

GCCCD Classified Professional Development Needs Assessment Fall 2021

Executive Summary

Background and Survey Administration

To help inform the Grossmont-Cuyamaca Community College District's (GCCCD) professional development offerings in 2021-2022, Cuyamaca College's Institutional Effectiveness, Success, and Equity (IESE) office administered a survey to all GCCCD Classified employees in Fall 2021. The goal of the survey was to assess Classified employees' professional development needs related to advancing the Vision for Success goals to inform the use of the 2018-2019 Classified Professional Development Funds.

The survey was administered from September 23rd through October 15th via SurveyMonkey. Classified employees received weekly reminders to complete the survey. In total, 96 Classified employees completed this survey. Over half of the respondents work at Grossmont College (53%), almost one third work at Cuyamaca College (32%), and the remainder work at District Services (15%).

Summary of Classified Professional Development Needs and Preferences

The vast majority of Classified employees would be **comfortable with virtual events** (83%), followed by on-campus in-person events (68%) and off-campus in-person events (63%) with COVID safety protocols. Overall, the majority of Classified employees would **prefer virtual events** (71%), but this preference varied by work site. While most Classified employees at Grossmont and Cuyamaca would prefer virtual events, a slight majority of Classified employees at District Services would prefer on-campus in-person events with COVID safety protocols.

Nearly all Classified employees who responded to this survey would prefer **1- to 2-hour professional development sessions** (95%), some would prefer half-day events (46%), and a few would prefer full-day events (14%). The majority of Classified employees would prefer **a webinar** that involves actively listening to subject-matter experts (63%), **a one-time workshop** that involves participating in discussions and activities (60%), and **an institute** that involves multiple sessions (e.g., a series of workshops that build upon each other) (60%).

Overall, a slight majority of Classified employees would prefer trainings to take place **early in the summer** (58%) or **the middle of the semester** (51%). The majority of Classified employees would prefer trainings in **the mornings**, between 9:00am-12:00pm (77%). Many Classified employees would prefer training to take place on **Tuesdays** (67%), **Wednesdays** (66%), or **Thursdays** (69%).

The majority of Classified employees would prefer training about the following topics related to diversity, equity, and anti-racism: **equity-minded, trauma-informed practices to support students** (70%); **cultural awareness/competency** (70%); and **ways to create and promote an inclusive campus culture** (68%).

The majority of Classified employees would prefer training about the following topics related to leadership in the California Community College (CCC) system: **communicating effectively** (71%); **enhancing motivation and morale in the workplace** (66%); **avoiding burnout in the workplace** (62%); and **conflict resolution** (60%).

Classified employees were asked what additional professional development topics they would like GCCCD to offer, and provided the following topics or themes: **career advancement; leadership skills and mentoring; instructional training or transitioning into faculty; learning about different college or district departments; employee wellbeing; navigating negativity in the workplace; and training focused on specific technology.**

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Results

Comfort with Delivery Methods

The vast majority of Classified employees would be comfortable with virtual events (83%), followed by on-campus in-person events (68%) and off-campus in-person events (63%) with COVID safety protocols.

| Percent Comfortable with Virtual, On-Campus, and Off-Campus Events | Overall | Grossmont College | Cuyamaca College | District Services |
|--|---------|-------------------|------------------|-------------------|
| Virtual events | 83% | 92% | 80% | 85% |
| On-campus in-person events with COVID safety protocols | 68% | 71% | 53% | 86% |
| Off-campus in-person events with COVID safety protocols | 63% | 67% | 53% | 69% |

Preferred Delivery Methods

Overall, the majority of Classified employees would prefer virtual events (71%), but this preference varied by work site. The vast majority of Classified employees at Cuyamaca College would prefer virtual events (87%), while a slight majority of Classified employees at District Services would prefer on-campus in-person events with COVID safety protocols (57%). Respondents could select more than one option, which is why the sum of these percentages exceeds 100%.

| Preferred Delivery Methods | Overall | Grossmont College | Cuyamaca College | District Services |
|---|---------|-------------------|------------------|-------------------|
| Virtual events | 71% | 73% | 87% | 50% |
| On-campus in-person events with COVID safety protocols | 48% | 55% | 32% | 57% |
| Off-campus in-person events with COVID safety protocols | 32% | 33% | 26% | 43% |

Preferred Training Lengths

The vast majority of Classified employees would prefer 1- to 2-hour sessions (95%), some would prefer half-day events (46%), and a few would prefer full-day events (14%). While the vast majority of District Services Classified employees would prefer 1- to 2-hour sessions (85%), a majority would also prefer half-day events (62%). Respondents could select more than one option, which is why the sum of these percentages exceeds 100%.

