

## Results of Classified Employees Interested in Teaching Needs Assessment Survey

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### Purpose of Brief

This brief analyzes the results of the Classified Employees Interested in Teaching Needs Assessment Survey conducted in Fall 2015.

### Summary of Findings

- Overall, there was minimal consensus among respondents on professional development needs suggesting a broad need for various workshops and programs.
- The most desired professional development proposals were a faculty coach/mentor program (45%), lesson plan design (41%), and distance education (41%).
- 43% of respondents currently hold a master's degree, and 57% of respondents plan to hold a master's degree as their highest degree; 27% plan to eventually earn a doctorate.
- 40% of respondents stated their culminating career goal was to become an administrator or manager suggesting a faculty assignment would be a temporary progression in their career.
- 37% of respondents stated their culminating career goal was to continue as a classified professional while working as a part-time faculty suggesting a faculty assignment would be a secondary job.
- 77% of respondents are interested in seeking a faculty assignment at CHC, 67% are interested in seeking a faculty assignment at SBVC, and 37% are interested in seeking a faculty assignment at another college or district.

### Overview

The Crafton Hills College (CHC) Foundation awarded an Innovation Mini-Grant to develop a pilot professional development program to support new and aspiring faculty. Specifically, the program is intended to support classified professionals who are interested in a faculty career path or are new to teaching. In order to assess the needs of interested classified professionals, an online survey was distributed to classified professionals across the San Bernardino Community College District between September 15, 2015 and October 30, 2015. Thirty responses were received in total.

### Methodology

The survey instrument contained ten dichotomous and multiple-choice questions which collected faculty assignment interests, faculty teaching experience, career goals, professional development interests, primary work site, current qualifications to teach, and educational attainment goals. Additionally, respondents were provided an opportunity to suggest other professional development opportunities, identify fields of expertise, and provide contact information.

### Findings

Table 1 identifies respondents' culminating career goals. Forty percent of respondents stated their culminating career goal was to become an administrator or manager suggesting a faculty assignment would be a temporary progression in their career. Conversely, 37% of respondents stated their culminating career goal was to continue as a classified professional while working as a part-time faculty suggesting a faculty assignment would be a secondary job. Only 23% of respondents stated their culminating career goal was to become a full-time faculty member.

**Table 1. Respondents' culminating career goal.**

Career Goal	#	%
Become an administrator/manager	12	40.0
Continue as a classified professional and work as part-time faculty	11	36.7
Become a full-time member of the faculty	7	23.3
<b>Total</b>	<b>30</b>	<b>100.0</b>

Note: '#' denotes the number of responses, and '%' denotes the number of responses divided by the total number of responses received.

Table 2 identifies respondents' current and planned educational attainment. Forty-three percent of respondents currently hold a master's degree, and 57% of respondents plan to earn a master's degree. One respondent currently holds a doctorate, and 27% plan to eventually earn a doctorate.

**Table 2. Respondents' current and planned educational attainment.**

Educational Attainment	Current		Planned	
	#	%	#	%
High school diploma/GED	3	10.0	0	0.0
Associate's degree	3	10.0	0	0.0
Bachelor's degree	10	33.3	5	16.7
Master's degree	13	43.3	17	56.7
Doctoral degree	1	3.3	8	26.7
<b>Total</b>	<b>30</b>	<b>100</b>	<b>30</b>	<b>100</b>

Table 3 identifies the district site at which respondents work compared to whether respondents have served or are currently serving in a faculty assignment. Of the 12 respondents from CHC, 42% have served in a faculty assignment. Of the 12 respondents from San Bernardino Valley College (SBVC), only one respondent has served in a faculty assignment. None of the respondents from the District Office/Annex have served in a faculty assignment.

**Table 3. Respondents' work location and previous teaching experience.**

Have you already served in a faculty assignment?	At which site do you primarily work as a classified professional?							
	CHC		SBVC		District Site		Total	
	#	%	#	%	#	%	#	%
Yes	5	41.7	1	8.3	0	0.0	6	20.0
No	7	58.3	11	91.7	6	100.0	24	80.0
<b>Total</b>	<b>12</b>	<b>100.0</b>	<b>12</b>	<b>100.0</b>	<b>6</b>	<b>100.0</b>	<b>30</b>	<b>100.0</b>

Table 4 identifies the district site at which respondents work compared to where respondents are interested in seeking a faculty assignment. Overall, 77% of respondents are interested in seeking a faculty assignment at CHC, 67% are interested in seeking a faculty assignment at SBVC, and 37% are interested in seeking a faculty assignment at another college or district.

**Table 4. Respondents' work location and desired faculty assignment location.**

At which college would you prefer to seek a faculty assignment?	At which site do you primarily work as a classified professional?							
	CHC		SBVC		District Site		Total	
	#	%	#	%	#	%	#	%
Crafton Hills College	10	90.9	9	75.0	4	66.7	23	76.7
San Bernardino Valley College	5	45.5	9	75.0	6	100.0	20	66.7
Another college/district	4	36.4	4	33.3	3	50.0	11	36.7

Table 5 identifies the top ten professional development opportunities respondents desire. Of the 20 available options, 45% of respondents identified a coach/mentor program with experienced faculty as their desired professional development. An equal percentage of respondents (41%) selected designing a lesson plan and distance education as their desired professional development.

**Table 5. Top 10 desired professional development opportunities in descending order.**

Which of the following topics, workshops, and/or programs do you feel you need?	#	%
A coach/mentor program with experienced faculty	13	44.8
Designing a lesson plan	12	41.4
Distance education	12	41.4
Best practices in teaching & learning	10	34.5
Instructional methods	10	34.5
Education planning and transfer pathways	9	31.0
Managing the classroom	8	27.6
Structuring a syllabus	7	24.1
Great Teachers' Seminar: a teaching & learning conference	7	24.1
Curriculum and program development	7	24.1

In addition to the 20 topics, workshops, and programs provided, respondents were given the opportunity to provide additional suggestions. Respondents provided an additional 21 suggestions, which included internships, career planning, course preparation, and instructional design. Additionally, when asked if they currently meet minimum qualifications for their intended faculty assignment, 23% of respondents stated they do not know suggesting a possible need to offer workshops determining minimum qualifications. **Overall, there was minimal consensus among respondents suggesting a broad need for various topics, workshops, and programs.**