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## Research Briefs from Institutional Research

### Classified Needs Assessment Survey Spring 2012

#### Overview

The Office of Institutional Research worked with the Professional Development Committee to develop a needs assessment survey specifically for classified staff members. The purpose of the survey was to examine staff members' professional development needs, interests, and their availability during the year. While the survey was comprised of scaled items, several open-ended items were also included. In addition, classified staff members were asked to indicate their preferred instructional format along with general times and days of week during which they are most available to attend professional development activities.

Findings stemming from the scaled items indicate that classified staff members are particularly interested in financial planning for retirement, advanced training in Microsoft Office, and Adobe Acrobat. Staff members also report these same topics as being particularly helpful in their current position, along with campus safety and security and emergency preparedness.

Findings stemming from qualitative analyses indicate that responses generally fall into two categories – general training interests and specific training interests. Moreover, staff members feel that 1-2 hours of release time per month is a reasonable amount of time to participate in sponsored training activities, that two weeks is an adequate amount of lead time in which to request permission to participate in training activities, and that the primary reason for not attending training sessions held in spring 2012 was due to being too busy. Staff members feel that the second full month of the semester (October or March) is the best time of year to hold training sessions; additionally, they feel that mid-week sessions (Tues. – Thurs.) scheduled in the morning are best suited for their schedules.

#### Methodology

**Scaled Items.** The survey was comprised of 97 scaled items. These items were grouped under the following general headings: (a) Professional Development Topics, (b) Personal Development Topics, (c) Wellness Topics, (d) Campus-Wide Initiatives, and (e) Software Applications and Technology Training. For each item, respondents were asked to indicate their interest in the corresponding topic via a three-point scale (1 - Very Interested; 2 - Interested; 3- Not Interested). In addition, for each item, respondents were asked to indicate the extent to which they perceived each corresponding topic as being helpful for their current position; as with the aforementioned scale, this was done via a three-point scale (1 - Very Helpful; 2 - Helpful; 3 - Not Helpful). The number of responses per item ranged from 110 to 122.

**Open-Ended Items.** The Survey was also comprised of 10 open-ended items. Respondents were asked to offer specific examples of the type of training they would like to receive with respect to nine different topics. Those topics included Datatel training, workplace safety, campus safety, technology skills, and health awareness.

**Instructional Format and Availability.** The survey also included an item that asked respondents to report the instructional formats (e.g., webinars, group training, videos) that they would like to have access to. Classified staff members were also asked to report the number of hours per month of release time that they deemed reasonable to partake in professional

development activities, and they were asked to indicate the best months, days, and times during which they would prefer attending professional development sessions.

## Results

**Scaled Items.** The number of responses per item ranged from 110 to 122. Tables 1 – 4 illustrate the findings stemming from the analysis of scaled items. Table 1 lists the 15 topics identified as being most interesting; topics included financial planning for retirement (Very Interested: 49.6%), Microsoft Office advanced and intermediate training (Very Interested: 40.2 – 49.6%), Adobe Acrobat (Very Interested: 49.6%), and Stress Management (Very Interested: 43.2%). Table 2 lists the 15 topics reported as being least interesting; topics included Program and Services Review (Very Interested: 13.6%), understanding classroom technology (Very Interested: 13.9%), use of scanner (Very Interested: 14.0%), and career planning and goal setting (Very Interested: 15.2%).

Table 3 lists the 15 topics reported as being the most helpful for staff members' current positions. In line with findings reported in Table 1, such topics included advanced and intermediate training in Microsoft Office (Very Helpful: 41.1 – 49.5%), Adobe Acrobat (Very Helpful: 48.7%), campus safety and security (Very Helpful: 44.8%), and emergency preparedness (Very Helpful: 44.3%). Table 4 illustrates the 15 topics that were perceived as least helpful. These topics included job mentoring (Very Helpful: 12.7%), learned optimism (Very Helpful: 12.8%), career planning (Very Helpful: 13.8%), and interactive group dynamics (Very Helpful: 14.4%).

**Open-Ended Items.** Open-ended responses were examined utilizing standard qualitative procedures that entail the identification of groups or categories of responses (Giles, 2002); thus, for the present analyses, the goal was to identify the categories that best characterized classified staff members' views regarding each of the aforementioned questions. While every effort was made to group such responses into meaningful categories, not all responses could be categorized – this was due to isolated comments that could not be grouped in a meaningful manner or to categories that would otherwise reflect less than 5% of responses (for instance, in cases with 20 responses, a category comprised of just one response would not be reported). Varying numbers of responses were offered for each of the open-ended questions and between 9 and 23 categorized responses were offered per item.

**Question 1.** A total of 25 responses addressed additional Datatel training. However, 18 of the 25 responses (72%) were successfully categorized. As Table 5 indicates, these 18 responses were grouped into two categories: (a) General Datatel Training (ten responses) and (b) Specific Datatel Training (eight responses). Table 6 shows the categorized responses by corresponding category.

**Question 2.** A total of 23 responses addressed technology/IT skills training, and 18 of the 23 (78.3) were successfully categorized. Nevertheless, there was some overlap of responses in categories; one response was grouped into two categories and two responses were placed into three categories. Such categorization resulted in 23 categorized responses. Table 7 indicates that responses were grouped into four categories: (a) Web Page Development (seven responses), (b) Other Specific Technological Skills (seven responses), (c) General Technology Training (five responses), and (d) Adobe (four responses). Table 8 illustrates the categorized responses by corresponding category.

**Question 3.** A total of 17 responses addressed workplace safety, and 11 of those responses (64.7%) were successfully categorized. One response was grouped into two categories, resulting in 12 categorized responses. Table 9 illustrates the two response categories in question: (a) General Workplace Safety Training (six responses), and (b) Specific Workplace Training (six responses). Table 10 shows the categorized responses by corresponding category.

**Question 4.** A total of 18 responses addressed campus security; 14 of those (77.8%) were successfully categorized. Table 11 illustrates the different response categories stemming from these responses: (a) Emergency Procedures (six responses), (b) Other Specific Campus Security Training

(five responses), and (c) General Campus Security Training (three responses). Table 12 lists the categorized responses by corresponding category.

**Question 5.** A total of 15 responses addressed general Chaffey information; among these, 10 responses (66.7%) were categorized. Table 13 illustrates the response categories in question: (a) Awareness of Staff Member Roles (five responses), and (b) Other Practices/Procedures (five responses). Table 14 indicates the categorized responses by response category.

**Question 6.** A total of 11 responses addressed statistical and research training and eight of the eleven (72.7%) were successfully categorized. However, there was overlap between categories; namely, one of the eight responses was placed into two categories, resulting in nine categorized responses. Table 15 shows the response categories stemming from these responses: (a) Understanding of the Office of Institutional Research's Reports and Services (seven responses), and (b) General Training in Statistics and Research (two responses). Table 16 illustrates all of the categorized responses by corresponding response category.

**Question 7.** A total of 13 responses addressed legal training; 10 of these responses (76.9%) were successfully categorized. Table 17 illustrates the response categories stemming from responses to question 10: (a) Employee/Student Rights (five responses), and (b) Other/General Legal Advice (five responses). Table 18 lists all of the categorized responses by corresponding response category.

