

Faculty Professional Development Needs Assessment Summary Report

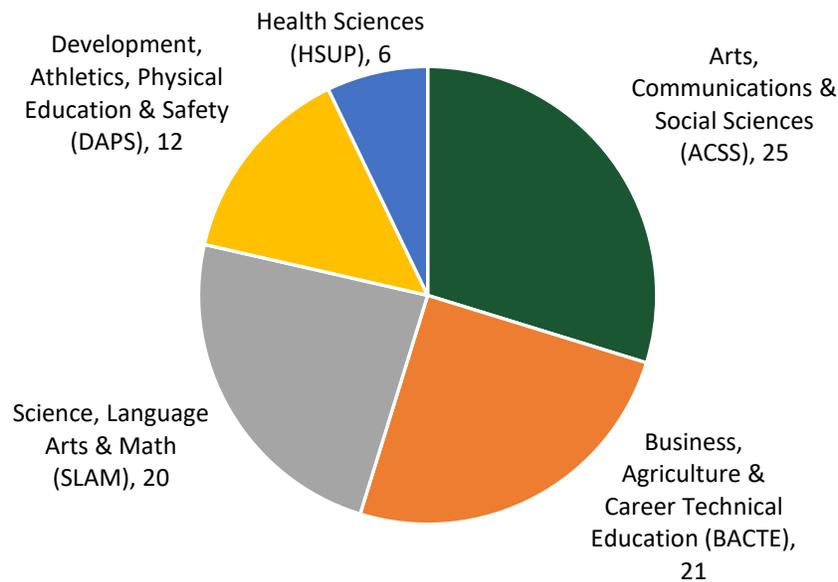
November 2025

In July 2025, Shasta College was awarded an Institutional Effectiveness Partnership Initiative (IEPI) grant. The grant provides funds for the district to create a Strategic Professional Development Plan. In support of that plan, the Shasta College Office of Institutional Research administered a professional development needs assessment that was sent to all faculty who are either currently teaching or have done so in recent years but are still eligible to teach classes. The survey ran from October 8th to November 12th, and the questions were chosen by a committee of select faculty and administrators.

Assessment Participants

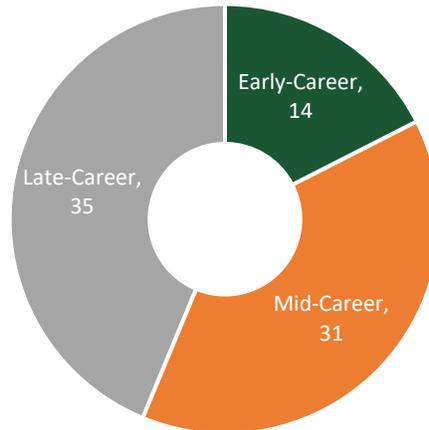
The assessment netted responses from 80 faculty; 41 full-time, 34 part-time, and 5 non-instructional faculty members responded. 81% of instructional faculty respondents were from either the ACSS (29%), BACTE (26%) or SLAM (25%) divisions. (Participants who have taught courses within multiple divisions over the past three academic years are counted once in each.)

Figure 1. Participants by Academic Division



Questions & Response Analysis

1. What best describes your career stage?



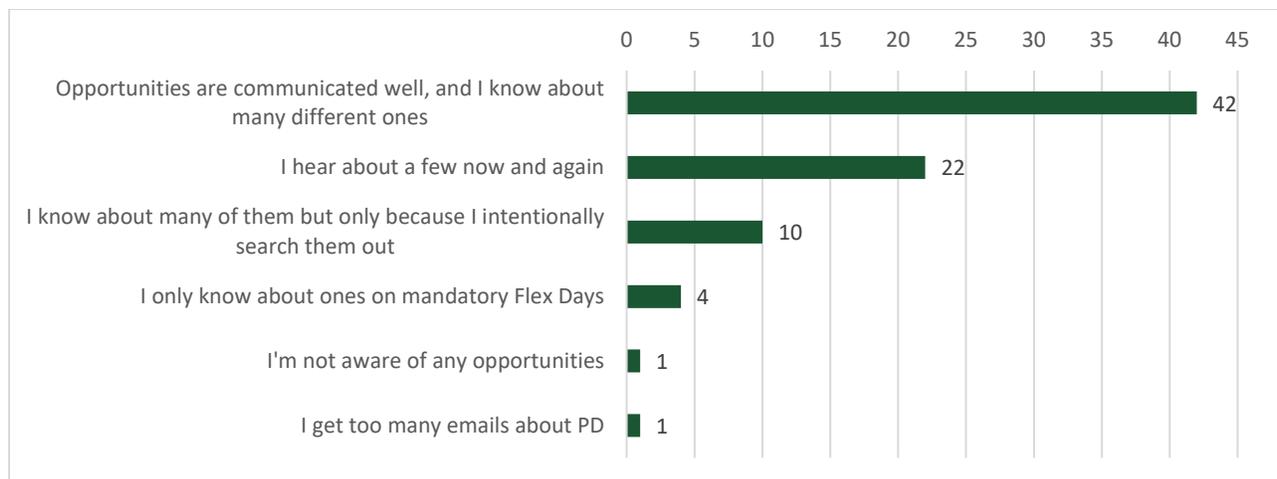
2. Which of the following best describes your experience with the *Faculty Handbook*?

