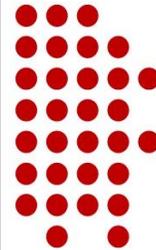




Fresno City College

2014-2017

PROFESSIONAL DEVELOPMENT PLAN



APPROVED BY THE PROFESSIONAL DEVELOPMENT COMMITTEE ON APRIL 22, 2014

APPROVED BY CLASSIFIED SENATE ON SEPTEMBER 17, 2014

APPROVED BY MANAGEMENT COUNCIL ON SEPTEMBER 24, 2014

APPROVED BY ACADEMIC SENATE ON SEPTEMBER 24, 2014

APPROVED BY ASSOCIATED STUDENT GOVERNMENT ON SEPTEMBER 30, 2014

PLAN RECOMMENDATIONS UPDATED FALL 2016

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INTRODUCTION

Established in 1910, Fresno City College (FCC) is California's first community college and the largest campus in the State Center Community College (SCCCD) district. With the inauguration of Tony Cantú as President of FCC in April 2012, the college adopted a learning-centered mission and strategic plan. In a learning-centered institution, every employee is a learner while also a facilitator of learning. The 2014-2017 FCC Professional Development Plan was written with this emphasis.

In fall 2012, President Cantú reestablished the Professional Development Committee (PDC), formerly the Campus Wide Professional Development Coordinating Committee (CWPDCC), consisting of three faculty members, three classified professionals, two students, and an administrator. The committee is responsible for overseeing planning, reporting, and surveying the direction of professional development activities for all employees of Fresno City College. The college's executive staff believes professional development is one of the strategic directions the college must pursue more aggressively. The 2013-2017 Strategic Plan specifically mentions professional development in Goal Three, Objective 3.1: the college will ensure that all administrators, faculty, and staff are provided ample opportunities for professional development. Furthermore, in the college's 2011 Accreditation Study, one of the planning agendas was that the Professional Development Committee develop, promote, and increase the depth and breadth of professional development activities for Fresno City College employees through a comprehensive professional development plan.

In spring 2013, the PDC was charged with the responsibility of creating a professional development plan for Fresno City College. This was done by comparing exemplary plans from other colleges and creating a plan appropriate for FCC. Monthly meetings were held to generate ideas and support for the plan. After identifying the college's most pressing professional development needs, the writing of this plan began.

This plan is comprehensive. It emphasizes effective and efficient systems, methods, and activities for the personal and professional growth and development of all employees. The term "professional development" is defined as opportunities for personal renewal, growth, change, and continuous improvement for all individuals employed within the college in ways that fulfill the mission, goals, and objectives of the organization. Professional development includes organized programs and activities as well as individualized services and means for independent learning.

In order to maximize the institutional and individual benefits derived from professional development expenditures, these activities need to be tied to the strategic mission of the college as well as the professional growth needs of its employees. These activities also need to be coordinated with each other to stretch resources as far as possible.

In response to serious fiscal pressures in recent years, funds allocated for professional development, conferences, and meetings have been cut significantly several times. Despite these challenges, significant professional development accomplishments have occurred and the value of employee learning opportunities is becoming more widely supported across the college.

Professional development planning represents a way to address institutional and individual concerns responsively while retaining the flexibility to innovate and collaborate regarding the future directions of the college. As such, the Professional Development Plan will always be a work in progress as the college's program evolves and as further resources become available for these activities.

MISSION STATEMENT

Fresno City College, California's first community college, provides quality, innovative educational programs and support services directed toward the enhancement of student success, lifelong learning, and the economic, social, and cultural development of our students and region.

VISION

Fresno City College will be a national leader in educational programs, support services, and community partnerships.

CORE VALUES

Excellence:

We champion quality while encouraging individuals to share and explore new avenues toward advancing the college's mission and vision.

Collaboration:

We are dedicated to active involvement on our campus and in our community, developing partnerships and avenues of greater participation.

Diversity:

We are committed to diversity through respect and celebration of individual differences.

Professionalism:

We communicate and work together in an ethical, collegial manner in a supportive environment.

Stewardship:

We are accountable to our community for the responsible use of our resources.

PROFESSIONAL DEVELOPMENT PLAN GOALS

To create, promote, facilitate, and share professional development events and activities that contribute to the enrichment, knowledge, and growth of Fresno City College employees.

