

2023

Planning, Accreditation, and Student Success
(PASS) Committee Report Chapter 1c: Summary of
Professional Development

OCTOBER, 2023
VCCCD INSTITUTIONAL EFFECTIVENESS

Annual Calendar of Data for the PASS Committee, 2023-2024

Chapter 1 (Strategic Goal 1) VCCCD Culture

- a) August: Review and analysis of student surveys
- b) September: Review and analysis of employee surveys
- c) **October: Summary of professional development**

Chapter 2 (Strategic Goal 2) VCCCD Student Access and Success

- a) November: Transfer-level English and math completion (AB1705/705)
- b) February: Enrollment, Access, Entry, Progress, and Completion

Chapter 3 (Strategic Goal 3) VCCCD Closing Equity Gaps

- a) March: Ethnicity, gender, and age focused equity efforts
- b) May: Foster Youth, LGBTQIA+, and Veteran focused equity efforts

Chapter 4 (Strategic Goal 4) VCCCD Workforce and Economic Development

- a) July: Career Education and Economic and Workforce Development

October 24, 2023 PASS Committee Report – 1c. Summary of Professional Development

Table of Contents

Annual Calendar of Data for the PASS Committee	i
Executive Summary.....	1
Introduction.....	2
2022 ModernThink Employee Survey – Professional Development.....	3
Moorpark College Updates	5
Oxnard College Updates	6
Ventura College Updates.....	7
District Administrative Center Updates	8
Chapter 1c. Closing Statements	10
Appendices.....	11
Appendix A. Moorpark College Responses to Professional Development Items from the 2022 ModernThink Employee Engagement Survey	11
Appendix B. Oxnard College Responses to Professional Development Items from the 2022 ModernThink Employee Engagement Survey	12
Appendix C. Ventura College Responses to Professional Development Items from the 2022 ModernThink Employee Engagement Survey	13
Appendix D. District Administrative Center Responses to Professional Development Items from the 2022 ModernThink Employee Engagement Survey	14

Executive Summary

This report to the PASS Committee, Chapter 1c: Summary of Professional Development presents a follow-up to the previous report, Chapter 1b on the ModernThink Employee Perception Survey Results, by taking a closer look at professional development. The survey's category on professional development included four statements that ask employees about opportunities for skill development, advancement, training, and the onboarding process. This report starts by presenting results on these professional development items from the 2022 survey and is then followed by updates from Moorpark, Oxnard, and Ventura Colleges, and the District Administrative Center on their professional development activities and efforts this past year. Some key aspects of the report are shown below:

- In March 2022 ModernThink administered their Employee Perception Survey to 2,516 VCCCD faculty and staff.
- Three quarters (75.6) of Moorpark College's faculty agreed strongly (42.6%) or agreed (33.0%) that they are given the opportunity to develop their skills at their college. This was 23.2 percentage points higher than classified staff.
- Moorpark faculty were also more likely than staff to agree that they understand the necessary requirements to advance their job (63.2% of faculty compared to 52.6% of classified staff), and that they have access to the training they need to do their job well (68.4% of faculty compared to 46.0% of classified staff).
- About three quarters of Oxnard College faculty (74.5) strongly agreed (33.3%) or agreed (41.2%) that they are given the opportunity to develop their skills. This was only 5.7 percentage points higher than the classified staff.
- About six out of ten Ventura College faculty responded positively that they are given the opportunity to develop their skills (61.8%) and that they understand the necessary requirements for advancement (58.8%). Comparatively, about five out of ten classified staff responded positively that they are given the opportunity to develop their skills (48.5%) and that they understand the necessary requirements for advancement (50.0%).
- 60.9% of classified staff at the District Administrative Center (DAC) responded positively to understanding the necessary requirement for advancement; and more than half (54.2%) agreed strongly that they are given opportunities to develop their skills.
- Across the district, faculty, staff, supervisors, and managers were least likely to agree that onboarding processes are effective for new hires.
- Moorpark College has increased their focus on training, providing webinars and workshops throughout the year. The college has also worked on their onboarding efforts.
- Oxnard College has provided several opportunities for professional development, including a focus on diversity and equity, and servingness.
- Ventura College has developed professional development opportunities for both faculty and staff including a Faculty Academy and a New Classified Orientation
- The District Administrative Center has provided opportunities for staff to participate in various conferences, trainings, and workshops.
- Recently approved by the Board of Trustees, a new Director of Training and Organizational Development will centralize and streamline staff development efforts, focusing on areas such as onboarding, supervisory training, and leadership development.

Introduction

In line with our ongoing commitment to assessing and improving the work environment within the Ventura County Community College District (VCCCD), we present the October Report, Chapter 1c. Many thanks to the contributions and collaborations districtwide to bring this report together for review by the PASS Committee. This chapter is a continuation of our exploration into the comprehensive employee perception survey conducted in 2022, designed to align with VCCCD's Strategic Goal 1: "Instill a culture that values diversity, students, our communities, collaboration, and the success of each employee," and Measure of Achievement 1.4: "Provide an annual summary of professional development activities and trainings across the District."

