CTC Training Needs Survey

Between October 7 and October 16, 2010 a survey concerning training needs and experience was distributed to 71 staff members of the UAA Community and Technical College. See full survey in Attachment A.

Thirty-nine staff members responded; however, only 36 (92%) actually completed the survey. CTC staff are comprised of 42 (59%) positions with the word administrative in the job title (admins). This same make-up was reflected in the survey respondents: 22 (59%) of the 39 respondents were employees holding administrative positions. The analysis of the data included taking a separate look at the administrative positions as a group; however, in most cases admins and non-admins responded similarly unless noted herein.

The following is an analysis of the results from each survey question. Attachments B and C are a compilation of the raw data for all respondents and administrative respondents, respectively. Attachment D directly compares admins with non-admins.

Q1 How long have you worked in your current job?
The majority of respondents had worked more than 4 years in their current jobs. Thus, the data is the result of respondent’s reasonably long history with UAA training programs and as such lends credibility to the data collected.

Q2 The training I have received to do my current job has been:
Clearly, CTC staff believe that on-the-job training (OTJ) is most effective. OTJ is commonly defined as that which is delivered by a supervisor or more experienced co-worker. This underscores the importance of the supervisor/employee relationship and may point to the potential effectiveness of a mentor style program for new employees.

Classroom was not rated as very effective. However, the majority (86%) chose False in response to #22.4 “I forget what I learned in classes once I get back to the office.” This appears contradictory.

Online resources were also not rated highly. It may be worth further inquiry to find out why so as to improve or make available online training resources. Questions # 18 and 19 concerning SkillSoft (an online resource) indicated that most respondents knew what it was but few actually used it for training. From the comments made it seems that many people accessed SkillSoft, poked around for a while and found it unappealing. Blackboard was one of the areas where respondents showed interest in being trained. It appears that people may be curious about online training resources but are not yet confident to fully utilize them. Perhaps online resources is an area that could be developed.

Supervisory Questions 3 through 6
Only 10 respondents indicated they were supervisors. Of those, 9 respondents completed the remaining supervisory questions indicating that they would like to be trained in Disciplinary Procedures, followed by Performance Management, Strategic Management, and Supervision Skills.

Computer and UAA Systems Training questions 7 and 8
Responses indicate for both admins and non-admins that Banner training is widely utilized followed by Qmenu/Qadhoc, UAKJobs Recruiting and Excel Spreadsheets, and Word Processing. This would imply that training in basic job skills common to most jobs are being delivered. The areas in which employees would most like to be trained include Blackboard,
Excel, Toad, and Qualtrics. With the exclusion of Excel, the others are areas that may enhance a job performance but may not be required skills.

Workplace Issues Training questions 9 and 10
Most respondents have received training in FERPA, Diversity, Customer Service, Sexual Harassment and the UAA Ethics policy. The area where most would like to be trained is in Business Writing and E-mail Etiquette. This appears to be driven by the Admin respondents, otherwise, non-admin respondents would have chosen the Ethics policy for future training.

Q11 Rank the items that would influence you to register for a training class.
Topic was the consistently ranked first as the item most likely to influence registration for a class. Snacks was consistently ranked last; however, anecdotally, this is the predominate comment in training class exit surveys. The ranking of all the other factors did not produce significant clustering so as to be meaningful.

Time and day of week for training – questions 13 and 14
Tuesdays and Fridays were the most popular days when employees would be available for training. Admins clearly preferred afternoons as opposed to mornings; non-admins were equally distributed. Most of those who indicated Other in regard to time of day commented that either morning or afternoon would be convenient. It would be of interest to compare the existing HRS training schedule against the preferences stated here.

Q15 What barriers to training do you experience?
Two clear trends in barriers to training emerged: Not knowing a class was offered and having no time due to workload demands prevent most CTC employees from receiving training. This is significant data for HRS and other UAA entities that provide training; advertising is important. Implications for CTC may include encouraging employees to go to training in spite of workload, perhaps planning ahead to accomplish critical priorities in anticipation of making time for training. This could be facilitated if courses were advertised with enough lead time. More admins indicated they experienced no barriers than non-admins.

Q16 Which method of training do you find is most effective for you?
All respondents found one-on-one training to be the most effective method of training, followed by classroom and college courses. These results are consistent with Q2 as regards one-on-one training, but there seem to be some inconsistencies concerning the effectiveness of classroom training. Online resources were, again, not highly rated which is also consistent with responses from Q2.