- Develop and implement a formal organizational structure to facilitate professional development opportunities for college employees.
- Develop a centralized website for identification of professional development opportunities, to display presentations and activities as well as a materials archive, and to present the results of all evaluations of activities and presentations.

ENVIRONMENTAL OVERVIEW

EFFECTS OF STRATEGIC VISION ELEMENTS

With the adoption of the learning-centered organizational focus, there have been and continue to be new opportunities as well as necessities for professional development in order to advance the college mission. There is a continuing need for newly hired as well as established college employees to develop and augment their skills and roles within the learning-centered environment.

The 2013-2017 Strategic Plan will shape this program in the future as its goals are carried out. In the interim, there are some key aspects, which are paramount to the FCC professional development program:

- Learning will be the central focus of FCC as a learning-centered community college.
- The college will ensure that every member of the college community is a learner.
- Evaluation of services and programs will be driven by consideration of the ways they foster student success.
- Ideas are freely exchanged and innovation is celebrated.
- Continuous improvement is encouraged.
- Technology is fully integrated.
- Resources are maximized.
- Building a sense of community is valued. Partnerships are formed between students, faculty, staff, and administrators.
- It is imperative our students learn to function successfully in a global environment, which represents a significant challenge for professional development.

EFFECTS OF RECENT HISTORY

The last five years have been characterized by change and uncertainty for the employees of Fresno City College. As such, professional development activities often took a backseat to more pressing matters of institutional redefinition, restructuring, and survival.

During this time, some employees have reacted to these changes by experiencing stress and other negative physical consequences. These effects create opportunities for certain professional development activities that must include wellness activities and opportunities to learn healthy responses to stress. Opportunities to engage in fun, social activities with colleagues have been included in order to improve collegial relationships as well as a sense of well-being and increase positive attitudes toward one's work and the workplace. Widespread recognition of individual contributions towards fulfilling the college's mission must be achieved through formal and informal means.

OTHER ENVIRONMENTAL EFFECTS

With regards to being part of a multi-college district, the district office and each campus has had a unique approach and history regarding professional development activities. Among the college's current internal resources are various approaches, models, and individual expertise with regard to

professional development. In our evolution, the challenge remains to maximize the benefits of the whole while being sensitive to the history and strengths of its various parts.

In looking at the demographics of the FCC faculty and staff, it is evident that many employees will be eligible for retirement in the next ten years. This fact necessitates specific programming for a number of individuals as they begin pre-retirement planning. However, it also means the college must increase internal leadership development initiatives. By planning well, the college should hope to minimize the impact of the departure of so many of its senior faculty and staff. As new employees take their places, a comprehensive orientation program becomes increasingly important.

SUMMARY

In recognition of and in response to all of these environmental influences, a comprehensive, well-funded, and well-executed professional development program of activities and services can help Fresno City College maintain institutional excellence and ultimately increase student success.

WORKING ASSUMPTIONS

In carrying out its responsibilities, the PDC has adopted several working assumptions regarding the nature of Fresno City College and the professional development needs of its employees.

1. There are three main constituencies to be served. Those planning any program of professional development must be attentive to the similarities and differences of the needs of each group. These groups are classified professionals, faculty (inclusive of adjuncts), and administrative and supervisory staff. While student aides constitute another important group to be served, this involvement will come in later years of planning due to resource limitations at this time. We hope to reach student workers indirectly at first by facilitating better supervisory skills among those who coordinate the work of student aides.

2. All employees need to exhibit professionalism. The use of this term does not refer to a select group of employees but rather to all. Professionalism is defined as:

- Exhibiting expertise in one's particular area of responsibility and having mastery of the skills and knowledge necessary to perform competently.
- Having a commitment to the college as an institution and to the communities and individual students served by the college.
- Exhibiting reliability in one's job and behaving ethically toward colleagues and students.
- Taking one's job responsibilities seriously.
- Providing service of high quality.
- Taking the initiative in situations where appropriate or necessary.

3. Professional development programs, activities, and services need to be inclusive. Planners and implementers need to make information widely available across the college, seeking input and building consensus. While faculty development initiatives are the cornerstone of a learning-centered

environment, professional development needs to reach beyond these initiatives to include all employees.

