

LISTENING SESSIONS PROGRESS REPORT

(Data Collected- February 1, 2015)

MEMO

The College Advancement Professional Development Department has been collecting data from classified staff, in an attempt to gain an understanding about their learning interests, best mediums for learning, and preferred dates and times. To analyze the data, we have compiled a series of visuals and brief description of the findings (**N=70; February 1, 2015**).

Tables and charts are displayed in this report and a conclusion is found at the end, in order to be considered for future actions.

Goals

The College Advancement Professional Development Task Force has set the following goals for the end of the year 2015:

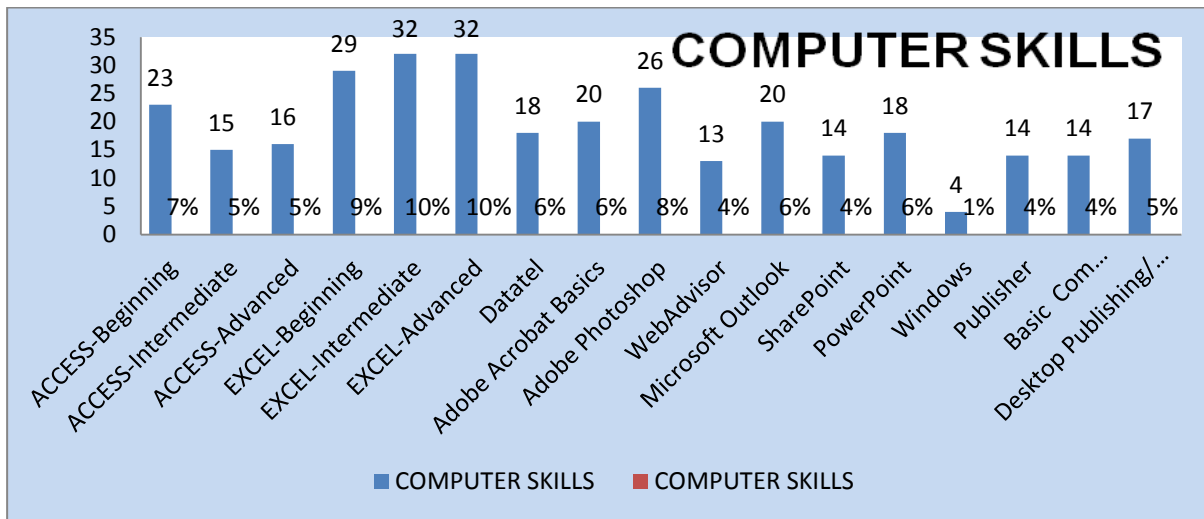
1. Offer around 50% of the recommended sessions by the results of the surveys.
2. Have half of the classified staff to participate in at least one workshop/session.
3. Create a list of possible presenters for the sessions.
4. Get outside vendors/experts on the topics needed.
5. Be inclusive in providing classes for ALL classified staff.
6. Resource fair for district college, CEC, SAC sites.
7. Leadership Institute (2 or 3 days before spring, in addition to flex)
8. Flex Week for classified staff (mandatory for all classified staff).
9. Join Flex activity with both classified and faculty.

COMPUTER SKILLS

Table 1: Computer Skills Courses

| COMPUTER SKILLS | | |
|---|-----|------|
| | Num | % |
| ACCESS-Beginning | 23 | 7% |
| ACCESS-Intermediate | 15 | 5% |
| ACCESS-Advanced | 16 | 5% |
| EXCEL-Beginning | 29 | 9% |
| EXCEL-Intermediate | 32 | 10% |
| EXCEL-Advanced | 32 | 10% |
| Datatel | 18 | 6% |
| Adobe Acrobat Basics | 20 | 6% |
| Adobe Photoshop | 26 | 8% |
| WebAdvisor | 13 | 4% |
| Microsoft Outlook | 20 | 6% |
| SharePoint | 14 | 4% |
| PowerPoint | 18 | 6% |
| Windows | 4 | 1% |
| Publisher | 14 | 4% |
| Basic Com Software Applications | 14 | 4% |
| Desktop Publishing/ Microsoft Publisher | 17 | 5% |
| Sub-Total | 325 | 100% |

Chart 1: Computer Skills Courses



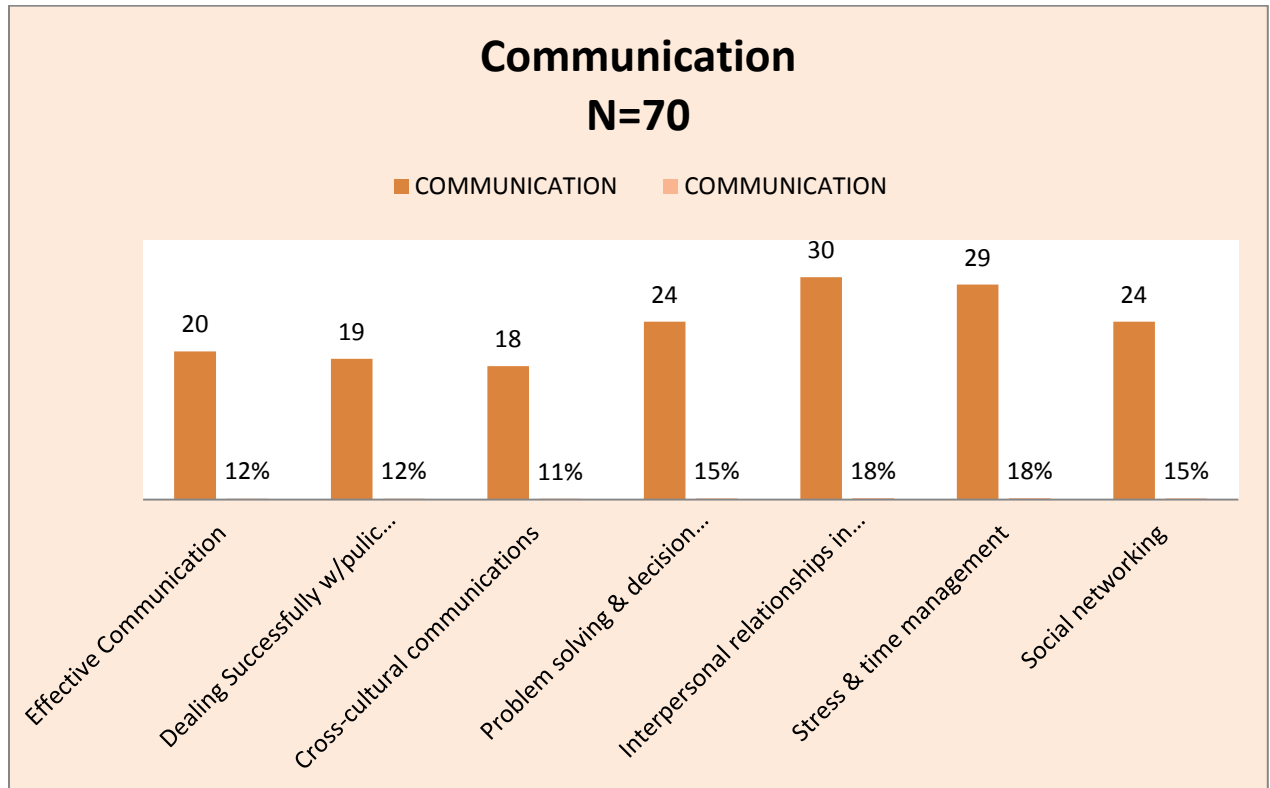
Results: There is a high interest for learning Excel Beginning, Intermediate, and Advanced.

COMMUNICATION

Table Num. 2: Communication Courses

| COMMUNICATION | | |
|---|------------|-------------|
| | NUM | % |
| Effective Communication | 20 | 12% |
| Dealing Successfully w/public & customers | 19 | 13% |
| Cross-cultural communications | 18 | 12% |
| Problem solving & decision making | 24 | 16% |
| Interpersonal relationships in the office | 30 | 21% |
| Stress & time management | 29 | 20% |
| Social networking | 24 | 16% |
| Sub-Total | 164 | 112% |

Chart Num. 2: Communication Courses



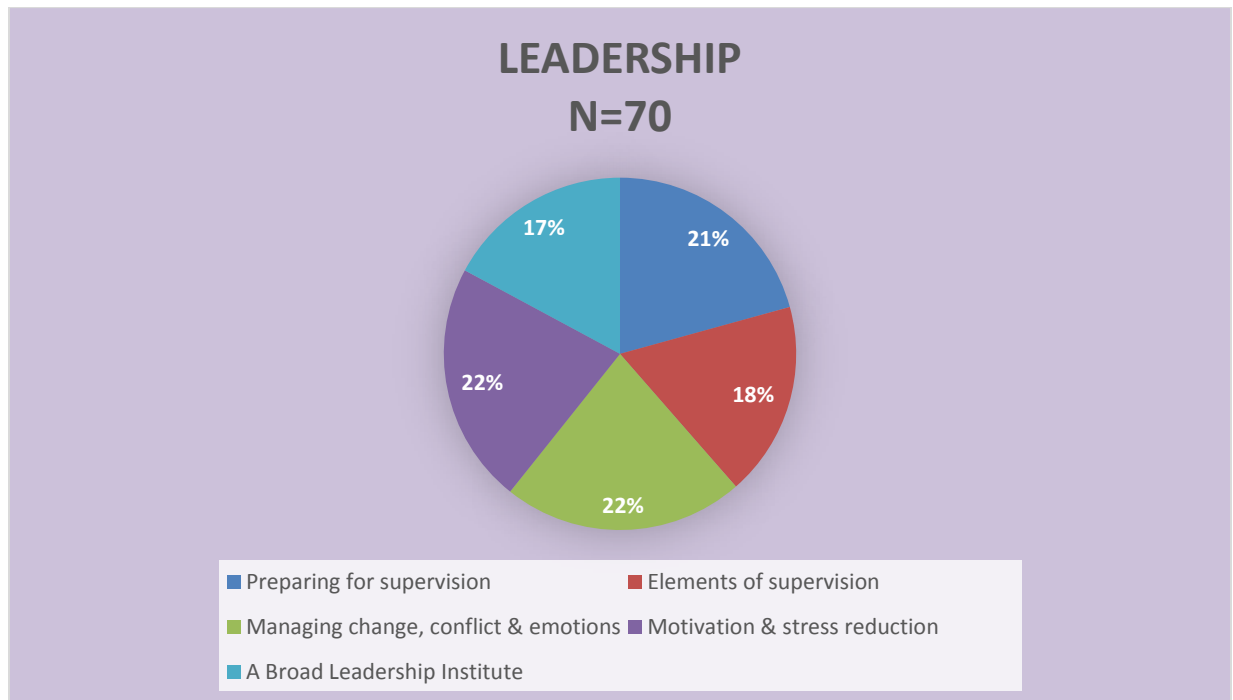
Results: The majority of classified staff showed interest in learning about interpersonal relationships in the office, stress and time management, and problem solving and decision making.

LEADERSHIP

Table Num. 3: Leadership Courses

| LEADERSHIP | | |
|--------------------------------------|------------|----------|
| | <i>NUM</i> | <i>%</i> |
| Preparing for supervision | 29 | 21% |
| Elements of supervision | 25 | 18% |
| Managing change, conflict & emotions | 31 | 22% |
| Motivation & stress reduction | 31 | 22% |
| A Broad Leadership Institute | 24 | 17% |
| TOTAL | 140 | 100% |

Chart Num. 3: Leadership Courses



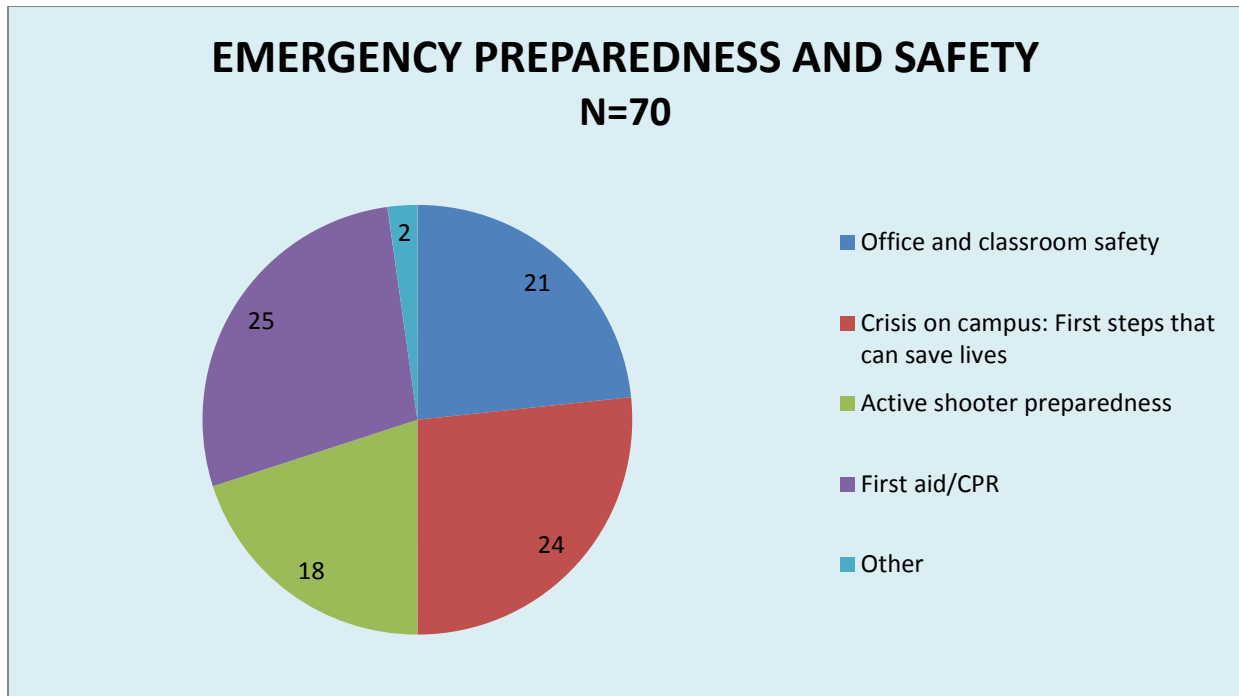
Results: The findings show that there is equal interest for learning how to manage change, conflict, and emotions, and motivation and stress reduction.

