



California Community Colleges Student Success Initiative Professional Development Committee

Proposed Recommendation for Professional Development in the California Community Colleges

These are the proposed recommendations that have been developed, reviewed, and approved by a select thirty (30) member committee established by the Chancellor of the California Community College (CCC) System to develop ideas and strategies to “revitalize and re-envision” professional development in the CCC System. This document summarizes and explains the recommendations and is meant to facilitate discussion by the various CCC System stakeholders. After the committee’s final review the recommendations will be submitted to the Chancellor’s Office for consideration in the formal policy development process.

FOR REVIEW AND DISCUSSION

Recommendations of the Chancellor's Office Student Success Initiative's Professional Development Committee (PDC)

The following is a discussion document of the Chancellor's Office's Student Success Initiative's thirty (30) member Professional Development Committee (PDC), Appendix A. The document contains eight (8) recommendations developed by the PDC over a period of five (5) months and ten (10) meetings. These recommendations are being discussed by the various committee member constituent groups in the California Community College System between February 1, 2013 and February 27, 2013. After receiving input from the various groups the PDC will finalize its recommendations and submit them to the Chancellor's Office. Any feedback on these recommendations should be directed to the appropriate constituent representative listed in the Appendix A.

Professional Development Committee Charge and Goals

The Chancellor's Office's Student Success Initiative's Professional Development Committee (PDC) was formed by the Chancellor's Office to discuss and develop strategies to work towards the implementation of recommendation #6 of the Student Success Task Force report.

The overall recommendation #6 and the two (2) sub recommendations from the Student Success Task Force report are listed below:

Recommendation #6 - Revitalize and Re-Envision Professional Development

Recommendation 6.1

Community colleges will create a continuum of strategic professional development opportunities, for all faculty, staff, and administrators to be better prepared to respond to the evolving student needs and measures of student success.

Recommendation 6.2

Community Colleges will direct professional development resources for both faculty and staff toward improving basic skills instruction and support services.

The Policy Statement from that report on professional development states the following "The community college system will develop and support focused professional development for all faculty and staff." The following language from the opening paragraph of the report's section on professional development speaks to the need for professional development in the California community colleges.

"Ongoing professional development is a fundamental component of supporting the systemic change that will improve student success. Without a sustained and focused approach to professional development, individual institutions, let alone an entire educational system, cannot expect to change attitudes, help faculty and staff rethink how their colleges approach the issue of student success, and implement a continuous assessment process that brings about iterative improvement."

Professional development is defined as “the process of improving staff skills and competencies needed to produce outstanding educational results for students” (Hassel, 1999). As Thomas Guskey (2000, p.4) states, “One constant finding in the research literature is that notable improvements in education almost never take place in the absence of professional development.” Professional development is important to meeting today’s educational demands.

Research has demonstrated that professional development of employees yield beneficial results to organizations and to employees. A relationship between people and organizations, including educational institutions, exists. “Organizations need people (for their energy, effort, and talent), and people need organizations (for the many intrinsic and extrinsic rewards they offer)....A good fit benefits both: individuals find meaningful and satisfying work, and organizations get the talent and the energy they need to succeed” (Bowman and Deal). The benefits to colleges/faculty are as follows:

Employee retention: Staff members develop loyalty to an organization because they feel they are cared about as individuals. They benefit from personal and professional growth and do not feel their career has stalled out.

Staff morale: An organizational culture that encourages learning and fosters education creates a positive, motivated, and committed workforce.

District/ College efficiency: Orientation and cross training are essential for a smoothly running organization. The stability and tenure that result from low staff turnover also contribute to efficiency.

Job competency: Employees who have received job-specific training are more productive and confident. Professional, administrative, support, and technical staffs need ongoing education to stay current regarding the constantly changing aspects of college environments.

Customer satisfaction: Yes, employee education affects district/college customers (students, community, business, and governments et al), who benefit from their employees' skills, positive attitude, and efficiency. Employees who feel they make a difference in the mission do better work.

