

Grossmont Community College

Professional Development | Culture & Climate Findings Report

*A summary of evaluation findings obtained in collaboration with the
Grossmont College Professional Development Team and College Leadership*



Submitted to Grossmont College
April 2017

Executive Summary

The faculty, staff and administrators of Grossmont College are working hard to put students first. Dedication to this goal is evident when one observes interactions between employees and students all across campus. Many employees routinely invest their time to provide directions, clarify an assignment, explain a key piece of content covered in a class, or help a student navigate what has been described as a “complex organization” to meet his or her immediate needs (i.e., registration, financial aid, etc.). In the face of changing student demographics, significant changes in the campus’ leadership, and a cohort of newly hired faculty, the college’s leaders commissioned an evaluation to explore the topics of professional development and campus culture and climate. This effort was carefully and deliberately designed to give voice to the full college workforce in order to understand the current states of various elements across the organization and inform the college’s strategic planning.

Our work involved constructing and fielding a survey to provide an opportunity for all members of the college to participate. The survey effort was followed by a series of six focus groups, which were used to clarify and instantiate trends revealed through the survey.

Overall, we found that, in spite of considerable change throughout the college, current professional development priorities and self-assessed levels of competence in key areas varied little when compared to results from a similar assessment completed in 2014. However, results reflected a slightly heightened level of importance for most of the competencies we assessed. Faculty/Student Interaction or Customer Service, Facilitating Academic Success and Cultural Competence remained the highest rated topics in terms of “importance to Grossmont College.” With regard to competence, self-assessed levels varied little between 2014 and the present. In spite of fairly high self-assessed competency levels, respondents still offered (1) Facilitating Academic Success and (2) Faculty/Student Interaction or Customer Service as priority topics for future professional development.

Culture and Climate was assessed across seven unique dimensions. Respondents reviewed 43 affirmative statements about various aspects of the college’s culture and climate, and indicated the extent to which they agreed using a five-point Likert scale. These items were then reduced into the seven dimensions featured in Table 1. Mean scores (averages) were calculated to summarize the college’s current level of success for each dimension.

The majority of ratings fall between the mid-point (neither agree nor disagree) and the fourth point (agree) on the scale. Respondents expressed the most positive perspectives around their personal agency to support and impact students. Aspects of their local work settings were also rated higher, relative to dimensions that address the broader campus culture and climate.

Table 1: Culture and Climate Rating Summary

Dimension	Description	Mean on Five-point Scale
Empowered to Help Students	Agency and perception of empowerment to bring about positive outcomes for students	4.03
Local Work Area: Culture	Culture ratings specific to respondent's immediate workgroup, including dimensions of trust and motivation	3.82
Local Work Area: Supervisor	Perception of immediate supervisor, including dimensions of performance evaluation, feedback and trust	3.76
College: Students First	Beliefs about Grossmont College's success in serving students, and having student needs drive the organization's work	3.65
College: Administration	Two items specific to college administration—positive campus climate and equity	3.52
College: Organizational Culture	Ratings regarding college-wide perceptions of organizational culture, including diversity, work/life balance, equity, cooperation	3.51
College: Organizational Support	Perceptions of supports provided across the organization, including professional development and advancement opportunities	3.41

After the survey was completed, we then conducted focus groups with classified staff, full- and part-time faculty and administrators to review survey findings and further define the thinking behind the survey trends. This resulted in a number of provocative ideas and suggestions, all of which are summarized in the full report.

We trust that this report will help the college leadership and other interested stakeholders understand current levels of employee performance and perceptions, and set priorities for near- and long-term efforts. We encourage the team to be mindful of current competencies and successes shared by many in the Grossmont College community—and both balance and leverage those strongholds of success in future campus initiatives.

Introduction

In 2014, and (a) with a largely new team at the helm of its professional development program, and (b) evolving state mandates for professional development throughout the California Community College system, Grossmont College wanted to examine professional development needs across the institution. Through focus group interaction and survey analysis that involved classified staff, full- and part-time faculty, and campus administrators, James Marshall Consulting developed a picture of professional development needs, preferences and priorities.

G R O S S M O N T
C O L L E G E



Since the 2014 needs assessment effort, the Grossmont workforce has experienced considerable transition and change. The college has seen new leadership appointed to most central administration posts, and significant numbers of new faculty have been hired. These changes to the college's composition have given rise to questions about the ongoing development and performance of the organization.

In response to this changing landscape, the college's leadership sought a better, more comprehensive understanding of the organization's human capital. To that end, this study was commissioned as a follow-up evaluation of professional development needs and impact. This effort also involved a closer examination of the organization's culture and climate—in recognition of the fact that these elements have a direct impact on both human and organizational performance—and ultimately, professional development needs.

This Report

This report summarizes the evaluation process and the resulting findings. It begins with an overview of the methodology, followed by evaluation results. It is not our role to determine the college's response to these findings; rather, we provide data describing campus needs and opportunities, offer our insights about the data, and include recommendations with the intent of provoking the thinking of college leaders as they consider future actions based on the data. Without a doubt, the college stands at a crossroads. As the organization seeks to increase the impact it has on the students it serves, it is our hope that the strengths identified in this report will serve as the foundation on which greater impact is achieved in the coming years.

The Evaluation Process

Human performance is a complex system. Skills and knowledge is only one component of the performance equation; individuals must also possess the motivation to perform, which comes from an intrinsic value in their work as well as confidence in their success. Performance also depends on organizational supports such as access to tools, resources and environments necessary to perform, and incentives that reward success.¹ Our evaluation process sought to better understand these dimensions of human performance, in recognition of the fact that each is a necessary ingredient for success.

This effort, like the analogous study accomplished in 2014, sought to give voice to all campus stakeholders through a collaborative process. James Marshall Consulting worked with college leaders, including the professional development team, to frame the evaluation effort in order to identify needs and opportunities vital to advancing the Grossmont College workforce in predictively effective ways.

Key Questions

Given the efforts of the past 24 months, as well as significant changes in the organization's workforce composition, the professional development team sought data in response to the following questions:

1. To what extent have professional development solutions improved or satisfied gaps uncovered by the 2014 college needs assessment study, as measured by priority ratings and competency self-assessment ratings of Grossmont personnel?
2. To what extent do the priorities identified in the 2014 college needs assessment study remain true today? What additional needs have become a priority to the current workforce?
3. How does the Grossmont College workforce perceive the organization's current climate and culture—to include perspectives of culture and climate specific to their local workgroup, their supervisor, and campus-wide, culture-related constructs?

¹ While financial incentives are often the top-of-mind example, there are many other types of incentives that can play an equally effective role in fostering human performance. An incentive as basic as frequent feedback from a peer or supervisor provides a very effective, performance driving strategy to the benefit of performer and organization alike.

Methodology

The methodology was designed to collect input from the Grossmont College workforce at all levels. By necessity, the strategies included both broad (survey) and focused (focus groups) methods for collecting data. Employees determined their level of participation throughout the process.

Phase 1. Evaluation Focus and Refinement

The evaluation effort commenced with a collaborative effort to determine focus and define strategy. Project leaders, including the professional development team (Micah Jendian, Dr. Cindi Harris, Rochelle Weiser) and Dr. Lida Rafia, collaborated with Dr. Marshall to review the range of needs resulting from the 2014 needs assessment process. The group then explored a range of culture and climate dimensions as potential areas of inquiry. A set of key questions (see page 2) were defined as the output of this initial phase.

Phase 2. Professional Development | Culture & Climate Survey

Output from Phase 1 provided the foundation for the institution-wide survey of faculty, classified staff and administration personnel. The survey was designed to identify and prioritize professional development needs (similar to the 2014 effort). In addition, the survey was enhanced to include a significant number of items assessing campus culture and climate.

To develop the new culture and climate survey component, Dr. Marshall conducted a broad review of existing instruments designed for this purpose, and presented over 60 items to the evaluation sponsors (see Phase 1). Working together, Dr. Marshall and the sponsors prioritized items based on their perceived level of importance to the Grossmont College team, and integrated 43 culture and climate items into the survey.

Table 2 provides an overview of the survey's areas of inquiry. Multiple drafts of the survey were produced, reviewed and revised. Grossmont College's professional development team provided helpful feedback throughout the survey development process. The final instrument benefitted from the collective ideas of the full project team. Campus administrators reviewed and ultimately approved this instrument.

Table 2: Survey Instrument Overview

Section	Description	Intent
1. Demographics	Information about role and length of service	Document relevant demographics to support analysis and interpretation of responses in sections 2 and 3
2. PD Priorities	Presents a list of potential professional development topics to respondents, and solicits priorities and current levels of competence (self-assessed)	Give voice to Grossmont College faculty, classified staff and administrators in order to determine perceived professional development needs
3. PD Perspectives	Questions that record the respondent's experiences with, and attitudes towards, professional development at Grossmont College	Record the respondent's participation in professional development Determine the perceived value of professional development currently offered by Grossmont College
4. Culture & Climate Perspectives	Questions that record the respondent's perspectives and perceptions of Grossmont College culture and climate	Record the respondent's beliefs about culture and climate specific to: (1) his/her local work environment/team; (2) immediate supervisor; (3) agency for students; (4) the college's support of students; (5) college-wide culture; (6) college-wide supports; and, (7) perceptions of college administration.

Appendix I provides a copy of the survey instrument.

Survey Participation

A survey invitation was sent to all Grossmont College employees by the professional development team. The survey was accessible for 11 business days. An incentive, in the form of a gift card drawing, was offered in exchange for participation.

A total of 418 survey responses were submitted. However, the completeness of submitted surveys varied, possibly due, in part, to the survey's length. The sensitivity of the culture and climate questions may have also contributed to the varying levels of completeness. Finally, the request for participants to identify their department and position (at a general level) appeared to also influence the questions some respondents were willing to answer. This assumption was based on informal feedback shared with project leaders in their efforts to encourage responses.

Table 3 provides a summary of responding individuals based upon their positions at Grossmont College. To maximize the available data, our analysis chose to include *all* valid responses, without deference to whether the survey was fully or partially complete. Thus, the survey sample varies by question throughout the reporting of results. To offer a context for the reader's consideration, we established three levels of survey completeness as presented in Table 3: (1) completed demographic information; (2) completed professional development questions; (3) completed culture and climate questions. Note that categories are cumulative, with category 2 representing respondents who completed both demographic and professional development questions (but not culture and climate). Category 3 represents people who provided answers to questions in all three categories.

Table 3: Survey Sample, by Position (n=418)

	Demographic Complete	Professional Development Complete	Culture and Climate Complete
Position	Percentage of Responses	Percentage of Responses	Percentage of Responses
Total Number of Respondents	418	324	285
Classified Staff	29%	27%	24%
Faculty: Full-time	27%	29%	30%
Faculty: Chair or Reassigned	10%	9%	10%
Faculty: Part-time	24%	26%	26%
Administration	11%	10%	10%

As Table 3 depicts, the respondent distribution—while varied in size—remains fairly stable in terms of the percentage responding from each job classification type. We therefore present remaining demographics based upon the 285 respondents who submitted a full survey. In the results sections that follow, reported figures include all responses for each given question.