EMERGENCY PEPAEDNESS AND SAFETY

Table Num. 4: Emergency Preparedness and Safety

| EMERGENCY PREPAREDNESS AND SAFETY | | |
|---|------------|------|
| | <i>NUM</i> | % |
| Office and classroom safety | 21 | 23% |
| Crisis on campus: First steps that can save lives | 24 | 27% |
| Active shooter preparedness | 18 | 20% |
| First aid/CPR | 25 | 28% |
| Other | 2 | 2% |
| TOTAL | 90 | 100% |

Chart Num. 4: Emergency Preparedness and Safety



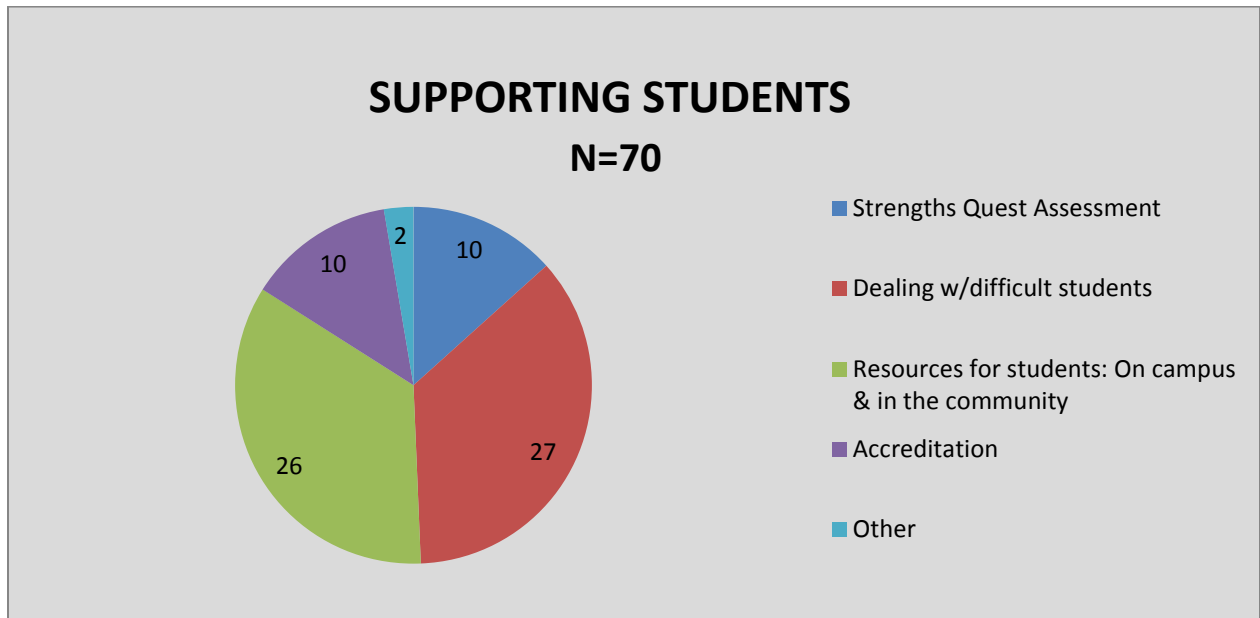
Results: To prepare for emergencies, the majority of classified staff is interested in learning first aid/CPR, followed by crisis on campus: first steps that can save lives.

SUPPORTING STUDENTS

Table Num. 5: Supporting Students

| SUPPORTING STUDENTS | | |
|--|------------|-------------|
| | <i>NUM</i> | % |
| Strengths Quest Assessment | 10 | 13% |
| Dealing with difficult students | 27 | 36% |
| Resources for students: On campus & in the community | 26 | 35% |
| Accreditation | 10 | 13% |
| Other | 2 | 3% |
| <i>TOTAL</i> | 75 | 100% |

Chart Num. 5: Supporting Students



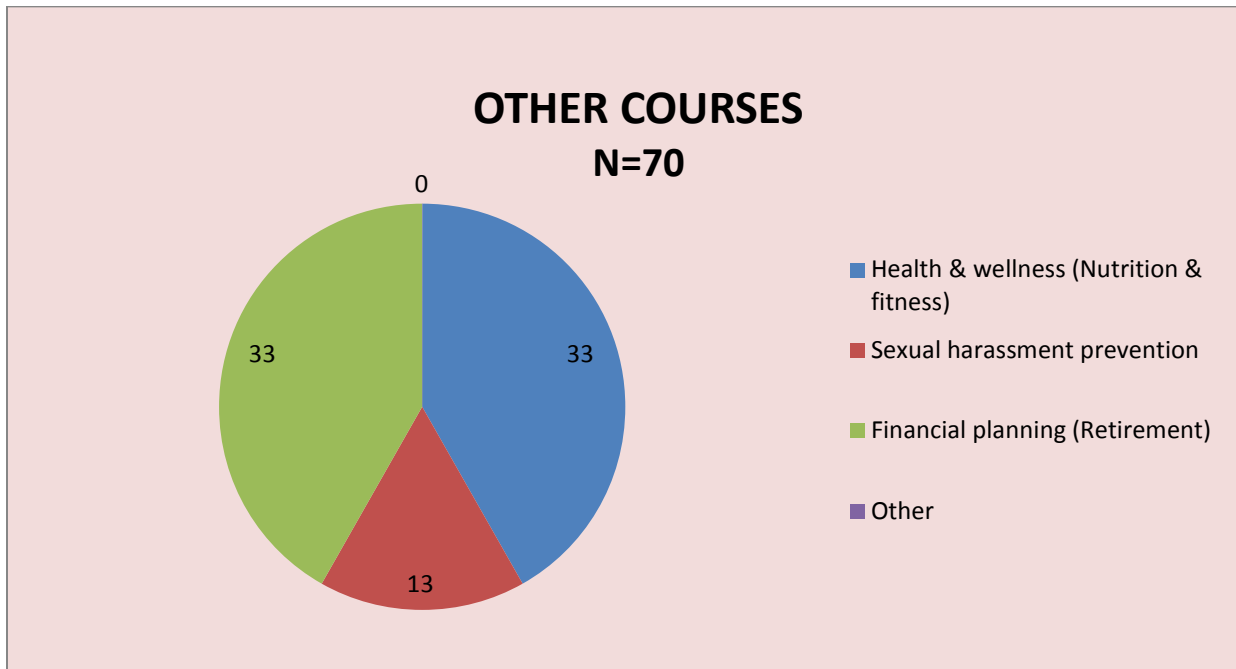
Results: In an effort to support students, the majority of classified staff indicated high interest for learning about dealing with difficult students and resources for students: on campus and the community

OTHER COURSES

Table Num. 6: Other Courses

| OTHER COURSES | | |
|---|------------|------|
| | <i>NUM</i> | % |
| Health & wellness (Nutrition & fitness) | 33 | 42% |
| Sexual harassment prevention | 13 | 16% |
| Financial planning (Retirement) | 33 | 42% |
| Other | 0 | 0% |
| TOTAL | 79 | 100% |

Chart Num. 6: Other Courses



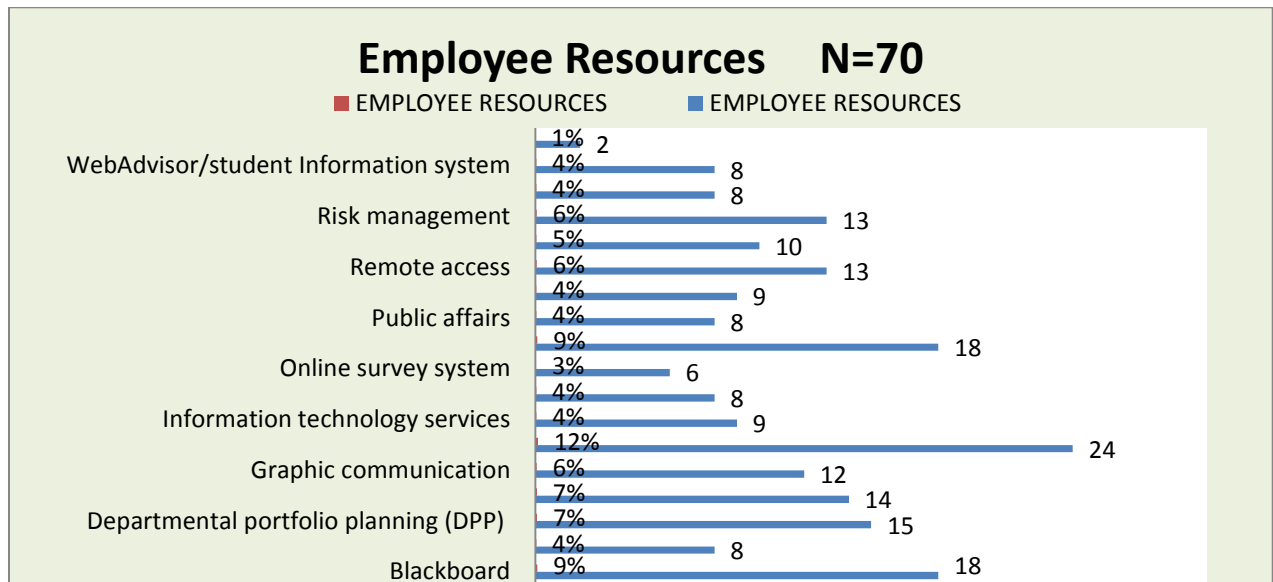
Results: It was found equal interest for learning about health and wellness (nutrition and fitness), as well as for financial planning (retirement).

EMPLOYEE RESOURCES

Table Num. 7: Employee Resources Preferred

| EMPLOYEE RESOURCES | | |
|---------------------------------------|------------|-------------|
| | <i>NUM</i> | <i>%</i> |
| Blackboard | 18 | 9% |
| CurricUNET | 8 | 4% |
| Departmental portfolio planning (DPP) | 15 | 7% |
| Educational multimedia services | 14 | 7% |
| Graphic communication | 12 | 6% |
| Human Resources | 24 | 12% |
| Information technology services | 9 | 4% |
| Media communications | 8 | 4% |
| Online survey system | 6 | 3% |
| Payroll | 18 | 9% |
| Public affairs | 8 | 4% |
| Publications | 9 | 4% |
| Remote access | 13 | 6% |
| Research department | 10 | 5% |
| Risk management | 13 | 6% |
| SAC technology updates | 8 | 4% |
| WebAdvisor/student Information system | 8 | 4% |
| Other | 2 | 1% |
| TOTAL | 203 | 100% |

Chart Table Num. 7: Employee Resources Preferred



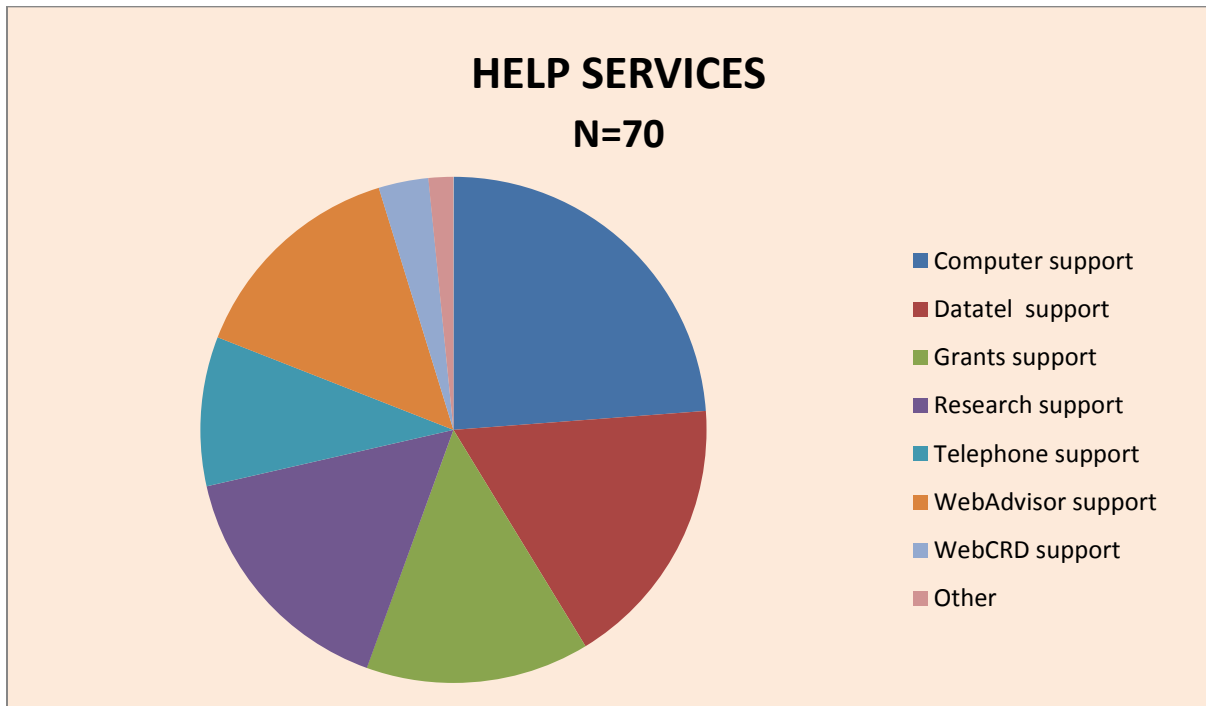
Results: Classified staff is interested in learning about human resources, followed by backboard and payroll.