In summary a revitalized and re-envisioned professional development strategy for the California Community College System will yield an invigorated, supportive, positive, and more skilled workforce that is better prepared to meet the needs of students and the community it serves. Professional development is an investment in the most valued resource in the System, its employees. This investment will yield significant dividends to the colleges and State of California in general.

The Professional Development Committee Composition and Meeting Schedule

The Chancellor’s Office formed the advisory committee to address the tasks associated with revitalizing and re-envisioning professional development. The committee consisted of representatives from all segments of the system; faculty, administration, and staff.

The committee was composed of 30 members and represented 23 organizations. The following were represented on the committee:

- | | |
|--|--|
| <input type="checkbox"/> College Trustees | <input type="checkbox"/> Classified Staff |
| <input type="checkbox"/> Chief Executive Officers | <input type="checkbox"/> California Community Colleges Staff Development Officers |
| <input type="checkbox"/> Chief Instructional Officers | <input type="checkbox"/> Flex Calendar Coordinators |
| <input type="checkbox"/> Chief Student Services Officers | <input type="checkbox"/> Basic Skills Professional Development Project |
| <input type="checkbox"/> Chief Human Resources Officers | <input type="checkbox"/> Librarians |
| <input type="checkbox"/> Chief Information Systems Officers | <input type="checkbox"/> Tutoring Center Coordinators |
| <input type="checkbox"/> Academic Senate (Academic/Career Technical Education/Full-time/Part-time Faculty) | <input type="checkbox"/> Distance Education Coordinators |
| <input type="checkbox"/> Faculty Association of the California Community Colleges (FACCC) | <input type="checkbox"/> Telecommunications Technology Infrastructure Program (TTIP) Technology Projects Directors |

There were ten (10) meetings of the PDC. The committee met in September, October, December, and January to discuss issues related to professional development. The initial meeting was a two (2) day in-person meeting at the California State Polytechnic University, Pomona's Kellogg West Conference Center September 12 and 13, 2012. The face to face meeting was followed up with nine (9) subsequent virtual meetings conducted via technology in October, December, and January 2013.

Professional Development Committee Constituent Organizations February Discussions of the Proposed Recommendations

During the month of February these recommendations will be discussed by the various constituent groups that comprise the PDC. Representatives will be interfacing with their boards, committees, organizations and in some case the constituents themselves to receive feedback on the recommendations.

The review of the proposed recommendations is being conducted by the committee and its constituent groups in a multi-layered process covering two (2) months: January and February. The first three (3) layers were completed in January by the PDC which included:

1. a preliminary review by a subcommittee of the PDC on January 10th;
2. discussions by the PDC in 3 small group conference calls on January 14, 17, and 18; and
3. a full committee review on January 25th and 29th to finalize the recommendations prior to release to the constituent groups in the CCC System.

The fourth layer involves feedback from the PDC constituent groups through the PDC members. Committee members will discuss the recommendations with their various groups and provide feedback on the recommendation. This process will be conducted in a 27 day time frame. The Chancellor's Office will establish a tool via the web for committee members to submit their input based on feedback from their organizations.

The fifth and final layer is discussion and adoption by the PDC after all organizational input has been received. Based on that input the recommendations from the full PDC would be submitted to the Chancellor's Office. The Chancellor and his executive staff will discuss the proposed recommendations. The final recommendations would then be taken to Consultation for the formal policy review/adoption cycle. The Board of Governors would receive the recommendations after they are reviewed by Consultation.

Timeline for Proposed Recommendations

The dates below are subject to change:

- ☐ January 10 – Subcommittees meets (PDC Layer 1)
- ☐ January 14, 17, and 18 PDC meets in 3 small groups to facilitate better interaction among members (PDC Layer 2)
- ☐ January 25 – PDC meets as a whole and finalize recommendations (PDC Layer 3)
- ☐ February 1 through February 27 – PDC members discuss with their constituent groups and provide feedback (PDC Layer 4)
- ☐ March 1 – PDC meets to finalize recommendations (PDC Layer 5)
- ☐ March 3 - Report with recommendations go to Chancellor and Executive Staff
- ☐ March 21 and April 18 - Report with recommendations go to Consultation
- ☐ May 6 - Report with recommendations go to the BOG 1st Reading
- ☐ July 8- Report with recommendations go to the BOG 2nd Reading

Proposed Recommendations to the Professional Development Committee

The following are the proposed recommendations being submitted to the Professional Development Committee for discussion and resolution.

