

**Staff Development Plan**

**2018-2021**

**(Draft)**

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**MISSION, VALUES, & PHILOSOPHY**

**Porterville College Mission**

With students as our focus, Porterville College provides our local and diverse communities quality education that promotes intellectual curiosity, personal growth, and lifelong learning, while preparing students for career and academic success.

In support of our values and philosophy, Porterville College will:

* Provide quality academic programs to all students who are capable of benefiting from community college instruction.
* Provide comprehensive support services to help students achieve their personal, career and academic potential.
* Prepare students for transfer and success at four-year institutions.
* Provide courses and training to prepare students for employment or to enhance skills within their current careers.
* Provide developmental education to students who need to enhance their knowledge and understanding of basic skills.
* Recognize student achievement through awarding degrees, certificates, grants, and scholarships.

**Values**

Porterville College's core values define the character of the institution and are active ingredients in all that the College does. Through our commitment to these values the College can better serve and be more responsive to its students, staff, and community:

* Collaboration - working together to encourage input and dialogue in a collegial and cooperative manner.
* Respect - treating each other with respect, trust, and dignity.
* Innovation - nurturing and supporting exploration of new ideas, programs, and services to enhance our service to the community.
* Accountability - continuously assessing where we are as a College and to assume responsibility for all that we do.
* Equity - reducing achievement gaps between demographic groups.
* Participation - fostering and encouraging the involvement of staff and students in campus activities and the various aspects of the College decision-making process.

**Philosophy**

In support of our mission and values, Porterville College will base its decisions and actions upon the following beliefs:

* All students at Porterville College will be treated with respect and dignity regardless of who they are or the goals they have established for themselves.
* The College staff will provide the best service possible to its students in order for them to meet their individual academic or vocational goals.
* The College will encourage innovation, creativity, and new ideas and will support professional development opportunities.
* As an integral part of the community, the College will develop and enhance partnerships with schools, colleges, universities, businesses and community-based organizations to respond to the educational, workforce, and economic development needs of the region.
* As an integral part of the Kern Community College District, the College will participate in and be actively involved with all district-wide committees and governance structures.

**STAFF DEVELOPMENT COMMITTEE**

**Committee Function**

1. To review assess and make recommendations for individual and/or campus involvement in staff development programs.
2. To recommend to the College President priorities of individuals and the institution in programs for staff development.
3. To provide and support activities and opportunities which will enhance job performance, professional development, personal growth, and interaction amongst Porterville College employees.

**Specific Tasks**

1. Provide a forum for new and existing programs for staff development.
2. Assist the College President or designee in developing a budget for staff development for each fiscal year.
3. Establish criteria for determining individual compensation for staff development and to recommend projects, plans, etc., for funding.
4. Review and nominate staff members for consideration of awards and participation in programs, i.e., League for Innovation, “Innovator of the year”, Great Teachers Seminar, etc.
5. Review and make recommendations for college participation in special projects and consortiums.
6. Solicit feedback from various constituent employee groups for staff development
7. Make recommendation for Flex-Day activities

**STAFF DEVELOPMENT PLAN**

**Plan Purpose**

The Porterville College Staff Development Plan is intended to provide support for personal and professional growth of employees at the College. The plan is derived based on recommendations and suggestions as attained from the staff development survey results and feedback from the committee.

