



The Professional Development (PD) committee 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. Periodic needs assessments help inform the long-term planning for PD. This brief analyzes the 110 responses received to the Fall 2020 PD needs assessment survey.

Table 1 demonstrates the number of responses and the response rate per employee group by respondents' self-identified primary function at CHC. Faculty represent 57% of the overall responses. Classified and confidential staff made up 35% of the responses.

Table 1. Self-Reported Employee Function

What is your primary function at CHC?	#	%
Faculty	62	57.4
Classified/Confidential Staff	38	35.2
Administrator/Manager	8	7.4
Total	108	100.0

Table 2 illustrates respondents' employment status. Sixty-eight percent of respondents indicated they work full-time at CHC.

Table 2. Self-Reported Employment Status

Which of the following best describes your employment at CHC?	#	%
Full-time	68	68.0
Part-time	32	32.0
Total	100	100.0

Table 3 illustrates how respondents currently learn about PD activities. Email was the most selected option with a majority (75%) of responses provided illustrating that respondents currently learn about PD activities through email.

Table 3. Communication of Activities

How do you currently learn about professional development (PD) activities? (select all that apply)	#	%
Email	106	74.6
Friend/Colleague	17	12.0
Website	8	5.6
Flyer	6	4.2
Other (specify below)	5	3.5
Total	142	100.0

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

Table 3a. Communication Activities – Other Specified

Other (specify below) (n=4)
Classified Senate
Served on the committee.
Memberships to faculty learning communities, listserv memberships, etc
Committee announcements

Table 4 illustrates how respondents would prefer to learn about PD activities. Email was the most selected option with 51% of responses provided demonstrating that respondents would prefer to learn about PD activities through email, followed by meeting/appointment request on Outlook (23%).

Table 4. Preferred Communication

How would you prefer to learn about PD activities? (select all that apply)	#	%
Email	98	51.3
Meeting/Appointment Request on Outlook	43	22.5
Website	22	11.5
Flyer	15	7.9
Friend/Colleague	12	6.3
Other (specify below)	1	0.5
Total	191	100.0

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

Table 4a. Preferred Communication – Other specified

Other (specify below) (n=1)
Committee announcements

Table 5 demonstrates the online formats respondents prefer for PD activities. Workshops/seminars offered by CHC was the most selected option with 33% of responses provided, followed by meeting/appointment request on Outlook (23%) illustrating that respondents prefer the online formats for PD activities to be workshop/seminars offered by CHC and independent study/self-paced.

Table 5. Preferred Format

Indicate which online formats you prefer for PD activities (select all that apply):	#	%
Workshop/Seminar through CHC	83	33.2
Independent Study/Self-Paced	59	23.6
Workshop/Seminar through 3rd Party (i.e., Go2Knowledge)	49	19.6
Keynote address followed by related breakout sessions	31	12.4
Inquiry/Discussion Group	25	10.0
Other (specify below)	3	1.2
Total	250	100.0

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

Table 5a. Preferred Format – Other Specified

Other (specify below) (n=3)
Conferences and interaction
Department of discipline-based inquiry; support for disciplinary conferences and gatherings
Professional association conferences

Table 6 demonstrates the platforms respondents reported having used to access free professional development workshops. Go2Knowledge (30%) and 3CSN (California Community Colleges' Success Network) (30%) were equally selected options of the responses provided, demonstrating that respondents accessed these platforms at identical rates. Fifteen percent of responses provided indicated 11 respondents did not know they have access.

Table 6. Accessed Workshop Platform

Which of the following platforms have you accessed free PD workshops through? (select all that apply)	#	%
Go2Knowledge	22	30.1
3CSN (California Community Colleges' Success Network)	22	30.1
California Community College's Vision Resource Center	16	21.9
Did not know I have access	11	15.1
Other (specify below)	2	2.7
Total	73	100.0

Note: respondents could select multiple platforms, responses may be duplicated.

