| | Office of Research and Planning | Prepared by Michelle Riggs |

Research Brief: Fall 2010 Professional Development Survey Results

Overview: At the request of the Crafton Hills College (CHC) and San Bernardino Valley College (SBVC) Professional Development Committees (PDC), the Offices of Research and Planning (ORP) from both campuses worked with committee representatives to create a comprehensive needs-assessment survey designed to guide the development of a long-range professional development plan. The survey sought to identify professional development activities that District employees perceive to be the most valuable to the achievement of their individual professional development goals. This brief illustrates the findings for CHC employees.

Summary of Findings:
- The most common scheduling combination is a 1-2 hour workshop offered on Friday afternoon
- Three out of the top ten personal and professional development training opportunities in all constituencies relate to dealing with negativity, burnout, stress, and difficult people.
- Full-time and part-time faculty identified an interest in receiving discipline specific training (53%) and best practices for teaching and learning (51%) training.
- Over half of the managers (53%) and full-time faculty (56%) identified legal rights, responsibilities, and protections as a topic they would appreciate further training in.
- Three of the constituencies identified motivating others and evaluation methods as two of their top ten choices for personal and professional development training.
- 60% of management respondents recommend ethics and personal safety training for the staff they work with.
- Classified staff recommended that their supervisor receive training on how to inspire and motivate team members (34%), and managers identified motivating others (60%) as their first choice in receiving training in the personal and professional growth training topics.
- Technology Skills training at the advanced level in MS-Excel was requested by classified staff (59%) and managers (53%).
- Part-time faculty indicated an interest in instructional skills training for motivational strategies for the classroom (67%), working with underprepared students (58%), building better exams and assessment instruments (58%), and student retention methods (58%).
- Human resources training related to serving on a hiring or evaluation committee were the most commonly indicated professional development topics across all four constituencies.

Methodology: The Needs Assessment Survey was developed by representatives from the Professional Development Committees and Offices of Research and Planning at both San Bernardino Valley College and Crafton Hills College, as well as from the District's Offices of Human Resources and Technology. Interim Chancellor, Bruce Baron distributed the survey on October 12th, 2010 via e-mail to all SBCCD employees. A reminder email was sent on October 14, 2010, and the survey closed at 5:00pm on October 15, 2010.

Professional development activities were arranged by the following topics:
- Personal and Professional Growth Training
- Technology Skills
- Instructional Skills
- Human Resources

Employees were also asked to identify:
- Employment status (Management, Classified, Part-time faculty, Full-time faculty)
- Preferred method of communicating professional development activities
- Best days and times to attend or participate in professional development activities
- Desired format of delivery for professional development opportunities
- Preferred duration of activities
- The location where they would like to participate in professional development offerings

The survey consisted of multiple-choice, multi-response questions related to preferences of communication, formats, scheduling, and location. Additionally, one single-response multiple-choice question asked respondents to select their current position, which prompted the survey to route differently for each group. The topics and questions varied slightly to gather feedback specific to the needs of each constituency. As an example, managers were asked in the Personal and Professional Growth Training section if they would be interested in training for themselves, for their staff, or if they are willing to train others. Similarly, classified employees were asked in the Personal and Professional Growth Training section if they would be interested in training for themselves, would suggest training for their supervisor, or would be willing to train others. The Personal and Professional Growth Training, Technology Skills, Instructional Skills, and Human Resources sections of the survey were all in a grid format, and respondents were asked to select only the topics of interest to them, leaving blank any that they were not interested in. In addition, participants were provided with open-ended comment boxes that allowed them to indicate other (non-listed) professional development activities that they would like to participate in and recommendations to the committee on how to meet their development goals and needs.

Limitation: There were 84 respondents who indicated they would prefer to participate in professional development activities at CHC. This does not necessarily mean they work at the Crafton campus. Because the results of this survey were collected anonymously, there is no way to identify employees who work on the Crafton campus. In addition, the question was multi-response and respondents were asked to check all that apply, selecting as many as five locations as a preferred location to participate in professional development opportunities. Therefore it is likely that most of the 84 respondents work at Crafton, but the number could be lower.

