I. Review of meeting notes from August 19, 2013

II. Update on progress toward Rec. 7
   a. **The Standard**: In order to meet the standard, the team recommends that the College develop a comprehensive professional development program which is linked with the College mission and the Strategic Plan and which encourages opportunities for leadership growth within the College. The program should be regularly evaluated based on needs assessment data, outcomes, and relationship to mission. (IIIA.5.a, IIIA.5.b)
   b. **Feb. 11, 2013 Letter**: With regard to Recommendation 7 above, the College established a comprehensive professional development program based on needs assessments. By linking professional development activities more closely with Strategic Plan goals and objectives, the College can complete the work necessary to fully meet the Standards.

III. Training Matrix (e-mailed earlier and will be handed out at meeting)

IV. Committee Self-Evaluation for 2012-13

V. Program Review Template

VI. BP 7160, Professional Development

VII. Leadership Program – Jeff Cummings

VIII. Old Business:
   a. Continue discussion on review evaluation PDC activity summaries in 2012-13
   b. Continue discussion on Manager Professional Development Series
   c. Continue discussion of results from 2013 Training Needs Surveys

IX. Committee check-in:
   - FLEX: Connie Carlson
   - Associate Faculty: Connie Carlson
   - Faculty Professional Development: Kerry Mayer
   - Distance Ed: Thomas Ehret
   - Community Ed: Julia Peterson
   - Veterans: Crystal Morse
   - DSP&S: Trish Blair

X. Other updates/comments:

XI. Agenda items for next meeting:
I. **Review/Introduction of new committee members**
   The Committee Chair introduced new committee members.

II. **Review of meeting notes from April 11, 2013**
    Meeting notes from April 11, 2013 were reviewed and no changes were made.

III. **Update on progress toward Rec. 7**
    Committee members reviewed the draft strategic plan for College of the Redwoods.
    The Committee Chair asked members to review this document on their own time and
    present feedback by the end of the week.
    The Committee discussed the draft summary of items to address for the October 15
    Accreditation report. The Committee had a discussion regarding the “Actions Taken”
    section of the report. One Committee member suggested using a large narrative that
    clearly states all trainings that were offered and clearly stating which strategic plan goals
    and objectives that the training met. Further discussion ensued regarding how to show
    the PDC training linkages with the strategic plan, discussed developing a spreadsheet
    that lists each goal/objective and keeping track of how many trainings are offered in
    each area. This document could then also be used to determine what types of trainings
    should be offered in the future.

IV. **Committee Self Evaluation for 2012-2013**
    The Committee reviewed the 2011-2012 committee assessment form and discussed how
    they met the outlined goals.
    Committee members agreed that they did a good job meeting the goals this year.
    The Committee Chair asked members what was done to meet the goals outlined in the
    strategic plan. Committee members asked for more guidance on this topic before they
    could give feedback. Ahn offered to draft a summary and send it out to the members for
    review and feedback.
The Committee chair asked members what improvements were made over the year to better reach goals. Committee members stated that the addition of DSPS and the Veterans Services representative make planning more cohesive. Discussion ensued regarding possible goals for the next year. Some of the suggestions were:

- Create and maintain a spreadsheet that links trainings with the strategic plan
- Research potential Professional Development Partnerships in the area (as well as in the areas of sites and centers).
- Delegate the identification of potential Professional Development opportunities to various community members who do research for the location in which they work.
- Maintain the Leadership Development Institute. (scaled down to a more manageable size)
- Combine FLEX Committee with the Professional Development Committee
- Research ways to improve the Support Staff Summit.
- Research if there is any grant funding available to support Professional Development
- Maintain all the goals from 2012-2013.

Discussion ensued regarding the most efficient way to distribute Professional Development related information. Committee member suggested that there should be a designated person who sends out notifications to staff and faculty about trainings. Teresa Daigneault volunteered to be the person who sorts through all training possibilities and sends out the best quality low cost options.

Discussed group assessment. Ahn Fielding will send out an updated draft of the group assessment form for committee members to review before providing feedback to finalize assessment.

