



Santa Ana College Report of Professional Development Survey Results, June 2013

Santa Ana College (SAC) is committed to updating the existing framework of the Professional Development Program to provide for more inclusive and effective opportunities across employee groups (classified, faculty, and management) and schools (credit and non-credit programs). Towards this end, an invitation to participate in an online survey was disseminated to all SAC staff members in May 2013 in order to get input about their current level of participation in professional development activities and the types of activities that would most enhance the performance of their own duties at the college as well as our students' overall success. 118 staff members completed the survey (primarily faculty (55%) and classified staff (38%) with a wide range of SAC service years behind them (over one-third reporting over 15 years of service)); those responses are included in this report.

Summary of Findings

- Overall, respondents rated the availability of professional development opportunities at SAC 5.30 (on a scale of 1-10, 10 being highest); most respondents think that SAC should expand its professional development activities. Classified respondents report the lowest satisfaction with current professional development offerings (2.7 mean rating).
- One-third of respondents reported that, at the time they began working at SAC, they did not receive the tools and training necessary to do their job most effectively (13% reported “definitely no” and 20% reported “not really”).
- About two-thirds of respondents (64%) cited conference attendance as the most helpful activity in assisting them to most effectively perform their jobs. “Arranged workshops and activities” came in a close second at 58%.
- The majority of respondents did not attend any conferences (75%) or flex week workshops (52%) during the 2012-13 school; similarly, most did not present at conferences (74%) or flex week workshops (88%).
- Over one-third of respondents reported they personally funded the professional development activities they participated in during the year.

Staff are encouraged to read the many comments respondents shared as they were thoughtful and may be of used during their planning for future professional development programs.

Santa Ana College
Professional Development Survey, Spring 2013

	Distribution of Responses BY EMPLOYEE GROUP			
	Classified n=46	Faculty n=66	Management n=6	Total n=118
On a scale of 1-10 (10 being highest), how would you rate the availability of professional development activities and opportunities at SAC?	2.7	7.0	4.7	5.3
Service Years at SAC				
<2 years	16%			6%
2-5 years	33%			13%
6-10 years	51%		100%	25%
11-15 years		34%		19%
16+		66%		38%
Did you receive the tools and training necessary when you began your job at SAC to perform your job most effectively?				
yes	19%	38%	33%	31%
somewhat	35%	35%	50%	36%
not really	26%	17%	17%	20%
definitely not	21%	9%		13%
What kind of training, professional development, or support would be helpful in assisting you to perform your job responsibilities most effectively? (check all that apply)				
conference attendance	51%	75%	67%	64%
conference presenter	20%	14%	17%	17%
online media or workshop	31%	35%	17%	32%
online video	33%	32%	17%	31%
online webinar	33%	40%	33%	36%
arranged workshops offered by ITS	36%	51%	17%	43%
arranged workshops and activities	38%	68%	50%	55%
self-designed activities	64%	34%	67%	47%
workplace effectiveness	44%	54%	17%	48%
How many conferences did you attend in 2012-13?				
0	84%	68%	83%	75%
1-3 times	9%	23%	17%	18%
4-6 times	7%	8%		7%
7+		2%		1%
How many off-campus conferences did you present in 2012-13?				
0	80%	75%	17%	74%
1-3 times	20%	23%	83%	26%
4+ times		2%		1%

	Distribution of Responses BY EMPLOYEE GROUP			
	Classified n=46	Faculty n=66	Management n=6	Total n=118
How many flex week workshops did you attend in 2012-13?				
0	53%	48%	83%	52%
1-5 flex	37%	52%	17%	45%
11+ flex	5%			2%
6-10 flex	5%			2%
How many flex week workshops did you present in 2012-13?				
0	83%	89%	100%	88%
1-3 flex present	12%	11%		10%
4+ flex present	5%			2%
Do you think that SAC should consider offering/expanding its professional development activities to further advance student success?				
no	12%	8%		9%
yes	88%	92%	100%	91%
What do you see as the benefits of the current professional development offerings?				
job-specific skills	43%	36%	50%	39%
Health & wellness	10%	4%	25%	7%
expand knowledge	21%	48%	25%	37%
all of the above	7%			3%
<i>Other: (blackboard training; disaster readiness; CEC adjunct faculty training; program lacks depth, variety, and limited offerings not geared towards classified)</i>	17%	14%		15%
How were the professional development activities you participated in 2012-13 funded?				
SAC fully funded	34%	30%	50%	33%
SAC and personal	7%			3%
SAC partially funded	27%	6%	25%	16%
vendor funded	2%			1%
funded by my full-time employer	2%			1%
grant funded	7%	4%		5%
personally funded	15%	55%	25%	36%
no cost	5%	4%		4%

Examples of specialized training (topical workshops, accreditation training, flex workshops, the New Faculty Institute, Distance Education training, HR/ITS and other training workshops for management, emergency response training, PSI seminars, educational programs, etc.) respondents attended in 2012-2013.