- 61%** I have used it occasionally (49)
- 34%** I am aware of it but have not used it (27)
- 4%** I was not aware the Faculty Handbook exists (3)
- 1%** I use it regularly (1)

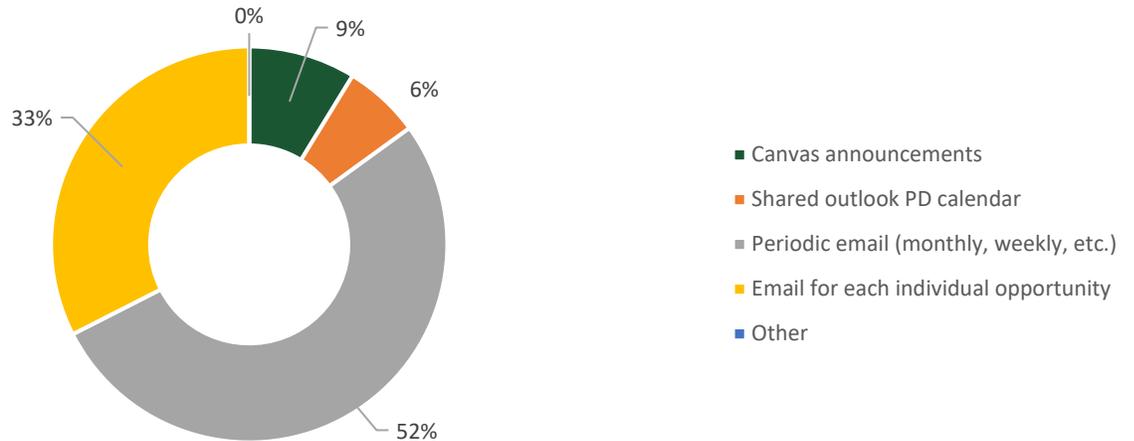
3. Which of the following best describes your experience with the Pre-Approved Activities for Flex Credit list?

- 44%** I use it regularly (35)
- 40%** I have used it occasionally (32)
- 9%** I am aware of it but have not used it (7)
- 8%** I was not aware that it exists (6)

