

Santa Rosa Junior College

Program Resource Planning Process

Professional Development 2015

1.1a Mission

To promote learning opportunities for our diverse faculty and staff by increasing the knowledge, improving the skills and enhancing the lives of the employees of Santa Rosa Junior College, for the benefit of our students.

Staff Development plays a vital role in the institution by promoting educational excellence and service quality, and by ensuring ongoing discussion and scheduling of activities intended to support the professional development needs of faculty, Classified and Management team employees.

Essential to this endeavor are:

- 1) a focus on the state mandated and district initiated aspects of faculty professional development;
- 2) a pursuit of broad and varied professional development opportunities for classified and management team employees; and
- 3) an alignment with the strategic plan.

1.1b Mission Alignment

Professional development activities add knowledge and skills to an individual's discipline, career, or vocation intended to improve performance on the job. These activities also provide a revitalization of professional direction and focus. Just as the District's mission is to increase knowledge, improve skills and enhance lives of our students, the Professional Development Program focuses on the same outcomes for the employees of SRJC.

1.1c Description

The Professional Development Program provides centralized coordination for faculty, management and classified employees development activities; including PDA day, assistance and support for faculty, management, and classified employee development projects; seminars and training activities; information on professional development opportunities; and a professional development resource library. Professional Development is responsible for administering, monitoring and tracking the faculty flex program.

1.1d Hours of Office Operation and Service by Location

The Professional Development Program offices are open Monday through Thursday, 8am-5pm, and Fridays by appointment.

The Professional Development Program staff offices and resource library are located on the Santa Rosa Campus in Bailey Hall. Each campus is served by a Faculty Development Coordinator.

1.2 Program/Unit Context and Environmental Scan

Like other programs and services in the District, Professional Development has experienced a reduction in resources, yet has had an increase in the amount of services provided.

Several years ago, state funding specific to professional development was eliminated. Since that time we have been funding most staff development activities locally. Discussions have occurred at the state level regarding creating funding for classified professional development.

Professional Development has provided a greater focus on in-house workshops, and collaborating with other entities, such as the City of Santa Rosa, as well as inviting guest speakers to campus to meet our ongoing professional development needs.

2.1a Budget Needs

The supplies and services budget is used efficiently, and is not spent down simply to maintain a roll-over of similar funding from year to year.

Professional development has a limited budget of approximately \$7,000 available for employee trainings.

Additional funding for hiring outside facilitators or for purchasing multi-use products such as DVDs, CDs or other training materials would raise the effectiveness of the Professional Development Program.

With the expansion of orientation session for new employees and the return of a community lunch on PDA days, Professional Development is only able to fund about half of those costs, requiring the district to supplement the remainder.

2.1b Budget Requests

| Rank | Location | SP | M | Amount | Brief Rationale |
|------|----------|----|----|-------------|--|
| 0001 | ALL | 00 | 00 | \$3,000.00 | Since the retirement of the PC trainer position, the needs assessment survey indicates a high demand for technology training has gone unmet. This amount would fund an STNC to provide trainings during the year. |
| 0002 | ALL | 00 | 00 | \$1,000.00 | Leadership Trainings. In-house Leadership Institute. To provide training for new managers. |
| 0003 | ALL | 00 | 00 | \$1,000.00 | New employee orientations have expanded for both staff and faculty, and the volume of new hires has increased. These additional funds are needed to cover the costs of refreshments for these new sessions. |
| 0004 | ALL | 00 | 00 | \$10,000.00 | Currently the Faculty Development Coordinators position is a total 40% reassignment, and provides coverage for two campuses (.20 FTE Santa Rosa Campus, .20 FTE Petaluma Campus). There is also a New Faculty Development position that comprises 10% reassignment. This is a total reassignment level of 50%. Ideally an additional 30% reassignment time |

| | | | | | |
|--|--|--|--|--|--|
| | | | | | is needed to return this coverage to pre-recession levels and to meet the demands of the significant increases in hiring of new faculty that has occurred since the reassignment time was cut. This increase will help maintain current meeting and workload levels and to pro-actively address onboarding, orienting, training and development time necessary to meet the growing demands of a high volume of new faculty and those in the tenure process. We currently have 1/3 of our new faculty with less than 4 years of tenure. This year we are already looking at a 2015-16 Year One class of 48 new faculty. |
|--|--|--|--|--|--|