**Question 8.** A total of 15 responses addressed health awareness, nutrition, and fitness; of these, 10 responses (66.7%) were categorized. One of the 10 responses was grouped into two responses categories, resulting in 11 categorized responses. Table 19 lists the identified response categories: (a) Dissemination of Information (seven responses), and (b) Access to On-Campus Activities (four responses). Table 20 illustrates all of the categorized responses grouped by response category.

**Question 9.** A total of 14 responses addressed self-improvement skills, and 10 of these (71.4%) were successfully categorized. Table 21 lists the identified response categories: (a) Specific Self-Improvement (seven responses), and (b) General Self-Improvement (four responses). Table 22 shows all of the categorized responses grouped on the basis of response category.

**Question 10.** Respondents were asked to offer examples of other training not specifically addressed by the nine preceding questions. Given the wide-ranging responses that were offered to this question, they were not categorized. All responses to this question are listed in Table 23.

**Staff Member Availability and Preferred Instructional Format.** In addition to the aforementioned items, respondents were asked to offer their views on issues pertaining to adequate release time, the best periods in the calendar year during which to hold trainings, sufficient lead time for requesting permission to attend trainings, and reasons for not having attended spring 2012 training opportunities.

Table 24 indicates respondents' views regarding the amount of release time per month considered to be reasonable for participation in sponsored training. It is clear that, across the entire calendar year, staff members feel that 1-2 hours constitutes a reasonable amount of time. Specifically, 42.7% of respondents indicate that 1-2 hours per month constitutes an adequate amount of release time, while 23.1% report that 3-4 hours would be reasonable.

Tables 25 through 28 reflect staff members' views regarding the best months, days of the week, and times of the day during which to attend sponsored training opportunities. As apparent in Table 25, over 60% of respondents feel that March, October, April, and November are the best months out of the year to hold sponsored training activities. Findings reported in Table 26 indicate that Wednesday (57.9%), Thursday (56.4%), and Tuesday (55.6%) are the best days of the week during which to hold training sessions. Findings reported in Table 27 indicate that classified staff members feel that late morning (43.6%) and early morning (40.6%) are the best times of day to

attend a training session. Table 28 lists additional comments made by participants in regards to the best times of day to attend professional development training.

Table 29 illustrates staff members' perceptions of the amount of lead time that is appropriate for requesting permission to partake in training opportunities. Findings indicate that respondents generally feel a lead time of either two weeks (42.4%) or one month (32.8%) is sufficient. Table 30 lists the reasons indicated by respondents for not partaking in trainings held during the spring 2012 semester. The primary reason staff members cite for not attending is being too busy (44%); however, over 28% report not being interested in the offered training opportunities.

Staff members were also asked to offer open-ended responses regarding other reasons for not attending training opportunities in spring 2012. A total of 20 responses were offered; however, 17 of those responses (85%) were successfully categorized. There was also overlap between categories such that three responses were grouped into two categories – this resulted in a total of 20 categorized responses. Table 31 lists the identified response categories: (a) Already Attended Training/Not Interested in Training (ten responses), (b) Too Busy/No Office Coverage (four responses), (c) Scheduling of Sessions (that is, the scheduling of sessions did not coincide with respondents' schedules; four responses), and (d) Supervisor Denied or Discouraged Attendance (two responses). Table 32 shows all of the categorized responses grouped on the basis of response category.

Table 33 reflects respondents' feedback regarding the various alternative instructional formats they find helpful. Findings indicate that online-based tutorials (59.4%), group training during scheduled staff meetings (57.9%), and meetings with colleagues to learn a specific skill (55.6%) are the most preferred alternative instructional formats.

## Reference

Giles, D. C. (2002). *Advanced research methods in psychology*. London: Routledge.

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Table 1

*The Professional Development Topics that Classified Staff Members Reported Being Most Interested in Participating*

<b>Survey Item</b>	<b>N</b>	<b>Very Interested (%)</b>	<b>Interested (%)</b>	<b>Not Interested (%)</b>
Financial Planning for Retirement (PERS)	125	49.6	36.0	14.4
Excel 2010 – Advanced Training	121	49.6	32.2	18.2
Adobe Acrobat	121	49.6	30.6	19.8
Word 2010 – Advanced Training	122	47.5	31.1	21.3
Emergency First Aid/CPR	124	46.0	38.7	15.3
Outlook 2010 - Advanced Training	122	45.9	31.1	23.0
Adobe Photoshop	119	44.5	36.1	19.3
Stress Management	125	43.2	36.8	20.0
Campus Safety and Security	122	41.8	44.3	13.9
Outlook 2010 – Intermediate Training	122	40.2	36.1	23.8
Health Fair (Screenings for Blood Pressure, Body Fat, Cancer, Cholesterol, etc)	126	39.7	36.5	23.8
Healthy Eating/Weight Loss	124	39.5	38.7	21.8
Emergency Preparedness/Disaster Preparedness	121	38.8	46.3	14.9
Health Awareness, Nutrition, and Fitness	123	38.2	39.0	22.8
Problem Solving, Strategic Thinking, & Decision Making	125	37.6	46.4	16.0

Table 2

*The Professional Development Topics that Classified Staff Members Reported Being Least Interested in Participating*

<b>Survey Item</b>	<b>N</b>	<b>Very Interested (%)</b>	<b>Interested (%)</b>	<b>Not Interested (%)</b>
Program and Services Review	118	13.6	46.6	39.8
Understanding Classroom Technology	122	13.9	40.2	45.9
Use of Scanner	121	14.0	34.7	51.2
HIV/AIDS/Hepatitis/Blood-Bourne Pathogens	125	15.2	37.6	47.2
Career Planning and Goal Setting	125	15.2	40.8	44.0
Campus Phone System	121	15.7	39.7	44.6
Interactive Group Dynamics	126	16.7	37.3	46.0
Public Speaking	126	16.7	47.6	35.7
Visionary Improvement Plans (formerly AUOs)	119	16.8	42.9	40.3
Student Success Initiative	119	16.8	45.4	37.8
Diabetes Education	125	18.4	42.4	39.2
Learning to Learn/Mindset/Hope Theory	119	20.2	41.2	38.7
Social Media 101	121	20.7	33.9	45.5
Understanding and Managing Menopause	125	22.4	31.2	46.4
Word 2010 – Beginning Training	122	25.4	21.3	53.3

Table 3

*The Professional Development Topics that Classified Staff Members Reported Being Most Helpful*

<b>Survey Item</b>	<b>N</b>	<b>Very Helpful (%)</b>	<b>Interested (%)</b>	<b>Not Helpful (%)</b>
Excel 2010 – Advanced Training	111	49.5	36.9	13.5
Adobe Acrobat	113	48.7	38.1	13.3
Word 2010 – Advanced Training	110	46.4	39.1	14.5
Campus Safety and Security	116	44.8	47.4	7.8
Emergency Preparedness/Disaster Preparedness	115	44.3	45.2	10.4
Outlook 2010 – Advanced Training	113	43.4	37.2	19.5
Excel 2010 – Intermediate Training	112	42.9	42.0	15.2
Knowing Who to Call on Campus	120	42.5	44.2	13.3
Outlook 2010 – Intermediate Training	113	41.6	38.9	19.5
Word 2010 – Intermediate Training	112	41.1	39.3	19.6
Emergency First Aid/CPR	116	40.5	39.7	19.8
Problem Solving, Strategic Thinking, & Decision Making	119	38.7	49.6	11.8
Communication Styles/Skills	120	36.7	50.8	12.5
Conflict Resolution/Problem-Solving	122	35.2	51.6	13.1
Organization Skills	119	34.5	52.9	12.6