This month's focus, the "Professional Development" category, is an integral component of our efforts to assess, analyze, and formulate action plans aimed at enhancing employee engagement. It is our firm belief that by delving into this crucial aspect of our organizational development, we can better understand how to support our valued workforce.

First, results from ModernThink's 2022 Professional Development category, consisting of four survey items, are presented by college and the DAC and by faculty, classified staff, supervisors, and managers. Response options to these survey items include strongly agree, agree, sometimes agree/sometimes disagree, disagree, and strongly disagree. Following the survey results are updates from Moorpark, Oxnard, and Ventura Colleges, and the District Administrative Center on their professional development activities and efforts in the past year.

ModernThink Professional Development Survey Items:

- I am given the opportunity to develop my skills at this institution.
- I understand the necessary requirements to advance my career.
- I have access to the training I need to do my job well.
- Our onboarding processes prepare new faculty and staff to be effective.

2022 Overall Response Rates by Location:

- Moorpark College: 220 responses, 40% response rate
- Oxnard College: 113 responses, 22% response rate
- Ventura College: 192 responses, 38% response rate
- District Administrative Center: 41 responses, 41% response rate

This report marks a significant step toward achieving our shared goals for the betterment of VCCCD and its invaluable employees. We look forward to the positive impact these findings will have on our community and our commitment to continuous improvement.

2022 ModernThink Employee Survey – Professional Development

This section looks at the four items from the 2022 ModernThink Employee Perception Survey that comprise their professional development category. Results are broken down by college and the DAC and compared between faculty, classified staff, supervisors, and managers. The complete survey results were discussed in the previous chapter (1b) and can be viewed via a local dashboard. [VCCCD Employee Engagement Dashboard](#)

Moorpark College

Across the four professional development survey items, faculty members exhibited a higher likelihood of providing positive responses compared to classified staff. Notably, a significant 75.6% of Moorpark College's faculty expressed strong agreement (42.6%) or agreement (33.0%) with regard to being provided opportunities for skill development. This percentage stood notably higher than that of classified staff, among whom approximately 52.4% indicated strong agreement (17.5%) or agreement (34.9%) with similar sentiments about skill development opportunities.

Furthermore, when it came to understanding the necessary requirements for job advancement, faculty members also responded more positively than their classified staff counterparts, with 63.2% of faculty responding positively compared to 52.6% of classified staff. Likewise, in terms of access to job training, faculty members registered a significantly higher response of 68.4% in agreement, whereas only 46.0% of classified staff echoed a similar sentiment.

It's worth noting that supervisors and managers exhibited the highest likelihood of responding positively to all three professional development aspects mentioned above.

In contrast, classified staff members were less likely to strongly agree (4.8%) or agree (12.9%) that the onboarding processes effectively prepared new faculty and staff for their roles. This sentiment was mirrored by supervisors and managers, who also showed limited agreement of the effectiveness of the college's onboarding procedures. On the other hand, a more positive perspective was expressed by faculty members, with approximately 51.0% agreed that the onboarding processes effectively prepared them for their roles (see Appendix A).

Oxnard College

Similar to the trends observed at Moorpark College, the responses from Oxnard College reveal that faculty members showed a greater likelihood of responding positively to the professional development survey items. However, the difference between faculty and staff was comparatively smaller. Approximately three-quarters of faculty (74.5%) expressed strong agreement (33.3%) or agreement (41.2%) regarding the opportunities available for skill development. This margin was only 5.7 percentage points higher than classified staff (68.6%), who also expressed strong agreement (29.2%) or agreement (39.6%) about the opportunities for skill development.

While both faculty and classified staff expressed positive views, fewer respondents agreed on their understanding of the necessary requirements for career advancement, with 68.0% of faculty and 56.6% of classified staff expressing agreement. Similarly, there was a relatively lower level of agreement on the availability of training for job performance, with 62.8% of faculty and 50.0% of classified staff in agreement.

There was insufficient participation from supervisors at Oxnard College to provide comprehensive findings. However, the responses from managers were revealing, showing that they were more likely than faculty or staff to have access to skill development opportunities (88.9%), training for effective job performance (77.8%), and a clear understanding of the requirements for career advancement (75.0%).

In terms of the onboarding process, only one-third of responding managers agreed (33.3%) that it effectively prepares new faculty and staff for their roles. Faculty members were slightly more likely than managers, with a 5.8 percentage point difference, to agree on the effectiveness of the onboarding process, with 39.1% strongly agreeing (8.7%) or agreeing (30.4%). Classified staff were the most likely to strongly agree (23.3%) or agree (20.9%) that the onboarding processes effectively prepare them for their roles (see Appendix B).

Ventura College

About six out of ten faculty responded positively that they are given the opportunity to develop their skills (61.8%) and that they understand the necessary requirements for advancement (58.8%). Comparatively, about five out of ten classified staff responded positively that they are given the opportunity to develop their skills (48.5%) and that they understand the necessary requirements for advancement (50.0%).