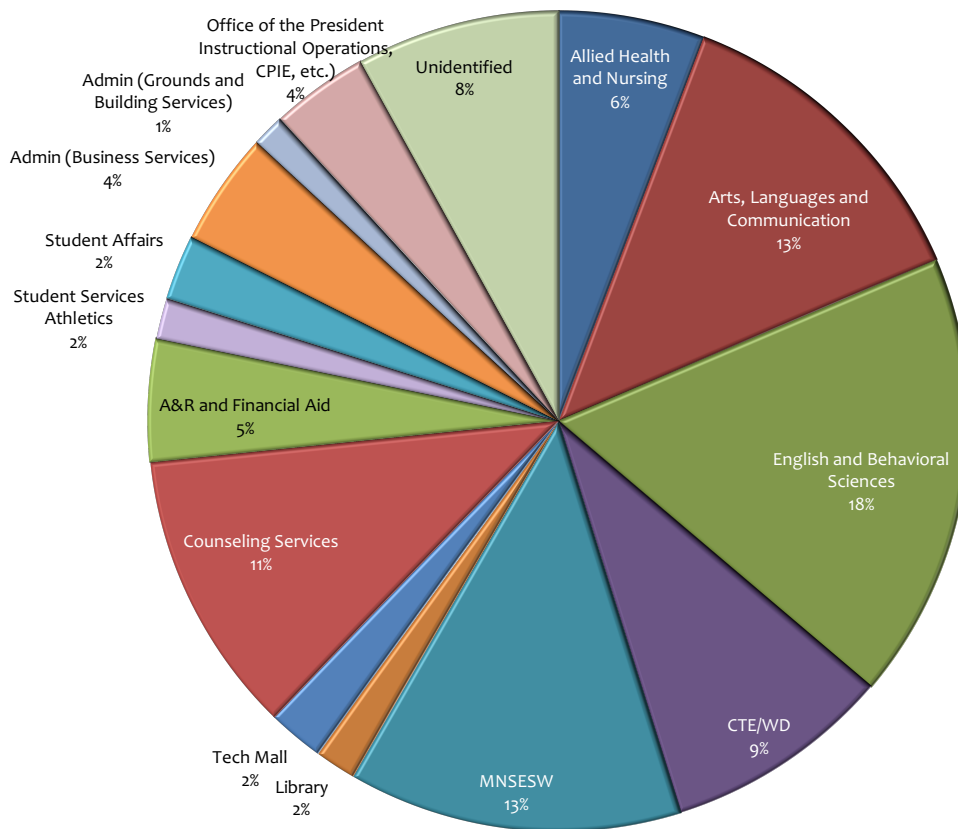
The survey respondents, on average, were a fairly experienced group as judged by the amount of time they had worked for Grossmont College. Table 4 highlights the respondents' length of service organized by position at Grossmont College.

Table 4: Survey Sample, Length of Service at Grossmont College (n=285)

Position	Percentage of Responses					
	Less than 1 year	1-2 years	3-5 years	6-10 years	11-20 years	20+ years
Classified Staff	7.2%	14.5%	13.0%	17.4%	33.3%	14.5%
Faculty: Full-time	13.8%	3.8%	13.8%	6.3%	42.5%	20.0%
Faculty Chair or Reassigned	—	—	3.4%	13.8%	69.0%	13.8%
Faculty: Part-time	10.8%	16.9%	16.9%	12.3%	26.2%	16.9%
Administration	11.1%	18.5%	29.6%	3.7%	18.5%	18.5%
Full Sample	9.6%	11.1%	14.8%	11.1%	36.5%	17.0%

We also identified the departmental sources of survey responses. Figure 1 provides a summary of the departments, or areas of the college, that are represented. Because the sample size in some departments is low and because we assured confidentiality to survey respondents, we do not disaggregate findings by position within department. Likewise, we do not disaggregate findings by department.

Figure 1: Survey Sample, by Department/Area



Phase 3. Incumbent Perspectives: Focus Groups

After an initial analysis of survey data, we initiated our second data collection opportunity with focus group sessions for six position types (classified staff, full-time faculty, part-time faculty, chairs and coordinators, deans and classified administrators, and the President’s cabinet). The focus group interaction was used to further understand key trends revealed by each group’s survey responses. Each focus group ran for 60 minutes. Between four and seven individuals participated in each of the six sessions.

Appendices II and II presents the protocols used to frame these focus group sessions.

Phase 4. Final Reporting

After collecting all evaluation data, Dr. Marshall reviewed and analyzed the results, which are summarized in the sections, “Professional Development Evaluation Results” and “Culture and Climate Findings.” Each section includes detailed survey

findings that are further instantiated with perspectives collected during focus group interactions (Phase 3).

Professional Development Evaluation Results

Research suggests that in order for performers to apply skills and knowledge in the workplace, they must (a) see a reason for performing (have *value* in performing), and (b) believe that they can be successful at performing (have *confidence* in performing). This component of human performance is framed by expectancy theory.² Building value begins at the time new skills and knowledge are taught, which means that participants must find value in participating in the training, and in applying the skills and knowledge the training delivers.

This evaluation explored these dimensions of human performance by asking respondents to describe the value of prior professional development offerings to their performance on-the-job, their division within the college, and Grossmont College's students and their academic success. Understanding perceptions of utility is a necessary input as future professional development offerings are considered.

Figure 2 presents a summary of the full sample's response to four statements targeting some dimension of professional development value. Respondents answered each statement using the following five-point scale:

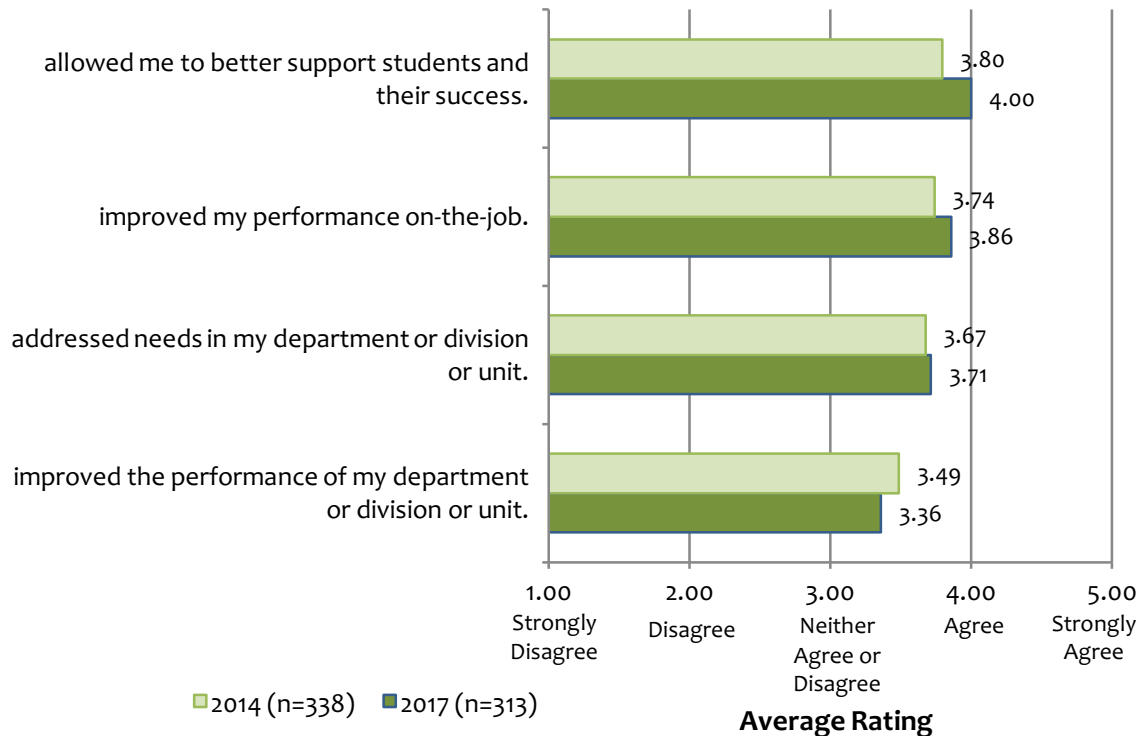
- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neither Agree or Disagree
- 4 = Agree
- 5 = Strongly Agree

Responses were analyzed using the above-defined numeric equivalents, and a mean (average) was calculated to represent the average rating for each statement on the same five-point scale. In addition, these ratings were plotted alongside results from identical queries made in the 2014 professional development needs assessment survey. These averages are plotted in Figure 2.

² Vroom, V. H. (2005). On the origins of expectancy theory. In K. G. Smith & M. A. Hitt (Eds.), *Great minds in management* (pp. 239-258). New York, NY: Oxford University Press.

Figure 2: Value of Past Professional Development, 2014 vs. 2017 comparison

My Grossmont College professional development and training activities have...



Ratings varied little across the four statements. Each of the current averages fell between 3.39 and 4.00—suggesting an overall average between “Neither Agree or Disagree” and “Agree.” However, the standard deviations on each of these ratings were relatively high, ranging from a low of .89 to a high of 1.06. These high standard deviations indicate, roughly, a one-point (on the five-point scale) variance in response. As a result, we emphasize that the value perceptions plotted in Figure 2 are averages, and responses are not tightly clustered around the plotted mean. Rather, there is fairly wide variance in the individual responses, which indicates a lack of agreement about the value of professional development.

Given the college-wide professional development program emphasis on student success, the difference in mean ratings between 2014 and 2017 in this particular area were intriguing. A t-test for Independent Groups indicates this difference is statistically significant—suggesting the observed difference is unlikely the result of random chance ($p < .05$).

Given the variance identified by the standard deviations, we further investigated perceptions of value within each of the four position types. We hypothesized that

some amount of the observed variance could be based on differing perceptions between staff, faculty and administration.

Figure 3 presents mean plots for the four value statements (as presented in the preceding figure), disaggregated by position type.

Figure 3: Value of Past Professional Development, by Position (n=313)

My Grossmont College professional development and training activities have..

