

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  
January 2015

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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, <b>relative to other competencies</b> , 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

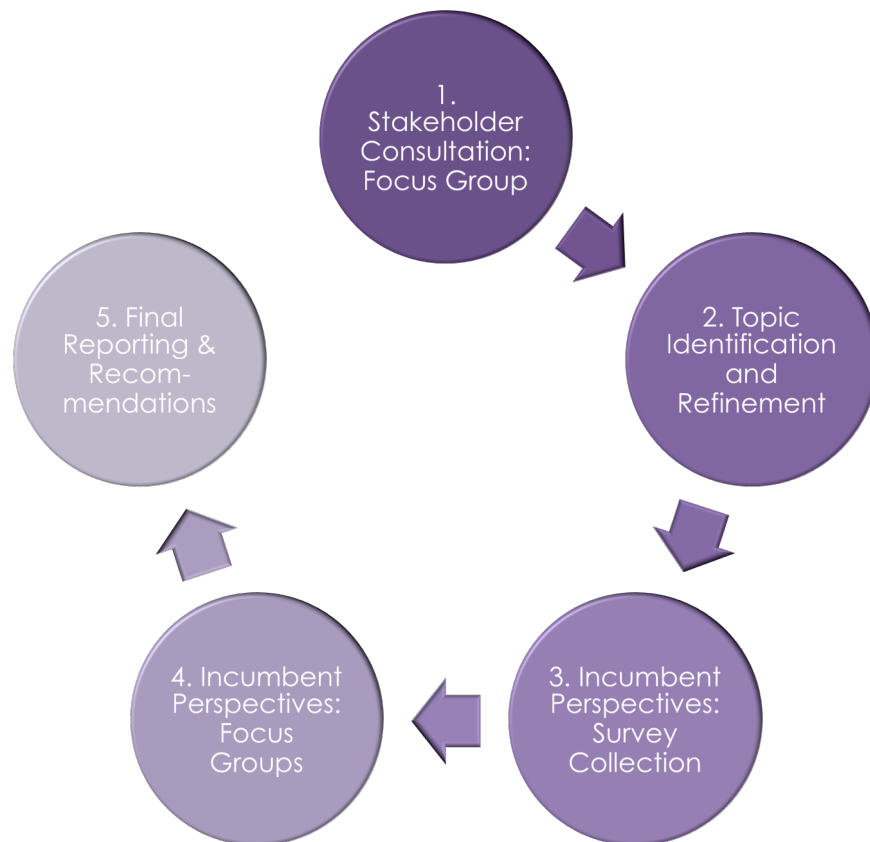
This report summarizes results of the needs analysis process and findings. It begins with an overview of the needs assessment methodology, followed by the reporting of needs assessment results. It is not our place to determine the college's professional development content or agenda; the report provides 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<br>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%                    |

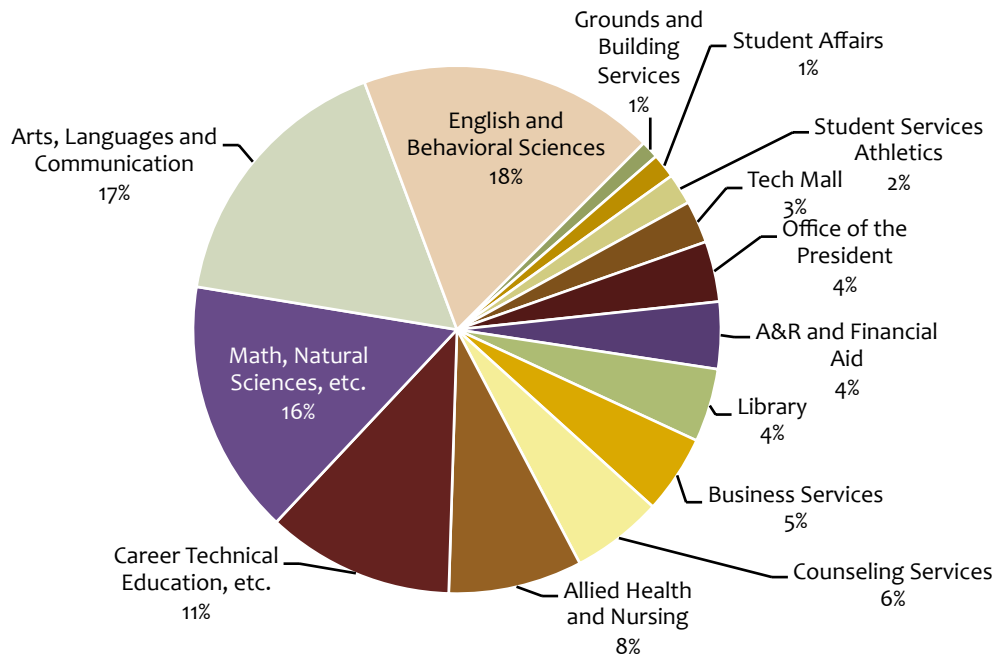
The survey respondents were a fairly experienced group with regard to the amount of time they had worked for Grossmont College. Table 3 highlights the respondents' length of service organized by position at Grossmont College.

**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%        |
| <b>Full Sample</b> | <b>11.3%</b>            | <b>8.0%</b> | <b>7.1%</b> | <b>24.3%</b> | <b>32.0%</b> | <b>17.2%</b> |

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

|                     |   |
|---------------------|---|
| <b>Key Findings</b> | <p><b>Professional Development Delivery</b></p> <ul style="list-style-type: none"><li>▪ The Grossmont College workforce is largely receptive to technology-delivered professional development.</li><li>▪ Full-time faculty expressed a stronger preference for face-to-face professional development (roughly 10% more relative to staff and part-time faculty).</li><li>▪ Classified staff expressed the strongest level of comfort with online professional development.</li><li>▪ Findings within position types held true, regardless of the length of time the respondent had worked at Grossmont College.</li></ul> |
|---------------------|---|

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%   | —   |
| <b>Full Sample</b> | <b>35.2%</b>            | <b>27.2%</b>   | <b>33.7%</b>  | <b>3.8%</b>                                     |

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><b>Professional Development Content Sources</b></p> <ul style="list-style-type: none"> <li>▪ The Grossmont College workforce, on the whole, favors professional development that originates from campus sources.</li> <li>▪ The majority of respondents indicated the “right” mix of professional development falls between 80% Grossmont/20% Outside sources and 60% Grossmont/40% Outside sources.</li> <li>▪ Full- and part-time faculty expressed slightly stronger preferences for professional development opportunities from outside sources, relative to classified staff and administrators.</li> <li>▪ Findings within position types held true, regardless of the length of time the respondent had worked at Grossmont College.</li> </ul> |
|--------------|---|

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%       | –           | –           | –           |
| <b>Full Sample</b> |                | <b>4.4%</b>             | <b>5.9%</b> | <b>14.2%</b> | <b>24.3%</b> | <b>16.3%</b> | <b>19.5%</b> | <b>5.9%</b> | <b>3.8%</b> | <b>3.0%</b> | <b>3.8%</b> |

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><b>Beliefs about the Value of Professional Development</b></p> <ul style="list-style-type: none"><li>▪ The Grossmont College workforce, on the whole, perceives limited value in past professional development .</li><li>▪ On average, respondents rated the value of professional development between “Neither Agree or Disagree” and “Agree” on a five-point agreement scale</li><li>▪ Respondents varied widely in their assigned value ratings, indicating a lack of consensus about the value of past professional development.</li><li>▪ Value ratings held true, regardless of the respondent’s position at Grossmont College.</li><li>▪ Findings within position types held true, regardless of the length of time the respondent had worked at Grossmont College.</li></ul> |
|--------------|---|

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 theory<sup>1</sup>. 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.

