Professional Development Committee
Agenda
November 20, 2013, 1:30 p.m. (HR Conference Room)

I. Review of meeting notes from September 25, 2013 (Attachment A)

II. Review of Response to Commission Action Letter for Recommendation 7 (Attachment B)
   a. Full report can be found at: http://www.redwoods.edu/Accreditation/_documents.asp

III. Training Matrix (E-mailed prior to last meeting. Printed copies will be available at the meeting. Can also be located on the professional development webpage at: http://www.redwoods.edu/HumanResources/StaffDevelopment/)

IV. Finalize Committee Self-Evaluation for 2012-13 (Attachment C)

V. Finalize Committee Annual Report for 2012-13 (Attachment D)

VI. 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 and how we link funding priorities with the District’s planning processes

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

VIII. Other updates/comments:

IX. Agenda items for next meeting:
I. **Review of meeting notes from August 19, 2013**

Meeting notes from August 19, 2013 were reviewed and no changes were made.

II. **Update on progress toward Rec. 7**

Committee members reviewed the draft narrative for Rec. 7. The Board of Trustees will review the narrative at their meeting on October 1, 2013. The review period has closed but minor changes can continue to be made before the October Board meeting.

III. **Training Matrix**

Committee reviewed the 2012-2013 Training Matrix. This matrix outlines the Strategic Plan, Education Master Plan, and the Annual Plan objectives and notes professional development activities that met each goal.

The purpose of this document is to help us assess which areas need more training so that we can plan accordingly for continued quality improvement.

Trish Blair stated that DSP&S may have a training for the 2013-2014 year which may fit the Strategic Plan goal 5 which didn’t have any related trainings in 2012-2013.

The Professional Development Committee will continue this discussion at the next meeting.

IV. **Committee Self-Evaluation for 2012-2013**

Committee reviewed the draft evaluation and presented suggested additions and revisions. Committee member suggested that for 3. e. it could say “Surveys were distributed and the feedback is used to plan future events.”

Committee reviewed the goal for the upcoming year. Committee member suggested rewording the third goal to say “Identify various community members who are experts in their field and who can lead Professional Developments events on campus.”
V. Program Review Template
Committee reviewed the Resource Request form which is a part of program review. It does not guarantee that funding requests for professional development will awarded. The document relates to assessing training trends with planning.

VI. BP 7160 Professional Development
BP 7160 Professional Development was reviewed by College Council and sent out for a 30 day constituent review. The Policy will return for approval to send to the Board at the College Council meeting on September 30th. Committee member suggested changing the first sentence so that it reads, “The Redwoods Community College District recognizes education and planned professional development of employees as essential to the efficient and economical operation of the school system and contributes to an improved instructional program for students.”

VII. Classified Release Time Report
Committee reviewed the Classified Release Time Report spreadsheet from Summer of 2010 to Spring of 2013. The purpose of this spreadsheet is to view trends and track if participants are meeting their stated objectives. Committee wants tracking sheet to have more information/follow up to ask more questions…. What would help you achieve your goals, what most interfered with you trying to reach your goals….. Committee member suggested that a reminder be sent out that Release Time is an option for Staff.

VIII. Old Business:
   a. Continue discussion on review evaluation PDC activity summaries in 2012-2013
Committee reviewed the draft PDC activity summary spreadsheet. One committee member suggested using percent amounts instead of tally amounts. Johanna Helzer stated that she would forward a possible excel template that could be used.
   b. Continue discussion on Manager Professional Development Series
Committee discussed the desire to continue the program on a more manageable level for the next series to ensure sustainability.
c. Continue discussion of results from 2013 Training Needs Surveys
   Reviewed results of training needs surveys compared to current training offerings.
   Agreed to explore more technology topics and diversity topics.

IX. Committee Check in:
   - **FLEX: Connie Carlson**
     About half of the flex goal forms have been turned in at this point. Full time faculty are going to be penalized 2.4% (the same as associate faculty) for not turning in their FLEX forms this year.
   - **Associate Faculty: Connie Carlson**
     Associate Faculty development day went really well. Large turnout. In addition to orientation to basic practices, training on assessment and DSPS were well received.
   - **DSPS: Trish Blair**
     Dr. Blair reported training collaboration being developed with County Dept. of Health and Human Services.

