Spring 2024 Professional Development Needs Assessment Survey Results **RRN 3089**
Prepared by Jessica Beverson **May 2024**

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 90 responses received to the Fall 2024 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 52.2% of the overall responses. Classified/Confidential staff made up 37.8% of the responses.

Table 1. Self-Reported Employee Function

What is your primary function at CHC?	#	%
Faculty	47	52.2
Classified/Confidential Staff	34	37.8
Administrator/Manager	9	10.0
Total	90	100.0

Table 2 illustrates respondents' employment status. The majority of respondents (77.8%) indicated they work full-time at CHC.

Table 2. Self-Reported Employment Status

What is your primary function at CHC?	#	%
Full-time	63	77.8
Part-time	18	22.2
Total	81	100.0

Table 3 illustrates how respondents currently learn about PD activities. Email was the most selected option with a majority of responses (74.8%) 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	89	74.8
Friend/Colleague	18	15.1
Website	5	4.2
Flyer	6	5.0
Other (specify below)	1	0.8
Total	119	100.0

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

Table 3a. Communication Activities – Other Specified

Other (specify below) (n=1)
It usually happens after the PD event occurs unfortunately, which is very discouraging when I'm trying to be current with PD

Table 4 illustrates how respondents would prefer to learn about PD activities. Email was the most selected option with 47.9% of responses provided demonstrated that respondents would prefer to learn about PD activities through email, followed by meeting/appointment request on Outlook (16.4%).

Table 4. Preferred Communication

How would you prefer to learn about PD activities? (select all that apply)	#	%
Email	82	47.9
Meeting/Appointment Request on Outlook	28	16.4
Website	18	10.5
Flyer	16	9.4
Friend/Colleague	23	13.5
Other (specify below)	4	2.3
Total	171	100.0

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

Table 4a. Preferred Communication – Other Specified

Other (specify below) (n=4)
Flyers in email
Maybe a centralized spot where we can just scroll through. I think I've seen a calendar but don't feel like it's sent out early enough to plan ahead to attend.
Personal recommendation, targeted at my interests
Text

Table 5 demonstrates the online formats respondents prefer for PD activities. Workshops/seminars offered by CHC was the most selected option with 37% of responses provided, followed by workshops/seminars offered through 3rd party resources at (19%) illustrating that respondents prefer the online formats for PD activities to be workshop/seminars offered by CHC and 3rd party resources.

Table 5. Preferred Format

Indicate which online formats you prefer for PD activities (select all that apply)	#	%
Workshop/Seminar through CHC	80	37.0
Workshop/Seminar through 3rd Party (i.e. CCC Vision Resource Center)	41	19.0
Keynote address followed by related breakout sessions	28	13.0
Inquiry/Discussion Group	28	13.0
Independent Study/Self-Paced	38	17.6
Other (specify below)	1	0.5
Total	216	100.0

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

Table 5a. Preferred Format – Other Specified

Other (specify below) (n=1)
All of the above are good I feel that is really depends on the subject for mode of delivery

Table 6 demonstrates the platforms respondents reported having used to access free professional development workshops. California Community College's Vision Resource Center (35.9%) was the most selected option of the responses provided. A portion of respondents (10.3%) indicated that they did not know they had access to these free workshops.

Table 6. Accessed Workshop Platform

Which of the following platforms have you accessed free PD workshops through? (select all that apply)	#	%
Independent Vendors	11	14.1
California Community College's Vision Resource Center	28	35.9
3CSN (California Community Colleges' Success Network)	14	17.9
SBCCD Faculty Resources	15	19.2
Did not know I have access	8	10.3
Other (specify below)	2	2.6
Total	78	100.0

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

Table 6a. Accessed Workshop Platform – Other Specified

Other (specify below) (n=2)
American Chemical Society; Pearson publising
None

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 57.7% of responses followed by 2-hour workshops (19.7%). This demonstrates that the 45 minutes to one-hour workshop scheduling option is the preferred option 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	82	57.7
2 Hour Workshops	28	19.7
Half-Day Retreats/Seminars (3-4 Hours)	21	14.8
Full-Day Retreats/Seminars (6-8 Hours)	9	6.3
Other (specify below)	2	1.4
Total	142	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=2)
Flex days and inservice
In the middle of the week, 1 hour works best, but 2-3 hour Friday workshops can work.

Table 8 indicates respondents' preferred times and days for PD activities. Friday was the most preferred day for PD activities with 186 responses (22.5% of total responses provided). Moreover, Friday late morning from 10am-12pm was the most preferred time of day for PD activities with 25% of total responses provided (n = 46).

