

**FACULTY AND STAFF LEARNING AT
CALIFORNIA STATE UNIVERSITY,
FULLERTON**

Prepared by the Sub-Committee on
Faculty and Staff Learning
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Table of Contents

Introduction

A Clarification on the Use of the Term "Staff
Staff Learning- what is it?
Why We Took the Approach That We Did
Staff Statistics

Survey Findings

Who We Are
Staff Perceptions- how we see ourselves
Staff Learning
Employee Training and Development (ET&D)
Staff Comments on Learning
Summary on Staff Learning
Job Satisfaction
Support for Staff Learning
Staff Comments on Support for Learning
The Impact of Staff Learning on Student Learning
Survey Problems

The Larger View

Planning Implications

Appendices

A. Survey Instrument
B. Response Frequencies and Scaled Means

Introduction

The University went through a long process of self-reflection and self-assessment in 1994, which resulted in a well-considered mission and goal statement that was published in 1995. The mission statement was crafted to serve two functions: to define what the University stands for and set goals and standards to aim at. The powerful opening sentence of our new mission declares that "Learning is preeminent California State University, Fullerton." No qualifications were offered in an effort to side step the issue; learning is/was to be central to CSUF as a whole.

Staff and administrators seem to be included in the "learning is preeminent" statement. They make up 46% of CSUF's workforce and certainly form an important part of the university community. The question then logically arises "are the staff engaged in learning?"

A clarification on the use of the term 'staff'

Throughout this report the term "staff" is used as a convenient shorthand for a group of employees that include physicians, health care workers, providers of student services, skilled craftspeople, secretaries, clerks, police and administration. The best way to think about this cohort is to define them as *non-faculty* employees. Remember that this group contains what is commonly called staff *and* administrators.

Staff Learning- what is it?

"What is staff learning?" Little attention has been given to defining staff learning. Academia seems to have a fair notion of what constitutes student learning and demonstrable facets of faculty learning are routinely required in the RTP process, but the question of what constitutes 'staff learning' is seldom asked in the academy. Most

universities support 'staff training' and a workable definition of learning would include training, but is there more?

Simply put, learning is the acquisition of knowledge. The process of learning is, on some level, nearly life long in all of us and occurs in many venues. However, this kind of learning is not as easily measured or documented as the more formal learning opportunities, such as classes, workshops, etc. We can, however, construct a culture of evidence that includes indicators of learning.

Why we took the approach that we did

This report seeks to comprehensively describe the multiple learning opportunities for campus staff, evaluate their effectiveness and, assess in some degree, the measure of staff learning at CSUF.

Are staff aware of and do they participate in the learning opportunities offered? What are the rates of participation? How satisfied are staff with the available learning opportunities? And finally, are learning opportunities related to overall job satisfaction? These are the primary questions that this survey will endeavor to answer.

The survey instrument is attached as Appendix A. The response frequencies for each item appear as Appendix B in the report. Evidence presented in the subsequent discussions of the major themes will be portrayed in the form of graphs and a small number of extracted tables to facilitate an understanding of the survey's results. Bear in mind that our interest centers on the learning opportunities and not on various groups of staff or administrative units within the University.

The Sub-Committee on Faculty and Staff Learning reviewed existing campus reports and data for information pertaining to staff learning. Although we found many

indicators of staff learning we uncovered no existing report that dealt directly with the issue. We needed to know more about what constitutes staff learning and how much of it is being done at CSUF. We then created a list of indicators of staff learning that included such items as staff accomplishments, grants received, conference attendance and presentations, membership and participation in professional organizations, promotions, position reclassifications, use of new technology, and participation in learning opportunities provided by the campus.

We wanted to learn more. The committee next considered using an existing survey instrument from an outside provider but found that most existing staff surveys deal with issues of morale, salary, benefits, the work environment and *not* issues of 'staff learning.'¹ Ultimately we elected to create our own questionnaire devised to parallel the *Higher Education Research Institute (HERI)* instrument used to gather data on faculty learning. In a collaborative process, with numerous rounds of discussion, the committee drafted a 'staff/administrative' survey containing fifty questions and a number of sub questions. It was devised to provide demographic information on our staff, assess a variety of indicators of staff learning, sample staff attitudes regarding the content and process of student learning, sample attitudes on the environment for learning, determine level of job satisfaction, and find out if our university promotes and rewards staff learning.

¹ See for example *Perceptions of Non-Instructional Staff at the University of Michigan: A Content Analysis*, compiled by Barrett, Putten, Peterson and Cameron, The University of Michigan, May 12, 1995.

Survey Findings

Staff Statistics

In February and March of 1999 the survey was sent to all full-time staff and administrators-- all non-faculty employees--or 970 individuals. 378 staff and administrators replied; a 39% response rate. The gender breakdown of the respondents was:

Male	27% (39% of campus staff are male)
Female	73% (61% of campus staff are female)

The three largest staff populations are found in the clerical/administrative bargaining unit with 41%, followed by 22% in technical support and 10% in student services, (Q2) The three largest divisions employing staff were Academic affairs, 34%, Administration 20% and Student Affairs 16%. (Q1)

Three-fifths (61%) of the respondents listed their racial-ethnic group as White. Other listed groups are: Black (7%), American Indian (1.4%), Asian (9%), Mexican-American (12%), other Latino (2%), and "Other" (6%). (*See Figure 1.*)

The median age of staff employees is 48. (*See Figure 2.*) The median start date for staff is 1990, with 25% of employees hired in 1982 or earlier and another 25% hired in 1995 or later. These figures suggest a relative stable and broadly diversified level of staff seniority. Half (49%) of the respondents worked outside Higher Education prior to employment at CSUF. (*See Figure 3.*)

CSUF's percentage of staff, 46%, is next-to-the-lowest in the CSU system. San Jose, with 45% staff, has the lowest percentage and Maritime Academy, with 72% staff, has the highest percentage. This statistic can mean that CSUF staff employees have very heavy workloads, or that our staff is remarkably efficient.

When we examined the level of education attained by the staff (Q10) we found that roughly 95% of staff had some college or trade school experience and that 63% had earned a bachelors degree or completed trade or professional school. (*See table 1*) One-third (34%) of the respondents report receiving a Bachelor’s Degree, 22% earned a Master’s Degree while 2.6% came from a trade or professional school.