Table 4

*The Professional Development Topics that Classified Staff Members Reported as Being Least Helpful*

<b>Survey Item</b>	<b>N</b>	<b>Very Helpful (%)</b>	<b>Interested (%)</b>	<b>Not Helpful (%)</b>
Job Mentoring	118	12.7	50.0	37.3
Learned Optimism	117	12.8	57.3	29.9
Career Planning and Goal Setting	116	13.8	42.2	44.0
Interactive Group Dynamics	118	14.4	45.8	39.8
Program and Services Review	112	15.2	50.9	33.9
Balancing Work and Family	114	15.8	49.1	35.1
Aging Parents/Elder Care/Choosing a Caregiver	113	15.9	29.2	54.9
Preparing an Effective Resume	118	16.1	39.0	44.9
Event Planning	119	16.0	40.3	43.7
Green Earth Movement (GEM)	115	16.5	49.6	33.9
HIV/AIDS/Hepatitis/Blood-Bourne Pathogens	118	16.9	37.3	45.8
Understanding and Managing Menopause	117	18.8	28.2	53.0
Diabetes Education	117	18.8	38.5	42.7
Learning to Learn/Mindset/Hope Theory	112	18.8	45.5	35.7
Understanding Classroom Technology	113	20.4	38.1	41.6



Table 5

*Frequency Distribution of Categories for Question 1: Provide Specific Examples of the Type of Training you are Seeking with Regards to Datatel (Number of Total Responses = 18)*

<b>Category</b>	<b>Frequency</b>	<b>Percent of Total Categorized Responses</b>
General Training	10	55.5
Specific Training	8	44.4
Total (unique responses)	18	100

Table 6

*Responses to Question 1 Organized by Identified Categories: Provide Specific Examples of the Type of Training you are Seeking with Regards to Datatel (Number of Total Responses = 18)*

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**Category**

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General Training

1. WOULD LIKE COMPLETE TRAINING IN DATATEL, NOT SPECIFIC TRAINING SUCH AS PREVIOUSLY RECEIVED.
2. HOW TO USE WISELY THE NEW VERSION, INCLUDING SHORTCUTS
3. TIPS AND TRICKS FOR USING THE NEW DATATEL SOFTWARE; WHAT TYPES OF REPORTS CAN DATATEL PROVIDE? MORE IN-HOUSE MANUALS ON HOW TO USE CERTAIN DATATEL PROCESSES (LIKE THE MANUAL ON CREATING A REQUISITION)
4. TRAINING FOR THE NEW USER INTERFACE.
5. ANY THAT IS AVAILABLE
6. TIPS AND TECHNIQUES
7. I'M NOT TOO FAMILIAR WITH DATATEL. I HAD A TRAINING WHEN I FIRST STARTED AT CHAFFEY, BUT DON'T USE IT DAILY, SO A RE-TRAINING WOULD BE NICE.
8. VARIOUS STANDING WORKSHOPS
9. START FROM THE BEGINNING
10. NOT DIRECTLY APPLICABLE TO MY JOB, BUT IT WOULD BE HELPFUL TO KNOW.

Specific Training

1. ARGOS REPORT WRITING
  2. ACCESSING INFORMATION THROUGH EXISTING REPORTS; UNDERSTANDING THE FLOW OF INFORMATION AND HOW IT RELATES TO EXTRACTING INFORMATION
  3. NEW REPORTS IN DATATEL; I.E., BUXS
  4. BETTER TRAINING FOR USERS ENTERING REQUISITIONS.
  5. RUNNING REPORTS TO MANAGE BUDGETS ETC.
  6. LOOKING UP STUDENT PERSONAL INFORMATION TO BE ABLE TO CONTACT THEM IF EQUIPMENT IS NOT RETURNED
  7. PRINTING REPORTS
  8. REQUISITIONS, FINANCIAL REPORTS
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Table 7

*Frequency Distribution of Categories for Question 2: Provide Specific Examples of the Type of Training you are Seeking with Regards to Technology/IT Skills (Number of Total Responses = 23)*

Category	Frequency	Percent of Total Categorized Responses
Web Page Development	7	30.4
Other Specific Training	7	30.4
General Training	5	21.7
Adobe	4	17.4
Total (unique and shared responses)	23	100

Note. There were 18 uniquely categorized responses, one of which was placed into two categories and two of which were placed in three categories; this resulted in a total of 23 categorized responses.

Table 8

*Responses to Question 2 Organized by Identified Categories: Provide Specific Examples of the Type of Training you are Seeking with Regards to Technology/IT Skills (Number of Total Responses = 23)*

Category	
Web Page Development	<ol style="list-style-type: none"> <li>1. WEB DESIGN, PHOTO AND GRAPHICS, GOOGLE SKETCH UP OR OTHER LAYOUT SOFTWARE. PROJECT MANAGEMENT SOFTWARE, DATABASE SOFTWARE.</li> <li>2. MANUALS AVAILABLE ON THE Z-DRIVE AND TRAINING FOR THE DIFFERENT SOFTWARE AVAILABLE (E.G., OFFICE 2010 SUITES, DREAMWEAVER, ADOBE ETC.</li> <li>3. I'M SEEKING WEB DEVELOPMENT TRAINING SPECIFICALLY IN DREAMWEAVER. WOULD LIKE TO LEARN MORE ABOUT CREATING WEB SITES, MAINTAINING, WORKING WITH PHOTOS, ANYTHING RELATED TO WEB DEVELOPMENT. I WOULD ALSO LIKE TO KNOW HOW TO PUT A SEARCH TOOL ON MY WEBSITE A</li> <li>4. HOW TO DO "MINOR" CHANGES ON OUR WEBPAGE;</li> <li>5. DREAMWEAVER (I AM IN CHARGE OF THE [PROGRAM] WEBSITE), WORD 2010, EXCEL 2010, PUBLISHER 2010, POWERPOINT 2010, OUTLOOK 2010, ACCESS 2010, CREATING WEBPAGES, ADOBE PHOTOSHOP, CREATING ONLINE WEB FORMS, GOOGLE FUNCTIONS, SOCIAL MEDIA, MICROSOFT OFFICE CERTIFICAT</li> <li>6. DEVELOPING AND INSTALLING WEB PAGES</li> <li>7. CREATING WEB PAGES. CREATING PLATFORMS FOR SHARING DOCUMENTS REQUIRING REVIEW FROM MULTIPLE USERS, AND CREATING DATABASES TO TRACK REVIEW PROCESS.</li> </ol>
Other Specific Training	<ol style="list-style-type: none"> <li>1. WEB DESIGN, PHOTO AND GRAPHICS, GOOGLE SKETCH UP OR OTHER LAYOUT SOFTWARE. PROJECT MANAGEMENT SOFTWARE, DATABASE SOFTWARE.</li> <li>2. TRAINING ON HOW TO USE DPS SOFTWARE WOULD BE VERY HELPFUL ESPECIALLY WHEN WE HELP OUR DPS STUDENTS. PERHAPS TRAINING CAN BE DONE AT THE LOCATION WHERE THE SOFTWARE IS SO EMPLOYEES CAN LEARN HOW TO UTILIZE IT. POSITIVE ATTENDANCE AND ACCESS TO THE Z DRIVE</li> <li>3. NETWORKING OF MAC COMPUTERS IN A PC ENVIRONMENT</li> <li>4. MANUALS AVAILABLE ON THE Z-DRIVE AND TRAINING FOR THE DIFFERENT SOFTWARE AVAILABLE (E.G., OFFICE 2010 SUITES, DREAMWEAVER, ADOBE ETC.</li> <li>5. LYNDA.COM @ HTTP://WWW.LYNDA.COM/ SUPPLEMENTAL EDUCATION OF</li> </ol>

SOFTWARE ENHANCEMENTS AND SOFTWARE TRAINING FOR THE PURPOSE OF KEEPING OUR DEPARTMENT UP TO DATE AND FUNCTIONAL.