4. Professional development programs, activities, and services need to be accessible. Programs need to be scheduled as resources allow and mechanisms for maximum attendance need to be built into the planning. A variety of opportunities and means for development should be planned in keeping with the goal of providing for employee learning anyway, anywhere, and anytime.

5. All professional development programs, activities, and services need to be evaluated. Formative and summative evaluations are needed on a regular basis to insure the goals of the program are being met. The cost-effectiveness of programming is an important consideration in planning. New programs and services need to be based upon individual and institutional needs. Recurring programs and services need to be continuously improved through thoughtful feedback from participants.

CONSTITUENCIES TO BE SERVED

This plan assumes that all employee constituencies will be served but places an emphasis upon full-time employees and adjunct faculty in the early years, with student aides and provisional or limited term employees being served more fully when further resources become available.

Among full-time employees, professional development interests and needs vary among and within the main three constituencies.

- For classified professionals, professional development emphasizes the enhancement, improvement, and upgrading of job skills (including personal and professional skill enhancement), training to keep current in the technological tools needed in their jobs, and career development as they prepare for positions of increasing responsibility within the organization or beyond it. In addition, classified professionals have personal interests related to individual pursuits outside of the parameters of their current positions at the college.
- For faculty (both full-time and part-time), professional development emphasizes the facilitation of personal and professional growth related to the improvement of teaching effectiveness, the acquisition and enhancement of classroom skills, knowledge, and techniques as well as content-specific knowledge, which may be discipline-based, and the expansion of interests related to academic pursuits inside and outside of one's discipline.
- For administrators and supervisory staff at all levels within the college, professional development focuses upon the administration and/or management of the institution, including personal and professional growth, improvement in decision-making, communication, planning, measuring for institutional outcomes, and other practical aspects of management.

As a result of discussions with and surveys of various FCC employees, the following programming characteristics are valued across these constituencies.

- Opportunities that are mentally stimulating, interesting, creative, and imaginative, highly interactive, motivational, and focused upon problem solving with dynamic presenters/facilitators.

- Opportunities that are timely, job-related, practical, and well organized in its content and focused upon skill-development.
- Opportunities that are clear in their purpose, with well-defined objectives and assessment of desired outcomes.
- Opportunities that are structured to be a progression of skill development with various entry points (beginner, intermediate, and advanced).
- Opportunities that are designed to utilize and develop the expertise available within the college, supplemented by outside speakers when necessary.
- Opportunities that are offered conveniently, in a non-intimidating manner, and within a respectful atmosphere conducive to learning.
- Opportunities that are well supported by institutional resources of time, expenditures, and supervisor-facilitated attendance and involvement.
- Opportunities that are results oriented with follow-up activities, handouts, support systems in place, and evaluation credit, rewards, or other benefits for participation.

RESOURCES CURRENTLY AVAILABLE

FISCAL RESOURCES

Currently, lottery funding is the established mechanism for distributing money to the campus constituencies and to a central account for professional development purposes. These funds had been cut in recent years although the 2016-2017 funding has increased more than 15% from 2013-2014. Professional development seminars, workshops, and conferences paid for out of “travel and conference” accounts across the college are beginning to see increases as well.

Budgetary issues must be acknowledged and addressed in order for professional development plans to be realized and consistently implemented, and for such initiatives to be of a quality nature. FCC has adopted a focus that embraces every member of the college community as a learner. Therefore, it is essential that professional development funds be designated to support the enhancement of professional skills and competencies.

In fall 2012, the California Community Colleges Chancellor’s Office established the Professional Development Committee to develop options for implementing the Student Success Task Force (SSTF) Recommendation 6, Revitalize and Re-Envision Professional Development. The committee’s report was presented to the Board of Governors (BOG) at its September 2013 meeting.

In February 2014, AB 2558 was introduced to the State Legislature. AB 2558 will eliminate the Community College Faculty and Staff Development Fund and instead establish the Community College Professional Development Program. The bill will require any funding appropriated for this program to be allocated to community college districts that provide professional development opportunities for both faculty and staff. The bill requires community college districts receiving this funding to include the employee’s time used participating in the Community College Professional Development Program in the employee’s contractually obligated hours. Governor Jerry Brown approved the legislation on September 19, 2014. As yet, there is no funding attached to AB 2558 but the categorical funds from Student Equity, Basic Skills, and SSSP have provided a boost to professional development funding.