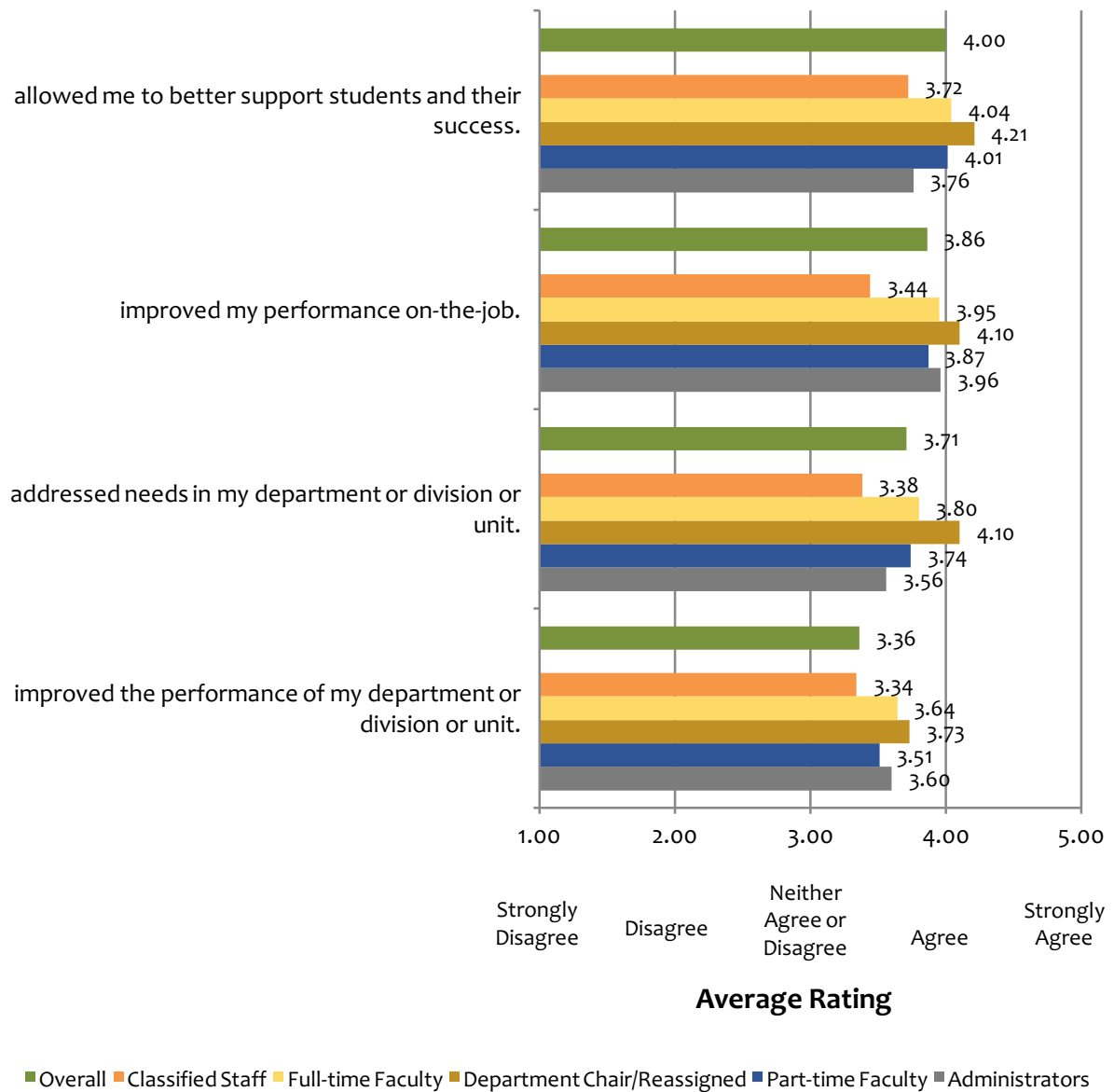


Figure 3 indicates that, on average, classified staff persistently perceive less value in the professional development they have received relative to faculty and, in many cases, administrators. Chi square analysis of response patterns indicates statistically significant differences between classified staff ratings when compared to both full-time faculty and chair/reassigned ratings. As with the full sample, standard deviations within each position type remained high—indicating lack of consensus among respondents about the value of professional development received. Given the diversity of the college’s workforce, including classified staff positions, this lack of consensus is not surprising.

Within each position type, we analyzed responses to each of the four statements based on the length of time the respondent had worked at Grossmont College. Comparisons (using Chi-square tests) revealed no significant differences based on length of employment at the college. Thus, we conclude that the findings reported in Figure 4, on average, hold true regardless of the respondent’s years of service to the College.

Faculty, Classified Staff and Professional Development

Professional development was primarily discussed during our focus group interaction with full- and part-time faculty members. Although opportunities to discuss professional development were offered in other focus groups, the topic was eclipsed by discussions about culture and campus climate.

For faculty, we summarize the two key concerns as follows:

1. Professional development funding is very limited. This was equally true for both full- and part-time faculty members. One participant described his/her investment of over \$1,800 to attend a conference, with just a small percentage of the total outlay reimbursed by the college.
2. Faculty need more resources to pursue discipline-specific development. They acknowledged that the rapidly advancing changes in their fields demand more opportunities for extending their subject matter expertise. One faculty member suggested that the college-specific professional development (offerings provided to all across the campus) was sufficient, and needed to be better balanced with more freedom and financial support to engage in training related to their specific discipline.

For classified staff, concerns specific to professional development were about access and equity. Classified staff shared challenges in having the time to take advantage of training opportunities, and a lack of support from managers who don’t consider professional development a priority. This finding is supported by ratings of

“organizational support” in the culture and climate findings covered later in the report. In addition, classified staff have observed a lack of equity in who is selected or allowed to participate in professional development. It should be stressed that these observations were not consistent across the entire campus, and in some cases were observed in areas outside the focus group participant’s immediate workgroup (i.e., happened to a colleague across campus). In the words of one classified staff member responding to the survey and seeking additional engagement to better accomplish his/her work:

More engagement for Administrative Assistants. Our supervisors attend conferences and with that, assistants are left in the dark but expected to understand new implementation plans, even the language of new initiatives. It would be nice to be able to understand the core criteria and responsibilities so we can better serve our supervisors.

In our remaining focus groups, topics related to professional development did not arise as considerable themes. When professional development was mentioned by those in various leadership positions, it was typically discounted as being “impossible” to fit into an already overextended list of responsibilities.

Content for Future Professional Development

Another purpose of this evaluation effort was to check-in with the college community regarding professional development content. While the 2014 study also documented needs and priorities, the current evaluation effort provided an additional opportunity to re-assess perspectives and identify changes during the intervening two-year period.

Given the seemingly limitless possibilities for community college professional development and the diversity of topics when examined from the perspectives of faculty, staff and administrators, we retained the majority of professional competencies pursued in the 2014 study. By doing so, we afforded opportunities for comparison of responses over time.³ Modifications to the 2014 list of competencies were limited to the following:

- Removal of “How Do I Do That?” given the recent attention to streamlining these processes and availability of new technology-based tools across campus

³ These comparisons, while attempted, were limited by the anonymity of the 2014 and current datasets. A direct comparison is not possible. Further discussion regarding this analysis dimension is offered later in the report.

- Addition of “College Strategic Planning” to assess readiness of college personnel to respond to four strategic planning priorities

The resulting list included 13 professional competencies, which are presented in the following table (Table 5).

Table 5: Professional Competencies Addressed by Survey

Title	Description
Online Teaching and Learning	How to optimize learning online—including teaching online, supporting faculty to teach online, and/or supporting online learners (students)
Faculty/Student Interaction or Customer Service	How to do your job while providing friendly, welcoming, encouraging and supportive service to our students
Cultural Competence	We serve students, and work with colleagues, from a diverse array of cultures. How to effectively communicate and interact with people different from yourself
Becoming a Leader	Tools for “leading”—whether working on a short-term project, overseeing a department or academic area, or aspiring to leadership within Grossmont College
Working Together, Learning from One Another	Understanding how your efforts contribute to Grossmont College’s mission, and how they connect to others college wide
Effective Teaming within Your Unit	Working as a team in your specific department to support one another and successfully accomplish work expectations
Communicating for Results	Approaches to communicate effectively and achieve intended results—from personal email, to communicating with people across the campus
Facilitating Student Academic Success	Knowledge and/or strategies that support students’ academic achievement
Technical Skills	Optimizing your use of technologies—from Microsoft Office, to email, to Workday, to Learning Management Systems such as Blackboard
Managing Conflict	How to effectively deal with conflict—with students, peers and colleagues

Title	Description
Safety & Security	Personal safety and security when working in and around the Grossmont College community
Performance Evaluations	Conducting or getting feedback on performance evaluations, and how to make the most of your annual performance evaluation
College Strategic Planning	Understanding and engaging the four strategic planning priorities related to outreach, engagement, retention, and institutional capacity

We then conducted a campus-wide survey by inviting all Grossmont College employees to rate each competency on two dimensions using Likert scales. These two dimensions and their corresponding scales are presented in Table 6.

Table 6: Professional Development Competency Rating Dimensions and Scales

Dimension		Rating Scale
1	Importance to Grossmont College's success	1 = Little or None 2 = Low 3 = Medium 4 = High 5 = Critical
2	Current level of competence (self-assessed level of competency)	1 = Little or None 2 = Low 3 = Medium 4 = High 5 = Very High

Based on survey results, we then explored key competencies in focus group sessions with:

1. Classified Staff
2. Full-time Faculty
3. Department Chairs/Reclassified
4. Part-time Faculty
5. Administrators

Findings Summary

We begin with an overview of survey responses across the 13 assessed competencies. The following table presents the mean (average) rating across the previously defined dimensions of (1) importance to Grossmont College, and (2) the respondent's current level of competence. These ratings are based on the five-point scale previously defined in Table 6. The reader should note that for certain competencies, the respondent may have determined the competency was not part of his or her responsibilities. In such cases, the respondent could select "Not applicable," which resulted in the response being removed from our analysis.

Table 7 is presented in decreasing order of rated importance.