HELP SERVICES

Table Num. 8: Help Services Preferred

| HELP SERVICES | | |
|--------------------|------------|----------|
| | <i>NUM</i> | <i>%</i> |
| Computer support | 15 | 27% |
| Datatel support | 11 | 17% |
| Grants support | 9 | 14% |
| Research support | 10 | 16% |
| Telephone support | 6 | 10% |
| WebAdvisor support | 9 | 14% |
| WebCRD support | 2 | 3% |
| Other | 1 | 2% |
| TOTAL | 63 | 100% |

Chart 8: Help Services Preferred



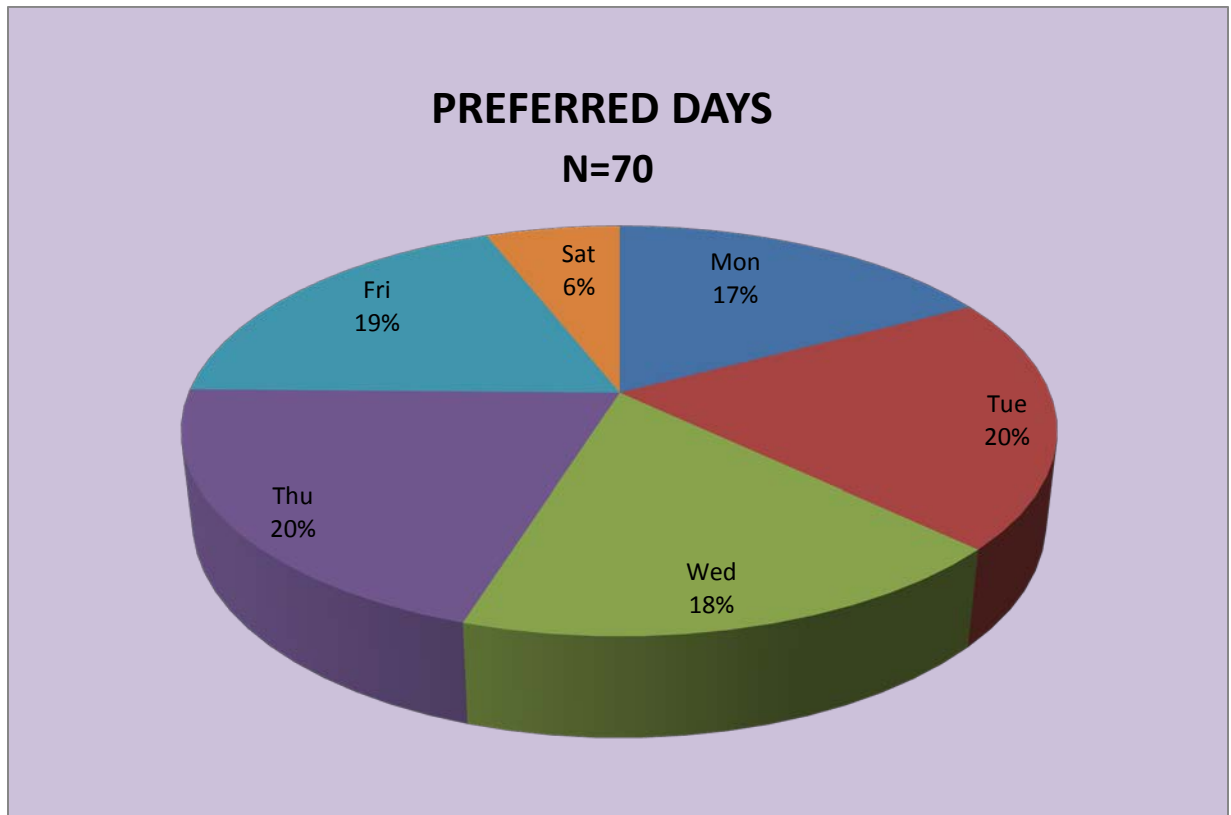
Results: Staff indicated interest for learning computer support, following Datatel, research, and grants support.

PREFERRED DAYS

Table Num. 9: Preferred Days for Courses

| PREFERRED DAYS | | |
|----------------|------------|----------|
| | <i>NUM</i> | <i>%</i> |
| Monday | 32 | 17% |
| Tuesday | 37 | 20% |
| Wednesday | 33 | 18% |
| Thursday | 38 | 20% |
| Friday | 35 | 19% |
| Saturday | 11 | 6% |
| TOTAL | 186 | 100% |

Chart Num. 9: Preferred Days for Courses



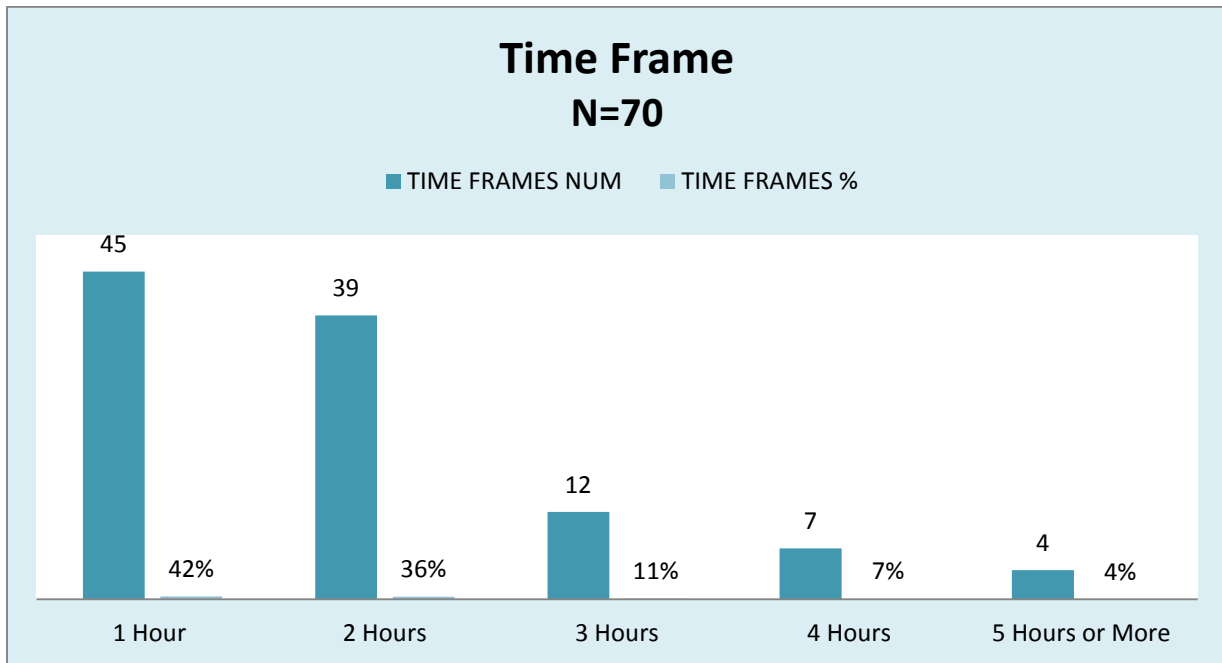
Results: The majority of the surveys reflect preference for workshops on Tuesdays and Thursdays. They show the least interest for Saturdays.

TIME FRAMES

Table Num. 10: Time Frames Preferred

| TIME FRAMES | | |
|---------------------|------------|----------|
| | <i>NUM</i> | <i>%</i> |
| 1 Hour | 45 | 42% |
| 2 Hours | 39 | 36% |
| 3 Hours | 12 | 11% |
| 4 Hours | 7 | 7% |
| 5 Hours or More | 4 | 4% |
| <i>TOTAL</i> | 107 | 100% |

Chart Table Num. 10: Time Frames Preferred



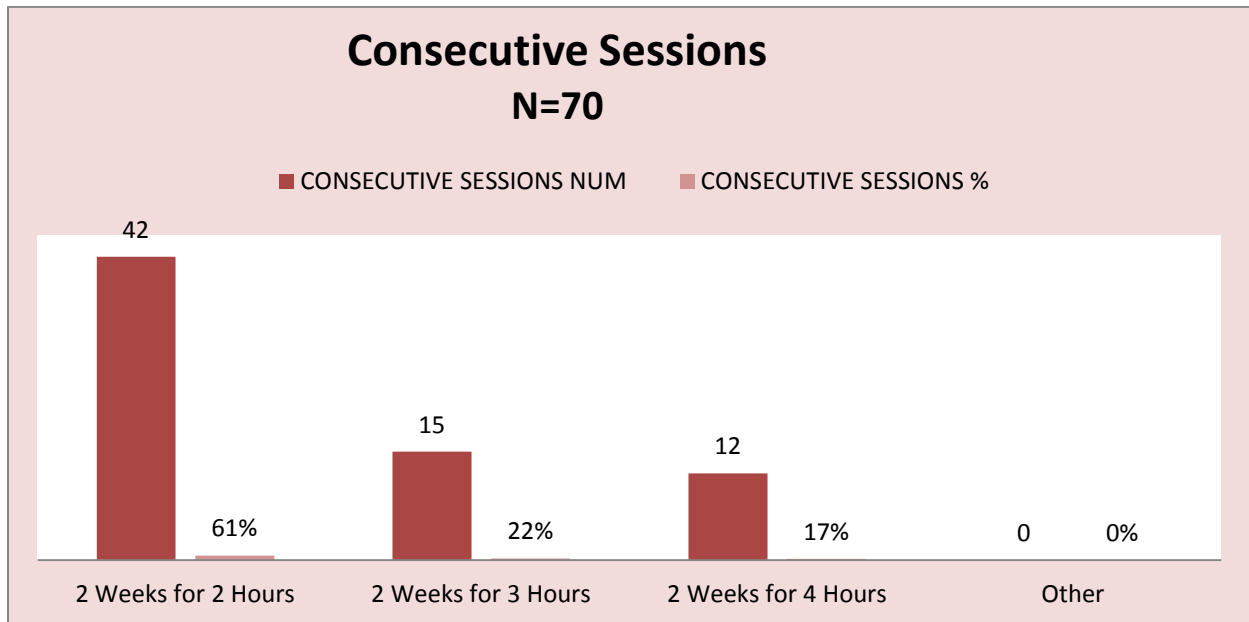
Results: Classified staff showed interest for taking one or two hours. The least interest was for five hours or more.

CONSECUTIVE SESSIONS

Table Num. 11: Consecutive Sessions Preference

| CONSECUTIVE SESSIONS | | |
|----------------------|------------|------|
| | <i>NUM</i> | % |
| 2 Weeks for 2 Hours | 42 | 61% |
| 2 Weeks for 3 Hours | 15 | 22% |
| 2 Weeks for 4 Hours | 12 | 17% |
| Other | 0 | 0% |
| TOTAL | 69 | 100% |

Chart Table Num. 11: Consecutive Sessions Preference



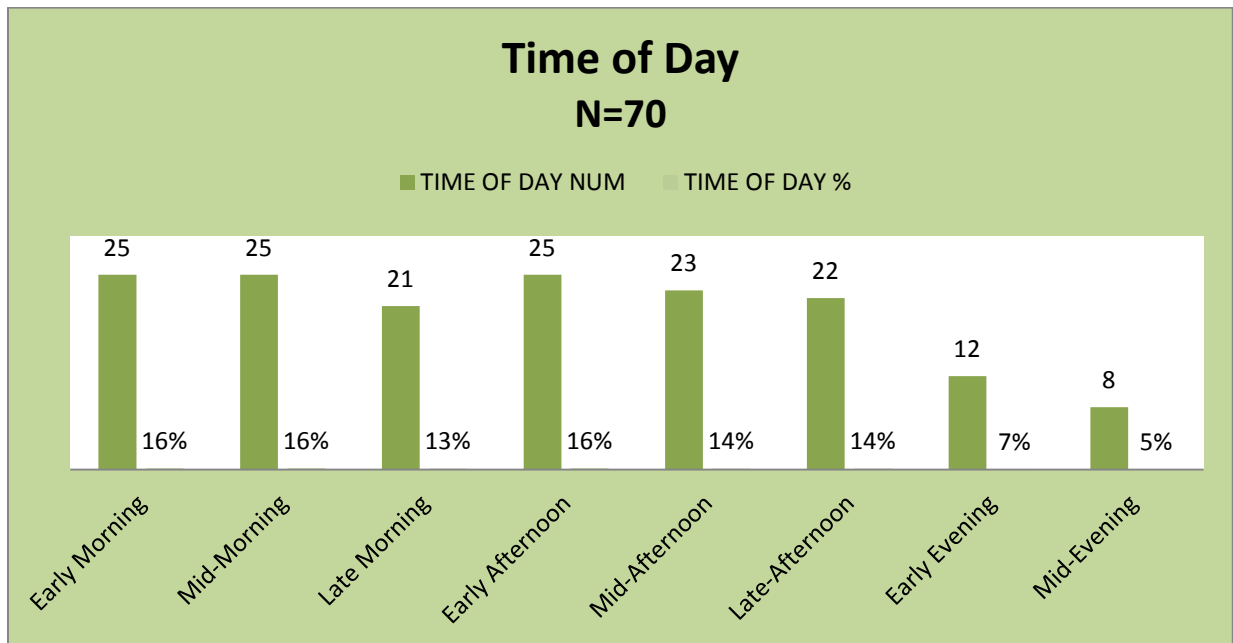
Results: There is a remarkable interest for taking consecutive sessions between two weeks for two hours.

