PROFESSIONAL DEVELOPMENT FRAMEWORK PROPOSAL

New Employee First Year Experience Program

DRAFT

Grossmont-Cuyamaca Community College District
Professional Development Taskforce
March 12, 2018
Submitted by: Professional Development Taskforce
Authored by: Bryan Banville & Priscilla Leyva

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I.   Summary

The Professional Development Taskforce has been charged to create comprehensive development programs for all employee groups built on a foundation of equity-mindedness and student success. The employee group targeted by this project proposal are new GCCCD employees of Grossmont-Cuyamaca Community College District (GCCCD). This group has been targeted to better integrate these employees into GCCCD's culture and support them in committing to GCCCD strategic goals.

Multiple studies have demonstrated how crucial training and engagement programs are for new employees. According to a study by the Wynhurst Group in 2007, when employees go through structured onboarding and orientation, they are 58% more likely to remain with the organization after three years. Additionally, a study of 254 new employees published in the Academy of Management Journal found that the first 90 days of employment (often called the probationary period) is pivotal to building rapport with the company, management, and coworkers. At GCCCD, our probationary period lasts a full year which is why the Professional Development Taskforce is recommending a year-long engagement experience program for new employees within their first year of employment.

The New Employee First Year Experience program would provide new employees with concise and accurate information to prepare them for successful service at GCCCD. All new employees would participate in this critical step to increase employee retention, long-term job satisfaction, and ultimately impact student success.

The following project proposal outlines the New Employee First Year Experience Program. This program will be implemented in a multi-phased approach starting in August 2018. Enrollment in the New Employee First Year Experience Program will be implemented based on employee status and classification. For phase one, it is recommended that the following employee classifications participate:

1. Half-Day Orientation Session: All contracted employees would attend the Half-Day Orientation Session starting in 2018.
2. Roundtable Sessions: All contracted employees plus substitute and interim employees would participate in the Roundtable Sessions.

This program will require support from all managers and supervisors and a relatively small-time commitment from new employees. Employees will participate in a half-day (four hour), in-person orientation session at the District Office as well as attend a monthly 90-minute Roundtable session with other new employees to build on the GCCCD's community culture.

The program has a very minimal annual cost and evaluations will be conducted regularly to assess the benefit of the investment of time and money to implement and sustain this program.

II. Professional Development Taskforce Introduction

The Professional Development Taskforce will coordinate collaborative districtwide professional development efforts to ensure alignment with institutional mission, vision, values and strategic priorities. This taskforce will provide monthly program reports to Chancellor's Cabinet with a goal of finalizing a comprehensive Professional Development Plan by May 31, 2018. This taskforce will recommend to the Chancellor's Cabinet comprehensive multi-year programs, built on a foundation of equity-mindedness and student success, for the following:

- ➢ Classified Professionals (including Confidential Assistants)
- ➢ Managers/Supervisors
- ➢ Faculty
- ➢ Confidential Administrators
- ➢ New Employee First-Year Experience
- ➢ GCCCD Leadership Academy

Composition:
Chair: Alyssa Brown, Human Resources Director, District Services

Donna Hajj, Professional Development Coordinator, Cuyamaca College
Ari Ahmadian, President Classified Senate, Cuyamaca College
Jesus Miranda, Associate Dean of Student Equity and Engagement, Cuyamaca College
Micah Jendian, Professional Development Coordinator, Grossmont College
Monica Blando, President Classified Senate, Grossmont College
Rochelle Weiser, Training Assistant, Grossmont College
Lida Rafia, Dean of Student Success and Equity, Grossmont College
Dawn Heuft, Vice President Classified Senate, District Services
Bryan Banville, Professional Development Specialist, District Services
Priscilla Leyva, Professional Development Specialist, District Services
Kristina Delgado, Operations Specialist, FGCCC
Julianna Barnes, President, Cuyamaca College
Cindy Miles, Chancellor

III.   Statement of Needs

New GCCCD employees of all classifications do not currently have a formalized onboarding, orientation, or first year experience program at the District or site level. Although there have been past programs that have existed at GCCCD, they have not been maintained. Without a formalized program for the past five (5) years, some departments have created or designed their own informal onboarding or orientation for new team members, but the information shared is not regulated for consistency and accuracy, and often does not address the responsibilities and expectations of being a GCCCD employee. This has left many of our new employees feeling lost and left to their own devices to transition into the GCCCD culture and community risking faster burn-out, lost productivity, and higher risk of turnover.