Table 7: Professional Competency Importance and Competency Ratings (n=338)

Rank	Title	Importance to Grossmont College		Current Level of Competence	
		Mean	SD	Mean	SD
1	Faculty/Student Interaction or Customer Service: How to do your job while providing friendly, welcoming, encouraging and supportive service to our students	4.65	0.58	4.47	0.70
2	Facilitating Student Academic Success: Knowledge and/or strategies that support students' academic achievement – in their classes and toward their academic goals	4.64	0.56	3.92	0.91
3	Cultural Competence: We serve students, and work with colleagues, from a diverse array of cultures. How to effectively communicate and interact with people different from yourself	4.48	0.69	4.19	0.75
4	Effective Teaming within Your Unit: Working as a team in your specific department to support one another and successfully accomplish work expectations	4.30	0.81	3.94	0.87
5	Safety & Security: Personal safety and security when working in and around the Grossmont College community	4.23	0.86	3.51	0.96

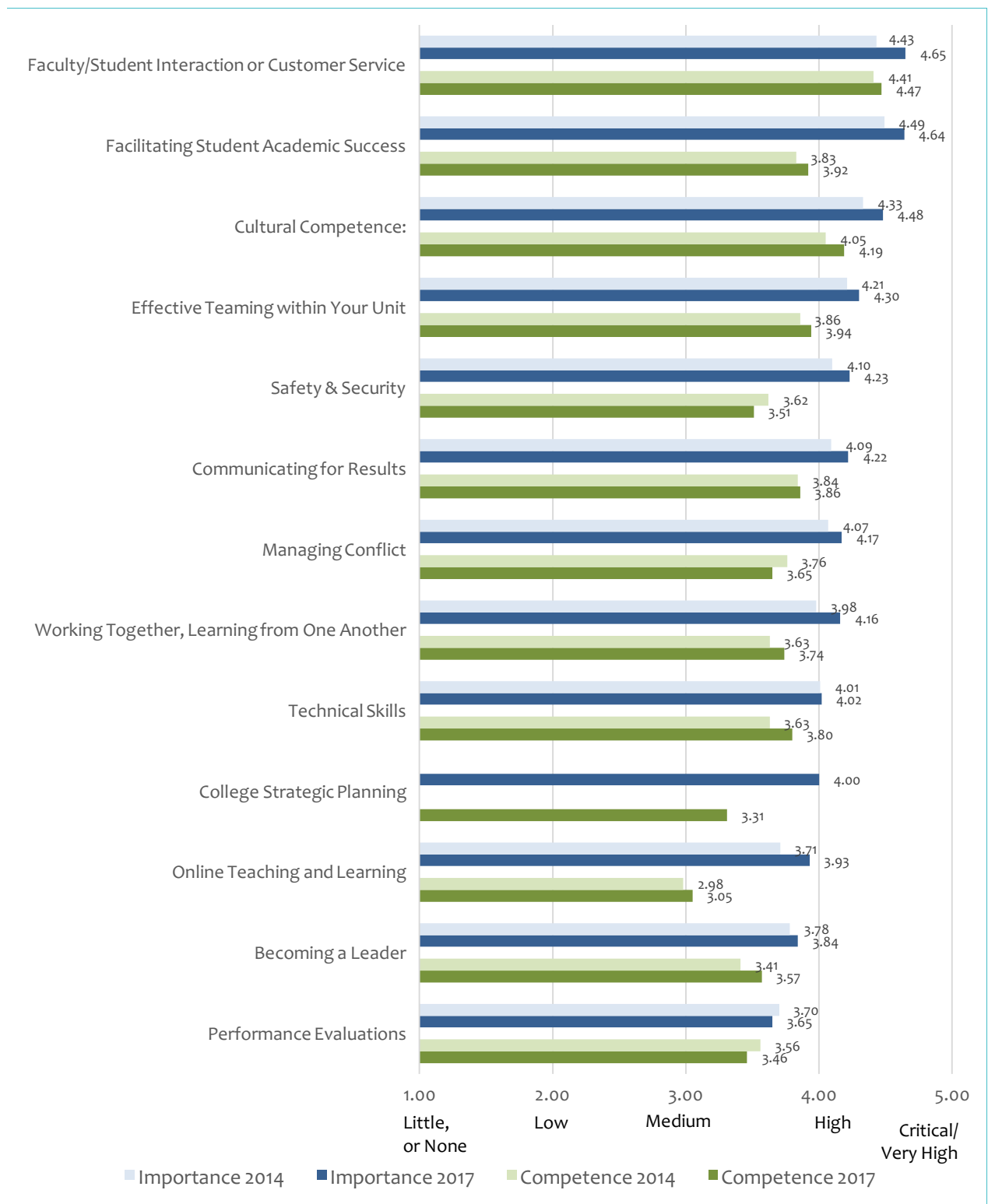
Rank	Title	Importance to Grossmont College		Current Level of Competence	
		Mean	SD	Mean	SD
6	Communicating for Results: Approaches to communicate effectively and achieve intended results—from personal email, to communicating with people across the campus	4.22	0.75	3.86	0.78
7	Managing Conflict: How to effectively deal with conflict—with students, peers and colleagues	4.17	0.78	3.65	0.86
8	Working Together, Learning from One Another: Understanding how your efforts contribute to Grossmont College’s mission, and how they connect to others college wide	4.16	0.81	3.74	0.88
9	Technical Skills: Optimizing your use of technologies—from Microsoft Office, to email, to Workday, to Learning Management Systems such as Blackboard	4.02	0.82	3.80	0.90
10	College Strategic Planning: Understanding and engaging the four strategic planning priorities related to outreach, engagement, retention, and institutional capacity	4.00	0.92	3.31	1.04
11	Online Teaching and Learning: How to optimize learning online—including teaching online, supporting faculty to teach online, and/or supporting online learners (students)	3.93	0.88	3.05	1.19
12	Becoming a Leader: Tools for “leading”—whether working on a short-term project, overseeing a department or academic area, or aspiring to leadership within Grossmont College	3.84	0.83	3.57	0.93
13	Performance Evaluations: Conducting or getting feedback on performance evaluations, and how to make the most of your annual performance evaluation	3.65	0.89	3.46	0.92

Of particular note, most of the standard deviations were high. This was also the case in the 2014 survey, and suggests considerable variance in responses. Said another way, there is some lack of consensus among the responding population as to the “right” level of importance and varied levels of competence. For these full sample statistics, this finding is not surprising: we are seeing what results when classified staff, faculty—full- and part-time, and administrator responses are all analyzed together.

A note about self-assessed level of competency is merited. Self-assessment or rating is always of concern due to its subjectivity. In our assessment of current levels of competency, we noted that many Grossmont College respondents rated themselves fairly high. At the same time, we also noted fairly high standard deviations—again suggesting a diversity of responses. We have chosen to accept ratings as reported by respondents, and present our findings accordingly. The reader should be mindful that conclusions made about competency ratings are based on a comparison of means, not necessarily the magnitude of those differences (though, when statistically significant, we have identified as such). We encourage the college leadership to carefully consider both the mean competency ratings and the standard deviations, which will provide a more complete picture of the current level of competency across the college.

We were particularly interested in whether these mean ratings had changed based on a comparison of 2014 and 2017 responses. Figure 4 presents a graphical representation of import and competence means, as rated by 2014 and 2017 survey respondents. The figure is ordered based on the 2017 import ratings, from greatest to least.

Figure 4: Import and Competence Ratings, 2014 and 2017 Comparison for Full Sample



Results here paint a picture of a slightly heightened level of importance for most assessed competencies. With regard to competence, self-assessed levels varied little between 2014 and the present. However, we noted a fairly significant shift in “Becoming a Leader,” a gain the project team interpreted to likely be the result of the shift of existing personnel into new roles of responsibility (i.e., department chairs, middle management). We believe this finding provides a measure of assurance with regard to the instrument’s reliability.

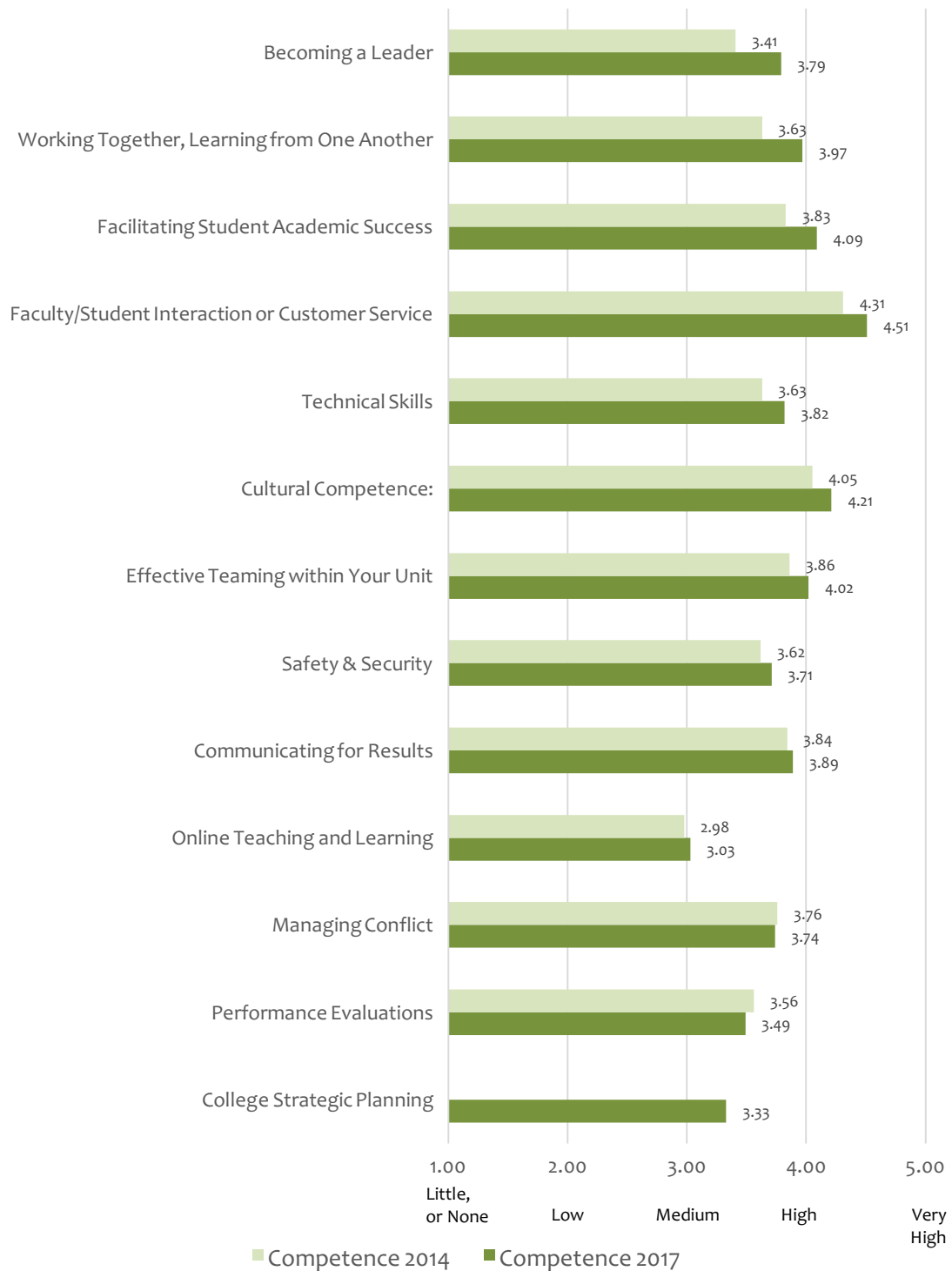
For the mean scores presented in the preceding figure, the fact that they represent two distinct points in time is an important consideration. They are **not** a comparison of a single respondent group’s ratings at two points in time, which would suggest growth of the same people over time. Given that fact, we were interested in presenting a more accurate picture of changing levels of competence for the 13 areas.

Because survey respondents were not asked to identify themselves, a direct comparison between 2014 and 2017 is impossible. However, while maintaining confidentiality, we wanted to provide some type of analysis that was closer to the ideal. Thus, we asked the 2017 respondents to indicate whether they participated in the 2014 professional development survey.

While the preceding measures compared the full sample from each survey, the following figure compares the responses of 2017 survey participants who indicated participating in the 2014 survey, to the full 2014 sample. Again, limitations must be noted. While this figure is closer to a true comparison, it remains a less-than-exact comparison of responses because we cannot determine what percentage of the 2014 sample participated in both the 2014 and 2017 data collection opportunities.