Over half of the faculty members (56.7%) agreed that they have access to the training for effective job performance. This was 16 percentage points higher than responding classified staff (40.7%) who agreed to having access to training. Overall, supervisors and managers were less likely than faculty or staff to respond positively to these professional development sentiments.

Across all faculty, classified staff, supervisors, and managers, few responded positively that the college's onboarding processes prepare new faculty and staff to be effective. Only 20.0% of supervisors, and 12.5% of managers agreed with this sentiment. Slightly more classified staff and faculty responded positively (22.0% and 33.7%, respectively; see Appendix C).

District Administrative Center

Out of the four professional development survey items, classified staff at the District Administrative Center (DAC) were most likely to respond positively (60.9%) to understanding the necessary requirement for advancement. In terms of skill development opportunities, more than half of the classified staff at DAC (54.2%) expressed agreement, with 12.5% strongly agreeing and 41.7% in agreement. Regarding access to training for effective job performance, just under half of the responding classified staff at DAC (47.8%) voiced their agreement, with 8.7% strongly agreeing and 39.1% in agreement.

Unfortunately, the number of responding supervisors at DAC was insufficient to report findings. However, it's worth noting that managers demonstrated a remarkably positive outlook in their professional development experiences. Almost all responding managers (90%) affirmed that they are provided with ample opportunities to develop their skills, while 80% stated that they have a clear understanding of the requirements for career advancement and access to the necessary training to excel in their roles.

In terms of the effectiveness of onboarding processes in preparing new hires, both staff members and managers at the DAC were less likely to agree. Just over a quarter of DAC staff (28.6%) agreed with the effectiveness of the onboarding process. Managers, however, were more likely than staff to respond positively, with 44.4% stating that the onboarding process is effective (see Appendix D).

Moorpark College Updates

Overall satisfaction

Data from the ModernThink survey suggest that the people who work at Moorpark are generally satisfied with their ability to participate in professional development activities. Moorpark employs a dedicated professional development coordinator who designs learning opportunities and experiences for the campus community. The college provides training in a wide variety of areas during districtwide FLEX days, as well as more focused, ongoing workshops. The Classified Senate develops its own professional development curriculum and has enjoyed robust participation from the college's classified professionals.

- 67% of survey respondents at Moorpark College agreed with the statement "I am given the opportunity to develop my skills at this institution," compared to 13% who disagreed; the remaining 19% were neutral.

Requirements for advancement

Career advancement at Moorpark follows a fairly well-defined path, and professional development is an important part of that process. A key example of this is the Student Health Center, which offers multiple workshop-based certifications each year, including SAFEZONE, Mental Health First Aid, Kognito, and QPR trainings.

- 60% of survey respondents at Moorpark College agreed with the statement "I understand the necessary requirements to advance in my career," compared to 18% who disagreed; the remaining 22% were neutral.

Access to training

Employees at Moorpark primarily access professional development resources during dedicated events over the course of the academic year. During the 2022-23 academic year, employees had access to: nine webinars and fifty-four on-campus professional development workshops. Additionally, members of the campus community have access to multiple online resources and webinar opportunities via the online my.vcccd portal and through the Vision Resource Center.

- 60% of survey respondents at Moorpark College agreed with the statement “I have access to the training I need to do my job well,” compared to 13% who disagreed; the remaining 27% were neutral.

Onboarding

New-hire practices and materials at Moorpark take the form of orientations for new faculty and classified staff, a small-group meeting with President Sokenu, and other functions hosted at the departmental level. Survey data suggests this is a growth opportunity for the college.

- 39% of survey respondents at Moorpark College agreed with the statement “Our onboarding processes prepare new faculty and staff to be effective,” compared to 29% who disagreed; the remaining 33% were neutral.

Oxnard College Updates

Oxnard College is committed to providing a range of professional development opportunities that focus on diversity, equity, and inclusion, as well as tailored activities designed for specific workgroups. The Professional Development Committee (PDC) is responsible for overseeing a comprehensive professional development program for the college. The PDC assesses and makes recommendations regarding professional development resource requests for faculty, classified staff, and administrators. This committee is jointly chaired by the VP of Student Development, an Academic Senate representative, and the Classified Senate President. Details on available professional development opportunities can be found on the PDC's website. Notable examples of conferences attended by faculty, classified staff, and administrators, supported by the PDC in the previous academic year, include Hispanic Association Colleges and Universities (HACU), AHSIE, and COLEGAS.

Faculty, staff, and administration at Oxnard College have the opportunity to engage in on-campus professional development activities during Self-Assigned Flex Week and the annual "All College Day." The Self-Assigned Flex Week is now organized as two full days each Fall and Spring term. For instance, the October OC Flex Day featured training sessions on various topics such as Accessibility training for emails, Basic Life Support certification, Active Shooter Training, and Undocumented-Ally training. Moreover, our athletic coaches organized a fun “kick ball” games

as part of Flex Day, which included student athletes and employees to create awareness about cancer and connect with students.