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<sup>1</sup> 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.



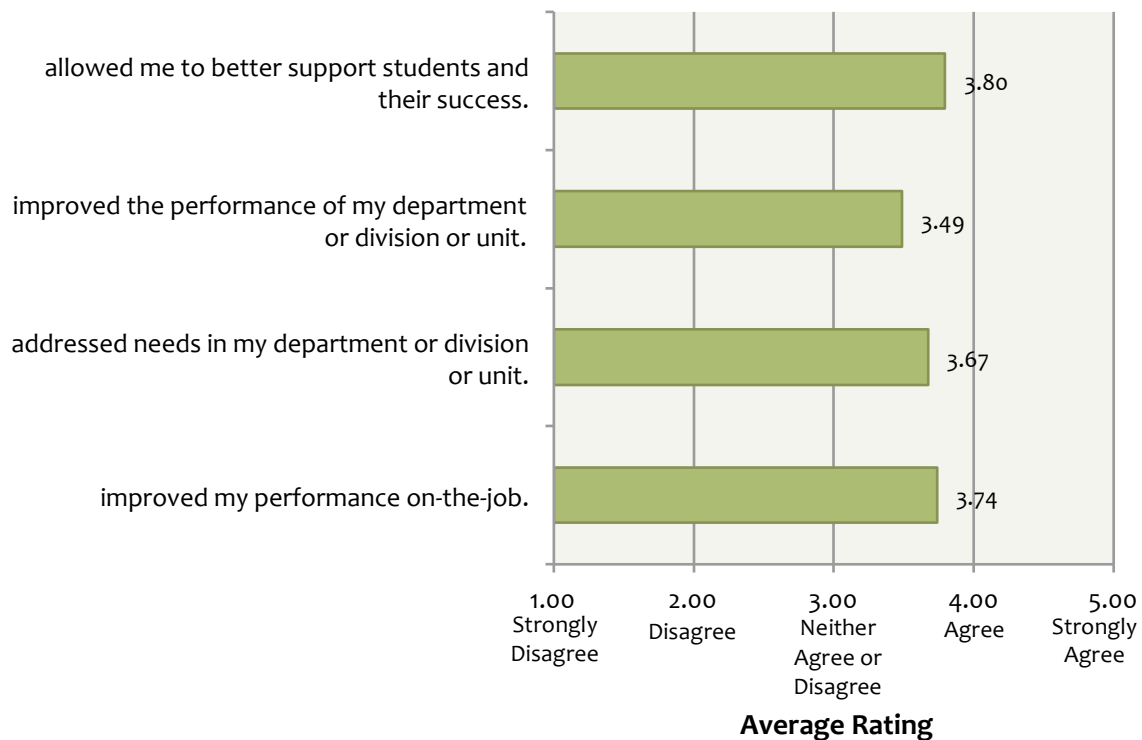
Figure 3 presents a summary of the full sample’s response to four statements targeting some dimension of professional development value. Respondents answered each statement using the following five-point scale:

- 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..

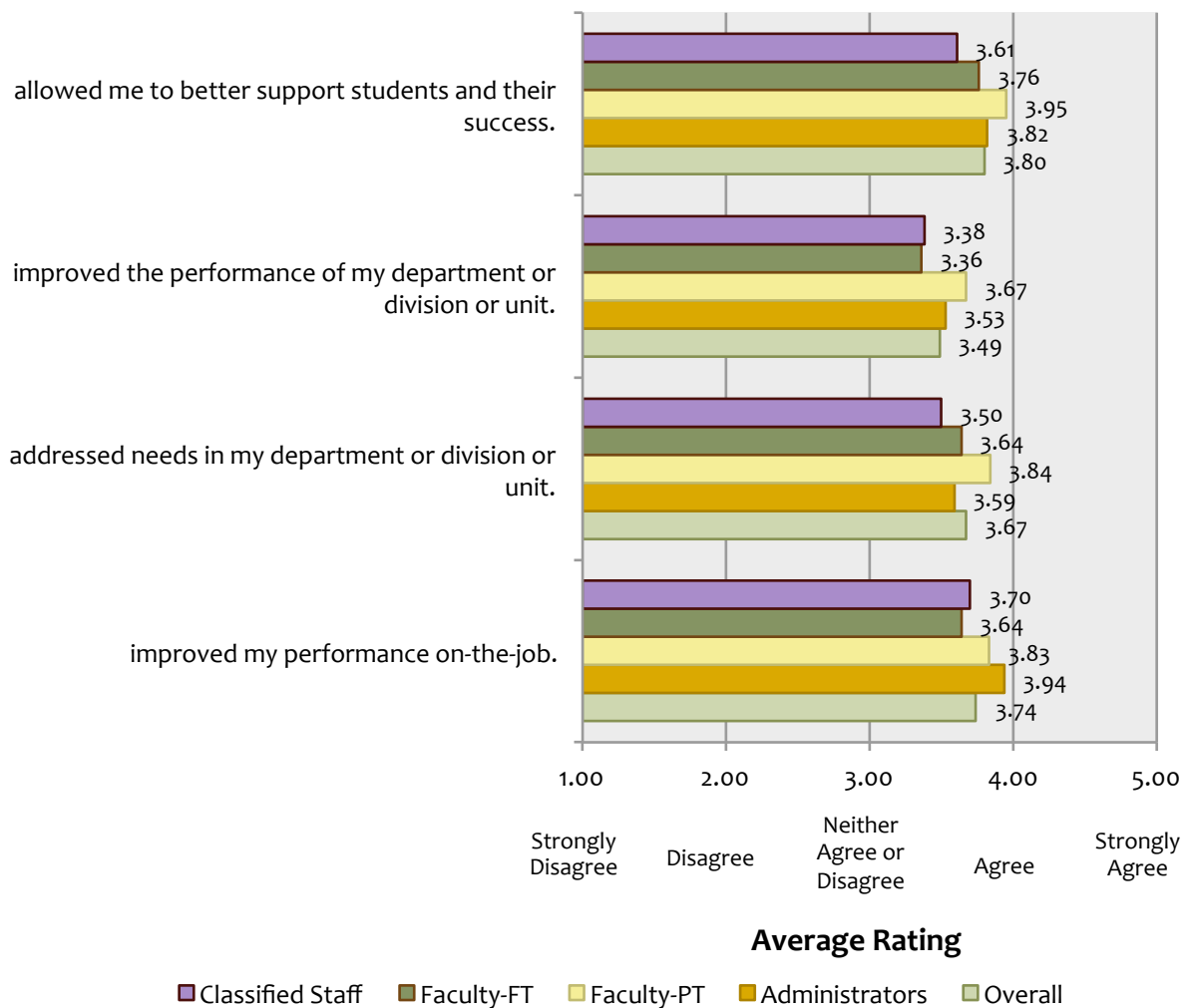


Figure 4 suggests that, on average, classified staff and full-time faculty perceive less value in the professional development they have received, relative to part-time faculty and administrators. However, these observed differences are relatively small. Statistical analysis (Chi-square procedure) of 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<br>2 = Low<br>3 = Medium<br>4 = High<br>5 = Critical  |
| 2         | Current level of competence for this area (for competency) | 1 = Little or None<br>2 = Low<br>3 = Medium<br>4 = High<br>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).