The New Employee First Year Experience Program is designed to support all new GCCCD employees in understanding GCCCD values, committing to the GCCCD student experience, and empowering them to grow as a professional. The pilot program is set to launch in August 2018 and will focus solely on full time contract employees. Aspects of this program will be made available to part-time contract employee classifications with the hopes of expanding programming to include all employee classifications in the future past the initial pilot year.

To ensure an effective implementation of this pilot program the following commitments are requested:

- All managers and supervisors must be committed to making this program a priority for their new employees to ensure participation and attendance.
- Participants need to be invested and have a stake in program goals.
- Participants need to participate fully (within their control) bringing their unique views and perspectives into the program to promote equity and inclusion.
- Regular communication to all employees of the purpose and shared focus of the program.

IV.   Goals/Objectives of Program

The program aims to:

- ❖ Provide new employees with concise and accurate information to make them more comfortable and prepared for their job
- ❖ Promote a consistent introduction to the GCCCD work experience to allow all employees a fair and equitable start to their job
- ❖ Encourage employee confidence and help the new employee adapt faster to the job
- ❖ Improve employee retention and job satisfaction
- ❖ Promote communication between the supervisor and the new employees
- ❖ Build strong relationships between employees to enhance the impact the GCCCD community has on its employees and its students
- ❖ Promote student equity and inclusion and the strategic goals of GCCCD

V.   Method

The New Employee First Year Experience Program is a yearlong development program designed to engage all new employees to embrace GCCCD's culture and strategic goals and commit to their own growth and development.

Participant Qualification

Enrollment in the New Employee First Year Experience Program would be implemented through phases based on employee classification to ensure all classifications are able to participate in the program. This phased-in approach will support initial program implementation and assessment that will inform how to best support more unique employee classification groups' participation in the programming (such as Adjunct Faculty). For phase one, it is recommended that the following employee classifications participate:

Half-Day Orientation Session: All contracted employees would attend the Half-Day Orientation Session, starting in 2018. [Currently, Adjunct Faculty are provided an orientation session that will be expanded to include some elements of the Half-Day Orientation established by this program. Interim and substitute employees will be considered in a later phase.]

Roundtable Sessions: All contracted employees plus substitute and interim employees would participate in the Roundtable Sessions for one year. [If an interim or substitute becomes a contracted employee at a later date, it will not be necessary to participate in the program a second time, especially if they have completed the program (eight Roundtable Sessions) within 2 years.]

Timeframe

This year-round program would integrate new employees into a continuously running program. Attendance at the Half-Day Orientation would occur within 60 days of employment. Roundtable sessions would be offered 10 months of the year and a new employee would need to attend and participate in 8 sessions to complete the program. This is designed to help accommodate employees who work less than 12 months. Based on start date, employees would enter the program in a designated month (see below) and would continue in the program for 8 to 10 consecutive months.

- If an employee's start date is the first (1st) through the fifteenth (15th) of the month they will begin the program that month
- If an employee's start date is the sixteenth (16th) through the end of the month they will begin the program the next month.

Employee Time Commitment

Each employee would attend a GCCCD established half-day (4-hour) orientation that would cover many of the employees' initial needs. These orientations would take place once a month on the third Friday of every month except for holidays and months in which the 4/10 schedule is active. The location of these orientations will be District Services. The orientation is a compliment to the New Employee First Year Experience Program not a replacement. All new employees (not including hourly/student employees) to the District would be strongly encouraged to attend the half-day orientation session regardless of what phase of implementation the program is in.

The program would also involve an employee's commitment to attend eight, 90-minute Roundtable sessions (during typical work hours). These Roundtable sessions will occur once a month, for 10 months during the year. In addition, employees would be encouraged to attend cultural enrichment and campus engagements events throughout the year [optional but encouraged engagement].

Total time commitment for the program (translating to out of office time) equals 18 hours per year, approximately 1% of their working hours in their first year. The greatest commitment of time would be within the first 30 days of employment and require the attendance to the half-day orientation session (4 hours) and a roundtable session (90 minutes) for a total of five and a half (5.5) hours in the first thirty days. Additional time may be added for cultural enrichment and campus engagement events throughout the year.