- ☐ Recommendation #1 – Adopt a California Community College Professional Development Vision Statement
- ☐ Recommendation #2 - Change the name of the CCC Flexible Calendar Program to the CCC Professional Development Program
- ☐ Recommendation #3 – Require all colleges in the CCC System to participate in the CCC Professional Development Program for a minimum of 5 days
- ☐ Recommendation #4 – Include all employees in the CCC Professional Development Program
- ☐ Recommendation #5 – Establish a CCC Professional Development Fund to support local colleges in the planning, coordination and implementation of professional development activities.
- ☐ Recommendation #6 – Establish a system-wide Professional Development Advisory Committee to work in conjunction with the Chancellor's Office in providing leadership for professional development in the CCC System.
- ☐ Recommendation #7 – Establish a strong leadership role for professional development in the Chancellor's Office
- ☐ Recommendation #8 – Establish a professional development virtual resource center through the Chancellor's Office that will enable colleges to access high quality resources easily and cost efficiently.

Recommendation #1 – Adopt a California Community College Professional Development Vision Statement

A major charge of this advisory committee was to re-envision professional development within the System. It is recommended that the Board of Governors adopt a vision statement for the California Community College (CCC) System. The following is the recommended Vision Statement.

To support the mission of the CCCs and to promote an inclusive statewide and local learning culture, all personnel will have ongoing opportunities to develop and expand the skills and practices that influence students' learning and support students in achieving their educational goals.

Recommendation #2 - Change the name of the CCC Flexible Calendar Program to the CCC Professional Development Program

The current name "Flexible Calendar Program" does not reflect the nature of the faculty professional development focus of the program. It focuses on the ability of the college to establish a "flex" schedule for its academic calendar to accommodate both instruction and faculty professional development. Changing the name of the program to the California Community Colleges (CCC) Professional Development Program shifts the focus of the program from "flexibility" to professional development.

Recommendation #3 – Require all colleges in the CCC System to participate in the CCC Professional Development Program for a minimum of 5 days

It is important that all colleges participant in the CCC Professional Development program at the same minimum level because there must be a consistent approach to professional development and the establishment of a philosophy and culture valuing all employees in the California Community College System. A common message that all colleges are participants in this new and bold effort for professional development tells employees there is a commitment to the program and its success. This will require a new spirit of working as a System with a common strategy for professional development.

This recommendation would require all colleges to participate in the program for a minimum of 5 days which is 2.875% of the academic calendar. Current law allows colleges to use up to 8.57% of the academic calendar on a voluntary basis. The 5 days would be a third of what is currently allowable and is a difference of 66% below the maximum amount of 15 days. This change establishes a floor for all colleges; however colleges would still retain the ability to have more than 5 days.

The 5 minimum days can be implemented by the college in any manner that it determines best meets its schedule and business needs. Colleges would be able to do any combination of professional development activities such as all college days or individual hours or days by employees. The process of determining the professional development schedule would be locally controlled as determined by colleges through the shared governance process.

Fiscally this recommendation doesn't have a negative impact on existing college budgets because there is no loss of State apportionment. Operationally most colleges would be unaffected by this recommendation. Appendix B is a stem and leaf plot for the 2012-13 CCC Flexible Calendar program that provides several descriptive statistics. The system-wide average for the number of "Flex" days is 5 and the median is also 5 days. The standard deviation is 3 days. The data indicates that currently 55% of the colleges are at or above the mean/median of 5 days. Another 74% of the colleges are within 0.33

standard deviation and 83% are within 0.66. Finally there are 92% of the colleges that are within 1 standard deviation of the mean/median. Only 8% of the colleges in the CCC System are outside of the range of the statistical standard deviation for the current 2012-13 CCC Flexible Calendar program.

Recommendation #4 – Include all employees in the CCC Professional Development Program

Professional development across the academy benefits the success of students by assuring the growth and improvement of the skills and abilities of all employees.