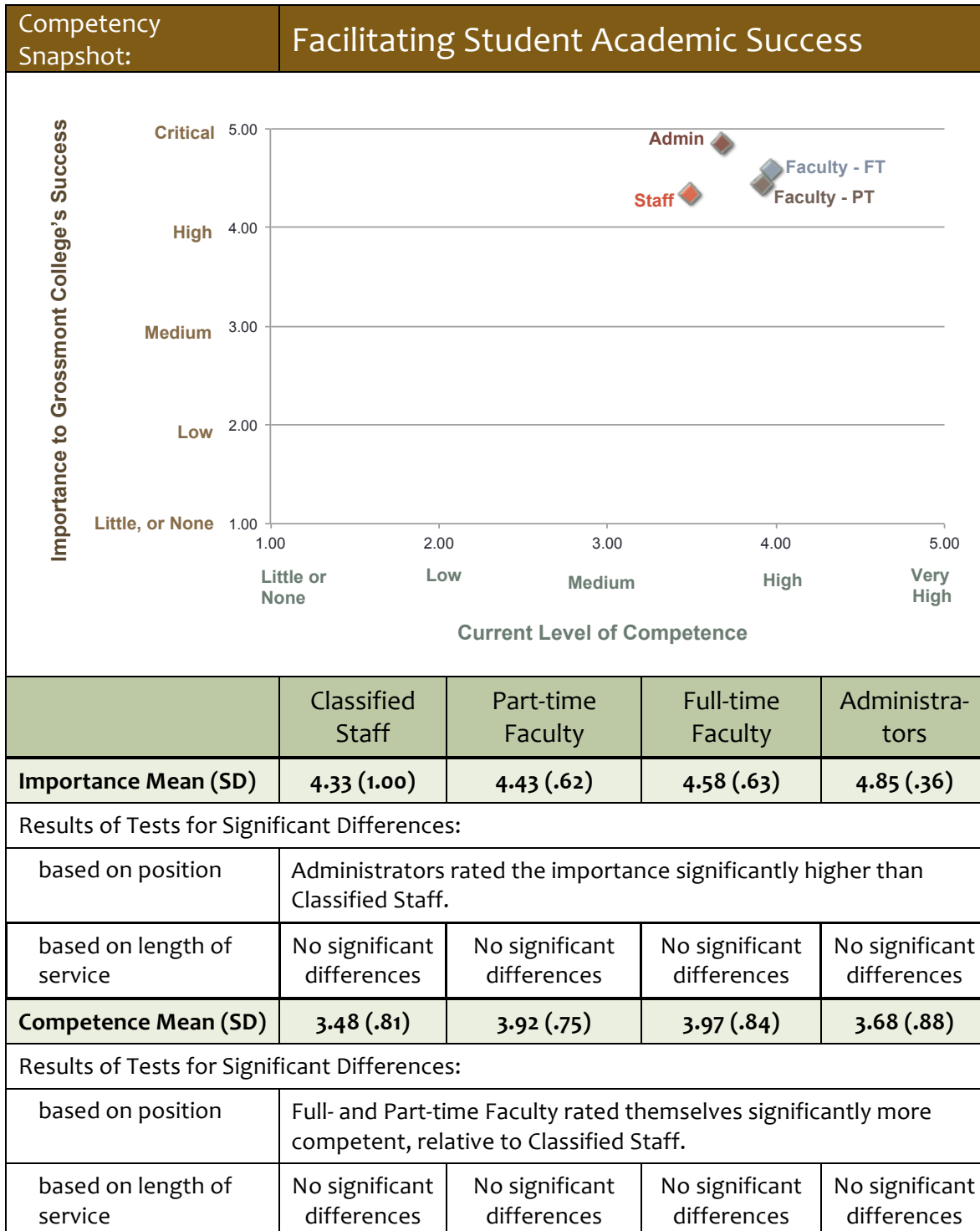
A note of self-assessed level of competency is merited. Self-assessment or rating is always of concern due to the subjectivity of the ratings. In our assessment of current levels of competency, we noted that—overall—Grossmont College respondents most frequently rated themselves fairly high. At the same 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**



### 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

| Competency Snapshot:  | Faculty/Student Interaction/Customer Service |                            |                            |                            |
|---|--|----------------------------|----------------------------|----------------------------|
| <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             |
| <b>Importance Mean (SD)</b>   | 4.56 (.66)                                   | 4.33 (.70)                 | 4.34 (.81)                 | 4.75 (.44)                 |
| 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 | No significant differences |
| <b>Competence Mean (SD)</b>   | 4.45 (.68)                                   | 4.45 (.68)                 | 4.27 (.71)                 | 4.25 (.79)                 |
| 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 | No significant differences |