6. DREAMWEAVER (I AM IN CHARGE OF THE [PROGRAM] WEBSITE), WORD 2010, EXCEL 2010, PUBLISHER 2010, POWERPOINT 2010, OUTLOOK 2010, ACCESS 2010, CREATING WEBPAGES, ADOBE PHOTOSHOP, CREATING ONLINE WEB FORMS, GOOGLE FUNCTIONS, SOCIAL MEDIA, MICROSOFT OFFICE CERTIFICAT
7. COMPUTER NETWORKING, COMPUTER MAINTENANCE AND REPAIR

#### General Training

1. UP DATE TECHNOLOGY
2. UNDERSTANDING THE TECHNOLOGY AND TO PROBLEM SOLVE WHEN NECESSARY.
3. LEARNING THE CORRECT USE OF EQUIPMENT; SIMPLE PROBLEM-SOLVING
4. I'M VERY COMPUTER ILLETERATE, SO ANY TECHNOLOGY OR IT SKILLS TRAINING WOULD BE GOOD.
5. HOW TO BE ABLE TO TROUBLESHOOT PROBLEMS WITH COMPUTER AND HAVE ACCESS TO DO SO

#### Adobe

1. MANUALS AVAILABLE ON THE Z-DRIVE AND TRAINING FOR THE DIFFERENT SOFTWARE AVAILABLE (E.G., OFFICE 2010 SUITES, DREAMWEAVER, ADOBE ETC.
2. I WOULD LIKE OUR PROGRAM TO ASSIST IN KNOWING HOW TO EXPRESS OUR NEEDS MORE EFFECTIVELY SO THAT OUR WEBSITE IS HIGHLY CURRENT. ALSO, OUR COMMUNICATION DOCUMENTATION IS NOT AS SOPHISTICATED AS I HAVE SEEN IN OTHER COLLEGES. I WOULD LIKE TO LEARN ADOBE PHOT
3. DREAMWEAVER (I AM IN CHARGE OF THE [PROGRAM] WEBSITE), WORD 2010, EXCEL 2010, PUBLISHER 2010, POWERPOINT 2010, OUTLOOK 2010, ACCESS 2010, CREATING WEBPAGES, ADOBE PHOTOSHOP, CREATING ONLINE WEB FORMS, GOOGLE FUNCTIONS, SOCIAL MEDIA, MICROSOFT OFFICE CERTIFICAT
4. ADOBE PROFESSIONAL;

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Note. There were 18 uniquely categorized responses, one of which was placed into two categories and two of which were placed in three categories; this resulted in a total of 23 categorized responses.

Table 9

*Frequency Distribution of Categories for Question 3: Provide Specific Examples of the Type of Training you are Seeking with Regards to Workplace Safety (Number of Total Responses = 12)*

<b>Category</b>	<b>Frequency</b>	<b>Percent of Total Categorized Responses</b>
General Training	6	55.5
Specific Training	6	44.4
Total (unique and shared responses)	12	100

Note. There were 11 uniquely categorized responses, one of which was placed into two categories, resulting in a total of 12 categorized responses.

Table 10

*Responses to Question 3 Organized by Identified Categories: Provide Specific Examples of the Type of Training you are Seeking with Regards to Workplace Safety (Number of Total Responses = 12)*

<b>Category</b>
General Training
<ol style="list-style-type: none"> <li>1. KNOWING WHO TO CALL WHEN NECESSARY AND WHEN TO REPORT SOMETHING</li> <li>2. INFORMATIONAL GUIDELINES ON THIS CATEGORY WOULD BE GREAT OR PERHAPS THESE TRAININGS CAN GO ALONG WITH CAMPUS SECURITY? MAYBE COMBINE THE TWO?</li> <li>3. GENERAL OFFICE SAFETY PROCEDURES (I.E. MOVING BOXES AND OTHER ITEMS, OPENING BOXES) AROUND THE OFFICE; USING SIGNS TO KEEP AREAS SAFE FOR WALKING (WET FLOOR SIGNS, CAUTION SIGNS IN AREAS UNTIL M &amp; O RESOLVES THE PROBLEM)</li> <li>4. ERGONOMICS; INFORMATION ON SERVICES THAT ARE AVAILABLE TO US TO USE IF WE CANNOT DO SOMETHING. WHAT DOES THE DISTRICT WANT US TO AVOID?</li> <li>5. ALL SAFETY RELATED TO THE WORK PLACE</li> <li>6. ALL INFO IN THIS AREA IS VALUED</li> </ol>
Specific Training
<ol style="list-style-type: none"> <li>1. ILLNESS AND INJURY PREPAREDNESS PLANS, CHEMICAL HYGIENE, HAZMAT RESPONSE</li> <li>2. I DON'T NORMALLY LIFT TOO MANY THINGS. WE HAVE A DOLLY FOR THAT!</li> <li>3. EROGONOMIC TECHNIQUES AND TIPS, FIRST AID</li> <li>4. ERGONOMICS; INFORMATION ON SERVICES THAT ARE AVAILABLE TO US TO USE IF WE CANNOT DO SOMETHING. WHAT DOES THE DISTRICT WANT US TO AVOID?</li> <li>5. ERGONOMICS TRAINING</li> <li>6. DEFINITELY I WOULD LIKE TO LEARN MORE ON HOW TO LIFT PROPERLY AND ALSO ON HOW TO USE A LADDER MORE EFFECTIVELY TO AVOID FALLS. ALTHOUGH I DON'T USE IT MUCH, OUR OFFICE RENDERS FOR US TO USE A LADDER ONCE IN A WHILE AND WE HAVE TO CALL MAINTENANCE FOR IT.</li> </ol>

Note. There were 11 uniquely categorized responses, one of which was placed into two categories, resulting in a total of 12 categorized responses.

