

Grossmont Community College

Professional Development: Needs and Preferences

*A summary of needs assessment results obtained in collaboration with the
Grossmont College Professional Development Team and College Leadership*



Submitted to Grossmont Community College
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Executive Summary

Grossmont College has many strengths. Among them are a workforce of faculty, staff and administrators dedicated to the students they serve. The organization's effectiveness is, in part, the result of its commitment to professional development. Faculty, staff and administrators throughout the campus take advantage of the many professional development opportunities available, and most see value in the opportunities provided.

With a largely new team at the helm of its professional development program, and 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 was able to provide a picture of needs and preferences specific to professional development.

Online Learning: The Grossmont College workforce is largely receptive to online learning as one means of receiving professional development. This is especially true for classified staff and full-time faculty members. This level of receptivity bodes well for the professional development team because it provides flexibility in offering and accessing the provided content. We heard strong opinions, especially from part-time faculty, about the need to provide multiple, rather than single-session offerings.

Content Sources: It is clear that the workforce, on average, values the professional development opportunities it has received. When asked about professional development offered on campus or from outside sources, average responses suggested that the college workforce seeks 60-80% of its professional development on campus, and 20-40% from outside sources.

Professional Development Needs: Working with representatives from a variety of disciplines, we produced a list of 15 areas of competency deemed highly relevant to the college's work (the five rated most important are described below). These competencies, such as "facilitating student academic success" and "effective teaming within your unit" were then ranked according to their level of importance to the work of the college, and to the respondent's current level of competence in that area (self-assessed).

After analyzing 338 survey responses representing all employee classifications, we were able to identify the relative import of each competency, and the workforce's beliefs about their current level of ability in that competency, as shown in the table below:

Highest Rated Competencies: Importance and Current Level of Competence

#	Competency in order of priority	Self-assessed level of ability in competency
1	Facilitating Academic Success	Lower, relative to other competencies , suggesting an opportunity for improvement
2	Faculty/Student Interaction or Customer Service	Fairly competent
3	Cultural Competence	Shows opportunity for improvement
4	Discipline-specific Knowledge (staying current in one's field)	Competent
5	Effective Teaming within Your Unit	Shows opportunity for improvement

We then conducted focus groups with classified staff, full- and part-time faculty and administrators to review survey findings and further define the competencies where the greatest needs were expressed. 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 professional development team and other related stakeholders understand the current levels of performance, and set priorities. We encourage the team to be mindful of current competencies and the successes enthusiastically shared by many in the Grossmont College community—and balance those with the opportunities for improvement.

Introduction

To determine professional development needs at Grossmont College, James Marshall Consulting collaborated with the college to conduct a systematic needs analysis. Our intent was to identify, then prioritize, professional development investments—and thus approach the ongoing development of campus human resources in data-driven and strategic ways.

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



This Report

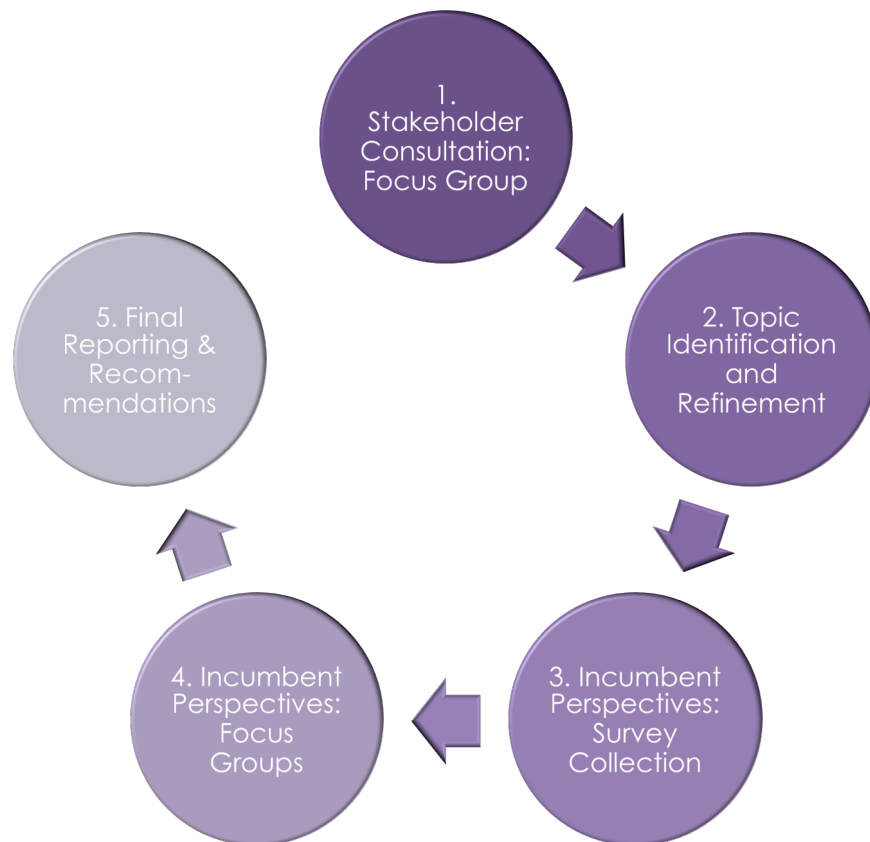
This report summarizes results of the needs analysis process and findings. It begins with an overview of the needs assessment methodology, followed by the reporting of needs assessment results. It is not our place to determine the college's professional development content or agenda; the report provides data describing campus needs. Throughout this report, we offer our insights about the data, and have included a recommendations section designed to inform professional development planning.

The Needs Assessment Process

It is often the case that mandated training is the result of the presumptions of what a small group of stakeholders “think” is best for everyone else: this needs analysis effort gave voice to all campus stakeholders through a collaborative process. It began with a review of existing data and materials that would inform professional development planning. This included historical guidance from the Chancellor’s Office on the “Flex Calendar;” updates to professional development for faculty and staff described in AB 2558; and results of the state’s Student Success Task Force (SSTF). James Marshall Consulting, in collaboration with the professional development team, then framed the needs assessment effort.

Figure 1 summarizes the needs assessment phases and process.

Figure 1: Needs Assessment Phases and Process



Phase 1. Stakeholder Consultation: Focus Group

In late September 2014, Grossmont College stakeholders came together to:

- discuss historical professional development offerings;
- define strengths and weaknesses of these programs; and
- identify needs among the institution's various human resources.

Representatives from the college's administration, classified staff, faculty, and professional development unit participated in this initial brainstorming session. Participants in this initial session included three members of the college's administration—including the president, three faculty members and three classified staff. Dr. Marshall briefed the group on the needs analysis project, and then facilitated the topic brainstorming session.

Appendix I includes the agenda used to frame this initial session.

Phase 2. Topic Identification and Refinement

The needs analysis effort then proceeded to Phase 2: Topic Identification and Refinement. Project leaders, including the professional development team (Micah Jendian, Cindi Harris, Rochelle Weiser) and Dr. Beth Smith, collaborated with Dr. Marshall to review and refine the range of needs identified through stakeholder consultation in Phase 1.

Phase 3. Professional Development Survey

Output from Phase 2 provided the foundation for the institution-wide survey of faculty, classified staff and administration. The survey was designed to further inform the identification and prioritization of professional development needs.

The topics presented in the survey for review by campus personnel were intentionally focused, and necessarily limited. We believed that a lengthy survey would undoubtedly turn some potential respondents away. We also wanted to present a vetted list of topics that professional development leaders agreed were significant needs on campus. Survey respondents were given the opportunity to offer their ideas about campus needs not listed.

Based on these criteria, the Needs Assessment Survey was produced. Table 1 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.

Table 1: Survey Question 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

Appendix II provides a copy 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 a period of 10 days. An incentive, in the form of a gift card drawing, was offered in exchange for participation.

A total of 338 valid survey responses were submitted. Table 2 provides a summary of responding individuals based upon their positions at Grossmont College.

Table 2: Survey Sample, Position at Grossmont College (n=338)

Position	Percentage of Responses
Classified Staff	27.0%
Faculty: Full-time	32.0%
Faculty: Part-time	35.0%
Administration	6.0%

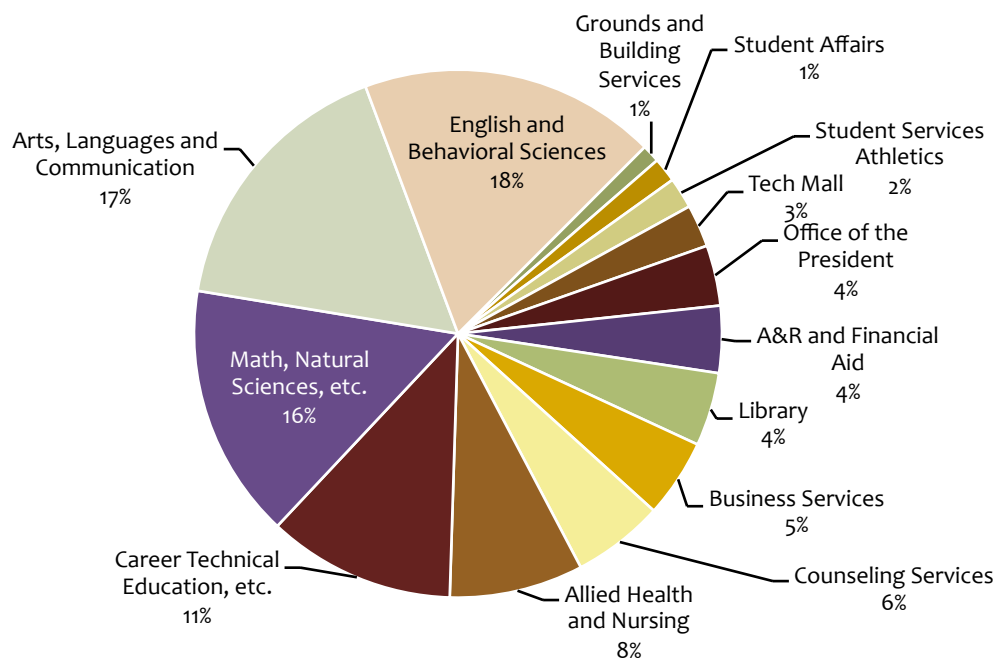
The survey respondents were a fairly experienced group with regard to the amount of time they had worked for Grossmont College. Table 3 highlights the respondents' length of service organized by position at Grossmont College.

Table 3: Survey Sample, Length of Service at Grossmont College (n=338)

Position	Percentage of Responses					
	Less than 1 year	1-2 years	3-5 years	6-10 years	11-20 years	20+ years
Classified Staff	14.8%	2.3%	4.5%	25.0%	34.1%	19.3%
Faculty: Full-time	1.9%	3.7%	3.6%	31.5%	40.7%	17.6%
Faculty: Part-time	16.0%	13.4%	11.8%	20.2%	24.4%	14.3%
Administration	15.0%	25.0%	5.0%	10.0%	25.0%	20.0%
Full Sample	11.3%	8.0%	7.1%	24.3%	32.0%	17.2%

Finally, we identified the departmental sources of survey responses. Figure 2 provides a summary of the departments, or areas of the college, represented by the survey responses. Because the sample size in some departments is necessarily low, we have not disaggregated the data by position within department.