Table 1, Highest Education Level Completed

	% responding	Cumulative College %
High school	3.8	
Some college	23	23
AA degree	9.3	32.3
BA degree	33.7	66
Masters	21.9	88
Doctorate	4.9	93
Trade or professional	2.7	95.7
BA or better & Trade		63.2

Figure 1

CSUF Staff by Gender and Ethnicity Compared to All Full-Time Employees in the CSU

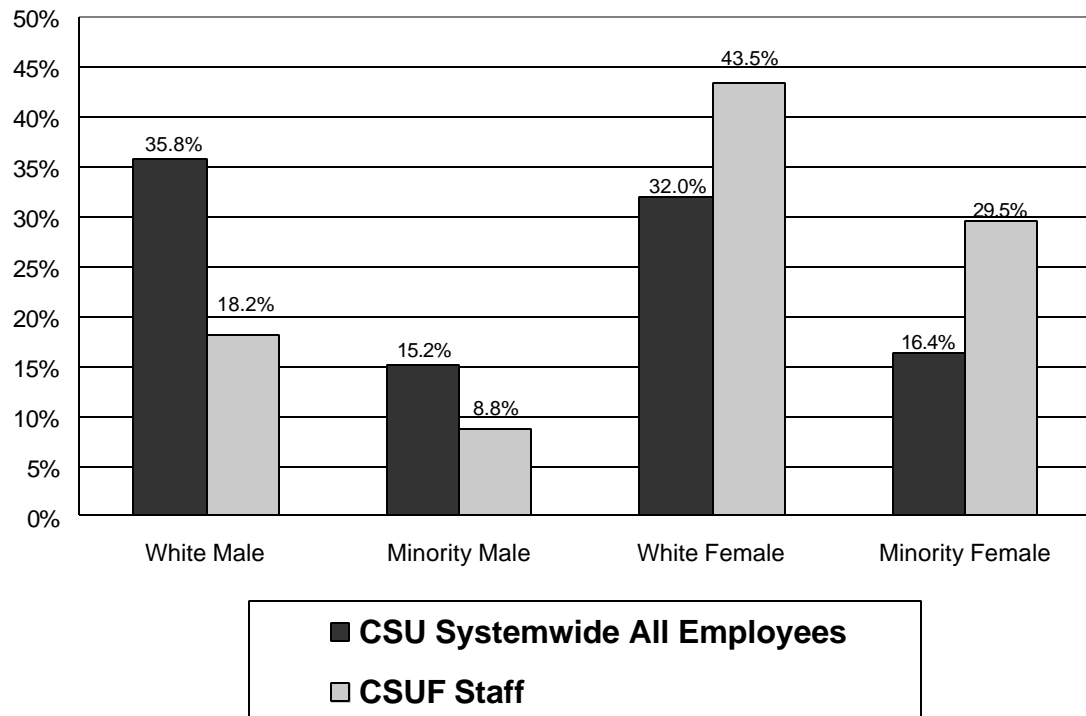


Figure 2

Age of Staff Employees

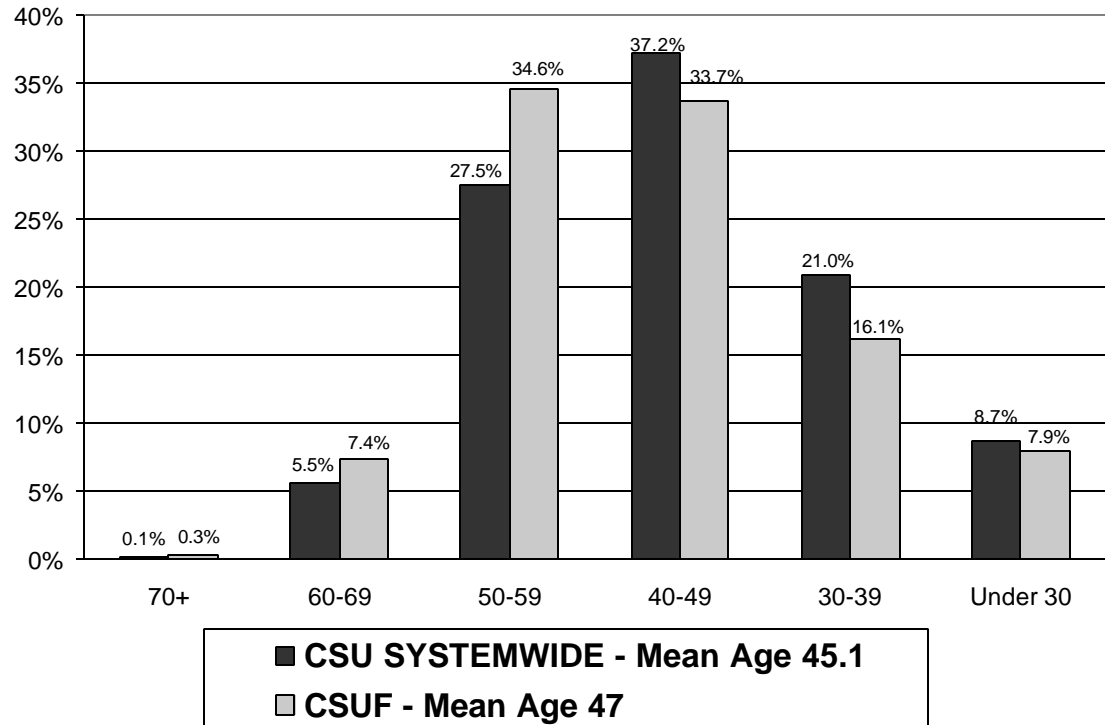
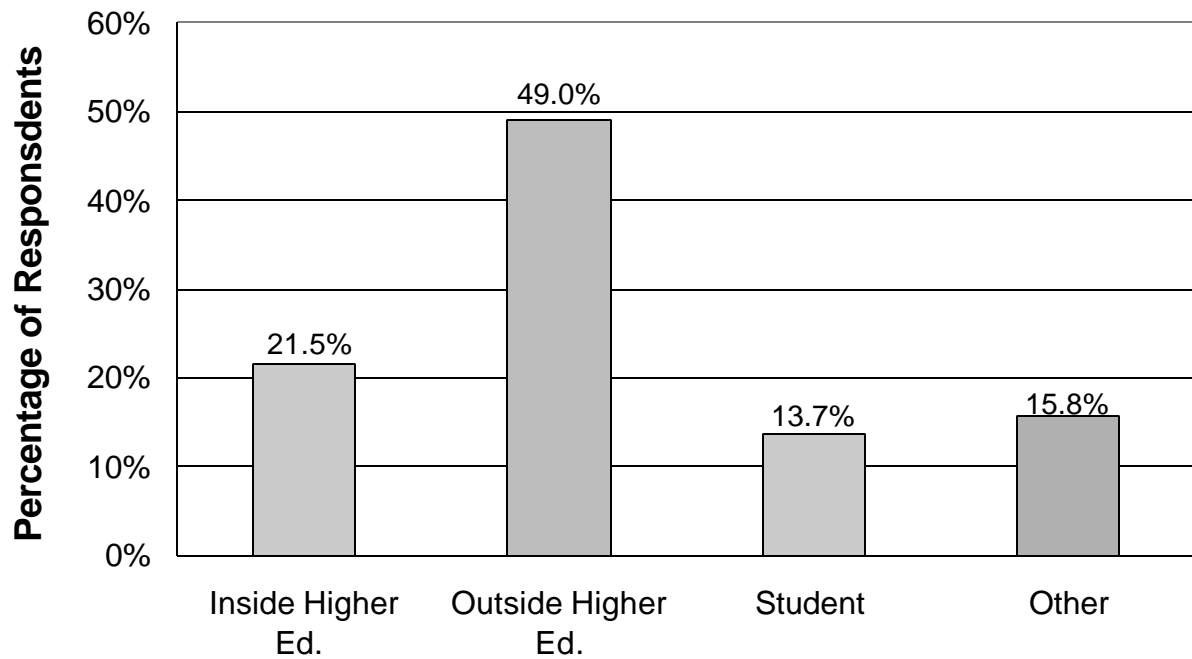