HUMAN RESOURCES

Despite limited fiscal resources, human resources abound. FCC faculty, staff, and administrators are continuously developing expertise in a number of areas of value to the professional development of others. Doctoral and personal research is ongoing. Partnerships are being developed continuously with outside businesses, agencies, institutions, and organizations. Fresno City College alumni become recognized as experts in their fields. Grants, gifts, and donations enable the college to secure new equipment, resources, and expertise. All of these many resources are potential sources of benefit to a coordinated professional development program.

PHYSICAL SPACE CONSIDERATIONS

Space limitation is always a challenge. Events that will attract a large number of college employees can be accommodated in either OAB-114 (capacity 150) or OAB-251 (capacity 161). Sufficient chairs and tables must be set up for these events placing a strain on Building Services. Other large seminar rooms suitable for training purposes are limited. LI-141 is the designated faculty training lab but it only seats 18. LI-142 has 29 computer stations but first priority goes to student lab instruction for the Library and other divisions. While the college does have larger computer labs and classrooms available, these are prioritized for student use meaning professional development activities must be scheduled around class times. Clearly, in order to maximize FCC's resources and minimize the various resource constraints, coordination is key.

OTHER IMPORTANT IMPLEMENTATION ASPECTS

Resources are not the only factors involved with the implementation of a coordinated professional development program across the college. Other important aspects include accountability, centralization of efforts, duplication of programming, and differentiation of services.

ACCOUNTABILITY

All members of a learning-centered community are to be provided with opportunities for professional development. The extensive nature of addressing individual, campus, and overall institutional needs calls for accountability by all members of the FCC community to ensure effectiveness of services, programming, and use of funds. Accountability must be realized on all levels as follows:

- Annual personal professional development goals and objectives of individuals (i.e., classified professionals, faculty, administrative, and supervisory staff).
- Campus wide or department/division wide programs (including departments and administrative service units).
- District wide programs (sponsored by the Chancellor and Cabinet and other implementers of district wide programming).

Strategies for implementing and assessing accountability measures should be centered around how the activity, service, or training supports FCC's focus on enhancing the learning-centered community college, especially in terms of how the services or training will foster student success as an outcome.

CENTRALIZATION OF EFFORTS

Due to limited resources, professional development efforts should be centralized. Meaningful campus wide professional development cannot be achieved by committee. The PDC believes a formal professional development program with its own coordinator and administrative staff needs to be established, perhaps under the Director of Institutional Research, Assessment, & Planning in the Office of Institutional Research. True campus wide professional development activities have the potential to build a community of learners across campus lines since these opportunities bring together employees from all units, job classifications, and work locations.

DUPLICATION OF PROGRAMMING

With centralization, it is more likely that unnecessary duplication of programming can be avoided or minimized. With a multi-constituency focus on professional development, it is quite feasible that without a coordinated effort, services could easily be duplicated across the college in an unproductive manner. It is true that due to the difference in their duties and the nature of their jobs, faculty, classified professionals, and administrators all require unique professional development. However, there are multiple areas in which professional development overlaps and these areas should be carried out by the campus as a whole and not by the individual constituencies or units. It is true that, depending on the initiative, a particular workshop or training could be scheduled to take place for only faculty or only classified professionals. However, when this occurs it should be because it was planned that way and was not a circumstance of one group not knowing what another was doing.

Similarly, by having a formal professional development program, resources can be maximized and scheduling conflicts minimized among competing events.

PROGRAM DIFFERENTIATION

Another factor for consideration is program differentiation. Although there are common goals in existence among all personnel, there may be good reasons to differentiate some programming by department, division, or administrative unit. For example, the needs of student learners might vary in a particular area and the needs and priorities of campus faculty, staff, and administrators may differ from other's needs. Therefore, it can be foreseen that unique training and professional development needs will arise. Varying plans and methodologies for implementation anticipated across the college will yield beneficial, responsive results as a diversity of constituents contribute ideas and implementation strategies.

ORGANIZATIONAL STRUCTURE

Professional development opportunities occur in four primary categories: professional development for the entire college community, constituent-specific professional development, professional development unique to a particular unit, and highly individualized professional development opportunities. The ideal organizational structure must facilitate activities in each of these primary categories.