- HR training for management; workshop for counselors working with Early Decision students.
- None offered for classified staff (i.e. computer workshops, business writing, grammar)
- I believe because I am merely a part-time office clerk that I do not receive offers to partake in any of these types of activities.
- Computer use training for all new programs; training for emergency response; educational programs and seminars; Curriculum training.
- At other community colleges, I attended 2 workshops/norming sessions with other English, ESL and reading faculty to learn to better assess student writing.
- New Faculty Institute
- Accreditation training, HR/ITS and other training workshops for management, emergency response training, career and technical education meetings and conferences
- Conferences and Industry run workshops. Not anything that can be provided on campus.
- Distance education training, best practices, and increasing student participation
- Assessment and managing improvement in student learning outcomes
- Student populations training
- CSU Counselors Conference; UC Counselors Conference; NACCTEP National Conference; Academic Senate Spring Plenary; Webinar from Career Cafe on Helping Students Use Social Media in the Job Search; CA Learning Communities Consortium (CLCC) Retreat
- Manipulative mathematics; Strategies for success; Part-time faculty meetings; SLO training; Share point training
- Accrediting MidCycle Workshop; Flex Workshop Shared Governance
- Blackboard training during Flex Week; Professional Conferences
- Psychology research conference; abnormal behavior conference
- Distance Ed, Accreditation, Educational Programs, Vocational Programs, CurricuNet
- I am currently a member of the International Association of Administrative Professionals (IAAP). I attend monthly meetings where I enhance my skills and knowledge as an Administrative Professional. We have had some great speakers on workplace violence, software applications, communication, organization, office technology and more. I am currently studying for the Certified Administrative Professional/Office Management exam in November. I have also taken Community Emergency Response Team (Cert) training from the City of Anaheim. I hope to attend a weeklong conference in Anaheim with IAAP in July, with speakers on a variety of topics.
- Network for California Community College Foundations. CASE
- Early Head Start PITC CPR and First Aid
- I attended Emergency Response and building captain training during flex week. We've also had online specialized library training that provided by the vendor of our new ILS. Our dean additionally arranged for a communication workshop for our library staff/faculty at the beginning of the academic year.
- Library system (OCLC WorldShare Management Services) webinar trainings.

- Blackboard Flex Workshops
- Trade conferences
- I think it was intended to be Accreditation training, but it truly didn't feel that way. It was a meeting, but it didn't feel like a training. I left feeling overwhelmed and under-prepared for the task ahead of me (faculty chair of a standard). It was clear that it was believed the majority of the audience had accreditation experience, but the trainer (Dr. Rose) was mistaken. She was presenting at one point and I guess maybe because of the look on our faces she asked how many of us had experience. She was astonished to learn that so few of us did; we do emergency drills each semester,
- On Course I & II
- Coaches convention: state and national, on my own dime
- Accreditation Training December and March; Flex Workshop on Difficult Students; 2012 Strengthening Student Success Conference and post conference workshop; New Faculty Institute 201112 (presenter); State Academic Senate Plenary Session (training on Student Success Act)
- Reclaimed water certification
- Topical workshops: payroll & Datatel
- University of California Counselor's Conference.
- Nursing license requires 30 hours approved continuing education every 2 years. Flex classes do not qualify. I lean toward classes/conferences that will fulfill both faculty and nursing requirements.
- Accreditation for BRN site visit
Quality and Safety Education of Nurses workshop
- Communication skills
- Teaching techniques using groups in the classroom. How to effectively use white boards in a class. More ongoing training on computers, not just one or two hours. Set up a series of classes that faculty will have time to take.
- Reporting child abuse.
- Flex workshops on BlackBoard
- ETS online scoring of writing
- CATESOL Regional and State Conference
- Onthejob trainings for new software system being implemented. Webinars and recordings provided by the vendor
- I attended a California Placement Association (CPA) Conference in Ventura regarding best job development practices when assisting disabled students with obtaining employment.
- Flex Week, August 2012 "Grant Writing 101" and "Successful Grants"; Online Training/Webinar "Active Shooter on Campus", December 2012; Flex Week, January 2013 "Managing Challenging Students"; California Placement Association Conference, February 2013; Incident Command/Emergency Response Training DSPS Meeting, May 2013; Other workshops/professional dev. completed on personal time and self funded
- When we first migrated to Datatel, we had two workshops and then we had another web workshop, yet I was out ill and there was no follow up or material or schedule another one for follow up. If you were ill then you're out. Not very good team work.
- New Words, Excel, Outlook, Publisher for classified staff.
- CMC3 and MyLabsPlus training through math department.

