Faculty/Staff Survey:
Fall 2013

Alicia LeValley Daylene M.
Meuschke, Ed.D.
Barry C. Gribbons, Ph.D.

April 2014

Rpt #282

Requests for additional information (3 comments)
“I would like more information to review for enrollment management. It would be great [if] information about past enrollments (FTES, fill rate, etc.) in my department were available at the touch of a button…”

“Program review should include the data from the winter and summer sessions…”

**Requests for additional staff** (3 comments)

“The college should hire more researchers in order to be able to continue and expand the good work already being done. The current level of staff is not enough to meet the needs of the District.”

“They need more researchers.”

**“Other” comments** (3 comments)

“Processes, or perhaps the better description is challenges outside of Institutional Research sometimes make planning and institutional effectiveness difficult.”

“Request took over 10 months to process and department issues lost focus after waiting for so long.”

“Planning does not necessarily correlate with what takes place on campus.”

### Professional Development

#### Number of Professional Development Activities

Overall, 94 percent of respondents indicated that there are an adequate number of Professional Development activities offered during the year.

Within each employee group, classified administrators and educational administrators (100 percent, each) had the highest percentage of respondents that indicated that there are an adequate number of Professional Development activities offered during the year, followed by classified staff (93 percent) and full-time faculty (92 percent). A total of 75 full-time faculty, 89 classified staff, 24 classified administrators, and 14 educational administrators responded to this item.

#### Targeted Professional Development Training Opportunities

Overall, 74 percent of respondents indicated that there are an adequate number of Professional Development training opportunities targeted to their specific training needs.
Within each employee group, classified administrators (88 percent) had the highest percentage of respondents that indicated that there are an adequate number of Professional Development training opportunities targeted to their specific training needs, followed by educational administrators (86 percent), full-time faculty (71 percent), and classified staff (69 percent). A total of 75 full-time faculty, 88 classified staff, 24 classified administrators, and 14 educational administrators responded to this item.

**Online Professional Development Training Opportunities**

Overall, 77 percent of respondents indicated that they would like more Professional Development opportunities made available online.

Within each employee group, full-time faculty and classified staff (81 percent, each) had the highest percentage of respondents that indicated that they would like more Professional Development opportunities made available online, followed by educational administrators (69 percent) and classified administrators (50 percent). A total of 78 full-time faculty, 85 classified staff, 24 classified administrators, and 13 educational administrators responded to this item.

**Professional Development Workshops and Activities Meet Training Needs**

Overall, 64 percent of respondents “agree” or “strongly agree” that workshops and activities offered through the Professional Development program meets their training needs. Twenty-four percent of respondents indicated a “neutral” response regarding their agreement that workshops and activities offered through the Professional Development program meets their training needs.

Within each employee group, educational administrators (82 percent) had the highest percentage of respondents that “agree” or “strongly agree” that workshops and activities offered through the Professional Development program meets their training needs, followed by classified administrators (67 percent), full-time faculty (66 percent), and classified staff (58 percent).

Although the percentage of full-time faculty, classified staff, and classified administrators that “agree” or “strongly agree” that the workshops and activities offered through the Professional Development program meets their training needs was lower than educational administrators, a high percentage indicated a “neutral” response (21 percent, 28 percent, and 29 percent, respectively). A total of 76 full-time faculty, 88 classified staff, 24 classified administrators, and 14 educational administrators responded to this item.
Professional Development Workshop Attendance

Overall (all employee groups)

As indicated in Table 36, half of the respondents (50 percent) attend 0-5 workshops on average per year, 28 percent of respondents attend 5-10 workshops on average per year, and 22 percent of respondents attend 10 or more workshops on average per year. The majority of full-time faculty and educational administrators attend 6 or more workshops per year, while classified staff and classified administrators attend 0-5 workshops per year.

Table 36. Average Number of Professional Development Workshops Attended Per Year (by Employee Group)

<table>
<thead>
<tr>
<th></th>
<th>0-5 Workshops</th>
<th>5-10 Workshops</th>
<th>10 or more Workshops</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>50%</td>
<td>28%</td>
<td>22%</td>
</tr>
<tr>
<td>Full-Time Faculty (n=76)</td>
<td>12%</td>
<td>37%</td>
<td>51%</td>
</tr>
<tr>
<td>Classified Staff (n=89)</td>
<td>85%</td>
<td>15%</td>
<td>0%</td>
</tr>
<tr>
<td>Classified Administrators (n=24)</td>
<td>63%</td>
<td>33%</td>
<td>4%</td>
</tr>
<tr>
<td>Educational Administrators (n=14)</td>
<td>21%</td>
<td>50%</td>
<td>29%</td>
</tr>
</tbody>
</table>

Professional Development Training Opportunities Contributes to Professional Growth Goals

Overall, 85 percent of respondents indicated that the Professional Development training opportunities that respondents have attended contributed to their professional growth goals.

Within each employee group, educational administrators (93 percent) had the highest percentage of respondents that indicated that the Professional Development training opportunities that respondents have attended contributed to their professional growth goals, followed by classified administrators (92 percent), classified staff (84 percent), and full-time faculty (83 percent). A total of 75 full-time faculty, 88 classified staff, 24 classified administrators, and 14 educational administrators responded to this item.

