preferences varied widely, 36% of respondents preferred Fridays at College Hour for PD activities. In general, College Hour and early afternoons on weekdays tended to be the most preferred times and days for PD activities.

**Table 5. Times and days preferred by respondents for PD activities.**

| Day | Early Morning (8am-10am) | | Late Morning (10am-12pm) | | College Hour/ Lunch Time | | Early Afternoon (1pm- 3pm) | | Late Afternoon (3pm-5pm) | | Evening (5pm-7pm) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % | # | % |
| Monday | 5 | 11.9 | 8 | 19.0 | 11 | 26.2 | 13 | 31.0 | 7 | 16.7 | 3 | 7.1 |
| Tuesday | 6 | 14.3 | 9 | 21.4 | 11 | 26.2 | 11 | 26.2 | 5 | 11.9 | 2 | 4.8 |
| Wednesday | 4 | 9.5 | 8 | 19.0 | 11 | 26.2 | 10 | 23.8 | 8 | 19.0 | 3 | 7.1 |
| Thursday | 5 | 11.9 | 10 | 23.8 | 12 | 28.6 | 13 | 31.0 | 7 | 16.7 | 3 | 7.1 |
| Friday | 10 | 23.8 | 11 | 26.2 | 15 | 35.7 | 10 | 23.8 | 7 | 16.7 | 4 | 9.5 |
| Saturday | 4 | 9.5 | 5 | 11.9 | 8 | 19.0 | 7 | 16.7 | 5 | 11.9 | 3 | 7.1 |
| Sunday | 3 | 7.1 | 3 | 7.1 | 4 | 9.5 | 3 | 7.1 | 3 | 7.1 | 2 | 4.8 |

Note: Respondents could select multiple days and times, so responses may be duplicated.

Table 6 outlines summarizes the ideas for PD topics provided by twenty-six respondents. Comments are separated by employee group type. Ten respondents mentioned trainings on learning technologies such as Canvas, Blackboard, social media, and other online tools to enhance student learning. Six respondents each mentioned student learning outcomes and human resources processes/topics. Five respondents each mentioned building communities of collaboration with their colleagues here and at other campuses, learning more about district and college processes, managing their classroom and dealing with difficult issues, and advancing their teaching skills and knowledge.

| **Full-Time Faculty** |
|---|
| Best practices and hands-on engagement ideas and activities. |
| Discipline-related activities. I see a lot of general information activities, but not much directly related to studies/practices in my field. |
| How to manage a classroom: avoiding disruption, cheating, etc. |
| I feel total confidence in [Name]' offers; she is excellent! I LOVE her choice of presenters…excellent…I've been teaching for 20 plus years and never encountered a more excellent Professional/Development program as that run by [Name]. Truly. Just let her do her thing; she's excellent and covers all areas…. EXCELLLENT workshops, speakers, etc. Let her do her thing. I have NO complaints. Never seen anything so inclusionary, excellent and inspiring as [Name]'s ideas.  [Name] |
| I would like to learn more about advanced teaching methods, keep up to date in my filed, and learning how to work with diverse populations. activities do not seem professional. |
| Leadership how to motivate others SLO Prezi software, Mastering PowerPoint for presentations, mastering Datatel how to train others effectively and maintain good office procedures Concurrent Enrollment and what it means to CHC how to move up in pay scale what to do how to handle a student in crisis improving department moral |
| **Part-Time Faculty** |
| Aligning curriculum with current research in the field. Creating a community among the many, many adjunct instructors. |
| Anything in the area of Business, Entrepreneurial development, New Technologies, New Software Development, Improving Student Learning. |
| BlackBoard training SLO's and how to write/evaluate whether they have been met Improving student success/retention rates |
| Continuity between classes so that we don't repeat ourselves. Working with students who are not yet prepared for college coursework. |
| Conversations with colleagues here and from other colleges about innovations in educations--more specifically, regarding the justifications for given innovations and any evidence that they will afford significant improvement in education.  Also, discussions on what metrics are used to define improvement in education. |
| I am already pursuing PD in the areas that I see a personal need: online education, Canvas, and Starfish.  I would like to suggest a topic for other instructors, specifically online instructors: prompt writing. I recently had a student crying during office hours because she was so confused by the writing assignments in one of her other online classes. I had her show me the assignment, and it was awful. It was five pages of do not, do not, do not…with next to no information of the actual tasks required in the essay. I felt so bad for her that I spent an hour reading through the directions to help her devise a plan for her research and essay outline. I was discouraged for her.   I think faculty would benefit from a workshop for prompt writing basics: topic/focus, tasks, and submission details. |
| I would love to have at least one department meeting per semester on pedagogy with other staff. I would love instruction on technology including the new CANVAS migration. I would love a workshop on SLOs. |
| More support for online teaching. I particularly appreciated the @one DE Accessibility course I took this semester and would really enjoy more offerings of that variety. |
| Open to anything that will be helpful |