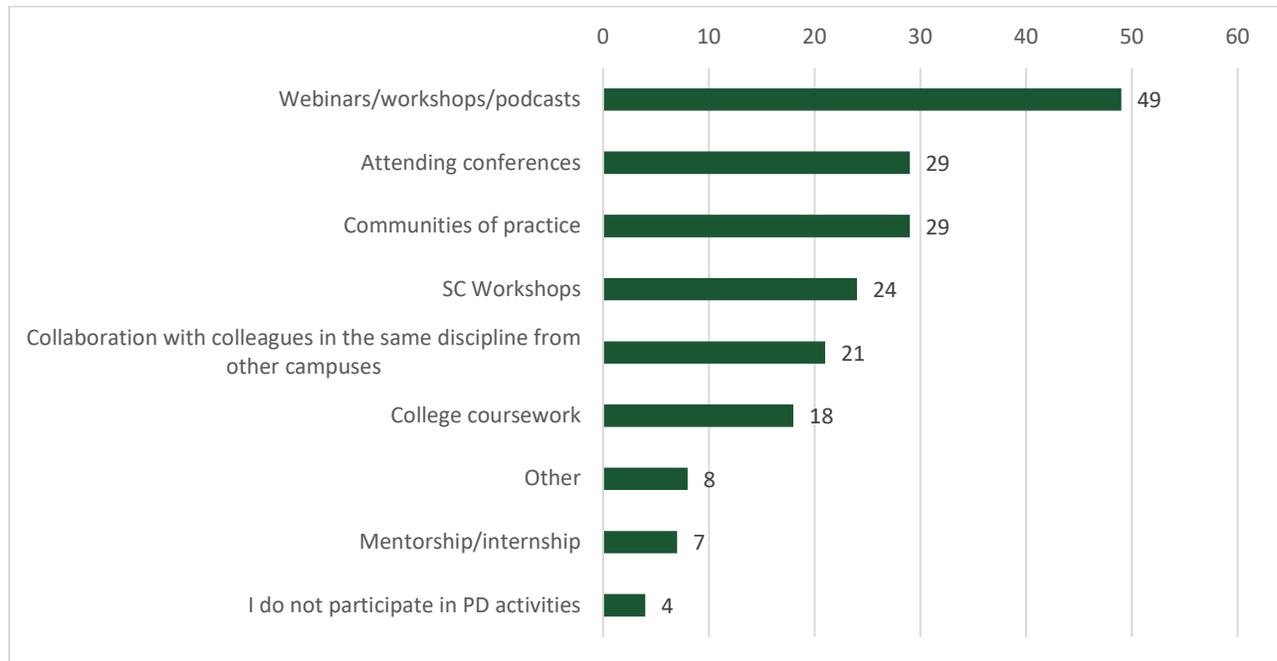
4. What best describes your awareness of PD opportunities being offered at SC?



5. How would you like to receive information about PD opportunities?



6. How are you currently participating in PD opportunities (outside of Welcome Back Day)? (check all that apply)



7. Please rate your interest in participating in the following PD opportunities. (1 = not interested right now; 5 = very interested)

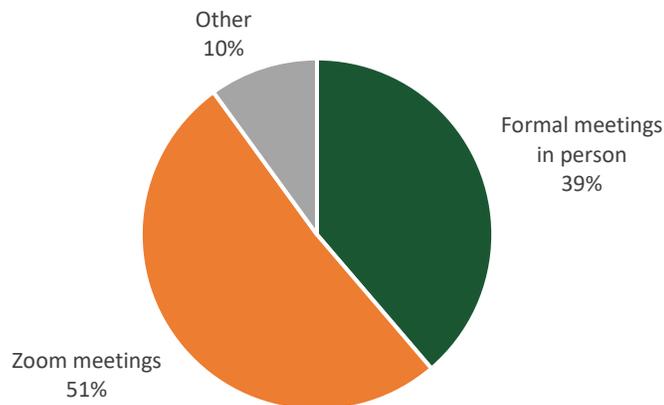
Option	Average Answer
Canvas tools and tricks	3.94
Improving discipline knowledge	3.93
Supporting authentic learning and assessment that ensures student achievement and course integrity in the age of AI.	3.88
Active learning	3.76
Evidence-based teaching practices	3.71
Using data to improve a course (IR dashboards, Canvas analytics)	3.46
Universal Design for Learning and accessibility	3.33

Culturally responsive teaching	3.31
Understanding student academic accommodations (PACE)	3.25
Reflection and metacognitive teaching practices	3.23
Understanding recent laws that affect curriculum	3.18
Classroom or lab tech (HyFlex cameras, simulations, discipline-specific tools)	3.04
Mental Health and wellbeing so I can be more present in the classroom	3.01
Regular and substantive interaction (RSI) in online courses	3.00
Equitable grading and assessment	2.95
Understanding accreditation basics	2.39