COMMITTEE MEMBERSHIP AND CONSTITUENCY REPRESENTATIVES

In order to appropriately shape the college's professional development program around the needs of its faculty, staff, and administrators, all constituency groups should be valuable members on the committee. These constituency representatives will review the plans and offerings and make suggestions for improvement. They will also assist in the identification of potential presenters from among both inside and outside the various FCC employee groups. Constituency representatives include the Associated Student Government, the Academic Senate, the Classified Senate, CSEA, Technology Support Services, and the administration. Ideally, adjunct faculty should be represented on the committee also.

STAFF

Currently, a few classified staff and faculty have professional development program implementation as a part of their duties. However, these staff members and faculty have significant responsibilities in areas other than professional development as well. They coordinate the specific implementation details involved with college wide events undertaken by various groups (Administrative Services, Classified Senate, Travel and Conference Committee, Flex Day, and other appropriate advisory committees). To date, they have been unable to successfully coordinate large-scale communication projects on behalf of the campus or to coordinate a calendar of professional development events for each semester to aid individuals in their planning, although progress is being made.

FUTURE STAFFING

As the professional development program is implemented and grows in its sophistication, a distinct coordinator with appropriate staff and budgetary support is envisioned. With instructional design staff and other training facilitators assigned to general employee training projects, more training can be offered to FCC employees at all levels and a full curriculum of training can be provided.

CAMPUS BASED PROGRAMMING

In the summer of 2011, the campus partnered with Atomic Learning to provide access to a timesaving resource to address software training and support the moment it is needed. Utilizing short, one to two-minute videos, Atomic Learning provides a wide variety of training on many topics, including but not limited to, the Microsoft® Office Suite, the Adobe® Creative Suite, Google™ Docs, and Blackboard®. All employees now have access to over 50,000 how-to tutorials on over 250 applications, all available 24 hours a day from campus or home.

The campus currently continues to receive lottery funds for campus based professional development activities under the direction of the Office of Instruction. The committee recommends a portion of these resources be redirected to a central fund dispersed by the professional development program. Should this be the case, a mechanism would be put in place to solicit proposals for specific campus wide programming so that any campus wide needs could be considered. Both the Academic and Classified Senates now receive lottery funding within their own budgets.

UNIT LEVEL PROGRAMMING

Some individual departments or units of the college use operating funds to support development opportunities for members of that department or unit. These activities might include speakers, workshops, or the purchase of materials to foster highly specialized, unit-specific learning that may not be available from the college as a whole.

To the extent possible, resources and ideas should be made available to individual departments who wish to learn about possible speakers, materials, and other available tools and products for these purposes. Ideally, the professional development program will develop a resource center that could be of assistance to individuals and departments in need of ideas and contact persons, along with videos and other training materials available for unit use.

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANS

Individualized plans are best suited to those who have highly specialized responsibilities within a complex college system and/or those who seek job mobility within the college. It is recommended that every employee – faculty, classified professional, and administrator--develop his or her own professional development plan as an inherent part of the annual goals and objectives or evaluation process. These plans are best reviewed with one's supervisor. Due to other more pressing issues at the college, the PDC has chosen not to recommend a full-scale program of individual learning plans. Faculty and administrators use them but their use is not widespread among classified professionals. It is the hope of the committee that individual plans will become part of an integrated system at FCC for all employees.

- Faculty members, who are most directly responsible for providing instructional programs to students, are responsible for the rapidly changing content, methodologies, and theoretical perspectives in their individual disciplines. In addition, faculty are responsible for learning new instructional strategies and technologies. Each faculty member should articulate his or her own professional development plan as an inherent part of the annual goals and objectives and, at the end of the academic year, participate in an evaluation of those goals, objectives, and professional development activities. The FCC budget process should provide the resources necessary to fund the pursuit of individualized goals that directly support excellence in teaching. Stipends and reassigned time should continue in order to facilitate individual projects that are identified as necessary for the advancement of the college's strategic goals.
- Classified professionals can benefit from individualized professional development plans to stay current in their job especially with regard to training in technology. In addition, classified staff should have opportunities for up-grading job-related skills, for developing career-enhancing skills, and for attending leadership and wellness programs. Each classified staff member should articulate his or her own professional development plan and, at the end of the academic year, participate in an evaluation of these goals, objectives, and professional development activities. The FCC budget process should provide the resources necessary to fund the pursuit of individualized goals that directly support professional and personal development for the classified staff.