2.2a Current Classified Positions

| Position | Hr/Wk | Mo/Yr | Job Duties |
|---------------------------------------|-------|-------|--|
| Administrative Assistant I | 24.00 | 12.00 | Performs various administrative tasks related to an assigned department; maintains flex system and other training database recordkeeping for proposals and individual professional development attendance records in accordance with state chancellors, and other state or federal guidelines, Create spreadsheets and reports, responds to correspondence, and types agendas, meeting minutes, directories, and service requisitions; attends meetings, takes notes and prepares minutes; monitors a budget; prepares purchase requisitions; maintains spreadsheets and data bases; compiles statistical information and prepares reports as requested. |
| Coordinator, Professional Development | 40.00 | 12.00 | Advises and assists faculty and staff of professional development training options available; coordinates District-wide Professional Development Activity Day programs that includes designing and producing promotional materials; coordinating events and activities; organizing presenters; managing faculty attendance, and ensuring compliance with State guidelines; coordinates with various campus departments as appropriate to ensure efficient operation of events; coordinates events such as employee orientations; develops and monitors multiple budgets; ensures compliance with District policies and produces expenditure reports; serves on District-wide staff development committees; develops and monitors systems to track staff development events and activities; provides direction to the Professional Development Coordinator and serves as a lead worker to other classified staff in the area. |

2.2b Current Management/Confidential Positions

| Position | Hr/Wk | Mo/Yr | Job Duties |
|----------|-------|-------|------------|
| n/a | 0.00 | 0.00 | |

2.2c Current STNC/Student Worker Positions

| Position | Hr/Wk | Mo/Yr | Job Duties |
|----------------------------------|-------|-------|--|
| Student Assistant | 25.00 | 12.00 | Data entry, filing, answering phones, assist with event prep, general clerical duties |
| STNC-Media Production Technician | 1.25 | 10.00 | Video-tape Staff Development events and workshops as needed on PDA Day and throughout the Academic Year. |

2.2d Adequacy and Effectiveness of Staffing

Professional Development has the minimum staffing levels needed to manage the program as it is currently run. Additional Administrative Support and Faculty Development Coordinator reassignment time is needed to return the professional development programming to return the services expected if state funding is resumed and to address the needs created by the

significant increases in hiring of new faculty that has occurred in the past 3 years. These staffing increases will help maintain current meeting and workload levels and pro-actively address onboarding, orienting, training and development time necessary to meet the growing demands of a high volume of new faculty and those in the tenure process. We currently have 1/3 of our new faculty with less than 4 years of tenure. This year we are already looking at a 2015-16 Year One class of 48 new faculty. If Professional Development is expected to become the centralized tracking system for all employee professional development, an upgrade to the tracking system will be necessary. This upgrade will reduce staff time currently being used on paper management rather than professional development content.

Professional Development needs additional Media Production Technician support to increase the sections being recorded and made available online to SRJC employees. This is a very cost effective way to deliver training and faculty flex activities.

2.2e Classified, STNC, Management Staffing Requests

| Rank | Location | SP | M | Current Title | Proposed Title | Type |
|------|----------|----|----|--------------------------|--------------------------|------|
| 0001 | ALL | 02 | 00 | STNC Training Consultant | STNC Training Consultant | STNC |

2.3a Current Contract Faculty Positions

| Position | Description |
|--|---|
| 10 % New Faculty Development Coordinator | Plans and implements the New Faculty Orientation; plans and facilitates the New Faculty Development Program workshops; plans, facilitates and monitors the Mentoring Program for new regular faculty members. |
| 30 % Staff Development Coordinator (20%SR/10%PC) | Provide support for faculty and staff professional development programs throughout the entire District; implement policies and program directives of the Academic Senate; serve on a variety of committees. (Co-chair, Professional Development Committee.) Liaison with Academic Senate and other constituent groups; conduct needs assessments; consult with New Faculty Development Coordinator regarding New Faculty Orientation; participates in the direction and coordination of professional development activities such as: flexible calendar program, PDA Days, new employee orientations; professional development programs for faculty and staff. |

2.3b Full-Time and Part-Time Ratios

| Discipline | FTEF Reg | % Reg Load | FTEF Adj | % Adj Load | Description |
|------------|----------|------------|----------|------------|-------------|
|------------|----------|------------|----------|------------|-------------|

2.3c Faculty Within Retirement Range

n/a

2.3d Analysis of Faculty Staffing Needs and Rationale to Support Requests

The Faculty Development Coordinators have had various amounts of reassigned time over the years; initially 1.0 FTE (strictly a Santa Rosa Campus position) when the program started, the position was decreased to .80 FTE, .60 FTE, and now reduced to .30 FTE (position responsible for two campuses). In addition, the New Faculty Development Coordinator was initially a .20 FTE position and is currently a .10 FTE position.

This reduction and fragmentation of the Faculty Development Coordinator position(s) significantly impacts the continuity needed for the program and the position(s). Professional Development is requesting an increase of a total of .20 FTE in these positions in order to maintain current workload levels, address new technology training needs, and recruit and add faculty professional development content.