All-College Day is held in the week leading up to the start of the Fall semester and is a comprehensive day of key information relevant to the upcoming academic year. This event also includes orientation for new faculty members.

The Classified Senate takes charge of organizing the annual Classified Retreat, which is a full-day retreat designed specifically for classified professionals. Notable speakers, such as Dr. Angelica Garcia in June 2023, address topics of significance to this group, including the strengthening of “servingness” as a Hispanic Serving Institution (HSI).

The OC Instructional Technologist/Designer Office offers educational resources and support for effective instructional delivery in on-ground, online, and hybrid courses. This support is provided through group training sessions, workshops, and one-on-one consultations. Topics covered include Universal Design and Learning, ADA compliance, and student-centered course design on Canvas.

In Fall 2023, the OC Office of Institutional Effectiveness hosted a two-part training workshop in collaboration with the RP-Group. This workshop was focused on the needs of our grant directors, student services personnel, and admissions and records staff, focusing on program evaluation.

Furthermore, all employees at the college have access to the CCC Vision Resource Center, which serves as a valuable resource for additional professional development opportunities and resources.

Ventura College Updates

VC has continued to strengthen and improve its coordination of professional development (PD) activities. In spring 2022, an interim PD Coordinator position was created, and in fall 2022, a permanent position was created. The PD Coordinator works with key constituency groups through the Professional Development Coordination Council (PDCC), the Faculty PD Committee, and the Classified PD Committee to develop and implement PD activities for the campus. Targeted activities are developed for specific employee groups, in addition to broad campus-wide activities for all employees. These activities are centered around diversity, equity, and inclusion.

Examples of Professional Development opportunities designed for faculty:

- Faculty Academy – intensive two-semester pedagogical training program.
- Cultural Curriculum Audit and Revision – faculty review student success data, and learn to apply universal design and culturally relevant teaching practices.
- Zero Textbook Cost Enrollment Program – faculty develop open educational resources.

- Distance Education Trainings: ongoing, specialized courses in online teaching strategies.

The college also provides Professional Development opportunities designed for classified professionals, including:

- New Classified Orientation – overview of the college organizational structure, as well as resources available to classified professionals.
- Lunch and Learn Series – monthly series in which classified professionals learn about various departments and campus initiatives.
- Annual Classified Retreat – full-day retreat designed for classified professionals.

The college also provides campus-wide Professional Development opportunities for all employees, including:

- All-College Day: full day of key information for the upcoming academic year.
- HSI Summit Series: developing capacity for servingness, and identifying best practices to effectively serve our students.

District Administrative Center Updates

During the 22-23 academic year at the District Administrative Center, a range topics of professional development activities were conducted across various departments and committees, all with the objective of enhancing the knowledge and skills of staff and administrators. These trainings encompassed a diverse set of topics and were instrumental in driving positive changes within the District. Here's a summary of the key professional development activities:

Classified Professional Development Committee

- A SAFEZONE LGBTQ+ Ally Training Webinar was conducted on October 26, 2022. This training promoted LGBTQ+ inclusivity and understanding, fostering a more inclusive and welcoming workplace.
- Two sessions of Active Shooter Training were conducted on April 7, 2023. This training aimed to equip staff with essential skills to respond to potential threats effectively.

Emergency Preparedness Trainings at the DAC

- A general Emergency Preparedness Training session was held on March 23, 2023 for all DAC employees. This training enhanced staff's preparedness and response capabilities in emergency situations, ensuring the safety of the organization and its employees.
- On March 29, 2023, a DAC Incident Command Systems (ICS) Training was hosted. This training equipped staff with the knowledge and skills needed to effectively respond to and

manage emergencies using the Incident Command System. It ensured a coordinated and efficient response to various crisis situations.

- On April 19, 2023, a Narcan training session was held, addressing critical knowledge for responding to opioid-related emergencies.
- A DAC Incident Management Team Training took place on August 16, 2023, This training focused on building and operating an Incident Management Team, ensuring that the district is well-prepared to respond to and manage critical incidents effectively.
- These emergency preparedness trainings at DAC have been and will continue to be instrumental in ensuring the safety and readiness of the district's staff, providing them with the necessary tools and knowledge to respond to a wide range of emergency situations, from active shooter incidents to medical emergencies and incident management.