- Administrators and supervisory staff may attend individualized training opportunities that are unique to a particular role and therefore not efficiently provided by the college for all supervisors. Supervisory staff may or may not have budgetary support in individual unit accounts to fulfill these needs. The college should continue to provide appropriate managerial training to acquaint supervisory staff with their responsibilities under the law and with sound managerial practices. An administrative staff member should articulate his or her own professional development plan and, at the end of the academic year, participate in an evaluation of these goals, objectives, and professional development activities. The FCC budget process should provide the resources necessary to fund the pursuit of individualized goals that directly support one's professional and personal development.

The provision of resources to support individual plans can be accomplished by augmenting individual unit budget accounts or by creating a central fund for this purpose.

ANNUAL PROFESSIONAL DEVELOPMENT OFFERINGS

As defined in the previous section, professional development will occur at the campus, unit, and individual levels. A variety of departments, committees, and groups across the college will continue to schedule events, speakers, workshops and seminars, and other services and activities. In order to maximize the effectiveness of such offerings as well as to extend fiscal resources as far as possible, a coordinated program is necessary.

In addition to the breadth of offerings across all constituencies and strategic plan categories, the professional development program must also be of sufficient depth to stimulate continuing professional growth among currently high achieving faculty, staff, and administrators.

DEVELOPING A COMPREHENSIVE PROGRAM

In order to foster excellence at a learning-centered college, any professional development program must be comprehensive. A comprehensive program does the following:

- Responds to the needs of classified staff, faculty, and administrators.
- Includes innovative programs/presentations that are not reflected in the needs assessments because they are new to our educational community.
- Provides staff members with time and/or money to develop skills or projects.
- Is attentive to learning-centered principles.
- Includes opportunities for highly specialized projects.
- Corresponds to the instructional, technological, and human resources needs and initiatives of the college.
- Is widely accessible to as many faculty, staff, and administrators as possible.
- Uses funding in ways that most effectively impacts learning.
- Is tied closely with the college's governance system.

CONDUCTING NEEDS ASSESSMENTS

Needs assessments should be conducted each year to determine the professional development needs of each of the employee constituencies. These assessments will be used in conjunction with FCC strategic planning activities and annual professional development programming.

The Professional Development Committee along with the Office of Institutional Research will plan and conduct these needs assessments and analyze their results.

PLANNING PROCESS

The FCC Professional Development Plan shall be planned in keeping with the college's Strategic Plan. Because the Strategic Plan is tightly focused on student learning, there are several consequences for the planning of professional development.

- Since faculty have the most immediate relationship to student learning, and because faculty are responsible for assigning grades that indicate that student learning has taken place, there is a unique relationship between faculty and professional development. Faculty members are placed in the crucial position of designing, delivering, and documenting student learning has taken place. Faculty members, therefore, must be the recipients of professional development tools necessary to provide students with all of the elements of an ideal learning environment.
- Since administrators and supervisors have the most immediate relationship to the design and evaluation of the working environment and its structures and systems, a particular responsibility falls upon administrators and supervisors to provide leadership for innovation and to prevent bureaucratic practices from stifling creativity. Administrators and supervisors, therefore, must be the recipients of training opportunities in all areas that enhance leadership for a creative working, learning, and risk-taking environment.
- Since Fresno City College's mission specifies "life-long learning," professional development plays a particularly important role in providing the mechanisms classified professionals need to be learners and innovators as well as assuring classified staff members have access to training in technology that is necessary for their jobs. Classified professionals, therefore, must not only have access to opportunities to enhance skills needed in their current positions but also access to activities that will advance their careers in new directions, if desired.
- Professional development events will be scheduled at times that are most convenient to the demanding schedules of classified staff, faculty, and administrators. All constituencies will be informed of and invited to campus wide workshops.

FUNDING PRIORITIES

In a coordinated, collaborative program of professional development tied to the college's mission and strategic planning procedures, funding priorities need to be established since all possible initiatives cannot be fully funded in any given year. Five overarching guidelines should drive the setting of priorities for the expenditure of professional development funds.

