



**Staff Development Plan  
2018-2021  
(Draft)**

# Contents:

College Mission .....	3
Staff Development Committee .....	4
Staff Development Plan: Purpose/Activities .....	5
Assessment of Plan Goals/Activities .....	5
Coordination of Activities .....	7
Funding of Activities .....	7
Accreditation Standards & Flex Day Calendar Application .....	7
Appendices .....	9

## **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
2. 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
3. Provide stress management training/learning opportunities	Summer 2019 Fall 2019	All employees	Employee development
4. 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
5. 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
6. 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
7. Support adjunct faculty on-boarding (mentorship, orientations), dual enrollment instructor orientations, new employee orientations	On-going	All employees	Employee development
8. Provide/Support training that will enhance employee knowledge & awareness of equity, access, disability, communication, 1 <sup>st</sup> 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
9. 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
2. 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
3. Provide stress management training/learning opportunities	Surveys, Pre/Post
4. Promote learning opportunities/training provided through other avenues (e.g. SkillSoft, OEI-Online Education Initiative, etc.)	Participant Feedback
5. 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
6. 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
7. Support new faculty orientations, adjunct orientation, new employee orientations	Participant Feedback
8. Provide/Support training that will enhance employee knowledge & awareness of equity, access, disability, communication, 1 <sup>st</sup> generation college students, technology, customer service, outcomes, completion, transfer, and job readiness.	Participant Feedback
9. 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:

- a. College Resources
- b. 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](#)

## **FLEX CALENDAR PROGRAM APPLICATION**

### **A. 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).

### **B. 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

## 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

## 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		

**c. 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		

**d. 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		

**e. 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		

**f. 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		

**g. 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		

**h. 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		

**b. 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		

**c. 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		

**d. 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		

**e. 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		

**f. 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*

**a. 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		

**b. 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		

**c. 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		

**d. 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		