Table 11

*Frequency Distribution of Categories for Question 4: Provide Specific Examples of the Type of Training you are Seeking with Regards to Campus Security (Number of Total Responses = 14)*

<b>Category</b>	<b>Frequency</b>	<b>Percent of Total Categorized Responses</b>
Emergency Procedures	6	42.9
Other Specific Training	5	35.7
General Training	3	21.4
Total (unique responses)	14	100

Table 12

*Responses to Question 4 Organized by Identified Categories: Provide Specific Examples of the Type of Training you are Seeking with Regards to Campus Security (Number of Total Responses = 14)*

<b>Category</b>	
Emergency Procedures	<ol style="list-style-type: none"> <li>1. WHAT TO DO DURING EARTHQUAKES, FLOODS, EMERGENCIES, SHOOTER ON CAMPUS, ETC.</li> <li>2. KNOW WHAT TO DO IN THE EVENT OF A TERRORIST ATTACK. ETC.</li> <li>3. I'D LIKE TO SEE EACH DEPARTMENT BE MORE ENGAGED WHEN "PRACTICING" THE LOCK DOWN OR ANY EMERGENCY PROCEDURE, NOT JUST WATCH A VIDEO. PERHAPS WATCH A VIDEO AND HAVE DISCUSSIONS AND REALLY PRACTICE THE EXERCISES. ALSO, THE STREAMING VIDEOS HAVE TO BE AVAILAB</li> <li>4. I THINK OUR CAMPUS SECURITY INFORMATION HAS NOT BEEN DISSEMINATED TO ALL OF THE STAFF AND I THINK WE ALL NEED TO KNOW WHAT TO DO, EVEN IF WE ARE NOT C-CERTIFIED, SO THAT WE ARE THE REAL GUIDES TO OUR STUDENTS IN THE EVENT OF EMERGENCY. FINALLY, I THINK TH</li> <li>5. I HAVE BEEN OFF CAMPUS DURING A LOT OF THE LOCKDOWN DRILLS, SO PROPER PROCEDURES WOULD BE A GOOD TOOL.</li> <li>6. EVACUATION PROCEDURES AND RESPONSIBILITIES.</li> </ol>
Other Specific Training	<ol style="list-style-type: none"> <li>1. WOULD BE HELPFUL IF THE OFFICE DOORS LOCKED FROM THE INSIDE. YOU EXPOSE YOURSELF TO RISKS, IF YOU HAVE TO GO OUT OF THE OFFICE TO LOCK THE DOOR.</li> <li>2. OFFICERS NEED TO BE MORE AWEAR OF WHAT'S GOING</li> <li>3. KNOWING WHO TO CALL AND RESPONSE TIME</li> <li>4. INCIDENT COMMAND SYSTEM</li> <li>5. DEALING WITH AN IRATE PERSON; KNOWING WHEN TO CALL CAMPUS POLICE AND WHEN TO TRY TO HANDLE THE SITUATION ON YOUR OWN;</li> </ol>
General Training	<ol style="list-style-type: none"> <li>1. WHAT ARE THE PROCEDURES AND HOW THEY RELATE TO THE INFORMATION THAT WE ARE GIVING TO CAMPUS POLICE?</li> <li>2. VIDEOS; WORKSHOPS</li> <li>3. VERY GOOD TO KNOWGOOD TO KNOW</li> </ol>

Table 13

*Frequency Distribution of Categories for Question 5: Provide Specific Examples of the Type of Training you are Seeking with Regards to General Chaffey Information (Number of Total Responses = 10)*

<b>Category</b>	<b>Frequency</b>	<b>Percent of Total Categorized Responses</b>
Awareness of Staff Member Roles	5	50.0
Other Practices/Procedures	5	50.0
Total (unique responses)	10	100

Table 14

*Responses to Question 5 Organized by Identified Categories: Provide Specific Examples of the Type of Training you are Seeking with Regards to General Chaffey Information (Number of Total Responses = 10)*

<b>Category</b>	
Awareness of Staff Member Roles	<ol style="list-style-type: none"> <li>1. WHO DOES WHAT IN EACH DEPARTMENT (I.E. WHO ORDERS THE BOOKS FOR FACULTY; WHO TO CALL WHEN THERE IS AN IT PROBLEM WITH DATATEL; WHO TO CALL WHEN A DOOR NEEDS TO BE OPENED/LOCKED; WHO TO CONTACT WHEN A STUDENT NEEDS PROOF OF ENROLLMENT; WHO TO CONTACT TO SE</li> <li>2. WE SHOULD ALWAYS HAVE THESE TRAININGS SO WE CAN HELP OUR STUDENTS BETTER BY REFERRING THEM TO THE APPROPRIATE SERVICES AND BY DOING IT PROFESSIONALLY.</li> <li>3. OVERALL, I WOULD LIKE TO SEE OUR CLASSIFIED STAFF MORE KNOWLEDGEABLE OF THE PROGRAMS AVAILABLE AT CHAFFEY. THERE HAVE BEEN TIMES WHEN OUR STAFF MAY NOT EVEN KNOW WHAT OTHER PROGRAMS ARE DOING AND WE END UP SENDING OUR STUDENTS BACK AND FORTH TO SEEK FOR I</li> <li>4. I WOULD LIKE TO SEE AN UPDATED STAFF DIRECTORY; I ALSO THINK SEVERAL STAFF ARE IN NEED OF KNOWING HOW TO SEARCH AND ACCESS ACCURATE CONTACT INFORMATION USING THE BUILT-IN DIRECTORY IN THE PHONE, OUTLOOK, AS WELL AS POLISHING THEIR CUSTOMER SERVICE SKILLS</li> <li>5. GETTING A GLIMPSE OF EACH DEPARTMENT AND CONTACT PERSON</li> </ol>
Other Practices/Procedures	<ol style="list-style-type: none"> <li>1. REPORTING TO STUDENT HEALTH SERVICES</li> <li>2. PROPER USE OF THE CHAFFEY LOGO</li> <li>3. I WOULD LIKE TO KNOW HOW THE STUDENT SUCCESS TASK FORCE RECOMMENDATIONS ARE GOING TO AFFECT CHAFFEY AND HOW THEY WILL BE IMPLEMENTED. THIS WAS NOT A CHOICE UNDER THE CAMPUS INITIATIVES.</li> <li>4. CREATING A CHAFFEY PRACTICES/PROCEDURES MANUAL FOR CAMPUS WIDE USE SO EVERYONE IS UNIFORM.</li> <li>5. CONTINUOS EFFORTS TO SHARE PRACTICES AND PROCEDURES ESPECIALLY CHANGES THAT OCCUR. MONTHLY LUNCH BAG MEETINGS ON TOPICS WOULD BE EXTREMELY HELPFUL.</li> </ol>

Table 15

*Frequency Distribution of Categories for Question 6: Provide Specific Examples of the Type of Training you are Seeking with Regards to Statistical and Research Training (Number of Total Responses = 9)*

<b>Category</b>	<b>Frequency</b>	<b>Percent of Total Categorized Responses</b>
Understanding OIR Reports/Services	7	77.7
General Training in Stats/Research	2	22.2
Total (unique and shared responses)	9	100

Note. There were 8 uniquely categorized responses, one of which was placed into two categories, resulting in a total of 9 categorized responses.

Table 16

*Responses to Question 6 Organized by Identified Categories: Provide Specific Examples of the Type of Training you are Seeking with Regards to Statistical and Research Training (Number of Total Responses = 9)*

<b>Category</b>
Understanding OIR Reports/Services
<ol style="list-style-type: none"> <li>1. TRAINING ON OLAP CUBES</li> <li>2. OUTSIDE OF WHAT INSTITUTIONAL RESEARCH DOES? YES, I'M INTERESTED, BUT SIMPLY DO NOT HAVE THE TIME...</li> <li>3. IT WOULD BE HELPFUL TO RECEIVE TRAINING IN THIS CATEGORY IN ORDER TO UNDERSTAND THE NATURE OF RESEARCH DONE AT CHAFFEY AND HOW WE CAN IMPROVE SERVICES.</li> <li>4. I THINK WE COULD USE TRAINING IN THIS AREA BY USING MS OFFICE PROGRAMS THAT WE CAN TRY ON OUR OWN AND THEN COMBINE WITH INSTITUTIONAL RESEARCH.</li> <li>5. HOW TO USE OLAP CUBE</li> <li>6. HOW TO INTERPRET THE STATISTICAL REPORTS FROM THE OFFICE OF INSTITUTIONAL RESEARCH OFFICE; HOW TO WORK WITH INSTITUTIONAL RESEARCH TO SET UP SLO TRACKING;</li> <li>7. HOW STUDENT SUCCESS IS MEASURED</li> </ol>
General Training in Stats/Research
<ol style="list-style-type: none"> <li>1. I THINK WE COULD USE TRAINING IN THIS AREA BY USING MS OFFICE PROGRAMS THAT WE CAN TRY ON OUR OWN AND THEN COMBINE WITH INSTITUTIONAL RESEARCH.</li> <li>2. ANY TRAINING ON STATISTICAL RESEARCH WOULD BE WELCOME. IT'S ALL A LITTLE CONFUSING, BUT IT WOULD BE HELPFUL.</li> </ol>

Note. There were 8 uniquely categorized responses, one of which was placed into two categories, resulting in a total of 9 categorized responses.