- Blackboard and Camtasia workshops Distance Workshop; Flex week SLO/PA/PR workshop; Hands On Biotech Workshop in Davis California; Ventura Summer Marine Institute Workshop; Industry Meets Academia Biotech Workshop in LA; Science Undergraduate Research Workshop at CSUF; Bar-coding Workshop; Textbook specific software training
- All workshops were profession-specific.
- Department efficiency, data/outcome tracking, emergency response & disaster response, promotion of student success
- Training for technology needs in the foreign languages department.
- It would be great to learn more about teaching techniques, assessment techniques, and teaching ESL students. It might also be helpful to have a workshop that describes the classroom/study issues that our students have. Also, how we can help them overcome these classroom/study issues.
- Accreditation training
- A variety of workshops accredited by RID (Registry of Interpreters for the Deaf).
- Curriculum Development using online tools to give quizzes and look at student performance and time on task; 2) New online tools to compare student evaluation of their prior knowledge with their performance on quizzes I still want to practice with this program myself first; 3) Use of iPad and cloud computing in teaching
- On course, industry specific conferences
- Accreditation and continual SLO training would be helpful as well as effective strategies for student retention and success. It would also be helpful to have emergency preparedness/crisis training on a continual basis.
- I attended industry related professional conferences and an academic related professional conference.
- CPR certification; ACLS certification.
- EDGAR training.
- Two trainings on contracts for special project... provided by agency that funds our grant. Could not attend any training during flex week due to workload during that week.
- Need workshops with follow up practice sessions and help chat responses...
- Training in survival techniques in case of a widespread disaster that makes the normal means of the logistics of resupplying unlikely.
- California Speech, Language and Hearing Association's annual conference

Examples of on-the-job trainings that respondents attended in 2012-2013

- Web design/update
- NOTHING APPLICABLE OR BENEFICIAL UNLESS YOU CALL STRESS MANAGEMENT PART OF PROFESSIONAL DEVELOPMENT!
- LCW Workshops/webinars
- Accreditation training, HR/ITS and other training workshops for management,
- None, I have to use vacation time, and my personal money for almost all of my personal development.
- Building successful learning communities using Panopto, learning HTML
- Handling difficult students. Unfortunately it was more geared toward faculty than classified staff.
- Have attended web trainings
- Library system (OCLC WorldShare Management Services) webinars.
- I have had no training this year. When I don't know how to do something I typically have to find out myself so basically I am self trained. I have felt that way about most of my learning at SAC. I have wished for training, but it never comes. I think that what happens at SAC is most people who have been here for a long time assume everyone knows the 'drill' as it were. Well, we don't! We need procedures documented, published and accessible.
- Applied the OnCourse materials to all my classes.
- Blackboard training (2)
- First responder training; basic search for injured, how to shore up walls, floors etcetera to make a rescue possible. (3)
- Supervisor training me on certain topics regarding handling of files only.
- curricuNet, OCDE Employee's Vacation training; MIS; SharePoint
- Camtasia
- Datatel updates (3)
- Division and Department meetings, workshops, SLO's, and curriculum development.
- California Placement Association (CPA) Conference in Ventura
- Our department has coordinated and participated in our own staff trainings and professional development activities.
- Datatel Financials; SharePoint Webpage Design;
- Would love to do externships in Industry do not have the time
- CONNECT computer training; LRN computer training for foreign languages.
- I sat in and observed another instructor in the fall to prepare to teach the same course in the spring. It was very helpful and I learned a lot about the students, the lab set up, issues that arise, troubleshooting, etc.
- Required professional development hours when students didn't show up, class was cancelled, or class ended with more than 25% of time remained. Had to watch videos or internet programs (when equipment was functional & room was not too crowded; Ruth occasionally allowed me to do research in the library).
- Flex workshops taught by Cherylee Kushida in Distance Ed on tools in Blackboard
- Math workshop, Academic Senate Retreat, DSPTS Retreat

Examples of how other campus personnel benefitted from respondents' professional development activities.