V. Upcoming Convocation Schedule – trainings

The Committee discussed the Technology Tips and Tricks training session that is scheduled during Convocation.

VI. Statewide Academic Senate assessment of Chancellor’s Office Professional Dev. Committee
The Committee Chair passed out a PDF Document assessing the possible changes and potential challenges with the recommendations from the Chancellor’s Office Professional Development Committee.

VII. Old Business:
   a. Reviewed evaluation summaries on PDC activities in 2012-2013
   b. Discussed Manager Professional Development Series
   c. Continued discussion of results from 2013 Training Needs Surveys

VIII. Committee Check in:
   - FLEX: Connie Carlson
     FLEX is not going electronic. They will meet later this month to discuss their goals.
     IEC has discussed making FLEX a subcommittee of the Professional Development Committee. Council member suggested informing the IEC that the Professional Development Committee is supportive of that decision.
   - Associate Faculty: Connie Carlson
     Associate faculty training day September 7.
   - Faculty Development (Senate Subcommittee): Kerry Mayer
     Professional development funds will be available this year. Faculty will submit their requests will be sent in the third week of September. The amount of money allocated has been approved by the Senate.
   - Distance Ed: Thomas Ehret – not able to attend this meeting
   - Community Ed: Julia Peterson
     Community Ed will be moving CE office and classrooms over Labor Day weekend. There will be free parking for students and the center will be open during Arts Alive in Eureka. Community Ed does plan on having a Grand Opening – more information on that will come later.
   - Veterans: Crystal Morse – not able to attend this meeting
   - DSPS: Trish Blair
     There will be a mandatory Office for Civil Rights Training on hearing impairments and deaf and hard of hearing. The training will be on Thursday – location TBA. Accessible Pathways and signage is still a concern. There will be an Accessibility Orientation the first three weeks of school.
Humboldt County Mental Health set up coordinated mental health on campus which led to the Suicide Prevention Training. They are currently in negotiations to set up a regular mental health training on campus for anyone to attend. DSPS would like to set up a depression screening day for students conducted by the Nursing students.

IX. Other updates/Comments:

X. Agenda items for next meeting:

Planning for the year – look retrospectively at trainings and how they tied into mission and strategic plan.
Recommendation #7: Professional Development

In order to meet the standard, the team recommends that the College develop a comprehensive professional development program which is linked with the College mission and strategic plan and which encourages opportunities for leadership growth within the College. The program should be regularly evaluated based on the needs assessment data, outcomes, and relationship to mission. (III.A.5.a, III.A.5.b)

Introduction

Standard III.A.5 states, “The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.”

Standard III.A.5.a states, “The institution plans professional development activities to meet the needs of its personnel.”

Standard III.A.5.b states, “With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.”

The Accrediting Commission for Community and Junior Colleges (ACCJC) action letter of February 11, 2013 states, “With regard to Recommendation #7 above, the College established a comprehensive professional development program based on needs assessments. By linking professional development activities more closely with Strategic Plan goals and objectives, the College can complete the work necessary to fully meet the Standards.”

Background

Prior to the implementation of a comprehensive professional development program, professional development activities could occur independently without a systematic approach to evaluating links to the College mission and goals. In response to Recommendation #7, College of the Redwoods developed and implemented a comprehensive professional development program that assesses the professional development needs District-wide, coordinates program offerings to meet identified needs, and evaluates offerings for effectiveness. To better meet Standard III.A.5.b, the College established stronger assessment and planning strategies to link trainings with Strategic Plan goals and objectives.

Actions Taken to Resolve Recommendation

The Formation of a Comprehensive Professional Development Program

Within the past year and one-half, a Professional Development Committee (PDC) was established including representatives from each of the campus committees/groups involved in professional development activities, including: Flex Committee, Faculty Development
Committee (an Academic Senate Committee), Distance Education, Veterans Resource Center, Disabled Students Programs and Services, Associate Faculty, Community Education, and Classified Employee training programs. The PDC assesses professional development needs District-wide, coordinates program offerings to meet identified needs, and evaluates offerings for effectiveness. The PDC coordinates the various professional development efforts to provide a comprehensive program (#R7-1, #R7-2, #R7-3).