Current law creates an imbalance of employee development by focusing only on faculty while ignoring classified and administrative staff. Classified and administrative staff contributes to improved achievements of students through improved student support services, well-maintained facilities and infrastructure, contributing to increased opportunity, and a safe, secure and healthy learning environment. Classified and administrative employees do the essential work that keeps community colleges up and running. They keep campuses safe, clean and efficient. Most importantly, they strive to improve the lives of our students every day.

This recommendation would establish policy to include faculty, classified, and administrative staff in the CCC Professional Development Program. The current "CCC Flexible Calendar Program" only supports faculty who are teaching in apportionment generating courses for growing professionally in lieu of instruction. Essentially faculty are paid for professional development activities instead of teaching. Classified and administrative staffs are not eligible to participate under current law governing the program.

The current professional development model used in the CCC Flexible Calendar Program was established by statute in 1981. The proposed change would extend this model to the other employee categories of classified and administrative staff. As stated earlier, colleges are allowed to remove up to 15 days or 8.57% from their academic calendar. It is a quid quo pro model, an equal trade of teaching for professional growth.

The "CCC Professional Development Program" would include all employees: faculty, classified, and administrators. The employee participation model is an extension of the existing model used for faculty in the Flex calendar program. The faculty are existing employees and accounted for in the college's budget. There is no increase or decrease of funds to the district. The Flex program operates on the premise of trading instruction for training. There is a loss of instructional productivity in the short term for the improved teaching ability of the faculty and ultimately greater instructional productivity in the long term.

The same logic and reasoning should be applied equally to classified and administrative staff. They are existing employees who are accounted for in the colleges' budgets. A portion of their time could be set aside for training where there is an initial loss of productivity for the ultimate greater productivity because staff are better trained and prepared. The classified and administrative staff would be compensated in the same manner as the faculty for professional development activities. There would be no net cost to the budget.

This model provides a comprehensive approach to improving the skills of all employees systematically and not just those of the faculty. It equalizes the professional development policy position of the

System by assuring that all employees are considered important in the success of students and the operation of the academy. Most importantly, it provides the structure to meet the recommendation of 6.1: "The community college system will develop and support focused professional development for all faculty and staff."

Employees would be able to participate in the "CCC Professional Development Program" based on the implementation approach developed by the college through the shared governance process. Colleges would be able to do any combination of professional development activities such as all college days or individual hours or days by employees.

Recommendation #5 – Establish a CCC Professional Development Fund to support local colleges in the planning, coordination and implementation of professional development activities.

In order to implement a comprehensive professional development program to meet the educational demands of the nation's largest higher education system, consistent and sustainable funding will be required. In addition to compensating employees for their time to improve professionally and benefit the organization, it is important to be able to support the activities the employee needs to access to improve. It is important to not only support the employee but also the activity itself.

This is a recommendation for the establishment of the California Community College Professional Development Fund to support the implementation of local professional development program resources and activities.

The ability of an organization to improve its productivity and impact is directly tied to its human resources. The ability of its human resources to perform at its greatest potential is connected to those opportunities to improve their skills and abilities related to performing their duties and responsibilities. To accomplish these goals, organizations must use portions of their budgets to invest in their employees to yield exponential returns on productivity and efficiency, ultimately generating more revenue and better service. When community colleges improve their services and outcomes so do their communities, regions, and ultimately the State.

It is recommended that $\frac{1}{2}$ of 1% of the CCC System budget be set aside specifically for professional development activities. Based on roughly \$5 billion that is approximately \$25 million. Colleges would receive 90% of that money to plan, coordinate and conduct professional development for faculty, classified, and administrative staff.

The remaining 10% would be used to fund state-wide projects that would be used to leverage the system's size in the planning and implementation of local professional development activities. One such project could be a State-wide virtual professional development resource center where any college could go to help plan, coordinate, and evaluate local professional development activities. Such a center could also aggregate professional development vendors available for consultant opportunities. The Chancellor's Office would competitively bid the funds as projects designed to leverage the system's size in acquiring better resources at reduced rates that colleges could take advantage of and extend the use of their local funds.