Satisfaction with Professional Development Services

Overall, 84 percent of respondents are “satisfied” or “very satisfied” with the service provided by the Professional Development department.

Within each employee group, educational administrators (100 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the service provided by the Professional Development department.
Development department, followed by classified administrators (96 percent), classified staff (82 percent), and full-time faculty (79 percent). A total of 75 full-time faculty, 88 classified staff, 23 classified administrators, and 13 educational administrators responded to this item.

**Satisfaction with Professional Development Training Opportunities**

Overall, 76 percent of respondents are “satisfied” or “very satisfied” with the training opportunities provided by the Professional Development department.

Within each employee group, educational administrators (86 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the training opportunities provided by the Professional Development department, followed by classified administrators (83 percent), classified staff (79 percent), and full-time faculty (70 percent). A total of 76 full-time faculty, 88 classified staff, 24 classified administrators, and 14 educational administrators responded to this item.

**Suggestions for Improving Professional Development**

Twenty-eight respondents provided suggestions for improving the services provided by Professional Development and/or additional training opportunities that Professional Development should provide. Eight categories of comments and suggestions were provided, including positive comments, requests for discipline-specific opportunities, requests for additional online workshops, requests for additional types of workshops, suggestions for extended workshop hours, difficulty with the Lumens system, request for Canyon Country campus workshops, and “other” comments. One respondent indicated that they had no comments or suggestions. Please see Appendix C for detailed comments. Some specific comments included:

**Positive comments** (9 comments)

“We have an excellent Professional Development program. We are lucky to have a full time [staff] dedicated to upgrading our skills and training.”

“[The] Professional Development Dept. has one of the nicest [staff] I have worked with on this campus. [The staff is] accommodating, knowledgeable, friendly and willing to do whatever it takes to assist you when you need it (or even before you ask!).”

“I love this program...”
“I think things are working well right now. We have a good variety of workshops, and it seems easier to process individual projects.”

**Requests for additional types of workshops** (5 comments)

“Have instructors [teach] classes in Word, Excel, [etc]. Computer support employees don't use the [actual] programs on a regular basis and aren't able to provide working [scenarios].”

“[More] field trips - off campus learning”

“More on personal growth as staff/admin.”

**Request for discipline-specific opportunities** (4 comments)

“I would like to see more discipline-specific opportunities for professional development.”

“Very little of professional development is keyed to my disciplinary needs.”

**Requests for additional online workshops** (4 comments)

“More online workshops, live webinars, and asynchronous practicums or clinics would be effective.”

“Develop online information modules that can be accessed by staff on various topics, on demand, when they need the information.

**Suggestions for extended workshop hours** (3 comments)

“…some workshops at the end of the day would be nice. It's nearly impossible to get away from my office during the middle of the day and that's typically when the workshops are held.”

“I work nights, so I would prefer to have more classes in the afternoon”.

**Difficulty with the Lumens system** (2 comments)

“…the new registration system is not user friendly and actually serves as a barrier to enrolling in PD classes.”

**Requests for workshops on the Canyon Country campus** (2 comments)

“More comprehensive offerings at Canyon Country Campus or online.”
“Other” comments (4 comments)

“Figure out how to highlight the solution projects from LEAP to others on campus.... maybe a new page on the PD website?”

“[Building] our knowledge and scholarship is not really a focus in our professional development.”

“It would be nice if the PD office did more to promote their workshops than a weekly email.”

“Bring in more outside trainers. Internal training is good but it is also good to get outside ideas. More sustained training opportunities (whole day or multi day) would also be good.”

### Public Information Office (PIO)

Table 37. Level of Agreement with Various Aspects of PIO

<table>
<thead>
<tr>
<th></th>
<th>Agree/Strongly Agree</th>
<th>Neutral</th>
<th>Disagree/Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>PIO staff are courteous</td>
<td>85%</td>
<td>11%</td>
<td>4%</td>
</tr>
<tr>
<td>The PIO office is helpful</td>
<td>82%</td>
<td>15%</td>
<td>4%</td>
</tr>
<tr>
<td>PIO responds to my requests in a timely manner</td>
<td>77%</td>
<td>21%</td>
<td>3%</td>
</tr>
<tr>
<td>PIO is knowledge and provides accurate information</td>
<td>80%</td>
<td>15%</td>
<td>5%</td>
</tr>
<tr>
<td>PIO helps build awareness/increase exposure of my department/program/event</td>
<td>71%</td>
<td>19%</td>
<td>10%</td>
</tr>
<tr>
<td>PIO provides high quality materials that showcase my department/program/event</td>
<td>69%</td>
<td>19%</td>
<td>12%</td>
</tr>
</tbody>
</table>

Note: Respondents indicating N/A were excluded

**Courteousness of PIO Staff**

Overall, 85 percent of respondents “agree” or “strongly agree” that the PIO staff are courteous.

Within each employee group, educational administrators (93 percent) had the highest percentage of respondents that “agree” or “strongly agree” that the PIO staff are courteous, followed by classified administrators (91 percent), classified staff (85 percent), and full-time faculty (81 percent). A total of 53 full-time faculty, 61 classified staff, 21 classified administrators, and 14 educational administrators responded to this item.
Helpfulness of the PIO Office

Overall, 82 percent of respondents “agree” or “strongly agree” that the PIO office is helpful.