- Yes, I shared information with my coworkers. (11)
- Yes, with my students. (2)
- Yes, I came back and provided a summary of what I learned (2). When I first started here as a temporary employee I reached out and called people to help train me on Datatel and the different procedures to use. I taught myself the programs we currently use here in our office. I never have felt supported by SAC in any of the skills that I have used thus far. When I worked for a university that has an Employment Development Program ongoing is what helped save me here as I am able to use those skills here.
- I offer flex week workshops on digital media such as Camtasia
- Yes. I am better able to support programs, manage grants and work effectively on teams.
- Yes there are 3 academic departments that benefit by me getting this information and staying current, as well as the whole district. I service an entire division
- Yes, I was able to share vital information from the UC/CSU Counselors Conferences with others who were not able to attend. I was able to share information from the Webinar with Counselors who teach our COUN 116 classes. Information was also disseminated from NACCTEP, the Spring Plenary and the CLCC Retreat.
- Math faculty presentations about manipulatives, strategies for success, course redesign; freshman experience faculty professional development activities presented there.
- Thus far, I have not had the opportunity see how the new ILS training will benefit the campus because the software has not been deployed yet.
- I'd like to say the communications workshop has made me easier to work with though.
- Flex week safety workshops have made me more confident and decisive as a building captain.
- Yes. We will implement an improved library system that would benefit all staff, faculty and students.
- Yes, I participate in the emergency drills and as such I believe every faculty, administrator and staff benefit (if they allow themselves to) from the activity.
- My professional development activities inform my work on all these committees.
- I presented a best practices workshop for counseling instructors.
- Class scheduling improved
- After attending the professional development activities, staff shared the information presented with other staff members who were unable to attend (i.e. information was represented in department training.
- All part-time instructors in the Modern Languages department.
- Yes, it was a much easier transition as a new instructor for the course. She did not have to prep me as much and it was easier for me to understand the students.
- As a lab assistant we have to be prepared in order to help the students.
- Yes, several Distance Ed faculty members attended the workshop. We also spent time sharing more ideas after the formal presentation.

Respondents' suggestions for SAC's professional development opportunities, supports, and programming for the upcoming year (leadership structures, funding mechanisms, and other critical facets of related work.

- There are many conferences and opportunities available off our campus, yet we do not have funds available. We are trying to reinvent the wheel by trying to develop our own on-campus development. We would benefit greatly from learning from our colleagues outside our campus. (2)
- We need a full-time professional development coordinator for faculty professional development. This position should be supported by the general fund as it is an essential component of a successful institution of higher education. A professional development committee that is broadly representative of the college community is also essential to ensure the relevance of professional activities to our community. (2)
- Leadership Structures (2)
- It would be nice to see a department set up just for employees to go and learn skills related to their positions. It seems there are always professional development opportunities if you are a faculty member or management. Classified staff never gets the opportunity to enhance computer skills, writing skills, grammar skills etc. I have seen advertisements where classified staff is invited to go to seminars that have these classes to help upgrade your skills. If faculty and management can go to flex week and conferences to educate themselves and it is funded I firmly believe that classified staff should have the same opportunities. It should be equal.
- We need individuals with leadership abilities in supervisory and administrative positions.
- Funding to support faculty's professional development through their own specialties.
- If the right person is placed in the right position then success will come naturally, however, there is an ever-present practice of nepotism on this campus and unqualified or under-qualified persons are filling these positions. This action undermines the potential growth and development for all programs on campus, most importantly the Professional Development programs and opportunities. Perhaps some courses on professional ethics would be a benefit.
- Budget allocation for F/T Faculty for professional development activities/conferences.
- How about a mandatory topical at the start of semesters on student violence, threats, crime, shooters on campus?
- If you offer it, will they come??? There needs to be more faculty buying in and the training should reflect their needs and specific project classroom activities-based and then provide mentoring and accountability for following through.
- Faculty needs to have a place where they can work and interact with other faculty members of all disciplines. In addition, hold morning sessions with English, ESL, and Reading faculty would better help us all understand student expectations, outcomes, and more uniformly evaluate student work throughout the semester.
- The equivalent of ACCCA Admin 101 for SAC administrators: alignment of goals, SLO assessment, program review, planning and budget; enrollment management; student attendance accounting; scheduling; Datatel and other management software; program and course approval; Title 5 regulations; personnel management; etc.
- There needs to be an equal but separate development in place for classified staff. We need to be able to professional develop our skills that ultimately benefit the students.
- Advanced training in distance education, examples of best practices