DAC staff participation in various conferences, trainings, and workshops, including but not limited to

- CIPMA-HR Workshops (May and July 2023): Covered topics like "Passion and Purpose in Public Sector HR" and "Preventing a Problem Before It Starts," ensuring staff stayed updated on HR best practices, including progressive discipline.
- Association of Chief HR Officers Conference (October 2022): Explored a range of HR topics, including employee wellness, diversity and inclusion, and legislative updates affecting HR in California Community Colleges.
- Liebert Cassidy Whitmore (LCW) Conference (March 2023): Provided insights into public safety legal updates and recruitment challenges, ensuring HR professionals were well-informed.
- Southern California EEO Promising Practices Showcase (March 2023): Enhanced understanding of promising practices in equal employment opportunity, a critical area.
- Society for Human Resources Management Conference (June 2023): Kept attendees updated on industry changes, including diversity training and technical writing.
- Keenan SafeColleges Training (All new DAC Employees): Covers various safety and compliance topics, including hazard communication and sexual harassment awareness, enhancing knowledge and skills for a safe and inclusive work environment.
- CA Schools Personnel Commissioners Association (CSPCA) Conference (January 2022): Gave valuable insights into innovative talent acquisition, employee engagement, and compliance in the K-14 sector, providing practical solutions and updates for merit districts.
- Remote Work Training - Vision Resource Center (All Remote Work Pilot employees): Assists employees in adapting to remote work arrangements, including managing virtual teams and working from home, aligning with modern workplace practices.
- LCW Webinars (Monthly): LCW hosted a series of webinars targeting various audiences within the district. Topics ranged from education code and Title 5 sections to workplace issues like bullying, enhancing the knowledge and skills of managers, supervisors, HR professionals, administrators, and other staff members.
- Title V EEO Training (September and April 2023): These sessions were mandatory for participants in classified interview panels administered by HR and academic hiring committees.
- BoardDocs Customer Training (Fall 2022): This comprehensive training series improved staff proficiency in managing board documents and workflow, with sessions covering different aspects of the BoardDocs platform.
- Public Agency Legislative Roundup Webinar (December 2022): Provided valuable insights into a number of new bills passed in the 2022 Legislative Session with impact on California public agencies, ensuring compliance with changing laws and regulations.

- Procurement Card Training (All employees with issued PCards): Equips employees with the knowledge and skills required for managing procurement cards, a critical aspect of financial operations.
- Servingness in Practice at HSIs (March 2023): Focused on the unique needs and practices relevant to Hispanic-Serving Institutions (HSIs), ensuring staff were well-prepared to serve the institution's specific community and goals.

Director of Training and Organizational Development

- In recognition of the ongoing importance of staff development and organizational improvement, discussions took place regarding the establishment of a new Director of Training and Organizational Development position.
- This position is envisioned to centralize and streamline staff development efforts, focusing on areas such as onboarding, supervisory training, and leadership development. The goal is to ensure a consistent and effective approach to staff development, ultimately enhancing the organization's efficiency, performance, and overall health.

Chapter 1c. Closing Statements

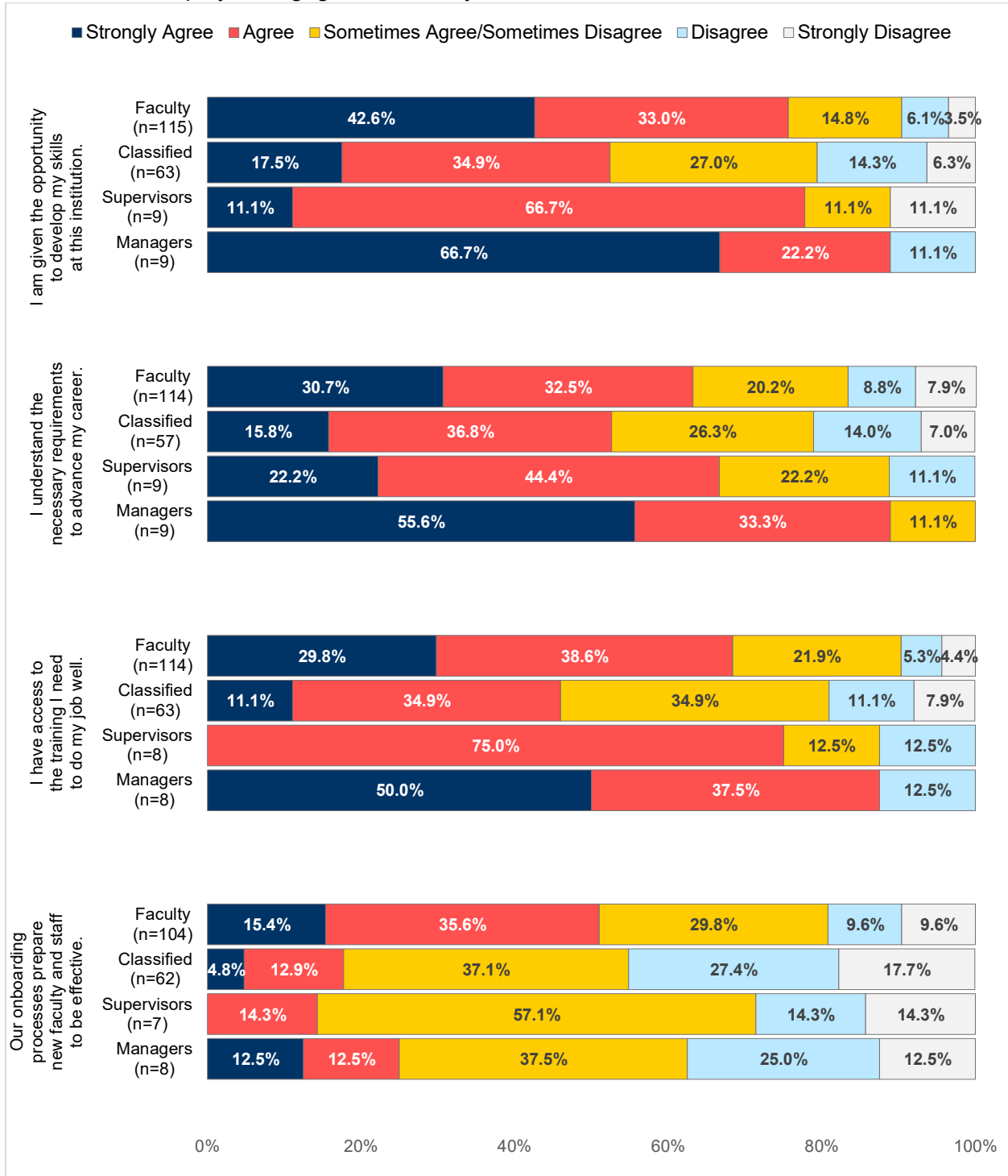
Chapter 1c concludes the first full chapter of the 2023-2024 Annual Calendar of Data for the PASS Committee. These three chapters have presented data from student surveys, employee surveys, and professional development activities Districtwide, to address VCCCD's Strategic Goal 1: "Instill a culture that values diversity, students, our communities, collaboration, and the success of each employee." This last chapter, 1c, highlighted this past year's professional development activities throughout the District, and how we can use data from the ModernThink Employee Perception Survey to better understand faculty and staff perspectives on opportunities for skill development, advancement, training, and the onboarding process.