Table 6a. Accessed Workshop Platform – Other Specified

Other (specify below) (n=2)
CHC PD Workshops and YouTube videos
CHC Presentations

Table 7 indicates the scheduling options respondents prefer for PD activities to be structured. Forty-five minutes to one-hour blocks was the most selected option with 62% of responses provided demonstrating that the 45 minutes to one-hour workshop scheduling option works best for respondents.

Table 7. Preferred Duration of Workshop

Indicate which scheduling options work best for you (select all that apply):	#	%
45 minutes - 1 Hour Workshops	96	61.5
2 Hour Workshops	27	17.3
Half-Day Retreats/Seminars (3- 4 Hours)	21	13.5
Full-Day Retreats/Seminars (6- 8 Hours)	11	7.1
Other (specify below)	1	0.6
Total	156	100.0

Note: respondents could select multiple scheduling options, responses may be duplicated.

Table 7a. Preferred Duration of Workshop – Other Specified

Other (specify below) (n=1)
30 minutes to 45min

Table 8 indicates respondents' preferred times and days for PD activities. Friday was the most preferred day for PD activities with 192 responses (22% of total responses provided). Moreover, Friday early afternoon from 1pm-3pm was the most preferred time of day for PD activities with 33% of total responses provided (n = 62).

Table 8. Preferred Workshop Days and Time

Thinking of your typical schedule during the Fall and Spring semesters, which days and times are best for you to participate in PD activities? (select all that apply)													
	8am-10am		10am-12pm		12pm-1pm		3pm-5pm		5pm-7pm		1pm-3pm		Total
	#	%	#	%	#	%	#	%	#	%	#	%	
Monday	15	9.6	30	19.1	32	20.4	32	20.4	11	7.0	37	23.6	157
Tuesday	18	12.1	33	22.1	30	20.1	27	18.1	9	6.0	32	21.5	149
Wednesday	17	11.6	28	19.2	31	21.2	27	18.5	10	6.8	33	22.6	146
Thursday	18	11.4	30	19.0	32	20.3	27	17.1	9	5.7	42	26.6	158
Friday	23	12.0	30	15.6	36	18.8	31	16.1	10	5.2	62	32.3	192
Saturday	8	13.3	11	18.3	12	20.0	9	15.0	7	11.7	13	21.7	60

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

Table 9 demonstrates the workplace effectiveness topics of interest to respondents. Eleven percent of responses provided demonstrated interest in the topic related to campus processes, “Crafton 101: Processes (How do I...?)”. Ten percent of responses provided illustrated interest in the topic related to campus services/areas, “Crafton 101: People and Offices (Who can help me with...?)”, followed by 9% of responses which illustrated interest regarding “Canvas”. It should be noted that the two workplace effectiveness topics related to “Crafton 101” accounted for more than one-fifth (21.4%) of all responses, prioritization related to these topics is recommended.

Table 9. Workplace Effectiveness

Which of the following workplace effectiveness topics interest you? (select all that apply)	#	%
Crafton 101: Processes (How do I...?)	69	11.8
Crafton 101: People and Offices (Who can help me with...?)	56	9.6
Canvas	54	9.3
Excel	48	8.2
Zoom	47	8.1
De-escalation with challenging individuals	47	8.1
OneDrive	45	7.7
Assessing SLO's	43	7.4
Aggression in the Workplace	36	6.2
What is PPR?	32	5.5
Cranium Café	32	5.5
Achievement Data	31	5.3
Colleague	30	5.1
Other (specify below)	13	2.2
Total	583	100.0

Note: respondents could select multiple topics, responses may be duplicated.