- Program to have classified move up the education ladder of completing higher education degrees that we encourage students to do to be an example! If SAC implemented coops that brought in university programs to complete a BA at least that would be part of professional development; 2) leadership & empowerment training, classified empowerment format that can document effectiveness and evaluate impact on serving students but also track how staff have moved up the professional ladder in position. Empower staff to be part of the team. also, learning skills that will help them be more effective like training on customer service skills, doing presentations,, etc. 3) training (on a scheduled/regular basis) of staff that addresses improvement of skills that impact serving students and the college meeting its SLOs. 4) Professional growth is a system of continuing and improving the skill set of professionals in the higher education that addresses their effectiveness and minimize the waste of their resource. classified has brains and are in the day to day tasks, but its faculty's input that is asked for and classified are there to carry out activities. 5) Creating a training institute that can help staff improve their skill set and provides resources to attain a college degree, etc. 6) Funding is critical, have to invest in the staff resources that exist to bring them to a higher level of effectiveness in serving students, serving as role models and helping the college grow in other resources. Investing in staff and what the college has vs. having people leave because they feel unappreciated and no regard for their development. Providing grants to classified to attain a college degree.
- Prioritization of professional development so that skills needed so all SAC departments can reach ACCJC sustained continuous program improvement levels
- There are many professionals here at SAC already. Why not tap into who/what we have here and have faculty /staff provide workshops to one another?
- I have tried to submit to attend conferences related to my area, but I am told repeatedly no one is allowed to attend conference; however faculty and classified are aware administrators travel often. This does nothing for the credibility of the leadership.
- We need a full-time Faculty Professional Development Coordinator and supporting committee. We are so far behind in the use of educational technology, new teaching methodologies, etc. We need better mechanisms of dissemination of information and places (physical and virtual) where faculty can talk about teaching.
- Funding and scheduling. Funding specifically to support conference attendance and scheduling for trainings held at SAC. Often the scheduled FLEX workshops are offered at a time when the Student Services team is most impacted so am unable to attend.
- A fair structure should be in place so that all faculties are aware of funding mechanisms for conference attendance.
- How can we attend workshops when our workload has been doubled?
- Classified Staff need some of the following: 1) Workshop on the "Online Report Depository" vs. Datatel. 2) Training on Microsoft Outlook, best practices for files and saving old emails. 3) Benefits of Shared Governance.
- We need funding for conferences for our faculty to keep our courses and delivery of material up current. We should not have to pay out of pocket for conference registration fees or secure the funding from a grant. We need a budget for conferences.
- Different pedagogy in disciplines training. Not a one & done but ongoing
- How to prepare for and run effective meetings
- Department Chair skills & training
- How departments/divisions can improve effectiveness departmentally, not in isolation

- Academic Leadership Training
- Whatever the final shape is, it should be autonomous for the faculty. I do not need to sit in a classroom listening to the deans pontificate and put faculty in an environment of having to sit at desks and speak to each other like undergraduate students.
- More training and communication equally shared knowledge in the areas of procedures, systems and software.
- I think that we should offer some type of professional growth development reimbursement program. This way faculty/staff can be reimbursed for their course fees as long as they complete the classes with a "C" or better.
- Management teams are built by managers. If a company, organization, etc. does not invest in management and team building training along with staff training then you are leaving out a huge part of why people/employees are productive, etc. Who is the loser?
- Help for students who have children at SAC ECEC, assistance w/ time management etc.
- Trainings need to be offered at different times and take into acct that public service desk employees who would benefit from communication workshops and conflict management training are often the ones that can't get away from their desks to attend because of low staffing.
- Years ago, there used to be many different types of flex week activities/seminars. There were so many that we even had a printed booklet. While I realize that we don't have the financial resources to go back to that era, it would be nice to have a few different offerings. The last few years it seems as if it is always the same thing orientation to Blackboard and how to spiff up your PowerPoint presentations. In terms of department specific opportunities, there is no funding to send faculty to conferences. I don't see that changing until the economy picks up again, nor do I think funds should be diverted from more critical areas for conferences until such time that we are back to full funding.
- Basic Skills Solutions
- Best practices to promote student success
- The faculty has a designated FLEX day on the Friday before the start of the spring semester. This would be a good day to offer staff development.
- Conference funding should be available to each division and/or dept. to update subject-specific information.
- Opportunities for all faculty members—both part-time AND full-time. (2)
- Opportunities for Classified staff need to be strongly considered. There should be appropriate focus and effort put forth in developing classified staff.
- Funding, if necessary, and time made available during work hours to attend workshops or trainings that have to do with job-specific activities or campus-wide issues (e.g. emergency preparedness training)
- Providing high quality services to an increasing number of students with less staff
- Staff shortage and how to manage students' needs in light of those challenges (lack of funding, staff shortage, keeping up morale, etc.)
- Availability in time frames offered to Staff and Faculty
- Needs such as; learn more about Datatel and how we can do routine operations more efficiently.
- Workshops or conferences that do not require us to take vacation time, or workshops in the evening or not during working hours. Provide tuition reimbursement.
- Better promotion of on-campus trainings