The next Chapter in this Annual Calendar of Data will consist of two Components. Chapter 2a will review VCCCD student college-level math and English completion (AB1705/705) from the past five years. And Chapter 2b will review persistence, retention, and success across the District and enrollment from Summer and Fall of 2023. Later, Chapter 3 will focus on using data to close equity gaps, and the final chapter, Chapter 4 will cover VCCCD Workforce and Economic Development.

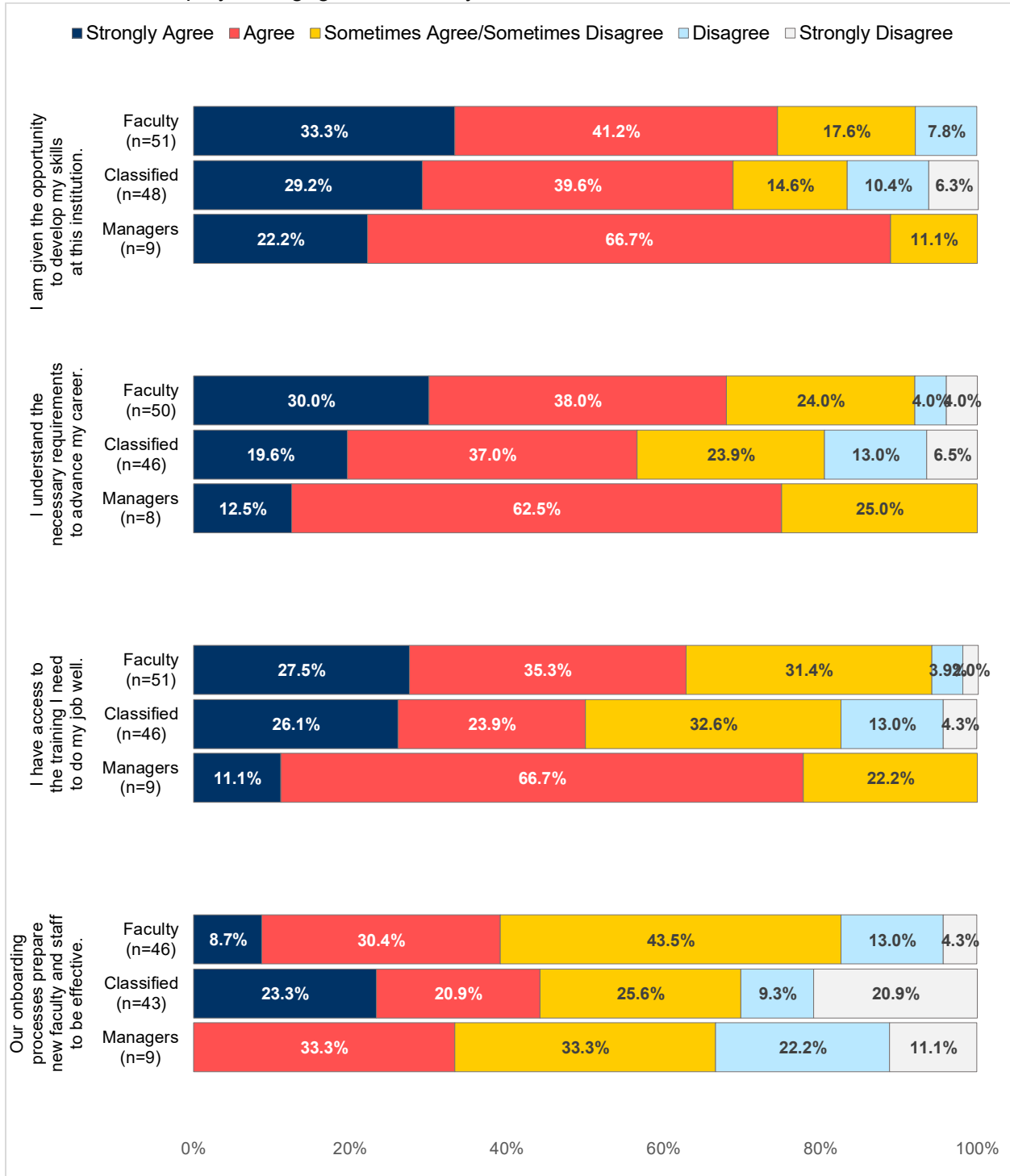
We once again would like to express our gratitude to our colleagues across the district for coming together and highlighting how data can be used to continually improve the experiences of our students, faculty, staff, and VCCCD community. We also appreciate the consideration of these reports by the PASS Committee and the important role these data represent in achieving our strategic goals.