Figure 3

Area of Employment Prior to CSUF



Staff Perceptions- how we see ourselves

CSUF is seen as a place where there is little racial conflict (four-fifths agree,) a place where staff of color are treated fairly (85% agree,) women are treated fairly (82% agree,) gay and lesbian staff are treated fairly (85% agree) and management is committed to the welfare of CSUF (74% agree to some extent.) (Q30i, l, n, o)

Question 20 asked staff if CSUF had experienced any significant changes in the past decade in several key areas relating to mission and role. Survey results indicate that 63% think that the campus has had a change in the University's overall mission and purpose, and 60% agree that there has been a change in the role of staff and the reward system. Another two-fifths believe that there has been a change in faculty role and rewards. These figures seem to reflect the implementation of Mission and Goals, which sharpened our focus on learning and the newly implemented merit pay system. Sixty percent of staff said that there had not been a change in governance (an undefined term) in the last decade, reflecting our stable leadership under nine years of President Gordon's tenure. (Q20a, b, c, d)

Nearly three-quarters (74%) of staff are at least 'marginally satisfied' with their workload, and 47% are 'satisfied' or 'very satisfied.' Staff also perceive their jobs as being very secure. 95% of respondents are at least 'marginally satisfied' with job security at CSUF; one in seven are 'marginally satisfied, half are 'satisfied,' and slightly more than a quarter are 'very satisfied.' (Q36K)

Overall job satisfaction is high, two-thirds are 'satisfied' or 'very satisfied' and an additional quarter are 'marginally satisfied.' (Q36o) Staff are also 'proud to be at CSU-Fullerton' (93% agree to some degree,) feel a sense of community here (70% agree to some degree,) believe students treat them with respect (90% agree to some degree,) and think 'staff are engaged in creating a student-centered environment for learning (70% agree to some degree) (Q40a, b, c, f)

CSUF staff have strong feelings about student learning. When asked what learning goals CSUF should have in place for its undergraduates, (Q22,) 96% of staff respondents deem “developing the ability to think clearly” as “essential” or “very important.” This goal is followed closely by “preparing students to be responsible citizens” (80% responded as “essential” or “very important”) and “enhancing the knowledge of and appreciation for cultural diversity” (76%)

Staff Learning

We also found that CSUF staff are very active in pursuing higher education with almost one-third (30%) currently enrolled in specific degree programs. (*See Figure 4.*) CSUF has a very positive policy of encouraging staff to take coursework while working. With a supervisor's permission, staff are given release time from their workday to attend classes and they also receive free CSUF tuition for up to two courses (6 units) per semester. The program is extremely successful! Three-quarters of our staff (76%) reported that their supervisor gives release time to take courses toward a degree or certificate (Q13), and slightly less than three-quarters (73%) took a CSUF class or extended education course in the last two years (Q11d, e.)² In fact, nearly one-fifth of our current staff (18%) earned a degree in this way while employed by the University. These figures reflect a culture that is highly supportive of staff learning in a demonstrable and measurable way.

² It is possible that the data in Question 11 is not dependable. The item asked staff members: “During the past 2 years have you attended or enrolled in any of the following? Mark all that apply. Conference, seminar, Employee Training and Development course, Extended Education course, CSUF course.” Perhaps some staff members were confused by these terms. For example, 75% said that they had attended or enrolled in a conference. I suspect that some staff are mixing ETD opportunities with conferences as this number seems very high. Likewise, it is possible that the 32% who marked “attended or enrolled in Extended Education course” and the 41% who checked “attended or enrolled CSUF course” are similarly confused by these terms.

Staff are also actively sharing the fruit of their learning in professional circles. Nearly a quarter (24%) of CSUF staff employees have taught or presented at conferences, one-fifth (20%) of CSUF staff have taught or presented at seminars and additionally 16% have served as paid consultants in the last two years. (Q16a,b and Q28g) (*See Figure 5.*)

Although most of the staff have not published a book or in a journal, a smattering of employees have published, some as often as eleven or more times.

Figure 4

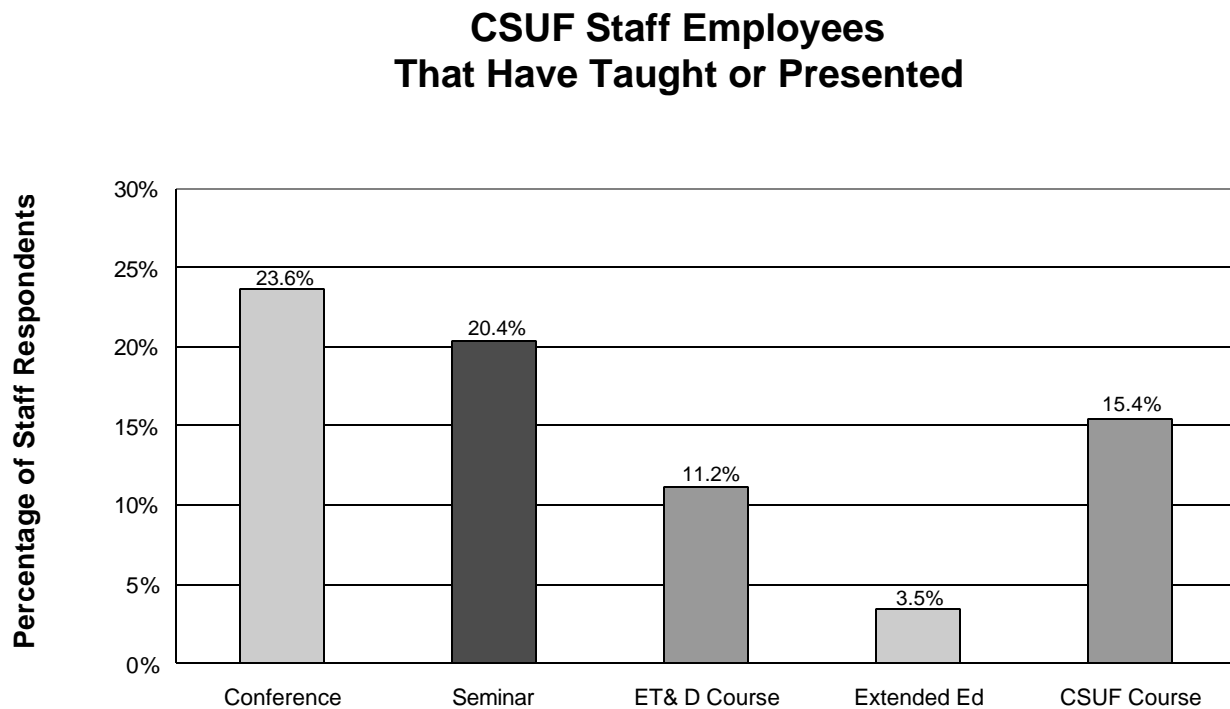
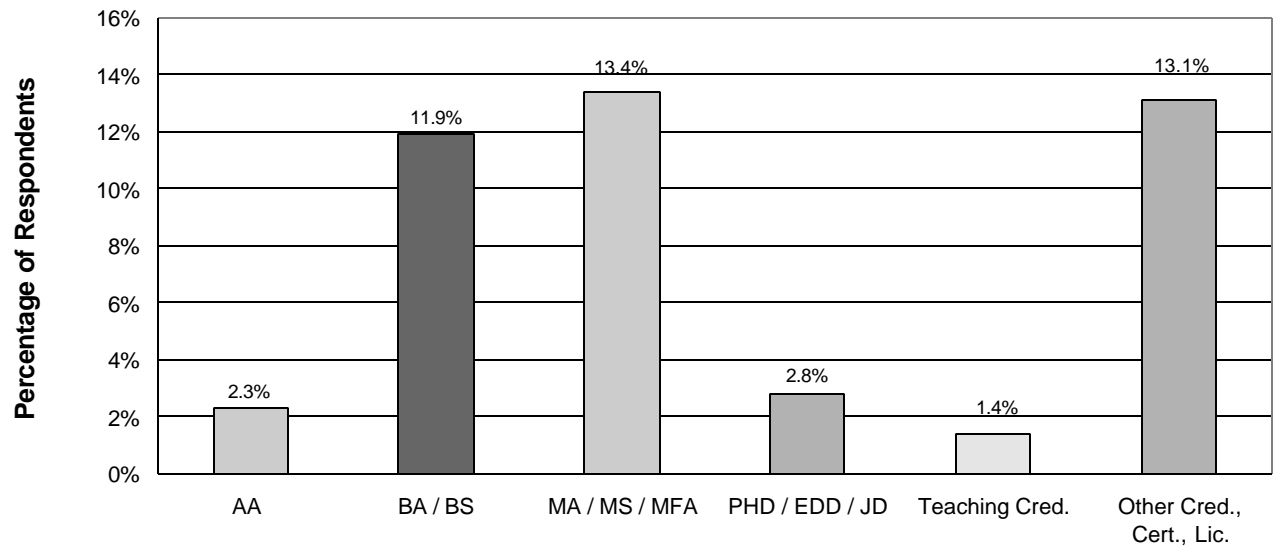