**Plan Activities**

| Activity | Timeline | Target Audience | Desired Deliverable |
| --- | --- | --- | --- |
| 1. Provide regular safety/emergency preparedness training in conjunction with the Safety Committee | At least once per semester and as needed | All employees | Support campus safety & security |
| 1. Provide training or professional learning opportunities on learning styles, teaching methods, collaborative learning, online learning, etc. to support enrollment, completion, transfer, and/or job readiness | Spring 2019,  Fall 2019, On-going | Faculty | Support student enrollment, completion, transfer, job readiness |
| 1. Provide stress management training/learning opportunities | Summer 2019  Fall 2019 | All employees | Employee development |
| 1. Promote learning opportunities/training provided through other avenues (e.g. SkillSoft, OEI-Online Education Initiative, Vision Resource Center, etc.) | On-going | All employees | Employee development |
| 1. Provide opportunity for employees to report on conferences/workshops attended (e.g. Lunch n Learn, Brown bag lunches, presentations to divisions/areas, Flex, etc.) | Spring 2019  On-going | All employees | Support student enrollment, completion, transfer, job readiness |
| 1. Work with Marketing/Communication Team and IT to develop webpage or shared folder where conference/workshop materials can be shared with campus | Develop shared folder/webpage by Spring 2019 | All employees | Communication  Awareness |
| 1. Support adjunct faculty on-boarding (mentorship, orientations), dual enrollment instructor orientations, new employee orientations | On-going | All employees | Employee development |
| 1. Provide/Support training that will enhance employee knowledge & awareness of equity, access, disability, communication, 1st generation college students, technology, customer service, outcomes, completion, transfer, and job readiness. | Fall 2018  On-going | All employees | Support student enrollment, completion, transfer, job readiness |
| 1. Provide training and/or learning opportunities related to i) faculty and classified contracts, II) benefits, III) grievance process | Fall 2019  On-Going | All employees | Employee development |

**ASSESSMENT OF STAFF DEVELOPMENT PLAN GOALS/ACTIVITIES**

**Assessment/Evaluation Measures:**

| Staff Development Plan Activity | How will it be assessed? |
| --- | --- |
| 1. Provide regular safety/emergency preparedness training in conjunction with the Safety Committee | Surveys, Participant Feedback |
| 1. Provide training or professional learning opportunities on learning styles, teaching methods, collaborative learning, online learning, etc. to support enrollment, completion, transfer, job readiness | Surveys, Pre/Post/Follow-Up Feedback |
| 1. Provide stress management training/learning opportunities | Surveys, Pre/Post |
| 1. Promote learning opportunities/training provided through other avenues (e.g. SkillSoft, OEI-Online Education Initiative, etc.) | Participant Feedback |
| 1. Provide opportunity for employees to report on conferences/workshops attended (e.g. Lunch n Learn, Brown bag lunches, presentations to divisions/areas, flex, etc.) | Reports |
| 1. Work with Marketing/Communication Team and IT to develop webpage or shared folder where conference/workshop materials can be shared with campus | Development, Web views |
| 1. Support new faculty orientations, adjunct orientation, new employee orientations | Participant Feedback |
| 1. Provide/Support training that will enhance employee knowledge & awareness of equity, access, disability, communication, 1st generation college students, technology, customer service, outcomes, completion, transfer, and job readiness. | Participant Feedback |
| 1. Provide training and/or learning opportunities related to i) faculty and classified contracts, II) benefits, III) grievance process | Flex Agenda, training sign-in sheets, |

|  |
| --- |
|  |

**COORDINATION OF STAFF DEVELOPMENT ACTIVITIES**

Staff Development Activities will be coordinated through the Staff Development Committee. For each of the identified activity, a committee member is assigned to each of the activities outlined in this plan.

The activities identified in this plan does not take the place of similar staff development activities that may be organized based on need by the various departments and/or those efforts coordinated by initiative such as Guided Pathways, Equity, Achieving the Dream, AB 705, Strong Workforce, etc.

**FUNDING OF STAFF DEVELOPMENT PLAN GOALS/ACTIVITIES**

Funding for the staff development activities will be from the following variety of sources that may include:

1. College Resources
2. Other external resources, grants, initiatives

**ACCREDITATION APPLICATION**

**ACCJC Accreditation Standard IIIA.14**

The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Link to: [Accreditation Standards](https://accjc.org/wp-content/uploads/Accreditation-Standards_-Adopted-June-2014.pdf)

**FLEX CALENDAR PROGRAM APPLICATION**

1. **Purpose**

The purpose of the flexible calendar program is to provide time for faculty to participate in development activities that are related to “staff, student, and instructional improvement” (title 5, section 55720). The flexible calendar program is a component of the staff development program and the major vehicle for faculty participation in development activities.