Table 9a. Workplace Effectiveness – Other Specified

Other (specify below) (n=13)
Academic dishonesty
Alma/Primo
De-escalation with special needs students in the classroom.
Equity in the workplace
FERPA and how to deal with parents
Mentoring Program
New adjunct basics like starfish, submitting grades, incomplete forms, other information regarding different programs- like promise, other student services, etc.
New to management
Pedagogy, Best Practices, GoReact, Activities to do with Students, Starfish, Online teaching
Power Point, Microsoft Office, Outlook Email Management
Teaching skills--in the classroom
The topics listed are great for faculty, but it is typical these are not aimed at classified professionals. A large percentage of classified have a 4 year degree. If and when workshops are offered for classified they are not tailored to the needs of our classified and end up with poor participation. Thank you for your consideration.
Workplace Yoga or Meditation

Table 10 illustrates the remote, online, and accessible teaching and learning topics of interest to respondents. Sixteen percent of responses provided indicated interest in the topic related to “Engaging students in online environment”. Fifteen percent of responses provided demonstrated interest in the topic related to “Creating boundaries/ Work-life balance”, followed closely by 14% of responses provided that indicated interest in the topic related to “Managing Zoom fatigue”.

Table 10. Remote Activities - Remote, online, and accessible teaching and learning

Which of the following remote, online, and accessible teaching and learning topics interest you? (select all that apply)	#	%
Engaging students in online environment	63	16.2
Creating boundaries/ Work-life balance	58	14.9
Managing Zoom fatigue	56	14.4
Canvas Training	49	12.6
Minimizing Distractions and Staying Focused	42	10.8
Distance Education Certification	38	9.7
Engaging staff in online environment	37	9.5
Online Environment Accessibility	37	9.5
Other (specify below)	10	2.6
Total	390	100.0

Note: respondents could select multiple topics, responses may be duplicated.

Table 10a further illustrates the interest in the overall topic of Zoom. Specific suggestions include active student participation during Zoom classes, tips on exercising and stretching during Zoom meetings, and managing Zoom fatigue by limiting the amount of Zoom meetings for everyone on campus.

Table 10a. Remote Activities - Other Specified

Other (specify below) (n=10)
Advanced Canvas training, updates in Canvas such as New Quizzes and new Rich Content Editor
Communication, Leadership, Engaging your Team in Online Environments, Collaboration, Teamwork
Coping with existential threats
Facilitating effective online discussions with students
Getting students to actively participate in Zoom classes
Healthy tips for zooming (exercises, stretches,?)
Managing emails and how to keep track of signature requests.
Organizing Canvas Shells

Using phone productive phone meetings to encourage movement and reduce computer time.
Zoom Fatigue can best be managed by limiting zoom meetings from every office on campus would be best.

Table 11 illustrates the diversity, equity, and inclusion topics of interest to respondents. Twenty-four percent of responses provided demonstrated interest in the topic related to “Supporting all students through student services”. Twenty-one percent of responses provided illustrated interest in the topic related to “Supporting all students through instruction” and “Implicit bias training”.

Table 11. Diversity Activities - Diversity, equity, and inclusion

Which of the following diversity, equity, and inclusion topics interest you? (select all that apply)	#	%
Supporting all students through student services	58	23.6
Supporting all students through instruction	52	21.1
Implicit bias training	51	20.7
How to create a sense of belonging	42	17.1
Microaggressions	41	16.7
Other (specify below)	2	0.8
Total	246	100.0

Note: respondents could select multiple topics, responses may be duplicated.

Table 11a. Diversity Activities - Other Specified

Other (specify below) (n=2)
Culture Competency
It would be nice to see some samples of icebreakers and activities that could be done online through Canvas, Zoom or another integrative tool

Table 12 illustrates the building community topics of interest to respondents. Twenty-four percent of responses provided demonstrated interest in “Virtual games”. Seventeen percent of responses provided indicated interest in the topic related to “Ice breakers: Using Technology for Classrooms & Workshops”. This specific topic of interest can be implemented as two workshops offered under the theme of “How to create a sense of belonging” which was among the topics of interest in table 11 above.

Table 12. Building Community

Which of the following building community topics interest you? (select all that apply)	#	%
Virtual games	56	23.8
Ice breakers: Using Technology for Classrooms & Workshops	40	17.0
Book Club	36	15.3
Virtual happy hour	35	14.9
Virtual Art Lessons	34	14.5
Practice Spanish	28	11.9
Other (specify below)	6	2.6
Total	235	100.0

Note: respondents could select multiple topics, responses may be duplicated.