**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.”

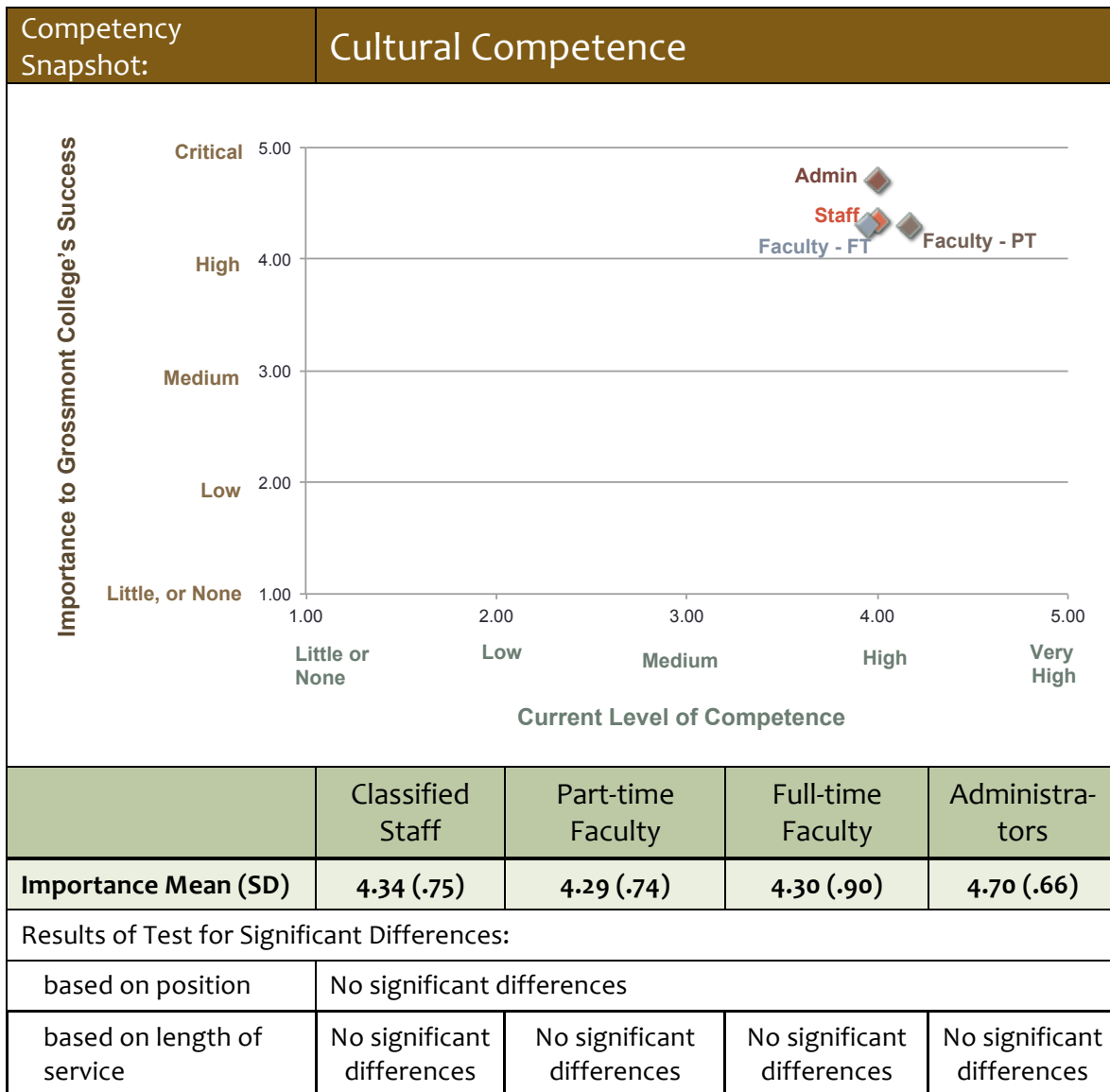
In focus groups, administrators concluded that the college was, on the whole, successful in this area, and readily provided examples of practices that align with customer service. Here, they also pushed for “right-sized” relevant trainings that:

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



|  |                            |                            |  |                            |
|--|----------------------------|----------------------------|--|----------------------------|
| <b>Competence Mean (SD)</b>                  | <b>4.00 (.83)</b>          | <b>4.17 (.80)</b>          | <b>3.95 (.79)</b>  | <b>4.00 (.73)</b>          |
| 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 |

|                     |  |
|---------------------|--|
| <b>Key Findings</b> | <b>Cultural Competence</b>   |
|                     | <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ 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.</li> <li>▪ 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.</li> </ul> |

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);"><b>Importance to Grossmont College's Success</b></p> |                               |                            |                            |                            |
|   | Classified Staff              | Part-time Faculty          | Full-time Faculty          | Administrators             |
| <b>Importance Mean (SD)</b>   | —                             | <b>4.36 (.77)</b>          | <b>4.54 (.60)</b>          | <b>4.20 (.95)</b>          |
| 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 |
| <b>Competence Mean (SD)</b>   | —                             | <b>4.09 (.78)</b>          | <b>4.16 (.78)</b>          | <b>3.70 (.98)</b>          |
| 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**

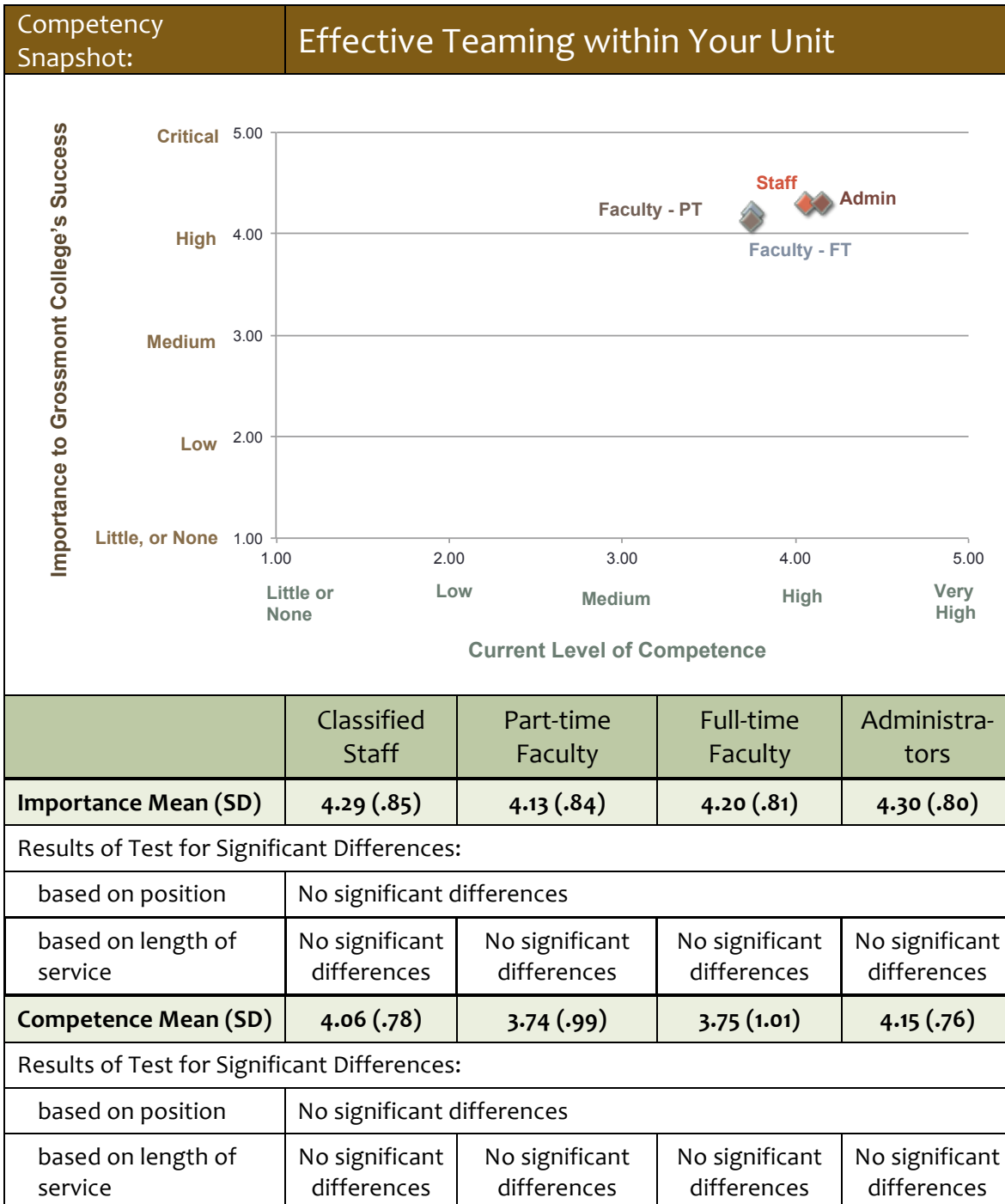
- This competency was rated second most important by full- and part-time faculty.
- Administrators rated this competency ninth most important.
- Full-time faculty indicated a high degree of competence with maintaining their discipline-specific knowledge.
- Part-time faculty, on average, rated themselves 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><b>Effective Teaming with Your Unit</b></p> <ul style="list-style-type: none"> <li>▪ Classified staff rated this competency fourth most important.</li> <li>▪ This competency was rated fifth most important by full- and part-time faculty and administrators.</li> <li>▪ Administrators rated this competency eighth most important.</li> <li>▪ Levels of competence for teaming were similar to competence levels for cultural competence—thus suggesting opportunities for development.</li> </ul> |
|--------------|---|