Sample: In total there were 227 responses district-wide, of which 84 indicated they would prefer to participate in professional development activities at CHC. For the purposes of guiding professional development specific to Crafton, only those 84 respondents are included in this research brief. As illustrated in Table 1, respondents were more likely classified employees (38%) or full-time faculty (30%).

Table 1: Professional Development Survey Fall 2010; Q7- Current Work Status

Position	N	%
Classified	32	38.1
Manager	15	17.9
Faculty Part-time (PT)	12	14.3
Faculty Full-time (FT)	25	29.8
Total	84	100.0

Findings: In reference to Tables 2 through 6, the most frequent selections are shaded in light green, and other relevant selections are shown in bold and explained in the text above each table. It is important to note that because these questions were "select all that apply", the "N" represents the total number of respondents who selected the option, and the "%" represents the percentage of each group's total number of survey respondents. Similarly, the total column "N" is the sum of the row and the "%" represents the "N" divided by the total survey respondents. If applicable, comments related to each question can be found beneath each of these tables separated by bullets. These individual comments are the result of respondents who selected the "other" choice and chose to leave a comment in the open-ended question asking respondents to "please specify".

As indicated in Table 2, all constituencies prefer to receive communications via email. Specifically, all of the management and full-time faculty (100%) selected email as the preferred method to communicate professional development opportunities.

Table 2: Professional Development Survey Fall 2010; Q1- Preferred Notification Method for PD Opportunities

Communication	Classified		Management		PT Faculty		FT Faculty		Total	
	N=32	%	N=15	%	N=12	%	N=25	%	N=84	%
Email	31	**96.9**	15	**100.0**	11	**91.7**	25	**100.0**	82	**97.6**
Website	5	15.6	3	20.0	3	25.0	4	16.0	15	17.9
Flyer	5	15.6	4	26.7	1	8.3	5	20.0	15	17.9

Comments:
- Be sure employees who do not have access to email receive flyers or notification in other ways.
- If possible, at the beginning of the semester I would also like to receive an e-mail notice of an overview of all the professional development activities for the whole semester.
- only electronic
- SharePoint

When examining Table 3, the overall consensus is that workshops or seminars (89%) are the preferred method of delivery for professional development activities. Field trips were chosen as a popular option for classified staff (53%) and managers (60%), while part-time faculty indicated independent study (67%) and lecture (50%) as alternative modes of delivery they would be interested in. Management selected webinars (73%) and discussion groups (67%) as convenient options for them to participate in professional development. Finally, over half of the total respondents (52%), including 56% of the full-time faculty suggest that webinars should be included as a delivery option.

Table 3: Professional Development Survey Fall 2010; Q2- Delivery Method Options for PD Opportunities

Format	Classified		Management		PT Faculty		FT Faculty		Total	
	N=32	%	N=15	%	N=12	%	N=25	%	N=84	%
Independent Study	9	28.1	4	26.7	8	**66.7**	12	48.0	33	39.3
Workshop/Seminar	28	**87.5**	13	**86.7**	10	**83.3**	24	**96.0**	75	**89.3**
Discussion Group	12	37.5	10	**66.7**	5	41.7	10	40.0	37	44.0
Keynote /Breakout	14	43.8	7	46.7	1	8.3	12	48.0	34	40.5
Teleconference	9	28.1	6	40.0	3	25.0	7	28.0	25	29.8
Field Trip	17	**53.1**	9	**60.0**	2	16.7	8	32.0	36	42.9
Lecture	11	34.4	7	46.7	6	**50.0**	11	44.0	35	41.7
Webinar	15	46.9	11	**73.3**	4	33.3	14	**56.0**	44	**52.4**

Comments:
- All formats are good. Tailor the format to the type of activity being presented.
- Mentoring
- The online presentations and testing worked for the hazardous chemicals and slips/trips/falls last year

As illustrated in Tables 4 - 6 the scheduling options most opportune for professional development activities were somewhat constant across constituencies. While examining the best formats and scheduling combinations, the configuration that was agreed upon by the largest percentage of respondents was a 1-2 hour workshop offered on Friday afternoon.