Table 12a offers additional suggestions on how to build community virtually such as virtual baking, cooking, and hikes/walks.

Table 12a. Building Community – Other Specified

Other (specify below) (n=6)
Baking, Cooking, Praying/Worship
Other fitness like yoga or relaxing techniques
There really is not enough time in a day/week for teachers to participate in this or to offer more workshops.
Virtual Break baking--I could facilitate this (name)

Virtual Games
Virtual hikes/walks

Table 13 illustrates the stress management and employee wellness topics of interest to respondents. Seventeen percent of responses provided illustrated interest in the topic related to “Guided meditation”. Fifteen percent of responses provided demonstrated interest in the topic pertaining to “Cyber Security”, followed closely by 14% of responses that indicated interest in the topic related to “Collaborative fitness activities.”

Table 13. Stress Management and Employee Wellness

Which of the following stress management and employee wellness topics interest you? (select all that apply)	#	%
Guided meditation	51	17.1
Cyber Security	45	15.1
Collaborative fitness activities	43	14.4
Breathing exercises	39	13.1
Ergonomic safety	38	12.8
Preventing & managing health issues	36	12.1
Competitive fitness activities	25	8.4
Fire safety	17	5.7
Other (specify below)	4	1.3
Total	298	100.0

Note: respondents could select multiple topics, responses may be duplicated.

Table 13a provides additional suggestions for topics related to stress management and employee wellness including coping with burnout, tips for healthy a healthy diet (e.g., sharing recipes), and helping employees with children at home.

Table 13a. Stress Management and Employee Wellness – Other Specified

Other (specify below) (n=4)
Coping with burnout and despair
Healthy eating tips and recipes
Healthy potlucks/recipe swaps, help with parents who have kids at home during the pandemic and are trying to also be good employees
Worship/Praying, Bible study

Table 14 includes 18 open-ended responses on how the PD committee can better meet employees’ needs. Identified themes included ensuring inclusivity of classified staff needs in activities provided, faculty focused suggestions for PD activities and for the compensation of PD activities, and general suggestions.

To illustrate the need for ensuring inclusivity of classified staff needs in activities provided one respondent stated, “Address the needs of the classified staff with more offerings specific for us,” and another stated, “Please offer more in depth training options for Classified. Current options are faculty centered.” A specific suggestion for preferred scheduling of PD activities was also provided by a respondent, “Schedule meetings on Friday afternoon especially when we go back to working in person so that student services staff can attend.” This suggestion aligns with the finding in table 8 that indicated Friday early afternoon as the most preferred day and time for PD activities.

Suggestions for faculty focused PD activities include, “How to use other functions of Canvas: Studio, Commons etc.”, and prioritizing the focus of PD activities on learning different ways to interact with students in an online environment. These suggestions further support the finding in table 9 that illustrated Canvas was a topic of interest for workplace effectiveness and the finding in table 10 that highlighted an interest in the topic related to engaging students in an online environment. There were also suggestions related to the compensation of PD activities for part-time faculty. As an illustration one respondent stated, “Please make it more streamlined and efficient for Part-Time Faculty to be compensated for PD and Flex activities. It is a BURDEN and not efficient that Faculty have to additionally fill out a time card form detailing the time, day, date, meeting of the FLEX and email to the different offices. Please consider making a form fill online that can go direct for approval to the Dean/Payroll/HR with a confirmation email that it has been received.”

Lastly, general suggestions provided called for more involvement from administrators “in encouraging their faculty and staff to attend PD activities”, providing more fun workshops, and continuing to send weekly emails for PD opportunities. Specific suggestions on how to support new employees on campus included, “a list of who to go to for what information you need, and to be directed to and told about all the programs such as Clubs for students, activities for faculty, and the meaning of all acronyms.” These specific suggestions on supporting new employees further support the finding in table 9 that highlighted interest related to the “Crafton 101” workshop topics and the recommendation for the prioritization of these workshops.

