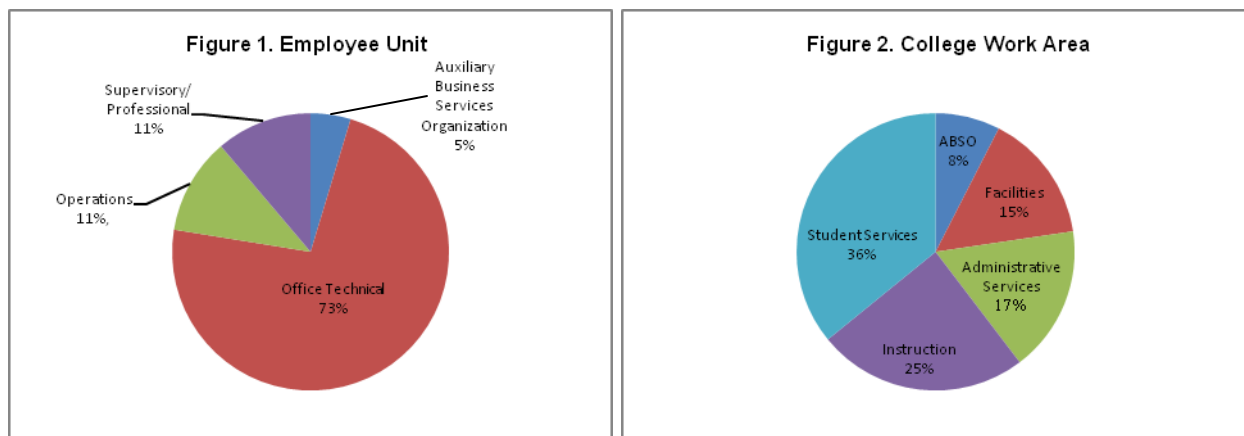


San Diego Mesa College Classified Staff Development Needs Assessment: Fall 2007

In Fall 2007, the San Diego Mesa College Classified Staff Development Subcommittee created and administered the Classified Staff Development Needs Assessment in order to help determine how to allocate \$15,000 of professional development funding received from the Staff Development Committee. The Needs Assessment, or survey, was administered both online and on paper to accommodate all Classified Staff, some of whom do not have District email addresses or computer workstations. The survey was sent out electronically and through campus mail on Monday, October 29, 2007, one week behind schedule due to the week-long closing of the college during the San Diego firestorms. The administration time was shortened due to the firestorms and the tight timeline of the Classified Staff Development Subcommittee. Reminders to complete the survey were sent out on Monday, November 5, 2007 and Thursday, November 8, 2007, and the survey closed on Friday, November 9, 2007.

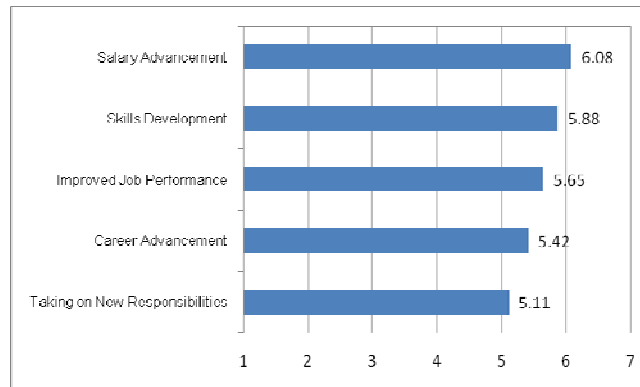
Participants

A total of 276 survey invitations, 212 online and 64 paper, were sent out to all Classified Staff. The Needs Assessment elicited participation from 123 members (45%) of the Classified Staff, with 99 of the 212 online invitees (47%) and 24 of the 64 paper invitees (38%) responding to the survey. When asked to identify their employee units, 107 of the 123 participants responded and the majority was from the Office Technical employee unit (N = 78, 73%) (see Figure 1). Participants were also asked to identify the segments of the college in which they work, and 106 responses were received from various segments of the college, with no clear majority emerging (see Figure 2).



Career Goals

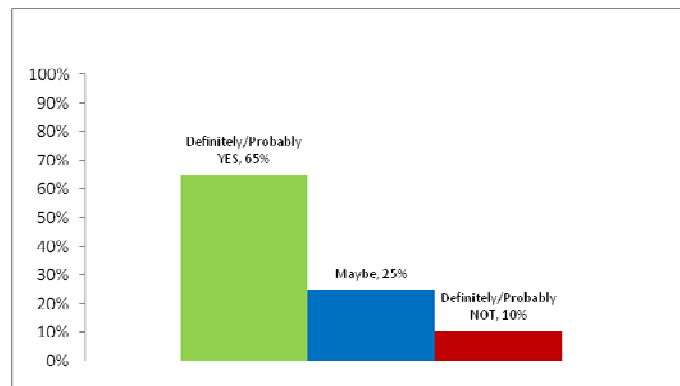
Respondents were asked, on a scale of 1 to 7 where 1 means "Not at all important" and 7 means "Extremely important", to rank the personal importance of five career goals. According to the means on a 7-point scale, Salary Advancement (mean = 6.08) was ranked as the most important career goal, followed by Skills Development (5.88), Improved Job Performance (5.65), Career Advancement (5.42), and, lastly, Taking on New Responsibilities (5.11), in descending order of importance (see Figure 3).