The establishment of this “Fund” ensures a base level of funding tied to the overall budget of the CCC System.

Recommendation #6 – Establish a system-wide Professional Development Advisory Committee to work in conjunction with the Chancellor’s Office in providing leadership for professional development in the CCC System.

The implementation of this broad enterprise will require input from the CCC System’s critical stakeholders. Consequently there should be created a system-wide advisory committee to work in partnership with the Chancellor’s Office in providing leadership to the CCC System in the area of professional development.

The committee would:

1. develop guidelines detailing research-based standards for professional development,
2. develop practices and procedures for evaluating and assessing professional development activities, and
3. advocate for effective professional development programs that advance student success.

Work of the professional development advisory committee will encourage a focus on the development of statewide guidelines and priorities that explicitly link to student learning and support students in achieving their educational goals.

The professional development advisory committee will acknowledge that professional development for faculty falls under the purview of the academic senate per Title 5 Section 53200 (b). Any policies, guidelines, or priorities considered by the professional development advisory committee that impact faculty professional development will therefore be subject to direct consultation with the Academic Senate for California Community Colleges.

Recommendation #7 – Establish a strong leadership role for professional development in the Chancellor’s Office

The role of leadership cannot be under estimated. Leadership is an important function of management which helps to maximize efficiency and to achieve organizational goals. The Chancellor’s Office must assume a role of leadership in the implementation of the CCC Professional Development Program. It must be a primary stakeholder and should revisit its roles, structures and positions as related to professional development. It needs to identify full-time staff assigned to this purpose.

It will be important for the Chancellor’s Office staff to work with the Foundation for California Community Colleges to create system-wide partnerships with private and public sectors to secure resources and grants to support professional development activities in the CCC System.

The Chancellor’s Office staff will also acknowledge that professional development for faculty falls under the purview of the academic senate per Title 5 Section 53200 (b) and will therefore consult directly with the Academic Senate for California Community Colleges prior to making to any decision that relates to or impacts faculty professional development.

While there is a statewide vision for professional development, the Chancellor's Office should provide regional coordination that will be used to connect people on shared local agendas and on each campus institutionalize professional development.

Recommendation #8 – Establish a virtual professional development resource center through the Chancellor's Office that will enable colleges to access high quality resources easily and cost efficiently.

The Chancellor's Office can serve as the virtual portal for professional development resources. Colleges looking for high quality and cost efficient resources could have a one-stop shopping environment coordinated and sustained by the Chancellor's Office.

Components of a Chancellor's Office virtual resource for professional development

The following are possible aspects of an online virtual professional development center:

Best Practices Resource

Develop a resource list of best practices, highlighting what is acceptable as professional development and what is not acceptable. Current lists can lead to a free for all and need to be tightened up. They also need to be linked to the overall goal of student success.

Consortium Purchases

Establish contacts for consortium purchases related to professional development content and delivery.

Content Site

A content site with links to other tools like a blog, CMS, Facebook-type component, etc. Professional Development Day (PDA)

Menu of Activities: Online Activities, On-Demand, Podcasts.

Resources

Course/Content/Learning Management Site

Create a function on the site that is a professional development Course Management System (CMS). The site could be a provider of professional development course facilitation or a platform that informs of resources available elsewhere. The ability to have Staff Development CMS for online staff development would be beneficial to the colleges.

Media Sharing Site

With pictures, videos, and computer-aided instruction programs. Not sure about the computer-aided instruction programs. In order to build the site, it would be nice to be able to share media. One component of the site could be the ability to add video, images, etc. which are important for design and tools such as podcasts and videos which are good staff development tools.