The flexible calendar program allows faculty (full-time, part-time, instructional and non-instructional) the time to work individually or with groups to achieve improvement in three distinct areas,

Staff improvement Student improvement Instructional improvement. In addition to providing time to conduct these activities, the flexible calendar program also allows institutions some flexibility in scheduling configurations (e.g., offering an intersession with two 16-week semesters) (title 5, section 55722).

1. **Participants**

Flexible calendar program participants are primarily faculty. However, other college personnel should be involved in flexible calendar development activities. The decision of who participates in the flexible calendar program is determined by the district/college shared governance process (title 5, section 55724 (5)).

Link to: Guidelines for Flex Calendar

**APPENDICES**

**Appendix A**

**Porterville College Staff Development Survey Results**

**Spring 2018**

High Priority=3

Medium Priority=2

Low Priority=1

Not a Priority at all=0

N is the number of people who responded by category. Mean is the average of all responses. Note that classified staff did not respond to all questions. Classified responses are provided separately in the second table.

**Overall Results for All Survey Respondents**

**Ordered from Highest to Lowest Rated**

|  |  |  |
| --- | --- | --- |
|  | N | Mean |
| aj. Active shooter response | 116 | 2.37 |
| a. Teaching techniques | 89 | 2.29 |
| aa. Emergency procedures | 120 | 2.28 |
| s. New technologies and software | 122 | 2.25 |
| r. Different learning styles/modes of instruction | 92 | 2.24 |
| p. Working with students with disabilities | 119 | 2.24 |
| w. Effective communication | 122 | 2.15 |
| q. Working with first-generation college students | 120 | 2.14 |
| h. Teaching diverse student populations | 92 | 2.12 |
| j. Improving success in online instruction | 87 | 2.11 |
| ah. Improving student/faculty interaction | 93 | 2.11 |
| ag. Improving active and collaborative learning | 91 | 2.10 |
| ae. Student equity: reducing achievement gaps | 119 | 2.09 |
| g. Sharing best practices in outcomes assessment | 108 | 2.01 |
| af. Ways of encouraging students to read | 91 | 2.00 |
| l. Workplace effectiveness and efficiency | 120 | 1.98 |
| m. New research in education | 94 | 1.95 |
| c. Course-level outcomes assessment | 89 | 1.93 |
| ai. eLumen curriculum software | 83 | 1.93 |
| ac. CPR/First Aid | 121 | 1.93 |
| i. Accelerated basic skills instruction (moving students through course sequences more quickly) | 92 | 1.91 |
| ad. Student success data | 117 | 1.91 |
| n. Curriculum development process | 90 | 1.89 |
| v. Stress management | 117 | 1.85 |
| d. Program-level outcomes assessment | 90 | 1.82 |
| x. Time management | 118 | 1.81 |
| y. Customer service (interaction with the public) | 117 | 1.81 |
| b. Classroom management | 86 | 1.80 |
| o. College/district policies and procedures | 121 | 1.80 |
| f. General education outcomes assessment | 90 | 1.80 |
| u. Conflict management | 118 | 1.79 |
| ab. Effective meetings | 113 | 1.79 |
| t. Participatory governance | 112 | 1.68 |
| e. Institutional outcomes assessment | 89 | 1.67 |
| k. Social media in the classroom | 92 | 1.62 |
| z. Banner | 116 | 1.59 |