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 |
| <b>Facilitating Student Academic Success:</b><br>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  |
| <b>Cultural Competence:</b> 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  |
| <b>Your Individual Continuous Development:</b><br>How to create and self-manage a plan for your ongoing career development   | 24.6                    | —     | —          | 36.1       | 20.0  |
| <b>Working Together, Learning from One Another:</b> Understanding how your efforts contribute to Grossmont College's mission, and how they connect to others college wide                  | 22.8                    | 28.1  | —          | 26.9       | —     |
| <b>Faculty/Student Interaction or Customer Service:</b> How to do your job while providing friendly, welcoming, encouraging and supportive service to our students                         | —                       | 29.2  | —          | —          | —     |
| <b>Discipline-specific Knowledge:</b> 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 Rossett<sup>2</sup> 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.

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<sup>2</sup> 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.

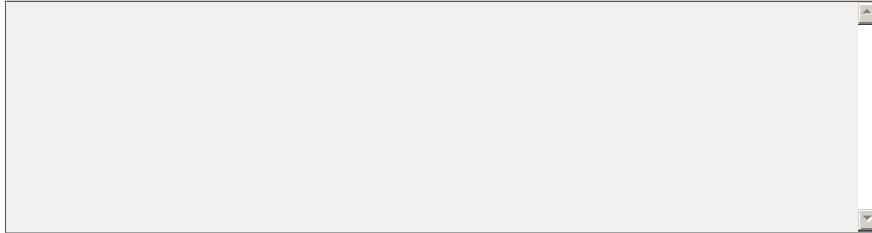
**For each of the following topics (A thru M), we ask you to respond in two ways:**

**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<br>College's Success | Your Current Level of<br>Competence with this topic |
|--|--|---|
| <b>A.</b> Your Individual Continuous Development: How to create and self-manage a plan for your ongoing career development   | <input type="text"/>                         | <input type="text"/>                                |
| <b>B.</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"/>                                |
| <b>C.</b> Faculty/Student Interaction or Customer Service: How to do your job while providing friendly, welcoming, encouraging and supportive service to our students  | <input type="text"/>                         | <input type="text"/>                                |
| <b>D.</b> 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"/>                                |
| <b>E.</b> 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"/>                                |
| <b>F.</b> 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"/>                                |
| <b>G.</b> 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"/>                                |
| <b>H.</b> 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"/>                                |
| <b>I.</b> 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"/>                                |
| <b>J.</b> 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"/>                                |
| <b>K.</b> 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"/>                                |
| <b>L.</b> Managing Conflict: How to effectively deal with conflict—with students, peers and colleagues   | <input type="text"/>                         | <input type="text"/>                                |
| <b>M.</b> Safety & Security: Personal safety and security when working in and around the Grossmont College community   | <input type="text"/>                         | <input type="text"/>                                |
| <b>N.</b> 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"/>                                |
| <b>O.</b> 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<br>College<br>Provided | Grossmont<br>College,<br>10% Other | Grossmont<br>College,<br>20% Other | Grossmont<br>College,<br>30% Other | Grossmont<br>College,<br>40% Other | Grossmont<br>College,<br>50% Other | Grossmont<br>College,<br>60% Other | Grossmont<br>College,<br>70% Other | Grossmont<br>College,<br>80% Other | Grossmont<br>College,<br>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.*

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### 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        | <b>36.1</b> | <b>20.0</b> |
| Online Teaching and Learning                    | 13.9                    | 15.7        | 13.9        | 13.4        | 10.0        |
| Faculty/Student Interaction or Customer Service | 20.4                    | <b>29.2</b> | 16.7        | 17.6        | 15.0        |
| Cultural Competence                             | 18.0                    | 11.2        | <b>21.3</b> | 16.0        | <b>40.0</b> |
| Becoming a Leader                               | 7.1                     | 10.1        | 4.6         | 7.6         | 5.0         |
| Working Together, Learning from One Another     | 22.8                    | <b>28.1</b> | 15.7        | <b>26.9</b> | 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                    | <b>29.2</b> | <b>43.5</b> | <b>25.2</b> | <b>30.0</b> |
| 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         | <b>25.0</b> | 15.1        | 5.0         |

## Appendix VI: Additional Needs Identified by Survey and Focus Group Participants

| Role             | Comment   |
|------------------|---|
| Classified Staff | We are evaluated by our supervisors. It is usually random and doesn't happen very often. This could be improved. We as classified employees and part-time faculty never have the opportunity to evaluate and give feedback (negative and positive) or offer suggestions for improving the performance of our supervisors and or dept. chairs. I have personally spoken to 3 past VPSSs (at the old "listening post") over a period of years regarding this. They all said it was a good idea at the time but they never got back to me as they said they would. As classified employees we could provide valuable insight from a different perspective regarding our work area and the campus in general. We could also provide meaningful insight that might help our supervisors improve their job performance.   |
| Classified Staff | Unity! A competent group/business each person/group needs to be working for the same goal/outcome. Perhaps if we can find one person from each department (faculty, administrator, staff is NOT important a factor for this) who can come together to share what they feel is needed to accomplish our overall goal(s) would be a great place to start. Anyone who wants to argue or be in total control is not welcome to this type of meeting/gathering!  |
| Classified Staff | Understanding how other departments work, and who you should call to find answers, so that students are not given a "run around." Sometimes it takes a few questions before you find out exactly what the student needs to know because he/she doesn't know what questions to ask--in other words, learning to anticipate the student's actual needs.   |
| Classified Staff | Since we use outlook frequently for emails, please provide a workshop and show us all the different ways to maximize its use for emails and calendars.  |
| Classified Staff | Safety and security is a huge issue. The Sheriffs that have been brought on campus act like bullies, looking more to arrest students than to assist and educate students. Student services is a joke. We have hourly employees doing the job that classified and confidential employees should be doing. Hiring student workers is a joke. We cannot get a straight answer on what is required, the requirements keep changing, and we have had job rates cut without permission as well as job descriptions falsified without our knowledge or approval. The Tech Mall is a joke. It needs to be determined whether the Tech Mall is for studios purposes like holding classes and studying or if it is open and free like the Student Center. We need more classified staff. Period. The staffing study that was conducted does not compare to Grossmont College as the makeup of our divisions and departments was not comparable. For example Creative Services and Duplicating and Printing are considered part of our division however they truly are not. Classified salaries need to be brought up to an ethical level. We've lost classified workers and have been having to do their jobs as well as our own and yet salaries have remained stagnant, in spite of inflation, rising food, housing, and gasoline prices, and unavoidable taxation. We need to get rid of incompetent teachers. We need to get teachers and academic departments to support their students. |
| Classified Staff | Safety - Random shooter scenario - no good plan in place except to call 911   |