Half-Day Orientation Session

In-person orientation sessions would be offered once a month on the third Friday of every month except for holidays and months in which the 4/10 schedule is active. The location of these orientations will be District Services. These would be complimented with virtual video trainings to help employees get up to speed as soon as they start. All in-person orientation sessions would be led by a Human Resources team member with possible guest speakers throughout the session. The proposed schedule for these sessions can be found in the Timetable section below.

It is recommended that all new employees will attend an orientation session within 60 days of hire. These orientation sessions would focus on covering District-wide values, strategic goals, and employee services. These sessions would not focus on individual site information, individual employee roles/responsibilities or department expectations, or provide technical or compliance-based trainings. All of these areas would need to be coordinated by the employees' manager and be integrated into the employee's first 90 days of employment with the District. Human Resources would provide a manager with a new hire checklist to support managers in ensuring they have covered or coordinated onboarding and other training necessary for their new employees within their first 90 days.

The following list shows the various topics that would be covered through the orientation session. A more detailed "curriculum" and agenda for these orientation sessions will be created upon approval of the program.

Organization Orientation – 2 hours

A. GCCCD Mission, Vision, and Values – An introduction to the organization as a whole and how the three sites work collectively as a District.
B. GCCCD History & Strategic Goals – Participants will understand the foundational history of the organization and where the organization is going in the future.
C. Who's Who of GCCCD – Introductions to key players at GCCCD including: Governing Board members, Chancellor and Chancellor's Cabinet, Academic Senate and Classified Senate leadership, etc.
D. GCCCD Organizational Structure – How does GCCCD function (shared governance, committees & councils, location of org charts/org models, answers how are decisions made, introduction to the Foundation, role various departments play)
E. GCCCD Employee Representation – Governance (senates – opportunity for senate leadership to speak/give mini intros) & Bargaining (unions – opportunity for union reps to be present and speak/give mini intros)

Employee Orientation – *2 hours*

A. GCCCD Technology Resources – A brief introduction into all of the technology available to employees and how to interact. Includes an introduction to District Supported technology including: Workday, Intranet, Help Desk support, (potentially Canvas and any other faculty related software), and Microsoft Outlook (calendaring and email requirement).
B. Employee Safety Requirements & Expectations – A review of campus maps, identification of buildings and escape routes, role in safety, review of safety manual, how to access the red binder, etc.
C. Employee Expectations – An activity with the group to build expectations they have of themselves as employees of GCCCD. Also cover first year evaluation requirements per contract, and talk about Performance Management strategies for all employees.
D. Building a Strong Network for Success – this portion would allow new employees to be introduced to important people that they should connect with. This is something that can be prepped a head of time by the facilitator and can be a piece of the orientation that HR builds a template for. This would include Payroll Tech, Contact Person in valuable District Departments (possibly with a mini walking tour), introduction to their "other half" at one of the two sites, or additional mentors/people they can go to for help.
E. First Year Experience Program – An overview of the First Year Experience Program that all employees are asked to participate in. It will discuss goals, explain what will be covered, and encourage participation. It will also highlight some of the other ways in which they can get involved on campus with student events, campus/district events, professional development opportunities, volunteer opportunities, committees, etc.

Roundtable Sessions

Employees in the program would be encouraged to meet monthly at Roundtable Sessions. Roundtable sessions will be offered 10 months out of the year to accommodate various employee classification schedules. Employees in the program would need to attend and participate in 8 Roundtable sessions in order to complete the program.

The 90-minute Roundtable sessions would be broken into two segments. The first 60-minutes would be designated to teaching and activities related to the learning objectives established for the program. The remaining 30-minutes would be designated for dialoguing, discussing, and debriefing of activities.

Each Roundtable will have a specific topic to educate, engage, and enrich new employees with important values of GCCCD. These topics have been titled Keystones and are derived from shared values across the three sites at GCCCD as well as the six student success factors. Each Roundtable session will have three learning objectives with the following emphases:

1. GCCCD Focused – focuses on GCCCD wide programs, initiatives, commitments, and strategic goals.
2. Student Focused – focuses on driving student success and equity initiatives forward and establishing a connection to our student body.
3. Employee Focused – focuses on providing employees with success practices to support individual growth and development.