Figure 5 is presented in order of gain scores (2017 mean rating, less 2014 mean rating), from greatest to least.

Figure 5: Competence Ratings, 2014 and 2017, Comparison Limited to 2014 Respondents



For the reasons previously described, Figure 5 is closer to a true comparison. As such, it offers promising indicators of professional development impact across the previous two-year period. Most significantly, the areas of greatest growth may reflect the professional development team’s focus on student success across multiple dimensions. Additionally, it likely points to the transition of personnel into leadership roles.

Additional analysis was performed on data collected in 2017 for each of the 13 competencies. That effort included disaggregation by position and length of service to Grossmont College. Appendix IV provides a summary of these additional, demographically driven analyses.

Priorities for Existing Professional Development Offerings

A follow-up survey question asked respondents to consider the 13 competencies previously presented and select two they judged to be most important to the mission of Grossmont College.

Based on the topics you have reviewed above, which two topics, if addressed through professional development, have the greatest potential to contribute to Grossmont College achieving our core mission: Grossmont College is committed to providing an exceptional learning environment that enables diverse individuals to pursue their hopes, dreams, and full potential, and to developing enlightened leaders and thoughtful citizens for local and global communities. Please select any two items.

Table 8 shows the percentage of responses for each competency in 2014 and 2017. Shaded cells indicate the three highest selected competencies within each category of respondents.

Table 8: Professional Development Priorities

Competency	Percentage Selecting						
Position	Overall 2014	Overall 2017	Staff	Faculty: Full Time	Faculty: Chair or Re-assigned	Faculty: Part Time	Admin
<i>Number responding</i>	338	313	75	91	27	74	31
Facilitating Student Academic Success	32.5	36.8	21.3	40.7	40.7	51.4	22.6
Faculty/Student Interaction or Customer Service	20.4	36.8	44.0	40.7	18.5	24.3	51.6
Cultural Competence	18.0	29.1	17.3	33.0	18.5	37.8	35.5
Working Together, Learning from One Another	22.8	23.7	32.0	18.7	18.5	27.0	16.1
Online Teaching and Learning	13.9	18.7	12.0	18.7	25.9	25.7	12.9
Effective Teaming within Your Unit	10.1	9.7	10.7	7.7	18.5	9.5	6.5
Communicating for Results	7.7	9.4	14.7	9.9	7.4	2.7	12.9
Becoming a Leader	7.1	8.4	10.7	8.8	11.1	4.1	9.7
Technical Skills	13.6	7.7	1.3	7.7	7.4	12.2	12.9
Safety & Security	4.7	6.4	17.3	3.3	0	2.7	3.2
Managing Conflict	5.3	5.7	4.0	6.6	11.1	1.4	12.9
Performance Evaluations	3.6	3.0	2.7	1.1	7.4	2.7	6.5
College Strategic Planning		5.5	12.0	3.3	14.8	4.1	6.5

Overall, these data depict a picture of priorities that varies little from those assessed in 2014. Respondents remained united in the priority they placed on facilitating student academic success. Part-time staff rated customer service lower—albeit only slightly. Classified staff rated working together as priority—quite a bit lower than their fourth highest rated priority, cultural competence. Safety and security was also a priority for classified staff respondents. Not surprisingly, these priorities largely reflect ratings offered in previous sections of the report—which suggests reliability (consistency) of findings. That said, we recommend the college leadership consider the first four items on this list as priorities—based on the data presented in the table above, and on our focus group interactions.

Suggestions for Additional Professional Development Offerings

In our survey and focus group sessions, participants were asked about additional competencies they believed could best be addressed by professional development. We conducted qualitative analysis (content analysis) for each the comment added to the survey instrument, and identified major themes during our focus group interaction. The analysis clearly showed that both survey and focus group participants did not make distinctions between professional development and culture and climate. Rather, they seemed to blur together when considered under our inquiry of current and future needs and opportunities for the College.

As such, we have summarized the majority of comments in the Culture & Climate section that follows. However, specific to professional development, we noted the following respondent recommendations. Appendix V provides a full list of comments offered by survey respondents.

1. **Knowing Our Students:** Many comments stressed the need for members of the Grossmont College workforce to better understand the students. Often, this was offered in the context of “times have changed,” and the fact that new strategies and perspectives are necessary for success. In the words of one respondent regarding additional needs for professional development:

There is a disconnect between College Administrators and Instructors. Many instructors are still mourning 'the way it use to be' or 'the old students.' They know diversity but don't want it in their class. I hear comments such as "I can't teach them" or "students should be able to speak English." Young students are labeled "lazy" or "entitled." Cell phones aren't going away, students aren't using Encyclopedias, they are using google. We have programs designed to bring students to the campus from all types of backgrounds. Administrators are proud of the role of the programs we offer and instructors are pushing back but not speaking up.

2. **Who Does What:** For classified staff and managers, being able to see the interconnections between their work and the work of those across the campus was considered a critical component of their work, and in meeting the organization’s mission. For faculty, there was frustration in not knowing where to go to respond to their students’ needs. These comments were often made in reference to the organization’s recent emphasis on customer service – with the remark that customer service can’t succeed unless staff understand who does what across the organization.

The following are two examples from respondents who commented about

professional development needs:

We need a class that links offices and resources. There are so many areas designed for student success and very few employees know about them. Everyone is sent to A&R or the Deans office which results in students feeling like they are given the 'run around.' Classified staff in service areas need to know what other departments offer. The more we are able to serve students, will result in an FTE increase. With social media being how everyone communicates, we have to be on top of things because as soon as a student has a negative experience, it goes viral. So do the positive experiences!

I think that departments who partner with each other have a higher rate of student success and crossover. If an employee is not connected or aware of what another department does (even in their own division), that does not serve the student to educate and refer them to a "co"-department. If that makes sense. I see old history between departments resulting in some animosity that is unproductive which eventually blocks student success and crossover in a division. Since here, I've tried to bridge some of that because I'm creating a NEW history with other departments to work together - like any other business. We are all parts of the whole and need to work in unison for the body to thrive! Hope that makes sense...

3. **Quality of Worklife:** This item was raised in 2014 focus groups as being an opportunity for improvement. For this effort, we added it to the survey and explore it more fully in the following section of this report. However, specific to professional development, participants mentioned the need for skills in order to better balance their work and life outside of work. More than once, participants mentioned Zumba classes when queried about work-life balance. These classes appeared to be the “top of mind” example of what the organization was currently doing to help employees. And, those who mentioned these classes often did so cynically—stating that there is no way they could leave their posts in order to participate. Across all of our focus groups, we heard the need for better balance. Perhaps this opportunity—specific to the professional development component of a full solution—is best summarized in the following survey respondent comment:

Managing the expectations and emphasis of student success initiatives with the realities of finite resources (mainly time). I think the stress on constant improvements regarding student success initiatives is burdensome and contributes to burn-out. A focus on work-life balance and managing reasonable expectations and limitations (boundaries) could make for interesting programs.

Culture and Climate Findings

Forty-three (43) affirmative statements related to culture and climate were presented to survey respondents. Using a five-point Likert scale, respondents indicated the extent to which they agreed with each statement (1=Strongly Disagree to 5=Strongly Agree). Two example statements rated by participants are as follows:

- My colleagues and I share positive, working relationships.
- A spirit of cooperation exists at Grossmont College.

During the initial data analysis, these 43 statements were grouped into seven scales, and composite ratings were developed (the mean of the individual items that comprise the scale). These scales are defined in Table 9.

Table 9: Scale Definitions and Reliability

Scale	Domain	Number of Items	Cronbach's Alpha	Description
Local Work Area: Culture	Local Work Group	5	.86	Culture ratings specific to respondent's immediate workgroup, including dimensions of trust and motivation
Local Work Area: Supervisor	Local Supervisor	7	.88	Perception of immediate supervisor, including dimensions of performance evaluation, feedback and trust
Empowered to Help Students	Self	4	.70	Agency and perception of empowerment to bring about positive outcomes for students
College: Students First	College-wide	6	.84	Beliefs about Grossmont College's success serving students, and having student needs drive the organization's work
College: Organizational Culture	College-wide	9	.86	Ratings regarding college-wide perceptions of organizational culture, including diversity, work/life balance, equity, cooperation
College: Organizational Support	College-wide	4	.80	Perceptions of supports provided across the organization, including professional development and advancement opportunities

Scale	Domain	Number of Items	Cronbach's Alpha	Description
College: Administration	Administration	2	.78	Two items specific to college administration—positive campus climate and equity.

Cronbach's alpha is a measure of consistency that estimates internal reliability. It takes a group of items and calculates a coefficient to indicate how well the items are aligned with one another. Generally, coefficients above .7 suggest reliability of the items as a group. We calculated coefficient alpha all survey responses, and for each of the seven scale. Each was proven to possess a high level of internal consistency. Table 9 presents Cronbach alpha figures for each corresponding scale.

Culture and Climate Survey Ratings

The initial analysis was accomplished by calculating the mean response and standard deviation for each of the seven scales. Figure 6 plots these figures in order of highest to lowest mean ratings for the full responding sample.