| Role             | Comment  |
|------------------|--|
| Classified Staff | Release time for classified staff to attend Professional Development Activities  |
| Classified Staff | Performance Evaluations should be given in a timely manner, not years in between.  |
| Classified Staff | More relaxation/meditation classes, please!  |
| Classified Staff | More online training for new faculty and intermediate or advanced training for those that have been using blackboard, but need more info. Personal enrichment classes like Yoga are fun, but not beneficial to faculty in the classroom.   |
| Classified Staff | More information on issues to less than half contracted staff, under 20 hours.   |
| Classified Staff | Many processes have no feedback or 'completing the circle' aspect. Evaluations do not seem to have a 'follow up' component except that the person being evaluated makes note of it in the future evaluations. There is a general disconnect between departments concerning communication and follow-up. Although I rated my own level of competence in most areas as high, I do think that there are faculty/staff whose competence level needs work (concerning Distance education, accessible media, communication follow-up) Where I rated medium, the phrase, only as strong as weakest link holds true. If communication in one direction is weak and strong in another direction, then the communication is lacking. Include competence in accessible media, effective distance education content, instructional design. |
| Classified Staff | Making all areas of the college accessible to students with disabilities, especially students with a hearing loss, as well as English as a second language users, older adults with hearing loss etc., who could greatly benefit from closed captioning being available on all multimedia. Faculty and staff who are knowledgeable about how to obtain and operate closed captioned media to provide an inclusive environment for all people. Too many times the video clips and movies shown at professional development workshops, convocation, or live stream videos online etc. are inaccessible (without closed captioning). Not everyone can hear well.  |
| Classified Staff | Learning systems of daily productions such as Insight, Ifas, SARS data management - organizational skills, meaning how to effectively be organized to take care of all the business we need to take care of each day. How to measure productivity.   |
| Classified Staff | It would be helpful to be able to shadow a person in another student services department for several hours as a way to understand how our departments effect one another.  |
| Classified Staff | I would love to see a more consistent schedule with our student services meetings. This is important to me because it keeps us all up-to date on information and offers an opportunity for professional development with colleagues from other departments. Creating a culture of Professional Development so that our staff will WANT to engage in these PD activities. Workshops on: Managing Time, Project Planning   |
| Classified Staff | I would love a review or level 2 class of Access   |
| Classified Staff | I would like to be able to go to more workshops, but my area is very understaffed. It takes forever to get student workers approved to be able to work. Without them I can't break away to do professional development as I work at a very busy public service desk.   |

| Role              | Comment   |
|-------------------|---|
| Classified Staff  | higher allowances for staff development to cover cost incurred keeping up to date with technology and our profession  |
| Classified Staff  | H - What is the point of learning to communicate if we are not listened to? That is what needs to get fixed. M - Having called for sheriff assistance and had them not come shows me that this system is NOT working. We were much better off having our own police officers who actually patrolled the campus on foot. I am so busy and overworked that it is almost impossible to take advantage of Professional Development activities and a lot of people are in the same position. There is a limit to how developed we can be when we simply need more staff.   |
| Classified Staff  | Greater support towards part time faculty and hourly employees.   |
| Classified Staff  | Faculty seem to me that just because they have the degree, that they know everything. Knowledge does not just come with age and a degree, it comes from experience as well. The Administration allows that kind of behavior just because the Instructor is tenure, and what is the student to know what is a good Instructor and what is a bad one. They will only know the truth once they go on to a University as to what the Instructor at the Community College did not pass on or know. Telling students just to listen to them and only them, is wrong we learn from one another right and wrong. As we do in the world we live in. Just because they have the title of " Instructor of Record" does not mean that the student can not listen or ask a Question of another Instructor or of the Tech in that area. That is why we have tutors in our campus so that no one is left behind. |
| Classified Staff  | Faculty get more pay with additional degrees they earn. Classified should also benefit from higher pay when they achieve higher education, as well.   |
| Classified Staff  | Conservation. Turn off lights, computers, printers, monitors, televisions when not in use. Make an effort to replace/repair the water faucets in restrooms so they offer hot water without running excessively. The AC does not have to be at sub-zero to maintain comfort levels. Too many faculty/staff leave doors open because the AC is too cold. These are just a few of the conservation efforts that need to be addressed campus wide. We are a model for students. What message are we sending them?   |
| Classified Staff  | Better communication all around!  |
| Classified Staff  | 1) Awareness of disabilities, including chemical sensitivity / fragrance allergy / environmental illness 2) Training about students with special needs 3) Natural history of the college environment to be better stewards - landscaping, chaparral canyon, local fire/drought/pollution issues 4) Social media training - what are students using - how can we communicate with students (digital divide)  |
| Classified Staff  | 1- How to keep our campus clean and 2- prevent smoking.   |
| Classified Staff  | -The ability to gain knowledge of the basic procedures and protocols of other departments and how they relate to your position. -Continued computer program training in Word, Excel, Access, Outlook, PowerPoint and Publisher. Nothing so intense as weekly courses but possibly once or twice a month for a semester on one program then continuing on another in the next semester. This way, it can move past the initial beginning stage of learning and hopefully get to more advanced training as the semester progresses.   |
| Full-time Faculty | Understanding the faculty contract- for example, how many people ratified the contract without realizing that now every section is subject to student evaluations every semester?   |