The results observed in Table 4 include 1-2 hour workshops as the most frequently identified convenient scheduling option for Professional Development workshops. However, managers (80%) selected half-day workshops as the choice that would be most convenient for their schedules.

Table 4: Professional Development Survey Fall 2010; Q3- Delivery Scheduling Options for PD Opportunities

Scheduling	Classified		Management		PT Faculty		FT Faculty		Total	
	N=32	%	N=15	%	N=12	%	N=25	%	N=84	%
1-2 Hour Workshops	28	**87.5**	11	73.3	8	**66.7**	20	**80.0**	67	**79.8**
Half-Day Workshops	25	78.1	12	**80.0**	4	33.3	12	48.0	53	63.1
Full Day Workshops	10	31.3	6	40.0	1	8.3	6	24.0	23	27.4
Evening Sessions	4	12.5	3	20.0	3	25.0	6	24.0	16	19.0
Short Courses	13	40.6	6	40.0	4	33.3	10	40.0	33	39.3
Multi-Day Retreats/Seminars	7	21.9	3	20.0	0	0.0	7	28.0	17	20.2
Semester-Length Courses	4	12.5	3	20.0	1	8.3	2	8.0	10	11.9

Comments for Scheduling Options:
- As a classified employee I tend to stay very busy in the office, but the occasional full day workshop would be ok as well.
- half-day on Fridays; short ones during college hours
- Really, it depends upon the topic. To be valuable, some take more time. If you have lengthy workshops, don't punish a chosen few faculty for participating.
- Usually never works with my teaching schedule.

On the whole, respondents identified Friday as the most convenient day of the week (72%). However, part-time faculty (75%) chose Monday as the most opportune day for them to attend Professional Development activities.

Table 5: Professional Development Survey Fall 2010; Q4- Scheduling Options for PD Opportunities Preferred Day of Week

Day(s)of Week	Classified		Management		PT Faculty		FT Faculty		Total	
	N=32	%	N=15	%	N=12	%	N=25	%	N=84	%
Monday	18	56.3	3	23.1	9	**75.0**	10	40.0	40	48.8
Tuesday	19	59.4	6	46.2	5	41.7	12	48.0	42	51.2
Wednesday	20	62.5	6	46.2	6	50.0	8	32.0	40	48.8
Thursday	20	62.5	6	46.2	4	33.3	11	44.0	41	50.0
Friday	27	**84.4**	9	**69.2**	5	41.7	18	**72.0**	59	**72.0**
Saturday	1	3.1	2	15.4	3	25.0	9	36.0	15	18.3
Sunday	1	3.1	0	0.0	1	8.3	6	24.0	8	9.8

All groups were also in agreement when asked to identify the best time of day to participate in Professional Development activities. As seen in Table 6, afternoons (12p.m.-4p.m.) are the most convenient time of day.

Table 6: Professional Development Survey Fall 2010; Q6- Scheduling Options for PD Opportunities Preferred Time of Day

Time of Day	Classified		Management		PT Faculty		FT Faculty		Total	
	N=32	%	N=15	%	N=12	%	N=25	%	N=84	%
Morning (8 a.m. – 12 p.m.)	11	34.4	4	26.7	4	33.3	8	32.0	27	32.1
Afternoon (12 p.m. – 4 p.m.)	18	**56.3**	9	**60.0**	5	**41.7**	14	**56.0**	46	**54.8**
Evening (4 p.m. – 8 p.m.)	3	9.4	2	13.3	3	25.0	3	12.0	11	13.1

In reference to Table 7, many of the same topics were identified by all four constituencies in the personal and professional growth training section. For example, at least three out of the top ten personal and professional development activities in all constituencies relate to dealing with negativity, burnout, stress, and difficult people.