The following is a list of all the themes that will be covered at each Roundtable in a calendar year.

6 Keystones of GCCCD

The following six (6) Keystones of GCCCD have been adapted from the values located in Board Policy (BP) 1200. The values created by Cuyamaca College, District Services, and Grossmont College that were shared helped to inform the establishment of these six keystones.

1. Learning & Student Success
   a. Participants will understand student equity and the six student success factors for the Students Pathways Project
   b. Participants will be connected to one or two student event on campus in the next three months to attend/participate in/volunteer in.
   c. Participants will be able to answer the question: "How does my job connect to students?"
2. Power of Diversity, Equity, & Inclusion
   a. Participants will understand the District's commitment to DEI practices, locate the EEO plan, locate and reference the student equity plan
   b. Participants will make a commitment to practice year-round equity practices within their Departments and Divisions
   c. Participants will be able to define and apply the terms, diversity, equity, and inclusion to the work they do at GCCCD.

3. Culture of Excellence
   a. Participants will be able to speak to examples of Excellence through the work other employees have done at GCCCD
   b. Participants will understand and commit to providing top quality service to our students and fellow coworkers
   c. Participants will determine what excellence means for themselves and their jobs
4. Creativity & Innovation
   a. Participants will be educated on current initiatives that GCCCD is leading (ie. Education Alliance, etc.)
   b. Employees will be provided a current challenge for the District and asked to brainstorm solutions for it to be provided to Cabinet in the form of a report
   c. Participants will be provided the opportunity to discuss a Keystone Project completion after the year
5. Stewardship & Service
   a. Participants will be introduced to the East County community that GCCCD serves and our community partners
   b. Participants will define ways in which we can better serve our students
   c. Participants will make a commitment to being a steward for GCCCD and the community we serve
6. Integrity & Accountability
   a. Participants will be introduced to the Governing Board members and understand their commitments to the GCCCD community
   b. Participants will be introduced to the Student Codes of each campus and asked to reflect how they can support students in staying accountable to this code
   c. Participants will be able to define and understand their responsibilities as a GCCCD employee and their hired position

6 Keystones for Employee Success

The following six (6) Keystones for Employee Success have been adapted from the Six Student Success Factors[1] that shape the Student Pathways Project. A description of each keystone shares similar language to the student pathways project in order to create a parallel between the student success pathway and employee pathway GCCCD is committed to investing in.

1. Valued – Employees' skills, talents, abilities, & experiences are recognized; they have opportunities to contribute to the District community & feel their contributions are appreciated
   a. Participants will have a skills assessment to document their top skills that they enter GCCCD with
   b. Participants will know the top skill area(s) of each cohort member and how it will be utilized in their new position

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[1] The RP Group for California Community Colleges, http://rpgroup.org/All-Projects/student-support-redefined

c. Participants will be able to map their skills, talents, and abilities to job performance standards

2. Nurtured – Employees feel supported and that somebody wants & helps them to succeed.
   a. Participants will be able to identify how GCCCD supports employees growth and development
   b. Participants will reflect on how they can show students that they support and want to help them succeed
   c. Participants will create a "needs" list to discuss with their supervisor to establish a positive and supportive working relationship

3. Engaged – Employees actively participate in the District community, and their professional learning, growth, and development.
   a. Participants will be able to identify GCCCD sanctioned events they can be an active participant in
   b. Participants will be able to identify GCCCD sanctioned student events and activities they can be an active participant in
   c. Participants will be able to create an engagement plan for themselves on how to stay actively engaged in their work and the GCCCD community

4. Connected – Employees feel connected to work colleagues and that they are a contributing member to the District community.
   a. Participants will define the District community in their own words and find a bridge to become an active member in the community
   b. Participants will construct life maps of their student experience that led them to this job to better connect to the student experience
   c. Participants will setup coffee/lunch dates with their cohorts monthly to strengthen relationships

5. Focused – Employees create success strategies to stay on track with current responsibilities that support District-wide strategic goals.
   a. Participants will understand the District strategic goal planning process
   b. Participants will make a commitment to focusing one work task a week to impact student success
   c. Participants will establish a work plan for their next 90 days and work towards following it to reach goals