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		1pm-3pm		3pm-5pm		5pm-7pm		**Total**
	#	%	#	%	#	%	#	%	#	%	#	%	
Monday	18	12.6	34	23.8	24	16.8	28	19.6	26	18.2	13	9.1	**143**
Tuesday	18	11.9	35	23.2	31	20.5	31	20.5	24	15.9	12	7.9	**151**
Wednesday	18	13.3	29	21.5	27	20.0	27	20.0	23	17.0	11	8.1	**135**
Thursday	17	11.7	34	23.4	26	17.9	31	21.4	23	15.9	14	9.7	**145**
Friday	29	15.6	**46**	**24.7**	31	16.7	**43**	**23.1**	25	13.4	12	6.5	**186**
Saturday	13	19.7	13	19.7	10	15.2	12	18.2	11	16.7	7	10.6	**66**

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

Table 9 demonstrates the workplace effectiveness topics of interest to respondents. Twenty-two percent of responses demonstrated interest in the topic related to campus services/areas, "Crafton 101: People and Offices (Who can help me with…?) as well as campus processes, "Crafton 101: Processes (How do I...?)". It should be noted that the two workplace effectiveness topics related to "Crafton 101" accounted for more than two-fifths (43.8%) 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)	#	%
Aggression in the Workplace	25	9.4
Crafton 101: People and Offices (Who can help me with…?)	**59**	**22.1**
Crafton 101: Processes (How do I…?)	**58**	**21.7**
De-escalation with challenging individuals	38	14.2
Emotional Intelligence	45	16.9
Participatory Governance	31	11.6
Other (specify below)	11	4.1
Total	267	100.0

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

Table 9a. Workplace Effectiveness – Other Specified

Other (specify below) (n=10)
AI, career paths for faculty
All topics needed now such as how to stop bullying, harassment Bullying
Belonging to a community and emotional health and well-being in the workplace
Faculty Well-Being
Getting to Know Fellow CHC Faculty
Improving customer service
Oracle help
Plagiarism: detection & prevention
Teaching Best Practices
Understanding/Accessing Benefits & PERS

Table 10 illustrates the remote, online, and accessible teaching and learning topics of interest to respondents. Fifteen percent of responses indicated interest in the topic related to "AI (ChatGPT)". Twelve percent of responses demonstrated interest in the topics related to "Excel Advanced" and "WebAdvisor (Self-Service)".

Table 10. Workplace Technology

Which of the following technology topics interest you? (select all that apply)	#	%
AI (ChatGPT)	**51**	**15.5**
Canvas	37	11.2
Colleague	18	5.5
Courselog	10	3.0
Cranium Cafe	12	3.6
Excel Basics	25	7.6
Excel Advanced	**40**	**12.1**
Harmonize	6	1.8
OneDrive	25	7.6
Oracle	27	8.2
SARS	8	2.4
Starfish	23	7.0
WebAdvisor (Self-Service)	**40**	**12.1**
Other (specify below)	8	2.4
Total	330	100.0

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

Table 10a. Workplace Technology – Other Specified

Other (specify below) (n=8)
Adobe Express & Photoshop
New Microsoft platform
None
Outlook Tips
Tableau
Technology to use in discipline specific areas
Travel forms/process
Turnitin.com

Table 11 illustrates the accessible teaching and learning topics of interest to respondents. Twelve percent of responses indicated interest in the topic related to "Emotional Well-Being for Students". A portion of respondents (9.5%) demonstrated interest in the topic "Dealing with Accessibility Issues", followed closely by 9.2% of responses indicating interest in "Gamifying your Classroom (e.g., Kahoot!)".

Table 11. Accessible Teaching and Learning

Which of the following accessible teaching and learning topics interest you? (select all that apply)	#	%
CHC Syllabus Building	27	8.3
CurrIQunet Demonstration	23	7.0
Dealing with Accessibility Issues	**31**	**9.5**
Distance Education Certification	18	5.5
Distance Education related topic	25	7.7
Effective Teaching Practices (e.g., ACUE)	24	7.3
Emotional Well-Being for Students	**38**	**11.6**
Gamifying your Classroom (e.g., Kahoot!)	**30**	**9.2**
GIFTS (Great Ideas for Teaching Strategies)	28	8.6
Great Teachers Seminar: Best Practices	28	8.6
SAS & Accommodations	22	6.7
SLO Cloud (How to Access your Data)	13	4.0
What is PPR?	15	4.6
Other (specify below)	5	1.5
Total	327	100.0

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

Table 11a. Accessible Teaching and Learning – Other Specified

Other (specify below) (n=5)
Alternative Grading Approaches
Emotional Well-Being for Faculty (2)
Ideological balance in subject choice & presentation
Writing quality CORs, not just navigating the software

Table 12 illustrates the diversity, equity, and inclusion topics of interest to respondents. Sixteen percent of responses demonstrated interest in the topic related to "Equity-Minded Teaching Practices". Fourteen percent of responses illustrated interest in the topic related to "Supporting all students through student services".