Figure 6: Culture & Climate Composite Mean Ratings, Overall

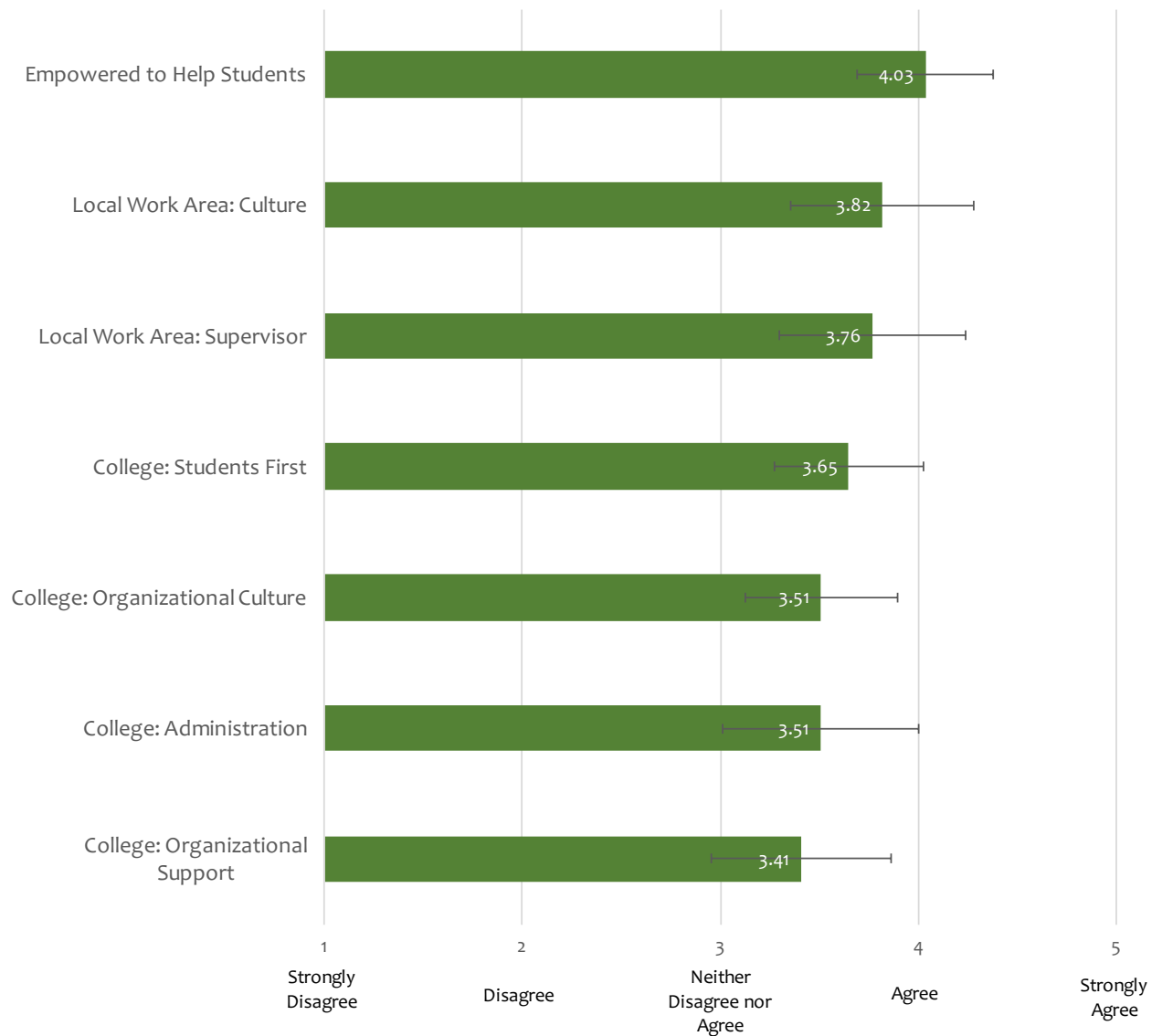


Figure 7 and Figure 8 present overall mean ratings for each scale, along with ratings for position- and length of service-defined subgroups. Appendix VII provides details for each of the seven scales, including the individual items that comprise each scale, and corresponding mean scores.

Figure 7: Culture & Climate Composite Mean Ratings, by Position

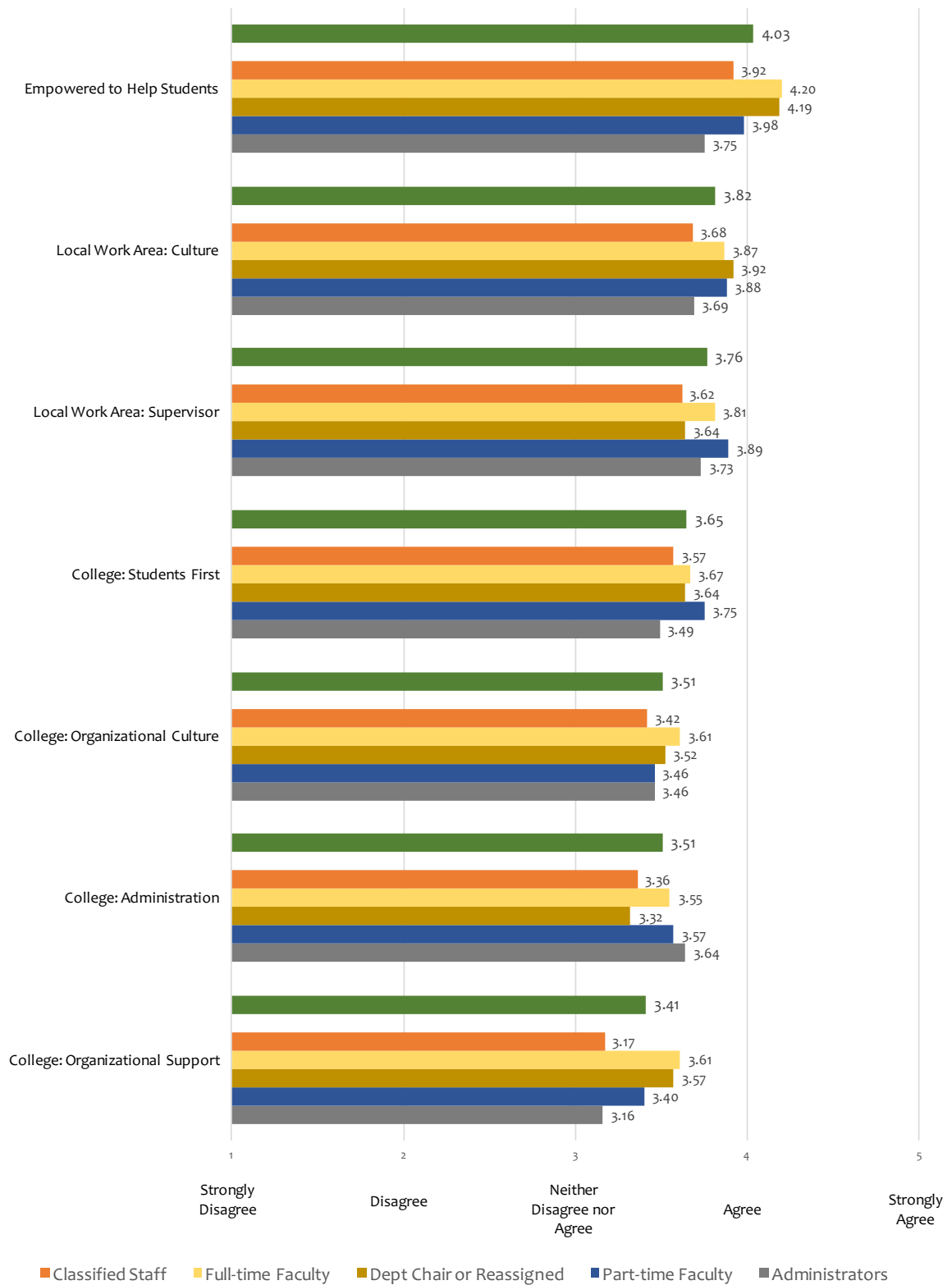
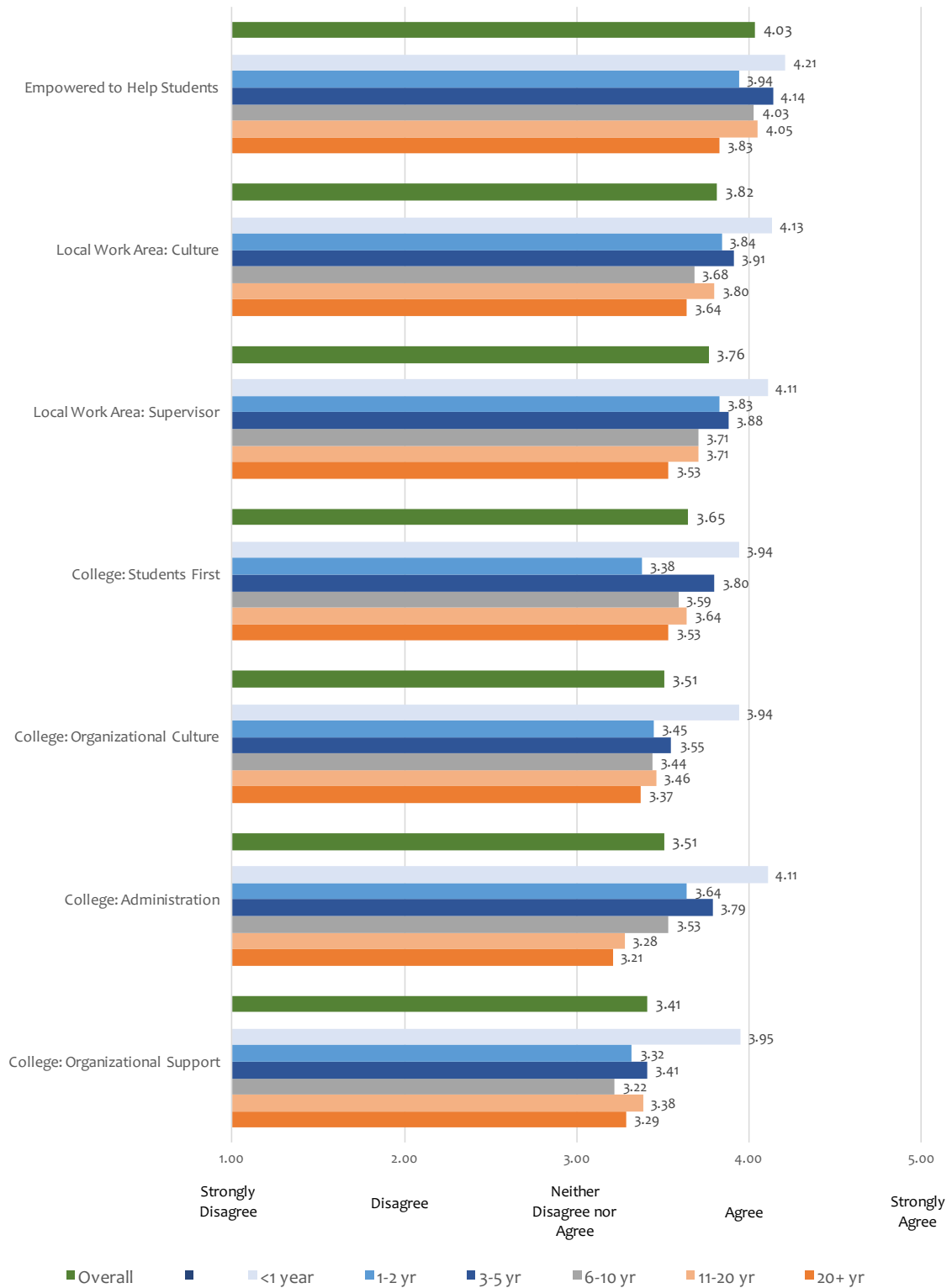


Figure 8: Culture & Climate Composite Mean Ratings, by Length of Time at Grossmont



The ratings, taken together and comparatively, provide insight into the current culture and climate of Grossmont College. It is important to consider these data in light of how they were obtained. These ratings reflect the perspectives of the college workforce, and include those who were willing to complete the survey in its entirety. That said, there is a reasonable balance of representation across the five employee classification categories (see Table 3).