- Provide funds for individual departments to offer workshops to their own faculty in items that are very specific (successful practices in _____, testing design, SLO assessment, and computer training). Also, offer funding for faculty to attend conference to improve their knowledge and skills in a specific academic area and pedagogical practices.
- We should learn more about what is needed to be successful at the university. We should learn more about retention at SAC and then preparing our students for retention at the university. I also feel that we should have more workshops that incorporate more teaching tools. As instructors we should have as many tools under our belt as possible and workshops are a great way to get familiar with more teaching techniques.
- Lab assistants need more professional development opportunities. Instructors must be connected with lab assistants and work as a team in order to help students in their learning process.
- OnCourse program
- Finding funding streams (2); more strategies for student enrollment and retention; data that tracks SAC graduate success in the workforce; how to better market our programs
- If possible, funding or partial funding to attend conferences related to the professional's field, opportunities to bridge the gap between faculty and classified employees, and continual discussion and information of the Student Success Act and how that impacts SAC/community college students.
- Faculty has differing areas of expertise and very different needs for job specific training for the most part. Some faculty in areas such as English or math, may teach multiple same courses, but others in smaller departments teach a much wider variety of courses and have regulation updates for their industry and some have software upgrades that make it necessary to spend a great deal of time in self directed update study to be able to teach effectively. First year faculty need induction training such as where to obtain their keys, where to go for an id or parking pass, the organization of the district, curriculum issues, etc. Faculty beyond their first year may only need update training if an already in place procedure changes greatly.
- SAC needs a professional instructional designer and a media lab where teachers can take a class full of students to work on projects

Respondents' suggestions/recommendations for a professional development virtual resource center through the district Chancellor's Office:

- A reception page for new hires that includes who's who and a "who-does-what" listing.
- Video library of passed trainings. (2)
- Health and Wellness (2), Safety and Disaster Prevention/Preparedness (2)
- Datatel training (2), budgets, grants and other information relevant to each person's job. Workshops/information on computer applications i.e., Word, Excel, Access, Outlook, and Datatel support/information. (2)
- Leadership training for management.
- This is not an effective means of supporting faculty professional development. There are too many diverse needs to have a meaningful centralized program.
- University resources offering cohorts on campus for complete a BA degree; workshops that address skill set improvement but are virtual.
- Instructional pedagogy for using technology, digital tools for instruction, online tools, examples of best practices, sharing and collaborating with colleagues, online tutorials
- Teaching strategies for different types of learners, how to overcome challenges presented specifically in the SAC classroom
- Not sure how to answer this to be honest, because it again will be set up to the benefit of Faculty, and to Classified as an afterthought.
- Subject-specific information on Common Core Standards and developmental education for instructors in the Adult High School Diploma Program in Cont Ed
- I think the online portion would best be utilized for technology purposes only. I would not want to learn about my job, or how to support students online.
- I don't know that I would benefit from a virtual resource center. I need things like more classes in Microsoft Office and training in dealing with difficult students. While it's all fine and well to watch a video, some of these things are better presented in person or at the very least taken as an online class.
- First, I would NOT support a Professional development resource center through the district chancellor's office. (2) It needs to be run here at SAC and run by SAC faculty/staff to meet our specific needs. I think it would be great if this resource center could have levels beginner, intermediate, advanced for various types of job related activities (areas) MS office, blackboard, instructional media, social media, developing a personal learning network, using instructional technologies, mobile technology in the classroom, student engagement and motivation, working with special populations, mastering Datatel, etc. Each person could progress through whatever 'area' they wanted from beginner to advanced. As they meet each competency, they could build a portfolio of PD accomplishments. The advanced group could then be "recognized" somehow for their achievement and then serve as a resource to others.....
- Working with students with disabilities, Increasing students critical thinking skills, universal learning design for classroom instruction.
- Web design; use of social network; iPad training
- Basic Technology training, pedagogical samples (Reading Apprenticeship, On Course, etc)
- YouTube/ PowerPoint of how to use Datatel and other district wide tools. A centralized <http://training.rscdd.edu>
- A "sandbox" or training accounts for department applications.