Table 12. Diversity Activities – Diversity, equity, and inclusion

Which of the following diversity, equity, and inclusion topics interest you? (select all that apply)	#	%
Data and Equity Coaching	29	10.2
EEO Training	20	7.1
Equity-Minded Teaching Practices	**46**	**16.3**
Microaggressions	28	9.9
Safe Space Ally Training	31	11.0
Student Voice Panels	22	7.8
Supporting all students through instruction	33	11.7
Supporting all students through student services	**39**	**13.8**
Supporting Transgender and Non-Binary Students in the Classroom	30	10.6
Other (specify below)	5	1.8
Total	283	100.0

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

Table 12a. Diversity Activities – Other Specified

Other (specify below) (n=5)
Antiracist teaching practices; diversifying and equitizing curriculum
DEI training for all classified staff.
Downside of safe spaces & trigger warnings
Faculty Well-Being
IDEA syllabus

Table 13 illustrates the building community topics of interest to respondents. Eighteen percent of responses demonstrated interest in the topics "Fun & Games" as well as "On-Campus happy hour". Seventeen percent of responses indicated interest in the topic related to "Team Building".

Table 13. Building Community

Which of the following building community topics interest you? (select all that apply)	#	%
Art Lessons	39	14.9
Basic ASL Lesson	35	13.4
Book Club	33	12.6
Collegiality in Action	11	4.2
Fun & Games	**47**	**18.0**
On-Campus happy hour	**47**	**18.0**
Team Building	**45**	**17.2**
Other (specify below)	4	1.5
Total	261	100.0

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

Table 13a. Building Community – Other Specified

Other (specify below) (n=4)
Department/Office/Facility tours
Gardening
Group grading practice
Pampering :)

Table 14 illustrates the employee wellness and safety topics of interest to respondents. Fourteen percent of responses demonstrated interest in the topic related to "Work/life balance". Twelve percent of responses illustrated interest in the topic related to "Emergency Preparedness", followed closely by 11% of responses indicating interest in "Active Shooter training" and "Chair yoga".

Table 14. Employee Wellness and Safety

Which of the following employee wellness and safety topics interest you? (select all that apply)	#	%
Active Shooter training	**41**	**11.2**
Chair yoga	**41**	**11.2**
Crisis intervention	30	8.2
Emergency preparedness	**43**	**11.7**
Fire safety	19	5.2
First Aid & CPR Training	**41**	**11.2**
Guided meditation	35	9.5
Healthy eating	32	8.7
Preventing & managing health issues	28	7.6
Work/life balance	**51**	**13.9**
Other (specify below)	6	1.6
Total	367	100.0

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

Table 14a. Employee Wellness and Safety – Other Specified

Other (specify below) (n=6)
Healthy (and quick/easy) recipes
How to create healthy boundaries at work
Poetry
Stress management
Stress Management, Self-Care
Traditional yoga

Table 15 includes 19 open-ended responses on how the PD committee can better meet employees' needs. Identified themes include improved communication and collaboration, sense of community and belonging, a larger focus on employee well-being, and structure and accessibility.

To illustrate the need for improved communication one respondent stated, "Make sure to include classified when designing classes," and another stated, "Would honestly just like notice of upcoming events a bit sooner than we've been getting." To illustrate a need for improved collaboration one respondent stated, "Work closely with the Classified Senate executive board to continue communication regarding workshop needs for classified staff. It would be a good idea to also touch base with the CSEA executive board to see if they can also ask members for feedback on workshop needs (this can be done by different work sites). Since CSEA supports all classified staff across the district, this group could be leveraged to inform our Valley and District classified employees about upcoming workshops."

To illustrate the need for sense of community and belonging one respondent stated, "Creating meaning evolves through connections and creating a sense of community in the workplace. Crucially, meaning can emerge through feelings of partnership that allow people to feel connected to something greater than themselves, offering a sense of self-transcendence through their work," another stated, "Please focus on fun activities that create a sense of belonging and community," and one last respondent stated generally we should have, "more community building activities."

To illustrate the need for a larger focus on employee well-being one respondent stated, "I love that we focus on student health and success, but it should not be at the cost of employee health and success. Employees NEED to know that they are valued and integral to the success of this college. We need to create interdisciplinary teams where EVERYONE feels like they add value" and another stated, "I'd like more focus on Faculty and Staff and not just students if that makes sense. So, mental health for faculty, stress management, etc."

To illustrate the need for structure one respondent stated, "A more structured pathway through the Tenure process would be great," and another stated, "Our campus seems to get busy and overlap activities often. If we could have a more cohesive calendar with less overlap, this would help." To illustrate the need for accessibility respondents stated, "I would appreciate it if there were more than one offering per academic year of certain topics," "More Web or Zoom meetings than in person," "Offer more PD courses online for PT Faculty during Flex weeks," and "Offer more self-paced, online PD, along with more emails to direct educators."