TIME OF DAY

Table Num. 12: Time of the Day Preferred

| TIME OF DAY | | |
|-----------------|------------|----------|
| | <i>NUM</i> | <i>%</i> |
| Early Morning | 25 | 16% |
| Mid-Morning | 25 | 16% |
| Late Morning | 21 | 13% |
| Early Afternoon | 25 | 16% |
| Mid-Afternoon | 23 | 14% |
| Late-Afternoon | 22 | 14% |
| Early Evening | 12 | 7% |
| Mid-Evening | 8 | 5% |
| TOTAL | 161 | 100% |

Chart Table Num. 12: Time of the Day Preferred



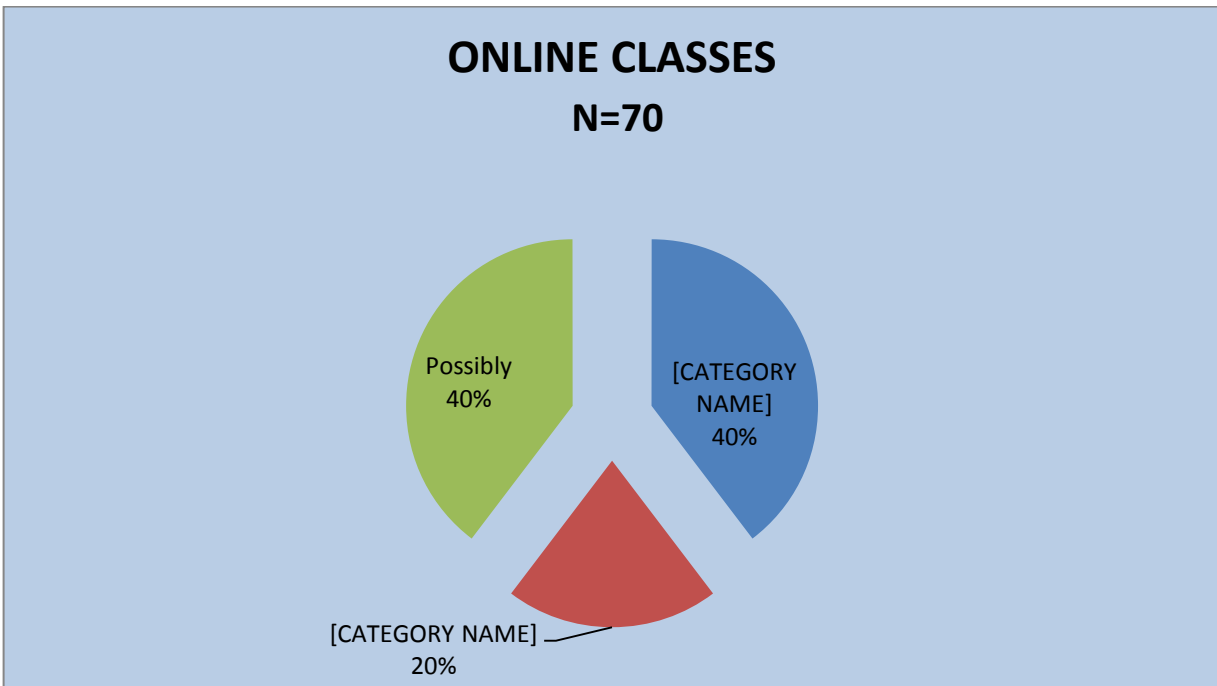
Results: Classified staff find equally convenient to take courses at early morning, mid-morning, and early afternoon.

ONLINE CLASSES

Table Num. 13: Online Classes Preference

| ONLINE CLASSES | | |
|----------------|------------|----------|
| | <i>NUM</i> | <i>%</i> |
| Yes | 23 | 40% |
| No | 12 | 20% |
| Possibly | 23 | 40% |
| TOTAL | 58 | 100% |

Chart Num. 13: Online Classes Preference



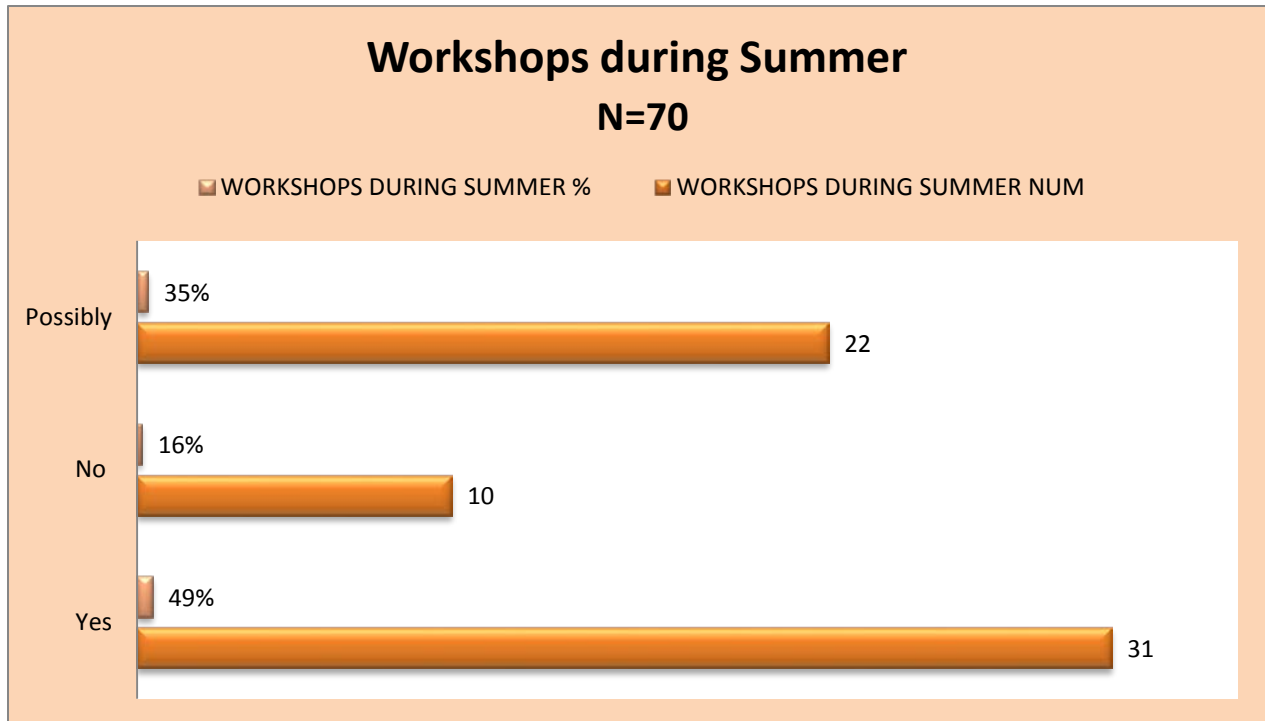
Results: The findings showed that the same percentage of staff would definitely (40%) and possibly (40%) take classes online. Only 20% did not show interest for taking online classes.

WORKSHOPS DURING SUMMER

Table Num. 14: Workshops during Summer Preference

| WORKSHOPS DURING SUMMER | | |
|-------------------------|------------|----------|
| | <i>NUM</i> | <i>%</i> |
| Yes | 31 | 49% |
| No | 10 | 16% |
| Possibly | 22 | 35% |
| TOTAL | 63 | 100% |

Chart Num. 14: Workshops during Summer Preference



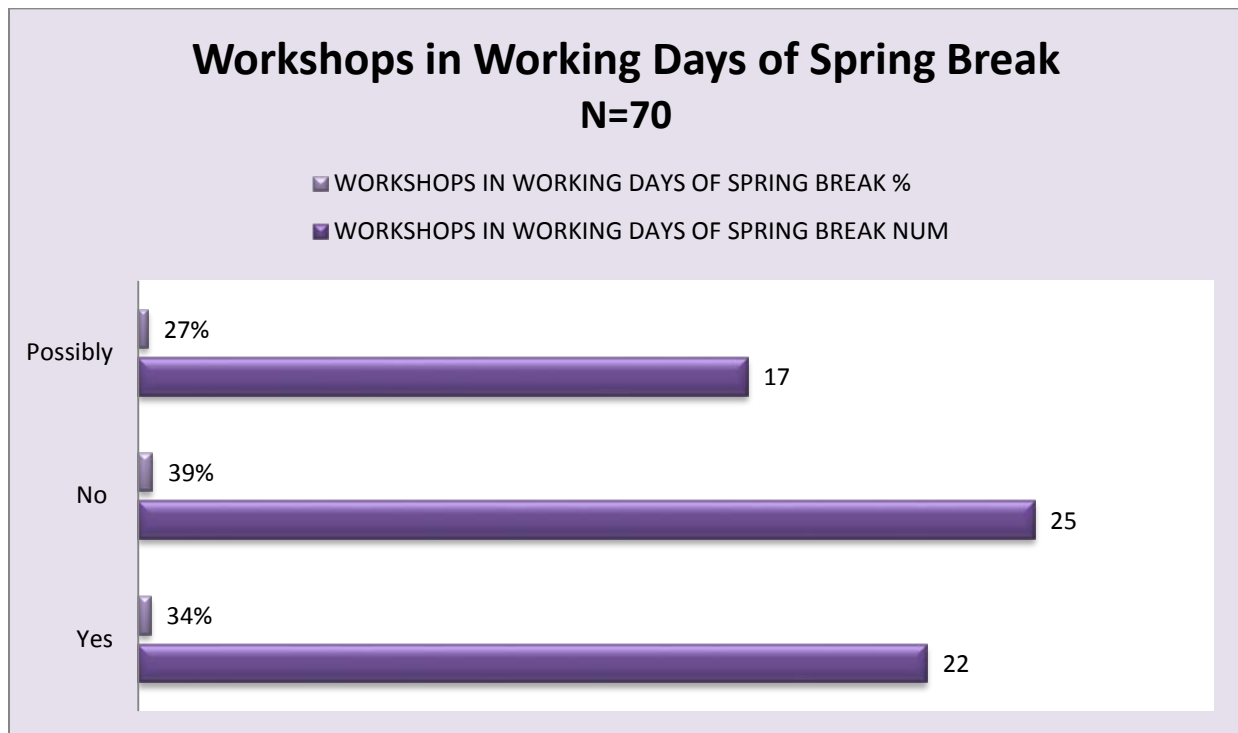
Results: Classified staff show acceptance for taking classes during Summer. Some others are open to the possibility of taking classes in Summer.

WORKSHOPS DURING WORKDAYS OF SPRING BREAK

Table Num. 15: Workshops during workdays of Spring Break Preference

| WORKSHOPS IN WORKING DAYS OF SPRING BREAK | | |
|---|------------|----------|
| | <i>NUM</i> | <i>%</i> |
| Yes | 22 | 34% |
| No | 25 | 39% |
| Possibly | 17 | 27% |
| TOTAL | 64 | 100% |

Chart Num. 15: Workshops during workdays of Spring Break Preference



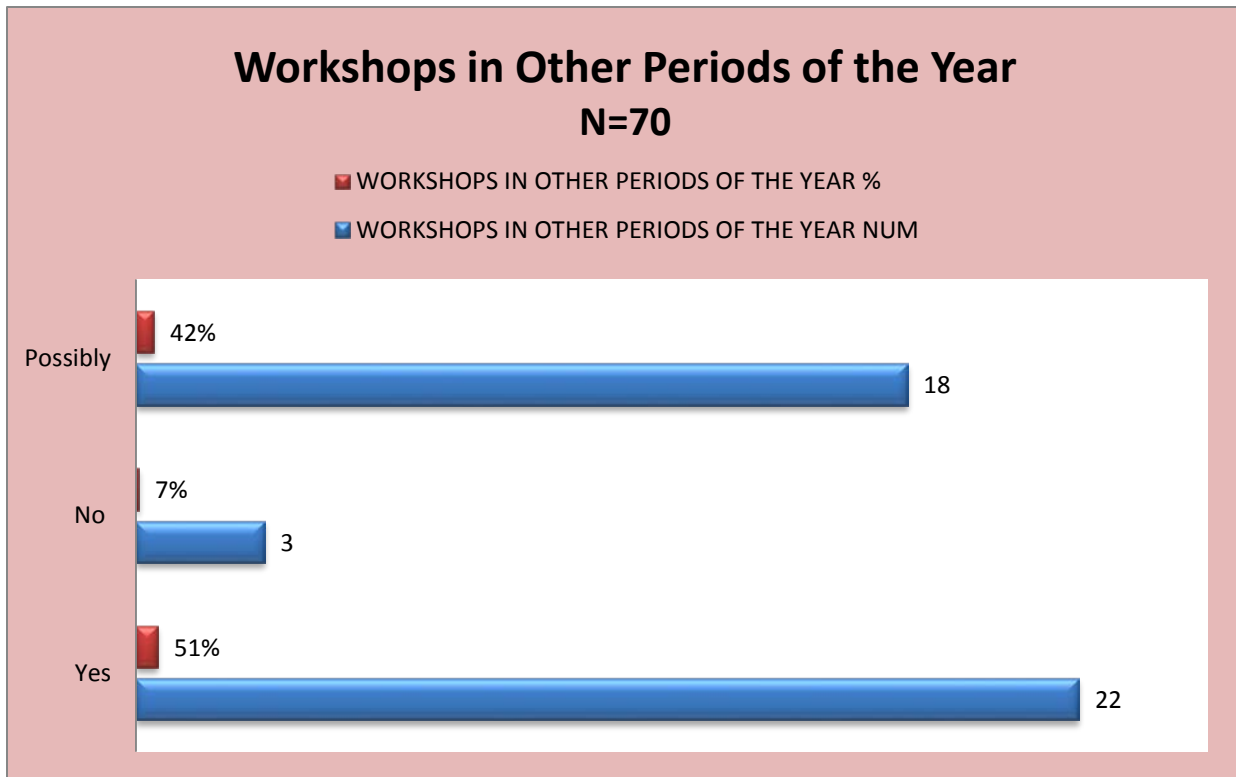
Results: The highest number of surveys shows the staff low interest for workshops during working days of Spring Break.