- Different teaching strategies/methodologies; technology training
- CurricuNet, SLO, writing curriculum, the PA/PR process, what is a Portfolio? My role in the accreditation process. Shared Governance. Continue with the new faculty orientation. Disabled students in your classes: Why we accommodate, Process, Process, Process!!!
- This would be a good repository for recordings of best practices in basic skills and in academic literacy and topics.
- The parameters of professional growth, cost/time limitations,
- Electronic data bases, webinar software with camera, self guided training on software available at SAC such as Camtasia, podcasting. Appointments with experts for one-on-one training like what is offered at the Apple stores. This could be via Skype.
- Instructional Methods, SLOs, Distance Education and Other Online Instructional Resources, Emergency Response Procedures, ADA compliance information
- Job specific or skill enhancement workshops made available virtually so that employees who could not attend in person could still reap the benefits of professional development when their schedules permitted
- How to connect to wireless and the purpose of RSCCD.ORG, SACStudent, SACGuest and how to troubleshoot connection problems with a mobile device (iPhone, iPad, Android) or laptop (personal or district issued); how to effectively use Outlook (rules, folders, address book) and how long are emails kept before they are archived; how to use WebAdvisor (lookup employee ID, update emergency contact, email address, rosters); what is on the Intranet (classified dockets, board dockets, calendars, vacation or sick absentee form, CSEA contract); helpful how to online videos for Blackboard and troubleshooting common problems; create and manage purchase orders;
- Various teaching strategies; incorporating technology into the classroom
- Conflict Resolution Workshops; Money Management;
- Software training: Blackboard (2), Camtasia, Adobe, Dragon, OnCourse
- The student success initiatives, new policies enacted
- I like workshops where I have to be there in person. I would do a general lab safety video that both instructors and students can view. I would also like to see a video for handling grade disputes. What is the process and how can we be prepared as instructors?
- Updates and training in specific areas.
- Teaching resources that are discipline specific for tablets and droids
- Resources for SLO's, PA/PR and the accreditation process and understanding the new ranking of the California Community Colleges.
- First-year faculty induction training such as where to obtain their keys, where to go for an id or parking pass, the organization of the district, including chain of command, curriculum basics, etc. Faculty beyond their first year should be given updated information if an already in-place procedure changes greatly.
- Customer service improvement.
- Need physical help scanning slides and editing videos

Additional comments/suggestions regarding professional development at SAC that respondents shared:

- Yes, Faculty needs staff development money, but so does classified staff. Classified staff needs to stay current on laws and regulations to effectively service students. Too many times are the managers in Student Services suppose to go to conferences and train classified, only to find out the managers do not understand the information themselves. Allowing Classified to go the training removes this problem. The current staff development should really be called the faculty development program as it is set up to benefit only faculty. In addition this survey and its results should be included in the accreditation reports. The school has made a good effort to keep office staff happy with little workshops here and there. (2)
- The amount of work “flowing down to the faculty level” is becoming very difficult to manage, taking time away from our time to prepare for classes. In addition there is frequently little or no leadership from the management level and this is contributing to the amount of work having to be done and redone. SLO's are a prime example. In some cases we have redone then SLO's two or three times. There appears to be no understanding about what is to be done and how it is to be done. It appears that frequently decisions and procedures are being made by small groups of people, sometimes only one person, and these decisions are impacting every single faculty member. This current process is wasting time and creating a lot of frustration. Faculty is losing confidence in “the process” and is becoming very wary.
- Funding.
- Must be made a priority from the top down and get buy in from everyone.
- If you build it they will come. Offer more training and more incentives for people to attend and they will.
- Students do not have access to psychological services, which in my opinion is the area most overlooked, but most needed. Students will not excel academically if they are not focused or dealing with overwhelming issues. We need to add and increase access to psychological services. Additionally, all college staff should have the opportunity to dialogue on ways to handle students that are suffering due to life issues. Anyone who works with students on a daily basis should know life issues is what keeps students from doing well academically. Everyone is so busy trying to accomplish the job of 23 people that no one will have time to attend professional development at SAC honestly.
- Conference attendance should be a priority for discipline faculty. Meeting with colleagues from across the nation is so helpful and informative.
- Classified is view as the little people and there is no funds set aside for us; budget cuts, but only for classified, faculty and administrators are always on the go
- Being part-time, I am not allowed to attend training during flex workshops since they are held during non-paid weeks. However, since my department is short-staffed and coworkers do very little work I am expected to take on more work than my description states and still stay in the 19 hour work week. This all means I don't have time to go to the weird hours of training.
- Is there any funding in Professional Development for Classified to attend workshops? Could a program we once had be restarted; I don't remember its name, but it involved employees from one institution visiting the similar department at another local Community College to see how they function.