Figure 2: Survey Sample, by Department/Area (n=338)



Phase 4. Incumbent Perspectives: Focus Groups

After an initial analysis of survey data, we initiated our final data collection opportunity: focus groups with full- and part-time faculty, administrators and classified staff. The focus group interaction was largely used to further define key areas for professional development identified by each group's survey responses. Each focus group ran for just under 60 minutes. Between four and seven focus group members participated in each of the four sessions.

Appendix III presents the protocol used to frame these focus group sessions.

Phase 5. Final Reporting and Recommendations

Dr. Marshall was responsible for collecting all needs assessment data. After a careful review and analysis, he summarized findings into this report. This final report includes detailed survey findings, which are further instantiated with incumbent perspectives collected during focus group interaction (Phase 4). In addition, the report provides a range of recommendations to the Grossmont College professional development team as they consider their emphasis and efforts for the next few years.

Needs Assessment Results

This section of the report presents summarized results that combine data from our survey and focus group data collection. The needs assessment results are organized into three categories:

1. Professional Development Delivery and Source Preferences
2. Current Value of Professional Development
3. Content Emphasis for Future Professional Development

Our presentation of results begins with background specific to how participants prefer to receive professional development, and the perceived benefits of past professional development. We then look forward by prioritizing the professional development needs at Grossmont College identified by the campus community. After a presentation of the full range of identified needs, we provide additional detail about those needs (essentially workplace competencies—i.e., “customer service”) with the highest rankings from members of the college community.

Professional Development Delivery & Source Preferences

Our reporting begins with exploration of the Grossmont College workforce’s preferences for how professional development content is delivered, and the sources of that delivered content.

Delivery Preferences

Key Findings	<p>Professional Development Delivery</p> <ul style="list-style-type: none">▪ The Grossmont College workforce is largely receptive to technology-delivered professional development.▪ Full-time faculty expressed a stronger preference for face-to-face professional development (roughly 10% more relative to staff and part-time faculty).▪ Classified staff expressed the strongest level of comfort with online professional development.▪ Findings within position types held true, regardless of the length of time the respondent had worked at Grossmont College.
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Just as today’s instructional technology tools provide anytime, anywhere access to students of all ages, the same tools can be leveraged to provide professional development programs to the workforce. Yet, content and audience remain key criteria for consideration when determining whether delivery is:

- Face-to-face—in the traditional classroom approach
- Virtual—in real-time (virtual classroom, synchronous delivery) or asynchronous
- Hybrid or Blended—delivered through some combination of face-to-face and virtual instructions

Successful instructional decisions are based in a thorough understanding of the (1) intended audience—including existing knowledge and preferences for learning experiences; and (2) the content the audience must acquire. Certain content may be best learned face-to-face, or by establishing a baseline level of knowledge virtually and then actively practicing the application of that content face-to-face.

This needs assessment included an effort to provide the Grossmont College professional development team with some understanding of their audiences’ preferences for professional development delivery. Survey questions explored pedagogical preferences specific to delivery of professional development. They also assessed preferences for the origination of the professional development content—in essence, the balance between content provided at Grossmont College versus content available through other sources (conferences, professional associations, etc.).

Table 4 provides a summary of delivery preferences.

Table 4: Professional Development Delivery Preferences (n=338)

Position	Percentage of Responses			
	Prefer Face-to-Face	Open to online professional development, prefer face-to-face	Equally comfortable with online and face-to-face professional development	Prefer online professional development sessions
Classified Staff	33.7%	20.2%	42.7%	3.4%
Faculty: Full-time	42.6%	25.0%	29.6%	2.8%
Faculty: Part-time	32.8%	63.0%	31.1%	5.9%
Administration	15.0%	50.0%	35.0%	—
Full Sample	35.2%	27.2%	33.7%	3.8%

Results suggest that approximately one-third (35.2%) of the Grossmont College workforce prefers face-to-face professional development, while another one-third (33.7%) is equally comfortable with online and face-to-face professional development. Just over one-quarter of the respondents (27.2%) indicated they prefer face-to-face, but remain open to an online alternative. Classified staff expressed the most comfort with online professional development (42.7%), followed by administrators, part-time and full-time faculty.

Within each position type, we analyzed responses 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 Table 4, on average, hold true regardless of the respondent’s years of service to the college.

Professional Development Content Sources

Key Findings	<p>Professional Development Content Sources</p> <ul style="list-style-type: none"> ▪ The Grossmont College workforce, on the whole, favors professional development that originates from campus sources. ▪ The majority of respondents indicated the “right” mix of professional development falls between 80% Grossmont/20% Outside sources and 60% Grossmont/40% Outside sources. ▪ Full- and part-time faculty expressed slightly stronger preferences for professional development opportunities from outside sources, relative to classified staff and administrators. ▪ Findings within position types held true, regardless of the length of time the respondent had worked at Grossmont College.
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Grossmont College employees are able to define their own professional development plans. Working with their supervisor, manager or department chair, the employee files a professional development plan each year. Grossmont College offers the state-mandated “flex week” agenda of professional development opportunities. However, a fairly wide range of activities can count towards professional development. For example, part-time faculty can attend department meetings to earn hours towards fulfilling their annual professional development hours requirement. More traditional opportunities, such as attending conferences or professional association-sponsored trainings, may also provide hourly credit toward annual requirements.

The Grossmont College professional development team recognizes the value of Grossmont College-sponsored professional development, and opportunities outside of the college boundaries. Therefore, we asked survey respondents to identify the “right” mix of professional development between these two overarching sources of content. The following table summarizes responses, by position, for this query.

Table 5: Professional Development Source Preferences (n=338)

Position		Percentage of Responses									
Mix	Grossmont	100%	90%	80%	70%	60%	50%	40%	30%	20%	10%
	Outside Source	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%
Classified Staff		5.6%	4.5%	12.4%	19.1%	15.7%	28.1%	5.6%	4.5%	1.1%	2.2%
Faculty: Full-time		2.8%	3.7%	13.9%	29.6%	17.6%	10.2%	6.5%	4.6%	4.6%	5.6%
Faculty: Part-time		5.9%	8.4%	17.6%	22.7%	14.3%	21.0%	4.2%	3.4%	3.4%	4.2%
Administration		–	5.0%	5.0%	30.0%	25.0%	20.0%	15.0%	–	–	–
Full Sample		4.4%	5.9%	14.2%	24.3%	16.3%	19.5%	5.9%	3.8%	3.0%	3.8%

Overall, respondents favored a range of professional development that involve the majority originating from Grossmont College-offered opportunities. A full 65.1% desired a combination in which at least 60% of the professional development was provided by the College.

Within each position type, we analyzed responses 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 Table 5 on average, hold true regardless of the respondent’s years of service to the College.

Current Beliefs about the Value of Professional Development

Key Findings	<p>Beliefs about the Value of Professional Development</p> <ul style="list-style-type: none">▪ The Grossmont College workforce, on the whole, perceives limited value in past professional development .▪ On average, respondents rated the value of professional development between “Neither Agree or Disagree” and “Agree” on a five-point agreement scale▪ Respondents varied widely in their assigned value ratings, indicating a lack of consensus about the value of past professional development.▪ Value ratings held true, regardless of the respondent’s position at Grossmont College.▪ Findings within position types held true, regardless of the length of time the respondent had worked at Grossmont College.
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Research suggests that for skills and knowledge to be applied in the workplace, the performer must (a) see a reason for performing (have *value* for performing), and (b) believe that s/he can be successful at performing (have *confidence* for performing). This component of human performance is framed by expectancy theory¹. Building value begins at the time new skills and knowledge are taught. Participants must find value in participating in the training itself, and in applying the skills and knowledge it involves.

Our needs analysis explored this dimension of human performance by querying respondents about past Grossmont College professional development offerings. We asked them to describe various aspects of prior professional development in terms of its value—to their performance on-the-job, to their division within the college, and to Grossmont College’s students and their academic success. Understanding the audience from this perspective is a necessary input as future professional development offerings are considered.

¹ 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.

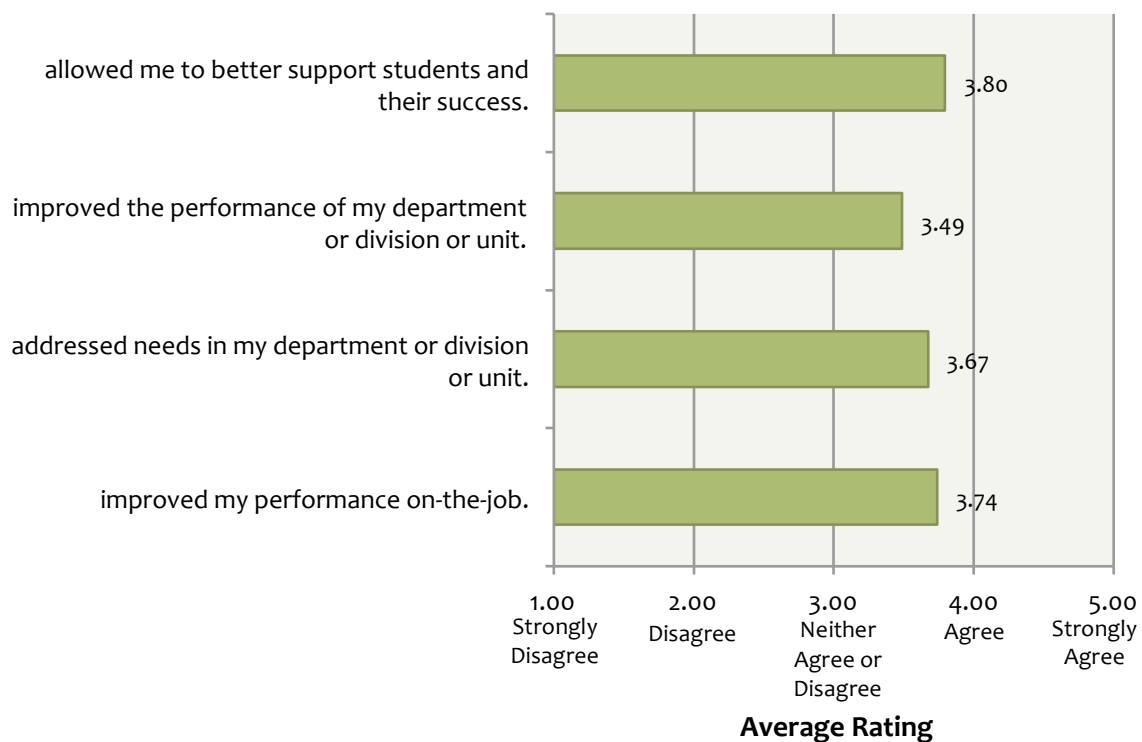
Figure 3 presents a summary of the full sample’s response to four statements targeting some dimension of professional development value. Respondents answered each statement using the following five-point scale:

- 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. These averages are plotted in Figure 3.

Figure 3: Value of Past Professional Development (n=338)

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



Ratings varied little across the four statements—which assessed value to the respondent, his or her department/division/unit, and to the students he or she serves. All of the four averages fell between 3.49 and 3.80—suggesting an overall average between “Neither Agree or Disagree” and “Agree.” However, the standard deviations on each of these ratings were relatively high: they ranged from a low of .81 to a high of .91. These high standard deviations indicate almost a one-point (on the

five-point scale) variance in response. As a result, we emphasize that the value perceptions plotted in Figure 3 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 identified variance, 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 4 presents mean plots for the four value statements (as presented in the preceding figure), disaggregated by position type.