Appendices

Appendix A. Moorpark College Responses to Professional Development Items from the 2022 ModernThink Employee Engagement Survey

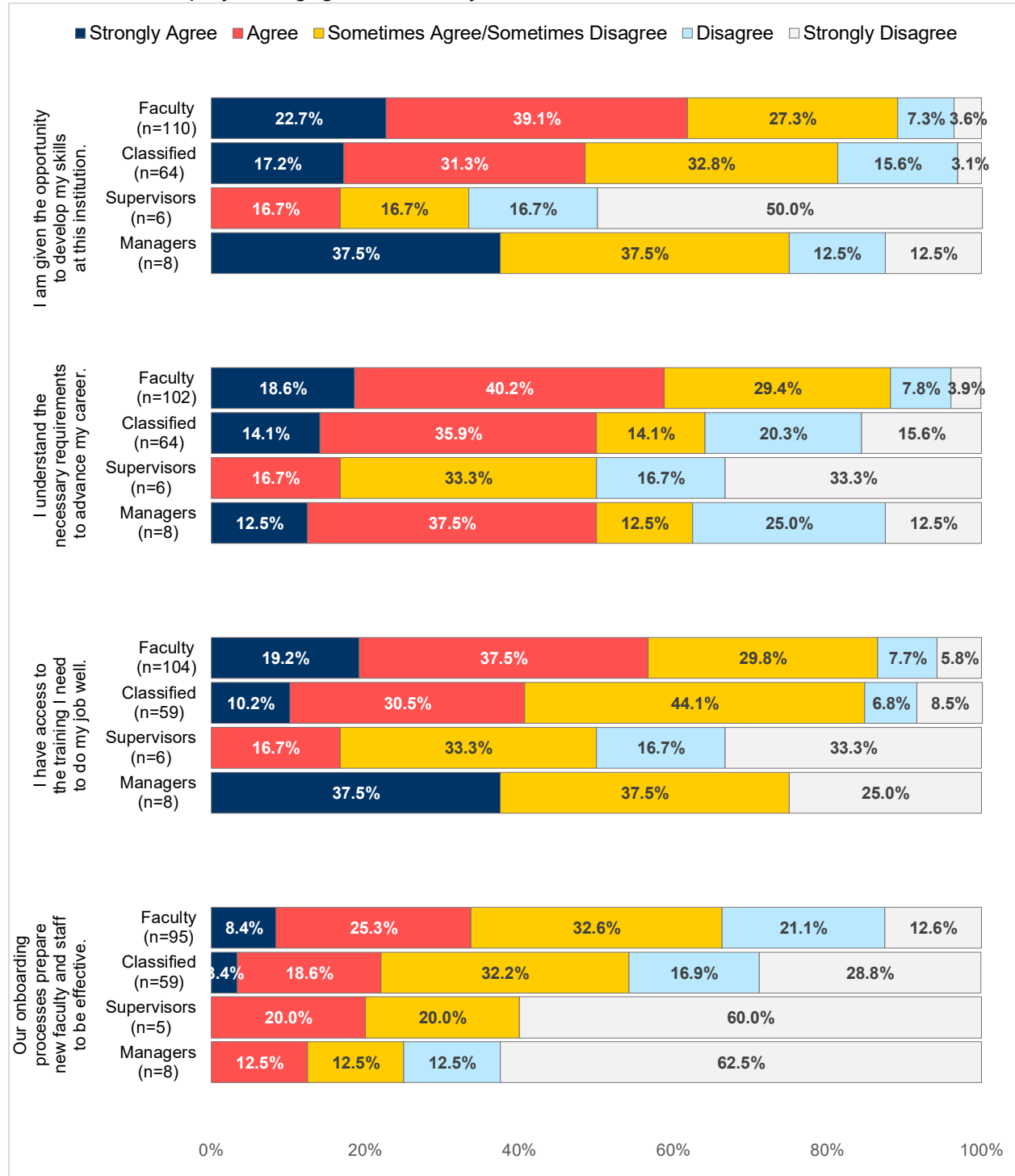


Appendix B. Oxnard College Responses to Professional Development Items from the 2022 ModernThink Employee Engagement Survey