Figure 5

CSUF Full-Time Staff Employees: Current School Enrollment



Employee Training and Development (ET&D)

Perhaps the learning opportunity most widely felt by staff on campus is the Employee Training and Development (ETD) program. As the CSU and economy in general recovered from the recession of the early 1990's, critical campus services that were cut began to be reinstated. In late 1996, planning for a comprehensive staff training program was initiated using a \$100,000 University grant.

In early 1997, a consultant was hired to explore the feasibility of establishing a staff training program at CSUF and train facilitators to conduct focus groups. The focus groups' charge was to comment and suggest attributes of a meaningful employee training program. Throughout the spring semester facilitators conducted focus sessions with a broad range of campus personnel: managers, supervisors, skilled crafts, clerical, and technical.

Using the focus group information, the University planned the beginnings of a staff development program. Employee Training & Development (ETD) was officially established as a separate unit in summer 1997. The first Employee Training & Development workshops were produced in October 1997 and included offerings on orientation, diversity, computing, leadership and team interaction workshops. Workshops were – and continue to be – facilitated by a combination of ETD staff, vendors, and on-campus personnel.

In early 1998, three certificate programs were developed: a nine-part *Customer Service Certificate*; a two-part *Facilitating Team Meetings Certificate*; and a seven-part *High Performance Work Teams Certificate*. In early 1999, the *Effective Supervisor Certificate*, a 16-part program, was added. Since inception, these certificate programs have proven popular for individuals as well as supervisors. To date, over 60 staff throughout the organization have completed certificate programs.

In addition to certificate programs, ETD facilitates or sponsors workshops in:

- Computer applications (from introduction to computing to high-level database workshops)
- CSUF financial processes (both lecture/theory and technology-based workshops)
- personal finance (retirement planning, estate planning, and home loans)
- wellness (ergonomics, *Weight Watchers at Work*, first aid/CPR)
- orientation workshops (for new employees; benefits, general safety, student services, etc.)

Staff participated in ETD workshops as follows³:

FISCAL YEAR	CERTIFICATE PROGRAMS		OTHER ETD WORKSHOPS		TOTAL	
	<i># Classes</i>	<i># Participants</i>	<i># Classes</i>	<i># Participants</i>	<i># Classes</i>	<i># Participants</i>
1997/98 *	36	314	134	1,464	170	1,778
1998/99	96	865	152	1,478	248	2,343
TOTAL	132	1,179	286	2,942	418	4,121

* Starting September 1997.

Participants evaluated each workshop using a five-point scale; with one being the lowest rating and five being the highest. The classes and certificate programs were very successful with an average score of 4.7 on participate evaluation forms.⁴

Computer Rollout

In late 1997, the campus implemented the Computer Rollout project to maximize the campus technology infrastructure. The project put an identical new computer with software on the desk of almost every full-time faculty and staff member. The project

³ The stated number of participants reflects the number of employees attending each separate learning offering and 'double counts' those people who take more than one course.

⁴ For a more comprehensive catalog of ETD workshops, please visit:
<http://etd.fullerton.edu> and <http://rollout.fullerton.edu>

also supported the establishment of an on-campus 24-hour help desk as well as a software-training program jointly offered by ETD and the Office of Information Technology (OIT)

Staff and faculty had to attend these mandatory software-training programs to receive the new rollout computers. At a minimum, an individual was required to attend *Utilizing Windows NT/Outlook E-Mail* classes (or *Utilizing Macintosh OS8/Outlook E-Mail*) before their computer was installed. While the Computer Rollout project is still ongoing for new employees, the bulk of cycle one of the project, and the requisite classes, happened from November 1997 to May 1998. Since that time ETD has continued to offer version upgrades to various software such as Outlook 98.

Computer Rollout workshop summaries are as follows:

FISCAL YEAR	# CLASSES	# PARTICIPANTS
1997/98 *	394	3,398
1998/99	236	1,121
TOTAL	630	4,519

* *Starting January 1998.*

Again course evaluations were conducted for each class using a five-point scale.

These workshops scored 4.8 or better on average.

In January 1999, ETD hired a computer trainer as a full-time employee to support Computer Rollout training. This position was funded by the Computer Rollout project. The positive effects of this hire were felt almost immediately.

Historically, computer training was ‘level-based’, i.e., *Beginning Microsoft Word*, *Intermediate Microsoft Word*, etc. In a level-based model, a workshop participant may be instructed on skills that he/she will never use. In February 1999, a ‘task based’ model for computer training was instituted where participants are provided with instruction on specific topics they select from a menu of offerings--the participant registers for a specific class and knows precisely what skills will be covered, e.g., How to Make Tables. Using a task-based model increases participation and the transfer of learning from the workshops back into the workplace.

Faculty Development Center (FDC)

Employee Training & Development’s workshops are available to any campus employee. There are, however, times when a broader, more conceptually based discussion needs to transpire. As a result, a ‘sister’ department, the Faculty Development Center, was established in 1998.

FDC is charged with promoting faculty development, vitality, and effectiveness. It is responsible for designing and implementing a comprehensive program of support for all instructional faculty across a broad spectrum of professional activities including teaching and learning, use of instructional technologies, scholarly research and creative activities, professional and service activities, and other campuswide intellectual and community-building events.

It is also important to note that non-faculty employees may take advantage of FDC’s programs and that ETD and FDC work together very closely to make the most efficient use of campus resources.