Figure 4: Value of Past Professional Development, by Position (n=338)

My Grossmont College professional development and training activities have..

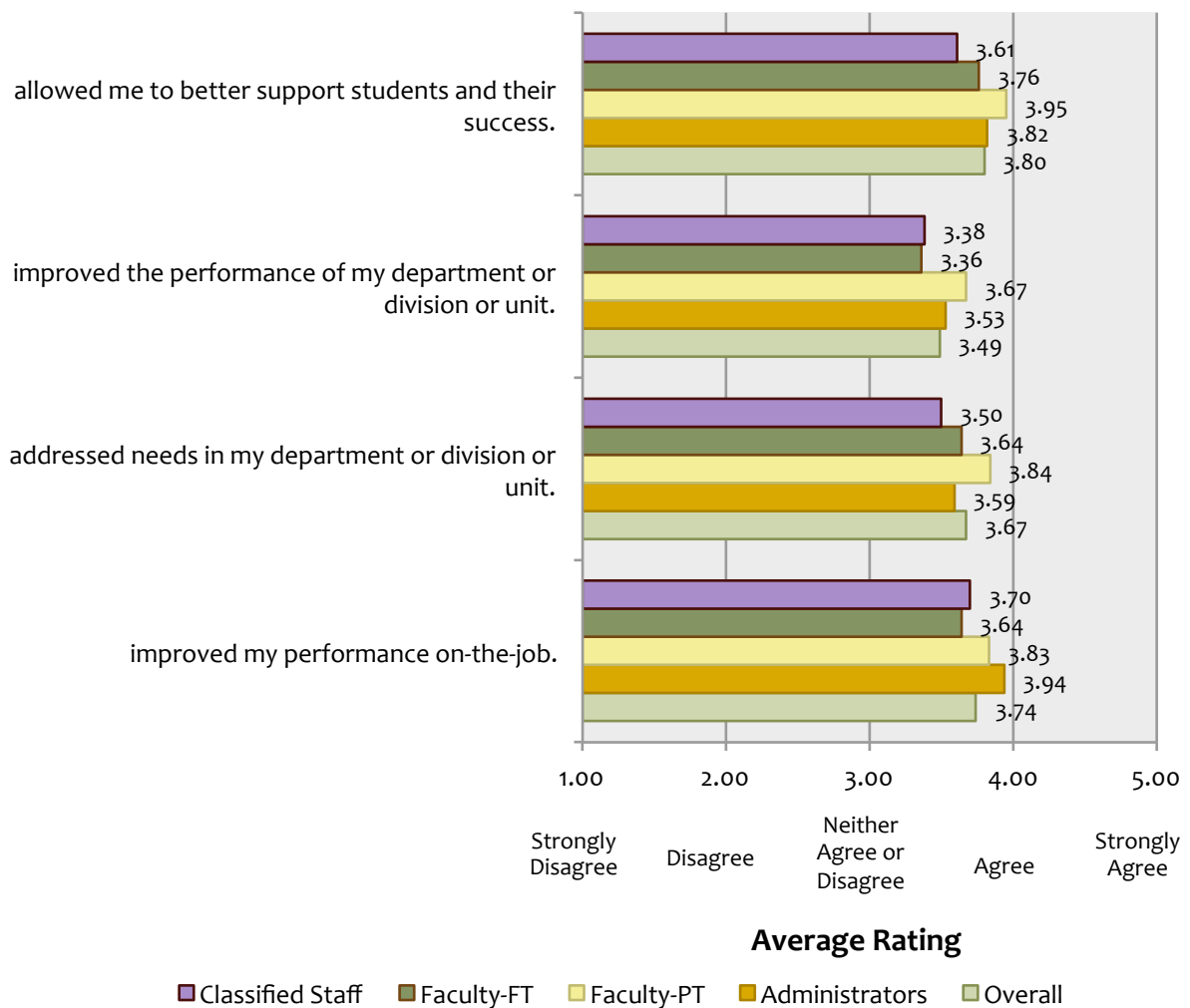


Figure 4 suggests that, on average, classified staff and full-time faculty perceive less value in the professional development they have received, relative to part-time faculty and administrators. However, these observed differences are relatively small. Statistical analysis (Chi-square procedure) of the observed differences among position types revealed no statistically significant (reliable) differences. 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.

We conclude that the findings related to the value of professional development, including the plotted average ratings, remain consistent, regardless of the respondent's role at Grossmont College.

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.

Part-time Faculty and Professional Development

Five part-time faculty raised a number of concerns about current and past professional development during our focus group interaction. We summarize key concerns here:

1. **Professional Development Requirements are hard to meet:** Many part-time faculty work for Grossmont as one of multiple jobs, and are also pressed for time taking care of families. This often precludes being available for professional development—including those sessions they perceive as highly valuable. They suggested making key opportunities available multiple times to increase the likelihood of being able to attend (rather than a one-time session). One participant has been taking Earth Science all-day trips—not because she needs the content, but because they are fun; and they quickly allow her to fulfill the professional development requirement.
2. **Department meetings are difficult to attend:** Most wanted to be better informed about their departments' operation and opportunities, but could not regularly attend faculty meetings often held during the workday. It was suggested that these meetings be recorded, and made available for review by part-time faculty members (with credit toward their professional development hours requirement). In the words of one participant, "When you go [to faculty meetings], you learn amazing things... why be penalized for not going because you have a full-time day job?"

3. Current topics are often irrelevant: Part-time faculty expressed a need and desire to improve teaching. Yet, they generally colored offerings in this vein as being simplistic, i.e., using PowerPoint in the classroom. They longed for more pedagogical guidance—an area in which they readily admitted they were underprepared, and had to “learn on the job.”

Access to professional development, and the professional development content were the two key areas of concern raised in the focus group. Certainly, making professional development accessible is a critical first step, followed by offering engaging, relevant content (discussed in the next section of this report). That said, the part-time faculty generally felt that professional development should first and foremost seek to improve the faculty’s pedagogical prowess by presenting new strategies, disseminating best practices (what works), and providing opportunities throughout the year for faculty to learn from faculty.

Content Emphasis for Future Professional Development

The primary purpose for this needs analysis effort was to identify and prioritize content for future professional development initiatives. The Grossmont College leadership wanted to give voice to the full College workforce to support shared decisions about professional development content.

Prioritizing the Needs Assessment Work

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 needed to quickly focus our needs assessment work. Thus, a stakeholder consultation (see the Needs Assessment Process section of this report for more detail) was initiated to brainstorm needs across the college. This initial effort necessarily involved stakeholders from classified staff, faculty and administration. The result was a list of areas identified by participants as opportunities for improvement and optimization.

The professional development team, along with Dr. Marshall, refined this list. Additional topics, based on state-wide initiatives, the Student Success Task Force recommendations, and benchmarking against other published community college professional development plans, were added.

The resulting list included 15 professional competencies, which are presented in the following table.

Table 6: Professional Competencies

Title	Description
Your Individual Continuous Development	How to create and self-manage a plan for your ongoing career development
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

Title	Description
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 – in their classes and toward their academic goals
How Do I Do That?	Basics of completing and routing routine forms—such as Professional Development Plans, Activity Plans, Off-campus Travel Requests, Time Sheets, NANCE, Student Hourly, Short Term Hourly
Technical Skills	Optimizing your use of technologies—from Microsoft Office, to email, to IFAS, to Learning Management Systems such as Blackboard
Managing Conflict	How to effectively deal with conflict—with students, peers and colleagues
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
Discipline-specific Knowledge	Faculty staying current with, or increasing, your knowledge related to your discipline and the content you teach

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 7.

Table 7: 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 for this area (for 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. Part-time Faculty
3. Full-time Faculty
4. Administrators

Overview of Content-related Findings

This section of the report details our needs analysis findings specific to potential professional development content. We begin by offering an overall picture of survey findings specific to competencies. Next, we provide detailed results for competencies ranked by the range of stakeholders as priorities. Appendix IV of this report provides a full summary of needs assessment results for competencies not detailed in this section of the report.

Findings Summary

We begin with an overview of survey responses across the 15 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 scaled previously defined in Table 7. 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 8 is presented in decreasing order of rated importance.

Table 8: Professional Competency Importance and Competency Ratings (n=338)

Rank	Title	Importance to Grossmont College		Current Level of Competence	
		Mean	SD	Mean	SD
1	Facilitating Student Academic Success	4.49	0.74	3.83	0.82
2	Faculty/Student Interaction or Customer Service	4.43	0.72	4.31	0.72
3	Cultural Competence	4.33	0.79	4.05	0.80
4	Discipline-specific Knowledge	4.31	0.94	4.03	0.83
5	Effective Teaming within Your Unit	4.21	0.83	3.86	0.95
6	Safety & Security	4.10	0.92	3.62	0.89
7	Communicating for Results	4.09	0.82	3.84	0.82
8	Managing Conflict	4.07	0.84	3.76	0.81
9	Technical Skills	4.01	0.81	3.63	0.88
10	Working Together, Learning from One Another	3.98	0.85	3.63	0.93
11	Your Individual Continuous Development	3.88	0.85	3.68	0.89
12	Becoming a Leader	3.78	0.87	3.41	0.96
13	Online Teaching and Learning	3.71	1.08	2.98	1.18
14	Performance Evaluations	3.70	0.94	3.56	0.89
15	How Do I Do That?	3.54	0.93	3.32	1.01

Of particular note, most of the standard deviations were quite high. This suggests considerable variance in responses; said another way, there is some lack of consensus among the responding population as to the “right” rating. 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. While helpful in presenting the bigger picture, our analysis delved deeper.

Additional analysis was performed on each of the 15 competencies. That effort included disaggregation by position and length of service to Grossmont College. On the following pages, we explore the top-five ranked competencies (resulting from

mean ratings of importance). We provide a detailed discussion of the findings, which is enhanced with perspectives shared across the four focus groups.

Appendix IV provides a quantitative results summary of these additional analyses for the remaining, lower-rated 10 competencies. This includes, in general, slightly reduced standard deviations that suggest more consensus on ratings within job type (i.e., classified staff, or full-time faculty).

A note of self-assessed level of competency is merited. Self-assessment or rating is always of concern due to the subjectivity of the ratings. In our assessment of current levels of competency, we noted that—overall—Grossmont College respondents most frequently rated themselves fairly high. At the same time, we also noted fairly high standard deviations—again suggesting 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 between 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 Professional Development Team 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.

Next, we continue by presenting detailed findings and focus group summary information for each of the five competencies that were rated as highest in importance. For each of the five competencies, we begin with a visual snapshot of survey results.

- For the four employee groups, we have plotted the mean rating of **importance** on the y-axis, and the mean rating of each group's self-assessed level of **competence** on the x-axis.
- This two-dimensional picture allows the reader to quickly understand the relationship between importance and current competence.
- Realize that those mean scores do vary by employee type and from one competency to the next. However, we advise the reader to pay close attention to the self-assessed competency level, which is subject to more variation between groups, and across competencies.

