

Executive Summary: Classified/Supervisory Staff Professional Development Needs Assessment

Cuyamaca College's Professional Development Committee administered a survey in spring 2017 to identify classified and supervisory staff members' professional development (PD) needs. In total, 23 classified staff members completed the Classified/Supervisory Staff Professional Development Needs Assessment. Respondents represented each division at Cuyamaca: Administrative Services, the Office of Instruction, and Student Services.

Respondents were asked to indicate their preferred delivery methods and times for PD activities. Most respondents prefer completing these activities via on-campus workshops throughout the semester; other respondents prefer completing these activities via self-paced online/digital offerings or off-campus conferences. In general, respondents prefer PD activities that occur in one- to two-hour segments or are half-day events. All respondents indicated that they prefer to receive information about upcoming PD activities via email.

Respondents were asked to identify what PD means to them, and noted that PD provides opportunities to learn or refresh skills to increase their effectiveness at work, and to learn effective practices from others to serve students or perform other job-related duties more effectively; PD allows them to grow professionally and advance their careers; and PD supports personal development, motivation, and job satisfaction. One respondent mentioned that PD is "just a different kind of work-related activity," and another considered it to be "extra work."

Approximately 68% of respondents indicated that they have support from their supervisors to participate in PD activities. The other 32% indicated that they are not sure whether they have this sort of support, and explained that the support from their supervisors to participate in PD activities depends on whether other staff members could cover their duties, and whether the PD activities are free and occur outside of working hours.

Respondents identified obstacles they encounter when attempting to participate in PD activities. Specifically, respondents mentioned that coordinating coverage in the office is difficult; many PD activities are offered the week before classes begin, which is when some departments are very busy; staff have too much work to do; staff do not have enough time to participate in PD; staff need to complete more expensive off-campus activities due to time conflicts with the events offered on-campus; staff need to pay for PD activities, complete these on their own time, and are not reimbursed for travel costs; attending off-campus events is difficult; there are no relevant activities offered for certain staff (e.g., staff who engage in manual labor); and some supervisors do not explicitly encourage their staff to participate in PD.

Respondents were asked to indicate their preferences regarding the topics of professional development activities. The top three responses for each category are listed in the following table (note that each respondent could select more than one topic in each category, so the total percentages exceed 100%).

Top Three Preferred Topics by Category		
Category	Respondents (n=23)	
	#	%
Technology		
Workday	11	48%
Microsoft Office	9	39%
Microsoft Outlook 365 and Adobe Acrobat Pro (<i>tie</i>)	7	30%
Student Equity, Validation, and Engagement		
Understanding and supporting students with disabilities	13	57%
Best/effective practices for helping the distressed or angry student	11	48%
Cultural awareness/competency	9	39%
Leadership		
Effective communication/challenging conversations	14	61%
Building motivation and morale in the workplace	12	52%
Building trust and respect	10	43%
Professional Issues		
Creating a positive work environment	12	52%
Understanding benefits and retirement	11	48%
Stress management and understanding CA Ed Code and Title V (<i>tie</i>)	9	39%

Respondents indicated other PD they would like offered at Cuyamaca, including opportunities for classified staff to attend conferences; opportunities to develop their leadership skills; inter-departmental engagement events to learn about other departments; activities tailored to each student services department to resolve actual work issues; and self-help and stress-management workshops (e.g., meditation, gentle yoga). Lastly, one respondent suggested PD opportunities for online teaching and learning provided by @ONE.