2.3e Faculty Staffing Requests

| Rank | Location | SP | M | Discipline | SLO Assessment Rationale |
|------|----------|----|----|---------------------------------|--------------------------|
| 0001 | ALL | 00 | 00 | Faculty Development Coordinator | |

2.4b Rational for Instructional and Non-Instructional Equipment, Technology, and Software

Professional Development currently has a computer assigned for the faculty development coordinators to use in the Professional Development offices. This computer is so old and obsolete it needs to be replaced. Professional Development also has a need for a high resolution monitor, and functionality required to support design of workshop and PDA graphics, and uploading DVD's to an online format.

A recycled computer that meets these needs would be fine.

2.4c Instructional Equipment and Software Requests

| Rank | Location | SP | M | Item Description | Qty | Cost Each | Total Cost | Requestor | Room/Space | Contact |
|------|----------|----|---|------------------|-----|-----------|------------|-----------|------------|---------|
|------|----------|----|---|------------------|-----|-----------|------------|-----------|------------|---------|

2.4d Non-Instructional Equipment, Software, and Technology Requests

| Rank | Location | SP | M | Item Description | Qty | Cost Each | Total Cost | Requestor | Room/Space | Contact |
|------|------------|----|----|------------------------|-----|------------|------------|---------------|------------|---------------|
| 0001 | Santa Rosa | 02 | 00 | printer - copier | 1 | \$500.00 | \$500.00 | Mary Sandberg | 1482 | Mary Sandberg |
| 0002 | Santa Rosa | 00 | 00 | Desk | 1 | \$2,000.00 | \$2,000.00 | Mary Sandberg | 1482 | Mary Sandberg |
| 0003 | Santa Rosa | 00 | 00 | Computer (recycled OK) | 1 | \$1,000.00 | \$1,000.00 | Mary Sandberg | 1482 | Mary Sandberg |

2.5a Minor Facilities Requests

| Rank | Location | SP | M | Time Frame | Building | Room Number | Est. Cost | Description |
|------|----------|----|----|------------|------------------------------|-------------|-----------|--|
| 0001 | ALL | 00 | 00 | Urgent | New space/location is needed | | \$0.00 | Professional Development needs a space allocation of one office, one reception area, space for the resource center library, and two computer work stations. Ideally an area for small group orientations would also be beneficial. The optimum location would be near Human Resources. |

2.5b Analysis of Existing Facilities

The change in reporting relationship from Academic Affairs to HR has created a need for a relocation of the Professional Development offices to be closer to Human Resources, and to free office space up in Bailey Hall for faculty offices.

- The Professional Development Program needs space conveniently located to HR to allow for greater expansion of Program support to all staff.
- The space needs to accommodate the Resource Library (books and DVDs), storage of supplies, files, and reference materials and for staff work spaces.
- There needs to be meeting space and work stations for the Coordinators to utilize during the daily functioning of the program.

3.1 Develop Financial Resources

3.2 Serve our Diverse Communities

The Professional Development Program promotes sensitivity to diversity by supporting trainings and workshops on diversity. Additionally, there is a wide variety of resource materials (books and DVDs) available for check-out on this topic. Other related topics of interest brought forward by the District Compliance Officer or other constituents are also supported.

3.3 Cultivate a Healthy Organization

The focus of a new President at SRJC has increased the release time of all staff to attend the PDA day events, and other sessions as approved by the area supervisor. This emphasis on expanding professional development opportunities for all employees has set a new tone and new priorities.

3.4 Safety and Emergency Preparedness

The Administrative Assistant is the Department Safety Leader for Professional Development.

3.5 Establish a Culture of Sustainability

Staff members have adopted a policy of recycling scrap paper in printers and copiers by reusing the blank side. Staff closes doors and turns off lights when leaving to attend meetings or end of day. The staff also recycles folders and office supplies and follow district recycling guidelines for other recyclable items.

4.1a Course Student Learning Outcomes Assessment

Staff Development supports student learning by offering workshops on SLO's during PDA Day and throughout the year. These workshops are proposed and presented by individual faculty members, as departmental group sessions, and by members of the Project LEARN Committee.

4.1b Program Student Learning Outcomes Assessment

Staff Development supports student learning by offering workshops on program level SLO's during PDA Day and throughout the year. These workshops are proposed and presented by individual faculty members, as departmental group sessions, and by members of the Project LEARN Committee.