1. Facilitating Academic Success

Table 9: Facilitating Student Academic Success—Data Snapshot

Competency Snapshot:	Facilitating Student Academic Success			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Importance to Grossmont College's Success</p> <p style="text-align: center;">Current Level of Competence</p>				
	Classified Staff	Part-time Faculty	Full-time Faculty	Administrators
Importance Mean (SD)	4.33 (1.00)	4.43 (.62)	4.58 (.63)	4.85 (.36)
Results of Tests for Significant Differences:				
based on position	Administrators rated the importance significantly higher than Classified Staff.			
based on length of service	No significant differences	No significant differences	No significant differences	No significant differences
Competence Mean (SD)	3.48 (.81)	3.92 (.75)	3.97 (.84)	3.68 (.88)
Results of Tests for Significant Differences:				
based on position	Full- and Part-time Faculty rated themselves significantly more competent, relative to Classified Staff.			
based on length of service	No significant differences	No significant differences	No significant differences	No significant differences

Facilitating Student Academic Success

- This competency was rated most important by full- and part-time faculty and administrators.
- Administrators rated it exceedingly high in terms of importance—in fact, their higher rating differed significantly from the classified staff’s mean rating.
- Faculty rated themselves more competent in facilitating academic success than administrators and classified staff.
- Classified staff rated themselves the least competent in facilitating academic success.
- Self-ratings of competence for facilitating student academic success were the lowest, relative to the four areas highlighted in this section of the report.

Academic success for Grossmont College students is arguably the ultimate mission of the organization. Recent efforts across the state have re-emphasized this important work. The Student Success Task Force Report, for example, delineates clear guidance for California Community Colleges toward ensuring academic success for the students they serve.

Survey responses and focus group interaction indicated that facilitating student success is a priority need on campus. This suggests that professional development not only address related skills, but that any professional development include some sort of “linkage” back to this foundational competency (meaning, participants should always see how a professional development activity relates to their charge to facilitate student success, thus raising value for the training).

For both full- and part-time faculty, facilitating student success was largely about pedagogy. Ultimately, focus group comments made clear the belief that good teaching = academic success. In referring to graduate-level degree preparation, one faculty member stated: “The great irony in education is that we seek discipline knowledge without any exploration of pedagogy.” Faculty sought opportunities to learn from one another—from sharing of pedagogical practices, including what works for the unique Grossmont College population, to observing each other teaching and engaging in low-risk (non-evaluative) dialog around effective teaching. The idea of learning communities was raised by full-time faculty who saw this as a way of learning from one another.

Additionally, faculty in focus groups saw the need for better connections between themselves and Student Services. They envisioned gaining a better understanding of the support services offered, and becoming more competent in helping students

access the full range of services Grossmont College has in place. Faculty were quick to admit that their knowledge about this aspect of organization was limited.

For classified staff, facilitating academic success means providing the best customer service and support possible. Classified staff who participated in focus groups felt this was best made possible through a full understanding of the organization, the wide range of resources and support services available to students, and having the ability to better guide students through what is often perceived as a complex bureaucracy.

Classified staff highlighted the role of student workers. If they are not well-trained, they hinder the work of classified staff. This highlights the importance of solid training for student workers—a category of workers not previously discussed, but clearly critical to the success of the organization.

Ultimately, classified staff who participated in our focus group felt the priority was to better understand the organization beyond their individual “silo” of operation. One participant summed up the concerns of all in this area by stating: “Staff is well intended, but sometimes we don’t have a good understanding of the burden we place on other departments. [We need] to understand the concerns that come to us [from students]... [we need opportunities] more often than classified staff development day.” Thus, classified staff expressed a clear desire to learn from one another about the support services available to students. They believed doing so would (a) help them perform their own duties more successfully; (b) help them refer students to appropriate Grossmont College resources; and (c) ultimately allow the entire classified staff to work together more effectively. To classified staff, achieving these outcomes means facilitating academic success for Grossmont College students.

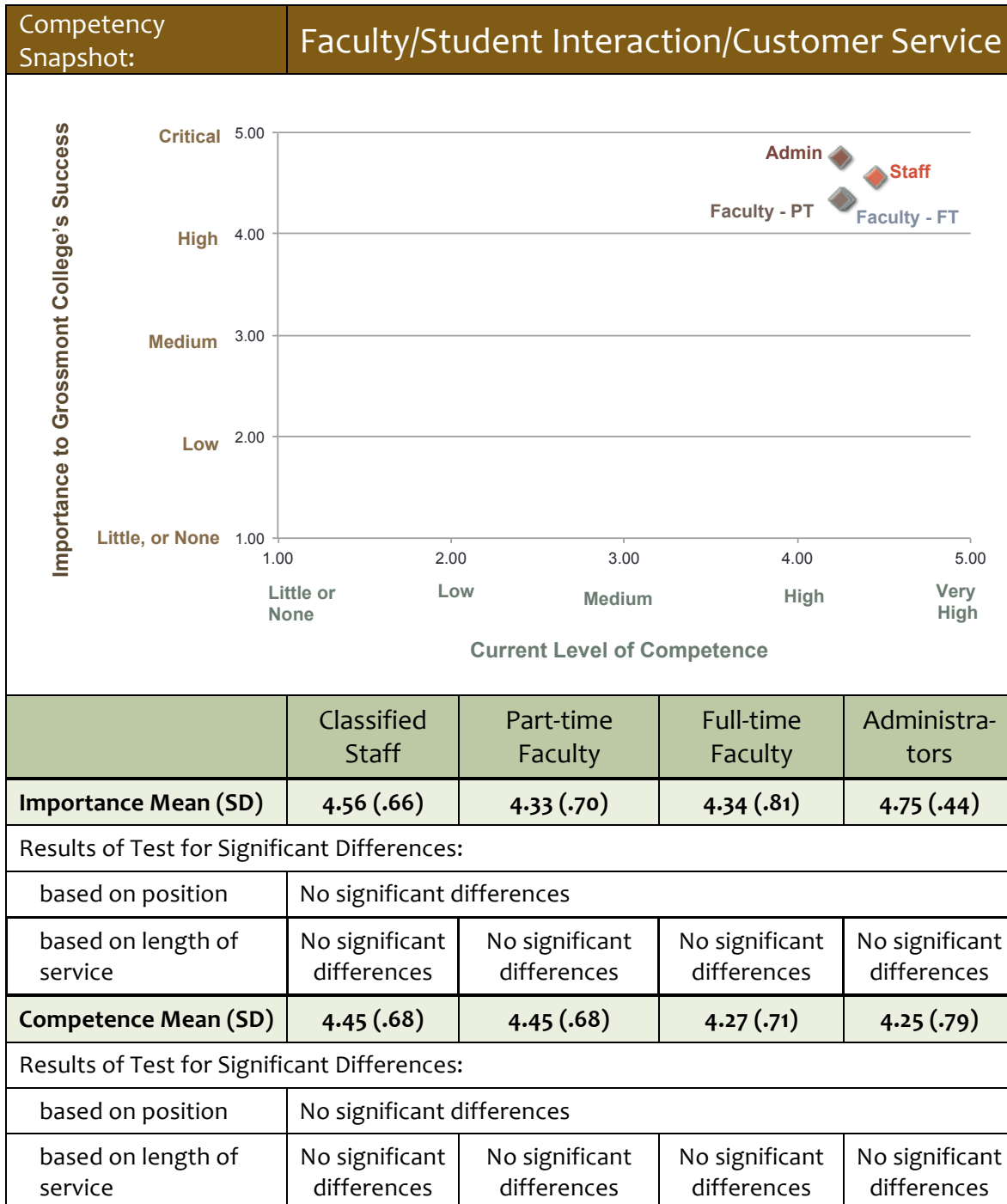
In focus groups, administrators imagined a diverse range of skills and knowledge that impact student success. Suggestions included technology-supported early warning systems and increased visibility and interaction with students on campus. One participant suggested that there is only so much that can be done on the Grossmont side. The student’s home life and personal circumstances can also challenge academic performance. Training faculty as first-level advisors was suggested, given the amount of contact faculty have with students. The realization that the counseling staff doesn’t have the resources to serve the entire student body gives this idea additional merit.

Administrators also underscored the need to better know one another’s work, and the different functions, products and services offered across Grossmont College. Again, the topic of best practices arose in conversation. Chris Hill’s recent effort was mentioned as a good start toward documenting best practices and the related people holding expertise across campus.

In comparing the data from the different focus groups, it is clear that personnel in each of the four job types readily see their unique contributions to student success. However, as one administrator noted: “How do we measure student success until we define what that means?” Thus, while it is clear that student success is a priority need, and the self-rated competence levels would benefit from an increase, the professional development team is well-advised to clearly define student success as an initial step in pursuing this competency.

2. Faculty/Student interaction/Customer Service

Table 10: Faculty/Student Interaction/Customer Service—Data Snapshot



Faculty/Student Interaction/Customer Service

- This competency was rated second most important overall.
- Administrators rated it exceedingly high in terms of importance—in fact, their higher rating differed significantly from the classified staff’s mean rating.
- Relative to other competencies, respondents in each of the position types rated themselves, on average, as competent in this area.
- Classified staff rated themselves the highest in terms of their competence with student interaction and customer service; Administrators and all faculty rated themselves as slightly less competent.

While faculty and administrators held up the previous competency (Facilitating Academic Success) as the most important of the 15 posed, it was this competency, Student Interaction/Customer Service, that was rated most important by classified staff. Practically, these described differences are small. Yet, the fact that there is a difference is worthy of note—especially when considering professional development offerings for classified staff, and also emphasizing the connection of a given topic to Student Interaction/Customer Service during training.

In focus group interaction, classified staff were quick to describe their current success in this area. However, they reemphasized the needs presented in the previous section, specifically, the need to learn from one another—across departments—about the support services available to students, such that they could (a) help them perform their own duties more successfully; (b) help them refer students to appropriate Grossmont College resources; and (c) ultimately allow the entire classified staff to work together more effectively.

Part-time faculty generally had little to contribute when challenged to describe their role in Student Interaction/Customer Service. Rather, they pointed back to pedagogy as being key—and that professional development topics could address student interaction.