| Preferred Training Lengths | Overall | Grossmont College | Cuyamaca College | District Services |
|----------------------------|---------|-------------------|------------------|-------------------|
| 1- to 2-hour sessions | 95% | 100% | 94% | 85% |
| Half-day events (~4 hours) | 46% | 43% | 43% | 62% |
| Full-day events (~8 hours) | 14% | 7% | 16% | 23% |

Preferred Training Format

Overall, the majority of Classified employees would prefer a webinar that involves actively listening to subject-matter experts (63%), a one-time workshop that involves participating in discussions and activities (60%), and an institute that involves multiple sessions (e.g., a series of workshops that build upon each other) (60%). This pattern was similar for Classified employees at Grossmont and Cuyamaca, but a smaller percentage of Classified employees at District Services would prefer a webinar (42%). Respondents could select more than one option, which is why the sum of these percentages exceeds 100%.

Two respondents indicated they would prefer another format, specifying that they would prefer a pre-recorded video or something fun.

| Preferred Training Format | Overall | Grossmont College | Cuyamaca College | District Services |
|----------------------------------|---------|-------------------|------------------|-------------------|
| Webinar | 63% | 61% | 73% | 42% |
| One-time workshop | 60% | 57% | 60% | 75% |
| Institute with multiple sessions | 60% | 59% | 57% | 75% |
| Another format | 2% | 0% | 7% | 0% |

Preferred Time of Year for Training

Overall, a slight majority of Classified employees would prefer trainings to take place early in the summer (58%) or the middle of the semester (51%). A larger percentage of Classified employees at Grossmont and Cuyamaca would prefer trainings to take place early in the summer or the middle of the semester, whereas 42% of Classified employees at District Services would prefer these times of the year. Respondents could select more than one option, which is why the sum of these percentages exceeds 100%.

Although GCCCD usually offers Classified professional development opportunities during spring break, less than half of Classified employees would prefer trainings to take place that week (45%). No respondents indicated that they would prefer trainings to take place during the first week of classes.

| Preferred Time of Year | Overall | Grossmont College | Cuyamaca College | District Services |
|----------------------------|---------|-------------------|------------------|-------------------|
| Early in the summer | 58% | 59% | 63% | 42% |
| The middle of the semester | 51% | 57% | 50% | 42% |
| Spring break | 45% | 43% | 47% | 33% |
| Flex week | 38% | 39% | 40% | 33% |
| Late in the summer | 31% | 29% | 40% | 17% |
| The end of the semester | 18% | 14% | 23% | 17% |
| The first week of classes | 0% | 0% | 0% | 0% |

Preferred Time of Day for Training

The majority of Classified employees would prefer trainings in the mornings, between 9:00am-12:00pm (77%), and a slight majority would prefer trainings in the afternoons, between 1:00pm-5:00pm (59%). Only 7% would prefer trainings in the evenings, after 5:00pm. Respondents could select more than one option, which is why the sum of these percentages exceeds 100%.

| Preferred Time of Day | Overall | Grossmont College | Cuyamaca College | District Services |
|----------------------------|---------|-------------------|------------------|-------------------|
| Mornings (9:00am-12:00pm) | 77% | 76% | 70% | 100% |
| Afternoons (1:00pm-5:00pm) | 59% | 61% | 60% | 45% |
| Evenings (after 5:00pm) | 7% | 6% | 10% | 0% |

Preferred Day of the Week for Training

Many Classified employees would prefer training to take place on Tuesdays (67%), Wednesdays (66%), or Thursdays (69%). The vast majority of Classified employees at District Services would prefer Tuesdays (92%). Respondents could select more than one option, which is why the sum of these percentages exceeds 100%.

Only one Classified employee from Grossmont indicated they would prefer Saturdays and Sundays.

| Preferred Day of the Week | Overall | Grossmont College | Cuyamaca College | District Services |
|---------------------------|---------|-------------------|------------------|-------------------|
| Mondays | 47% | 55% | 36% | 42% |
| Tuesdays | 67% | 63% | 64% | 92% |
| Wednesdays | 66% | 67% | 61% | 75% |
| Thursdays | 69% | 67% | 68% | 75% |
| Fridays | 53% | 53% | 64% | 25% |
| Saturdays | 1% | 2% | 0% | 0% |
| Sundays | 1% | 2% | 0% | 0% |

Preferred Topic Related to Diversity, Equity, and Anti-Racism

The majority of Classified employees would prefer training about the following topics: equity-minded, trauma-informed practices to support students (promoting principles like safety, trustworthiness, transparency, peer support, collaboration, and empowerment to increase a sense of belonging and inclusion for our historically marginalized student groups) (70%); cultural awareness/competency (70%); and ways to create and promote an inclusive campus culture (68%). Respondents could select more than one option, which is why the sum of these percentages exceeds 100%.