- Instructional Competence and Best Practices -- FCC faculty are experts in their individual disciplines and should have the opportunity for professional development activities to remain current in their fields. Training in instructional best practices and in research-based pedagogy must be available. This type of professional development must be available to all faculty and should also be part of all new faculty orientations. Stipends and reassigned time should be provided to faculty who engage in these activities and to faculty members who are leading instructional innovation in

any of the several areas where changes in the society and the workforce necessitate new ways of facilitating learning.

- **Technological Competence and Best Practices** -- Classified staff, administrators, and faculty need to become adept at the various software packages supported by the college in order to make the learning and working environment an efficient and effective one. Alternative ways of handling data and delivering programs need to be explored as the college changes in response to changes in the external environment. Funding should support a full range of learning opportunities in this regard, not just traditional two-hour long seminars as in the past.
- **Further Individual Education** -- As individual learners, faculty, classified staff, and administrators are often pursuing their own basic or advanced education, including baccalaureate, graduate, and post-graduate coursework. For faculty, this work may be necessary to keep current in their discipline. For others, this academic preparation may be necessary for career advancement. Adequate levels of funding are needed in order to assist these learners with their completion of this education.
- **Leadership/Supervisory Development and Best Practices** – Current, as well as prospective supervisors at all levels will benefit from a series of high quality, well-executed activities to strengthen leadership abilities and supervisory skills. With the large number of retirements anticipated within the college in the next ten years, this learning is crucial to any succession planning that FCC might undertake. In addition, college survey results show a number of classified employees aspire to advance to higher-level positions through the development of their leadership skills.
- **Personal And Career Development** -- In the learning-centered environment, individuals should be able to meet a variety of educational needs through education and professional development offerings. Such broad categories as wellness, pre-retirement planning, and communications skills enhancement are examples of programming sought by college faculty, staff, and administrators. While these types of activities may not be at the top of the list of college priorities, they are important to individual learners and, therefore, should not be overlooked when designing a comprehensive program of offerings.

EVALUATION OF PROFESSIONAL DEVELOPMENT ACTIVITIES

Rigorous and ongoing evaluations of professional development activities are essential to the success of any professional development program. Presenters, as well as the PDC and college administrators, want to know what participants thought of the activities as an early indicator of whether and how participants are likely to apply new knowledge and skills in their professional practices. Participant feedback can also yield useful information on whether the activities were implemented as planned and they pinpoint both components of the activities that went well and those that may require modification.

There is no single best approach to evaluation. Evaluations should be tailored to the activity being evaluated. Evaluation questions, data collection strategies, and reporting will all vary depending on the nature of the activity and the purpose of the evaluation. In addition, the availability of resources (money, people, and time) that can be allocated to the effort will very much influence what can be

accomplished. That being said, usually the easiest and most efficient way to collect data on participants' perceptions of professional development activities is through surveys. Depending on the nature of the activity and the reasons for examining participant perceptions, surveys will address some or all of the following topics:

- Understanding of the purpose of the professional development activity.
- Ratings of the usefulness or relevance of key components of the professional development to current assignments/responsibilities, with special attention to perceptions of usefulness for student success.
- Perceptions of the extent to which professional development met individual professional development needs.
- Perceptions of the kinds of support and encouragement they receive to actively engage in the professional development.
- Perceptions of the kinds of support and encouragement they receive to apply new knowledge and skills in their jobs.
- Ratings of the likelihood of applying new knowledge and skills in their job.

EVALUATION OF THE PROFESSIONAL DEVELOPMENT PROGRAM

Several mechanisms are necessary on an annual basis in order to evaluate adequately the FCC professional development program. A concise report will be prepared by the PDC with the assistance of members of the Office of Institutional Research. This report will be distributed to the President, Chancellor, the Board of Trustees, and to all administrative units of FCC. It will include the following:

- A brief discussion of the goals that guided the professional development planning for the current year.
- A description and a summary of the evaluations of each of the professional, staff, and organizational development activities conducted during the year.
- A budget analysis that includes the amount spent for each of the professional development activities during the current year as well as a qualitative analysis that discusses the cost effectiveness of each of the professional development activities.

RECOMMENDATIONS FOR 2016-2017

Based upon surveys and discussions among various committees, a number of recommendations were made in fall 2014 as a starting point for the future. The committee believes these recommendations are still valid today. Updates on these plan recommendations are in the appendix of this document.