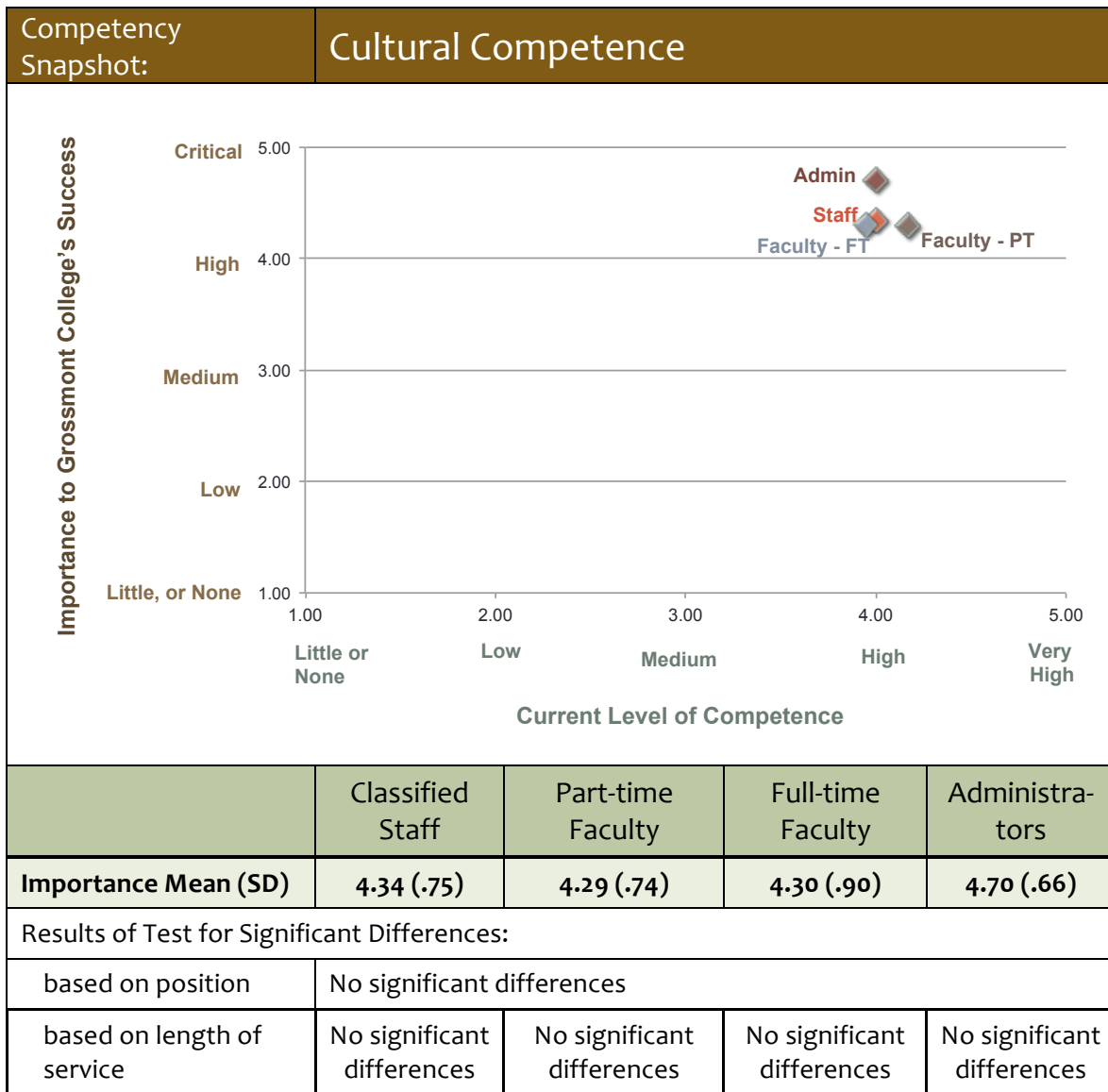
In focus groups, full-time faculty underscored a need for better collaboration with student services. They suggested that their own knowledge is underdeveloped—in, the words of one faculty member, in terms of “understanding your students better, where they are coming from, where they’re going.” One full-time faculty posited that increasing his/her knowledge in this area would “help [him/her] know how to engage students along the way [and] make better decisions with the instruction.”

In focus groups, administrators concluded that the college was, on the whole, successful in this area, and readily provided examples of practices that align with customer service. Here, they also pushed for “right-sized” relevant trainings that:

1. Match the skills used in the workplace
2. Cover a reasonable amount of information within the time allotted
3. Explicitly link the session content to its application on the job
4. Provide an enjoyable experience that increases morale

3. Cultural Competence

Table 11: Cultural Competence—Data Snapshot



Competence Mean (SD)	4.00 (.83)	4.17 (.80)	3.95 (.79)	4.00 (.73)
Results of Test for Significant Differences:				
based on position	No significant differences			
based on length of service	No significant differences	No significant differences	The mean rating of faculty with 11-20 years of service (4.27) differed significantly from faculty with more than 20 years (3.53)	No significant differences

Key Findings	Cultural Competence
	<ul style="list-style-type: none"> ▪ This competency was rated third most important by classified staff and administrators, third most important by full-time faculty, and fourth most important by part-time faculty ▪ Full-time faculty who had been employed by Grossmont College the longest (more than 20 years) rated this item significantly lower than their less tenured peers. ▪ Respondent ratings of their competence addressing the cultural dimension of their work were lower, relative to many of the competencies highlighted in this section of the report.

Grossmont College serves a very diverse community. The student body includes students from many different nationalities—often nationalities that are unfamiliar to the college’s workforce. In addition, diversity is found in the College’s service to United States veterans, foster youth, refugees... and the list goes on. How do the employees of Grossmont College successfully address this dimension of their work—a dimension that, if left unaddressed, lessens the impact of most of the other areas discussed in this report?

For classified staff, cultural competence meant having a better understanding of these subpopulations within Grossmont College. In focus group interaction, one participant suggested that it “boils down to knowing who the customer is... if we understand them, we can better serve them.” Another stated, “Classified employees need to know who the students are, [you should] give them an overview to understand the cultures represented, and have students in those cultures help [build the] staff’s understand[ing].” They pointed to past workshops in this area as a successful start to better understanding these subpopulations. They understood

that the college culture is changing, but responses suggested the need to better understand that change in specific ways.

On a more practical level, classified staff repeatedly pressed for some sort of tool to address people with limited English proficiency. They asked for a list of college staff with the languages they speak for those inevitable times where more complex conversation needs to take place, but the level of English needed is beyond the student's comprehension.

In sum, classified staff expressed a need to develop cultural competence at a basic level, but to do so in actionable terms. One focus group participant encouraged the professional development team to “leverage the humanity of the staff, because they want to engage.” Another staff member said, “administration needs to help us understand the population, the larger groups, students with disabilities, etc.”

In focus groups, faculty pressed for support on the practical side of cultural competence, identifying the need for training specific to pedagogy in diverse settings:

1. **Classroom Management:** How do you successfully work with incredibly diverse students, all seated in the same classroom? Most faculty facilitate a tremendous amount of communication in the classroom, and sought specific strategies for managing a room full of students who do not agree with one another.
2. **Second Language Issues:** No matter the discipline, all faculty encounter issues with English learners. Faculty sought practical, practice-proven strategies for addressing this frequently encountered situation.
3. **Teaching Strategies:** Aside from language challenges, faculty recognized that students from different cultures or subpopulations likely will learn in different ways. They sought professional development specific to teaching strategies that would help them strike a balance in their teaching, thus making it inclusive.
4. **Knowledge and Practice:** Faculty agreed that success in working with students from diverse cultures begins with an understanding of those cultures. They sought opportunities to learn about Grossmont College subpopulations without making people defensive. With that understanding, faculty need the tools to monitor their interactions with students. Faculty offered multiple instances of people offending those different from themselves without knowing that it was happening.

Administrators recognized the need for cultural competency. In focus groups, they highlighted the many things this term could mean in practice, from basic awareness

of other cultures, to adapting instruction based on key cultural differences, to ways to successfully interact with people different from oneself. Administrators also described the diverse range of populations served by the College, which goes beyond ethnicity-based definitions to the many different subpopulations named in this section of the report. Grossmont College is truly working under a “big tent” definition of cultural competence.

When pressed, the administrators generally agreed that cultural competence, from their perspectives, is comprised of two components:

1. Cultural Competence/Student Achievement—The cultural impact on teaching, learning and student achievement.
2. Culture Competence/Awareness—Understanding people who are different from oneself on campus, and having the tools to successfully engage and work with them.

The professional development team, when contemplating a related initiative, should give careful thought to framing a response to cultural competence concerns that equally attends to the humanistic and pedagogical sides of this important construct.

4. Discipline-specific Knowledge

Table 12: Discipline-specific Knowledge—Data Snapshot

Competency Snapshot:	Discipline-specific Knowledge			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Importance to Grossmont College's Success</p>				
	Classified Staff	Part-time Faculty	Full-time Faculty	Administrators
Importance Mean (SD)	—	4.36 (.77)	4.54 (.60)	4.20 (.95)
Results of Test for Significant Differences:				
based on position	—	No significant differences		
based on length of service	—	No significant differences	No significant differences	No significant differences
Competence Mean (SD)	—	4.09 (.78)	4.16 (.78)	3.70 (.98)
Results of Test for Significant Differences:				
based on position	—	No significant differences		
based on length of service	—	No significant differences	No significant differences	No significant differences

Discipline-specific Knowledge

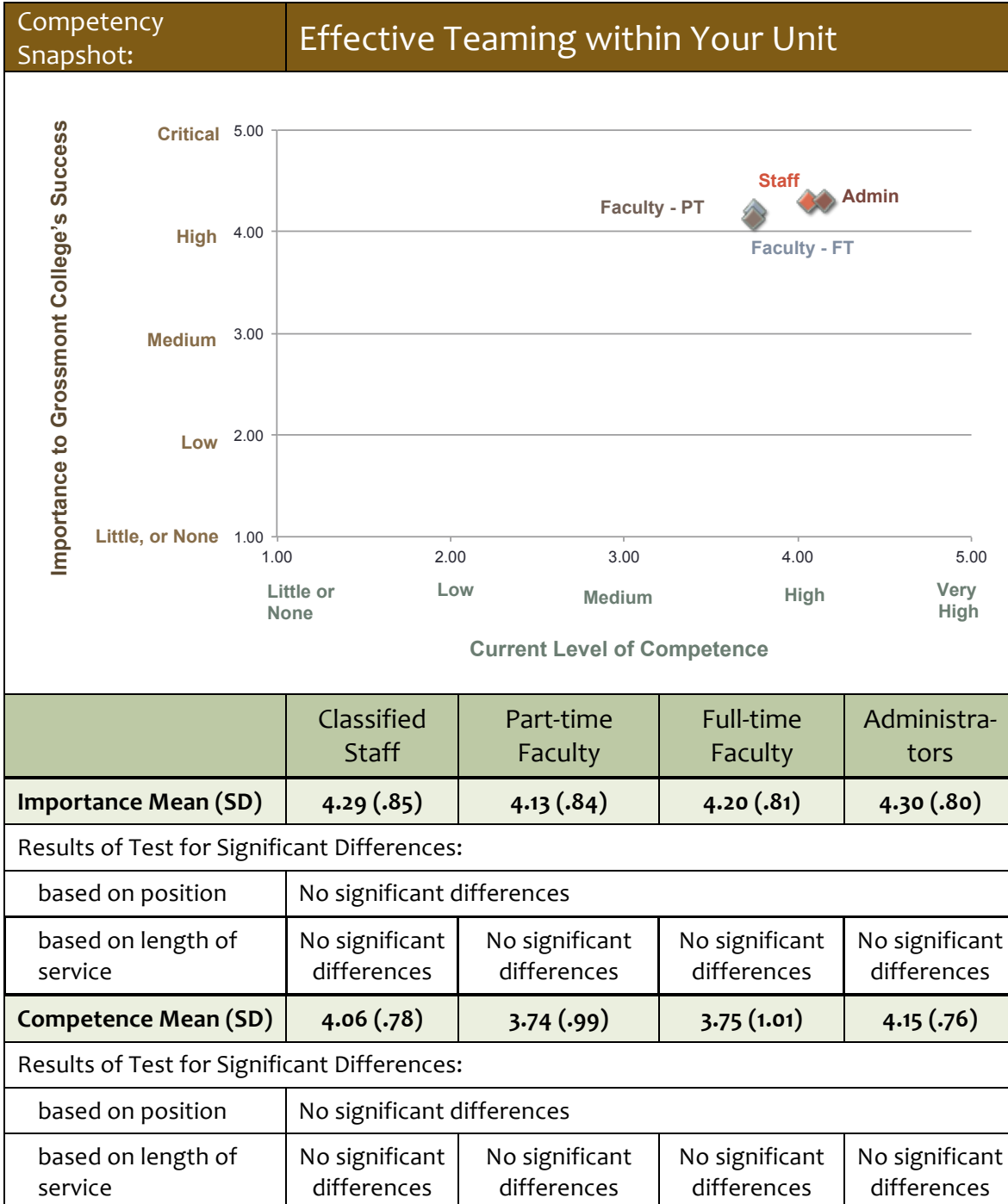
- This competency was rated second most important by full- and part-time faculty.
- Administrators rated this competency ninth most important.
- Full-time faculty indicated a high degree of competence with maintaining their discipline-specific knowledge.
- Part-time faculty, on average, rated themselves less competent in this area.