One respondent who indicated they would be interested in training about another topic related to diversity, equity, and anti-racism specified that they would like training about employee equity. Another respondent noted they had participated in training related to all of these topics but it has not led to professional advancement.

| Preferred Topics Related to Diversity, Equity, & Anti-Racism | Overall | Grossmont College | Cuyamaca College | District Services |
|--|---------|-------------------|------------------|-------------------|
| Equity-minded, trauma-informed practices to support students | 70% | 68% | 79% | 56% |
| Cultural awareness/competency | 70% | 70% | 75% | 56% |
| Ways to create and promote an inclusive campus culture | 68% | 68% | 71% | 56% |
| History of the educational system in the United States | 52% | 50% | 58% | 44% |
| Engaging in brave conversations about race and racism | 51% | 50% | 58% | 33% |
| Another topic related to diversity, equity, and anti-racism | 4% | 2% | 4% | 11% |

Preferred Topic Related to Leadership

The majority of Classified employees would prefer training about the following topics related to leadership in the California Community College (CCC) system: communicating effectively (71%); enhancing motivation and morale in the workplace (66%); avoiding burnout in the workplace (62%); and conflict resolution (60%). Respondents could select more than one option, which is why the sum of these percentages exceeds 100%.

This pattern was slightly different for Classified employees at Cuyamaca College, where the vast majority would prefer training related to avoiding burnout in the workplace (81%), followed by communicating effectively (73%), conflict resolution (69%), and equity-minded, trauma-informed practices to support each other in the workplace (promoting principles like safety, trustworthiness, transparency, peer support, collaboration, and empowerment to increase a sense of belonging and inclusion in the workplace for our historically marginalized colleagues) (69%).

This pattern was also slightly different for Classified employees at District Services, where the vast majority would prefer training related to enhancing motivation and morale in the workplace (90%) and communicating effectively (80%), followed by conflict resolution (60%). Approximately half would prefer training related to the following topics: avoiding burnout in the workplace, equity-minded, trauma-informed practices to support each other in the workplace, understanding funding and budgeting in community colleges, building trust, and effective participatory governance practices and processes.

Overall, 10% of Classified employees indicated they would prefer another topic related to leadership in the CCC system, and provided the following ideas and comments:

Grossmont College:

- Enhancing skills sets and building leadership roles
- How to communicate with your manager without being insubordinate
- Mentor/Mentee Relationships: Specifically, how do Classified Professionals build our confidence and leadership skills. Many of us could benefit from mentor/mentee relationships.
- Project management, best practices

Cuyamaca College:

- How to grow and transition up the ladder in Community Colleges
- Leadership in student success, DEI, and decision-making

District Services:

- First Define leadership. Accountability
- How to cope with constant change in management.

| Preferred Topics Related to Leadership in the CCC System | Overall | Grossmont College | Cuyamaca College | District Services |
|--|---------|-------------------|------------------|-------------------|
| Communicating effectively | 71% | 67% | 73% | 80% |
| Enhancing motivation and morale in the workplace | 66% | 65% | 58% | 90% |
| Avoiding burnout in the workplace | 62% | 54% | 81% | 50% |
| Conflict resolution | 60% | 54% | 69% | 60% |
| Equity-minded, trauma informed practices in the workplace | 57% | 54% | 69% | 50% |
| Understanding funding and budgeting in community colleges | 55% | 54% | 58% | 50% |
| Building trust | 49% | 54% | 38% | 50% |
| Effective participatory governance practices and processes | 44% | 37% | 54% | 50% |
| Managing virtual and in-person meetings | 35% | 33% | 46% | 20% |
| Another topic related to leadership in the CCC system | 10% | 9% | 8% | 20% |

Other Professional Development Requested

Classified employees were asked to identify other professional development that they would like GCCCD to offer. Respondents' verbatim responses are listed below, organized into the following professional development topics or themes: career advancement; leadership skills and mentoring; instructional training or transitioning into faculty; learning about different college or district departments; employee wellbeing; navigating negativity in the workplace; technology; and other topics (e.g., customer service training, history of the CCC system and GCCCD through an anti-racist lens, managing a heavy workload, time management).

Career Advancement

- A path to management. Which classes should be taken. What management actually does at the district.
- Career success, skills to grow as a professional.
- Classified work place advancement process.

