



Report on the California Community Colleges Student Success Initiative Professional Development Committee Recommendations

September 2013

Recommendations to “Revitalize and Re-envision” Professional Development in the California Community Colleges

This is a report on the professional development recommendations that were developed, reviewed, and approved by a select thirty (30) member committee established by the Chancellor of the California Community Colleges (CCC) System. The Professional Development Committee’s charter was to develop ideas and strategies to “revitalize and re-envision” professional development in the CCC System. This document summarizes and explains the committee’s process and recommendations. This report is being submitted to the Board of Governors.

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

This is a report on the recommendations of the Chancellor's Office's Student Success Initiative's thirty (30) member Professional Development Committee (PDC), Appendix A. The committee produced recommendations developed over a period of six (6) months and eleven (11) meetings. These recommendations have been discussed by 22 constituent groups in the California Community College System between February 1, 2013 and February 27, 2013. The committee has received the input from the constituent groups and has finalized its recommendations.

Professional Development Committee's 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 the Student Success Task Force Report related to professional development in part says the following "*The community college system will develop and support focused professional development for all faculty and staff.*" Language from the opening paragraph of the report's section on professional development speaks to the critical need to implement a sustained culture that supports 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." (CCC Student Success Task Force Report, 2010)

Professional development is defined as “the process of improving staff skills and competencies needed to produce outstanding educational results for students” (Hassel, 1999). Professional development is important to meet 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.

“One constant finding in the research literature is that notable improvements in education almost never take place in the absence of professional development.” Thomas Guskey (2000, p.4)

The Professional Development Committee Composition and Meeting Schedule Summary

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 22 organizations. The following were represented on the committee:

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

There were eleven (11) meetings of the PDC. The committee met in September, October, December, January, and March to discuss issues related to professional development. The initial meeting in September 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 ten (10) subsequent virtual meetings conducted via technology in October, December, January, and March.

Constituent Organizations Review of the Professional Development Committee's Recommendations

The PDC developed its preliminary recommendations in January 2013. In February 2013 these recommendations were reviewed and discussed by the various constituent groups that comprised the PDC. Representatives interfaced with their various boards, committees, organizations and in some instances the constituents themselves to receive feedback on the recommendations. This review period of the recommendations by the PDC constituent groups was conducted from February 1 – 27, 2013.

The PDC met on March 7, 2013 to discuss the feedback received from all constituent organizations. Based on that feedback the recommendations were finalized by the PDC and submitted to the Chancellor's Office for consideration in the formal policy development process. After review by the Chancellor's Office the recommendations were discussed in the March Consultation. The recommendations are scheduled to be presented to the Board of Governors in September 2013.

Professional Development Committee's Recommendations

The following are the recommendations being submitted to the Board of Governors by the Chancellor's Office.

- Recommendation #1 – Adopt a California Community College (CCC) Professional Development Vision Statement
- Recommendation #2 - Change the name of the CCC Flexible Calendar Program to the CCC Professional Development Program
- Recommendation #3 – Include all employees: faculty, staff, and administrators in the CCC Professional Development Program
- Recommendation #4 – Establish a CCC Professional Development Fund to support local colleges in the planning, coordination and implementation of professional development activities
- Recommendation #5 – 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 #6 – Establish a strong leadership role for professional development in the Chancellor's Office
- Recommendation #7 – 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 (CCC) 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 student 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 Flexible Calendar program was established in 1981 when AB 1149 was Chaptered into the Education Code. Appendix B, Flexible Calendar Days for 2012-13 Descriptive Statistics, provides data on the number of colleges participating in the current Flexible Calendar program designed for faculty professional development. Over 90% of all colleges participate in the Flexible Calendar program and the average number of days used for the program by colleges is five.

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 – Include all employees: faculty, staff and administrators 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.

The current Flexible Calendar Program focuses on faculty while providing limited opportunities for classified and administrative staff who also contribute to the success 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 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” model of compensating faculty for professional development activities “in lieu of” instructional activities would be extended to classified and administrative personnel. Classified and administrative staffs are only marginally able to participate under current law governing the existing Flexible Calendar Program. These personnel would be compensated for time spent in professional development activities. The time loss to production to improve the employee’s skills and abilities are more than recovered in improved efficiencies and better morale.

The current professional development model used in the CCC Flexible Calendar Program was established by statute in 1981. The proposed change would expand the law and extend coverage under the statute to the other employee categories of classified and administrative staff. As stated earlier, colleges are allowed to remove up to 15 days for these purposes. It is a quid quo pro model, an equal trade of employee production for employee improvement in their jobs. The same logic and reasoning used in the current Flexible Calendar Program with faculty would be applied to classified and administrative staff. They are existing employees who are accounted for in the colleges’ budgets. There would be no net cost to the budget.

This model provides a comprehensive approach to improving the skills of all employees systematically. 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 local collegial consultation. 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 #4 – 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 ½ 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. Working with the Foundation for the California Community Colleges, 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 #5 – 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 a system-wide advisory committee should be created 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 #6 – Establish a strong leadership role for professional development in the Chancellor’s Office

The role of leadership is important and cannot be underestimated. Leadership is a basic 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 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 to institutionalize professional development on each campus.

Recommendation #7 – 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

Working with the Foundation for the California Community College establish contacts for consortium purchases related to professional development content and delivery.

Content Site

A virtual center could also be a content site with links to other tools like a blog, Content Management Systems, Facebook-type component and events i.e. Professional Development Day (PDA), etc. It could include a Menu of Activities: Online Activities, On-Demand, Podcasts.

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

The site could provide access to pictures, videos, and computer-aided instruction programs. One component could be the ability to add video, images, etc. which are important for design and tools such as podcasts and videos. These vehicles have been used effectively as staff development tools.

News and Calendar Site

Calendar(s) and News about professional development opportunities

Summary

There are seven recommendations contained in this report to the Board of Governors.

Recommendation #1, the vision statement on professional development for the CCC System, is a policy recommendation that would require action by the Board of Governors. The vision statement will require Board of Governors approval. If appropriate resources are made available, three recommendations can be accomplished administratively. Three recommendations will require statutory change in order to be implemented. One of the three recommendations requiring statutory authority (#4) has a fiscal requirement. It advocates that a small percentage (1/2 of 1%) of the State budget allocation to for California Community Colleges be redirected to support professional development. The statutory policy changes could be included in the Board of Governor's 2014 legislative agenda.

The March meeting of the Student Success Initiative Professional Development Committee concluded its activities. The participation of the 22 organizations and 30 representatives (Appendix A) is greatly appreciated by the Chancellor's Office.

Staff

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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	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 Project	Tim Calhoon	Butte College
27. @ONE Project	Micah Orloff	Mt. San Jacinto College
28. CCC Confer Project	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 Lower Bound	4.62	
	Mean 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.	00000000000
21.00	4.	00000000000000000000
23.00	5.	0000000000000000000000
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