6. Directed – Employees have set expectations and target goals & know how to achieve them.
   a. Participants will review the District strategic goals and make a commitment to how their work impacts a strategic goal directly
   b. Participants will set a goal to attend one student event each semester and be an active participant
   c. Participants will set professional growth goals by creating their own Personalized Professional Development Plan

VI.   Timetable

The New Employee First Year Experience Program is set to begin in July 2018. Each year the program will continue to build and improve to meet the needs of our new employees and grow the program. The program will be implemented in phases as described below:

Description of Work		Start and End Dates
Phase One	Design and development of program content, logistics, training, communication with District, adoption of program, etc. Launch of Half-Day Orientation Session	February 2018 – July 2018 August 2018
Phase Two	Roundtable Sessions Launch	August/September 2018
Phase Three	Evaluation of Need for Additional Programs for Certain Employee Classifications that this program compliments (i.e. Faculty, Administrators, etc.)	June 2019 – July 2019
Phase Four	Second Year – Integrate Part-Time Employees (FTE <100%) into roundtable sessions	August 2019

Below is a more detailed project timetable for Phase One of the project:

Activity	Implementation Time					Responsibility
	February 2018	March 2018	April 2018	May 2018	June 2018	
1. Submit Proposal to PD Taskforce for Review	1/26/18					PD Taskforce Working Group: Priscilla & Bryan
2. Review of Proposal with written feedback sent to working group	2/7/18					PD Taskforce Members
3. Finalize Project Proposal Draft		3/12/18				Priscilla, Bryan, & Alyssa
4. Submit Project Proposal to Endorsement Groups for Review & Approval		3/2018				District PD Team
4.1 Submit Project Proposal to Cabinet for Review and Approval		3/27/18				Chancellor's Cabinet
4.2 Submit Project Proposal to HRAC for Review and Approval		3/15/18				HRAC

4.3 Submit Project Proposal to Unions for Review and Approval			4/2018			Union Reps
4.4 Submit Project Proposal to PD Taskforce for Review and Constituent Feedback		3/15/18				PD Taskforce Members
5. Design Orientation Session			4/2018			District PD Team
5.1 Draft Agenda for Orientation Session			4/9/2018			District PD Team
5.2 Develop training content & activities for Orientation Session			4/13/2018			District PD Team
5.3 Demo Orientation Session				5/2018		District PD Team & PD Taskforce
5.4 Design Complimentary Virtual Support Materials for Orientation Session			4/27/18			District PD Team
5.5 Record & Produce Virtual Support Materials				5/11/18		District PD Team
5.6 Demo Virtual Support Materials & Request Feedback				5/18/18		District PD Team & PD Taskforce
5.7 Finalize Implementation of Orientation Sessions					6/1/18	District PD Team & PD Taskforce
6. Design Roundtable Sessions			4/30/18			District PD Team
6.1 Finalize Themes & Learning Objectives			4/6/18			PD Working Group
6.2 Design modules and activities for each roundtable session			4/20/18			PD Working Group
6.3 Submit roundtable sessions agendas and content for review			4/23/18			PD Working Group
6.4 Review of Roundtable Session content			4/30/18			PD Taskforce

6.5 Finalize Roundtable Session Content for first Quarter				5/7/18		PD Working Group
6.6 Demo Roundtable Session for PD Taskforce & HR Team				5/18/18		PD Working Group, District PD Team, PD Taskforce
7. Begin Preparation for Go Live					July 2018	PD Working Team
8. Creation of program evaluation measures					6/1/2018	District PD Team

Below is a more detailed project timetable for Phase One & Two implementation (the New Employees First Year Experience Program Inaugural Year) with important program dates and recommended activities:

Activity	Activity Date	Responsibility
Program Launch	August 2018	PD Taskforce
Professional Development Week – Convocation	August 13, 2018 – August 15, 2018	New Employee & Manager
New Employee Orientation	August 24, 2018	Human Resources
FYE Roundtable	August 31, 2018	FYE Facilitator
New Employee Orientation	September 21, 2018	Human Resources
FYE Roundtable	September 28, 2018	FYE Facilitator
New Employee Orientation	October 19, 2018	Human Resources
FYE Roundtable	October 26, 2018	FYE Facilitator
New Employee Orientation	November 16, 2018	Human Resources
FYE Roundtable	November 30, 2018	FYE Facilitator
New Employee Orientation	December 14, 2018	Human Resources
FYE Roundtable	December 17, 2018	FYE Facilitator
New Employee Orientation	January 18, 2019	Human Resources
Professional Development Week – Convocations	January 22, 2019 – January 24, 2019	New Employee & Manager
FYE Roundtable	January 25, 2019	FYE Facilitator
New Employee Orientation	February 14, 2019	Human Resources
FYE Roundtable	February 22, 2019	FYE Facilitator
New Employee Orientation	March 15, 2019	Human Resources
FYE Roundtable	March 22, 2019	FYE Facilitator
New Employee Orientation	April 19, 2019	Human Resources