Figure 3. Career Goals

Participation in Professional Development

When asked whether they will participate in professional development activities during the upcoming year, approximately two-thirds of the respondents replied that they will probably or definitely participate, one-fourth indicated that they will maybe participate, and one-tenth indicated that they will probably not or definitely not participate (see Figure 4).

Figure 4. Will you participate in training activities or events sponsored by Classified Staff Development during this upcoming year?



Survey participants were also asked whether the following three obstacles would affect their participation in professional development activities during the upcoming year: excessive workload, scheduling constraints, and obtaining release time from their supervisors. Approximately half of all respondents indicated that excessive workload and scheduling constraints probably or definitely will affect their participation in Classified Staff Development, whereas less than one-third of all participants indicated that the ability to obtain release time from supervisors probably or definitely will affect their participation. Conversely, approximately one-fifth of all respondents indicated that excessive workload and scheduling constraints probably or definitely will not affect their participation in Classified Staff Development this year, whereas approximately one-half of all participants indicated that the ability to obtain release time from supervisors probably or definitely will not affect their participation (see Figures 5A, 5B, and 5C). Thus, although all three issues appear to be legitimate concerns, excessive workload and scheduling constraints seem to be greater obstacles to more respondents than does the ability to obtain release time from supervisors.

Figure 5A. Will excessive workload be an obstacle affecting your participation in training during this upcoming year?

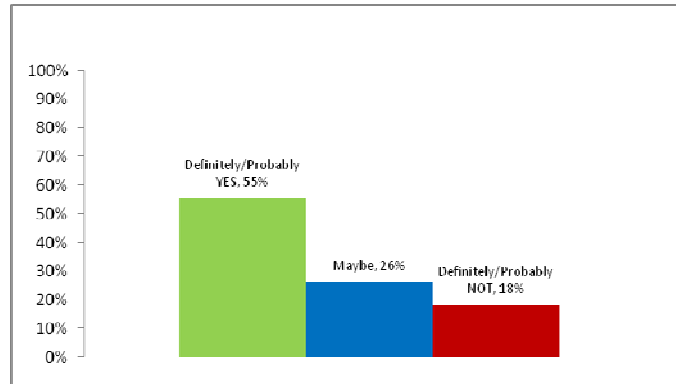


Figure 5B. Will scheduling constraints be an obstacle affecting your participation in training during this upcoming year?

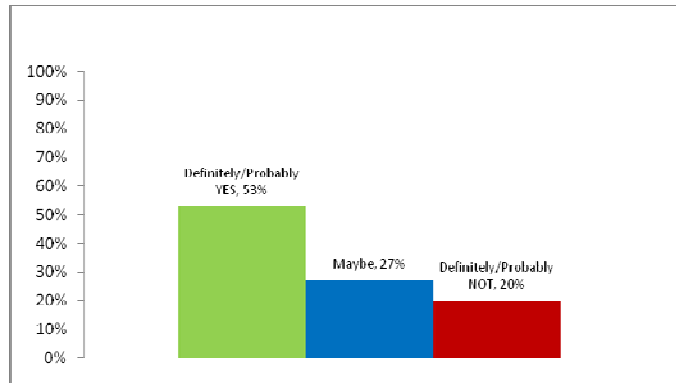
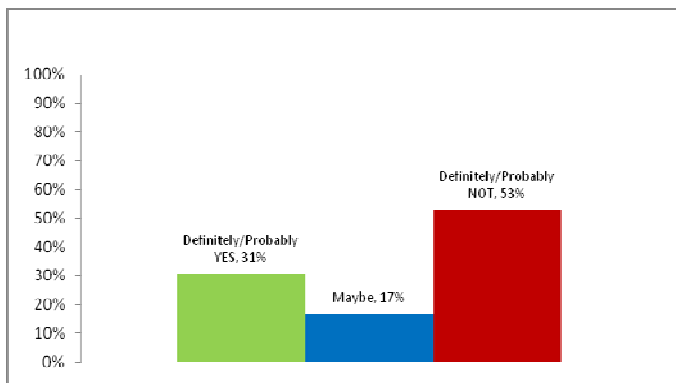