(Table 6 continues!)

(Table 6 continued!)

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|---|
| Talking to peers in equivalent departments at Valley to work together and help students. More (and better) opportunities for training with the website. Information for new faculty/staff who don't know/understand college processes well. More information for adjuncts that will keep them in line with the vision of the college & its principles- dealing with difficult students (policies & practices), how to utilize technology in the classroom, etc. Also the adjunct orientation would be more useful if elements of the adjunct handbook was covered because I'm pretty sure they don't read it. For example, you can get in trouble if you're not keeping your class for the whole meeting time, or how to get the professional development hours, or the location of adjunct "offices" that aren't remotely close to the department location. |
| Teaching practices, student engagement, teaching online classes, dealing with difficult students, integrating social media into the classroom |
| Using the latest technologies to connect with students such as the Apps lecture 2 semesters ago or more web based workshops to learn the new Canvas platforms. Lectures on how to deal with difficult students, faculty or situations. |
| Using the new canvas technology |
| **Classified/Confidential** |
| Customer service practices Building relationships in the workplace Dealing with stress Working with difficult people Violence in the workplace preparation |
| Definitely more training on the PR/PO process, accessing budget information, processing/approving travel claims, etc.  Also, I've been to 2 website trainings, and I still feel lost.  If I am not alone, I would love to attend more trainings on how to update information on our webpage - otherwise, I will contact [Name] for some one-on-one training, but if this can be done in a group, that would be more efficient.  How about HR-related topics like how the benefits/retirement plans work or an update on any changes?  We also spoke about a general retirement presentation and bringing in the Foundation to help staff learn what they can do to help and how donating benefits them - let's talk to [Name] about that one.  Since I can't pause the survey and return, maybe include this question on the e-mail so I can get my ideas together first? :)  If I think of more, I'll let you know.  Keep up the energy and good work! |
| Furthering education levels of working adults. |
| Honestly, I don't know why I even bothered to fill this out. Classified Professionals have about a .002% chance of ever moving up in this school, so there's no point to professional development. |
| I think it would be helpful to have presentations or instructions once a month on the different financial applications like Financial 2000, Financial 2000 on the web and Questica and all things related to it, such as PR's, budget transfers, and looking up information.  It would be great if assistants were cross-trained.  Many times, an assistant will transfer to another department and realize they have to learn a whole new set of skills.  It would also be interesting if there were lectures on what each department does and what they are responsible for, just as an overview of what we all really do. |
| Inter-campus collaboration with peers working in similar technical / healthcare areas; more opportunities to learn technical components (such as Blackboard, canvas...), about computer skills, such as Excel., Adobe & Google Docs, and anyway to enhance the classroom experiences for the students / staff. I'm also very interested in the topics associated with college processes, such as Program, Planning, and Review, Grant Applications, Student Learning Objectives, and collaborating more with Student, and Community groups. |
| Microaggressions, student equity, student support redefined, purchasing and contract processes, student equity and success fund requests processes, Questica and budget processes, SLO development and assessment, instructional design, authentic assessment, multiple measures placement, beginning to advanced Canvas trainings, ins and outs of district health and welfare benefits, accessible PDFs, Google Drive, avoiding negativity, "first day of class" activities, active learning. |