X. Other updates/Comments:

XI. Agenda items for next meeting:
   a. Finalize Committee Self-Evaluation for 2012-13
   b. Finalize Committee Annual Report
ATTACHMENT B

RESPONSE TO COMMISSION ACTION LETTER

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 (CR) 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 #7

The Formation of a Comprehensive Professional Development Program

Within the past 18 months, a Professional Development Committee (PDC) has been established. The PDC includes 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 PDC 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 District-wide 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 goals and objectives from the College’s Strategic Plan and Education Master Plan, 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 (#R7-10).
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 (#R7-11).

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 (#R7-12).

The College honors classified employee release time per contract section 4.1 of the California School Employee Association (CSEA) Collective Bargaining Agreement (#R7-13). 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 (#R7-14).

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 distinct professional development series for faculty, staff and managers. Additionally, a comprehensive training on practices and procedures within the institution, the Support Staff Summit, was offered for new employees, for employees in new positions, and for experienced employees as refresher training. 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.

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 September 30, 2013, College Council approved Board Policy (BP) 7160, Professional Development, and sent it to the Board for review (#R7-15). 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” (#R7-16).

**Evaluation of Program and Linkages to Strategic Plan and Other Institutional Planning**

Each campus and 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 (#R7-17).

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. The annual committee self-evaluation is used to make improvements to the following year’s processes and planning (#R7-3).

To further improve the linking of 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 (#R7-18). This matrix evaluated 78 trainings and 19 PDC meetings against the goals and objectives within the Strategic Plan, Annual Plan, and Education Master Plan. The committee has calendared this annual review in its planning cycle to take place in fall of each academic year (#R7-19), after which time an annual summary report of the prior year training matrix and training assessment summaries shall be drafted and distributed to the College community (#R7-20).

**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.

The PDC reviews, assesses, and improves upon its processes and deliverables for quality support of the institution, its students, and the communities it serves. As part of the implementation of a comprehensive professional development program, as stated above, the College has strengthened its annual assessment review, planning processes, and linkages of training to the Strategic Plan, 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. Ongoing and annual assessment processes have been established for continuous quality improvement and assurance that the trainings planned and delivered link to the College’s Strategic Plan. These initiatives help the College meet Annual Plan Goal 1, “Employing strategies to keep students continually enrolled from one semester to the next,” Strategic Plan Goal 1, “Focus on Learners,” Strategic Plan Goal 4, “Technological Relevance,” Education Master Plan Goal 1, “Ensure Student Success,” and Education Master Plan Goal 3, “Practice Continual Quality Improvement.”
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 (also known as Professional Development Series) –
      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 Surveys were administered, on training needs and on individual trainings, data tabulated, reviewed by PDC, helped to guide planning for future trainings.

f) Utilize Keenan Safe Colleges online training resources & tracking system
   o Continued to use Keenan Safe Colleges, moved all sexual harassment trainings to be conducted via Safe Colleges.

g) Assess training needs of District
   o Survey was distributed August 2011, assessed, revised, and re-distributed in May of 2012. Results are currently under review & data will be used to establish training opportunities for 2012-2013.

h) Implement a professional development program
   o PDC is starting with coordination of existing professional development efforts, such as FLEX committee, associate faculty trainings, DE, Community Ed., and specific trainings based on needs survey.
   o Funding has been requested through HR program review to help support 2012-13 activities.
   o Membership to National Institute for Staff & Organizational Development (NISOD) has been obtained to expand professional development opportunities.

Other

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, 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 Helzer, Classified
- Trish Blair, Disabled Students Programs & Services
- Crystal Morse, Veterans Affairs

Furthermore, as a result of discussions from the “Committee to reduce committees,” it has been recommended that the FLEX committee combine with the Professional Development Committee.
5) Describe the primary committee goals for next year.

a) Create and maintain a spreadsheet/matrix that links trainings with the strategic plan
b) Research potential Professional Development Partnerships in the area (as well as in the areas of sites and centers).
c) Delegate the identification of potential Professional Development opportunities to various community members who do research for the location in which they work.
   a. Identify various community members and/or organizations for professional development opportunities on campus (experts in field/guest presenters)
d) Maintain the Professional Development Series (formerly referenced as Leadership Development Institute), but scaled down to a more manageable size
e) Combine FLEX Committee with the Professional Development Committee
f) Research ways to improve the Support Staff Summit.
g) Research if there is any grant funding available to support Professional Development
Dear CR community,

On behalf of the PDC, we would like to share with you committee and training achievements from the past year and plans for the year to come. The committee welcomes your feedback and comments.

Be sure to visit our website at http://www.redwoods.edu/HumanResources/StaffDevelopment/. There you will find information on the District’s Comprehensive Professional Development Program, assessments, and the training calendar.

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