News and Calendar Site

Calendar(s) and News about professional development opportunities

Appendix A – Professional Development Committee Roster

Organization	Name	College
1. Chief Executive Officer	Geraldine M. Perri	Citrus College
2. Chief Instructional Officer	Anna Davies	L.A. Pierce College
3. Chief Student Services Officer	Pedro Avila	West Hills College - Coalinga
4. Chief Information Systems Officer	Dr. Glen Kuck	San Bernardino Community College District
5. Academic Senate (Full Time Faculty)	David Morse	Long Beach City College
6. Academic Senate (Full Time Faculty)	Dianna Chiabotti	Napa Valley College
7. Academic Senate (Full Time Faculty)	John Stanska	San Bernardino Valley College
8. Academic Senate (Full Time Faculty)	Daphne Figueroa	San Diego Miramar College
9. Academic Senate (Part Time Faculty)	Michelle Foguet-Mendoza	Canada College
10. California Community College Trustee (CCCT)	Barbara Dunsheath	North Orange Community College District
11. California Community Colleges Staff Development Officer	Leslie Carr	College of the Canyons
12. California Community Colleges Staff Development Officer	Jan Schardt	Napa Valley College
13. Flex Calendar Coordinator	Diana Kelly	Southwestern College
14. Flex Calendar Coordinator	Scott Rosen	Santa Rosa Junior College
15. Distance Education Coordinator	Leslie A. Buehler,	Ohlone College
16. Distance Education Coordinator	Scott Vigallon,	Las Positas College
17. Librarians	Timothy Karas	Mission College
18. Tutoring Center Coordinator	Ray Sanchez	Fresno City College

Organization	Name	College
19. Chief Human Resource Officer	Cynthia Hoover	Antelope Valley College
20. Chief Human Resource Officer	Linda Beam	El Camino College
21. Classified Staff-CSEA	Sandra Rivera	Rio Hondo College
22. Classified Staff CCE/CFT Representative	Diana Ramon	Coastline Community College
23. California Community Colleges Classified Senate (4CS)	Maureen Chenoweth	Foothill College
24. Association of California Community Colleges Administrators (ACCCA)	Kevin O'Connor	Saddleback College
25. Faculty Association of California Community Colleges (FACCC)	Shaaron Vogel	Butte College
26. TTIP Technology Center Director	Tim Calhoon	Butte College
27. @ONE Director	Micah Orloff	Mt. San Jacinto College
28. CCC Confer Director	Blaine Morrow	Palomar College
29. Basic Skills Professional Development Project	Deborah Harrington	LACCD
30. Foundation for the California Community Colleges	Leslie Ferreira	Foundation for the California Community Colleges

Appendix B – Flexible Calendar Days for 2012-13 Descriptive Statistics

The following are descriptive statistics for the Flexible Calendar Program for 2012-13. The mean, median and standard deviation are highlighted in yellow below in table 1:

Table 1

Flex Calendar Days of 114 California Community Colleges and Centers

Descriptive Statistics

			Statistic	Std. Error
Flex Days	Mean		5.18	.284
	95% Confidence Interval for Mean	Lower Bound	4.62	
		Upper Bound	5.75	
	5% Trimmed Mean		5.08	
	Median		5.00	
	Variance		9.214	
	Std. Deviation		3.035	
	Minimum		0	
	Maximum		14	
	Range		14	
	Interquartile Range		3	
	Skewness		.633	.226
	Kurtosis		.350	.449

Table 2

Extreme Values

			Case Number	Value
Flex Days	Highest	1	66	14
		2	106	14
		3	8	12
		4	78	12
		5	60	11
	Lowest	1	108	0
		2	75	0
		3	44	0
		4	41	0
		5	38	0 ^a

a. Only a partial list of cases with the value 0 is shown in the table of lower extremes.

Graph 1
Flex Days Stem-and-Leaf Plot

Frequency Stem & Leaf

8.00	0. 00000000
1.00	1. 0
10.00	2. 0000000000
11.00	3. 0000000000
21.00	4. 00000000000000000000
23.00	5. 00000000000000000000
12.00	6. 000000000000
4.00	7. 0000
5.00	8. 00000
5.00	9. 00000
9.00	10. 000000000
5.00	Extremes (>=11.0)

Stem width: 1
Each leaf: 1 case(s)

55% of the colleges are at or above the mean of 5 days
74% of the colleges are within .33 of a standard deviation of the mean/median of 5 days or above it
83% of the colleges are within .66 of a standard deviation of the mean/median of 5 days or above it
92% of the colleges are within 1.00 of a standard deviation of the mean/median of 5 days or above it