The comments provided in conjunction with this question (Q17) indicate written materials are helpful follow up to classroom training, but more workshops and sharing of actual work problems could enhance the effectiveness of staff training.

SkillSoft questions Q17 & Q18 – See Q2, above.
A little more than half the respondents know what SkillSoft is and admins seem to be more aware of it than other staff. This still leaves a sizeable number of employees who have not yet been reached by this tool. It would be worth surveying this topic in more depth to find ways to make it more useful. Perhaps if specific job related skills were identified and then associated with specific trainings or resources available within SkillSoft there would be a more direct line-of-sight to on-the-job value.

Q 20 and Q21 regarding Tuition Credit and usage.
Nearly 70% of respondents report having taken advantage of their tuition credit benefit. Comments indicate that most of those have used the credit for job related courses, yet often non-job-related courses are also taken. Based on previous comments concerning workload and not having enough time for training, the use of job-related classes could perhaps be increased by supervisor support as well as fully understanding Regulation 04.06.010.B & C.

Q22 True False Questions
These questions were included as a check on the overall climate within CTC as well as to collect further information concerning training. It is encouraging to note that 92% of respondents are aware of the vision, mission, and values of their department. Most have good relationships with their supervisors and appreciate receiving an annual performance appraisal. Life at CTC for employees includes being involved with their department’s operation and most like their jobs. There are a few comments, throughout the survey, that allude to some isolated problems with supervisors.

Of particular note is that literally all respondents indicated that professional development is important to them and 71% would like more training to get a better job. 92% agree that their supervisor would let them go to training. This is supported by the comments given in Q23. However, the other comments (Q6, Q8, Q10) reflect more immediate current job related needs. These results imply that some kind of staff development program would be well received; however the form it should take is not yet clear. Perhaps a focus group could provide the necessary input.

Conclusions & Recommendations:

Areas in which training is desired:

<table>
<thead>
<tr>
<th>Disciplinary Procedures</th>
<th>Performance Management</th>
<th>Strategic Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervision Skills</td>
<td>Blackboard</td>
<td>Excel</td>
</tr>
<tr>
<td>Toad</td>
<td>Business Writing and E-mail</td>
<td>Ethics</td>
</tr>
<tr>
<td></td>
<td>Etiquette</td>
<td></td>
</tr>
<tr>
<td>Qualtrics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

On the job training was rated the most effective. Classroom training may be enhanced by including content that focuses on specific job related issues. Responses indicate a mentoring program could be successful.

Online resources and their utilization is an area that could be developed with further study. The efficiencies of online training and/or resource information are hard to ignore. The survey responses imply that the material needs to be palatable and relevant.

The HRS training course schedule could be adapted to a Tuesday and Friday afternoon schedule.

Training needs to be advertised better. Implications for CTC may include encouraging employees to go to training in spite of workload, perhaps planning ahead to accomplish critical priorities in anticipation of making time for training. This could be facilitated if courses were advertised with enough lead time. More admins indicated they experienced no barriers than non-admins.

The comments provided indicate written materials are helpful follow up to classroom training, but more workshops and sharing of actual work problems could enhance the effectiveness of staff training.
These results imply that some kind of staff development program would be well received; however the form it should take is not yet clear. Perhaps a focus group could provide the necessary input.

**Suggested action plan for spring semester:**

Develop written goal statements for a staff development plan to include outcomes and indicators. CTC’s staff development plan shall be aligned with the UAA 2017 Strategic plan, Priority D, Core Theme 4. Recruit, develop, and retain the highest quality faculty and staff to support our continuing drive for excellence in all dimensions of our mission.

Convene focus groups to:

- Define special benefits for participation (incentives); e.g. take two trainings and get invited to a special session offsite/retreat, certificates, recognitions, t-shirt, etc. Promote and market incentive program.

- Identify training resources for specific job competencies.

- Advisory group for staff development.

- Development of online training programs such as SkillSoft

Develop semester calendars for training opportunities.

Identify and/or develop staff development tracking system.

Identify internal people to be developed as trainers for college/UAA to earn extra pay/benefits to mentor and teach others.

Develop list of non-credit staff development courses and for submission for the UA approved non-credit list.