In examining the top ten personal and professional development growth activities of interest, the following findings were also noted:
- Full-time and part-time faculty identified an interest in receiving discipline specific training and best practices for teaching and learning in their top ten personal and professional development training needs.
- Over half of the managers and full-time faculty identified legal rights, responsibilities, and protections as a topic they would appreciate further training.
- Three of the constituencies identified motivating others and evaluation methods as two of their top ten choices for personal and professional development training.

Table 7: Professional Development Survey Fall 2010; Q9- Personal and Professional Growth Training

Personal and Professional Growth Training I am interested in training for myself:

Classified	N=32	%	Managers	N=15	%
Negativity in the workplace	26	81.3	Motivating others	9	60.0
Stress management	21	65.6	Negativity in the workplace	8	53.3
Coping with job burnout	19	59.4	Legal rights, responsibilities, protections	8	53.3
Dealing with difficult people	19	59.4	Evaluation methods	8	53.3
Team building	19	59.4	Coping with job burnout	7	46.7
Health, wellness, exercise, nutrition	18	56.3	Marketing your programs	7	46.7
Assertive communication skills	18	56.3	Stress management	7	46.7
Effective leadership techniques	18	56.3	Great managers retreat	7	46.7
Living a well balanced life	18	56.3	Conducting effective meetings	7	46.7
Personal safety /self defense	18	56.3	Personnel evaluation methods	7	46.7
Part-time faculty	N=12	%	**Full-time faculty**	N=25	%
Dealing with difficult people	7	58.3	Dealing with difficult people	15	60.0
Discipline specific training	6	50.0	Program review process and procedures	15	60.0
Best practices for teaching/learning	6	50.0	Retirement planning/early retirement	15	60.0
Motivating others	6	50.0	Legal rights, responsibilities, protections	14	56.0
Coping with job burnout	6	50.0	Discipline specific training	14	56.0
Evaluation methods	6	50.0	Negativity in the workplace	13	52.0
Personal goal setting	6	50.0	Best practices for teaching/learning	13	52.0
Stress management	5	41.7	Motivating others	12	48.0
Mastering self-discipline	5	41.7	Evaluation methods	10	40.0
Living a well-balanced life	5	41.7	Coping with job burnout	8	32.0

* I am willing to train others were less than 20% for all personal and professional growth areas; results not included.

Comments:

- Safety training for managers and supervisors; managing a safety program, roles and responsibilities of the safety committee
- Local Flora - learning about where you live and work
- It is not necessary to offer us How to Deal with Difficult People on a constant basis. We already know how to do that. It is a waste of time and money. What we need is for our managers to have a workshop on How to Back your Staff as They Deal With Difficult People. You see, if we know we have backing by our managers, we will be able to handle difficult people better.
- advanced levels of how to use Photoshop, ms office

Illustrated in Table 8 are the results of respondents selecting trainings they would recommend for others they work with. Interestingly, many of the areas identified by classified staff as areas they would suggest training for their supervisors are the same as the areas managers chose as areas they would like training for themselves. For example, classified staff recommends their supervisor receive training on how to inspire and motivate team members (34%), and managers identified motivating others (60%) as their first choice in receiving training in the personal and professional growth training topics. Similarly, management respondents recommended training for classified staff that aligns with topics identified by classified staff as areas they would like training for themselves. As an example, over half of the management respondents (53%) suggested coping with negativity in the workplace training for their staff, while this was the topic most commonly identified as an area where classified staff would like to receive training (81%).

Table 8: Professional Development Survey Fall 2010; Q9- Personal and Professional Growth Training

Personal and Professional Growth Training I am interested in training for others:		
Classified Staff: I would suggest training for my supervisor	**N=32**	**%**
How to inspire and motivate your team	11	34.4
Effective leadership techniques	10	31.3
Coping with negativity in the workplace	10	31.3
Team building: creating a collaborative environment	8	25.0
Ethics: professional, institutional, and personal	8	25.0
Managers: I would like training for my staff	**N=15**	**%**
Ethics: professional, institutional, and personal	9	60.0
Personal safety training	9	60.0
Managing change	8	53.3
Coping with negativity in the workplace	8	53.3
Assertive communication skills	7	46.7
Team building techniques	7	46.7
Stress management	7	46.7
Dealing with difficult students, faculty, and managers	7	46.7
Coping with job burnout	7	46.7
Tools and techniques to deliver quality customer service	7	46.7

* Full-time and part-time faculty responses were less than 20% in all categories suggesting training for others; results not included in this report.

