Staff Technology Training Assessment Report
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EXECUTIVE SUMMARY

STAFF TECHNOLOGY TRAINING ASSESSMENT RESULTS

To ensure that staff training and development opportunities continue to meet the needs and requirements of Pacific’s staff in fiscal year 2009 and beyond, the staff training and professional development team decided to administer a university-wide training assessment. The purpose of the assessment was to gather information about the types of training and development opportunities that are most important for staff’s success at Pacific and based on that information, prioritize the design and delivery of such programs.

In the assessment, participants were asked to provide information about their general preferences, specifically relating to their preferred communication method, class delivery format, length, time, and day. Also, they were asked to select their top choices for technology training classes. A total of 300 individuals participated in the assessment, representing all three campuses. Key highlights of the respondents’ technology training needs are provided below.

- **General Preferences.** A significant majority, 94%, selected electronic notification as the preferred method of communication and 74% indicated that they preferred “instructor-led classroom training” over any other delivery format such as computer-based training and webinars. Also, approximately 70% expressed a preference for 1-2 hours class sessions and close to half, 48%, preferred morning classes over lunch or afternoon classes.

- **Computer Fundamentals.** The results for computer fundamental classes such computer troubleshooting, internet browsers (e.g., Internet Explorer), and operating systems (e.g., Microsoft XP) were a bit mixed. At minimum, close to half of the respondents were interested in some type of computer fundamental classes; the other half were not.

- **Microsoft Office 2003 & 2007.** 76% of the respondents expressed a preference for Microsoft Office 2007 training as opposed to 24% for Microsoft Office 2003 training. However, regardless of version selected, at least 70% of the respondents expressed an interest in some type of training in each of the software applications - Microsoft Word, Excel, PowerPoint, and Outlook.

To address the diverse technology training needs, a variety of technology training programs will be offered in spring 2009. A few classes on computer fundamentals, specifically in troubleshooting and Microsoft Vista operating system will be provided. Also, given that the majority of the Pacific’s staff members are still using Microsoft Office 2003, function-specific classes will be offered. Informational sessions about Microsoft Office 2007, along with the corresponding classes, will be provided. Finally, to the extent possible, the technology training team will ensure that the classes are aligned with staff’s general preferences.
ASSESSMENT RESULTS OVERVIEW

BACKGROUND INFORMATION

PURPOSE
Over the past few years, the University of the Pacific’s staff training and professional development team has endeavored to strengthen the quality and quantity of such programs offered by Pacific to its staff. In the last fiscal year alone, 64 sessions, covering topics such as leadership, customer service, and business writing were offered to staff at all three campuses and 698 participants attended those sessions. Also, toward the end of 2007, the technology training function was reinvigorated to offer Banner, Microsoft Office, and other enterprise-related technology training to Pacific employees across the University’s three campuses. In spring 2008, this function delivered eight technology training courses, primarily the Introduction to Business Technology at Pacific and Banner Fundamental courses to 64 staff members who participated in those courses.

In effort to ensure that staff training and development opportunities continue to meet the needs and requirements of Pacific’s staff in fiscal year 2009 and beyond, the staff training and professional development team decided to administer a university-wide assessment. The purpose of the assessment was to gather information about the types of training and development opportunities that are most important for staff’s success at Pacific and based on that information, prioritize the design and delivery of such of programs.

ABOUT THE ASSESSMENT
The Staff Training & Professional Development Assessment consisted of two primary sections, one on technology training needs and the second on professional development needs. In both sections, participants were asked to rank their top choices for the types of training and professional opportunities they preferred. For technology training, participants were asked to indicate their preferences for the following types of training:

- Computer Fundamentals, which includes training in computer troubleshooting, internet browsers, and operating systems;
- Microsoft Office 2003, which includes training in software applications such as Word, Excel, PowerPoint, and Outlook; and
- Microsoft Office 2007, which includes in training in software applications such as Word, Excel, PowerPoint, and Outlook.

