

# **CRC Staff Development Strategic Plan Spring 2005 – Spring 2009**

## **Mission and Values**

The Staff Development Committee believes that the best possible educational environment for all students can be achieved when the college invests in the professional skills, academic knowledge, personal health, and cultural proficiency of all of its employees. Thus, provision for continued professional development opportunities for Cosumnes River College employees is essential for Cosumnes River College student success.

## **Operational Principles**

The following principles provide a framework for professional development and serve as criteria for making decisions on professional development activities. In general, those principles foster professional development as the college's efforts to support college values by providing resources to build the ability of staff to meet the goals of the college.

Professional Development is defined as an activity that has as its goals the development of skills, competencies and personal qualities that will provide the potential for better performance and satisfaction on the job. To that end, the CRC Staff Development Committee plans, coordinates and provides financial support for a variety of activities that engage faculty, staff and administrators in an active and creative intellectual life.

We group our principles under these headings:

1. Contribution to Student Success:

Professional development activities must have either a direct or an indirect student benefit. These benefits to students should increase their success as measured by agreed-upon learning outcomes at the institutional, program and course levels.

Benefits to students may accrue through:

- improvement of the delivery of the service which a staff member provides
- enhancement of the content for a specific course or program of instruction or student service
- enhancement of cultural proficiency of the staff member
- improvement of leadership skills
- enhancement of knowledge of shared governance
- improvement of technological skills
- enhancement of employees' health and wellness

## 2. Meeting Needs

Professional development activities include those that meet the needs of CRC employees as expressed in needs assessment surveys, workshop evaluation forms, and internal documents such as program reviews, accreditation self-study reports, district and college strategic plans, shared governance committee activities, and academic and classified senate or management initiatives. Moreover, the Staff Development Committee should be proactive in identifying college needs and encouraging employees to explore ideas and competencies that facilitate continuous improvement at the organizational and individual levels.

## 3. Allocation of Resources

Since resources are always limited, we believe that professional development activities should be designed to provide the greatest effect on the college, its programs and its students. Consequently, college resources should be allocated to activities that have broad institutional impact. At the same time, we recognize (a) the value of the individual's rejuvenation through individual professional development activities, such as attendance at professional conferences; (b) that professional development may involve activities which are beyond staff's ordinary or current job descriptions but are likely to be integrated into their present or future contribution to the college and (c) the importance of professional development for all college employees, which requires that resources be fairly allocated among disciplines, employee categories and types of activities.

#### 4. Accountability

We evaluate what we do and learn from our evaluations. We recognize the importance of ensuring appropriate accountability for those who engage in professional development activities. We abide by state, district and college policies and regulations as well as by the requirements of funding sources. Our policies and operations are open.

### **Responsibilities**

The responsibility for professional development at CRC lies with many constituencies (see attached organizational diagram). Ultimately, in an effective organization, the responsibility for professional development lies with each employee. The College President and Staff Development Committee must nurture a climate where continued personal and professional growth is valued and pursued by every employee. As well, the Staff Development Committee is responsible for ensuring that adequate opportunities for staff development exist. At present, the responsibilities of the Staff Development Committee are:

- ❑ plans and conducts activities for all employees that lead to enhanced student success
- ❑ provides a forum for explorative and open discussion of new and innovative procedures and strategies
- ❑ advises and assists in planning, evaluating and improving the Center for Advancement of Staff & Student Learning (CASSL)
- ❑ supports technology innovation and training
- ❑ develops a process to distribute information to staff on workshops, seminars and available resources related to staff and instructional improvement
- ❑ provides programs for community awareness
- ❑ allocates funds for individual and group proposals and tuition reimbursement
- ❑ plans, develops and continues to implement the Employee Recognition Program
- ❑ develops a comprehensive staff development plan
- ❑ fulfills committee obligations to college strategic planning

### **Staff Development Goals and Strategies**

The goals of the Staff Development Committee are aligned with the goals of the District and College, namely, student success, access, teaching and learning effectiveness, organizational effectiveness, and community and economic development, as well as with the goals of external funding agencies. Most directly, the Staff Development Committee supports these goals through the development of skills, knowledge and attitudes in these areas:

- **Teaching and Learning Competence** – by building a training program in the development, implementation, and assessment of culturally proficient student learning outcomes
- **Cultural Proficiency** – by developing a training program and providing opportunities for CRC employees to have cultural experiences that contribute to and broaden the cultural proficiency of the CRC community
- **Technological Competence** – by developing a technologically competent organization
- **Health and Wellness**- by encouraging and promoting healthy life choices among all faculty and staff
- **Organizational Competence** – by creating an environment that provides objective and effective training and learning opportunities to ensure and promote organizational competence
- **Community Awareness** - by fostering awareness of community programs and cultural groups to the CRC staff and promoting awareness of CRC activities, groups and the general college community to the outside community

This matrix outlines how our staff development outcomes align with and support district and college goals:

		District/College Goals				
		Student Success	Access	Teaching & Learning Effectiveness	Community and Economic Development	Organizational Effectiveness
Employee Competencies	Teaching & learning competence	✓	✓	✓		✓
	Cultural proficiency	✓	✓	✓	✓	✓
	Technological competence	✓	✓	✓		✓
	Health and wellness			✓		✓
	Organizational competence; Communication & Morale	✓	✓	✓	✓	✓
	Community awareness		✓		✓	✓

### Objectives, Activities and Performance Outcomes

Professional development objectives, activities and performance outcomes identified in this plan reflect college planning directions as known at the time of adoption of the plan by the Staff Development Committee in November 2004. As college plans are updated, new professional development needs may be identified and existing needs may change. Staff Development Committee will review the plan on a regular basis and update it as needed. The document is living and flexible.