Not surprisingly, both full- and part-time faculty stressed the importance of discipline-specific knowledge and keeping current in one's field. To this end, both full- and part-time faculty stressed the need for continued, external opportunities for professional development. In focus groups, they described the benefits that come from professional development presented by professional associations and other experts in the field. Likewise, both in this area and when speaking about teaching practices, full- and part-time faculty believed there are many "hidden gems" of expertise, or best practice, that already exist at Grossmont College. They encouraged the professional development team to develop strategies that could tap into resident knowledge and make it available campus-wide.

In particular, part-time faculty emphasized the significant amount of discipline-specific knowledge at Grossmont College. They suggested that this asset could be leveraged in greater amounts and in more effective ways. One part-time faculty described a two-hour session she presented for her peers. Others agreed that such endeavors can be very effective. These part-time faculty also encouraged the college to consider incentivizing such endeavors with the award of professional development hours for producing and presenting sessions, as well as credit for those who attend.

5. Effective Teaming within Your Unit

Table 13: Effective Teaming within Your Unit—Data Snapshot



Key Findings	<p>Effective Teaming with Your Unit</p> <ul style="list-style-type: none"> ▪ Classified staff rated this competency fourth most important. ▪ This competency was rated fifth most important by full- and part-time faculty and administrators. ▪ Administrators rated this competency eighth most important. ▪ Levels of competence for teaming were similar to competence levels for cultural competence—thus suggesting opportunities for development.
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While trailing behind in importance relative to most of the previously discussed competencies, there appears to be consensus among classified staff and full- and part-time faculty that effective teaming within the work unit merits consideration in the professional development plan. Lower levels of competence relative to many of the previously presented skills further illustrate a need for intervention.

While our focus groups did not allow time to further define this competency, it is important to note that this competency shares attributes with many of the previously discussed competencies and needs. For example, the need to better understand the work of others across your unit no doubt would lead to more effective teaming. Likewise, a faculty member sharing best practices with her or his colleagues would likely support the development of a more effective team. Thus, the professional development team may wish to address teaming as a component of other, relevant professional development offerings. This potential is further elaborated in the final section of this report.

Respondent Rated Priorities for Professional Development

A follow-up survey question asked respondents to consider the 15 competencies previously presented, and accomplish the following task.

Based on the topics (A thru N) 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.

Results of this query brought some amount of consensus, as well as divergence of opinions. The following table summarized the top three selected competencies overall, and for each of the job classifications.

Table 14: Respondent Top Three Priorities (n=338)

Competency	Percentage of Responses				
	Overall	Staff	Faculty FT	Faculty PT	Admin
Facilitating Student Academic Success: Knowledge and/or strategies that support students' academic achievement – in their classes and toward their academic goals	32.5	29.2	43.5	25.2	30.0
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	—	—	21.3	—	40.0
Your Individual Continuous Development: How to create and self-manage a plan for your ongoing career development	24.6	—	—	36.1	20.0
Working Together, Learning from One Another: Understanding how your efforts contribute to Grossmont College's mission, and how they connect to others college wide	22.8	28.1	—	26.9	—
Faculty/Student Interaction or Customer Service: How to do your job while providing friendly, welcoming, encouraging and supportive service to our students	—	29.2	—	—	—
Discipline-specific Knowledge: Faculty staying current with, or increasing, your knowledge related to your discipline and the content you teach	—	—	25.0	—	—

Respondents were united in the priority they placed on facilitating student academic success. Classified staff and part-time faculty each placed value on teamwork, while full-time faculty and administrators favored cultural competence. Not surprisingly, these priorities largely reflects ratings offered in previous sections of the report— which suggests reliability (consistency) of findings.

Appendix V presents ratings for each of the 15 competency areas assessed by this question.

Additional Comments via Survey

Our survey and focus group sessions provided the opportunity for participants to offer additional needs that they believed could best be addressed by professional development. Appendix V provides a full list of comments offered by survey respondents. Our analysis of these comments indicates that the majority reinforce the importance of competencies rated on the survey. Most comments further instantiate opportunities—for example, to improve pedagogy (i.e., teaching online), and to address safety and security on campus. We have included the full transcript of comments for review by the professional development team.

Focus group interaction brought additional topics to the forefront. In particular, participants expressed needs for professional development in the following areas:

1. **Conducting Effective Evaluation/Performance Review:** Making the annual review process efficient but also effective in bringing about positive growth in the workforce.

Note that the topic of evaluations arose in multiple focus groups throughout this project. Faculty wanted earlier opportunities for low risk evaluation designed to improve their teaching. Administrators wanted ways to make evaluations more efficient and effective to support the growth of their subordinates. Multiple stakeholders emphasized that performance in the workplace ultimately relies—to some degree—on evaluation. It has been said, “What’s measured matters.” Accepting that as truth, it is fairly easy to understand how accountability must intersect with the skills and competencies professional development seeks to address.

Faculty and classified staff were equally interested in more frequent opportunities to discuss performance formatively; to learn from those who have exceptional, recognized skills; and to embed “helpful, less retributive evaluation” into Grossmont College’s culture.

2. **Job Shadowing:** While job shadowing is less of a competency for development in and of itself, this strategy for personal growth met with enthusiasm in multiple focus groups. For classified staff, being able to see the interconnections between their work and the work of those across the campus was an exciting prospect. For faculty, shadowing another faculty member to see new and effective teaching strategies, or use of technology, was favored. This type of program would contribute to the many comments about developing a better knowledge of what happens across campus, so that individual employees can serve students effectively and efficiently.

3. **Mentoring and Succession Planning:** Mentioned by administrators, these two concepts also relate to job shadowing. Administrators envisioned professional development activities allowing participants to job shadow for the purpose of identifying their next step up in the organization. They further stated that job shadowing would work best if the person being shadowed was prepared to mentor the person shadowing—making this a focused learning experience. The professional development team should consider formalizing such a program, including accompanying materials that frame a typical job shadow, prompt participants to set goals for the experience, and perhaps challenge the person who does the shadowing to produce some sort of summary reflection on the experience.

4. **Quality of Worklife/Staying Motivated in the Workplace:** Both the administrator and classified staff focus groups shared concerns about “burn-out” and how to better manage their work life to reduce the chances it will occur.

Recommendations

The data collected during this needs assessment provide convincing evidence of the successful work being accomplished at Grossmont College. Our focus group sessions were especially helpful in recognizing areas of strength, an area upon which future professional development efforts can begin to 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 determine future professional development offerings.

With regard to professional development content, this report has documented various voices across the college. We have presented priority competencies in detail, and summarized data for each of the 15 investigated competencies. We do not believe it is our place to set a professional development content agenda for Grossmont College. Our prioritization of needs, as documented in this report, provides the data necessary for the team to make decisions and develop that agenda.

Aside from content, 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 a professional development strategic plan for continued development of Grossmont College's workforce.

1. Making Good Decisions: Training vs. Performance Support

Perhaps the most important decision that an instructional designer makes in today's workplace is whether to train skills and knowledge into long-term memory, or to provide guidance (performance support) during performance. In truth, there are times when the opportunity calls for a combination of the two. Regardless, the training designer must make a decision as to where to invest the time and effort.

Some simple skills, especially those that are performed infrequently, are best addressed through performance support tools. For example, collecting best teaching practices, a topic repeatedly mentioned by needs assessment participants, may be a prime candidate for a performance support tool. The professional development team is already producing performance support, which has been posted on the college's internal web space.

In sum, each time the professional development team contemplates a given need and posits a solution, that process should include deliberate thinking about whether the need is best addressed through a costly investment in training (developing the session, taking people out of work to attend), or through performance support. In

some cases, a small amount of training might be used to introduce new skills, and then performance support tools can be used on-the-job as a “bridge” to applying the new skills in the workplace.

2. Roles for Technology

Technology that supports professional development has much to recommend. Certainly the Grossmont College workforce could be typified as receptive to online learning, based on preferences expressed in the professional development survey.

However, our focus group participants described oft-encountered, poorly designed online training that failed to motivate. While online training provides unprecedented opportunities to put the learner in control of his or her professional development, careful thought must be given to how the professional development team will (a) ensure the online training is completed; (b) confirm the objectives have been mastered; and (c) realize the intended benefits when the trained skills are integrated into the workplace.

Much of the off-the-shelf online training lacks localization. Those taking “canned” versions of basic skills training quickly lose interest when the content, situations and examples lack relevance to their own workplace reality. Thus, relevance to the targeted professional development audience must always be made a priority. The professional development team should consider “blended” or “hybrid” solutions that involve a mix of online training and some form of face-to-face meeting, thus providing an additional reason and motivation to master the online training. Research has shown that this type of approach, predicated on well-matched content, results in higher rates of completion and competency.

Technology may also present a suitable approach for addressing the needs of part-time faculty. In focus groups, participants repeatedly stressed the conundrum they face: wanting to be more involved, but being unable to do so given their competing (outside of Grossmont College) priorities. Technology could be leveraged to provide well-suited opportunities that increase the involvement of these individuals, and do so on a schedule that meets their availability.

3. Perennial Analysis

Allison Rossett² coined the term “perennial analysis.” Basically, she describes it as being ever on the lookout for needs and successes within the organization. Rather than solely relying on rigorous data collection at specific intervals, research has shown that leaders can quickly understand the operation of their organizations through casual conversation. It’s no coincidence that the water cooler is often considered the most fruitful knowledge exchange location in an organization—it’s where the realities of the work and challenges are often shared and discussed.

The professional development team seems to have already embraced this practice. We encourage the team to continue, and to increase the amount of conversation around professional development and professional growth on the campus. By doing so, the team will: (a) continuously update its knowledge of challenges and areas of success; (b) raise the awareness of, and ideally value for, professional development across the campus; and (c) continue the momentum begun through this needs assessment effort in terms of providing a customer-driven professional development program.

4. Successful Programs are Built on Value and Confidence

While training programs first and foremost seek to disseminate skills and knowledge to an audience, the motivational elements of value and confidence can be overlooked. 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. Consider how many different training programs we have all undergone, with absolutely no change to our on-the-job performance. Certainly part of this lack of application relates to mismatched needs and content. But another reason training programs often fail is a lack of attention to value, or relevance, and building the participant’s confidence. For performance to occur in the workplace, the individual must have:

1. Value—see a reason for performing, and see relevance in both the training and the skills being trained; and
2. Confidence—believe that she or he can, or will, be able to successfully perform the skills and knowledge being taught.

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.

² Rossett, A. (2009). *First things fast: A handbook for performance analysis*, 2nd edition. San Francisco: Pfeiffer/Wiley.