Surveyed Response to Employee Training and Development (ET&D) and Computer Rollout

Some 97 (83%) of the 356 staff respondents to question 43 report that they have been given release time by their supervisor in the last year for ET&D. The median amount of release time given is three times in the last year. (*See Figure 6.*)

A total 178 respondents report they have not been able to attend all the conferences, workshops, etc. desired.(Q44) The reasons most often given are work load was too heavy at that particular time, lack of funding, and time constraints

However, 83.1% of these same 178 respondents *had* been able to attend at least one other time during the last year. In fact, 43.2% of the 178 were released to attend ET&D opportunities three to six times during the last year

One result of ETD is that CSUF staff are becoming technologically proficient Staff employees use the computer for a variety of tasks, particularly e-mail with approximately 90% using this mode of communication daily. Word processing is also used daily by three-fourths (75%) of the respondents. The computer is used to a lesser extent by staff for other tasks such as Internet research, data analysis, and creating presentations. (Q33)⁵ (*See Figure 7.*)

⁵ Note that the use of technology was also greatly increased by the advent, in 1998, of the 'rollout' program that put a powerful computer with e-mail and Internet access on the desk of every staff and faculty member.

Figure 6

Number of Times Released by Supervisor in the Last Year for ET&D Training Opportunities

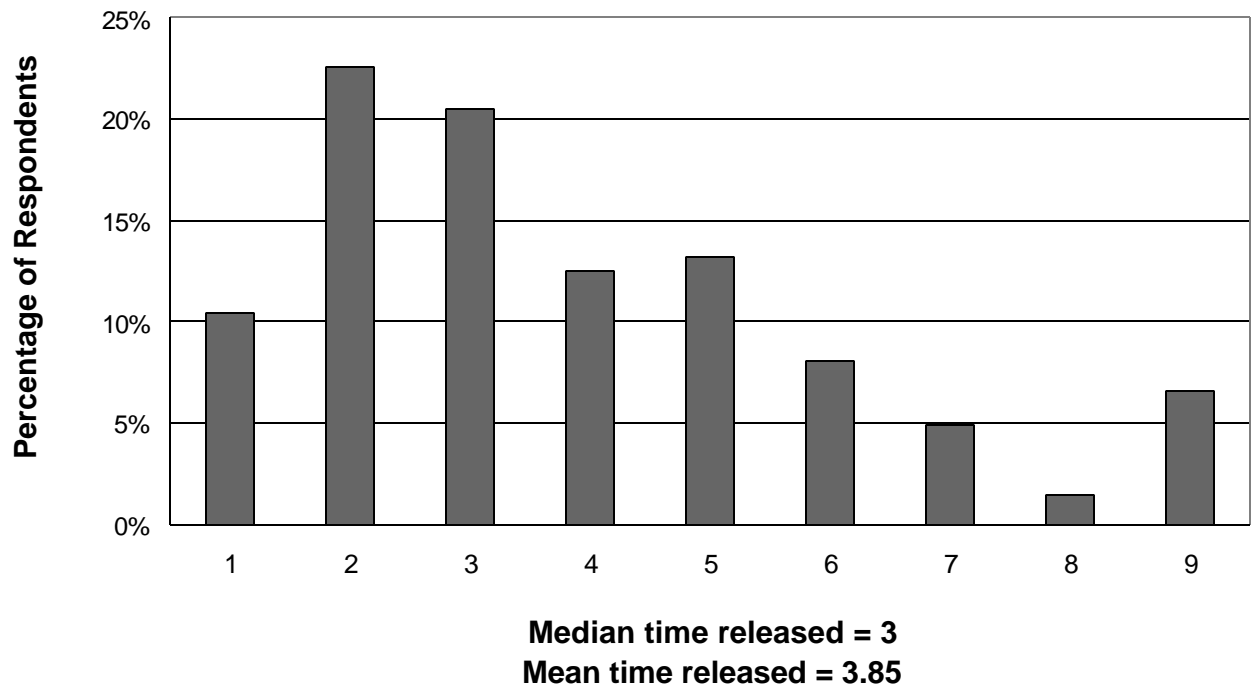
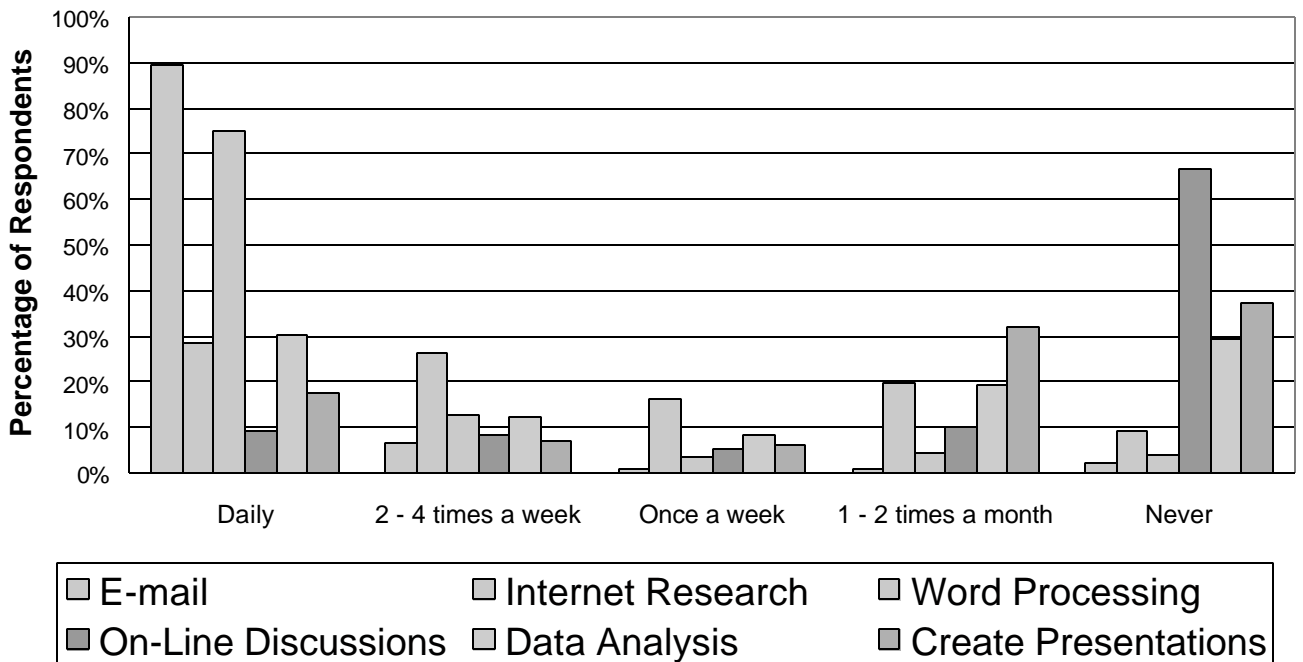


Figure 7

How Often Staff Respondents Use the Computer



Staff Comments on Learning

In an effort to capture a broad definition of staff learning the survey included this open-ended question, number 48:

"When you think of yourself as a 'staff learner,' what activities come to mind?"