Table 14. Open-Ended Responses on How the PD Committee Can Better Meet Employees’ Needs

What can the professional development committee do to better meet your needs? (n=18)
Address the needs of the classified staff with more offerings specific for us.
Better knowledge of working within Canvas. How to use CConference for Zoom classes. How to use other functions of Canvas: Studio, Commons etc. More just for Math Dept. - Better use of MyMathLab. Going Remote, we are using more of it's features, that we may have not been trained in or have forgotten. The best way for students to use Canvas and MyMathLab.together.
Continue ongoing communication and inclusive PD. Thank you for the details of this survey. It was well rounded.
I like anything that will help me help students as an instructor.
I think it is already mentioned, but I would place it on the first place: Learn different ways of the Interaction between students in the process of online learning.
I would like to recommend that the PD Committee adopt, possibly in collaboration with the academic senate, a theory or lens of learning through which the campus can understand and discuss learning. If we are to be a community of learners, and a learner-centered college at that, then we need a common understanding of what learning is, complete with a common understanding. I would like to suggest that we adopt a learning theory, teach this theory to the campus (what it is, how it works, how to apply) and then use this learning theory to discuss all learning on the campus. Workshops produced by the PD Committee can use this theoretical framework, and by adopting a learning statement for the college, we can help all our campus community members--faculty, staff, students, administrators--understand what learning is, help them understand their own learning processes better, and help us create better learning environments through drawing increased awareness to how effective learning environments are constructed. I would be happy to help with this, if the committee thinks this is something it wants to pursue at this time. I'd also like to have some training on Teams and OneDrive--how they work and how small teams on the campus could use them to increase efficiency.
I would say have administrators more involved in encouraging their faculty and staff to attend PD activities there seems to be a disconnect in that
I'd love more support in staying current in our specific disciplines. For example, I could use more funding to attend professional conferences. I'd appreciate more opportunities or avenues to share our discipline-specific research/projects to campus. Staying current in the things we teach can ensure that we offer our students materials that are relevant and current.
If I don't have a meeting in my outlook calendar I typically overlook it. So, please send out more calendar events & allow for more paid PD for part time faculty. I think it is fun, but I have maxed out my hours.
Keep sending those weekly tidbits via email [name]. I don't always read/open/watch, but I've often been stuck with something later and remembered that you sent something, and went back to look at it. Super helpful!
Make more surveys like this! Also have more fun workshops. I loved making soaps and tie-dying shirts two years ago! Thanks!
Offer ongoing Microsoft Office training for staff.
Offer workshops right now while there are few students on campus! Especially independent learning opportunities to advance professionally so we can work on ourselves during the pandemic. As a classified, I rarely have time to attend any on campus events and learning opportunities so I don't know many employees or students outside of the regulars in the library.
One of the things that would be very helpful, would be to receive a list of who to go to for what information you need, and to be directed to and told about all the programs such as Clubs for students, activities for faculty, and the meaning of all acronyms. I find that when you are new to the campus, there is no real assistance or direction provided. For example, when I go to my Dean and my Chair I always feel like I am bothering them, because I know they are so busy. It would be great to have a faculty member to shadow in the first year to learn about things or get more direction. I appreciate all the professional development offered and it is very helpful and informative. I have really grown and learned a lot in this first year, but it has been a bit of struggle.
Please make it more streamlined and efficient for Part-Time Faculty to be compensated for PD and Flex activities. It is a BURDEN and not efficient that Faculty have to additionally fill out a time card form detailing the time, day, date, meeting of

the FLEX and email to the different offices. Please consider making a form fill online that can go direct for approval to the Dean/Payroll/HR with a confirmation email that it has been received.

Please offer more in depth training options for Classified. Current options are faculty centered.

Schedule meetings on Friday afternoon especially when we go back to working in person so that student services staff can attend.

Wait till COVID 19 is over.