The PDC has directed the following actions to make this program accessible and responsive to the professional growth needs of college employees and to ensure that professional development activities are regularly assessed and linked to the mission and goals of the College. These actions include:

- Regular PDC meetings of representatives of the constituent professional development groups.
- Uniform statements of all constituent professional development committees/groups that ensure professional development activities are linked to the College mission and goals.
- Creation of a professional development calendar that provides a comprehensive listing of professional development activities (#R7-4).
- Systematic evaluations of all activities by the Professional Development Committee to ensure links to the College mission and goals (#R7-5).
- Annual calendared review of the comprehensive professional development program.
- Annual calendared surveys to ensure that the professional development program is meeting the needs of college employees.
- A Professional Development webpage that allows easy access to all facets of professional development and professional development activities, including constituent surveys and committee self-assessments (#R7-6).

For the third year in a row, the PDC has administered a training needs survey to different constituent groups in an effort to assess training needs (#R7-7, #R7-8, #R7-9). The PDC reviews these summaries on an annual basis to ensure that the activities are linked with the College mission and goals, and to determine if the year’s activities are meeting needs of employees as judged through the professional development survey responses.

Convocation training activities were created through the data gathered from the training needs surveys administered in May 2012. As a result, an additional “Technology Tuesday” was added to the Convocation training schedule to address the technology training needs requested by all constituent groups (#R-).

Additional training series for the different constituent groups were established as a result of the training needs surveys. A subsequent survey was administered in April 2013, and the PDC utilized the resultant survey data to plan training for Convocation and academic year 2013-14 (#R7-10).

In addition to administering a training needs survey, a question has been added to the program review template assessing a program’s identified needs for professional development. When program review data is compiled, the professional development data will be shared with the PDC for review and inclusion in planning training (#R7-11).
The College honors classified employee release time per contract section 4.1 of the California School Employee Association (CSEA) Collective Bargaining Agreement (#R7-12). The College provides release time to support employees who desire to participate in college courses to enhance their skills and prepare them for upward mobility. After the semester in which an employee completes their training, a follow-up survey is conducted to assess how the course helped them to meet their stated objectives for taking the course. During the fall semester of each academic year, the PDC reviews the list of approved release time to assess program effectiveness and to consider ways to improve supporting professional development (#R7-13).

The December 2011 Evaluation Team Report noted “The College could benefit from internal leadership training in support of upward mobility opportunities.” To further support employees’ abilities to be successful in their current positions and advance within the institution, the College provided the professional development series for faculty, for staff, and for managers, as well as a “Support Staff Summit,” a comprehensive training on practices and procedures within the institution for new employees, for employees in new positions, and for experienced employees as refresher trainings. As evidence of the College’s commitment to upward mobility opportunities, in 2012-13:

- one confidential employee was promoted to a manager,
- one classified employee was promoted to a manager,
- one classified employee was promoted to an administrator,
- one faculty was promoted to an administrator,
- one manager was promoted to an administrator, and
- fifteen classified employees were promoted within the classified unit.

The administration is developing a new leadership program, facilitated by the Executive Dean of Academic Affairs/Accreditation Liaison Officer, to support newly appointed academic administrators (#R7-14).

Professional development is encouraged by the President’s Office and the Office of Human Resources. Past year trainings included:

- Accrediting Commission for Community and Junior Colleges Accreditation Basics;
- Incident Command Systems (ICS) – including ICS 100, 200, 300, 400, 700, and 800;
- Suicide prevention;
- Conducting personnel evaluations;
- Child Abuse Mandated Reporting;
- EEO monitor training;
- Blood borne pathogens; and
- Sexual harassment.

On August 19, 2013, College Council approved BP 7160, Professional Development, and sent it out for a 30-day constituent review (#R7-15a). This board policy recognizes that “planned professional development is essential to the efficient and economical operation of the school system and contributes to an improved instructional program for students” and states an institutional commitment to “continually improving job performance and individual job-related skills, and enhancing the understanding of total staff responsibilities.” (#R7-15)

Evaluation of Program and Linkages to Strategic Plan and Other Institutional Planning
Each campus/committee group involved in professional development activities that is
represented on the PDC has developed an operating statement which states its commitment to
linking activities with the mission and goals of the College (#R7-16).