4.1c Student Learning Outcomes Reporting

| Type | Name | Student Assessment Implemented | Assessment Results Analyzed | Change Implemented |
|------|------|--------------------------------|-----------------------------|--------------------|
|------|------|--------------------------------|-----------------------------|--------------------|

4.2a Key Courses or Services that address Institutional Outcomes

| Course/Service | 1a | 1b | 1c | 2a | 2b | 2c | 2d | 3a | 3b | 4a | 4b | 5 | 6a | 6b | 6c | 7 |
|----------------|----|----|----|----|----|----|----|----|----|----|----|---|----|----|----|---|
|----------------|----|----|----|----|----|----|----|----|----|----|----|---|----|----|----|---|

4.2b Narrative (Optional)

n/a

5.0 Performance Measures

Prior to the initiation of the Flex Program 2005-06, Professional Development processed an average of 135 Independent Flex Contracts & Department Activities Proposals and approximately 1,700 verification forms each academic year.

With the implementation of the Flex Program in Fall 2005, the workload increased to an average of more than 250 Individual & Group Flex Activity Proposals, more than 200 Menu of Activity Proposals and approximately 3,700 verification forms processed in each academic year.

This represents approximately a 245% increase in proposals processed and a 118% increase in the number of verification forms processed with the implementation of the Flex Program. These numbers will not be reduced until Staff Development is able to adopt a completely green-online-paperless system for handling Flex/PDA Day proposals, verifications, and evaluations.

5.1 Effective Class Schedule: Course Offerings, Times, Locations, and Delivery Modes (annual)

n/a

5.2a Enrollment Efficiency

n/a

5.2b Average Class Size

n/a

5.3 Instructional Productivity

n/a

5.4 Curriculum Currency

n/a

5.5 Successful Program Completion

n/a

5.6 Student Success

Not needed this year

5.7 Student Access

Not needed this year

5.8 Curriculum Offered Within Reasonable Time Frame

Not needed this year.

5.9a Curriculum Responsiveness

Not needed this year

5.9b Alignment with High Schools (Tech-Prep ONLY)

Not needed this year

5.10 Alignment with Transfer Institutions (Transfer Majors ONLY)

Not needed this year

5.11a Labor Market Demand (Occupational Programs ONLY)

Not needed this year

5.11b Academic Standards

Not needed this year

6.1 Progress and Accomplishments Since Last Program/Unit Review

| Rank | Location | SP | M | Goal | Objective | Time Frame | Progress to Date |
|------|----------|----|----|---|--|------------|---|
| 0001 | ALL | 00 | 00 | Centralized Professional Development Tracking for all Employee groups | a) Will incorporate flex tracking for faculty b) will track all mandatory trainings c) will track individual professional development plans. | | IT time Staff planning time Staff time to convert data into new system |
| 0002 | ALL | 00 | 04 | Annual On-Line Calendar of Activities | To provide a web-based calendar of training/workshops for staff throughout the year. | Dec. 2014 | IT time. |
| 0003 | ALL | 00 | 00 | Electronic Database of Completed Trainings. | 1. Record all employee trainings. 2. 3. | ? | Need to purchase an "Off-The-Shelf" product. IT cannot develop this due to lack of staff. |

6.2a Program/Unit Conclusions

| Location | Program/Unit Conclusions |
|----------|--|
| Other | <p>We are strongly committed to increasing access to professional development opportunities. We believe there has been quite a bit of innovation and change in 2012-13, including the incorporation of strategic planning in PDA day content. Feedback has suggested that we need to return to an expanded programming content and we believe we have responded to that with the fall 2013 PDA program.</p> <p>PDA days have become much more inclusive and community focused with the combined campus format and closed business hours to allow all to attend.</p> <p>Based on feedback from state level conferences and the chancellor's office, SRJC is viewed as a leader in Professional Development programs, content, and inclusiveness at community colleges.</p> <p>We believe the new reporting structure into HR will result in continued expansion and supports a broad vision for all SRJC employees.</p> |

6.2b PRPP Editor Feedback - Optional

6.3a Annual Unit Plan

| Rank | Location | SP | M | Goal | Objective | Time Frame | Resources Required |
|------|----------|----|----|---|--|------------|---|
| 0001 | ALL | 00 | 00 | Centralized Professional Development Tracking for all Employee groups | a) Will incorporate flex tracking for faculty b) will track all mandatory trainings c) will track individual professional development plans. | | IT time Staff planning time Staff time to convert data into new system |
| 0002 | ALL | 00 | 04 | Annual On-Line Calendar of Activities | To provide a web-based calendar of training/workshops for staff throughout the year. | Dec. 2014 | IT time. |
| 0003 | ALL | 00 | 00 | Electronic Database of Completed Trainings. | 1. Record all employee trainings. 2. 3. | ? | Need to purchase an "Off-The-Shelf" product. IT cannot develop this due to lack of staff. |