Table 17

*Frequency Distribution of Categories for Question 7: Provide Specific Examples of the Type of Training you are Seeking with Regards to Legal Training (Number of Total Responses = 10)*

<b>Category</b>	<b>Frequency</b>	<b>Percent of Total Categorized Responses</b>
Employee/Student Rights	5	50.0
Other/General Legal Advice	5	50.0
Total (unique responses)	10	100

Table 18

*Responses to Question 7 Organized by Identified Categories: Provide Specific Examples of the Type of Training you are Seeking with Regards to Legal Training (Number of Total Responses = 10)*

<b>Category</b>
Employee/Student Rights
<ol style="list-style-type: none"> <li>1. UNDERSTANDING THE RIGHTS OF EMPLOYEES AND STUDENTS AND PROCESSES THAT SHOULD BE TAKEN — STEP BY STEP INSTRUCTIONS. HOW CERTAIN PROCEDURES ARE RELATED TO CERTAIN CA LAWS</li> <li>2. TIPS AND TRICKS FOR PROVIDING SERVICES TO STUDENTS WITHOUT GETTING INTO LEGAL TROUBLE; FERPA TRAINING FOR CLASSIFIED</li> <li>3. OUR RIGHTS AS PART OF THE UNION</li> <li>4. EMPLOYEE RIGHTS</li> <li>5. AS IN...WORKER'S COMP? WORKER'S RIGHTS? NOT SURE WHAT TYPE OF TRAINING THIS WOULD BE.</li> </ol>
Other/General Legal Advice
<ol style="list-style-type: none"> <li>1. YES, A WORKSHOP WOULD BE HELPFUL. WHOEVER CAN GIVE US MORE INFORMATION ON LEGAL ISSUES CONCERNING CHAFFEY.</li> <li>2. PERHAPS YOU COULD PROVIDE WORKSHOPS ON HOW TO DRAW A WILL OR TRUST.</li> <li>3. LIABILITY IN ACADEMIC LABORATORIES</li> <li>4. EDUCATION CODE, BROWN ACT, ETC.</li> <li>5. BASIC TO ADVANCE</li> </ol>



Table 19

*Frequency Distribution of Categories for Question 8: Provide Specific Examples of the Type of Training you are Seeking with Regards to Health Awareness, Nutrition, and Fitness (Number of Total Responses = 11)*

<b>Category</b>	<b>Frequency</b>	<b>Percent of Total Categorized Responses</b>
Dissemination of Information	7	63.6
Access to On-Campus Activities	4	36.4
Total (unique and shared responses)	11	100

Note. There were 10 uniquely categorized responses, one of which was placed into two categories, resulting in a total of 11 categorized responses.

Table 20

*Responses to Question 8 Organized by Identified Categories: Provide Specific Examples of the Type of Training you are Seeking with Regards to Health Awareness, Nutrition, and Fitness (Number of Total Responses = 11)*

<b>Category</b>	
Dissemination of Information	<ol style="list-style-type: none"> <li>1. GETTING MORE INFORMATION ON SELF HEALTH, ESPECIALLY WHEN DEALING WITH A BUSY SCHEDULE AND SEDENTARY POSITIONS</li> <li>2. EASY WAYS TO GET EXERCISE IN DURING A BUSY DAY; PREPARING HEALTHY MEALS; SHARING HEALTHY DISHES — ONGOING HEALTY CAMPUS COOKBOOK WITH QUICK HEALTHY SNACKS AND MEALS WITH NUTRITIONAL VALUES; TIPS ON WALKING AROUND CAMPUS FOR EXERCISE AND PHYSICAL ACTIVITY;</li> <li>3. ONGOING LUNCH BAG MEETINGS, ACCESS TO GYM EQUIPMENT, HEALTHIER SNACK MACHINES,</li> <li>4. I WOULD LIKE TO KNOW MORE ABOUT ERGONOMICS AND HOW TO INCORPORATE SOME SORT OF EXERCISE INTO MY WORK DAY. I SIT IN FRONT OF A COMPUTER 24/7 AND SUFFER FROM BACK ISSUES. WOULD LIKE TO KNOW HOW I CAN INCORPORATE SOME DAILY STRETCHING/EXERCISE AT MY DESK F</li> <li>5. PROPER NUTRITION TO PROMOTE MENTAL CLARITY AND ENERGY ETC.</li> <li>6. HOW ABOUT A WEIGHT WATCHERS MEETING ON-CAMPUS FOR EMPLOYEES?</li> <li>7. ANY EDUCATION IS GOOD</li> </ol>
Access to On-Campus Activities	<ol style="list-style-type: none"> <li>1. I APPRECIATE EVERYONE’S EFFORTS, BUT IT’S DIFFICULT TO SEPARATE THE MEANINGFUL FROM THE INANE; SO MUCH OF THIS IS READILY AVAILABLE ON THE INTERNET, I FEEL IT’S A WASTE OF MY TIME TO LEAVE WORK FOR THIS. AN ACTUAL FITNESS ACTIVITY, LIKE ALL THE PEOPLE WH</li> <li>2. IF POSSIBLE, I WONDER IF WE COULD USE THE SWIMMING POOL AND/OR GYM EQUIPMENT IN THE EARLY HOURS DURING FALL &amp; SPRING AND PERHAPS WHEN WE HAVE LUNCH.</li> <li>3. ONGOING LUNCH BAG MEETINGS, ACCESS TO GYM EQUIPMENT, HEALTHIER SNACK MACHINES,</li> <li>4. THESE ARE HELPFUL IN ORDER TO KEEP UP WITH WORK RELATED TASKS AND NOT COMPROMISE OUR WORK DUTIES.DO EMPLOYEES HAVE ACCESS TO CHAFFEY’S GYM? HOW DO WE GO ABOUT ACCESSING IT?</li> </ol>

Note. There were 10 uniquely categorized responses, one of which was placed into two categories, resulting in a total of 11 categorized responses

Table 21

*Frequency Distribution of Categories for Question 9: Provide Specific Examples of the Type of Training you are Seeking with Regards to Self-Improvement Skills (Number of Total Responses = 10)*

<b>Category</b>	<b>Frequency</b>	<b>Percent of Total Categorized Responses</b>
Specific Self-Improvement	7	70.0
General Self-Improvement	4	40.0
Total (unique responses)	10	100

Table 22

*Responses to Question 9 Organized by Identified Categories: Provide Specific Examples of the Type of Training you are Seeking with Regards to Self-Improvement Skills (Number of Total Responses = 10)*