"Career success, skills to grow as a professional"

Leadership Skills and Mentoring

- As mentioned above, I would like to see mentor/mentee relationships developed. It would be great to pair a novice with a more well-seasoned Classified Professional to help develop more Classified Professional leaders.
- How to develop leadership skills, DEI, work with other regional colleges or GCCCD.
- Leadership, mentoring

"...I would like to see mentor/mentee relationships developed."

Instructional Training or Transitioning to Faculty

- How to transition into faculty.
- How to create a syllabus. Do's and don'ts of grading. Evaluating papers. Working as a TA for a week. A teaching credential. Microsoft credential for teaching. CIS certifications. Adjunct training.
- Resources for staff who are qualified to teach community level courses, how to apply, what are community colleges seeking in candidates, etc.

Learning about Different College or District Departments

- I would also love to learn about different departments around the college and what they actually do... for both students and staff.
- More cross-trainings so that we know what our colleagues do on our campuses and at the district.

Employee Wellbeing

- A focus on mindfulness and stress reduction
- I would like some fun activities, like a Zumba, Yoga or cooking class.
- Mental and physical health self-care.
- Metal health -programs/student/staff help line, making sure that we know what is available, to assure that we have the tools if needed.
- Peer groups to discuss issues that are taking place across campuses
- I would like some fun activities, like a Zumba, Yoga or cooking class.

"Metal health - programs/student/staff help line, making sure that we know what is available, to assure that we have the tools if needed."

Navigating Negativity in the Workplace

- Navigating negativity in the workplace
- Preventing hostile work environments between different constituent groups particularly admin downward to fac/staff. I've seen a lot of nastiness and nasty comments made about and toward classified in particular and then the same people turn around and say "be empathetic to students and kind and understand where students are coming from and what they're going through." 100% that's my goal as an employee on their campus, but it's really hard to feel like a cohesive team on campus when it feels like someone else is super unsympathetic and un-empathetic to what my lived experience is, too.

"Preventing hostile work environments between different constituent groups..."

Technology

- Best practices, software training like Acrobat, colleague, Workday
- I would like to get approval to take BOT 133, Adobe for the Workplace, which will be offered in 2022SP as a 2nd 8-week class-on the clock. Other technology trainings like how to create online forms (e.g., Google Forms or Formstack).
- I would like to learn more about using workday in every way. I would like to learn more about how Mitel and Outlook integrate.
- Microsoft Office training - Power Point, Excel tips
- Since we are now online and I am getting a ton of PDFs I would love to learn tips and tricks on how to edit them.
- Technology training

"Best practices, software training like Acrobat, Colleague, Workday"

Other Topics

- Best practices for better results in higher education customer service; Understanding our customer(student) and their needs more; Critical feedback on current processes
- Hire motivational speakers to present twice per year during flex week.
- How to manage when work load is too heavy.
- Time management
- I think the idea of training about the history of the educational system in the US seems really interesting. I would want to see more Historical-based trainings that would help staff understand their jobs in the context of history, through an anti-racist lens. In addition to history of educational system, maybe a history of the CCC system? History of GCCCD?
- I would also enjoy currents topics in chemistry, safety or environmental health.
- Something pertinent to a professional discipline. Not bureaucratic busy work.

"In addition to history of educational system, maybe a history of the CCC system? History of GCCCD?"

Additional Ideas about Professional Development

Classified employees were asked *"If you could design your own professional development, what would it look like?"* Respondents' verbatim responses are listed below, and included ideas like self-directed and asynchronous trainings; virtual offerings with multiple opportunities to attend; motivational presentations; community building opportunities; fun and stress-free opportunities; a re-orientation to GCCCD departments, processes, and procedures; opportunities focused on employee advancement within GCCCD and the CCC system; opportunities to shadow others or learn through mentors; and sessions about the origins of institutional racism and classism, and the impact these have on our institution.