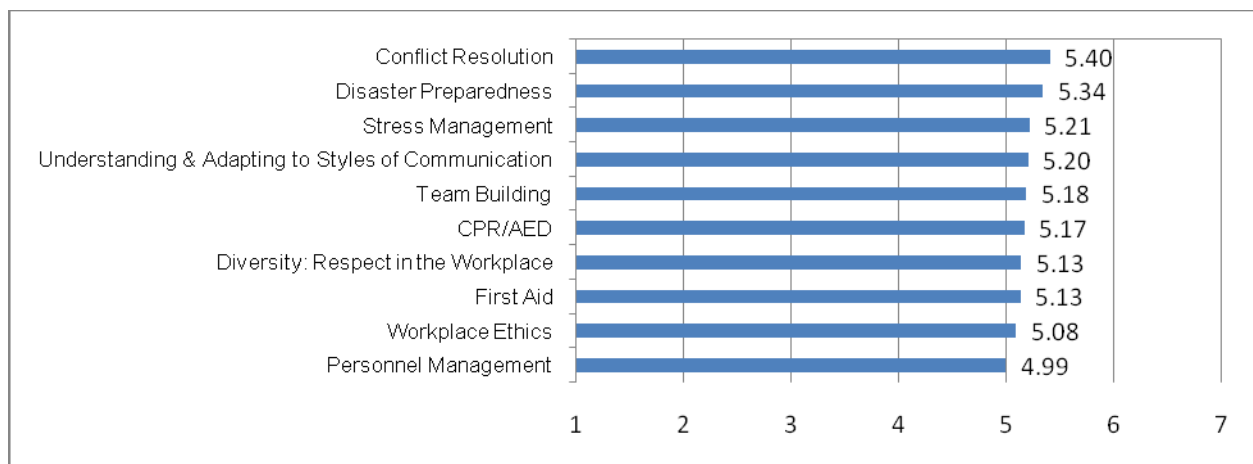
Figure 5C. Will the ability to obtain release time from your supervisor be an obstacle affecting your participation in training during this upcoming year?



Interest in Skills Training

Respondents were asked to rate their interest in receiving training in various skills on a seven-point scale, with 1 meaning “Not at all interested” and 7 meaning “Extremely interested”. The skills in question were categorized as five different areas and overall means were calculated for each area: Interpersonal Skills (overall mean = 5.12), On-the-Job Skills (overall mean = 4.94), Safety and Compliance Skills (overall mean = 4.75), Communication Skills (overall mean = 4.72), and Technology Skills (overall mean = 4.40). The Means Report by Skills Areas is included in Appendix A. The ten skills that received the highest means are listed in Figure 6. Employee relations and response training for natural disasters and health emergencies are the two themes that emerge from the top ten skills of interest. The Ranked Means Report is included in Appendix B.

Figure 6. Top Ten Skills by Mean



Scheduling of Training Activities

Participants were asked to indicate which day/time slots are convenient for them to attend training activities. Table 7 shows the percentage of respondents that chose each of the time/day slots. The total number of respondents to the survey (N = 123) was used as the denominator when calculating the percentages in Table 7, thus treating all blank responses as deliberate indications that the time/day was inconvenient rather than as missing data. Responses were widely varied regarding convenience of time/day slots. Respondents indicated that on Monday through Thursday, the most convenient time is early afternoon (1:00 pm – 3:00 pm), following by late morning (10:00 am – 12:00 pm), early morning (8:00 am – 10:00 am), and then late afternoon (3:00 pm – 5:00 pm), in descending order of convenience. On Fridays, late morning is most convenient, followed by early morning, early afternoon, and then late afternoon. However, even the most popular time/day slot was selected by only 46% of survey respondents.

Table 7. Convenient Day/Time Slots for Training Activities (denominator = 123)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00am-10:00am	21%	20%	25%	22%	35%
10:00am-12:00pm	24%	27%	28%	29%	46%
1:00pm-3:00pm	33%	33%	36%	31%	33%
3:00pm-5:00pm	20%	20%	13%	19%	18%

Findings → Action

The findings from this Needs Assessment were presented to the Classified Staff Development Subcommittee on Wednesday, December 12, 2007 and were well-received. Based on the results of this survey, the Subcommittee has resolved to organize and host a two-day conference for Classified Staff that will be held on campus on March 18 and 19, 2008. The two-day conference will commence with a plenary session and continue with break-out sessions that will address the top ten skills of interest, as well as some additional skills of interest.