<b>Category</b>	
Specific Self-Improvement	<ol style="list-style-type: none"> <li>1. TRAINING ON ASSERTIVENESS, COMMUNICATION,</li> <li>2. THIS WOULD BE BENEFICIAL FOR EACH DEPARTMENT WHETHER EMPLOYEES DEAL WITH STUDENTS OR NOT. HANDS-ON TRAINING ON CONFIDENCE AND PROBLEM SOLVING SKILLS WOULD PROBABLY BE MORE EFFECTIVE.</li> <li>3. SEVEN HABITS OF HIGHLY EFFECTIVE PEOPLE</li> <li>4. I WOULD LOVE MORE TRAINING ON INTERVIEWING, OR PICKING THE RIGHT CANDIDATE.</li> <li>5. HOW TO LIVE LIFE WITH A POSITIVE OUTLOOK AND A GREAT ATTITUDE; LOVING AND APPRECIATING YOURSELF;</li> <li>6. COMMUNICATING WITH CONFIDENCE AND CLARITY, PROFESSIONAL ASSERTIVENESS, MANAGING MULTIPLE TASK AND PRIORITIES.</li> </ol>
General Self-Improvement	<ol style="list-style-type: none"> <li>1. MENTORING PROGRAM FOR CLASSIFIED WHO WANT TO TEACH IN THEIR FIELD OF DEGREE.</li> <li>2. GOOD TO HAVE THESE SKILLS SETS.</li> <li>3. DEVELOPING “SOFT” SKILLS AND “HARD” SKILLS;</li> <li>4. DEALING WITH FAMILY AND WORK AND HOW TO BE A BETTER EMPLOYEE</li> </ol>

Table 23

*Responses to Question 10 Organized by Identified Categories: Provide Specific Examples of the Type of Training you are Seeking with Regards to Other Issues Not Addressed by Previous Questions  
(Number of Total Responses = 10)*

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**Comments**

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1. WORKING/COMMUNICATING WITH OTHERS IN YOUR WORKPLACE; INTERACTING WITH THE PUBLIC/COMMUNITY; UNDERSTANDING AND DEALING WITH THE DIFFICULT SPECIFIC DISABILITIES, NOT IN DPS PROGRAM BUT DEMANDS DPS SERVICES, SENSITIVITY TO VARIOUS NEEDS; PROPERLY IDENTIFYIN
  2. VIDEO AND AUDIO PRODUCTION, PROFESSIONAL NETWORKING
  3. UNDERSTANDING THE INFRASTRUCTURE OF THE COLLEGE, THE ROLES OF MANAGMENT — THIS WOULD ASSIST WITH COMMUNICATION. □, □, MANAGEMENT NEEDS TO BE TRAINED SO THAT IT IS CONSISTENT ACROSS CAMPUS. (KAISER HOSPITAL HAS EXCELLENT MANAGEMENT TRAINING.
  4. THIS SURVEY IS TOO LONG!
  5. THESE SUBJECTS ARE CLASSES OR INFORMATION THAT USUALLY ARE REQUIRED TO CONTINUE TO IMPROVE ON DEVELOPMENT.
  6. SPEEDWRITING / SHORT HAND BRUSH UP
  7. MORE LEADERSHIP TRAINING WOULD BE VERY HELPFUL AS WELL AS WORKING TOGETHER TO IMPROVE SERVICES. PERHAPS SOME OF THESE TRAININGS CAN BE MANDATORY AND BE HANDS-ON SO EMPLOYEES CAN ACTUALLY LEARN HOW TO WORK EFFICIENTLY AND COLLABORATIVELLY AND REALLY HELP S
  8. IT WILL BE VERY GREAT TO BE ABLE TO ATTEND THE GRADUATION COMMENCEMENT CEREMONY. WE COULD ROTATE DEPARTMENTS & PROGRAMS AND PARTICIPATE BY HELPING STUDENTS ACTIVITIES & FACULTY—SOME OF US HAVE EARNED A BACHELOR DEGREE, MASTER DEGREE OR PHD, AND YET WE DO
  9. I WOULD LIKE TO SEE INFORMATION ABOUT HOW TO BECOME A SUPERVISOR, MANAGER, A LEADER. SKILLS, TECHNIQUES HOW TO KNOW IF YOU HAVE IT OR NOT.
  10. EMAIL ETTIQUETTE SHOULD BE A REQUIREMENT FOR ANYONE WITH A CHAFFEY EMAIL ACCOUNT. INSTRUCTION REQUIREMENT COULD BE DONE BY WATCHING AT VIDEO AT ITS TRAINING ROOM BEFORE THE EMAIL ACCOUNT IS ACTIVATED.
-

Table 24

*The Amount of Release Time (in hours) Considered to be Reasonable for Participation in Sponsored Training on a Monthly Basis (Number of Responses per Listed Month = 133)*

	<b>0 Hours (%)</b>	<b>1-2 Hours (%)</b>	<b>3-4 Hours (%)</b>	<b>5-6 Hours (%)</b>	<b>7-8 Hours (%)</b>	<b>Missing (%)</b>
January	19.5	43.6	15.8	7.5	6.0	7.5
February	8.3	45.9	25.6	5.3	6.8	8.3
March	4.5	50.4	21.8	6.8	8.3	8.3
April	6.8	45.1	24.8	6.0	9.0	8.3
May	9.0	46.6	22.6	6.0	7.5	8.3
June	9.8	30.1	26.3	9.8	14.3	9.8
July	10.5	30.1	24.8	11.3	12.8	10.5
August	23.3	39.1	15.0	7.5	6.8	8.3
September	9.8	47.4	24.1	4.5	6.0	8.3
October	5.3	46.6	26.3	7.5	6.8	7.5
November	5.3	47.4	24.8	6.0	6.8	9.8
December	8.3	39.8	25.6	6.0	9.8	10.5
Average	10.0	42.7	23.1	7.0	8.4	8.8

Table 25

*The Best Months to Attend Professional Development Training  
(Number of Respondents = 133)*

<b>Month</b>	<b>Number of Endorsements</b>	<b>Percent</b>
March	87/133	65.4
October	86/133	64.7
April	82/133	61.7
November	80/133	60.2
June	77/133	57.9
February	74/133	55.6
July	71/133	53.4
May	69/133	51.9
September	66/133	49.6
December	62/133	46.6
January	49/133	36.8
August	46/133	34.6

Table 26

*The Best Days to Attend Professional Development Training  
(Number of Respondents = 133)*

<b>Day of Week</b>	<b>Number of Endorsements</b>	<b>Percent</b>
Wednesday	77/133	57.9
Thursday	75/133	56.4
Tuesday	74/133	55.6
Friday	69/133	51.9
Monday	48/133	36.1
Saturday	3/133	2.3
Sunday	2/133	1.5

Table 27

*The Best Times of Day to Attend Professional Development Training  
(Number of Respondents = 133)*

<b>Time of Day</b>	<b>Number of Endorsements</b>	<b>Percent</b>
Late Morning	58/133	43.6
Early Morning	54/133	40.6
Early Afternoon	51/133	38.3
Late Afternoon	46/133	34.6
Half Day (Morning)	42/133	31.6
Half Day (Afternoon)	40/133	30.1
Multi-day Session	20/133	15.0
Full Day	13/133	9.8
Evening Session	8/133	6.0
Other	6/133	4.5