The professional development team should engrain this “motivation” equation into its work:

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

The multiplicative relationship in the equation emphasizes how each element is present, in suitably high levels, in the successful performer. As you consider professional development offerings and the larger program, we recommend that you often ask—“What’s in it for this audience?” and “What can we do to make them confident with their new skills?”

Likewise, as programs are presented, make certain that these elements receive attention. A significant part of whether the training goes beyond the classroom to application in the workplace rests upon the motivation dimension.

Our emphasis on motivation is especially well-placed for the higher education audience. As education professionals, their expectations are often higher... and, educators often make for a challenging audience. This was evident in some focus group criticism of past professional development that lacked relevance, or addressed skills that the majority of the participants already possessed. The effectiveness of any professional development can be increased when careful consideration is given to the participants and the elements of motivation discussed here.

For further discussion of building motivating learning experience, consider a review of John Keller’s work with the ARCS Model of Motivational Design.

5. True “Professional Development” vs. Training Events

Organizers of professional development must always remain attentive to the bigger picture. It can be easy to become focused on individual events, with logistics and other details commanding our attention. However, one-shot training events rarely result in lasting performance change. Research has repeatedly demonstrated that change requires ongoing, coordinated development efforts. Setting an organizational intent and individual goals for the workforce toward that intent can effectively “package” a given initiative that is communicated, presented, implemented on the job, and evaluated over time.

Additionally, the team should consider integrated professional development/performance support solutions that leverage best practice. This includes hybrid approaches previously discussed, including training accompanied by support tools/references in the workplace, job shadowing, observation, peer feedback, etc. The opportunities for creative “blends” of strategies are robust. And, then carefully designed in support of a defined set of outcomes, such multi-strategy efforts can be very effective.

Communication—about what the organization and workforce seeks to achieve—is equally important as the training and performance support provided. Communication is a critical tool that can be used to facilitate any change management initiative.

6. Ongoing Assessment and Evaluation

Grossmont College has invested in this needs assessment as a contributing strategy in planning its professional development program. The effort has involved collecting data to describe the audiences this professional development seeks to reach. It is logical that the data continue to guide the college’s professional development work—and be used to further define and refine the professional development efforts as time progresses.

A rough sketch of ongoing inquiry that could be conducted by the professional development team would include the following data, each of which is significant to the professional development initiative:

1. Reaction Data: Relevance of the course, effectiveness of the instructor, etc.
2. Mastery of Objectives: Some indication of objectives mastery—thus building some sort of informal assessment into each course
3. Application on the Job: A post-professional development follow-up that documents which of the trained skills are being applied on the job.

Because this amount of data collection could be significant, the professional development team could choose to focus on a subset of priority classes or initiatives for evaluation. Often, it is better to start small, have some success that you can point to and from which you can rally support, and then expand a successful evaluation program to a greater number of your professional development program components.

We recommend that the instrument(s) used to collect data be consistent across classes so that the data can be “rolled-up” into a single data set that represents the sum total of the professional development work. This approach also allows the team to disaggregate results (by training program, for example) and compare effectiveness across initiatives. To accomplish this, a “global” set of evaluation questions should be created that are reliable measures, yet general enough to apply to any of the professional development programs. Questions about relevance, use of trained skills once on the job, self-assessment questions that seek to quantify the benefits realized through the training and/or performance support, are all examples of the types of global questions that can be posed to participants in most any training

session. Additionally, program-specific questions could compliment the “global” professional development questions when deemed helpful.

Having this ongoing data collection would allow the professional development team to monitor its own offerings, and make data-driven decisions as they continuously evolve the program and related initiatives. In addition, the global questions provide an opportunity to collect data across programs, enabling statements about the efficacy of Grossmont College’s professional development overall. For higher-level and external stakeholders, such summary data can be quite compelling.

In Closing

This needs analysis has given voice to the Grossmont College workforce specific to professional development and their needs—both in optimizing their own performance, and that of the college as a whole. Results paint a generally positive picture. We encountered many Grossmont College representatives throughout our planning and focus groups 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 professional development team and other related stakeholders understand priorities and current levels of performance—and, as such, be a useful in promoting future discussion across campus, as professional development programs are considered.

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

Appendix I: Stakeholder Consultation Agenda

Discuss process:

- Today's brainstorming and topic identification
- Survey effort
- Focus group analysis of results
- Final report, with recommendations

Hallmarks of good professional development programs:

- No dipping in training—sustained efforts
- Support application—mix of training and performance support
- Responsive programs that are based on need
- Systemic—reflect how trained skills will be implemented in the workplace
- Increase motivation—value/confidence
- Have buy-in of leadership

Needs Identification:

- When it comes to professional development, what are the current, or historical, program strengths?
 - What opportunities do we have before us, specific to professional development?
- What are weaknesses of the current professional development program?
- What could get in the way of implementing findings of this work?

- Brainstorm topics for professional development
 - What needs do you see across the campus specific to human performance, that—if solved—could increase student success?
 - What priorities would you give each of these topics?

Appendix II: Needs Assessment Survey Instrument

Thank you for taking the time to share your ideas.

This survey provides the means to offer your thoughts about campus needs and future professional development opportunities. It will take no more than 10 minutes of your time to complete. Your responses will combine with those of classified staff, faculty and administrators throughout the Grossmont College community. They will help professional development leaders understand your interests and ideas, and then prioritize professional development 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 a bagel party during FLEX Week

We will share results of this survey across campus in a report due to the college president in January 2015 and through campus forums.

About You

First, tell us a bit about yourself.

Which of the following represents your Grossmont College position:

- Classified Staff
- Full -Time Faculty
- Part-Time Faculty
- Administrator

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.)

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

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

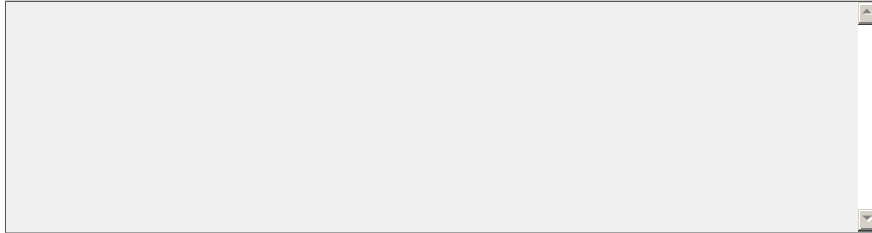
For each of the following topics (A thru M), we ask you to respond in two ways:

1. Importance: How important is this topic to Grossmont College’s success?

2. 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. Your Individual Continuous Development: How to create and self-manage a plan for your ongoing career development	<input type="text"/>	<input type="text"/>
B. 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"/>
C. 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"/>
D. 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"/>
E. 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"/>
F. 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"/>
G. 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"/>
H. 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"/>
I. 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"/>
J. How Do I Do That? Basics of completing and routing routine forms—such as Professional Development Plans, Activity Plans, Off-campus Travel Requests, Time Sheets, NANCE, Student Hourly, Short Term Hourly	<input type="text"/>	<input type="text"/>
K. Technical Skills: Optimizing your use of technologies—from Microsoft Office, to email, to IFAS, to Learning Management Systems such as Blackboard	<input type="text"/>	<input type="text"/>
L. Managing Conflict: How to effectively deal with conflict—with students, peers and colleagues	<input type="text"/>	<input type="text"/>
M. Safety & Security: Personal safety and security when working in and around the Grossmont College community	<input type="text"/>	<input type="text"/>
N. 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"/>
O. Discipline-specific Knowledge: Faculty staying current with, or increasing, your knowledge related to your discipline and the content you teach	<input type="text"/>	<input type="text"/>

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



Based on the topics (A thru N) 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. Your Individual Continuous Development
- B. Online Teaching and Learning
- C. Faculty/Student Interaction or Customer Service
- D. Cultural Competence
- E. Becoming a Leader: Tools for "leading"
- F. Working Together, Learning from One Another
- G. Effective Teaming within Your Unit
- H. Communicating for Results
- I. Facilitating Student Academic Success
- J. How Do I Do That? Basics of completing and routing routine forms
- K. Technical Skills: Optimizing your use of technologies
- L. Managing Conflict
- M. Safety & Security
- N. Performance Evaluations
- O. Discipline-specific Knowledge

Thinking about how you like to participate in professional development, please select the statement that best describes your preference. Please assume that this question is describing professional development content that can be taught equally well online or face-to-face.

- I prefer face-to-face professional development sessions.
- I am open to online professional development, but prefer face-to-face.
- I am equally comfortable with online and face-to-face professional development.
- I prefer online professional development sessions.

Finally, 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.

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 professional development workshops/activities
- I have attended conferences off-campus
- I have completed online training courses on- or off-campus
- I have completed independent projects
- Other

Please indicate the extent to which you agree with the following statements.

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

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

How easy or difficult is it to find guidance on routine tasks, like completing or routing paperwork (i.e., Professional Development Plans, Activity Plans, Off-campus Travel Requests, Time Sheets, NANCE, Student Hourly, Short Term Hourly)?

Very Difficult

Difficult

Unsure

Easy

Very Easy

Think about the professional development that is provided by Grossmont College vs. other professional development not produced by Grossmont College (independent projects, webinars, conference etc.).

Please select a point on the following scale to represent the ideal mix of professional development opportunities.

- | | | | | | | | | | |
|----------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| <input type="checkbox"/> 100% | <input type="checkbox"/> 90% | <input type="checkbox"/> 80% | <input type="checkbox"/> 70% | <input type="checkbox"/> 60% | <input type="checkbox"/> 50% | <input type="checkbox"/> 40% | <input type="checkbox"/> 30% | <input type="checkbox"/> 20% | <input type="checkbox"/> 10% |
| Grossmont
College
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20% Other | Grossmont
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30% Other | Grossmont
College,
40% Other | Grossmont
College,
50% Other | Grossmont
College,
60% Other | Grossmont
College,
70% Other | Grossmont
College,
80% Other | Grossmont
College,
90% Other |

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.

Appendix III: Incumbent Focus Group Protocol

Grossmont College Professional Development

Focus Group Protocol

This protocol will be used to explore key areas that surfaced during initial stakeholder discussions and campus-wide survey responses. The questions are intended to provide a framework for group facilitation. Facilitators are encouraged to pursue additional lines of relevant questioning, based on focus group participant responses.

Introduction (5 minutes)

Facilitator should provide some background to the project, and the purpose of today's focus group.

Today, I'd like to talk to you about your professional development. Grossmont College is committed to the continuous development of our faculty, staff and administrators. In particular, we will be talking about specific topics that we'd like your help to better understand.

The comments you make today will be confidential. We will not identify you in any report produced for the college. This session is being recorded so that we can go back and review your ideas. I'd ask that you do your best to speak one at a time when sharing. What we want to have for the next 50 or so minutes is a dialog—and open sharing of ideas.

Warm-up (5 minutes)

Think about the mission of Grossmont College, as well as the work that you and your colleagues are charged to accomplish.

1. Can you name some specific skills that you are currently using that are helping the college be successful?

Attempt to bring out strengths, areas upon which the PD team can build future programs.

Exploring Topics from Survey (30 minutes)

Now, I'm going to share some topics with you. Some of these may have already been mentioned. Each is a rather broad idea. So, I'd like you to help me understand needs on the campus for each of these topics in more specific terms.