8. Another instructional need not listed above

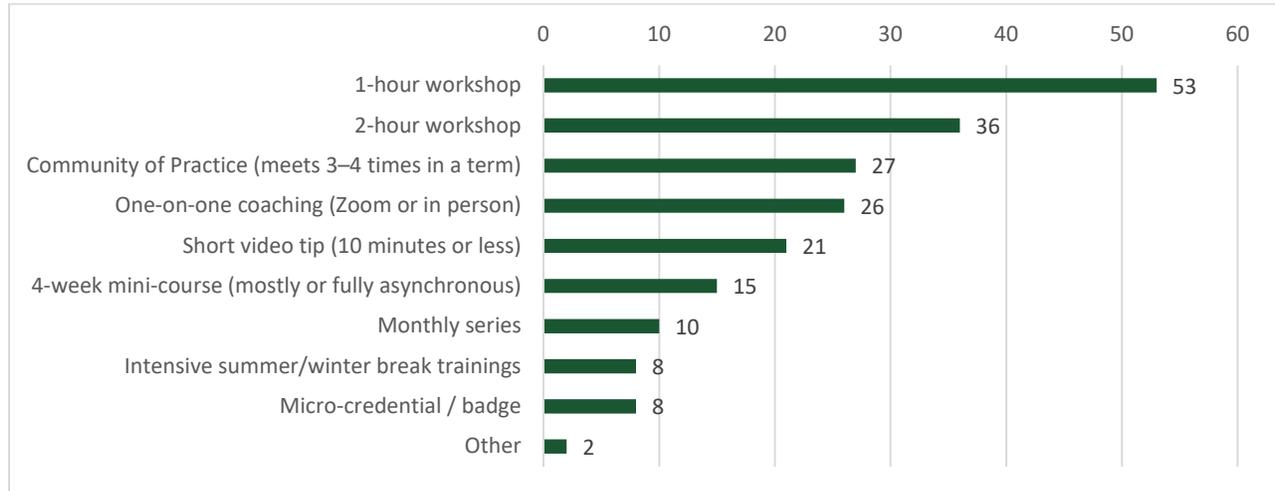
- Many respondents requested additional Canvas training, including design tools and updates.
- Interest in online teaching strategies such as flipped classroom, hybrid methods, and course design.
- Growing need for AI-related training, including basics and strategies to address student misuse.
- Requests for improved departmental consistency and collaboration, especially for PT faculty.
- Training requested on student resources, disability awareness, and UDL practices.
- Desire for curriculum and program review training (e.g., Curricunet).
- Concern that non-instructional faculty have fewer relevant PD opportunities.

9. What is your preferred method of collaboration?



10. Which non-instructional departments would you be most interested in learning about/collaborating with? (rank 1 – 6)

Rank	Option
1	Library Services / Tutoring and Learning Center
2	Academic Counseling
3	Center for Online Learning and Teaching
4	Student Services (PACE, EOPS, TRIO, Basic Needs, etc.)
5	Student Health & Wellness Office
6	Enrollment Services (Admissions & Records, Financial Aid and Student Success Center)

11. Overall, which PD format(s) do you find most effective? (choose up to 3)

12. What day(s) would you most likely attend a PD opportunity? (rank 1-5)

Rank	Option
1	Asynchronous
2	Monday/Wednesday
3	Friday
4	Tuesday/Thursday
5	Weekends

The overall rankings are above, but broken up by FT/PT faculty:

Full-time faculty prefer Friday or Monday/Wednesday opportunities.

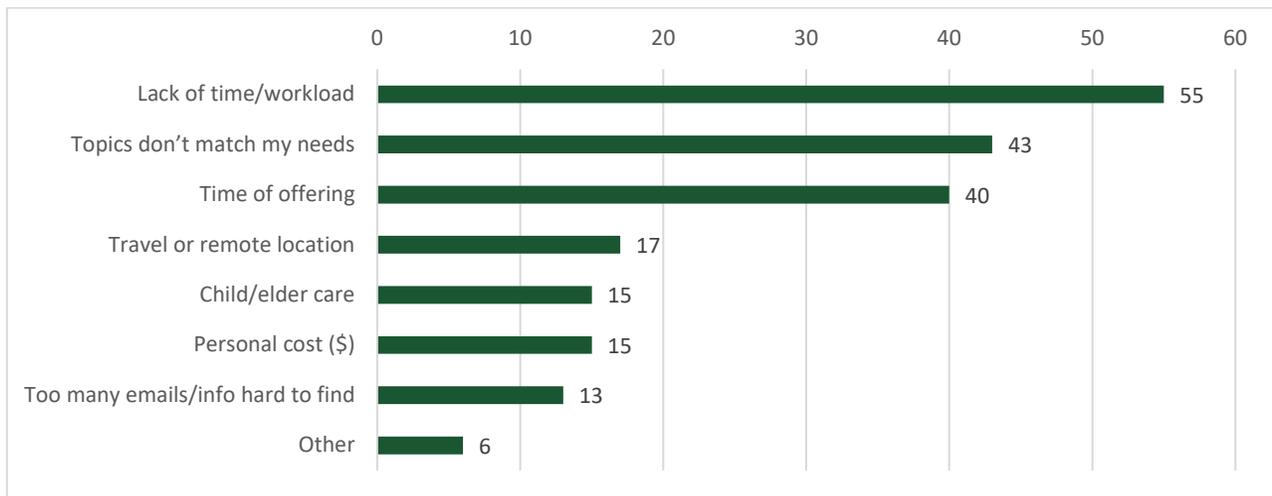
Part-time faculty prefer Asynchronous or Monday/Wednesday opportunities.