- A formal Professional Development Program with its own coordinator, administrative staff, and budget needs to be established, perhaps under the Director of Institutional Research, Assessment, & Planning in the Office of Institutional Research.
- In coordination with the campus Webmaster, implement a comprehensive professional development website to include campus wide professional development resources, calendars, technology resources, as well as specialized faculty, classified professional, and administrator resources.
- Promotion and marketing of the Professional Development Program.
- Annual campus wide professional development surveys as well as qualitative and quantitative evaluations after each campus wide activity.
- Disseminate information about the FCC Professional Development Plan to all members of the college community via the professional development website.
- Disseminate information about development opportunities for FCC employees to all members of the college community via the professional development website.
- Design, implement, and evaluate a series of interactive workshops for classified staff and faculty members who assist supervisors, supervise student aides and/or volunteers, or who aspire to a supervisory role.
- Utilize district resources so speakers and conference opportunities can be shared among the district.
- Utilize the internal expertise of faculty, staff, and administrators who attend conferences and institutes with college funds in order to extend their learning to others.

2015-2016 PROFESSIONAL DEVELOPMENT COMMITTEE

Chair: Susi Nitzel, Campus Business Assistant, CSEA

Autumn Bell, Director of Distance Education & Instructional Technology (standing member)

Nicholas Blanchard, Biology Faculty, Academic Senate

Donna Cooper, Basic Skills Coordinator, Academic Senate

Laurel Doud, Librarian, Faculty Flex Day Coordinator (standing member)

Don Lopez, Director of Technology (standing member)

Sal Lucatero, Administrative Aide for Math, Science & Engineering, Classified Senate

Julie Lynes, Counselor, Applied Technology, Academic Senate

Daniel Perez, Student, Associated Student Government

Ray Ramirez, Student Equity Coordinator (standing member)

Alan Razee, Communications Faculty, Guest

Lorraine Smith, Instructional Dean of Allied Health, Physical Education, and Athletics, Administrator

Tabitha Villalba, Writing & Reading Coordinator, Program Review Coordinator, Academic Senate

Jon Wilson, Distance Education/Instructional Technology Support Technician, Director of Distance Education & Instructional Technology Designee (standing member)

Kou Xiong, Student, Associated Student Government

Harry Zahlis, Interim Director of Technology (standing member)

APPENDIX

<i>Updates on Professional Development Plan Recommendations as of June 21, 2016</i>		
Recommendations	Status	Responsible Party(s)
1. A formal Professional Development Program with its own coordinator, administrative staff, and budget needs to be established, perhaps under the Director of Institutional Research, Assessment, & Planning in the Office of Institutional Research.	In progress: action plans submitted May 2016 for PD Coordinator and Program budget. Position approved and funding secured.	Susi Nitzel Cheryl Sullivan Don Lopez
2. In coordination with the campus Webmaster, implement a comprehensive professional learning website to include campus wide professional learning resources, calendars, technology resources, as well as specialized faculty, classified professional, and administrator resources.	On hold: halted due to anticipation of switching to new content management system for website	Susi Nitzel Jon Wilson Debbie Nichols
3. Promotion and marketing of the Professional Development Program.	Ongoing: word of mouth and mentioned in Program Review & TAC meetings	PDC members in concert with various areas and the Public Information Office
4. Annual campus wide professional development surveys as well as qualitative and quantitative evaluations after each campus wide activity.	Ongoing: examples are Flex surveys & the campus wide PD survey	PDC Office of Institutional Research Public Information Office
5. Disseminate information about the FCC Professional Development Plan to all members of the college community via the professional development website.	Complete: plan placed on FCC website September 2014	Susi Nitzel
6. Disseminate information about development opportunities for FCC employees to all members of the college community via the professional development website.	Ongoing: items placed on online calendar, mail-all sent out to employees	PDC AS Flex Coordinator CS SDD Chair
7. Design, implement, and evaluate a series of interactive workshops for classified staff and faculty members who assist supervisors, supervise student aides and/or volunteers, or who aspire to a supervisory role.	On hold	PD Coordinator
8. Utilize district resources so speakers and conference opportunities can be shared among the district.	On hold	PD Coordinator
9. Utilize the internal expertise of faculty, staff, and administrators who attend conferences and institutes with college funds in order to extend their learning to others.	On hold	PD Coordinator PDC Chair AS Flex Coordinator CS SDD Chair