The PDC has established a uniform training assessment tool that is administered after each PDC
training, Associate Faculty training, and Community Education training. To facilitate continuous
quality improvement, the evaluations are 1) provided to the instructors for them to review and
consider participant feedback, and 2) reviewed by the PDC to determine if the activity can be
improved and if it should be repeated or eliminated. The PDC also conducts an annual
committee self-evaluation and requires each of the constituent groups to conduct a similar
evaluation. These self-evaluations are used to make improvement to the following year’s
process. (#R7-3)

To further improve linking professional development activities with the Strategic Plan goals and
objectives, a comprehensive training matrix was established as a tool to assess prior year training
linkages and to better plan future training activities (#R7-17). This matrix evaluated 78 trainings
and 19 meetings against the goals and objectives within the Annual Plan, Strategic Plan and
Education Master Plan. The committee has calendared this annual review in its training planning
cycle to take place in fall of each academic year (#R7-18). Shortly thereafter, the PDC publishes
to the College community the prior year training matrix and training assessment summary (#R7-19).

Conclusion

The November 2012 accreditation visiting team recognized the College has “made progress
toward meeting the related standards by establishing a professional development program based
on needs assessments” and has a well-functioning professional development process. However,
the team noted continued work was required to link professional development activities more
closely with Strategic Plan goals and objectives in order to complete the work necessary to fully
meet the standard.

As part of the implementation of a comprehensive professional development program, as stated
above, the College has strengthened its annual assessment review and planning processes and
now fully meets Standard III.A.5.

Actions Planned for Continuous Quality Improvement

The PDC oversees the initiatives within the comprehensive professional development program.
The PDC has established processes and timelines to continue program assessment for continuous
quality improvement and assurance that the trainings planned and delivered support the
College’s mission and strategic plan. The PDC will continue to review, assess, and improve
upon its processes and deliverables for quality support of the institution, its students, and the
communities it serves.
Committee name:
Professional Development Committee

1) What were the primary goals of the committee this past year?
   a) Establish Leadership Development Institute – outline currently under review, goal to launch Fall 2012
   b) Establish annual update to college community at convocation & create training opportunities during convocation days for staff and managers as well
   c) Update and maintain professional development website
   d) Operationalize Professional Development Calendar online – will include District-wide professional development activities and those activities which would satisfy FLEX obligation would be noted so
   e) Continue to assess training needs and assess committee functions
   f) Utilize Keenan Safe Colleges online training resources & tracking system

2) How do they link to CR’s Mission and Strategic Planning goals?
   - Mission statement of committee was established, linking to Mission
   - Strategic Plan identifies need for professional development opportunities

3) To what extent were those goals met?
   a) Establish Leadership Development Institute –
      o Launched Fall 2012
   b) Establish annual update to college community at convocation & create training opportunities during convocation days for staff and managers as well
      o Have established and maintained professional development program update at convocation
      o have tied training activities which were linked to planning from training assessments issued in the spring into trainings offered at convocation
   c) Update and maintain professional development website
      o Have maintained website, including training activities
   d) Operationalize Professional Development Calendar online – will include District-wide professional development activities and those activities which would satisfy FLEX obligation would be so noted
      o A Google calendar was established. This calendar can be viewed solely for training on the PDC website, and the events are also incorporated into the District’s event calendar.
   e) Continue to assess training needs and assess committee functions
      o Elaborate
   f) Utilize Keenan Safe Colleges online training resources & tracking system
      o Elaborate
4) Describe any changes/improvements that have been made to better meet these goals. Refer to insights from other self-evaluation work (e.g., surveys, structured group discussions) as appropriate.