13. What time(s) would you most likely attend a PD opportunity? (rank 1-4)

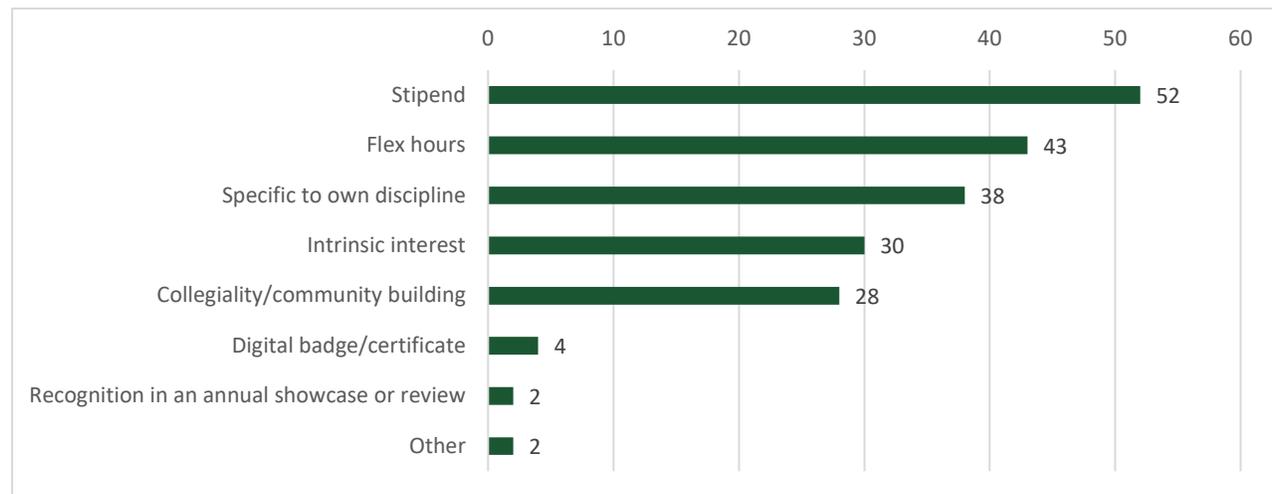
Rank	Option
1	Late morning (10am-12pm)
2	Early morning (8am-10am)
3	Early afternoon (12pm-2pm)
4	Late afternoon (2pm-4pm)