2. The first topic I'd like us to talk about is Student Success. In particular, how faculty, staff and administrators across the campus can facilitate student success.

- a. What are some areas in which you believe Grossmont College could do a better job “facilitating student success”?
 - Probe, as necessary:
 - What would “facilitating student success” look like for you and your colleagues? What examples of things I could see you doing, if you were successfully doing this?
 - What are some areas where you believe our students are not being supported on the path to academic achievement?
 - What opportunities might we offer to faculty, staff and administrators to provide better support here?
3. The next topic I’d like your ideas about is cultural competence. Recognize that we serve a very diverse group of students. That includes students from many different cultures, veterans—and many of unique demographics
 - a. Do you believe that we are generally successful reaching/working with the diverse range of cultures represented by our students?
 - Probe: What are some examples of successful strategies being used?
 - b. What are some areas in which you believe we at Grossmont College could do a better job communicating and interacting with students who are from diverse cultures?
4. The last topic I’d like to explore is faculty-student interaction and customer service (vary depending on the group you’re addressing). While we may not traditionally think of our work as involving customer service, the increasingly competitive higher education marketplace challenges us to become more customer focused.
 - a. Do you believe that we are generally successful doing our jobs while providing friendly, welcoming, encouraging and supportive service to our students?
 - Probe: In what ways? What are some examples of success?
 - b. What are some areas in which you believe we at Grossmont College could do a better job providing excellent “customer service” to our students?

Additional Ideas (9 minutes)

Finally, I'd like to ask if you have anything else you would like to share—about needs that could be addressed by professional development, to make our work at Grossmont College more successful.

1. Are there other areas where we need to improve?

Attempt to bring out additional opportunities for growth, areas for future professional development

- Probe: Are there other areas around the campus where you see needs that are not fully met? (Think beyond participants' current role)
2. You have done a great job identifying some strengths and opportunities. Now, based on the areas we've identified, what do you consider of greatest importance?

Closing (1 minute)

Thank you for taking the time to join me today. I appreciate your ideas, which we will incorporate into our work to develop a professional development plan for the coming year.

Appendix IV: Mean Competency Ratings by Position

Rank	#	Title	Importance to Grossmont College		Current Level of Competence	
			Mean	SD	Mean	SD
1	9	Facilitating Student Academic Success				
		Full Sample	4.49	.74	3.83	.82
		Classified Staff	4.34	1.0	3.49	.81
		Part-Time Faculty	4.44	.62	3.92	.75
		Full-Time Faculty	4.59	.63	3.97	.84
		Administrators	4.85	.37	3.68	.89
2	3	Faculty/Student Interaction or Customer Service				
		Full Sample	4.43	.72	4.31	.72
		Classified Staff	4.56	.66	4.45	.68
		Part-Time Faculty	4.34	.70	4.25	.75
		Full-Time Faculty	4.34	.81	4.27	.71
		Administrators	4.75	.44	4.25	.79
3	4	Cultural Competence				
		Full Sample	4.33	.79	4.05	.80
		Classified Staff	4.34	.75	4.00	.83
		Part-Time Faculty	4.29	.74	4.17	.80
		Full-Time Faculty	4.30	.90	3.95	.79
		Administrators	4.70	.86	4.00	.73
4	15	Discipline-specific Knowledge				
		Full Sample	4.31	.94	4.03	.83
		Classified Staff	3.94	1.34	3.61	.81
		Part-Time Faculty	4.37	.77	4.09	.79
		Full-Time Faculty	4.55	.60	4.16	.79
		Administrators	4.20	.95	3.71	.99

Rank	#	Title	Importance to Grossmont College		Current Level of Competence	
			Mean	SD	Mean	SD
5	7	Effective Teaming within Your Unit				
		Full Sample	4.21	.83	3.86	.95
		Classified Staff	4.29	.86	4.07	.79
		Part-Time Faculty	4.13	.84	3.74	.99
		Full-Time Faculty	4.20	.81	3.76	1.02
		Administrators	4.30	.80	4.16	.76
6	13	Safety & Security				
		Full Sample	4.10	.92	3.62	.89
		Classified Staff	4.30	.83	3.72	.88
		Part-Time Faculty	3.97	.95	3.55	.85
		Full-Time Faculty	4.09	.93	3.54	.93
		Administrators	4.10	.97	4.00	.86
7	8	Communicating for Results				
		Full Sample	4.09	.82	3.84	.82
		Classified Staff	4.27	.84	3.86	.73
		Part-Time Faculty	3.92	.83	3.86	.87
		Full-Time Faculty	4.06	.77	3.81	.80
		Administrators	4.45	.60	3.90	.91
8	12	Managing Conflict				
		Full Sample	4.07	.84	3.76	.81
		Classified Staff	4.10	.91	3.68	.80
		Part-Time Faculty	4.04	.80	3.87	.88
		Full-Time Faculty	4.01	.85	3.67	.77
		Administrators	4.40	.68	3.90	.55

Rank	#	Title	Importance to Grossmont College		Current Level of Competence	
			Mean	SD	Mean	SD
9	11	Technical Skills				
		Full Sample	4.01	.81	3.63	.88
		Classified Staff	4.15	.85	3.64	.86
		Part-Time Faculty	4.01	.74	3.70	.94
		Full-Time Faculty	3.87	.86	3.53	.84
		Administrators	4.10	.64	3.65	.81
10	6	Working Together, Learning from One Another				
		Full Sample	3.98	.85	3.63	.93
		Classified Staff	4.08	.81	3.72	.92
		Part-Time Faculty	3.89	.89	3.51	1.02
		Full-Time Faculty	3.97	.83	3.61	.84
		Administrators	4.00	.86	4.00	.79
11	1	Your Individual Continuous Development				
		Full Sample	3.88	.85	3.68	.89
		Classified Staff	3.82	.88	3.48	.86
		Part-Time Faculty	3.94	.88	3.73	.91
		Full-Time Faculty	3.83	.81	3.76	.87
		Administrators	4.15	.81	3.80	.83
12	5	Becoming a Leader				
		Full Sample	3.78	.87	3.41	.96
		Classified Staff	3.78	.93	3.41	.93
		Part-Time Faculty	3.71	.87	3.28	1.11
		Full-Time Faculty	3.75	.83	3.44	.80
		Administrators	4.35	.59	3.95	.76

Rank	#	Title	Importance to Grossmont College		Current Level of Competence	
			Mean	SD	Mean	SD
13	2	Online Teaching and Learning				
		Full Sample	3.71	1.08	2.98	1.18
		Classified Staff	3.79	1.08	2.95	.97
		Part-Time Faculty	3.53	1.11	3.05	1.17
		Full-Time Faculty	3.76	1.06	2.90	1.29
		Administrators	4.32	.75	3.07	1.22
14	14	Performance Evaluations				
		Full Sample	3.70	.94	3.56	.89
		Classified Staff	3.68	1.06	3.46	.94
		Part-Time Faculty	3.70	.94	3.63	.96
		Full-Time Faculty	3.64	.85	3.50	.80
		Administrators	4.05	.76	3.80	.77
15	10	How Do I Do That?				
		Full Sample	3.54	.93	3.32	1.01
		Classified Staff	3.84	.91	3.64	1.02
		Part-Time Faculty	3.45	.90	3.11	1.09
		Full-Time Faculty	3.40	.95	3.22	.86
		Administrators	3.55	.89	3.80	.77

Appendix V: Respondent Ratings of Priority Needs

Respondents were asked to select the two competencies that they judged as most important to the Grossmont College mission. Figures indicate the percentage of respondents selecting a given topic under this direction. Shaded cells indicate the three highest selected competencies within each category of respondents.

Competency	Percentage of Responses				
Position	Overall	Staff	Faculty FT	Faculty PT	Admin
Your Individual Continuous Development	24.6	16.9	18.5	36.1	20.0
Online Teaching and Learning	13.9	15.7	13.9	13.4	10.0
Faculty/Student Interaction or Customer Service	20.4	29.2	16.7	17.6	15.0
Cultural Competence	18.0	11.2	21.3	16.0	40.0
Becoming a Leader	7.1	10.1	4.6	7.6	5.0
Working Together, Learning from One Another	22.8	28.1	15.7	26.9	15.0
Effective Teaming within Your Unit	10.1	12.4	7.4	10.9	10.0
Communicating for Results	7.7	12.4	6.5	5.0	10.0
Facilitating Student Academic Success	32.5	29.2	43.5	25.2	30.0
How Do I Do That?	3.8	7.9	2.8	1.7	—
Technical Skills	13.6	12.4	13.0	15.1	15.0
Managing Conflict	5.3	4.5	5.6	3.4	15.0
Safety & Security	4.7	5.6	4.6	3.4	5.0
Performance Evaluations	3.6	2.2	3.7	3.4	5.0
Discipline-specific Knowledge	14.8	4.5	25.0	15.1	5.0

About the Evaluator

Dr. James Marshall is a faculty member in the Department of Educational Technology at San Diego State University and an independent consultant to corporate business entities and school systems. He teaches graduate-level courses in instructional design, organizational performance, and evaluation. His large-scale research studies for federal and state government agencies have evaluated over \$20M in funded projects. His client list includes Bank of America, Anheuser Busch, Court TV, McGraw Hill Companies, The Princeton Review, The Transportation Security Administration, TIAA-CREF, The Corporation for Public Broadcasting and the U.S. Department of Education.

Recent engagements include the following:

- **Corporation for Public Broadcasting** – Created a nationwide, technology-based professional development program to educate public broadcast, museum and library personnel nationwide. Designed and implemented a series of training programs using videoconference and webcast technology. Supported synchronous sessions with online tools, resources and instruction.
- **Zoological Society of San Diego** – Evaluated the San Diego Zoo’s new \$47M Elephant Odyssey exhibit. Study examined visitor-related outcomes – including retention of animal and conservation themes, using a quasi-experimental visitor study design. Conducted past visitor studies in the areas of climate change knowledge, bus tour information retention and visitor way finding.
- **U.S. Department of Education** - Evaluator for various U.S. Department of Education grants evaluating technology-based training targeted to pre-service teachers with the goal of building capacity for classroom use of technology. Constructed assessment and survey instruments, conducted statistical analysis, led focus groups and analyzed qualitative data. Synthesized findings into yearly reports, including recommendations for continuous program improvement.
- **Ford Motor Company** - Conducted a post-training performance evaluation with diesel engine technicians (mechanics) to investigate how trained skills transferred into performance on-the-job and identify workplace factors that limit performance. Study findings resulted in modifications to Ford's training curriculum and a new training evaluation system.
- **U. S. Transportation Security Administration (TSA)** – Conducted analysis to optimize performance of airport security personnel. Analysis results informed training program modifications, recommend environmental changes (workplace tools and resources), and provided a model for ongoing evaluation of training programs.

Dr. Marshall previously served as Director of Research and Evaluation with Lightspan, a leading provider of curriculum-based Language Arts and Mathematics software and Internet services for students grades K–12. There, he designed and implemented a nationwide research program to determine the program’s impact in schools and student homes. During his tenure with Lightspan, he also managed the design and development of over 20 e-learning programs.

Before joining Lightspan, Dr. Marshall held the position of Senior Consultant with Andersen Consulting, specializing in multimedia and technology-based training solutions.

Dr. Marshall can be reached at jmarshall@jamesmarshallconsulting.com