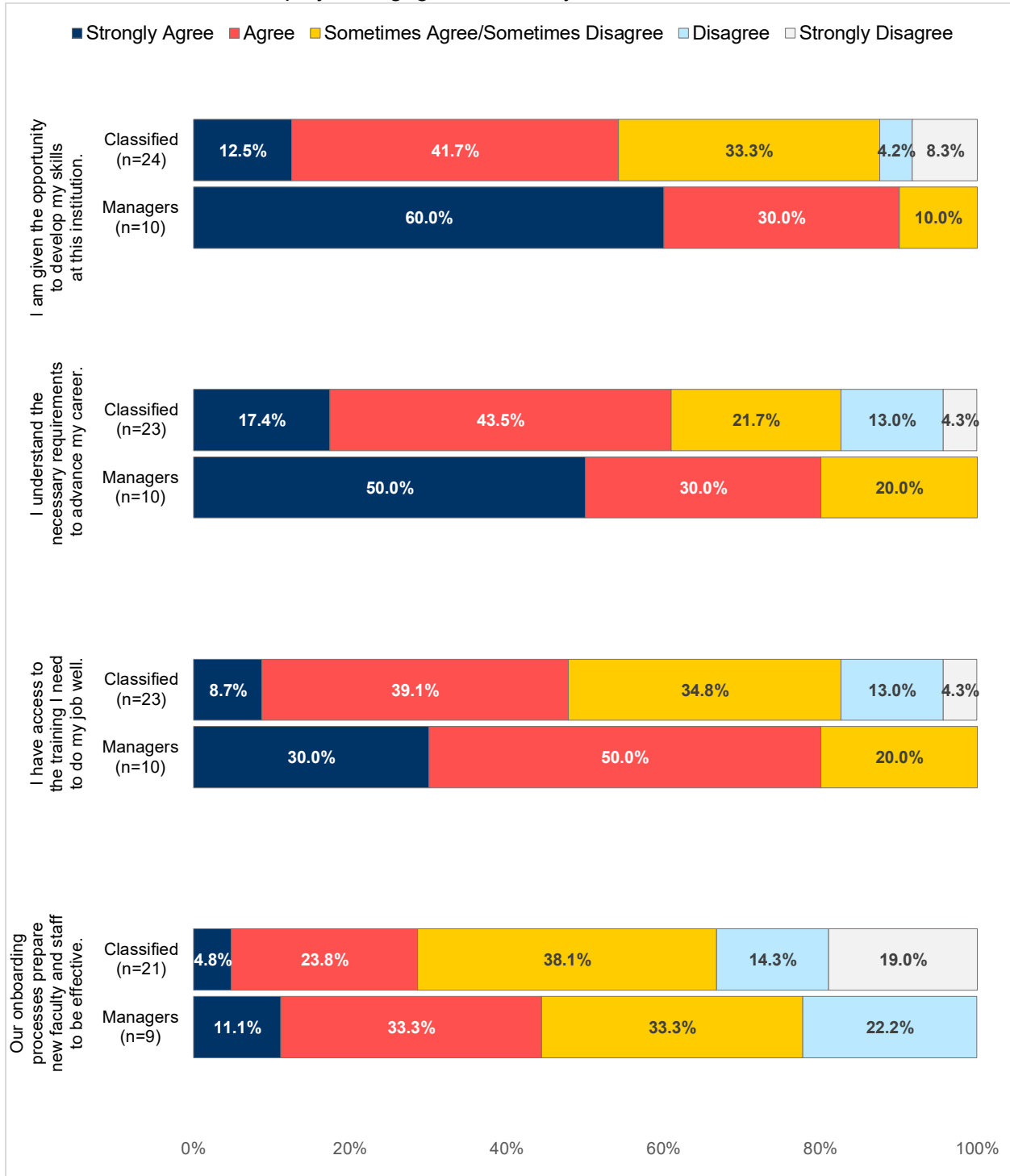


Note: Not enough Oxnard College supervisors (fewer than 5) responded to the survey to report findings.

Appendix C. Ventura College Responses to Professional Development Items from the 2022 ModernThink Employee Engagement Survey



Appendix D. District Administrative Center Responses to Professional Development Items from the 2022 ModernThink Employee Engagement Survey



Note: Not enough DAC supervisors (fewer than 5) responded to the survey to report findings.