Prepared by: Office of Instructional Services, Resource Development, and Research: 1/14/07

Appendix A**Means Report by Skill Areas**

Interpersonal Skills (overall mean = 5.12)	N	Mean	Std. Dev.
Conflict Resolution	121	5.40	1.7
Team Building	121	5.18	1.8
Diversity: Respect in the Workplace	121	5.13	1.9
Personnel Management	121	4.99	1.9
Customer Service	122	4.89	2.0
On-the-Job Skills (overall mean = 4.94)	N	Mean	Std. Dev.
Stress Management	122	5.21	1.8
Workplace Ethics	119	5.08	1.8
Professionalism	120	4.91	1.9
Time Management/Project Management	119	4.76	1.9
Goal-Setting	120	4.74	1.8
Safety & Compliance Skills (overall mean = 4.75)	N	Mean	Std. Dev.
Disaster Preparedness	122	5.34	1.7
CPR/AED	121	5.17	1.9
First Aid	122	5.13	1.8
Safety Issues Specific to Your Unit (e.g., Food Safety for ABSO, etc.)	120	4.84	2.0
Office Ergonomics	119	4.75	2.0
American Disabilities Act (ADA) Compliance	123	4.34	2.0
Policy 3100: Student Rights and Responsibilities	121	4.27	2.0
Sexual Harassment Prevention	121	4.12	2.1
Communication Skills (overall mean = 4.72)	N	Mean	Std. Dev.
Understanding and Adapting to Styles of Communication	120	5.20	1.7
Job Interview Skills	120	4.76	2.1
Presentation Skills	119	4.64	1.9
Business Writing (grammar, format, structure, etc.)	121	4.64	1.9
Communication Etiquette (telephone, email, Internetiquette)	119	4.38	1.9
Technology Skills (overall mean = 4.40)	N	Mean	Std. Dev.
Microsoft Excel (spreadsheets)	121	4.79	2.0
Web Design/Maintenance	120	4.73	2.0
Microsoft Access (database)	121	4.71	2.1
Microsoft PowerPoint (presentations)	119	4.63	1.9
Microsoft Outlook (personal information management, email)	120	4.61	2.0
Microsoft Word (documents)	119	4.57	2.0
Finding Information on the Internet	119	4.17	2.1
Smart Classrooms	120	4.08	2.1
Colleague/Datatel	120	3.87	2.2
A/V Equipment	120	3.87	2.1

For all survey items, minimum = 1 and maximum = 7.

Shaded items represent top ten highest-ranked skills.

Appendix B**Ranked Means Report**

Skills	Areas	N	Mean	Std. Dev.
Conflict Resolution	Interpersonal Skills	121	5.40	1.7
Disaster Preparedness	Safety & Compliance Skills	122	5.34	1.7
Stress Management	On-the-Job Skills	122	5.21	1.8
Understanding and Adapting to Styles of Communication	Communication Skills	120	5.20	1.7
Team Building	Interpersonal Skills	121	5.18	1.8
CPR/AED	Safety & Compliance Skills	121	5.17	1.9
Diversity: Respect in the Workplace	Interpersonal Skills	121	5.13	1.9
First Aid	Safety & Compliance Skills	122	5.13	1.8
Workplace Ethics	On-the-Job Skills	119	5.08	1.8
Personnel Management	Interpersonal Skills	121	4.99	1.9
Professionalism	On-the-Job Skills	120	4.91	1.9
Customer Service	Interpersonal Skills	122	4.89	2.0
Safety Issues Specific to Your Unit (e.g., Food Safety for ABSO, etc.)	Safety & Compliance Skills	120	4.84	2.0
Microsoft Excel (spreadsheets)	Technology Skills	121	4.79	2.0
Job Interview Skills	Communication Skills	120	4.76	2.1
Time Management/Project Management	On-the-Job Skills	119	4.76	1.9
Office Ergonomics	Safety & Compliance Skills	119	4.75	2.0
Goal-Setting	On-the-Job Skills	120	4.74	1.8
Web Design/Maintenance	Technology Skills	120	4.73	2.0
Microsoft Access (database)	Technology Skills	121	4.71	2.1
Business Writing (grammar, format, structure, etc.)	Communication Skills	121	4.64	1.9
Presentation Skills	Communication Skills	119	4.64	1.9
Microsoft PowerPoint (presentations)	Technology Skills	119	4.63	1.9
Microsoft Outlook (personal information management, email)	Technology Skills	120	4.61	2.0
Microsoft Word (documents)	Technology Skills	119	4.57	2.0
Communication Etiquette (telephone, email, Internetiquette)	Communication Skills	119	4.38	1.9
American Disabilities Act (ADA) Compliance	Safety & Compliance Skills	123	4.34	2.0
Policy 3100: Student Rights and Responsibilities	Safety & Compliance Skills	121	4.27	2.0
Finding Information on the Internet	Technology Skills	119	4.17	2.1
Sexual Harassment Prevention	Safety & Compliance Skills	121	4.12	2.1
Smart Classrooms	Technology Skills	120	4.08	2.1
A/V Equipment	Technology Skills	120	3.87	2.1
Colleague/Datatel	Technology Skills	120	3.87	2.2

For all survey items, minimum = 1 and maximum = 7.

Shaded items represent top ten highest-ranked skills.