WORKSHOPS DURING OTHER PERIODS OF THE YEAR

Table Num. 16: Workshops preferred during other periods of the year

| WORKSHOPS IN OTHER PERIODS OF THE YEAR | | |
|---|------------|----------|
| | <i>NUM</i> | <i>%</i> |
| Yes | 22 | 51% |
| No | 3 | 7% |
| Possibly | 18 | 42% |
| TOTAL | 43 | 100% |

Chart Num. 16: Workshops preferred during other periods of the year



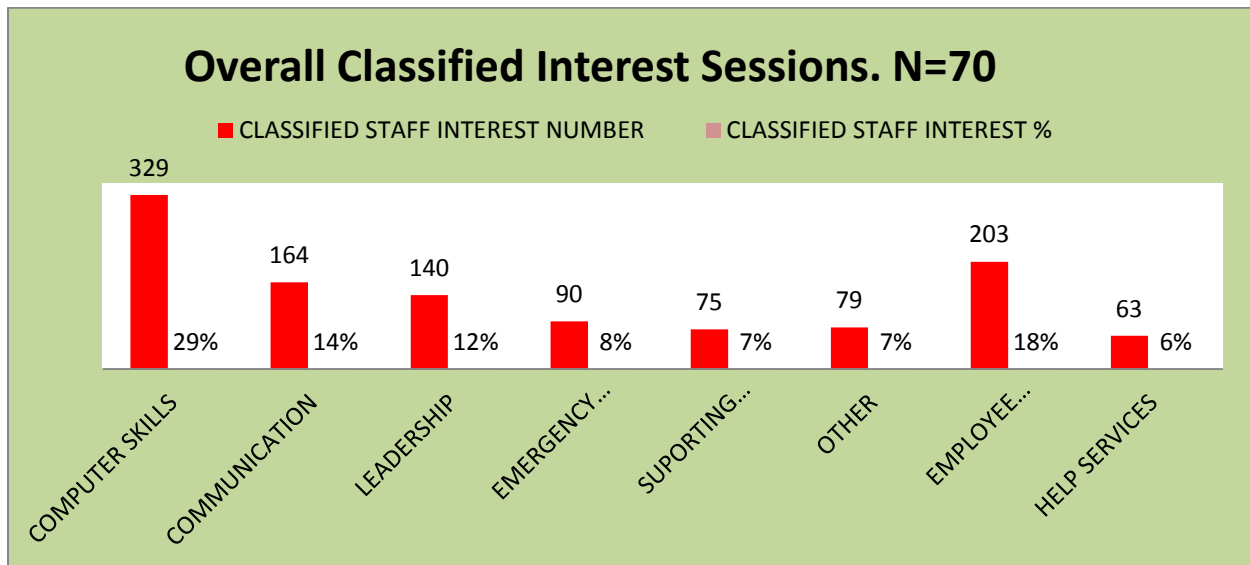
Results: Classified staff showed preference for workshops in other periods of the year.

CONCLUSION

Table Num. 17: Classified Staff Interest for Courses

| CLASSIFIED STAFF INTEREST | | |
|---------------------------------|-------------|-------------|
| CLASSES | NUMBER | % |
| COMPUTER SKILLS | 329 | 29% |
| COMMUNICATION | 164 | 14% |
| LEADERSHIP | 140 | 12% |
| EMERGENCY PREPAREDNESS & SAFETY | 90 | 8% |
| SUPPORTING STUDENTS | 75 | 7% |
| OTHER | 79 | 7% |
| EMPLOYEE RESOURCES | 203 | 18% |
| HELP SERVICES | 63 | 6% |
| TOTAL | 1143 | 100% |

Chart Num. 17: Classified Staff Interest for Courses



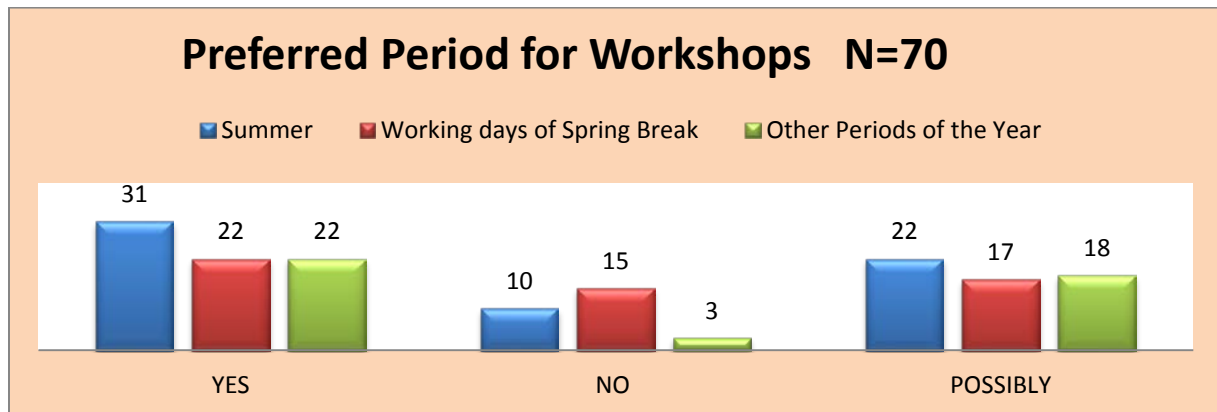
Results: Classified staff has indicated high preference for computer classes, employee resources, communication, and leadership. The least preferred workshops are help services, supporting students, and other.

PREFERRED PERIOD FOR WORKSHOPS

Table Num. 18: Preferred period for workshops

| PREFERRED PERIOD FOR WORKSHOPS | | | |
|--------------------------------|-----|----|----------|
| | YES | NO | POSSIBLY |
| Summer | 31 | 10 | 22 |
| Working days of Spring Break | 22 | 15 | 17 |
| Other Periods of the Year | 22 | 3 | 18 |
| TOTAL | 75 | 28 | 57 |

Chart Num. 18: Preferred period for workshops



Results: The majority of classified staff showed preference for workshops during Summer, and indicated less and similar interest in possible workshops for the working days of Spring Break, as well as other periods of the year.

Based on data collected from 70 surveys, there is preference for the following workshops:

1st. COMPUTER SKILLS: Excel intermediate (12%), advanced (12%), and beginning (11%).

2nd. EMPLOYEE RESOURCES: Human resources (14%), blackboard (10%), and payroll (10%).

3rd. COMMUNICATION: Interpersonal relationships in the office (21%), stress and time management (20%), problem and solving decision (16%), and social networking (16%).

4th. LEADERSHIP: Managing change, conflict, and emotions (26%), motivation and stress reduction (26%), and preparing for supervision (24%).

The classified staff indicated preference for workshops during Summer, as shown in Table and Chart Num. 18.

Classified Staff Survey 204-2015 Qualitative Data Analysis

DATES: Based on the times given from survey participants, there is no clear agreement as to what days and times are preferable. See comments below.

- I'd like workshops at either my work site or online. Thank you.
- Prefer workshops in January-During Winter Session
- Winter Intersession
- Regular Workdays
- With very limited exceptions, any time frame(with Wed/Thu) that isn't within the rush period of any term in adequate for me
- Prefer workshops to be on Fridays 9-12 avoiding convocation, graduation, flex weeks and spring break holidays
- Fridays, Training would be good between 8-12pm
- Would be great if offered during the flex week or the days required of spring break, that would be great
- Fridays
- During regular work weeks
- Fall/Spring/Intersession good.
- Sessions not to conflict with work hours
- Not Within two weeks before a semester starts
- Prefer workshops offered to coincide with the college calendar, i.e., each semester for fall, spring, and summer.

LEADERSHIP: Survey participants requested Strength Quest, Leadership training, and collaboration among managers to develop training topics. See comments below.

- Strength Quest is not only for students
- Collaborate with SacTac and our Managers to and see what they want and build from there.
- Gain leadership training and to attend leadership institute. If granted the opportunity. I would modify my schedule to accommodate attending leadership institute training.

COMPUTERS: Survey participants provided specific details on areas of interests such as developing advanced Microsoft skills, Adobe X1 Pro, trouble shooting for new systems installed, and to lean more than the basics for datatel software. See comments below.

- Certain tasks/procedures like how to print from Microsoft words. Short-cut handouts.
- Microsoft Advance
- Interested in the "word" program for computer skills. Beg, Int., and Advance.
- Windows-File Organization/Management

- Create Adobe Fillable forms.
- Adobe X1 Pro
- Training Trouble shooting before operating new system installed
- I am interested in more than I have access to(i.e. datatel) so I was wondering if there are crossover areas, in which someone could give ideas that would benefit other areas.

HUMAN RESOURCES: It seems survey participants want more training and knowledge regarding procedures and forms pertaining to work related/Human Resources. See comments below.

- Web advisor e-absence forms and TNAs, e-forms for status changes
- New accounting process when changes occur. i.e. Request for checks, budget changes, prefer online training if doable. Thank you
- How to successfully submit reclassification documents.

EMERGENCY: Two survey participants would want more training on how to response to difficult students and whom, besides the counseling and police departments, to refer students who are suicidal or is injured. See comments below.

- Dealing with Difficult Students –(YES)
- Who to contact when a student is injured or suicidal after approved hours and there is no support available

OTHER IDEAS: Few ideas are provided below regarding topics for professional development workshops that may perhaps have been covered in the initial survey questions.

- Project management
- Business procedures/writing formats etc.
- If feasible and if funds are available, perhaps a scholarship program can be created. For instance, purchasing online course subscriptions such as CollegeBuys.org(attached flyer) or lynda.com.

OTHER COMMENTS: Survey participants provided compliments and fun ideas like a book club that are not related to professional development workshops. However, it was suggested that professional development workshops should be made as Brown Bag. See comments below.

- Excellent feedback and proposals I really appreciate the investment in classified staff. The people leading these talks are diligent and strident in their commitment.
- Brown bag workshops
- Perhaps once a month/monthly business book club (e.g., motivation books, business and personal growth books)

DRAFT—12/7/14

Santa Ana College

Classified Professional Development Program

2014-2015

PROPOSED SESSIONS for REVIEW

Please review and **check ALL that apply** to your interest(s) in developing your professional knowledge base at SAC. Next, bring your list to one of the “Listening Sessions” or simply drop it off in Teresa Mercado-Cota’s mailbox. Thank you!

COMPUTER SKILLS

ACCESS – Beginning

ACCESS – Intermediate

ACCESS – Advanced

EXCEL – Beginning

EXCEL – Intermediate

EXCEL – Advanced

Datatel

Adobe Acrobat Basics

WebAdvisor

Microsoft Outlook

SharePoint

PowerPoint

Windows

Publisher

Basic Computer Software Applications _____

Desktop Publishing/Microsoft Publisher _____

COMMUNICATION

Effective Communication _____

Dealing Successfully with the Public & Customers _____

Cross-Cultural Communications _____

Problem Solving & Decision Making _____

Interpersonal Relationships in the Office _____

Social Networking _____

LEADERSHIP

Preparing for Supervision _____

Elements of Supervision _____

Managing Change, Conflict & Emotions _____

Motivation & Stress Reduction _____

EMERGENCY PREPAREDNESS & SAFETY

Office and Classroom Safety _____

Crisis on Campus: First Steps that Can Save Lives _____

Other: _____

SUPPORTING STUDENTS

StrengthsQuest Assessment _____

Dealing with Difficult Students _____

Resources for Students: On Campus and in the Community _____

Other: _____

EMPLOYEE RESOURCES--Learn more about Staff Services

Please check ALL that apply to your interest(s).

Employee Resources

- [Blackboard](#) _____
- [CurricUNET](#) _____
- [Departmental Portfolio Planning \(DPP\)](#) _____
- [Educational Multimedia Services](#) _____
- [Graphic Communication](#) _____
- [Human Resources](#) _____
- [Information Technology Services](#) _____
- [Media Communications](#) _____
- [Online Survey System](#) _____
- [Payroll](#) _____
- [Public Affairs](#) _____
- [Publications](#) _____
- [Remote Access](#) _____
- [Research Department](#) _____
- [Risk Management](#) _____
- [SAC Technology Updates](#) _____
- [WebAdvisor/Student Information System](#) _____

Help Services

- Computer Support _____
- Datatel Support _____
- Grants Support _____
- Research Support _____
- Telephone Support _____
- WebAdvisor Support _____
- WebCRD Support _____

PROPOSED DAYS, WORK PERIODS AND TIME FRAMES

Check ALL that apply to your BEST availability.

Days: Monday___Tuesday___Wednesday___Thursday___ Friday___ Saturday___

Time Frames: 2 hours___3 hours___4 hours___5 hours or more___

Consecutive Sessions: 2 weeks for 2 hours___ 2 weeks for 3 hours___

2 weeks for 4 hours___

Other:_____

Time of Day:Early morning___ Mid-Morning___Late Morning___Early Afternoon___

Mid Afternoon___ Late Afternoon___ Early Evening___Mid-Evening___

Prefer Online Courses at my desk: Yes___ No___ Possibly___

Prefer Workshops during the summer: Yes___ No___ Possibly___

Prefer Workshops during workdays of spring break: Yes___ No___Possibly___

Prefer Workshops during other periods of the year: Yes___ No___Possibly___

When:_____

Other Comment(s):_____

Optional Information:

Name: _____ Department: _____

Telephone Number: _____ Email: _____

Bring this list to one of the "Listening Sessions" or simply drop it off in Teresa Mercado-Cota's mailbox. Thank you!

**THANK YOU FOR YOUR INSIGHT AS WE WORK TOGETHER TO CONTINUE
DEVELOPING THE CLASSIFIED PROFESSIONAL DEVELOPMENT PROGRAM!**

H:Professional.Development.Proposed.Sessions.2015

PROFESSIONAL DEVELOPMENT PROGRESS REPORT

FALL 2015

SUMMARY

The Santa Ana College Professional Development Program collected data from classified staff, in an attempt to gain an understanding about their learning needs and interests, best mediums for learning, and preferred dates and times for workshops. The present work is a progress report on the professional development activities offered principally for classified staff in Fall 2015.