Also, participants were asked to provide information about their general preferences relating to their preferred communication method, class delivery format, class length, class time, and class day. Qualitative responses in all of the aforementioned areas were also collected. Additionally, to ensure confidentiality, the assessment did not collect any personal information. Only campus location and Division or School affiliation were collected, mainly for the purpose of disaggregating the data by campus and/or division/school to better align and tailor programs to meet training needs.
The assessment was administered as an electronic instrument, which was readily available via any internet connection. Although Pacific staff was the targeted population, all Pacific employees from all three campuses were invited and encouraged to participate in the assessment. The assessment was available for five weeks, commencing on September 15, 2008 and ending on October, 17, 2008.

ABOUT THE REPORT

This report provides an overview of key findings from the assessment, but only with respect to the technology training. A separate report about the staff’s professional development needs is available from the Department of Human Resources.

The first section of the report, General Preferences, provides information about respondents’ preferred method of communication, class delivery format, length, day, and time. The section that follows provides information about the respondents’ needs and interests in computer fundamentals. The third and fourth sections, provide information about preferred classes in software applications such as Microsoft Word, Excel, and PowerPoint. Finally, the Action Step section outlines how the technology training team will meet the diverse technology needs of Pacific’s staff.

ABOUT THE RESPONDENTS

The assessment received responses from staff members across Pacific’s three campuses. A total of 300 respondents participated in the survey, resulting in a participating rate of approximately 25%. Of the 300, 64% (193) were from the Stockton campus, followed by 24% (73) from the San Francisco campus, and 12% (34) from the Sacramento campus.1

In terms of employment classification, non-management staff members had the highest participation rate at 54% (162), followed by management staff members at 34% (101), faculty at 9%, and senior management at 3% (9).

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1 Although a total of 300 individuals participated in the survey, not all sections and questions in the assessment received a total of 300 responses, mainly because respondents skipped questions. The analysis for each section, along with the individual questions took into account the total number of actual responses as opposed to the general participation of 300 individuals. For instance, only 65 individuals responded to Microsoft Office 2003 questions. In this case, the number 65 was used to perform the analysis as opposed to 300.
GENERAL PREFERENCES

KEY FINDINGS

Since one of the key goals of the staff training & professional development operation is to increase staff participation in training and development opportunities, it is critical to understand the general preferences of staff members, particularly as it relates to communication, training format, class length, class time, and class day. Without such information, maximizing participation rate in staff training and developments program may prove challenging. The following list the general preferences expressed by the respondents.

- **94% of the respondents selected electronic notification as the preferred method of communication.** In particular, 65% selected e-mail notification, followed by 29% who selected E-News. Only 4% expressed a preference for flyers.

- **74% of the respondents selected “Instructor-led Classroom Training” as the preferred training format.** The preferences for the other options - online computer-based training, webinar, and brown bag sessions - were significantly lower at 9%, 7%, and 5%, respectively.

- **70% of the respondents selected the “1-2 hour class length” as their preferred choice, followed by “3-4 hours class length” at 18%**. Classes exceeding the 4 hours, particularly those that take place across multiple days and weeks were least preferred.
• 48% of the respondents selected “morning classes” as their preferred choice for class time, followed by “afternoon classes” at 24%. However, 20% of the respondents selected no preference; there was minimal interest in having classes during the lunch hour.

• 32% of the respondents selected Tuesday as their preferred choice for the most desirable day to attend training, followed by Monday and Wednesday, at 17% and 15% respectively. However, 15% of the respondents indicated no preference.
COMPUTER FUNDAMENTALS

KEY FINDINGS

In the assessment, participants were asked to indicate their training needs with respect to computer fundamentals such as computer troubleshooting, internet browsers, and operating systems. Results from this section were analyzed to determine the extent to which computer fundamental classes should be offered. The key findings are provided below.

- **75% of the respondents expressed an interest in some type of computer fundamental training.** Specifically, 37% selected basic troubleshooting, followed by hardware and software basics at 33%, and basic hardware maintenance at 5%. 25% did not express an interest in any computer basic training.