This question generated some intriguing comments that were generally positive and that seem to reflect the commitment and support for learning that the campus demonstrates with programs for release time, multiple course offerings, etc.

- "Learning more about my profession, via conferences, etc. that I can bring back and apply in my work at CSUF. Learning more about information technology to enhance by work productivity."
- "As a staff member of a university, I have a responsibility to continue my education as an example to students, family of community."
- "What first comes to mind is a staff member who is deeply committed to learning everything relational to his/her field. I feel as if I am a 'staff learner' due to the fact that I don't limit or describe myself by my current position."
- "Someone that learns on the job. Someone that keeps up with technology. Someone that brings innovation to the job."
- "Working with students (training students) in job situations. Improving myself with what is available to us on campus. Improving relationships with students and staff and faculty."
- "There is no encouragement as a 'staff learner'."
- "I have been able to have the freedom to learn ... [and have] had a lot of support to succeed."
- "Examining different methods to accomplish tasks and always striving to improve personal performance."
- "It is one who constantly exposes him/herself to new ideas, technologies or systems to improve the current work situation."
- "Always trying to absorb knowledge – hoping I'll be introduced to a new way to look at situations, never wanting to stop learning and experiencing."
- "Keeping current on all aspects of my job responsibilities and what is going on campus."
- "Training and cooperating as a team to accomplish new/old tasks. To learn new tasks to help out department and university with knowledge and efficiency. Training courses as student, staff through ET&D, and outside activities and conferences."

- “Someone who learns and strives to improve their performance at the job.”
- “Attending ET&D classes and learning as much about the operation of the University in order to help students.”

Summary on Staff Learning

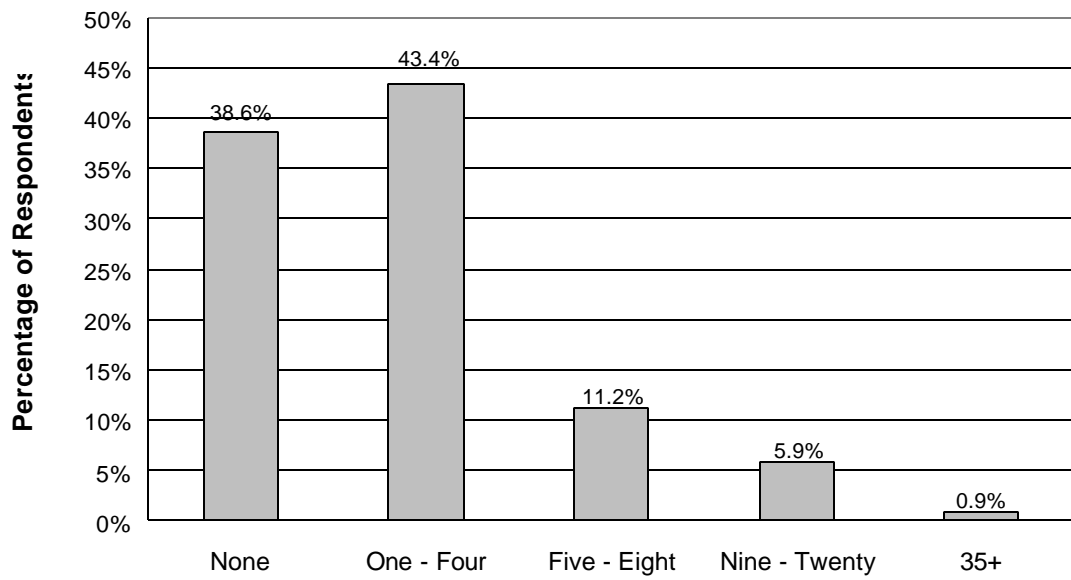
In summary, CSUF is home to active staff learners who are typically engaged in college courses, degree programs and Employee Training and Development. 62% spend between one and four hours per week attending classes or training and 19% are in class for five or more hours per week. (Q21i) (*See Figure 8.*)

Staff members recognize the importance of continued learning and believe that it is an essential campus priority. This is supported by question 29a which asks how important is promoting staff development and learning at CSUF? Nearly half the staff (45%) thought that it was "essential," and an additional 38% found it to be "very important." This stands in contrast to staff responses on the question of whether CSUF "recognizes and rewards staff learning." 53% of staff agreed or strongly agreed with this statement, yet 48% disagreed to some degree. This suggests that the relationship between learning and the reward system-- promotions, PSI's, etc-- needs to be more clearly articulated.

What results from all this staff learning? 71% of the staff has developed a new policy, process, or procedure in the last two years. (Q28d) Presumably, the campus benefits in increased performance, improvements in quality and enhanced ability to meet future challenges. ET&D learning opportunities have enabled CSUF staff to becoming technologically proficient.

Figure 8

Hours Spent per Week Attending Classes or Training



Job Satisfaction

No assessment of staff learning could be complete without an examination of some of the multiple variables that collectively indicate levels of 'job satisfaction.' Indeed, when the question of 'satisfaction with the learning opportunities of your job' (Q47) was cross tabulated with 'overall job satisfaction' (Q36o) the results closely correlated. That is to say, that a high level of satisfaction with learning opportunities generally matched high job satisfaction, and reduced levels of satisfaction with learning opportunities tended to match similarly reduced levels of job satisfaction.

The survey posed multiple questions that revolve around the general topic of 'job satisfaction' including:

- Receipt of any sort of staff appreciation award (Q27a)
- “Received a promotion in last two years” (Q28a)
- “Received a PSI” [*Performance Salary Increase*] (Q28b)
- “My work is valued by the managers in my department” (Q30r)
- “Satisfaction with salary and fringe benefits” (Q36a)
- “Satisfaction with work load” (Q36c)
- “Opportunities for advancement” (Q36n)
- “Staff are rewarded for being good employees” (Q37h)
- “The University recognizes and rewards staff learning” (Q40e)
- Release time given for learning (Q41)
- Supervisor encourages staff to learn (Q42)
- Self-rated involvement and engagement with the campus (Q46)

“Overall job satisfaction” was then compared with all of the above variables in a correlation matrix. The overall findings of correlation between the cross-tabbed variables are suggestive. For example, those factors which had the highest connection to job satisfaction overall are:

- Managers who value staff employees work (Pearson’s R .564) (Q30r)

- Satisfaction with advancement opportunities (Pearson's R .530) (Q36n)
- Satisfaction with salary and benefits (Pearson's R .508) (Q36a)
- Satisfaction with workload (Pearson's R .415) (Q36c)
- Satisfaction with learning activities (Pearson's R .407) (Q47)
- Received a promotion in the last two years (Pearson's R .312) (Q28a)
- Believes that CSUF rewards good staff (Pearson's R .305) (Q37h)
- Supervisor encourages learning (Pearson's R .274) (Q42)
- Believes that staff learning is recognized and rewarded (Pearson's R .219) (Q40e)
- Received a PSI (merit pay) within last two years (Pearson's R .172) (Q28b)
- Received release time for learning (Pearson's R .125) (Q41)

The correlation of these more tangible aspects of employment with job satisfaction is not surprising. In general terms, most employees value the availability of advancement opportunities in their work. At CSUF two-fifths of staff are at least 'very satisfied' or 'satisfied' with the opportunities present for advancement on campus, and nearly two-thirds are at least 'marginally satisfied.' (Q36n) The availability of advancement opportunities is further demonstrated by the response to question 28a, which found that one-third of staff respondents had been promoted in the last two years.