With that in mind, we note the following based on the preceding overarching metrics provided in the preceding tables:

1. **Ratings, on average, were clustered in a tight band:** Across the seven constructs, ratings varied just .6 points (3.41 to 4.03). Additionally, our analysis of correlations among constructs indicates a high level of consistency. For a given respondent, ratings varied little regardless of the scale. The perception of culture and climate tended to persist across the seven dimensions.
2. **Culture and climate ratings vary widely between local to organization-wide constructs—favoring local settings:** We noted considerable variation in composite ratings when scales reflecting a respondent’s local perspective were compared to those reflecting the organization as a whole. Indeed, respondents rated elements in their personal control (empowered to help students) as the most positive dimension of our scales, followed by ratings that reflect their local and immediate work environment. Ratings that described campus-wide culture and climate dimensions were, on average, notably lower.
3. **Student focus and perceived success is a strength:** Respondents, through their ratings, described their efforts to support student success as the most positive element of campus culture. During our focus group interactions, when participants were asked about what supporting student success means, they provided rich descriptions of efforts they have taken, or watched others take, from stopping to ask students if they need help when traversing the campus, understanding the function of peripheral departments and providing “one face to the customer,” and applying the principles of the “All In” campaign.
4. **Faculty report the most positive ratings of culture and climate:** Faculty, and full-time faculty in particular, recorded the most positive ratings for most of the seven scales. Administrators and classified staff, on average, reported lower levels of agreement across the seven scales.
5. **First-year respondents possess the most positive culture and climate perspectives:** In all cases, and with a significant margin, respondents who

were in their initial year as a Grossmont College employee expressed the highest ratings, regardless of scale.

6. **Longevity is inversely related to culture and climate ratings:** Survey data analysis indicates that, for the majority of scales, ratings for culture and climate decrease as a respondent's length of time in the job increases. This phenomena is most pronounced when first-year respondents are compared to those in the 10- and 20+-year categories.

We also conducted an analysis of culture and climate ratings based on committee participation (the variable described the number of committees on which the respondent currently served). This analysis indicated no significant differences based on committee workload.

We direct the reader to Appendix VII for a more complete detailing of climate and culture ratings, which is organized using the seven scales and provides data for each item under a given scale. While ratings under each scale were closely aligned and largely consistent, an examination of individual items across job classifications and time in position (longevity) is merited.

Culture and Climate Focus Group Key Topics

The focus group effort specific to culture and climate explored survey ratings identified by the leadership team. The selection was based on the criticality of a given construct and the mean rating produced. Below, we summarize 10 key discussion points resulting from the focus groups that are specific to culture and climate.

1. **Work-life Balance:** Each of the focus group sessions explored this topic. Some common themes emerged across the focus groups, including:
 - a. Having too much to do, not being able to complete assigned tasks and responsibilities, and therefore never feeling as though one could "leave work at work when I'm at home."
 - b. Lack of concern or courtesy from superiors for workload and hours worked, including recognition for extra time investments due to last minute requests, or realization that small requests often require significant time investments to fulfill.
 - c. Not leading by example, with managers establishing unrealistic commitments, sometimes due to fear of losing their job, which, in time, become the expectation.
2. **Communication and Culture:** Focus group participants described both the general lack of communication, and lack of consistent communication, from

- leadership as barriers to their efforts, and as barriers to a more positive organizational culture. Participants in one focus group suggested that the college, given all the recent changes, has not yet “found its footing,” and therefore lacks what should be a new culture, and the ability to successfully communicate that vision and culture campus-wide.
3. **Scattered Focus:** The sheer number of initiatives, and the fact that—to many—it seems the college never completes an initiative before beginning or adding a new initiative to the mix, was cited as exasperating by participants in the classified staff, faculty, and leadership groups. Here too, the lack of closure contributed to the feeling of “having too many things to do,” and never feeling a sense of accomplishment in the work.
 4. **Students, Not Customers:** While voiced by a minority of both focus group and survey participants, these respondents were adamant that Grossmont College is in the business of helping students succeed, and found use of the term “customer service” inappropriate. These individuals don’t see students as customers, and seemed to reject the notion that they were there to “serve.”
 5. **Lack of Feedback:** It was suggested that performance typically goes unnoticed and unrecognized. This lack of feedback, along with the lack of recognition of performance from the highest levels of the organization, was mentioned regularly in most focus groups. A lack of empathy was also cited. Others suggested that this lack of feedback was equally true among peers. The take-away seemed to be that little time is spent in appreciation of individual contributions, and on the little steps that, together, would make for a better, more effective organization.
 6. **Contributing to Student Success:** The lack of feedback and recognition was especially true in the context of contributing to student success. Participants described the intrinsic benefits they receive from helping students. However, they also suggested their efforts were accomplished *in spite of* the overall organization. They cited policies and a difficult culture that often works against doing what is best for a student. Examples included being pushed to help students as quickly as possible, and the directive to “use your judgment,” yet inevitably being criticized for making the wrong choice. For part-time faculty, the lack of compensation for office hours, along with no dedicated office space to meet with students, was cited as limiting what could reasonably be accomplished in terms of truly promoting student success.
 7. **Innovation Encouraged, but with Cynicism and Barriers:** Participants across the organization agreed that new ideas were welcomed and, typically, well-received by the those at the highest levels of campus leadership. However, when offered to campus leaders, such ideas are met with cynicism, “Great idea... good luck making it happen.” This axiom rings true for many leaders

across the campus as they try to effect change and progress. Be it a grant application, shared governance or any other project or innovation, the headwinds often prove too strong. After “pushing and pushing,” the organization ultimately defeats the innovator, and he or she just gives up.

8. **Cultural Competence—Knowing What You Don’t Know:** Focus group participants suggested that, generally, the Grossmont College workforce is better equipped in this area today, as a result of professional development and campus attention in this area. Yet, they also noted that, as a result, they are aware of *how much they don’t know*. Recent efforts have heightened the need for ongoing development here. Additionally, it was observed that this competency must permeate the organization in systemic ways, not just be the topic of one-stop professional development events.
9. **Campus Planning Forums Viewed as Positive Approach:** The proximity of the most recent forum to our focus group may have exaggerated this focus group discussion point, but faculty, staff and campus leaders all agreed that the recent planning forum was a successful opportunity for dialog among and across the campus community.
10. **Voice of Leadership:** Focus group participants sought a stronger vision, and a clear and obvious focus on that vision, from college leadership. They described feeling somewhat “adrift” as a result of the recent changes in the college’s leadership team. Participants described a climate where people struggled to maintain the “status quo,” all the while not knowing if that was the goal of the current administration. They described feeling like “we’re not all on the same page,” and frequently questioning their own priorities because they’re unclear of priorities at highest levels of campus leadership.

Recommendations

The data collected through this evaluation effort provide convincing evidence of the successful work being accomplished at Grossmont College—along with opportunities for improving both the organization and its collective impact on the students it serves. Our focus group sessions were especially helpful in recognizing areas of strength, an area upon which future efforts can build. The intent of this report is to give voice to the Grossmont College community of employees—within the constraints of time and resources. We designed this project and report to provide summarized background information that Grossmont College stakeholders can use to inform their work into the future.

We now offer some recommendations and related observations that we would encourage the project stakeholders to keep in mind as they continue the journey towards new and increasing performance of individual and organization alike. However, we first must note that our recommendations are not intended to address all of the findings presented previously in this report. What follows are actually more impressions, and some of our thoughts resulting from this engagement with the the Grossmont College workforce.

1. Making Good Decisions: Training Solutions vs. Root Causes

When a challenge arises in the workforce, it is easy to quickly conclude, “they need training.” This report has presented a number of barriers perceived and described by employees across the organization. And yet, almost without exception, these cited barriers were not, “I don’t know how.” While there are clearly areas of professional development need, we would suggest that in many cases it is something *other than* a lack of skill or knowledge that challenges performance. We recommend that the college leadership, when contemplating specific concerns, carefully consider the range of potential “root causes” that are limiting performance of the organization. Typically, there is more than one type of barrier present that limits performance. For performance to occur, a deliberate, systemic approach to removing barriers must be taken.

2. Employee Empowerment = Better Student Outcomes

Perhaps the most ubiquitous theme we encountered, through open-ended survey comments and focus group interaction, was the need to better understand the organization—beyond any given individual’s immediate role. This was an especially pronounced focus group theme for classified staff, who felt the push to provide excellent customer service without fully understanding enough about the organization to successfully meet that expectation. With regard to professional development, this area alone may provide an opportunity for building skills and

knowledge, relative to other potential barriers that keep things from happening (see #1 above).

We recommend that leadership consider strategies that empower each employee to deliver the best Grossmont College has to offer. That means thinking about ways to equip each employee such that she or he has the means necessary to directly address student needs. While a deep understanding of other employees' areas of responsibility is not necessary, there does appear to be an immediate need to help employees better understand "who is responsible for what." We see this as an opportunity to build an understanding of responsibilities across the organization, and the chance to connect employees to one another. Given our findings related to the lack of time and opportunity, among staff in particular, to invest in development, we believe these types of opportunities would be both well-received and appreciated—while, at the same time, building the capacity of each employee to contribute to student success.

3. Focusing a Limited Portfolio of Initiatives

Focus group participants described levels of exasperation resulting from too many campus-wide initiatives. Further contributing to this situation was the perception that once an initiative starts, it seems never-ending. The result is a perception that progress is never made, and "mediocrity is the only result."

We believe that paring down initiatives and a solid focus on a limited portfolio of key campus-wide initiatives stands to benefit the college in significant ways. First, it could provide a means of rallying the workforce on clear, concise and measurable outcomes—which are regularly measured and communicated. Second, such focus would help leaders at all levels prioritize their work. Third, a pared down set of initiatives, if carefully informed and guided like the recent planning forum, stands to unite willing participants and provide opportunities for positive engagement across college departments.

It must be noted that the college is at an interesting juncture: the workforce currently faces a number of existing initiatives as the organization is redefining its mission and vision, and adjusting strategies is a necessary result of such an effort. Thus, there are multiple "inputs" that should contribute to prioritizing—and, likely reducing—campus initiatives. It will be important to bring the initiative portfolio into a close alignment with the organization's re-defined mission and vision (assuming such an effort is completed, as anticipated).

4. What's Measured Matters

This evaluation effort exemplifies Grossmont Colleges' dedication to using data to guide investments in ongoing human and organizational performance strategies. It is logical, then, that data continue to guide the college's work—and be used to further define and refine the efforts as time progresses. It's been said, "What is measured matters." This has been our observation with past organizational change initiatives. Using data to set targets and measure progress at regular intervals directs the attention of people within the organization, and factors into the decisions they make on a daily basis.

We recommend that college leaders determine their strategy, and then define key metrics that can be used to measure progress. Such metrics must hold value across the workforce. They must be measurable. And, they must be regularly communicated and reported to the full campus community. In these ways, the metrics become the means for establishing and maintaining the collective attention of the workforce on these priority strategies and related initiatives.

5. Successful Efforts Will Address Value and Confidence

Human performance is complicated. But, research has shown that simply knowing how to do something does not guarantee it will be done in the workplace. To perform in the workplace, individuals must:

1. See a reason for performing, and understand the relevance of the skills being trained to their work (Value).
2. Believe that she or he can, or will, be able to successfully perform the skills with the knowledge being taught (Confidence).

Each element must receive the training designer's careful attention. It's not enough to simply be confident—yet, see no reason to perform. The opposite is equally true.