- 1). Motivational presentations = Motivated employees will motivated students based on their energy and attitude. 2). Sporting events = Employees who can play together can work together. Organized a sporting event during flex week that results on a trophy we can be proud of such as Bowling, softball, volleyball, etc. Anything besides sitting and listening to presentations. 3). Presentations on retirement, investments, finance. 4). Presentation on physical and mental health, vitamins, exercises, etc. 5). Giving out small prizes and/or gift cards for answering trivia questions regarding school mission, procedures, policies, department, name of employees, etc. 6). Make it fun and educational so it does not feel like another day in the office. This is a Great question. I hope you get a lot of great ideas. Always Have a Wonderful Day! :o)
- A teaching credential. Microsoft credential for teaching. CIS certifications. Adjunct training. How to create a syllabus. Do's and don'ts of grading. Evaluating papers. Working as a TA for a week. A short course on how to teach by someone who has been doing it for many years. Ideally a program that lasted the semester in basic teaching strategies, to be followed the next semester with co-teaching a class.
- All training for me would be directed completely on my position and how I can optimize my strengths and weaknesses.
- Community and relationship building among the campuses.
- Evaluating, working with current technologies, training in implementation, application and administration (determining if they are worthwhile) to keep the district and campus departments/entities operating at a reliable higher level.
- Explaining to classified the requirements to advance in the California Community College.
- Fun
- How to speak to people and provide services. Because everything is mostly online, we should be able to make sure that what we offer as a community college is clear and simple for everyone to use. Sensitivity training/ customer service/ conflict resolution. A way to engage the students but also us as staff know that we are providing the correct information to our community, not only to make them feel welcome but to make sure that we will be here to help them whenever it is that they are struggling with. Be active in the community, really pay attention to what it is that we could improve of. Having a "shopper experience with students." Send them out to different departments, all age groups/nationalities and see what their encounter is like. We often times are so caught up with "its always the same thing" mentality but we don't invest no more. With the pandemic a lot of people forgot their people skills, we want to get the out of our office as fast as possible but in some cases that is not possible. We need to teach our staff how to serve the public with sensitivity, we have all been through a lot, we need to be supportive and not push our students away.

"Make it fun yet educational so it does not feel like another day in the office."

"Community and relationship building among the campuses."

"How to speak to people and provide services. Because everything is mostly online, we should be able to make sure that what we offer as a community college is clear and simple for everyone to use."

- I love the design of the Vision Resource Center where I can go in, do coursework and hop in/out as I need to. It's great for when I want to work on something but don't have 2, 4, 6, 20 hours to commit to a topic at once. That's a huge issue in my area because there's so few staff. I can't always dedicate the time to one sitting or to a big, interactive zoom session because I have to be on call all the time.
- I work in District Services and it seems that, due to Covid-19, employee trainings and orientations stopped. In addition, it seems departments are under-staffed and people are filling-in in unfamiliar positions. I think a lot of people don't know or forgot the procedures of GCCCD and don't know who to contact for information. This has caused confusion, extra work and delays in already under-staffed departments. I think some sort of re-orientation/review of GCCCD operations and protocols might be helpful. Perhaps a general overview of the college operations with a question and answer period would be helpful or a brief PowerPoint that employees could watch at their own convenience. I personally have not have the time to participate in any workshops for a while and I think the same is true for many of the GCCCD Staff.
- I would like PD credit offered that goes towards evaluations and certificates of completion for staff. Many times staff have a hard time attending workshops, so I think a mixture of 1-2 hour PD workshops and remote series of 2-3 workshops with multiple options to attend will be helpful. Also, offering workshops with key facilitators and experts in related matters. It's most important to feel connected to the work, outcomes, and networking with others (internal and external).
- I would like to see a weekly commitment over the course of a semester of about two hours per week on a given topic, like conflict resolution. If this took place within departments or with a group that worked closely together, I believe this could help to strengthen teams. Teams need to see the value of different ways of thinking and not see all conflict as negative.
- Learning, fun, exercise
- Maybe a shadowing program to shadow the work of other people in your department or similar department for jobs that interest you.
- More advertising to engage more classified and empower more for a better outcome.
- More opportunities to move up in pay scale. I have applied several times and have displayed consistent work ethic, yet feel I have nothing to show for it. This contributes to low morale.
- Multiple chances to attend pd classes that are virtual and being able to see what is being offered in advanced to arrange my schedule that making balancing my work responsibilities easy.
- Real and actual teambuilding activities, group outings, exercises, and fun; uniting us with truth and practice, NOT the usual garbage lectures and activities of dividing us by splitting people into groups and tribes based on their immutable characteristics.
- stress free, innovative
- Team building, interactive sessions with open dialogue, student panelists for feedback, and mentor style learning.
- Up to half a day session going over how institutionalized racism and classism affects our students, and ourselves, in our jobs and everyday lives. How these structures came to be, and how they still exist today, particularly in context to California Community Colleges.

"I think a lot of people don't know or forgot the procedures of GCCCD and don't know who to contact for information. This has caused confusion, extra work and delays in already under-staffed departments. I think some sort of re-orientation/review of GCCCD operations and protocols might be helpful."

"Many times staff have a hard time attending workshops, so I think a mixture of 1-2 hour PD workshops and remote series of 2-3 workshops with multiple options to attend will be helpful."

"Team building, interactive sessions with open dialogue, student panelists for feedback, and mentor style learning."