The top five results from the Technology Skills training topics can be viewed in Table 9. There are some areas of overlap between groups in MS-Excel, Photoshop, and Creating and maintaining webpages. In addition, managers and classified staff are interested in advanced level training for many of the Microsoft Office Suite products including; Excel, Word, PowerPoint, and Outlook. Datatel training at the introductory level was identified as an area of interest for full-time faculty, and at the advanced level for classified staff and management.

Table 9 Professional Development Survey Fall 2010; Q13- Technology Skills

Technology Skills Training I am interested in training for myself:					
Classified	N=32	%	**Managers**	N=15	%
Introductory level training			**Introductory level training**		
Photoshop	15	46.9	Creating and maintaining webpage	5	33.3
Creating and maintaining webpage	13	40.6	Photoshop	5	33.3
Adobe Professional	12	37.5	MS-Excel	4	26.7
Digital video creation and editing	12	37.5	eLumen	3	20.0
Financial 2000	12	37.5	MS OneNote	3	20.0
Advanced level training			**Advanced level training**		
MS-Excel	19	59.4	MS-Excel	8	53.3
MS-Word	16	50.0	MS-Word	8	53.3
MS-Outlook	15	46.9	MS-PowerPoint	6	40.0
MS-PowerPoint	14	43.8	MS-Outlook	5	33.3
Datatel	10	31.3	Datatel	4	26.7
Part-time faculty	N=12	%	**Full-time faculty**	N=25	%
Photoshop	5	41.7	MS-Excel	12	48.0
eLumen	5	41.7	Financial 2000	12	48.0
MS-Excel	4	33.3	Creating and maintaining webpage	12	48.0
Adobe Professional	4	33.3	WebAdvisor	10	40.0
Digital video creation and editing	3	25.0	Datatel	10	40.0

*I am willing to train others less than 20% in all technology skills areas; results not included. Results not included for Part-time and full-time faculty advanced level training; interest in all topics was less than 20%.

Managers recommended training for their staff in the technology skill areas mostly related to the Microsoft Office Suite. As seen in Table 10, over half of the management respondents would like their staff to receive professional development training in MS-Word and MS-Excel.

Table 10 Professional Development Survey Fall 2010; Q13- Technology Skills

Technology Skills Training I am interested in training for others:		
Managers: I would like training for my staff	N=15	%
MS-Excel	8	53.3
MS-Word	8	53.3
MS-PowerPoint	7	46.7
MS-Outlook	6	40.0
MS-Access	5	33.3
eLumen	5	33.3

*Classified staff, full-time, and part-time faculty- I would like training for others less than 20% in all technology skills areas; results not included

As seen in Table 11, the instructional skills professional development activities respondents were most interested in receiving training included; working with underprepared students (26%) and motivational strategies for the classroom (25%). Part-time faculty indicated that building better exams and assessment instruments (58%), student retention methods (58%), and preparing to teach online (50%) as topics they were also interested in receiving training. Over half (52%) of the full-time faculty respondents pointed out both developing alternative programming (including DE, Learning communities, and accelerated courses) and curriculum development as the topics of most interest. In addition, less than 20% of the classified respondents identified an interest in any of the instructional skills training topics.