**Overall Results for Classified Respondents**

**Ordered from Highest to Lowest Rated**

|  |  |  |
| --- | --- | --- |
|  | N | Mean |
| aa. Emergency procedures | 27 | 2.56 |
| aj. Active shooter response | 27 | 2.56 |
| w. Effective communication | 27 | 2.41 |
| s. New technologies and software | 28 | 2.36 |
| ac. CPR/First Aid | 28 | 2.36 |
| o. College/district policies and procedures | 27 | 2.30 |
| l. Workplace effectiveness and efficiency | 26 | 2.27 |
| p. Working with students with disabilities | 26 | 2.27 |
| ae. Student equity: reducing achievement gaps | 25 | 2.24 |
| q. Working with first-generation college students | 25 | 2.20 |
| y. Customer service (interaction with the public) | 27 | 2.11 |
| z. Banner | 25 | 2.08 |
| u. Conflict management | 27 | 2.07 |
| v. Stress management | 27 | 2.07 |
| ad. Student success data | 23 | 2.04 |
| x. Time management | 26 | 2.04 |
| ab. Effective meetings | 24 | 1.92 |
| t. Participatory governance | 22 | 1.91 |

**Appendix B**

**Fall 2018 Flex Days Survey Results**

*Contents:*

Mean ratings for all sessions 1

Frequency distributions 3

Responses to open-ended question 12

[Survey instrument 14](#_TOC_250000)

# Means

Mean (average) score for each survey question. Note that for each question, 2=Valuable, 1=Somewhat Valuable, and 0=Not Valuable. Those not attending a particular session are excluded. This means that a mean score of 1.5 means the average person rated the event exactly halfway between valuable and somewhat valuable.

Thursday morning sessions

|  |  |  |
| --- | --- | --- |
| N | | Mean |
| a. Employee recognition | 55 | 1.7091 |
| b. AB705 update | 48 | 1.6250 |
| c. Funding formula/budget update | 49 | 1.6122 |
| d. Instructional/accreditation  update | 47 | 1.6809 |
| e. Student services/student  conduct/guided pathways update | 48 | 1.5208 |
| f. Campus crisis plan training | 45 | 1.5111 |
| g. Facilities master plan discussion | 44 | 1.4773 |
| h. Outcomes discussion | 36 | 1.4167 |

Thursday afternoon sessions (including breakouts)

|  |  |  |
| --- | --- | --- |
| a. Where's my data? | 13 | 1.6923 |
| b. Technology and Office 365 | 11 | 1.4545 |
| c. Using Canvas for onsite  classes | 9 | 1.7778 |
| d. Online accessibility | 5 | 1.6000 |
| e. Faculty/student meet and greet | 24 | 1.7917 |
| f. Adjunct faculty orientation | 7 | 2.0000 |

Friday sessions

|  |  |  |
| --- | --- | --- |
| a. PC Marketing | 40 | 1.2250 |
| b. High school partnership & collaboration | 35 | 1.3714 |
| c. No Greater Odds  presentation | 33 | 1.4545 |
| d. Division/area meetings | 33 | 1.8485 |

# Frequency Distribution of responses

*Thursday morning sessions*

a. Employee recognition

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Frequency | | | Percent | Valid Percent | Cumulative Percent |
| Valid | Not valuable | 1 | 1.7 | 1.8 | 1.8 |
| Somewhat valuable | 14 | 24.1 | 25.5 | 27.3 |
| Valuable | 40 | 69.0 | 72.7 | 100.0 |
| Total | 55 | 94.8 | 100.0 |  |
| Missing | Did not attend | 3 | 5.2 |  |  |
| Total | | 58 | 100.0 |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **b. AB705 update** | | | | | |
| Frequency | | | Percent | Valid Percent | Cumulative Percent |
| Valid | Not valuable | 3 | 5.2 | 6.3 | 6.3 |
| Somewhat valuable | 12 | 20.7 | 25.0 | 31.3 |
| Valuable | 33 | 56.9 | 68.8 | 100.0 |
| Total | 48 | 82.8 | 100.0 |  |
| Missing | Did not attend | 10 | 17.2 |  |  |
| Total | | 58 | 100.0 |  |  |