A classic indicator of job satisfaction is an employee's relationship with their supervisor and this variable had the strongest relationship to overall job satisfaction. A surprisingly high 82% of staff 'agreed' to some degree that their work was valued by managers with 38% "strongly agreeing" to the statement. (Q30r)

Salary and benefits may be seen as tangible indicators of an employee's worth and to some degree a measure of their value to the institution. Over three-quarters (76%) of

CSUF staff are to some level satisfied with their salary and benefits. 8% are 'very satisfied,' 35% are 'satisfied,' and one-third (33%) are 'marginally satisfied.' (Q36a) The number of staff who received merit pay within the last two years may account for some of this high level of satisfaction. Half of all survey respondents reported receiving merit pay in the form of a Performance Salary Increase (PSI) in the last two years. (Q28b)

Like the tangible aspects of employment, the 'culture' of an institution also has an impact on job satisfaction. A belief that the University rewards good staff --question 37h that nearly half (47%) of the staff agree to some extent-- and the similar question 40e, a belief that the University recognizes and rewards staff learning--again roughly half of the staff agree to some extent-- also correlate moderately to overall job satisfaction. Receiving release time for learning (Q41) had less impact on job satisfaction than the attitude toward learning displayed by a supervisor. (Q42)

Those variables with the lowest connection to job satisfaction overall are:

- Self-ratings of involvement with campus (Pearson's R $-.074$) (Q46)
- Sex of respondent (Pearson's R $.026$) (Q4)
- Receipt of a staff appreciation award (Pearson's R $-.021$) (Q27a)

Staff were asked how they rated themselves 'in terms of involvement and engagement with campus.' The resulting scores were distributed in a classic bell curve over the 4 point Likert-like scale ranging from 'uninvolved' to 'extremely involved.' The survey designers assumed that they would find a correlation between rated self-involvement and job satisfaction and perhaps a correlation with receiving merit pay. No statistically useful correlations were discovered.

CSUF may be described as a gender-neutral environment as the sex of the respondent did not seem to have any significant impact on job satisfaction. Interestingly enough,

receipt of a staff appreciation award also had little correlation with overall job satisfaction. To-fifths of those surveyed had received a staff appreciation award of some kind. (Q27a)

Curiously, ET&D is not always perceived as a learning activity. Although three-fifths of staff replied 'yes' to question 41 "Have you received release time for learning while employed at CSUF?" Over four-fifths (83%) of staff reported that they had received release time to attend Employee Training and Development (ET&D) learning opportunities in the last year. (Q43) It appears that ET&D is not always seen, or perhaps not remembered, as a learning opportunity. Perhaps the mandatory computer rollout training component of ET&D overshadows the various certificate programs and course offerings in the minds of some staff.

Overall Level Of Job Satisfaction

Overall, CSUF staff members are satisfied with their jobs. 60% would choose to enter the same career again (Q7) and two-thirds (67%) of respondents are “very satisfied” or “satisfied” overall with their job. More than nine-tenths (92.3%) of staff employees are satisfied with their job when the category of “marginally satisfied” is added. (Q36o)

Support for Staff Learning

Do staff think that there is support for staff learning at CSUF? Several survey questions delineate aspects of this question. A remarkable 45% of respondents felt the promotion of staff development and learning was an 'essential' priority at CSUF, 37% found it 'very important and 15% 'somewhat important.' (Q29a)

An overwhelming majority (82%) said that their supervisor encourages them to learn (Q42) and a similar number of staff (83%) had received release time to attend ETD

learning opportunities in the last year. (Q43) The median amount of release time given is three times in the last year. When asked the broader question, "Have you received release time for learning while employed at CSUF" 60% reported that they had. (Q41)

Staff are satisfied with the level of learning opportunities for their jobs (Q47.) Two-thirds of the respondents (66%) are either "extremely' or very satisfied, and a total of 94% are at least marginally satisfied.

An open-ended survey question, Q48, asked respondents:

"In what ways does the campus provide support for what you've described as "staff learning?""

Their answers elaborate on and generally support the statistical findings presented above.

- "By having a very active and positive ET& D program. By financially supporting off-campus, job related seminars. By encouraging and financially supporting staff in attending college classes and pursuing a degree."
- "They provide the development and training classes through our training and development program. They encourage and support staff involvement in this program, and acknowledge our successes upon completion of the program."
- "Opportunities for collaborative projects (i.e., Continuous Improvement Teams). Release time granted for professional involvement activities. Sharing of new ideas is encouraged and rewarded."
- "Provides classes, My boss promotes [an] environment of learning and continuing Ed. Budgeted dollars for classes, etc."
- "Excellent training opportunities via ET&D, an environment conducive to learning i.e. clean, aesthetically appealing grounds, excellent access via computer technology in computer labs, rollout, etc."
- "The campus is very supportive and provides in many ways – training programs, seminar/conference availability, a stimulating environment, etc."
- "I'm encouraged to attend classes and workshops. I'm asked to assist in projects my supervisor works on – this allows me to watch her prepare for and conduct professional level activities."

- “They provide funding and release time for me to learn more about the field.”
- “I am encouraged to attend ETD classes and outside conferences / seminars.”
- “My supervisor will see that I am able to attend all learning opportunities that have value. The campus is making an obvious effort to offer increased opportunities for staff learning.”
- “Offers a variety of WONDERFUL seminars, etc. Unfortunately, my supervisor and Dean aren’t real supportive.”
- “ETD is wonderful.”
- “Many forms of training are available, there is plenty of written material, I have the ability to experiment and problem solve daily as part of my job.”
- “The campus provides many opportunities – staff training workshops, conferences, and presentations.”
- “Provides classes and workshops and encourages the taking of classes.”
- “Allows me time to attend the training and organizes the training program.”
- “Employee Training and Development come to mind. I believe that the University is trying to enhance learning. They have made classes available that are work related. Conceptual classes such as time management and leadership seminars are extremely useful.”
- “I’d give big credit to the Fee Waiver program.”
- “Offers a plethora of courses / classes for professional as well as inter-personal growth.”
- “By providing an excellent computer rollout training program.”
- “The Training and Development Dept. established by Dr. Hagen is wonderful. Naomi Goodwin and staff are doing a great job.”
- “Within my division, due to our Vice President, the possibilities and support are endless with limitations only of budget.”
- “My specific department does not seem to place much emphasis or give much encouragement for these activities (continuing education courses, attending ET&D classes).”
- “Ample access to professional conferences.”
- “My direct supervisor approves release time to attend training sessions and conferences.”
- “Opportunities to attend conferences, etc. I appreciate this! Thank you!”
- “I am not encouraged to learn outside my job responsibilities because it take time away from my work load.”

- “The Employee Training and Development Program has been a big asset for employees; the Rollout program is outstanding to promote job productivity.”
- “ETD – My supervisor is *very, very* encouraging.”
- “The campus has provided classes for me to improve my education. It also has provided me an [opportunity] to improve in my profession with workshops.”