These themes highlight a desire for more structured, inclusive, and community-oriented professional development activities that cater to the diverse needs of faculty and staff.

Table 15. 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=19)
A more structured pathway through the Tenure process would be great
Come to the Classified Senate regularly to ask for input on workshops to offer for this group. It demonstrates that the PD committee is truly committed to meeting our PD needs as well. Work closely with the Classified Senate executive board to continue communication regarding workshop needs for classified staff. It would be a good idea to also touch base with the CSEA executive board to see if they can also ask members for feedback on workshop needs (this can be done by different work sites). Since CSEA supports all classified staff across the district, this group could be leveraged to inform our Valley and District classified employees' about upcoming workshops.
Creating meaning evolves through connections and creating a sense of community in the workplace. Crucially, meaning can emerge through feelings of partnership that allow people to feel connected to something greater than themselves, offering a sense of self-transcendence through their work. https://trainingmag.com/shifting-the-great-resignation-building-community-in-the-workplace/
I love that we focus on student health and success but it should not be at the cost of employee health and success. Please focus on fun activities that create a sense of belonging and community. Employees NEED to know that they are valued and integral to the success of this college. We need to create interdisciplinary teams where EVERYONE feels like they add value. Forcing employees to "fit in" to standardized policies leads to stress and shorter lifespans whereas creating an environment where everyone feels like they belong regardless of their beliefs leads to happiness and health. There is a problem with morale on campus because large groups of employees feel alienated and isolated. Belonging is a basic human need. We need more activities that encourage this endeavor.
I think it is important to continually evaluate if professional development is being done just to check the box or if real value is coming from what has been done.
I think you might see more engagement if there were fewer events but with food (and part-time compensation) to encourage adjunct faculty to participate, too.
I think you're doing a great job. Would honestly just like notice of upcoming events a bit sooner than we've been getting.
I would appreciate it if there were more than one offering per academic year of certain topics. I teach and am going to graduate school, so would love more opportunities to try and fit in my schedule.
It is hard to meet everyone's needs and wants. I appreciate your openness to any and all suggestions. For me personally, it depends on what else is going on at the time. I have lots I would love to attend, however our campus seems to get busy and overlap activities often. If we could have a more cohesive calendar with less overlap, this would help. Friday mornings tend to be good for me personally.
Make sure to include classified when designing classes
Maybe PD could be a college priority from the top?
More community building activities.
More offerings that support CTE

More Web or Zoom meetings than in person.
None
Nothing, I think you all are doing your best. I'd like more focus on Faculty and Staff and not just students if that makes sense. So, mental health for faculty, stress management, etc.
Offer more PD courses online for PT Faculty during Flex weeks. Offer more courses with Microsoft applications like Excel or Word.
Offer more self-paced, online PD, along with more emails to direct educators to, and remind them of, such resources
Respectfully, as a new faculty member the new hire committee is was non existent. Perhaps a canvas shell that is self laced would be the best approach to this committee . Being a new faculty is hard , luckily my team supported me so much . A central location, like a canvas shell, would track the new faculty progress and be a spot to get any FAQs. I would be happy to assist in this next semester, or share what I found just confusing / valuable as a new member . The accessory training such as ACUE and DE training is invaluable and that was so fun . But I feel some more formal orientation to the campus and the services we offer the students would great service to the new faculty and members alike . [Name]

Key Findings

- The majority of responses were from faculty.
    - There was a slight decrease in Faculty responses and a slight increase in Classified/Confidential staff and Administrator/Manager responses.
- The majority of respondents indicated that they work full-time.
    - There was an increase in those who reported full-time and a decrease in those who reported part-time.
- Respondents still currently learn and prefer to learn about PD activities through email.
- Workshops/seminars offered by CHC was still the most selected option for online formats of PD workshops.
- Forty-five minutes to one-hour blocks was still the most selected option for scheduling options of PD workshops.
- Friday was still the most preferred day for PD activities, but respondents prefer earlier in the day.
- The main workshops respondents would like to see in the upcoming year are as follows:
    - Crafton 101: People and Offices (Who can help me with…?)
    - Crafton 101: Processes (How do I…?)
    - AI (ChatGPT)
    - Excel Advanced
    - WebAdvisor (Self-Service)
    - Dealing with Accessibility Issues
    - Emotional Well-Being for Students
    - Gamifying your Classroom (e.g., Kahoot!)
    - Equity-Minded Teaching Practices
    - Supporting all students through student services
    - Fun & Games
    - On-Campus happy hour
    - Team Building
    - Active Shooter training
    - Chair yoga
    - Emergency preparedness
    - First Aid & CPR Training
    - Work/life balance

For questions, please contact Jessica Beverson, Research Analyst, at jbeverson@craftonhills.edu