Table 11: Professional Development Survey Fall 2010; Q29- Interest in PD training - Instructional Skills

Instructional Skills: I would like training for myself	Classified		Managers		PT Faculty		FT Faculty		Total	
	N=32	%	N=15	%	N=12	%	N=25	%	N=84	%
Working with underprepared students	4	12.5	0	0.0	7	**58.3**	11	44.0	22	26.2
Motivational strategies for the classroom	3	9.4	0	0.0	8	**66.7**	10	40.0	21	25.0
Student learning outcomes	6	18.8	1	6.7	4	33.3	9	36.0	20	23.8
Developing alternative programming	2	6.3	1	6.7	4	33.3	13	**52.0**	20	23.8
Curriculum development	3	9.4	1	6.7	3	25.0	13	**52.0**	20	23.8
Building Better exams and assessment	2	6.3	0	0.0	7	**58.3**	10	40.0	19	22.6
How to measure learning outcomes	3	9.4	1	6.7	4	33.3	11	44.0	19	22.6
Preparing to teach online	5	15.6	1	6.7	6	**50.0**	7	28.0	19	22.6
Academic freedom	2	6.3	1	6.7	3	25.0	11	44.0	17	20.2
Student retention methods	3	9.4	1	6.7	7	**58.3**	6	24.0	17	20.2

*Instructional Skills: I am interested in training for my supervisor or the staff I work with and I am willing to train others results are not included in this report; less than 10 responses total.

In reference to Table 12, four of the five Human Resources professional development trainings that respondents were most interested in receiving for themselves were also the topics respondents indicated they would like training for their staff or supervisor. How to serve effectively on a hiring committee rose to the top of both categories with 37% of the respondents identifying an interest in training for themselves and an additional 19% selecting the topic as beneficial to those they work with. Specifically, 47% of managers would like this type of training for their staff.

Table 12: Professional Development Survey Fall 2010; Q29- Interest in PD training - Instructional Skills

Human Resources: I would like training for myself	Classified		Managers		PT faculty		FT faculty		Total	
	N	%	N	%	N	%	N	%	N	%
Serve Effectively - Hiring Committee	14	**43.8**	6	**40.0**	2	16.7	9	**36.0**	31	36.9
Serve Effectively -Evaluation Committee	13	**40.6**	6	**40.0**	2	16.7	8	32.0	29	34.5
American with Disabilities Act (ADA)	11	34.4	5	33.3	2	16.7	9	**36.0**	27	32.1
OSHA- Ergonomics Training	11	34.4	5	33.3	1	8.3	7	28.0	24	28.6
Diversity Awareness	10	31.3	4	26.7	3	25.0	5	20.0	22	26.2
I would like training for my supervisor/staff	Classified		Managers		PT faculty		FT faculty		Total	
	N	%	N	%	N	%	N	%	N	%
Serve Effectively - Hiring Committee	5	15.6	7	**46.7**	0	0.0	4	16.0	16	19.0
Serve Effectively -Evaluation Committee	5	15.6	5	33.3	0	0.0	5	20.0	15	17.9
OSHA- Ergonomics Training	3	9.4	5	33.3	0	0.0	4	16.0	12	14.3
Diversity Awareness	5	15.6	5	33.3	0	0.0	2	8.0	12	14.3
Workplace Violence	3	9.4	4	26.7	0	0.0	4	16.0	11	13.1

At the conclusion of the survey, respondents were given the opportunity to include recommendations to the Professional Development Committee which might help employees meet their developmental goals and needs. The final question asked respondents to include any additional topics or activities they might be interested in receiving training that were not included in the survey.

The following bulleted lists include all of the feedback collected from the final two questions.