The Impact of Staff Learning on Student Learning

What effect does staff learning have on student learning? In an effort to capture a broad definition of the effects on students of staff learning on the survey included this open-ended question, number 50:

What have you learned in the last five years that has enhanced your ability to understand and promote “student learning?”

- “Ways to leverage technology to increase access to information for students.”
- “The importance of keeping up to date.”
- “Students appreciate the help – not the runaround.”
- “Anything I have learned has been what I’ve learned on my own. I haven’t seen anything on campus to help with this.”
- “Students can be empowered to become effective leaders and learners in a supportive and encouraging educational environment.”
- “I have gained an understanding of how this campus works.”
- “How to utilize new technologies (www, e-mail, etc.).”
- “To be gentle and helpful with students so they feel that someone cares about them, thereby helping them to maintain an attitude that is positive and conducive to learning.”
- “That staff are critical to reducing the hassles students face so that they can focus more on learning.”
- “I would distinguish between staff ‘training’ – (lots of new opportunities – bravo!) and *learning*. Staff need opportunities to engage in intellectual discussions / seminars on what our role *is* with regard to learning and how we can truly be a learning centered institution.”

- “To motivate students to work / study independently, I need to hold their hands and direct them to the right direction initially, then they start to learn on their own.”
- “Have worked with students who have encountered difficulty in cutting through ‘red tape.’ Campus’ ability to improve on this will reduce student stress and enhance their ability to focus on the more important issue of learning.”
- “Simply to help them to the best of my ability whenever I can. If I can’t, I make sure to send them to the right place for help.”
- “I have learned that through my position, I can have a positive influence on the student’s experience. I take this knowledge to motivate myself to do the best job I can for the students.”
- “New and better ways to reach ‘today’s’ students i.e., web pages and online chats.”
- “A student-centered learning environment is of prime importance.”
- “There is not one thing I have learned, but a collection of a lot of things – love of students being first.”
- “Attending class has increased my empathy for what students have to contend with to graduate.”
- “To me, the student comes first – they pay their way to be here so give them the best education possible.”
- “Giving each student time and individual attention, as well as offering suggestions to help them solve their problems, reinforces their worth and self-esteem. Helping students learn and solve problems is necessary for an educational institution.”
- “Listen to the students, and to what they have to say!”
- “How much an excellent education can positively affect each person.”
- “Patience, kindness, listening skills – it’s more about that than tangible skills.”
- “Cooperation between offices on campus to promote and facilitate procedures for students to obtain objectives.”
- “Making / taking the time to answer questions and going a little out of your way to help makes all the difference.”
- “Through experience on campus, I’ve learned many policies and procedures that will help me guide students through their stay on campus.”
- “Keep an attitude of ‘client-centered’ service – where education is the service provided.”
- “That students often are not treated courteously by employees. In a huge institution, they are sometimes greeted by unhappy and unwelcoming faces – the more motivation for me to try to be responsive and caring.”

- “Treat students with respect and respect *and* appreciation is returned.”
- “I have learned we all have the ability to enhance a student’s life, even if only to just listen.”
- “Students desire varied means of teaching to stimulate their minds. Classroom settings may not reach certain types of learners.”
- “By giving the best customer service possible so the “process” of learning isn’t a ‘hassle.’”
- “How to manage a database that serves our student population. About the various offices on campus that can be excellent resources to students i.e. referral info for students. The University’s formal commitment to serve students and my important part in carrying out that mission.”

Survey Problems

No survey is entirely accurate or complete and this one has its share of problems. Although our campus is fifth highest in the system when examined by percentage of part-time staff (21%.) they were not included in this survey. (*See Figure 9.*) The decision was made to send the survey to only full-time employees, as we believed they had a greater understanding of CSUF and to also parallel the HERI faculty survey, which was sent only to full-time faculty.

Respondents to the survey were admittedly self-selected. This resulted in a slightly higher percentage of views by women (73%) than their actual number on campus, 61%. The self-selection may have also favored other characteristics, but this is not clear.

The survey did not cover the myriad of informal learning opportunities that take place daily. For example, one colleague showing another a special computer technique or an informal discussion of implementing a new student service. With a few exceptions, we also did not identify the rate of learning among staff or the effectiveness of a particular learning opportunity. Questions like these are difficult for a survey of this type to distinguish.

Beyond the qualitative data presented earlier in the report we do not have an assessment of 'how much was learned.' The survey was, however, effective at determining 'what' was offered and in suggesting rates of participation.

Figure 9

Campus	PT Staff	% of total	FT Staff	% of total	Total
Sacramento	285	22%	990	78%	1275
San Francisco	325	22%	1162	78%	1487
Humboldt	141	22%	511	78%	652
Hayward	182	21%	684	79%	866
Fullerton	221	21%	847	79%	1068
Northridge	279	19%	1181	81%	1460
Sonoma	106	19%	466	81%	572
San Luis Obispo	206	18%	968	82%	1174
Los Angeles	151	16%	808	84%	959
Pomona	154	16%	836	84%	990
Chico	138	15%	766	85%	904
Long Beach	203	15%	1195	85%	1398
San Diego	214	13%	1424	87%	1638
Dominguez Hills	71	13%	497	87%	568
San Jose	140	12%	1051	88%	1191
San Bernardino	72	11%	577	89%	644
Bakersfield	41	11%	335	89%	376
Stanislaus	41	11%	349	89%	390
Maritime Academy	13	10%	116	90%	129
San Marcos	34	10%	311	90%	345
Fresno	92	9%	920	91%	1012
Monterey Bay	27	9%	284	91%	311
<i>MEDIAN</i>	141	15%	787	85%	932
<i>MEAN</i>	143	15%	740	85%	882

The larger view

Staff have responded most favorably to the learning opportunities offered by CSUF and the campus should be commended for its many successful programs. Most universities offer a tuition waiver program for staff; ours goes further by granting release time from work, with the supervisor's permission, to attend college classes. Participation rates in this program and the number of degrees earned while employed speak well to its success.

Likewise, Employee Training and Development (ET&D) offers a menu of classes that has reached nearly all the staff, 91%, and has been instrumental in bringing our employees to a high level of technological proficiency. ET&D is, however, more than simply a 'computer rollout' program. The course offerings reflect a range of learning opportunities including time management, developing leadership potential, addressing interpersonal relations and a host of specific managerial skills.

It is important to note that both the fee waiver program and ET&D are vital and ongoing programs that continue to offer learning opportunities to non-faculty employees. They are not a fixed-duration solution to a need for specific technical training, but, rather, a significant effort to educate and develop each staff member to their full potential.

Planning implications

The survey did, of course, uncover some problems related to staff learning. Only half (52%) of the respondents agreed to some degree that "the University recognizes and rewards staff learning." (Q40e) In a similar vein, only 38% agreed to some degree that the staff reward system promotes student learning. (Q40d) The staff reward system itself is, perhaps, unclear. When asked if staff are rewarded for being good

employees only 5% found this to be 'very descriptive' of CSUF with another 42% believing it is 'somewhat descriptive.' (Q37h) These findings collectively suggest that the staff reward system either needs to be better articulated or revised to include both staff and student learning. The PSI or merit pay process must similarly reflect the University's commitment to learning.

Appendices

A. Survey Instrument

B. Response Frequencies and Scaled Means