- **Although 51% of the respondents did not express an interest in any “internet browser” (e.g., Internet Explorer and Firefox) training classes, 49% were interested in some type of “internet browser” training.** For instance, 21% were interested in “Internet Explorer Basics”, followed by “Searching the Internet” at 11%, and “Bookmarking & Organizing Favorites” at 10%.

- **Although 34% expressed no interest in Microsoft XP training, 66% of the respondents expressed an interest in some type of training.** Specifically, 24% would like training in “Windows Fundamentals”, followed by “File Management for Windows” at 20%, and “Customizing Windows” at 18%.
• Although 47% expressed no interest in Microsoft Vista training, 53% of the respondents expressed interest in some type of training. Specifically, 32% would like training in “Windows Fundamentals”, followed by “Customizing Windows” at 10%, and “File Management for Windows” at 8%.
MICROSOFT OFFICE 2003

KEY FINDINGS

In their daily work, Pacific staff members are utilizing some form of Microsoft Office software applications such as Word, Excel, or PowerPoint. Therefore, it is important to have a better understanding about the types of software applications training needed, along with the specific types of classes. This will ensure that the classes offered will be most beneficial to staff.

When asked if they preferred training in Microsoft Office 2003 or 2007, 24% (65) of the respondents indicated a preference for Microsoft Office 2003. The remaining respondents, 76% (214), expressed a preference for Microsoft Office 2007. This section provides information about Microsoft Office 2003 and following section provides information about Microsoft Office 2007.

• **85% of the respondents shared a preference for some type of Microsoft Word class, with “Word Formatting & Tables” ranking the highest at 37%.** This is followed by “Word Fundamentals” at 18% and “Graphic Elements” at 15%. Only 15% expressed no interest in any of the provided choices.

• **86% of the respondents expressed a preference for some type of Microsoft Excel 2003 class, with “Spreadsheet Fundamentals” ranking the highest at 35%.** “Charts and Graphs” comes in as a strong second at 26%, followed by “Sorting and Filtering Data” at 17%. Only 14% expressed no interest in any of the provided choices.
74% of the respondents expressed an interest in some type of Microsoft PowerPoint 2003 class. The top three classes selected included: “Creating a Presentation” at 49%, “Clip Art, Graphs, and Tables” at 14%, and “Slide Transition, Animation, and Timing” at 11%.

77% of the respondents expressed an interest in some type of Microsoft Outlook 2003 class, with “Organizing Information” receiving the most response at 31%. This is followed by “Address Book and Contacts” at 17%, “Email Basics” at 15%, and Calendar at 14%. 22% did not express an interest in any of the choices provided.
Although the University has not fully transitioned from Microsoft Office 2003 to 2007, there are a few schools and departments that are currently using 2007 (e.g., Stockton campus Library, the Eberhardt School of Business and the Thomas J. Long School of Pharmacy & Health Sciences). Also, the University, particularly on the Stockton campus, will begin to support 2007 in May 2009. Given these circumstances, it is important to understand the current and anticipated demand for Microsoft Office 2007 classes. This will ensure that the planning for and delivery of technology training will include 2007 classes. The following are highlights from the assessment about respondents’ need for 2007 classes.

- **85% of the respondents** expressed a preference for at least some type of Microsoft Word 2007 class, with “Word Fundamentals” ranking the highest at 30%. This is followed by “Formatting and Tables” at 24%, and “Mail Merge at 16%. 14% of the respondents did not express an interest in any of the proposed classes.

- **86% of the respondent** expressed an interest in some type of Microsoft Excel 2007 class, with “Spreadsheet Fundamentals” as first choice at 44%. “Charts and Graphs” ranked second at 21%, followed by “Editing a Worksheet” at 15%.
• 74% of the respondents indicated a need for some type of Microsoft PowerPoint class, with “Creating A Presentation” as a top priority at 42%. This is followed by “Clip Art, Graphics, and Tables” at 19%, and “Slide Transition, Animation, and Timing” at 4%. 26% of the respondents did not express interest in any of the proposed classes.