The Professional Development Program has grown and made great progress. One of the outstanding achievements has been the creation of the classified staff and faculty partnership. As a result, the Program has been able to provide workshops for both sectors, classified and faculty while the list of expert trainers continues to expand. The Program offered nine different topics for workshops at Santa Ana College and Centennial Education Center: Managing Change and Conflict, Student Equity Forum/Customer Service, Microsoft Outlook, Social Media at Work, New Employee Orientation, Health and Wellness, CPR, Leadership. For the first time, the Program offered a customized training/retreat to the entire Financial Aid Department, thanks to the joined efforts of Student Equity leaders. Student Equity is integrating strategies on how to help SAC students succeed through **directing, focusing, nurturing, engaging, connecting, and valuing** our student population, while unveiling the challenges, needs, experiences and aspirations of adjunct faculty, in order to effectively apply these strategies. Currently, we are working on Flex Week and planning our program for this Spring semester.

In order to analyze and illustrate the data, we have compiled a series of tables and charts. This report starts with a summary that shows workshop attendance by location, date, and number of attendees per workshop and departments represented. Table and chart number 1 focus on attendance per workshop. The rest of the tables and charts (from 2 to 10) illustrate the evaluations per workshop. A brief description of the **results** found, **application**, and general **comments** expressed by attendees are also included.

Based on collected data from surveys, a good number of the workshops has already been offered, however, there are some workshops pending. The Professional Development Program has been adjusting its workshop offerings based on ongoing needs of Santa Ana College classified staff and faculty.

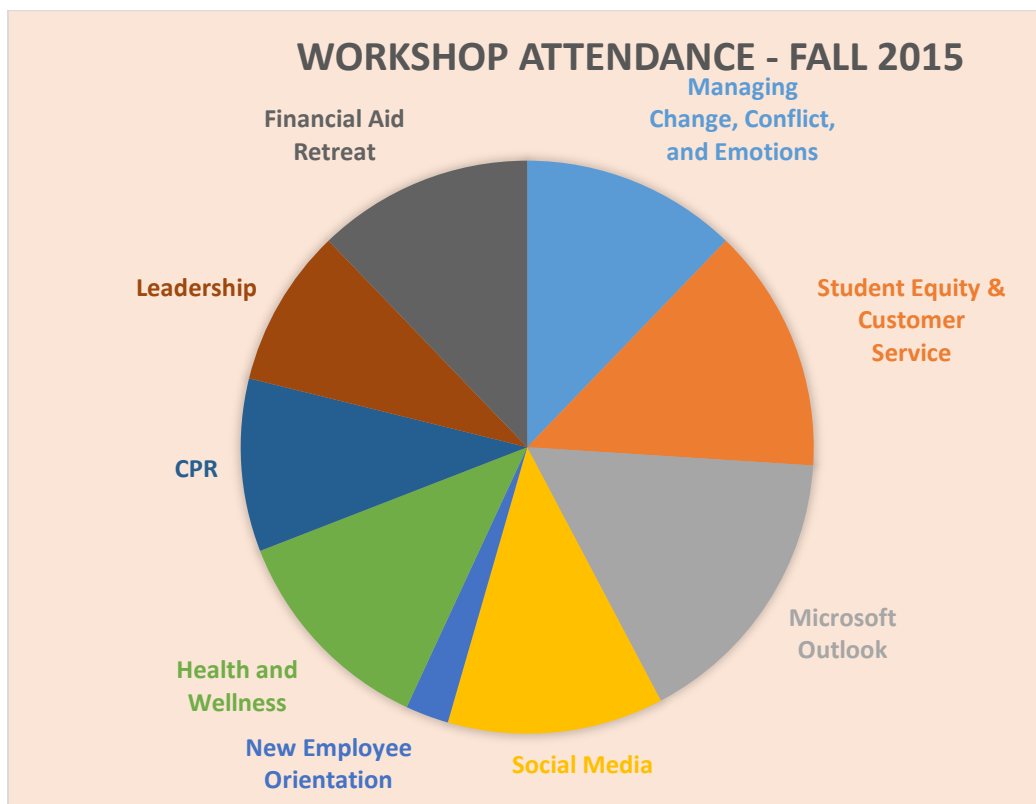
**SANTA ANA COLLEGE
WORKSHOP ATTENDANCE
(Fall 2015)**

| WORKSHOP | LOCATION | DATE | # OF ATTENDEES |
|--|-----------------|-------------|-----------------------|
| MANAGING CHANGE, CONFLICT & EMOTIONS | SAC | 9-22-15 | 8 |
| MANAGING CHANGE, CONFLICT & EMOTIONS | CEC | 9-24-15 | 7 |
| a) SUB-TOTAL <i>(Managing Change, Conflict & Emotions)</i> | | | 15 |
| STUDENT EQUITY FORUM/CUSTOMER SERVICE | SAC | 9-29-15 | 13 |
| CUSTOMER SERVICE | CEC | 10-01-15 | 4 |
| b) SUB-TOTAL <i>(Student Equity Forum/ Customer Service)</i> | | | 17 |
| MICROSOFT OUTLOOK | SAC | 10-06-15 | 8 |
| MICROSOFT OUTLOOK | CEC | 10-08-15 | 12 |
| c) SUB-TOTAL <i>(Microsoft Outlook)</i> | | | 20 |
| SOCIAL MEDIA AT WORK | SAC | 10-14-15 | 4 |
| SOCIAL MEDIA AT WORK | CEC | 10-15-15 | 11 |
| d) SUB-TOTAL <i>(Social Media at Work)</i> | | | 15 |
| e) NEW EMPLOYEE ORIENTATION | SAC | 10-23-15 | 3 |
| f) HEALTH & WELLNESS | SAC | 11-17-15 | 15 |
| g) CPR | SAC | 11-19-15 | 12 |
| h) STAFF LEADERSHIP | SAC | 11-20-15 | 11 |
| i) FINANCIAL AID RETREAT | SAC | 12-07-15 | 15 |
| (a+b+c+d+e+f+g+h+i) TOTAL (Workshop Attendees) | | | 123 |
| <i>Num. of Workshops at CEC= 4</i> | | | |
| <i>Num. of Workshops at SAC=8</i> | | | |

| | |
|---|--|
| <p><i>Num. of Departments Represented= 28</i></p> | <p><i>Academic Administration (CEC), Adult Secondary Education (CEC), Administrative Services, Admissions, Biology, Communication Studies, Comprehensive Adult Student Assessment Systems, Counseling, Disabled Students Programs & Services, Employee Benefits, ESL, Financial Aid, Fine Arts, GED, Graduation, Health Sciences-Nursing, Human Services Technology, Humanities & Social Sciences, Information Technology Services, Kinesiology, Library, Math & Science, Outreach, Pharmacy Technology, Planetarium, Professional Development, Risk Management, Student Business, Student Equity, TRIO Student Support Services Program, and Vocational Business,</i></p> |
|---|--|

TABLE AND CHART NUM 1. Workshop Attendance - Fall 2015

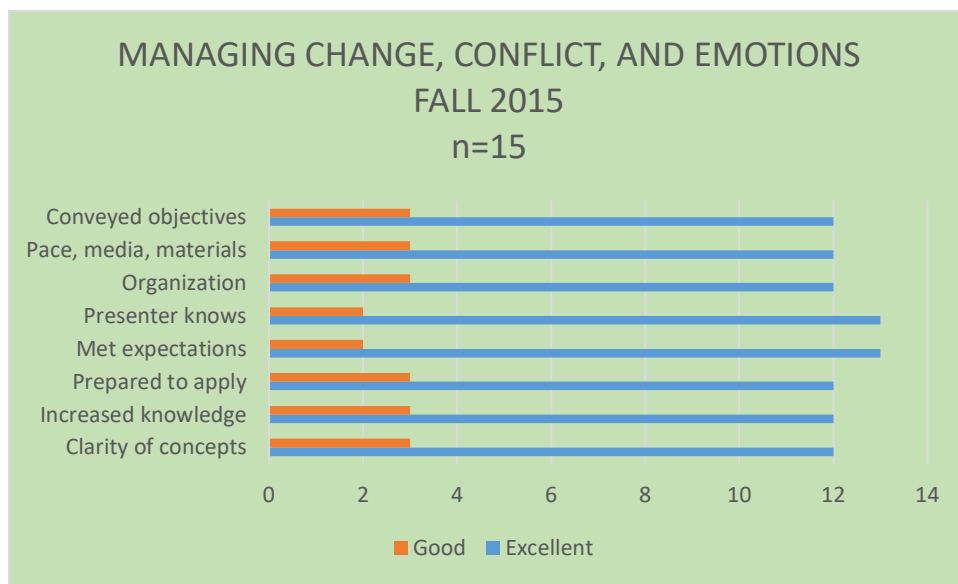
| WORKSHOP ATTENDANCE-FALL 2015 | | |
|---|----------------------------|--------------------------------|
| <i>Workshop/Training</i> | <i>Number of Attendees</i> | <i>Percentage of Attendees</i> |
| Managing Change, Conflict, and Emotions | 15 | 12% |
| Student Equity Forum & Customer Service | 17 | 14% |
| Microsoft Outlook | 20 | 16% |
| Social Media | 15 | 12% |
| New Employee Orientation | 3 | 2% |
| Health and Wellness | 15 | 12% |
| CPR | 12 | 10% |
| Leadership | 11 | 9% |
| Financial Aid Retreat | 15 | 12% |
| Total Number of Attendees | 123 | 100% |



Results. Even though the majority of the workshops had similar numbers of attendees, the most popular workshops were Microsoft Outlook (16%), Student Equity Forum & Customer Service (14%), Managing Change, Conflict, and Emotions (12%), Social Media (12%), Health and Wellness (12%), and Financial Aid Retreat (12%) while the workshop with the least attendance was New Employee Orientation (2%).

TABLE AND CHART NUM 2. Managing Change, Conflict and Emotions-Evaluation

| <i>Managing Change, Conflict, and Emotions – Fall 2015</i> | | | | |
|--|------------------|-------------|--------------|------------------------|
| <i>Questions</i> | <i>Excellent</i> | <i>Good</i> | <i>Blank</i> | <i>Total Responses</i> |
| Clarity of concepts | 12 | 3 | 0 | 15 |
| Increased knowledge | 12 | 3 | 0 | 15 |
| Prepared to apply | 12 | 3 | 0 | 15 |
| Met expectations | 13 | 2 | 0 | 15 |
| Presenter knows | 13 | 2 | 0 | 15 |
| Organization | 12 | 3 | 0 | 15 |
| Pace, media, materials | 12 | 3 | 0 | 15 |
| Conveyed objectives | 12 | 3 | 0 | 15 |



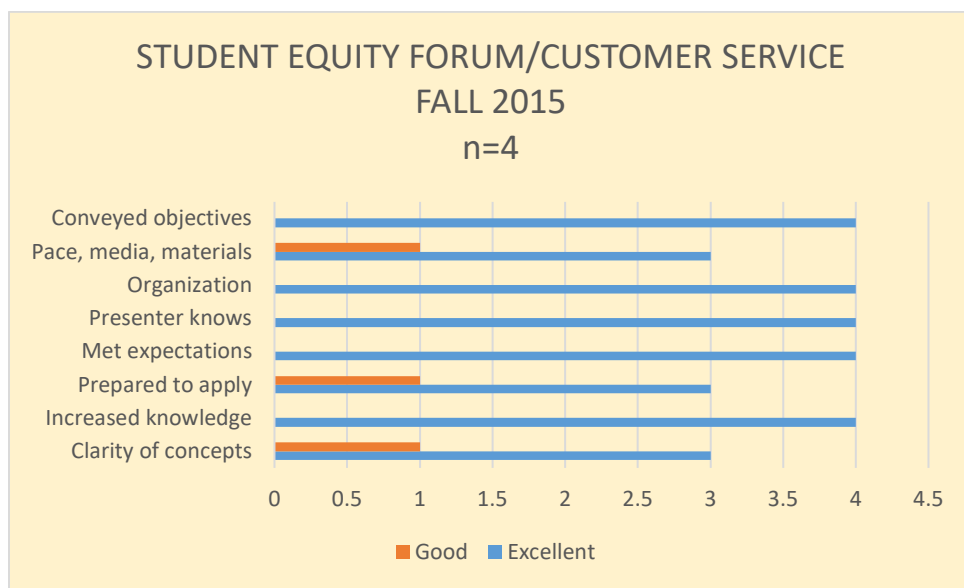
Results: The majority of attendees agreed that the concepts were clear, their knowledge was increased, they are ready to apply the concepts, and their expectations were met. The presenter was perceived as knowledgeable, organized, with good use of pace, media and material, and the objectives were conveyed.

Application: It will help with the following topics: better communication; projects with contractors and scope development with staff; our own change rather than expecting to see change in others; processes and forms; better adapt to the environment; better work in the department, understanding other people’s perceptions; and preparation for change.

Comments: Liked the use of books to explain concepts, the shared ideas of the attendees, and the real life examples. Attendees found the workshop informative and interesting, and loved the interaction and new strategies learned. They were grateful for the opportunity and think this workshop should be mandatory for everybody. They said that the workshop was fantastic.