14. On a scale of 1 – 5, how likely would you attend PD opportunities offered in: (1 not likely; 5 very likely)

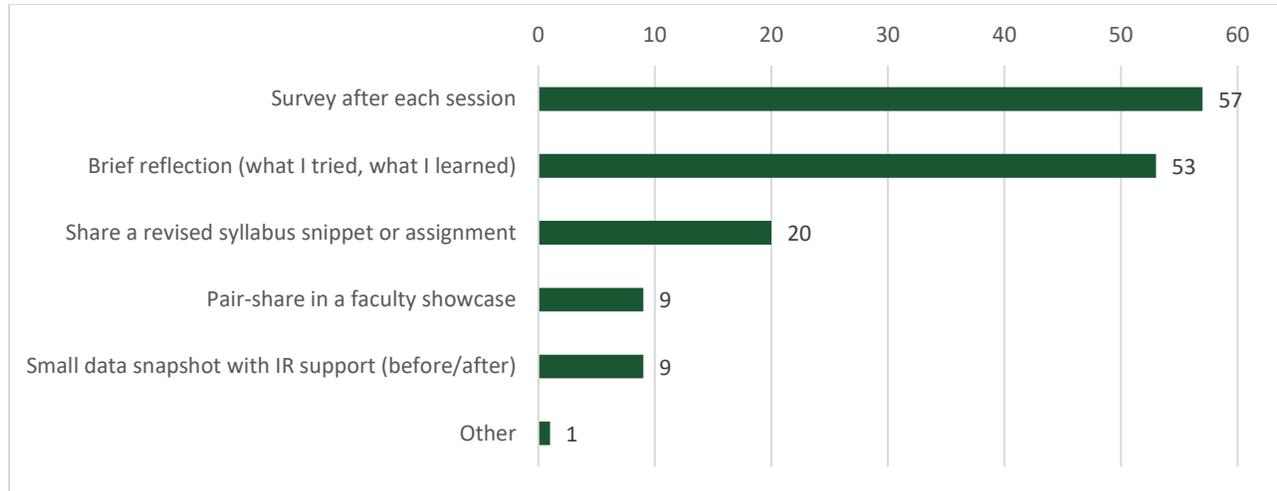
Option	Average Answer
April	3.35
Early May	3.01
Early January	2.96
Early August (prior to start of fall)	2.89
Early June	2.63
Mid-June	2.59
Late May	2.55
July (start of new academic year)	2.33
Thanksgiving week	1.69

15. What limits your PD participation? (check all that apply)

16. If you selected "Travel or remote location" or "Time of offering", please explain:

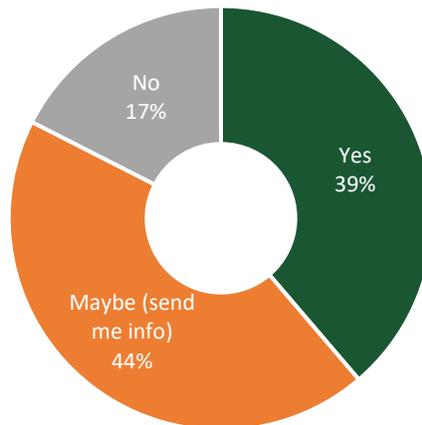
- Most PD offerings conflict with teaching schedules, especially during the 10AM–2PM hours.
- Distance to campus or living out-of-state makes attendance difficult.
- Conference travel costs are prohibitive; reimbursement is insufficient.
- Need for remote, asynchronous, or recorded PD options.
- Personal scheduling constraints including childcare and second jobs.
- Some PD sessions lack sufficient notice for schedule adjustments.

17. What would motivate you to participate? (pick up to 2)


18. After a PD activity, it's beneficial to follow-up, gather feedback, and assess the impact of the training. What kind of follow-up feels reasonable? (check all that apply)