1. **Funding formula/budget update**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Frequency | | | Percent | Valid Percent | Cumulative Percent |
| Valid | Not valuable | 2 | 3.4 | 4.1 | 4.1 |
| Somewhat valuable | 15 | 25.9 | 30.6 | 34.7 |
| Valuable | 32 | 55.2 | 65.3 | 100.0 |
| Total | 49 | 84.5 | 100.0 |  |
| Missing | Did not attend | 9 | 15.5 |  |  |
| Total | | 58 | 100.0 |  |  |

1. **Instructional/accreditation update**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Frequency | | | Percent | Valid Percent | Cumulative Percent |
| Valid | Not valuable | 1 | 1.7 | 2.1 | 2.1 |
| Somewhat valuable | 13 | 22.4 | 27.7 | 29.8 |
| Valuable | 33 | 56.9 | 70.2 | 100.0 |
| Total | 47 | 81.0 | 100.0 |  |
| Missing | Did not attend | 11 | 19.0 |  |  |
| Total | | 58 | 100.0 |  |  |

1. **Student services/student conduct/guided pathways update**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Frequency | | | Percent | Valid Percent | Cumulative Percent |
| Valid | Not valuable | 4 | 6.9 | 8.3 | 8.3 |
| Somewhat valuable | 15 | 25.9 | 31.3 | 39.6 |
| Valuable | 29 | 50.0 | 60.4 | 100.0 |
| Total | 48 | 82.8 | 100.0 |  |
| Missing | Did not attend | 10 | 17.2 |  |  |
| Total | | 58 | 100.0 |  |  |

1. **Campus crisis plan training**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Frequency | | | Percent | Valid Percent | Cumulative Percent |
| Valid | Not valuable | 3 | 5.2 | 6.7 | 6.7 |
| Somewhat valuable | 16 | 27.6 | 35.6 | 42.2 |
| Valuable | 26 | 44.8 | 57.8 | 100.0 |
| Total | 45 | 77.6 | 100.0 |  |
| Missing | Did not attend | 13 | 22.4 |  |  |
| Total | | 58 | 100.0 |  |  |

1. **Facilities master plan discussion**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Frequency | | | Percent | Valid Percent | Cumulative Percent |
| Valid | Not valuable | 4 | 6.9 | 9.1 | 9.1 |
| Somewhat valuable | 15 | 25.9 | 34.1 | 43.2 |
| Valuable | 25 | 43.1 | 56.8 | 100.0 |
| Total | 44 | 75.9 | 100.0 |  |
| Missing | Did not attend | 14 | 24.1 |  |  |
| Total | | 58 | 100.0 |  |  |

1. **Outcomes discussion**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Frequency | | | Percent | Valid Percent | Cumulative Percent |
| Valid | Not valuable | 4 | 6.9 | 11.1 | 11.1 |
| Somewhat valuable | 13 | 22.4 | 36.1 | 47.2 |
| Valuable | 19 | 32.8 | 52.8 | 100.0 |
| Total | 36 | 62.1 | 100.0 |  |
| Missing | Did not attend | 22 | 37.9 |  |  |
| Total | | 58 | 100.0 |  |  |

*Thursday afternoon sessions (including breakouts)*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **a. Where's my data?** | | | | | |
| Frequency | | | Percent | Valid Percent | Cumulative Percent |
| Valid | Somewhat valuable | 4 | 6.9 | 30.8 | 30.8 |
| Valuable | 9 | 15.5 | 69.2 | 100.0 |
| Total | 13 | 22.4 | 100.0 |  |
| Missing | Did not attend | 45 | 77.6 |  |  |
| Total | | 58 | 100.0 |  |  |

1. **Technology and Office 365**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Frequency | | | Percent | Valid Percent | Cumulative Percent |
| Valid | Somewhat valuable | 6 | 10.3 | 54.5 | 54.5 |
| Valuable | 5 | 8.6 | 45.5 | 100.0 |
| Total | 11 | 19.0 | 100.0 |  |
| Missing | Did not attend | 47 | 81.0 |  |  |
| Total | | 58 | 100.0 |  |  |