The leadership team should consider this "motivation" equation as it works to define each component of its strategy to address professional development and culture and climate across the organization:

$$\text{Motivation} = \text{Value} \times \text{Confidence}$$

The multiplicative relationship in the equation emphasizes how each element is present, in suitably high levels, in the successful performer. As you consider strategy, we recommend that you often ask, "What's in it for this audience?" and "What can we do to make them confident in performing in defined, optimal ways?"

In Closing

This evaluation effort has given voice to the Grossmont College workforce specific to professional development and the culture and climate of the organization. Results paint a generally positive picture of work being done with students, and toward achieving the organization's educational mission. Throughout this work, we encountered many Grossmont College employees who readily cited a range of tangible competencies and related successes already being realized by the College.

We trust that this report will help the leadership team and other related stakeholders set, priorities—and, as such, be a useful tool in promoting future discussion across campus—as strategic initiatives are considered.

We encourage the team to be equally mindful of current competencies, culture and recognized successes—and opportunities for improvement, as your planning continues.

Appendix I: Survey Instrument

Thank you for taking the time to share your ideas.

This survey provides the opportunity to offer your thoughts about campus needs, culture, and professional development opportunities. It will take about 12-15 minutes to complete. Your responses will combine with those of classified staff, faculty and administrators throughout the Grossmont College community. These responses will allow campus leaders, the Office of Equity and Student Success, and the Office of Professional Development to understand your perspectives, interests and ideas, and then prioritize professional development and other campus-wide efforts in the next few years. All responses are confidential.

Respond to be eligible for an incentive drawing!

Those who complete the survey by the indicated response deadline are eligible to participate in a drawing for the following survey completion incentives:

We will award two \$100 gift cards via random drawing among all completed responses

We will award six \$25 gift cards via random drawing among all completed responses

The division/area with the highest percentage participation will receive hosted refreshments at a department/area meeting.

We will share results of this survey across campus in a report due to the college president in May 2017 and through campus forums.

About You

First, tell us a bit about yourself.

1. Which of the following represents your Grossmont College position:

- ☐ Classified Staff
- ☐ Classified Supervisor or Manager
- ☐ Full-Time Faculty
- ☐ Full-Time Faculty & Department Chair or Coordinator
- ☐ Full Time Faculty with Other Reassigned Time (not a chair or program coordinator)
- ☐ Part-Time Faculty
- ☐ Administrator
- ☐ Administrator—Director or Dean

2. Please select the position from the dropdown menu that best represents your faculty position.

- ☐ Instructional Faculty
- ☐ Counseling Faculty

3. In which area of the organization do your work?

(Note: Your responses are confidential. We ask for you to identify your department so that we can describe the final composition of our survey respondents. Your individual response will remain confidential; only aggregated data will be reported.)

4. Please indicate the number of committees on which you currently serve by entering a number below (enter 0 if not currently serving on a committee).

- ☐ 0
- ☐ 1
- ☐ 2 to 5
- ☐ 5 or more

5. How long have you been employed by Grossmont College?

- ☐ Less than 1 year
- ☐ 1-2 years
- ☐ 3-5 years
- ☐ 6-10 years
- ☐ 11-20 years
- ☐ 20+ years

6. Did you participate in the 2014 Professional Development Needs Assessment Survey (similar to this survey) conducted by Grossmont College?

- ☐ Yes, I did
- ☐ No, I did not
- ☐ I do not remember

Professional Development

Now, think about your work at Grossmont College—including your colleagues, our students, and our mission.

7. For each of the following topics (a thru m), we ask you to respond in two ways:

Importance: How important is this topic to Grossmont College's success?

Current Level of Competence: How would you rate your current level of competence with this topic?

(NOTE: Please select "Not applicable" if the item isn't something for which you are currently responsible)

	Importance to Grossmont College's Success	Your Current Level of Competence with this topic
a. Online Teaching and Learning: How to optimize learning online—including teaching online, supporting faculty to teach online, and/or supporting online learners (students)	<input type="text"/>	<input type="text"/>
b. Faculty/Student Interaction or Customer Service: How to do your job while providing friendly, welcoming, encouraging and supportive service to our students	<input type="text"/>	<input type="text"/>
c. Cultural Competence: We serve students, and work with colleagues, from a diverse array of cultures. How to effectively communicate and interact with people different from yourself	<input type="text"/>	<input type="text"/>
d. Becoming a Leader: Tools for "leading"—whether working on a short-term project, overseeing a department or academic area, or aspiring to leadership within Grossmont College	<input type="text"/>	<input type="text"/>
e. Working Together, Learning from One Another: Understanding how your efforts contribute to Grossmont College's mission, and how they connect to others college wide	<input type="text"/>	<input type="text"/>
f. Effective Teaming within Your Unit: Working as a team in your specific department to support one another and successfully accomplish work expectations	<input type="text"/>	<input type="text"/>
g. Communicating for Results: Approaches to communicate effectively and achieve intended results—from personal email, to communicating with people across the campus	<input type="text"/>	<input type="text"/>
h. Facilitating Student Academic Success—knowledge and/or strategies that support students' academic achievement – in their classes and toward their academic goals	<input type="text"/>	<input type="text"/>
i. Technical Skills: Optimizing your use of technologies—from Microsoft Office, to email, to Workday, to Learning Management Systems such as Blackboard	<input type="text"/>	<input type="text"/>
j. Managing Conflict: How to effectively deal with conflict—with students, peers and colleagues	<input type="text"/>	<input type="text"/>
k. Safety & Security: Personal safety and security when working in and around the Grossmont College community	<input type="text"/>	<input type="text"/>

	Importance to Grossmont College's Success	Your Current Level of Competence with this topic
l. Performance Evaluations: Conducting or getting feedback on performance evaluations, and how to make the most of your annual performance evaluation	<input type="text"/>	<input type="text"/>
m. College Strategic Planning: Understanding and engaging the four strategic planning priorities related to outreach, engagement, retention, and institutional capacity	<input type="text"/>	<input type="text"/>

8. Are there other important needs on campus that you believe should be addressed by professional development? If so, please briefly describe here.

9. Based on the topics (a thru m) you have reviewed above, which *two* topics, if addressed through professional development, have the greatest potential to contribute to Grossmont College achieving our core mission:

Grossmont College is committed to providing an exceptional learning environment that enables diverse individuals to pursue their hopes, dreams, and full potential, and to developing enlightened leaders and thoughtful citizens for local and global communities.

Please select any two items.

- ☐ a. Online Teaching and Learning
- ☐ b. Faculty/Student Interaction or Customer Service
- ☐ c. Cultural Competence
- ☐ d. Becoming a Leader: Tools for "leading"
- ☐ e. Working Together, Learning from One Another
- ☐ f. Effective Teaming within Your Unit
- ☐ g. Communicating for Results
- ☐ h. Facilitating Student Academic Success
- ☐ i. Technical Skills: Optimizing your use of technologies
- ☐ j. Managing Conflict
- ☐ k. Safety & Security
- ☐ l. Performance Evaluations
- ☐ m. College Strategic Planning

Next, tell us about your experiences with Professional Development while you have been employed at Grossmont College. These could be activities, workshops, conferences that you have participated in either on or off campus that have improved your knowledge or skills related to your job.

10. In which of the following Professional Development opportunities have you engaged in, within the past two years? (select all that apply)

- ☐ I have not participated in any Professional Development sessions or activities
- ☐ I have participated in Flex-Week or other on campus sessions sponsored by the PD office (i.e., refresh friday, get debt, S3)
- ☐ I have attended conferences off-campus
- ☐ I have completed online training courses on- or off-campus
- ☐ I have completed independent projects
- ☐ Other

11. My Grossmont College professional development and training activities have...

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
a. addressed needs in my department or division or unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. improved my performance on-the-job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. improved the performance of my department or division or unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. allowed me to better support students and their success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. not been directly applicable to the job I perform.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. not been applied/used regularly on-the-job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Campus Climate

Next, we'd like to understand your perspectives about the Grossmont College culture and climate. The following questions are intended to provide additional insight about the ways in which we work together—and opportunities that may currently be unrealized.

12. Please indicate the extent to which you disagree or agree with the following statements about your *position and immediate work team*.

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree	N/A
a. my primary work team uses problem-solving techniques.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. my colleagues and I share positive, working relationships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. my colleagues motivate me to be the best I can be.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. my supervisor is open to the ideas, opinions, and beliefs of everyone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I receive appropriate feedback for my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. my immediate supervisor (e.g., manager, department chair, dean) seriously considers my ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. work outcomes are clarified to me, when necessary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I am given sufficient resources to succeed in my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. I believe my performance is evaluated fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. my work team provides an environment for free and open expression of ideas, opinions, and beliefs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. I trust my immediate supervisor (e.g., manager, department chair, dean).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. I trust my colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Please indicate the extent to which you disagree or agree with the following statements about *Grossmont College and its commitment to students*.

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree	N/A
a. Grossmont College puts students at the heart of all aspects of our work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Grossmont College bases decisions on what is best for the students we serve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. students' skills, talents, abilities and experiences are recognized at Grossmont College.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. students have opportunities to contribute at Grossmont College.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. students feel their contributions are appreciated at Grossmont College.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. you and your colleagues are able to initiate efforts to improve student success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Grossmont College values your work in helping students succeed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Next, please indicate the extent to which you disagree or agree with the following statements about *Grossmont College culture*.

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree	N/A
a. a spirit of cooperation exists at Grossmont College.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Grossmont College effectively promotes diversity in the workplace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I am able to appropriately influence the direction of Grossmont College.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I take initiative in promoting a positive campus climate,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I take responsibility for nurturing students on our campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I take initiative to make sure students feel like they are part of the Grossmont College community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Grossmont College has been successful in positively motivating my performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Finally, please indicate the extent to which you disagree or agree with the following statements about *Grossmont College overall*.

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree	N/A
a. Grossmont College administration takes initiative in promoting a positive campus climate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I have meaningful opportunities to contribute to the participatory governance process at my campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Most employees respect other employees' viewpoints that are different from their own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Overall, this campus focuses on supporting all employees so they are successful in their jobs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Administrators actively support the practice of equity for all.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Policies and practices of this campus clearly demonstrate commitment to equity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. There are equal opportunities for professional advancement at this campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. If I have a job-related problem, I know I can get sufficient support on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. This campus provides all employees adequate opportunities for continued professional training and development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Grossmont College's work is focused on a clear set of high-priority student success goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Grossmont College supports a healthy work/life balance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Are there other important culture- or climate-related needs on campus that you believe should be addressed? If so, please briefly describe here.

Thank you!

Thank you for contributing to our survey. Respondents to this survey and the Grossmont College community will be notified of results when all surveys have been received and tallied.

Upon submission of this survey by clicking "Done" below, you will be redirected to a separate form. This insures that your survey data is kept anonymous. If you wish to participate in the drawing, you may use that form to enter your contact information.