| Role              | Comment   |
|-------------------|---|
| Full-time Faculty | Time management, problem-solving, streamlining report processes for ed. plans, program review, etc.   |
| Full-time Faculty | Tactics for managing stress and doing your job effectively and efficiently by managing "stuff" as well as tasks (being organized); knowledge competence in topics that are cross-disciplinary and could be infused across the entire curriculum (working on writing skills in a science class, talking about global climate change in a history class, etc.)  |
| Full-time Faculty | Stress reduction , finance management and over all familiarization with many processes that exist within the college  |
| Full-time Faculty | Streamlining bureaucracy and paperwork, e.g. to attend a conference I have to fill out an off-campus activity request, a request for the paltry \$500 grant, and an additional form for the hours to apply to flex credit.  |
| Full-time Faculty | Share research and sabbatical reports with all colleagues so we may learn from one another.   |
| Full-time Faculty | regional intersegmental issues awareness and specific strategies for improving student outcomes as a result of that awareness.  |
| Full-time Faculty | Performance Evaluations should be a huge part of flex week this coming Spring with the new contract in place. Mentoring new PT faculty should also be included here, but needs more attention since this district/college will not commit to hiring more FT faculty.  |
| Full-time Faculty | Online Training - basic and advanced: Blackboard training; more "Quality Matters" training; more discussions on "best practices" for online instruction; resources for closed captioning for online teaching and Blackboard (that might not be the Prof Dev committee) Safety Training: Active shooter scenarios (practical training)   |
| Full-time Faculty | Needing to know WHO to go to for WHAT! Hate bothering the same people in the Division Deanery asking the same questions. OR, calling the "blank" department only to find out there are "subs" of that department and not knowing the pecking order.   |
| Full-time Faculty | More opportunities to dialogue with department, division, campus, and district regarding sharing of best practices in a variety of areas. More funds spent on guest speakers with expertise on the topic. Need administrative leadership to support faculty and staff in team building.   |
| Full-time Faculty | More open classroom doors and faculty collaboration. I've worked before where there was more sharing, more learning from each other, people less stuck in their ways, watching each others classrooms, etc. This can create energy and enthusiasm and stronger bonds. Also how can more effort be made to help faculty connect to the campus. I don't know if this is a professional development thing or not but I hear people saying we help students feel more connected to the college (and that will help them be successful) but what about faculty and staff? Wouldn't their connections to college contribute to their increased success -- this seems like it has importance to the college's success. I've been to two sports events in all my years here and barely saw any other faculty; went to the faculty art show and didn't see any colleagues. |
| Full-time Faculty | More focus on discipline specific topics with more time built into Professional Development Week for departments.   |

| Role              | Comment  |
|-------------------|--|
| Full-time Faculty | More advanced workshops for Online/distance education- not just Black Board, but also best practices for successful online instruction. Team building for departments Evaluating evaluators  |
| Full-time Faculty | Maybe more on the water theme, conservation, recycling, etc.   |
| Full-time Faculty | In the cultural competency arena: help understanding and pronouncing student names Cross Discipline Dept. meetings, help to keep in tune with departments across campus  |
| Full-time Faculty | In talking to instructors from other divisions, departments and disciplines, the quality of education will improve if the instructors are taught to and required to: [yes, I believe that these matters are not currently widely done on campus} 1. formulate behavioral objectives for the courses and then test and evaluate to these objectives 2. online exams rather than paper and pencil/use of Scantrons 3. critical thinking questions rather than simple knowledge questions 4. changing to the "flipped classroom" and very little straight lecture These measures can be facilitated through Professional Development classes [which have been given on all these subjects above] but also needs pressure from Academic Senate. "You can lead a horse to water but they may not drink." See my choices below which reflect the thoughts above. |
| Full-time Faculty | I think we need the tools and support made available to us for online teaching, to coincide with more professional development. The college needs to commit to providing a concentrated, all in one spot way to put videos and live chats on blackboard or whatever system will be used. The college needs to provide closed captioning services so we can easily be ADA compliant on our course containers. Other college online programs offer wonderful support for the faculty and students and our college provides very little support - yes there are classes to attend but that is it.   |
| Full-time Faculty | How to use and keep up with various technologies like Black Board, Word, Power Point, etc. BTW, please do not call education 'Customer Service'. We don't sell a product, deal with profits, taxes. etc. The customer is not always right either.  |
| Full-time Faculty | How to maneuver through the politics on campus with administration and the union.  |
| Full-time Faculty | How about getting better at actual Teaching? Some of us know the subject, but can become better at teaching the subject. I like the "Great Ideas" workshops, and ones about learning how to be a better instructor.  |
| Full-time Faculty | Health and wellness Teaching burnout Long hours placed on small departments with low number of full time faculty (2-3 full time instructors) Stress reduction workshops Yoga, Pilates, Meditation workshops Lack of certain departments in sharing facilities when not in use for their department needs. The buildings/room belong to the college and the taxpayers, not the individual departments. A critical look at the use of facilities campus-wide.  |
| Full-time Faculty | health and fitness of faculty  |
| Full-time Faculty | Guidelines to making the new college website uniform   |
| Full-time Faculty | Finding topics that all faculty can relate to and interact with such as cultural competency. Get it out there in many different forums.  |
| Full-time Faculty | Diversity Training is important. We need to be reminded of retention rates, and how not to blame ourselves when students leave our courses.  |

| Role              | Comment   |
|-------------------|---|
| Full-time Faculty | Discipline-specific professional development is MUCH more useful than sitting around being indoctrinated in some sort of campus-wide, edubabble initiative.   |
| Full-time Faculty | Discipline specific - how to write better exams.  |
| Full-time Faculty | Academic (discipline-related) talks/presentations, regardless of discipline should be more present during flex week.  |
| Full-time Faculty | A couple of the most important are Safety and Use of Technology. I am pretty sure most staff are lacking in these areas.  |
| Full-time Faculty | 1) bridging the gap between student services and instructional areas: we often don't know and don't understand the role/tasks/issues associated with each area (narrowing the gap will ultimately help students) 2) understanding more about how CA community colleges actually work (i.e., budget, various state laws and Ed codes (knowledge would likely minimize conflicts and enhance collaboration) PS. the A-O list above has great ideas!!  |
| Full-time Faculty | 1. Teaching strategies within the classroom 2. Helping students in need (e.g., students who are suicidal, students who are dealing with family issues, etc.)  |
| Full-time Faculty | 1. pros and cons of gaming culture as it relates to our students' lives, teaching, and learning 2. teaching reading across the disciplines 3. more sharing of successful practices 4. how to design effective writing prompts (across the disciplines) 5. we really need to revise our core mission statement.. 6. faculty evaluation process could be more effective--how to give them, how to respond to them   |
| Full-time Faculty | * Securing an outstanding speaker who is an acknowledged leader, researcher, practitioner, or academic-voice to some topic of general importance to society, and/or that defines the unique community/economy in which this community college exists...in other words, treating the faculty for what they are, which is a group that includes many with graduate degrees from some of America's best universities. Let's continue to take advantage of the world-class thinkers locally associated with UCSD, Scripps Institute of Oceanography, SDSU, Qualcomm, the US Navy's 7th Fleet, the Biotech industry, etc., and regionally associated with Los Angeles, Silicon Valley, the Bay Area, the LA Times, etc. * Providing or allowing for activities that include meaningful relationship-building with faculty from other disciplines, other colleges, and including from student services (most importantly from counseling). "Meaningful" in this context implies activities or travels or projects that include working together, eating together, sharing together, and integrating formal with informal interaction. "Meaningful" in this context does not imply sitting with a joint body of Grossmont and Cuyamaca faculty for two hours, listening to an administrator talk (which may certainly be important in its own context, though often can be achieved equally well via email) or a motivational speaker motivate independent of a compelling topic. * Activities that take advantage of the block-of-time that is unique to flex week...I value the full-week utilized at Grossmont College. |
| Part-time Faculty | When transitioning to a new textbook, it would be nice to have a meeting to discuss the main changes and have an open discussion with faculty who are affected by the change.   |