- Set up and access needs to be easy. All employees are stretched too thin and being asked to do too much. The barriers to professional development need to be minimal if reasonable participation is to be expected. Do it right or don't do it at all. That would first mean properly funding rather than trying to do it on a shoe string as has been past practice.
- I am quite capable of tending to my own professional development. I judge my competence by my students' classroom success, not by administrators telling me how they believe I should teach.
- Professional Development activities need to be offered throughout the week not just on Fridays, during the day & in the evenings. This will allow our adjunct faculty to participate as well.
- I would love to be part of a team that promotes training opportunities for classified employees.
- Most of us make just enough income to pay our bills and get by supporting ourselves; it might be helpful to offer a scholarship program for staff and faculty that participate in the professional growth development program.
- It is very difficult to attend professional development workshops as a classified employee at a public service desk because of reductions in staff. I've often seen district emails about free seminars cosponsored by the district and some other entity (Santa Ana city?) about a host of useful topics: effective communication, writing good emails, refreshers on various MS Office apps, etc., but I'm always left thinking
- Who is being able to attend these things? Who has time for it in their workday? Who would cover my desk even if my supervisor would approve my release to attend?
- As we come out of some of the most difficult fiscal situations the state has ever faced, administration should reexamine how years of staff size reduction has impacted productivity and held back professional development as employees stretch themselves to cover the same amount of work with fewer bodies.
- This is NOT a gripe about not getting raises or a call for massive hiring to restore the ranks (although it can be the start to that separate argument). Rather this is an appeal for managers to manage and do some critical examination of employee workflows, habits, efficiency, and possible cross-training so that those of us interested in learning how to do our jobs better are actually able to utilize the resources and opportunities put forth by the district.
- I have explored websites from several of CA's community colleges. 100% of the time I have been able to see faculty training requirements, offerings, etc. and never found the equivalent at SAC on our website. The communication process at SAC (believed to be that the VP of Academic Affairs communicates to the Dean and then the Deans communicate to the faculty) is faulty. Especially since there are faculty (teaching faculty) in the Student Services side of the house that do not get this information and are constantly in a situation of playing keep up with communication! Thanks for asking!
- I think the biggest effort should be concentrated on making funds available to attend conferences, workshops away from our campus.
- We cannot sustain efforts in professional development without a full-time coordinator and a college-wide professional development committee.
- Teachers need to reconnect with the majors they specialize in. Externships at local industries and universities. Or workshops in current research in the field and/or new techniques being used.

- The opportunities to develop classified staff have been below average at best. We have had to "find" presenters that will present pro bono. If there is a need and desire for classified staff to be more efficient then they must be given the tools as faculty is given. When there have been those few opportunities for classified, there has been a struggle for some classified to attend with their administrators. There needs to be a more proactive effort to find out what the needs are for classified not just an afterthought. Flex week opportunities should be equal for classified staff. Workshops need to be of "real" substance. Professional development is very poor here.
- I am concerned by the number of faculty that seems to see no problem missing class to attend conferences. This should be a rare occurrence. It seems that there are certain instructors that frequently miss class—sometimes several times during a semester. We expect our students to not miss more than 10% (school board policy) of class hours and yet some instructors seem to make it a practice to attend as many conferences as possible. In addition, I feel that it is totally inappropriate that CTE funds are used to pay for conferences. These funds should be primarily used for equipment purchases.
- Provide funds for faculty to attend specialized conferences in their fields. While we can learn technology features here at SAC, we can learn much more in a specialized conference that will make us more effective instructors.
- The Blackboard and TurnItIn workshops are great. I would love more diversity semester to semester. Keep up the good work and continue to evolve the workshops! We appreciate them!
- Paid training would be available for lab assistants and evaluations based on the training. Incentives or promotions based on performance.
- It might be beneficial to have students' suggestions.
- The forms used for flex training are pretty much ok, as is, as they allow for campus training, office campus training, and for individual self-study. These are all the ways I have in the past or present have accomplished my professional development, and the ways I plan to in the future. This single year survey doesn't show that in the past, I took a fair number of campus sponsored training courses.
- To spread workshops out throughout the fiscal year.
- Need Digital Media Center for whole classes to go to and work on projects...
- Professional development has pretty much withered away and died.
- Blackboard classes need to be offered during the late afternoon/early evening for part-time staff.