FYE Roundtable	April 26, 2019	FYE Facilitator
New Employee Orientation	May 24, 2019	Human Resources
FYE Roundtable	May 31, 2019	FYE Facilitator
GC Commencement	June 5, 2019	New Employee & Manager
CC Commencement	June 6, 2019	New Employee & Manager
Cohort 1 Governing Board Recognition	June 19, 2019	Governing Board & Cohort 1
New Employee Orientation	June 21, 2019	Human Resources
FYE Roundtable	June 24, 2019	FYE Facilitator
Cohort 1 Graduation Ceremony & Recognition	June 24, 2019	FYE Facilitator

VII. Budget

The costs of this program are currently unknown but minimal. The major areas for costs will be training supplies and time put in to creating the program. There will be a large investment of time needed to launch and maintain the program, which at this time will be provided by existing staff. There will be no requirement of investment into software or technology to support this project implementation. The following budget below is representative of possible funding requests for each Phase:

	Description of Work	Description of Costs	Start and End Dates	Total Additional Annual Costs
Phase One	Design and development of program content, logistics, training, communication with District, adoption of program, etc. Launch of Half-Day Orientation Session	Existing Staff (currently no added cost)	February 2018 – June 2018 August 2018	$0.00
Phase Two	Roundtable Sessions Launch	Monthly Meetings Supplies ($50/month), Printing Costs ($1,000/year), Guest Speaker Budget ($500), Existing Staff	August/September 2018	$2,100
Phase Three	Evaluation of Need for Additional Programs for Certain Employee Classifications that this program compliments (i.e. Faculty, Administrators, etc.)	Existing Staff (currently no added cost)	June 2019 – July 2019	$0.00
Phase Four	Second Year – Integrate Part-Time Employees (FTE <100%) into roundtable sessions	Monthly Meetings Supplies ($50/month), Printing Costs ($1,000/year), Guest Speaker Budget ($500), Existing Staff	July 2019 – Ongoing	$2,100

VIII.   Evaluation

It is critical that the success and impact of this program be measured over the first few years of implementation and onward. A robust evaluation procedure and process will be developed as a part of the program.

To help in understanding the needs of our new employees, all new full-time employees that started from January 2017 – June 2018, will be requested to complete a pre-program questionnaire to help set a standard of comparison. This group of new employees will act as our control group for program standards and outcomes. The same pre-program questionnaire will be provided to each program participant and again at the completion of their first year. This will help in measuring the success of learning outcomes for the program and to measure effectiveness of key program goals.

Participants will be provided with an opportunity to evaluate each Roundtable Session and Orientation. This evaluation will have a reflection component for employees to document their experiences in the program and provide qualitative feedback on the impact of the program.

IX.   Key Personnel

The following list are key individuals needed for the implementation of this project:

A. PD Working Group Members – Currently, Priscilla Leyva & Bryan Banville
B. HR Leadership Team – HR Directors: Alyssa Brown & Janet Snelling; VC HR: Tim Corcoran
C. HR Labor Relations Team – Cheryl Detwiler & Vicky Smith
D. PD Taskforce Members – see section II above
E. Senate Leadership – (Classified Senates (CC, DS, GC) & Academic Senates (CC & GC))
F. Union Liaisons – (AFT, AA, & CSEA)

X.   Endorsements

This program is looking for the following groups to endorse this program:

A. Professional Development Taskforce
B. Chancellor's Cabinet
C. President's Cabinet – Cuyamaca College & Grossmont College
D. Classified & Academic Senates
E. Human Resources Advisory Council (HRAC)
F. Professional Development Committees – Cuyamaca College & Grossmont College
G. Unions