| Role              | Comment  |
|-------------------|--|
| Part-time Faculty | What is often missing from a college education is a student's guidance on placing all the pieces of the education together. In my discipline, students are often taught to memorize facts or processes as stand alone entities; they are often not taught how to place the pieces to a whole. Connecting one discipline with another is even harder than connecting the dots within a discipline. What we end up with are students finishing their education without understanding how to fit all the information together. They are not prepared to understand the complexities asked of them as active members of a complex society, and hence our society is degraded. Having a professional development that at least puts that out there would be great, how to address it, well that's another issue.  |
| Part-time Faculty | what happened to the softball game?  |
| Part-time Faculty | We need foreign language immersion program - introductory sessions - for staff to see how quickly they can learn basics of any language  |
| Part-time Faculty | The landscape of higher education has shifted in relation to students' skill levels and in relation to organizational design in recent decades. Many faculty, administrators, and staff remain uninformed about these changes, which greatly influence the teaching and learning environment. An in-depth overview of these changes, perhaps through a main-event speaker, would benefit the campus members by providing a clear view of the institutional structures shaping the professional experience in higher education. Then, with a clear view of the "landscape," faculty, administrators, and staff will be better equipped to address the needs of students and the goals of Grossmont College in an environment that respects all through the knowledge of history.  |
| Part-time Faculty | student assistance programs - what is available and where to go  |
| Part-time Faculty | Please continue Blackboard and Connect training.   |
| Part-time Faculty | Most of the faculty at Grossmont is Part-Time, but almost all of the staff development is for the Full-Time faculty.   |
| Part-time Faculty | Most areas above which can be improved by Prof Dev are already covered. (B, L, K ) A few could be improved by Prof Dev. (A, I, N) Most shortcomings are due to school system deficiencies ( C - no office hours for PT F&G - with PT pay already short funded, where is the incentive to work many hours beyond all the already unpaid hours required to develop and administer the course material? H - my Gcc email is 89.4% marketing spam and another 10% campus generated fluff, rendering campus wide communication another black hole of unpaid time. (literally. I have to direct my students to use a non-GCCCD account to keep their email from getting lost. Monthly, my Gccd account averages the better part of 1000 emails per month & of those, maybe 4 are of any actual value to me.) J. It's our responsibility to know all the rules. I've been denied funding promised because of form requirements that made no sense, and no one bothered to say were required. Item H above makes this worse. I get several notices about which bathrooms aren't working, but nothing saying new parking passes are available. O. Not really possible for school to teach, but no incentive (off campus class fees paid) to continue staying on top of our content. |
| Part-time Faculty | Managing work-life balance, wellness, dealing with burn-out  |
| Part-time Faculty | Innovative teaching techniques   |

| Role              | Comment  |
|-------------------|--|
| Part-time Faculty | I will start teaching my 1st class in the Spring of 2015. Therefore, I will learn about the Grossmont's facilities, security, ... . Of course, asking Jannet and HR for answers or a lead to find the answer does the ob.  |
| Part-time Faculty | I have a HUGE beef with the way professional development for Adjunct Faculty is handled. I submitted a proposal 10 days before a 30 Hr seminar (full week), and in advance of flex week. It was rejected because it was off campus and not submitted 30 days prior to the event. I have had many, many opportunities for real, helpful useful training in my field off campus but never with 30 days of notice. The policy sucks and policy changes like this are never, ever communicated effectively.  |
| Part-time Faculty | I had the "opportunity" to view some of the videos posted on the Grossmont professional development website so that I could complete my professional development hours. The school should be embarrassed at the quality of the videos that were there. What a waste of my time. If I have to view a video it would be nice to actually have something interesting to watch and something that provided useful information.   |
| Part-time Faculty | I am thankful for the opportunities of professional development. I think our campus provides a diverse range of opportunities for faculty and staff. I get most of my hours completed during flex week. I find the sessions I attend are useful and critical to my role in my department and how I foster relationships with colleagues; plus, this impacts our success with students. The only thing I wish we could have is more money per person in a year; \$500 is wonderful (better than nothing at all!), but for some events that are out of state, I think to pay out of pocket if one is an adjunct creates obstacles. There have been conferences that I would have loved to attend and report back on to my department but couldn't because the funding wasn't there; I simply couldn't afford all of the conference fees. However, finding other means of financial support-like other college grants-has been the way to address this issue. I think, overall, our professional development on campus is an excellent system that provides opportunities and experiences to better our employees, which again, affects how we reach students and help them to be successful. Keep it up! |
| Part-time Faculty | How to maintain passion for teaching in the face of pressure for instant gratification/ grades/ red tape/ and apathy.  |
| Part-time Faculty | How to get students to read and understand the syllabus. How to get them to put due dates in their calendars. How to teach them time management.   |

| Role              | Comment   |
|-------------------|---|
| Part-time Faculty | How to get change implemented, provide feedback to issues or plans, and communicate ideas/problems to the appropriate people. On a campus-wide level, if we would like some kind of help with updating facilities, or providing input to facilities plans that directly affect us, how do we go about doing so? I was recently affected by a change to campus organization that directly impacted me and was told after the fact that there was a planning committee to determine how this would be implemented, yet NONE of the people who were affected by this change were invited to take part or give feedback. Adjunct faculty often do not get allowed a voice, nor input, when it comes to changes that directly affect them and this is problematic. Even when I directed comments/concerns towards a few people in particular, I STILL did not receive a response. This makes me feel incredibly marginalized and as if my participation or input to the campus community is irrelevant. Until this is addressed, we will continue to have a fractured, dispirited, and often disengaged community. |
| Part-time Faculty | How to be more effective with on-line instruction.  |
| Part-time Faculty | Have some online videos or CD's to watch so we do not have to attend the campus.  |
| Part-time Faculty | Have more comprehensive and extensive Intro to Blackboard. One session is not effective.  |
| Part-time Faculty | Faculty must be encouraged - and paid - for mentoring and tutoring students individually and in small groups.   |
| Part-time Faculty | Discrimination, Privileges, Empowering Students, Working with your Department and other Departments   |
| Part-time Faculty | Developing coordinators to be leaders so they can assist and develop their staff  |
| Part-time Faculty | Assessing students' knowledge, skills and abilities as an online learner.   |
| Part-time Faculty | All of the above are critical but the most practical is optimizing use of Blackboard. (Or, even better, software that is better than Blackboard to accomplish the same goals.)  |
| Administrator     | The hiring process is often left out of professional development because it is a process that comes from the District. I believe we all need to do some work in this area (especially all those who plan to serve on hiring committees) because hiring committees tend to exhibit signs of unintentional intolerance which is caught too late. Group think often takes over and the best person does not always get hired. All in all, there are examples of unintentional intolerance demonstrated in much of the work that is done on campus. There are only a few "insiders" making it difficult for most people (the "outsiders") to feel as though they are invested in campus change efforts. We have work to do!   |
| Administrator     | Teaching people leadership skills to lead from wherever they are - whether in senate, as a department chair, or being ready for the next job or promotion. This is critical for all constituent groups in an ongoing and academy-base or cohort model. New employee orientation in an acute manner and then also ongoing (year or two).   |
| Administrator     | Productivity as it relates to getting things done and responding to community needs at the speed of business.   |

| Role          | Comment  |
|---------------|--|
| Administrator | Creating a blame-free environment in which alternate opinions are considered, with respect. Creating an effective, efficient administrative structure without any fat. |

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## 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.

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