TABLE AND CHART NUM 3. Student Equity Forum/Customer Service-Evaluation

| <i>Student Equity Forum/Customer Service – Fall 2015</i> | | | | |
|--|------------------|-------------|--------------|------------------------|
| <i>Questions</i> | <i>Excellent</i> | <i>Good</i> | <i>Blank</i> | <i>Total Responses</i> |
| Clarity of concepts | 3 | 1 | 0 | 4 |
| Increased knowledge | 4 | 0 | 0 | 4 |
| Prepared to apply | 3 | 1 | 0 | 4 |
| Met expectations | 4 | 0 | 0 | 4 |
| Presenter knows | 4 | 0 | 0 | 0 |
| Organization | 4 | 0 | 0 | 4 |
| Pace, media, materials | 3 | 1 | 0 | 4 |
| Conveyed objectives | 4 | 0 | 0 | 4 |



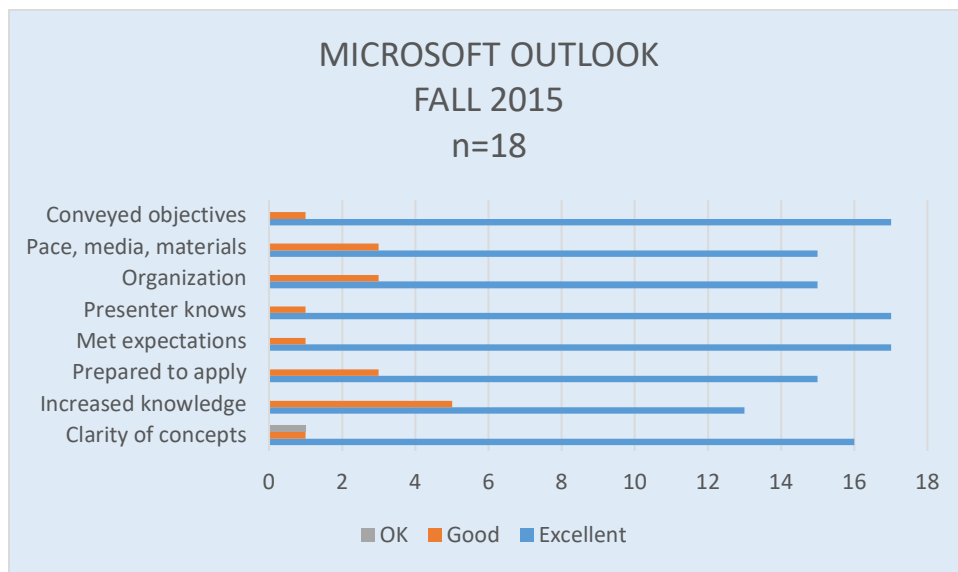
Results: The majority of attendees agreed that they increased their knowledge, met their expectations, presenter is knowledgeable, organized, and conveyed objectives.

Application: Review the handouts and share them with others who did not attend; give more of yourself to students; apply in solutions on existing issues that we face at our campus; and provide students and staff better customer service.

Comments: Great ideas from presenter and attendees; we need more training on how to help students with special needs/psychological issues; this workshop encouraged and uplifted me to give better customer service to students and colleagues.

TABLE AND CHART NUM 4. Microsoft Outlook-Evaluation

| <i>Microsoft Outlook - Fall 2015</i> | | | | | |
|--------------------------------------|------------------|-------------|-----------|--------------|------------------------|
| <i>Questions</i> | <i>Excellent</i> | <i>Good</i> | <i>OK</i> | <i>Blank</i> | <i>Total Responses</i> |
| Clarity of concepts | 16 | 1 | 1 | 0 | 18 |
| Increased knowledge | 13 | 5 | 0 | 0 | 18 |
| Prepared to apply | 15 | 3 | 0 | 0 | 18 |
| Met expectations | 17 | 1 | 0 | 0 | 18 |
| Presenter knows | 17 | 1 | 0 | 0 | 18 |
| Organization | 15 | 3 | 0 | 0 | 18 |
| Pace, media, materials | 15 | 3 | 0 | 0 | 18 |
| Conveyed objectives | 17 | 1 | 0 | 0 | 18 |



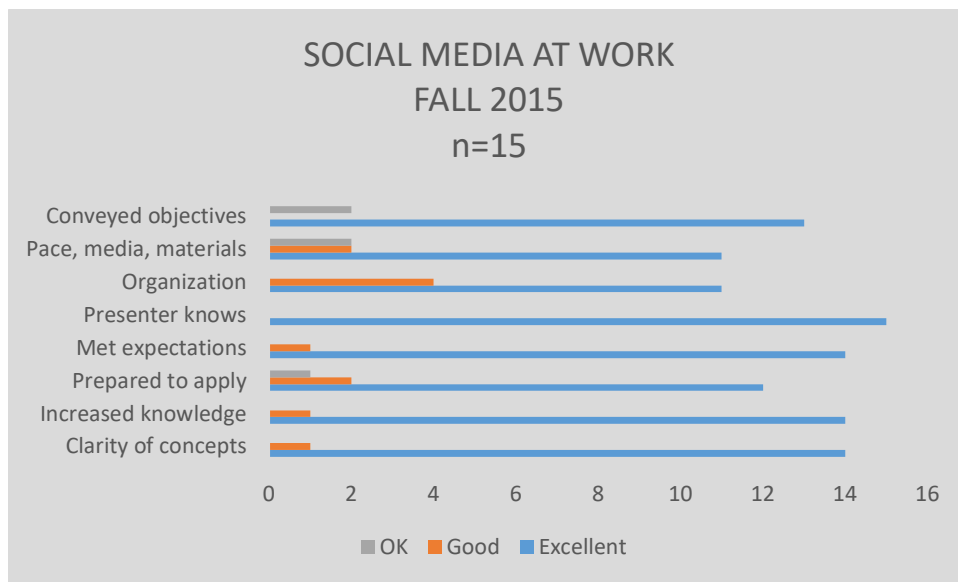
Results: The majority of attendees agreed that they met their expectations, presenter is knowledgeable, and objectives were conveyed.

Application: Setting up groups, flagging emails, helping others, creating folders, daily planning, using slype, accessing tools and features not known before, and sharing with supervisor features learned.

Comments: All questions were answered, excitement about Skype, it was a great presentation. Among the recommendations are to offer more similar workshops, include “hands on” workshops, have adequate equipment and room, offer handouts to attendees, and slow the presentation pace. An attendee said that this is his/her first professional development workshop and he/she is looking forward to attending other workshops.

TABLE AND CHART NUM 5. Social Media at Work-Evaluation

| <i>Social Media at Work – Fall 2015</i> | | | | | |
|---|------------------|-------------|-----------|--------------|------------------------|
| <i>Questions</i> | <i>Excellent</i> | <i>Good</i> | <i>OK</i> | <i>Blank</i> | <i>Total Responses</i> |
| Clarity of concepts | 14 | 1 | 0 | 0 | 15 |
| Increased knowledge | 14 | 1 | 0 | 0 | 15 |
| Prepared to apply | 12 | 2 | 1 | 0 | 15 |
| Met expectations | 14 | 1 | 0 | 0 | 15 |
| Presenter knows | 15 | 0 | 0 | 0 | 15 |
| Organization | 11 | 4 | 0 | 0 | 15 |
| Pace, media, materials | 11 | 2 | 2 | 0 | 15 |
| Conveyed objectives | 13 | 0 | 2 | 0 | 15 |



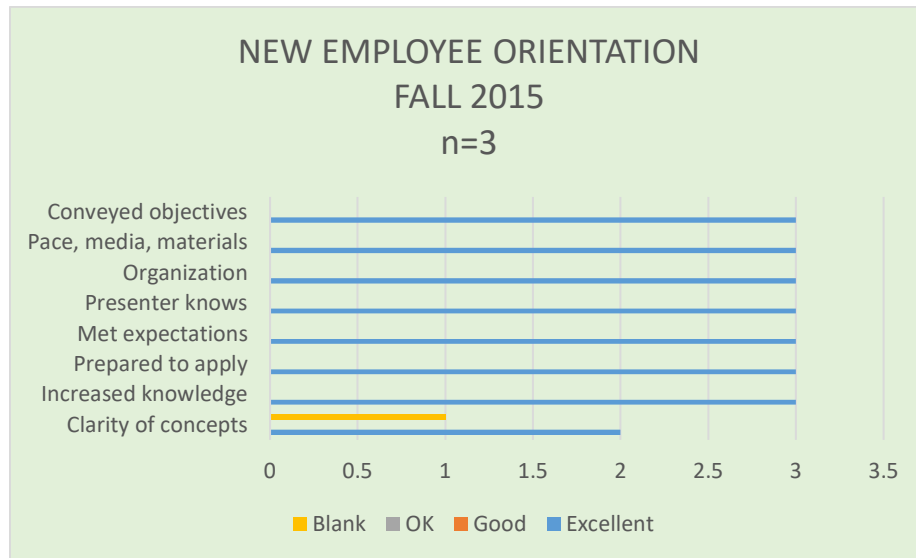
Results: Majority of attendees agreed that the concepts were clear, their knowledge was increased, and their expectations were met. Attendees also agreed that the presenter is knowledgeable in the topic area.

Application: To promote the planetarium, to answer messages in social media, to manage different accounts of social media for one department, to provide college information through social media, to participate in Linked-In, to monitor Facebook and Twitter, and to shorten links.

Comments: “Wow, I learned so much, and my enthusiasm was ignited.” “Excellent, managers need this workshop.” “Dean is fabulous and has great insight.” “Excited to use more social media.” “Wonderful job, informative and helpful.” “Good handout.” “Clip was too fast to process information, difficult to understand.” “Need a computer room for staff so we can have access.” “Handout is useful, but the print is too small.” “I am able to connect with other employees and re-energize my job.” “Would like to see a part II of this training, creating and posting on social media (hands-on).” And “Great presentation Mr. Hopkins, thanks.”

TABLE AND CHART NUM 6. New Employee Orientation-Evaluation

| <i>New Employee Orientation - Fall 2015</i> | | | | | |
|---|------------------|-------------|-----------|--------------|------------------------|
| <i>Questions</i> | <i>Excellent</i> | <i>Good</i> | <i>OK</i> | <i>Blank</i> | <i>Total Responses</i> |
| Clarity of concepts | 2 | 0 | 0 | 1 | 3 |
| Increased knowledge | 3 | 0 | 0 | 0 | 3 |
| Prepared to apply | 3 | 0 | 0 | 0 | 3 |
| Met expectations | 3 | 0 | 0 | 0 | 3 |
| Presenter knows | 3 | 0 | 0 | 0 | 3 |
| Organization | 3 | 0 | 0 | 0 | 3 |
| Pace, media, materials | 3 | 0 | 0 | 0 | 3 |
| Conveyed objectives | 3 | 0 | 0 | 0 | 3 |



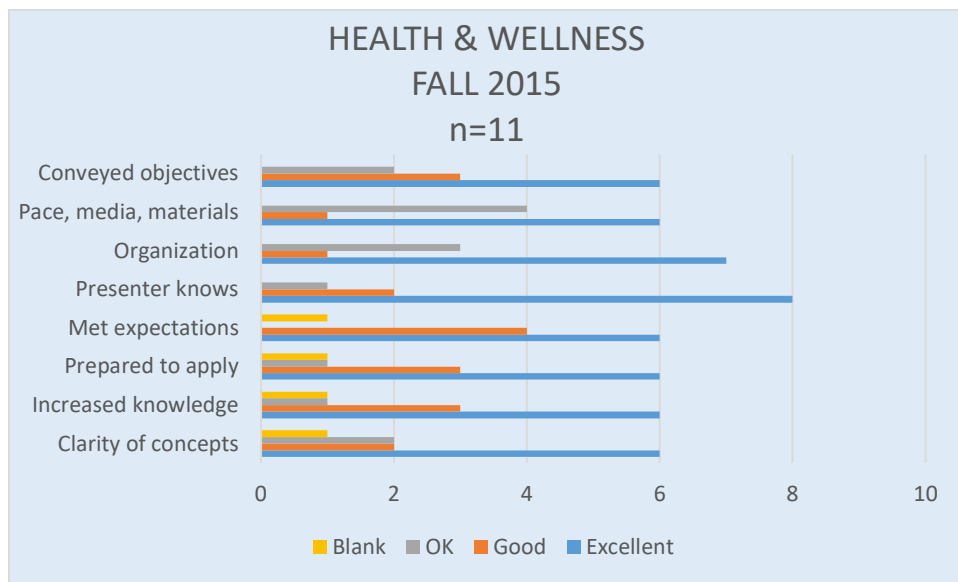
Results: Majority of attendees agreed that their knowledge was increased, they are prepared to apply what was learned, their expectations were met, and that the presenters are knowledgeable, organized, made good use of pace, media, and materials, and objectives were conveyed.

Application: In directing students to specific people, approaching and engaging better, using what was learned by guiding students to be successful in college.

Comments: Learned about the difference between professional growth and professional development. Loved how engaging it is.