1. **Using Canvas for onsite classes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Frequency | | | Percent | Valid Percent | Cumulative Percent |
| Valid | Somewhat valuable | 2 | 3.4 | 22.2 | 22.2 |
| Valuable | 7 | 12.1 | 77.8 | 100.0 |
| Total | 9 | 15.5 | 100.0 |  |
| Missing | Did not attend | 49 | 84.5 |  |  |
| Total | | 58 | 100.0 |  |  |

1. **Online accessibility**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Frequency | | | Percent | Valid Percent | Cumulative Percent |
| Valid | Somewhat valuable | 2 | 3.4 | 40.0 | 40.0 |
| Valuable | 3 | 5.2 | 60.0 | 100.0 |
| Total | 5 | 8.6 | 100.0 |  |
| Missing | Did not attend | 53 | 91.4 |  |  |
| Total | | 58 | 100.0 |  |  |

1. **Faculty/student meet and greet**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Frequency | | | Percent | Valid Percent | Cumulative Percent |
| Valid | Somewhat valuable | 5 | 8.6 | 20.8 | 20.8 |
| Valuable | 19 | 32.8 | 79.2 | 100.0 |
| Total | 24 | 41.4 | 100.0 |  |
| Missing | Did not attend | 34 | 58.6 |  |  |
| Total | | 58 | 100.0 |  |  |

1. **Adjunct faculty orientation**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Frequency | | | Percent | Valid Percent | Cumulative Percent |
| Valid | Valuable | 7 | 12.1 | 100.0 | 100.0 |
| Missing | Did not attend | 51 | 87.9 |  |  |
| Total | | 58 | 100.0 |  |  |

*Friday sessions*

* 1. **PC Marketing**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Frequency | | | Percent | Valid Percent | Cumulative Percent |
| Valid | Not valuable | 7 | 12.1 | 17.5 | 17.5 |
| Somewhat valuable | 17 | 29.3 | 42.5 | 60.0 |
| Valuable | 16 | 27.6 | 40.0 | 100.0 |
| Total | 40 | 69.0 | 100.0 |  |
| Missing | Did not attend | 18 | 31.0 |  |  |
| Total | | 58 | 100.0 |  |  |

* 1. **High school partnership & collaboration**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Frequency | | | Percent | Valid Percent | Cumulative Percent |
| Valid | Not valuable | 5 | 8.6 | 14.3 | 14.3 |
| Somewhat valuable | 12 | 20.7 | 34.3 | 48.6 |
| Valuable | 18 | 31.0 | 51.4 | 100.0 |
| Total | 35 | 60.3 | 100.0 |  |
| Missing | Did not attend | 23 | 39.7 |  |  |
| Total | | 58 | 100.0 |  |  |

* 1. **No Greater Odds presentation**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Frequency | | | Percent | Valid Percent | Cumulative Percent |
| Valid | Not valuable | 5 | 8.6 | 15.2 | 15.2 |
| Somewhat valuable | 8 | 13.8 | 24.2 | 39.4 |
| Valuable | 20 | 34.5 | 60.6 | 100.0 |
| Total | 33 | 56.9 | 100.0 |  |
| Missing | Did not attend | 25 | 43.1 |  |  |
| Total | | 58 | 100.0 |  |  |

* 1. **Division/area meetings**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Frequency | | | Percent | Valid Percent | Cumulative Percent |
| Valid | Somewhat valuable | 5 | 8.6 | 15.2 | 15.2 |
| Valuable | 28 | 48.3 | 84.8 | 100.0 |
| Total | 33 | 56.9 | 100.0 |  |
| Missing | Did not attend | 25 | 43.1 |  |  |
| Total | | 58 | 100.0 |  |  |