Q12: Recommendations

- All classified, faculty and administration should have access to every Professional Development opportunity available. Please don't assume one group shouldn't have access to an opportunity because of their classification. Someone may be working toward a career goal.
- Don't offer time wasting workshops- Quality over Quantity.
- Establish a faculty mentoring system for those interested. Establish a professional staff mentoring system for those interested. Establish a leadership mentoring system for those interested that would include campus leaders mentoring others who want to be more effective at leadership and want to step into leadership roles, both here and elsewhere.
- For classified employees they keep offering workshops that are of a more personal nature, like nutrition. They are interesting, but I think you're missing a vital opportunity at "professional" development. We are professionals just like the faculty. It seemed to me until this survey that you did not realize there are professional workshops that could be offered besides Microsoft programs. I would like to see more professional workshops and less personal ones.
- Have more training that pertains to Classified staff, if classified staff really *are* invited/encouraged to participate - so many (roughly 90% - 95%) of the events/workshops/lectures are for faculty, not classified.
- Have the technology activities at various times. Not all in the morning, afternoon, or evening.
- I like the thought put into some of the SBCCD-specific items listed in training opportunities (how to serve on an evaluation committee, how to serve on a hiring committee, how to use certain databases/programs/reporting tools).
- I personally appreciate being notified of all Professional Development opportunities regardless of whether or not I choose to participate. This allows me the choice of which to partake in and which to ignore. I would not want someone else to make the decision for me by not notifying me of certain opportunities simply because they believe it would not apply to me. Please continue to allow me the freedom to make the decision myself by sending notices of ALL Professional Development opportunities to me.
- I would like to see a few events open up to the community, like Emergency Preparation, for example. I feel this would foster a collaborative college community. And meet our community's needs for our area residents: Yucaipa-Calimesa, Redlands, and Mentone.
- If you could have motivational training for the classified staff that would be lovely. It sometimes feels as though the staff is trying to make your job in the classroom more difficult. In particular the printing department and administrative assistants.
- Intellectual topics
- Make the training meetings free and flexible.
- Many wonderful ideas are offered each year, and it would be beneficial if the activities were rotated each semester. For example, if a workshop is offered in the evening, maybe that workshop could be repeated the next semester on a different day / at a different time. Some workshops are offered once and never again - let's recycle some of the more popular ones.
- More discipline specific opportunities
- Notify those interested in a training activity with enough time to work into personal schedule
- Offer guidance and consultation opportunities regarding my professional development.
- Offer more workshops and one-on-one trainings per office area. Many cannot get away from their area to attend in the OE-300 room.
- Offer workshops at several different convenient times/locations/formats.
- Offer workshops more than once if there is an expressed interest.

- Streamline the reimbursement process...I'm tired of fighting for monies owed me. The nature of the process and follow-up @ the DO is hostile, distrustful, and accusatory IMHO. I'll never believe this is a Learning Organization, regardless of what the administration says, until full, ongoing, and consistent funding is devoted to it.
- The Professional Development Committee on this campus has been outstanding and responsive to the faculty.
- To consider classified staff when creating professional development topics.
- Utilize Human Resources in the process of developing the Professional Development Program. Also, I didn't see board policies and bargaining agreements in the survey. Management, in particular, needs training on board policies, administrative procedures, and bargaining agreements to assure the proper administration these policies, procedures, and agreements for the District.
- When PD training announcements are sent, please do not exclude any constituency. There are classified that are working on their degrees and my want to be involved some of the instructional training. At CHC Prof Development the assumption was made that training announcements should be sent out selectively. Let people decide on his/her own if he or she wishes to partake in the training, if not one can simply choose to ignore or delete the announcement.

Q13: Other Activities
- The development of a management orientation program which includes board policies and bargaining agreements.
- Continuing educational activities (maybe a college fair that offers degree completion programs online, nights, weekends, etc.)
- Be creative in the construction and delivery methods for Professional Development. Webinars, live chat sessions, podcasts, wikis, around-the-water-cooler training, bringing the training TO the people with lunch room/brown bag discussions, tapping internal experts, recording trainings on CD so people can listen during their commute, etc. Think of out of the box strategies so that the trite excuse of "I'm just too busy to do any of this stuff" just washes away like dust in the wind!
- Intellectual activities
- Local Flora - an understanding of what makes CHC unique is the setting of this campus in the costal chaparral. Understanding the ecosystem that surrounds the campus enriches the academic experience and promotes conservation of the natural resources that surround this campus making it unique.
- Need to seriously have a seminar or workshop on conflict resolution in regards to staff/managerial and staff/staff
- Physical activities, like a golf tournament or tennis tournament, for staff. Maybe swimming?
- Spanish for educators course
- This list was quite thorough
- Work Place Bully-What are your civil rights!
- You had some good options for professional workshops in this survey. Also, I still have not received training on our new copy machines. The training was offered for faculty only, and only a handful of staff (in LADM 300). It would be nice for ALL classified to receive this type of training when new equipment is put in place. Thanks for posting a survey to get our feedback.