TABLE AND CHART NUM 7. Health and Wellness-Evaluation

| <i>Health & Wellness – Fall 2015</i> | | | | | |
|--|------------------|-------------|-----------|--------------|------------------------|
| <i>Questions</i> | <i>Excellent</i> | <i>Good</i> | <i>OK</i> | <i>Blank</i> | <i>Total Responses</i> |
| Clarity of concepts | 6 | 2 | 2 | 1 | 11 |
| Increased knowledge | 6 | 3 | 1 | 1 | 11 |
| Prepared to apply | 6 | 3 | 1 | 1 | 11 |
| Met expectations | 6 | 4 | 0 | 1 | 11 |
| Presenter knows | 8 | 2 | 1 | 0 | 11 |
| Organization | 7 | 1 | 3 | 0 | 11 |
| Pace, media, materials | 6 | 1 | 4 | 0 | 11 |
| Conveyed objectives | 6 | 3 | 2 | 0 | 11 |



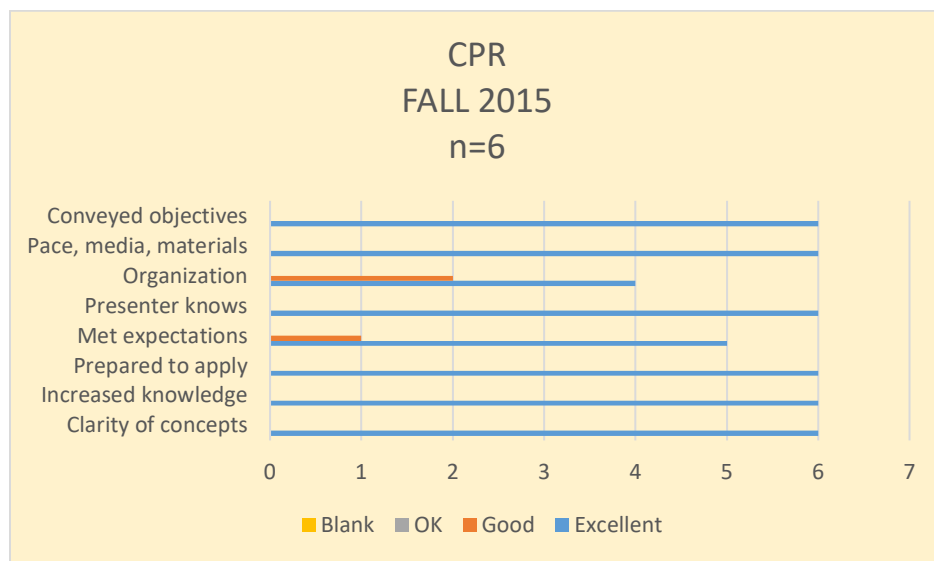
Results: The majority of attendees agreed that their knowledge was increased, they are prepared to apply what was learned, their expectations were met, and that the presenter is knowledgeable, and objectives were conveyed.

Application: I am going to walk during my lunch break for twenty minutes. I will live a healthier life by eating better and continue to exercise. I started already, Ms. Wells left me a diet sample. I will think about my life and goal to improve my life. I will revise my eating habits. I will stretch while working, And I will apply to my daily routine.

Comments: We need more time to go into detail. Great! Fun! Thank you.

TABLE AND CHART NUM 8. CPR-Evaluation

| CPR – Fall 2015 | | | | | |
|------------------------|-----------|------|----|-------|-----------------|
| Questions | Excellent | Good | OK | Blank | Total Responses |
| Clarity of concepts | 6 | 0 | 0 | 0 | 6 |
| Increased knowledge | 6 | 0 | 0 | 0 | 6 |
| Prepared to apply | 6 | 0 | 0 | 0 | 6 |
| Met expectations | 5 | 1 | 0 | 0 | 6 |
| Presenter knows | 6 | 0 | 0 | 0 | 6 |
| Organization | 4 | 2 | 0 | 0 | 6 |
| Pace, media, materials | 6 | 0 | 0 | 0 | 6 |
| Conveyed objectives | 6 | 0 | 0 | 0 | 6 |



Results: Even though there were twelve attendees at the CPR training, only six filled out the evaluation forms. Due to the duration of the training and since the instructor exceeded the two hour time frame planned, at the end of the class everyone left with exception of those who were available to stay longer and fill out the evaluation form. Despite of the emails sent out requesting to fill out the evaluation form, attendees did not respond to our request.

The majority of attendees agreed that the concepts were clear, their knowledge was increased, they are prepared to apply what was learned, their expectations were met, and that the presenter is knowledgeable, made good use of pace, media and materials, and objectives were conveyed.

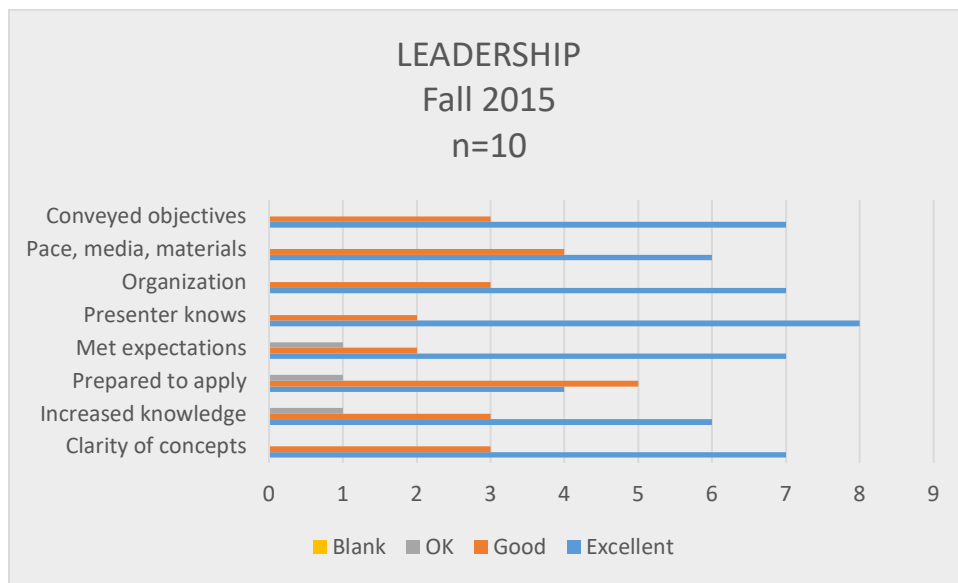
Application: ABC steps, in an emergency, and in an unresponsive student.

Comments: Very effective, useful and detailed information. My only disappointment was that people who were not actually paying to get the CPR card were not allowed to actually practice the techniques on the mannequins. But it did convince me to take a CPR class in the future and

get the certification card. Other comments were: Fantastic! Thanks! Great class. Presenter was funny; that was great!

TABLE AND CHART NUM 9. Leadership-Evaluation

| <i>Leadership - Fall 2015</i> | | | | | |
|-------------------------------|------------------|-------------|-----------|--------------|------------------------|
| <i>Questions</i> | <i>Excellent</i> | <i>Good</i> | <i>OK</i> | <i>Blank</i> | <i>Total Responses</i> |
| Clarity of concepts | 7 | 3 | 0 | 0 | 10 |
| Increased knowledge | 6 | 3 | 1 | 0 | 10 |
| Prepared to apply | 4 | 5 | 1 | 0 | 10 |
| Met expectations | 7 | 2 | 1 | 0 | 10 |
| Presenter knows | 8 | 2 | 0 | 0 | 10 |
| Organization | 7 | 3 | 0 | 0 | 10 |
| Pace, media, materials | 6 | 4 | 0 | 0 | 10 |
| Conveyed objectives | 7 | 3 | 0 | 0 | 10 |



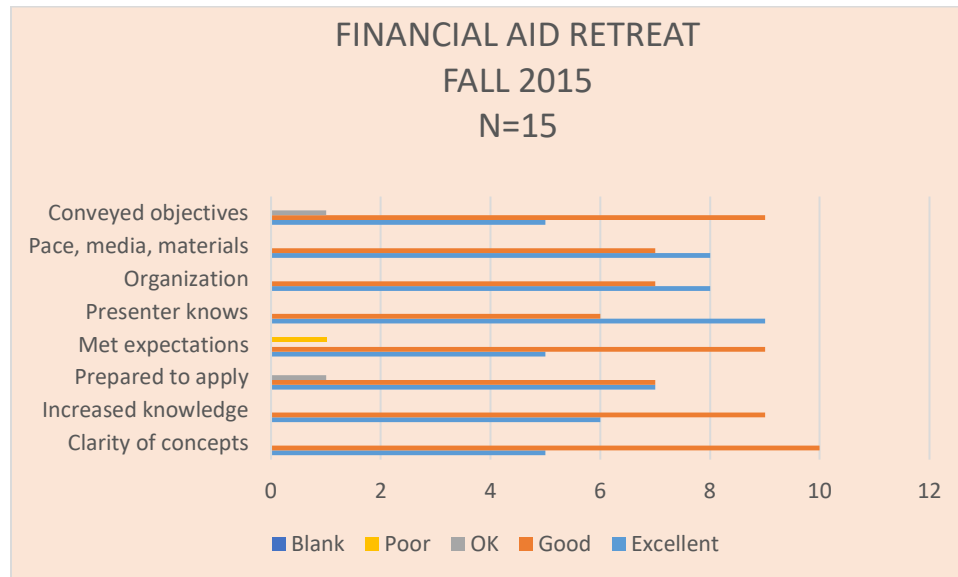
Results: The majority of attendees agreed that the concepts were clear, their expectations were met, the presenters are knowledgeable, organized, and objectives were conveyed.

Application: To reinvigorate and recharge to keep going forward and keep a positive outlook that gets transmitted to students. To bring your whole self helps you see students as a whole person, student success is personal. To make sure students are successful by communicating their needs in a better way. To encourage and empower colleagues that their success is personal and helps our students succeed. To share information with colleagues and expand the understanding of our skills and how they translate into helping students. And to go home or go back to “wk” believing how great of an asset we are.

Comments: Happy employee makes a more effective employee. I would like a longer workshop to cover more topics. Very interesting workshop. We are the engine, and we need premium gasoline so that we can help our students be successful: our success will reflect on student success. The presenter was excellent! She is very personable and knowledgeable about the topic.

TABLE AND CHART NUM 10. Financial Aid Retreat-Evaluation

| <i>Financial Aid Retreat - Fall 2015</i> | | | | | | |
|--|------------------|-------------|-----------|-------------|--------------|------------------------|
| <i>Questions</i> | <i>Excellent</i> | <i>Good</i> | <i>OK</i> | <i>Poor</i> | <i>Blank</i> | <i>Total Responses</i> |
| Clarity of concepts | 5 | 10 | 0 | 0 | 0 | 15 |
| Increased knowledge | 6 | 9 | 0 | 0 | 0 | 15 |
| Prepared to apply | 7 | 7 | 1 | 0 | 0 | 15 |
| Met expectations | 5 | 9 | 0 | 1 | 0 | 15 |
| Presenter knows | 9 | 6 | 0 | 0 | 0 | 15 |
| Organization | 8 | 7 | 0 | 0 | 0 | 15 |
| Pace, media, materials | 8 | 7 | 0 | 0 | 0 | 15 |
| Conveyed objectives | 5 | 9 | 1 | 0 | 0 | 15 |



Results: The majority of attendees agreed that they are prepared to apply what was learned, that the presenters are knowledgeable, organized, and made good use of pace, media and materials.

Application: To rejuvenate my perspective. To apply to my work study staff as well. To be aware of the skills for customer service. To talk to my boss about how I feel. To provide better

Student services and evaluate who I am providing service for to better accommodate their needs. And to have a clearer understanding of customer service skills.

Comments: Good workshop especially since it is the first one. I would like more activities to strengthen camaraderie among staff morale. Great workshop. The “ws” (sic) could get polished on and more animated once the head of the department were not present. Having the boss present made me more constrained and less opened about the subjects in discussion, since they relate a lot about how he runs the office. Good retreat. Excellent information. I feel the need for a more customized workshops on how to reach out to diverse students and help to improve our reviews with students. Apply the idea of peer students.

Staff Leadership Workshop Series

Purpose:

The SAC Professional Development team has reviewed and assessed the responses and needs of the classified staff using our comprehensive survey research. Based on the interests, needs, and desires expressed by classified members of the college community, the team has developed the Staff Leadership Workshop Series: a 3-workshop series designed to inform, empower, inspire, and encourage our classified staff utilizing student success best practices toward building the capacity of Santa Ana College to be fair, inclusive, and effective in supporting all populations. This effort is connected to the broader shift towards assuring that our campus community works towards equity-centered success through transformative professional development. Classified staff who complete the series will receive a Leadership Certificate and campus recognition. We believe that the most valuable aspect of the series is personal development and professional growth.

Content and Focus of Workshop Series:

Workshop 1: Asset Development: Discovering the Leader in You

Staff will discover their own leadership characteristics that they already contribute to the campus community, share them with colleagues, and integrate them into a student success model that is personal and transformative. Staff will also engage in discussion about identity affirmation as a strategy of recognizing, including, and supporting others. Staff will identify strengths and areas of opportunity for future leadership skills acquisition.

Workshop 2: Leading in the Workplace: Communication, Conflict, & Leading the Way to Success

Staff will offer real-life experiences to consider while learning the central ways that communication hazards develop during work interaction. Positive, inclusive, effective communication and conflict resolution styles will be introduced and practiced.

Workshop 3: My Success is Student Success: Managing the Stress of Successful Department

Staff will reconsider the context of conflict, stress, and high-demand during the course of their service from a personal asset perspective. Conflict resolution, inclusive & effective customer (student) service, and work balance techniques and strategies will be introduced and practiced.

Professional Development Outcomes of Workshop Series:

At Santa Ana College, all Professional Development opportunities for staff are designed to create a variety of learning opportunities that help us individually and collectively improve **STUDENT SUCCESS!** However, our new motto is “*Student Success—It’s Personal!*” We believe that staff success is vital for us to achieve sustained student success.

Learning Outcomes:

Staff who complete the Staff Leadership Development Series will be able to:

- affirm the diverse identities, experiences, and backgrounds of coworkers, students, and other members of the campus community
- connect the concepts of personalized staff development and success to student success
- understand, articulate, and apply the 6 factors to both staff success and student success

- identify common communication hazards that can create discourse
- understand and use several types of communication methods and conflict resolution models
- identify and use the personal asset perspective to de-escalate problems
- understand and use several de-stressing techniques
- apply common customer service practices to support student success

First Workshop Agenda

Asset Development: The Leader in YOU!

1. Understanding You and Your Assets
 - a. Who Are You?
 - i. Worksheet: My challenges, my victories, my story!
 - b. Partners: Tell Someone who you are and inventory your assets!
 - c. Group Discussion: Why is identity and what we bring to the table important?
2. Student Success: It's Personal
 - a. Your Success = Student Success
 - b. 6 Factors for Redefining Student **Support**: Handout and Discussion
 - c. Group Activity: Staff Profiles and the 6 factors
 - d. Group Discussion: Each group shares outcomes
3. Questions and Answers
4. Lunch and Evaluations