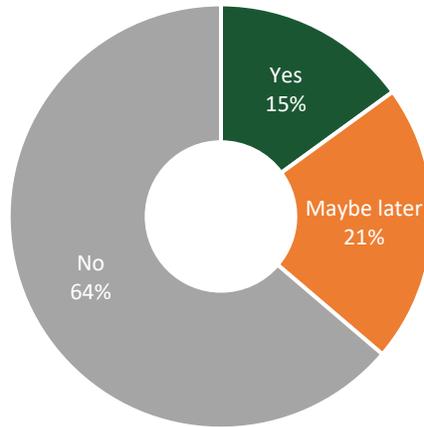


19. Would you share successful course materials in a Shasta “Teaching Commons”?



20. If you selected No to the previous question, please provide any reason(s) why you would be hesitant to share

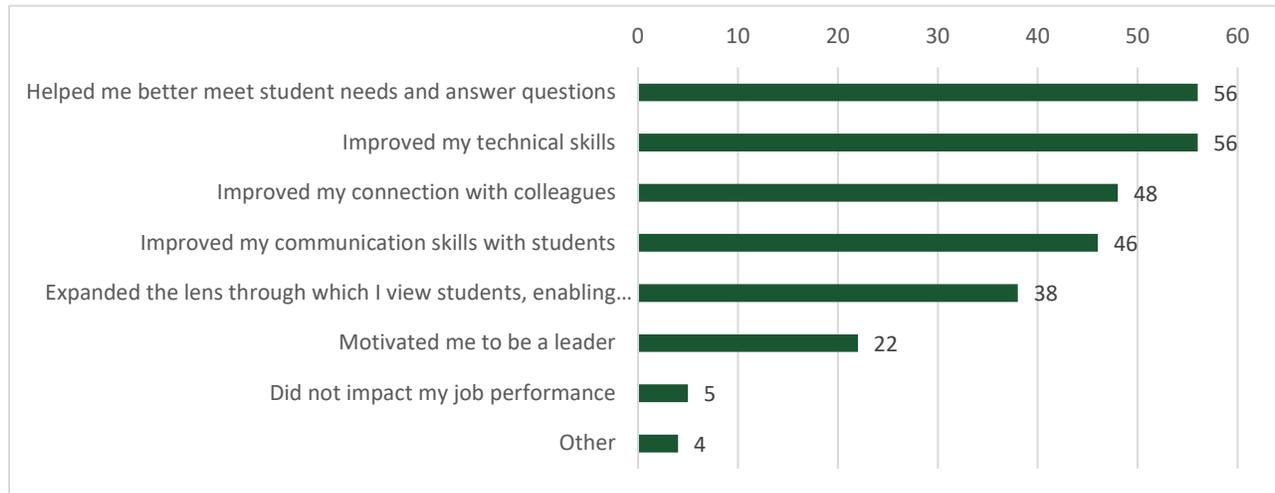
- Lack of compensation, especially for adjunct faculty, discourages sharing materials.
- Materials may be discipline-specific or rely on proprietary textbooks/resources.
- Concerns about misuse, misinterpretation, or commercial use of shared materials.
- Many respondents are too busy to prepare materials for distribution.

21. Are you interested in facilitating a professional development session?**22. If you selected Yes or Maybe later, what topic(s) could you lead?**

- Faculty can lead discipline-specific sessions.
- Interest in leading PD on teaching strategies (engagement, trauma-informed, ESL support).
- Ability to lead disability-accessibility training.
- Multiple faculty willing to lead AI-related sessions.
- Capacity for Canvas, PlayPosit, POCR, Hi-Flex, and online teaching tool PD.
- Some faculty able to present on shared governance or conflict resolution.
- Several unsure and prefer selecting from a provided topic list.

23. In one or two sentences, what single change would make Shasta's PD more useful to you?

- Need for better PD timing that does not conflict with teaching schedules.
- Strong preference for asynchronous, remote, or recorded PD.
- More discipline-specific PD, including non-instructional roles.
- Requests for clearer organization, calendars, and reporting instructions.
- Greater funding needed for conferences and external workshops.
- Desire to embed DEIA and student success practices across all PD offerings.
- Interest in longer, deeper, or ongoing PD series.
- Need for additional support and equitable compensation for part-time faculty.
- Some respondents reported PD is already meeting their needs.

24. Which of the following have you experienced as a result of the PD that you engage in? (check all that apply)


Key Takeaways

- Barriers to Participation**
 Three key themes repeatedly present in the results: topics viewed as irrelevant to the individual, compensation concerns, and time constraints.
- Motivation**
 Compensation, in the form of a stipend or flex credit, and the appeal of the topic, whether in relation to the faculty member's discipline or simply intrinsic interest, are the primary motivators for PD participation.
- Time Constraints and Modality**
 There is a preference toward asynchronous or online opportunities due to their inherent flexibility, but the desire for in-person opportunities is still high and only slightly less. For those who want in-person, the preferred days are Monday/Wednesday or Friday, with sessions occurring in the late morning (10AM-12PM) or early morning (8AM-10AM).
- Communication of PD Opportunities**
 Overall, PD opportunities are seen to be well-communicated, but there is a sizable population that would like to see them collated and communicated in a periodic email.
- Preferred Topics**
 There is a clear desire to engage in more opportunities to learn more about Canvas, AI, and discipline-specific subjects.

Recommendations

- Take in-person PD opportunities offered by Shasta and mirror them in an asynchronous and/or online version.
- Work on better communicating all aspects of the PD process – compensation, authorized activities, available funding, travel, reimbursement, flex reporting, etc.
- Create a post-PD activity survey to not only obtain feedback about the session, but to also solicit ideas for topics of future activities.
- Consider creating a recurring series of sessions that touch on popular and relevant topics, such as Canvas and AI.