![Top Three Microsoft PowerPoint 2007 Classes](chart)

• 73% of the respondents expressed a preference for some type of Microsoft Outlook 2007 class, with “Organizing Information” as the top choice at 33%. “Address Book and Contacts” is second at 16%, with “Email Basics” following close behind at 14%. 27% indicated no preference.

![Top Three Microsoft Outlook 2007 Classes](chart)
QUALITATIVE COMMENTS

KEY THEMES

In addition to being able to select their top choices for technology training classes, respondents had an opportunity to provide qualitative comments throughout the assessment. The key themes from those qualitative comments are provided below.

- **Additional Banner classes, specifically in Banner Finance for all three campuses.**

- **Advanced classes in Microsoft Office software applications, especially in Excel and Access that are geared for power users.** Most frequent examples of classes include macros, advanced formulas, pivot tables, and the integration between the software applications.

- **Classes for Mac users.** According to the Customer Support Center, approximately 30% of the University employees are Mac users. However, there is limited, if any, training provided for Mac users.

- **Additional classes in other types of applications such as Adobe Photoshop, Adobe Acrobat, Microsoft Visio, Dreamweaver, and Flash.**

- **Additional one-page handouts, manuals, and tips and tricks sheets.**
ACTION PLAN

RESPONSES & NEXT STEPS

GENERAL PREFERENCES

Recognizing that general preferences, especially relating to communication, class format, class length, class time, and class day, affect staff participation, the technology training team is committed to do the following:

• **Continue to utilize electronic notification, particularly email and E-News, to inform Pacific staff about technology training opportunities.** Currently, electronic notification has been the primary communication method used to notify staff about technology training opportunities.

• **Continue to hold instructor-led courses.** Currently, 100% of technology training classes have been instructor-led and the team will continue to utilize this training format.

• **Offer more classes within the 1-2 hour time frame.** This will be achieved by delivering function specific classes, particularly with Microsoft Office software applications as opposed to offering only beginners, intermediate, and advance courses that take, on average, 3-4 hours.

• **Offer more classes in the morning, with some in the afternoon, too.** Currently, the majority of the technology training classes are held in the morning hours. However, even with the interest to offer more classes in the morning, obtaining access to the appropriate training space will, at times, limit the team’s ability to offer additional morning classes.

• **Explore opportunities to offer more classes on Tuesdays.** While every effort will be made to offer classes on days that are most preferable for Pacific staff, obtaining access to appropriate training space may, at times, limit the team’s ability to offer classes on those days.

COMPUTER FUNDAMENTALS

Although interest in computing fundamental classes was a bit mixed, there will be some classes offered. In particular, these classes will focus on basic troubleshooting, computer maintenance, and Windows fundamentals. Also, class offerings in the operating system, Microsoft Vista, will be available in conjunction with the availability of technical support from the Customer Support Center (CSC) and the Technical Service Providers (TSPs).

MICROSOFT OFFICE 2003

Since the majority of departments and schools are still using Microsoft Office 2003, there will be classes offered in the spring 2009. A variety of Microsoft Office 2003 classes will be provided,
beginning with Microsoft Outlook. The majority of the classes, however, will be function specific types of classes (e.g. learning how to mail merge) as opposed to beginner, intermediate, and advance levels.

**MICROSOFT OFFICE 2007**

Due to the tremendous difference between the Microsoft 2003 and 2007, general presentations will be provided to the campus community to inform them about the change. This will be done in collaboration with the CSC and the TSPs. It is anticipated that there will be town hall and mini-information sessions, which will help users develop a better sense of the differences before moving forward with the transition.

Class offerings for Microsoft Office 2007 will become available in conjunction with the availability of technical support from CSC and the TSPs. It is expected that this will take place in late fiscal year 2009 or early in fiscal year 2010. Also, because of the drastic difference between the two versions, basic fundamental classes will be offered prior to the function specific class offerings.