Spring 2018 Professional Development Needs Assessment Survey Results
Prepared by Artour Aslanian

Purpose of Brief

This brief analyzes the 35 responses received to the Spring 2018 Professional Development (PD) Needs Assessment Survey.

Summary of Findings

- 43% of respondents filling out the survey were full-time faculty.
- Of the responses provided, 59% currently learn and 57% would like to continue learning about PD activities through email.
- 22% of responses support PD activities to be structured as workshops or seminars.
- 40% of total responses prefer PD activities to be structured in 30 minute to 1 hour blocks.
- College Hour was the most preferred time for PD activities with 26% of total responses provided. Early morning and early afternoon were also preferred times with 20% and 19% of responses provided respectively.
- When asked about future PD topics to be offered, three respondents mentioned trainings for developing teaching skills and engaging new faculty.

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. Periodic needs assessments help inform the long-term planning for PD. This brief analyzes the 35 responses received to the Spring 2018 PD needs assessment survey.

Methodology

In collaboration with the Office of Institutional Effectiveness, Research, and Planning (OIERP), the Professional Development Coordinator designed a physical and 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 multiple choice questions, multiple response questions, and an open-ended question. The surveys were administered in May 2018 electronically and in-person. As the survey was answered by 35 employees, 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. Full-time faculty represent 43% of the overall responses. Classified and confidential staff made up 26% of the responses.

Table 1. Response rate by employee group.

Employee Group	#	%
Full-time Faculty	15	42.9
Part-time Faculty	8	22.9
Classified/Confidential	9	25.7
Manager/Administrator	3	8.6
Total	35	100.0

Table 2 indicates how respondents currently learn and would prefer to learn about PD activities. Email is the most popular option with a majority of answers provided demonstrating that 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	31	58.5	29	56.9
Website	7	13.2	11	21.6
Flyer	8	15.1	4	7.8
Friend/Colleague	4	7.5	3	5.9
Other	3	5.7	4	7.8
Total	**53**	**100.0**	**51**	**100.0**

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

For those respondents who selected "Other" in describing the way that they currently hear about PD activities, the following comments were provided:

- I am a committee member
- All of the above
- Text or Facebook message from Colleagues

For those respondents who selected "Other" in describing the way that they prefer to hear about PD activities, the following comments were provided:

- Email, but one a week. Currently, it feels like spam five times a day.
- Meeting or appointment request
- Send out an invite so it will show up in my calendar if I accept
- all of the above

Table 3 indicates the learning formats respondents prefer for PD activities to be structured. Twenty-two percent of responses provided prefer PD activities to be structured as workshops or seminars, and 14% of responses supported holding retreats or field trips.

Table 3. Learning format types preferred by respondents.

Learning Format Type	#	%
Workshop/Seminar	26	22.4
Independent Study/Self-Paced	15	12.9
Webinar/Internet-Based	14	12.1
Lecture	13	11.2
Keynote address followed by related breakout sessions	14	12.1
Retreat/Field Trip	16	13.8
Discussion Group	12	10.3
Inquiry Group	5	4.3
Other	1	0.9
Total	**116**	**100.0**

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. Forty percent of total responses indicated support for PD activities to be structured in 30 minute to 1 hour blocks. Another 24% of responses supported PD activities being structured in 1 to 2 hour blocks.

Table 4. Scheduling format types preferred by respondents.

Scheduling Format Type	#	%
30 Minute - 1 Hour Workshops	30	39.5
1-2 Hour Workshops	18	23.7
Half-Day Retreats/Seminars	9	11.8
Full-Day Retreats/Seminars	8	10.5
Multi-Day Retreats/Seminars	4	5.3
Multi-Week Courses	3	3.9
Semester-Length Courses	3	3.9
Other	1	1.3
Total	**76**	**100.0**

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

Table 5 indicates respondents' preferred times and days for PD activities. While time and day preferences varied widely, College Hour was the most preferred time for PD activities with 70 responses (26% of total responses provided). Early morning and early afternoon were also preferred times with 53 (20%) and 50 (19%) responses provided respectively. In general, College Hour, early mornings, 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	9	17.0	6	16.7	10	14.3	5	10.0	4	13.8	4	14.3
Tuesday	10	18.9	5	13.8	13	18.6	8	16.0	4	13.8	5	17.9
Wednesday	7	13.2	4	11.1	13	18.6	7	14.0	4	13.8	4	14.3
Thursday	9	17.0	4	11.1	13	18.6	12	24.0	4	13.8	5	17.9
Friday	13	24.5	10	27.8	12	17.1	11	22.0	6	20.7	4	14.3
Saturday	4	7.5	5	13.9	6	8.6	5	10.0	4	13.8	3	10.7
Sunday	1	1.9	2	5.6	3	4.3	2	4.0	3	10.3	3	10.7
Total	**53**	**100.0**	**36**	**100.0**	**70**	**100.0**	**50**	**100.0**	**29**	**100.0**	**28**	**100.0**

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

Table 6 outlines the ideas for PD topics provided by fourteen respondents. Comments are separated by employee group type. Three respondents mentioned trainings for developing teaching skills and engaging new faculty. Two respondents requested workshops covering human resources processes/topics.

Table 6. Ideas for future PD activities.

Classified/Confidential
Budget - new funding model Excel Fin 2000
Effective Communication in Workplace Managing Workplace Conflict Management and Leadership Skills
Engagement, pedagogy for new instructors, human resource processes
I would like to see more training opportunities from Business Services on PR's, contracts, etc. Outdoor professional development sessions are wonderful too. Ruth did a great tour of campus for a session on Flex Day. Everyone really enjoyed that.
Teaching part time while working as a Classified employee
Full-Time Faculty
Building Fences - Protecting and taking care of our health for optimum performance Getting a handle on program planning and review and funding resources
Faculty should be responsible for their own PD that relate to their specific field of study or interest.
I would like to see more PD related to bringing adjuncts into the campus culture. Perhaps, survey adjunct faculty for their specific needs. I enjoy all the equity issues. Next year, as an election year, I would like to see more political activism/activity/information
Training for new curriculum requirements and input on curricunet
Manager/Administrator
Developing positive working relationships/collegiality Understanding who does what and what are the processes at the District office Opportunities for face to face Q/A with District departments such as payroll, accounting, HR
Dialogues about improvement in services and instruction Opportunities to pilot innovation, and to share the outcomes with the campus Opportunities to work and learn with people outside our disciplines, departments, and areas. Continue the equity-based workshops and dialogues. They are very needed.
Productivity tools, maximizing Outlook, health-oriented/stress seminars.
Part-Time Faculty
Creating hybrid/online courses
We need professional development to show us how to retain students in the college community and address the issues that cause them to drop classes and drop out of school. We need professional development to teach us how to engage students personally one-on-one by making our disciplines subject matter relevant to their personal lives and goals. We need professional development for techniques to engage the individual student one-on-one during actual class time rather than in office hours. We need professional development tools to create a student-centered atmosphere in the classroom, an atmosphere that tunes into the individual student in appreciation of what he/she has already accomplished and what he/she intends or desires to create in life. We need professional development tools to create student-centered methods that confront the many stresses students face and show them how to reduce stress through enjoyment of the subject matter and understanding how it is relevant to improving the [comment ends here]