Tied into the previous year committee goals, we continue to “Include all levels of the organization as representatives on the Committee.” To foster more integrated planning and collaboration, the committee has added DSP&S and Veterans Affairs representation on the committee. The committee membership is comprised of:

- Ahn Fielding, Interim Director of HR
- Connie Carlson, Associate Faculty Coordinator & FLEX Committee
- Thomas Ehret, Distance Education
- Julia Peterson, Community Education
- Kerry Mayer, Faculty Development Committee
- Anita Janis, Director, Del Norte
- Teresa Daigneault, HR & Confidential
- Johanna Peterson Helzer, Classified
- Trish Blair, Disabled Students Programs & Services
- Crystal Morse, Veterans Affairs

Furthermore, as a result of discussions from the “Committee to reduce committees,” the FLEX committee has been combined with the Professional Development Committee.

5) Describe the primary committee goals for next year.

- Create and maintain a spreadsheet that links trainings with the strategic plan
- Research potential Professional Development Partnerships in the area (as well as in the areas of sites and centers).
- Delegate the identification of potential Professional Development opportunities to various community members who do research for the location in which they work.
- Maintain the Leadership Development Institute. (scaled down to a more manageable size)
- Combine FLEX Committee with the Professional Development Committee
- Research ways to improve the Support Staff Summit.
- Research if there is any grant funding available to support Professional Development
- Maintain relevant goals from 2012-2013.
  - Include all levels of the organization as representatives on the Committee
  - Develop a centralized function – communication, calendar, website
  - Assess training needs of District
  - Establish course/training evaluation form
Section 6 - Resource Requests

6.0 Planning Related, Operational, and Personnel Resource Requests. Requests must be accompanied by an action plan in the above section. Requests should include estimated costs. Submit a support ticket if you do not know the estimated costs.

If you are requesting personnel resources, you must also include the “Request for Faculty or Staffing” forms, located at inside.redwoods.edu/program review. Submit one form for each request.

Additional Instructions:

- **Put down the full amount** you are requesting in the “Amount” column. Put down the annual amount of any ongoing or recurring costs in the “Annual Recurring” column. For example, a personnel request for a permanent position might show an Amount of $30,000 and an Annual Recurring Cost of $30,000. A request for equipment might show an Amount of $5,000 and an Annual Recurring cost of $200. A professional development request might show an Amount of $800 and a recurring cost of $0.

- If you have a grant or some other source of funding, include in the “Request” column a brief description of the source of funds and the dollar amount that is expected to be covered by the other source and if the other source covers any of the annual recurring costs.

- Note in the “Request” column if this is a repeat request, and how many times you have submitted this request.

**The item number must match the corresponding action # from section 5. Add rows as necessary.**

<table>
<thead>
<tr>
<th>Action #</th>
<th>Use # above</th>
<th>Request</th>
<th>Type of Request (Check One)</th>
<th>Planning</th>
<th>Operational</th>
<th>Personnel</th>
<th>Professional Development</th>
<th>$ Amoun t</th>
<th>$ Annual Recurrin g Costs</th>
<th>Contact Person (Name, email, phone)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>Describe your request here in a way that someone outside the program can understand.</td>
<td>To be reviewed by Prioritization Committees of the Budget Planning Committee</td>
<td>To be reviewed and grouped by Associate Deans.</td>
<td>To be reviewed by Faculty Prioritization Committee.</td>
<td>To be reviewed by the Professional Development Committee</td>
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<td>Contact Person (Name, email, phone)</td>
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REDWOODS COMMUNITY COLLEGE DISTRICT
Board of Trustees Policy

PROFESSIONAL DEVELOPMENT

Recognizing that the Redwoods Community College District recognizes education and the planned professional development of employees are is essential to the efficient and economical operation of the school system and contributes to an improved instructional program for students. It shall be the policy of the Redwoods Community College District when financially feasible and practical to provide employees at every level and classification where the need is evident, with programs in orientation and in-service education activities for the purposes of continually improving job performance and individual job-related skills, and of enhancing understanding of total staff responsibilities. It is recognized that the staff development program herein described should be made available to the public as instructional programs to the maximum extent possible.

Former Board of Trustees Policy No. 118, number change only on May 1, 2012
Adopted by Board of Trustees: August 15, 1977