Table 28

*Open-Ended Responses Regarding the Best Time of Day to Attend Professional Development Training (Number of Responses = 5)*

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**Comments**

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1. PLEASE NOTE, THERE MUST BE MULTIPLE OFFERINGS FOR ONE TOPIC. WE HAVE THREE STAFF MEMBERS WHO COULD ALL BENEFIT FROM THE UPCOMING OFFIE 2010 TRAINING; HOWEVER, WE CANNOT ALL GO AT THE SAME TIME, AND THERE IS ONLY ONE OFFERING FOR EACH SEGMENT OF WORD, EXCEL
  2. IT'S NEVER A "GOOD TIME". ONLINE, WEBINAR, AND VIDEO TRAININGS ARE THE MOST EFFICIENT DELIVERY METHOD BECAUSE THOSE WITH VARYING SCHEDULES CAN PARTICIPATE WHEN IT IS CONVENIENT OR EVEN WATCH THE TRAINING AT A LATER DATE.
  3. I AM MORE FLEXIBLE DURING THE FALL SEMESTER. PREFERRED MONTHS WERE SELECTED AND THURSDAY'S ARE THE BEST DAY IN THE MORNINGS EITHER SEMESTER.
  4. EARLY MORNING FOR FRIDAY AND EARLY AFTERNOON FOR WEEKDAYS.
  5. AFTERNOONS BETTER THAN MORNINGS
- 

Table 29

*The Amount of Lead Time Respondents Think is Appropriate for Requesting to Participate in Sponsored Trainings (Number of Responses = 125)*

<b>Lead Time</b>	<b>Number of Responses</b>	<b>Percent of Responses</b>
Two Weeks	53	42.4
One Month	41	32.8
One Week	30	24.0
More Than Month	1	<1.0
Total	125	100

Table 30

*The Identified Reasons for not Partaking in the Spring 2012  
Professional Development Offerings (Number of Responses = 109)*

<b>Lead Time</b>	<b>Number of Responses</b>	<b>Percent of Responses</b>
Too Busy	48	44.0
Not Interested	31	28.4
Other	19	17.4
Not Aware of Offerings	5	4.6
Not Enough Lead Time	3	2.8
Supervisor Denied	3	2.8
Total	109	100

Table 31

*Frequency Distribution of Categories Stemming from the Reasons Offered by Classified Staff Members for Not Partaking in Spring 2012 Professional Development Offerings (Number of Total Responses = 20)*

Category	Frequency	Percent of Total Categorized Responses
Already Attended Training/Not Interested	10	50.0
Too Busy/No Office Coverage	4	20.0
Scheduling of Sessions	4	20.0
Supervisor Denied/Discouraged Attendance	2	10.0
Total (unique and shared responses)	20	100

Note. There were 17 uniquely categorized responses, three of which were placed into two categories, resulting in a total of 20 categorized responses.

Table 32

*The Identified Categories Stemming from the Reasons Offered by Classified Staff Members for Not Partaking in Spring 2012 Professional Development Offerings (N = 20)*

Category	
Already Attended/Not Interested	<ol style="list-style-type: none"> <li>1. TOO HARD TO FIND COVERAGE DURING THE TIMES WORKSHOPS WERE OFFERED OR ALREADY ATTENDED (STENGTHSQUEST).</li> <li>2. SUPERVISOR PREFERS US TO PARTICIPATE IN MORE TECHNICAL WORKSHOPS THAT WOULD APPLY TO OUR JOB. WE DID DO THE STREGNTHSQUEST WITH MERRILL BEFORE IT WAS OFFERED THOUGH.</li> <li>3. SEVERAL REASONS: I REQUESTED TIME OF FOR A PERSONAL MATTER AND DID NOT FIND IT PROPER TO ASK FOR MORE. ALSO THERE WAS LACK OF COVERAGE; FINALLY, I HAVE ALREADY ATTENDED A WORKSHOPS PREVIOUSLY (STRENGTHSQUEST).</li> <li>4. NOT INTERESTED AND PROGRAM IS NOT YET</li> <li>5. I HAVE ALREADY EXPERIENCED TRAINING IN THESE AREAS AND NOT INTERESTED IN REPEATING WHAT I LEARNED.</li> <li>6. HAVE ALREADY ATTENDED SIMILAR TRAINING.</li> <li>7. HAD ALREADY TAKEN SIMILAR WORKSHOPS EXCEPT FOR BUSINESS ETHICS; NOT ENOUGH ENROLLED SO THE CLASSES WERE CANCELLED</li> <li>8. DID NOT NEED</li> <li>9. ATTENDED WORKSHOPS PREVIOUSLY</li> <li>10. ALREADY PARTICIPATED IN STRENGTHSQUEST WITH M. DEMMING</li> </ol>
Too Busy/No Coverage	<ol style="list-style-type: none"> <li>1. TOO HARD TO FIND COVERAGE DURING THE TIMES WORKSHOPS WERE OFFERED OR ALREADY ATTENDED (STENGTHSQUEST).</li> <li>2. THE SPRING SEMESTER IS MY BUSIEST TIME SO VERY DIFFICULT TO GET AWAY AND THE TOPICS WERE NOT OF PARTICULAR INTEREST TO ME. I WANT SOME HANDS-ON TECHNICAL TRAINING.</li> <li>3. SEVERAL REASONS: I REQUESTED TIME OF FOR A PERSONAL MATTER AND DID NOT FIND IT PROPER TO ASK FOR MORE. ALSO THERE WAS LACK OF COVERAGE; FINALLY, I HAVE ALREADY ATTENDED A WORKSHOPS</li> </ol>



PREVIOUSLY (STRENGTHSQUEST).

4. NON ATTENDING IS BECAUSE OFFICE COVERAGE

Scheduling of Sessions

1. POWER OF NON-VERBAL INSIGHT WAS OFFERED ON A FRIDAY, AND I AM OFF EVERY-OTHER-FRIDAY.
2. MOST WORKSHOPS DO NOT MATCH MY WORKING SCHEDULE.
3. DAYS TRAINING WERE OFFERED.
4. ALL WORKSHOPS WERE OFFERED IN THE AFTERNOON AND AT THE TIME I WAS A PART TIME WORKER WORKING ONLY IN THE MORNINGS.

Supervisor Denied/Discouraged

1. SUPERVISOR PREFERS US TO PARTICIPATE IN MORE TECHNICAL WORKSHOPS THAT WOULD APPLY TO OUR JOB. WE DID DO THE STRENGTHSQUEST WITH MERRILL BEFORE IT WAS OFFERED THOUGH.
2. MY SUPERVISOR MORE THAN LIKELY WOULD HAVE DENIED IT. COORDINATION OF OFFICE COVERAGE WITH OTHER STAFF

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Note. There were 17 uniquely categorized responses, three of which were placed into two categories, resulting in a total of 20 categorized responses.

Table 33

*Alternative Instructional Types Identified as Helpful (Number of Respondents = 133)*

<b>Type of Training</b>	<b>Number of Endorsements</b>	<b>Percent</b>
Online Based Tutorials	79/133	59.4
Group Training	77/133	57.9
Meet Colleagues	74/133	55.6
Instructional Videos	69/133	51.9
Software User Group	59/133	44.4
Webinars	56/133	42.1
Videoconferencing	40/133	30.1
Access Library Resources	33/133	24.8
Other	26/133	19.5