## **Employee Competency: Teaching and Learning Competence**

<i>Objectives</i>	<i>Activities and Performance Outcomes</i>	<i>Critical Connections</i>	<i>Timeline</i>
1. Train faculty and staff to create and evaluate culturally proficient student learning outcomes at the course, program and institutional levels. ( <i>Accreditation Self-Study; Strategic Plan; Ed Initiative</i> )			
	1.1. Provide training in the implementation of student learning outcomes at the course, program, and institutional levels to 100% of the full-time faculty and 50% of the adjunct faculty through ongoing workshops and/or flex presentations.	Academic Senate; Curriculum and College Planning Committees; CASSL	<i>Plan</i> Fall and Spring 2004-2005; <i>Implement</i> Fall 2005; <i>Ongoing</i>
2. Train faculty and staff to interpret, implement, and evaluate classroom-based research effectively as part of student learning assessment. ( <i>Accreditation Self-Study; Strategic Plan; Ed Initiative</i> )			
	2.1. Provide faculty with a minimum of two trainings per semester in classroom based research strategies.	Faculty researcher	<i>Implement</i> Fall 2005; <i>Ongoing</i>
3. Provide faculty and staff with discipline-specific/job specific professional growth opportunities ( <i>Accreditation Self-Study; Strategic Plan; Ed Initiative</i> )			
	3.1. Offer a minimum of one training per semester in the best practices of alternative delivery methods to meet the diverse learning styles of students through selected flex activities.	Curriculum, CC&E, and IT Committees	<i>Implement</i> Spring 2006; <i>Ongoing</i>
	3.2. Provide a minimum of 30 faculty and staff with discipline-specific/job specific professional growth opportunities.	Proposal Review Subcommittee	<i>Ongoing</i>

4. Create an environment that encourages the development of teaching innovations. ( <i>Strategic Plan; Accreditation Self-Study; Ed Initiative; Equity Plan; Cultural Competence &amp; Equity Plan; Distance Education Master Plan</i> )			
	4.1. Host informal discussions in support of teaching innovations and effective practices.	CASSL	<i>Plan, Spring 2005; Implement Fall 2005; Ongoing</i>
	4.2. Recommend materials for a lending library in support of teaching innovations and effective practices.	Library Faculty; CASSL	<i>Ongoing</i>
	4.3. Provide at least two opportunities per semester to encourage the sharing of ideas between disciplines, across the district, and across departments. (Information flow between and among departments, especially between instruction and student services will be enhanced.)	CASSL; Dept. Chairs & Area Deans; CC&E Committee; Student Success Committee	<i>Plan Fall 2005; Implement Spring 2006; Ongoing</i>
	4.4. Assist the CASSL in producing a “best practices” manual (hard/electronic formats).	CASSL	<i>Publish Manual and put on Website, Fall 2006</i>
	4.5. Focus at least one Staff Development Committee newsletter article per semester on teaching innovations.	CASSL	<i>Implement Spring 2006; Ongoing</i>
5. Increase awareness of institutional and individual responsibilities for student success. ( <i>Strategic Plan; Accreditation Self-Study; Ed Initiative; Cultural Competence &amp; Equity Plan</i> )			
	5.1. Include at least one training during flex each year focused on enhancing awareness about institutional and individual responsibilities and roles for student success.	CC&E Committee; Student Success Committee	<i>Plan Spring 2006; Implement Fall 2006; Ongoing</i>
	5.2. Provide a minimum of two trainings each semester, including training during flex, on course, program, and institutional assessment strategies that are effective practices and are sensitive to matters of equity.	CC&E Committee; CASSL	<i>Plan Fall 2005; Implement Spring 2006; Ongoing</i>

## **Employee Competency: Cultural Proficiency**

<i>Objectives</i>	<i>Activities and Performance Outcomes</i>	<i>Critical Connections</i>	<i>Timeline</i>
6. Train employees to identify their own biases and use respectful cultural communication practices. ( <i>Equity Plan; Cultural Competency &amp; Equity Plan; Ed Initiative; Strategic Plan</i> )			
	6.1. Train 20% of CRC employees each academic year on culturally sensitive communication practices.	Academic Senate, Classified Senate; CC&E Committee	<i>Plan</i> Fall 2005; <i>Implement</i> Spring 2006; <i>Ongoing</i>
	6.2. Provide workshops to faculty and staff in the last half of each semester (before finals) on culturally proficient learning and teaching modalities.	Academic Senate; CC&E Committee	<i>Plan</i> Fall 2005; <i>Implement</i> Spring 2006; <i>Ongoing</i>
	6.3. Identify, define and examine the needs of special student populations to include but not be limited to first generation, re-entry, DSPS, parent, and other special populations. Collect and disseminate this reference information to all staff (hard/electronic format).	District and CRC Research Offices, CASSL, Academic Senate	<i>Assemble information,</i> Spring 2006; <i>Distribute,</i> Fall 2006
	6.4. Create a handbook of information about culturally proficient teaching methods and techniques that can be used to improve delivery of instruction and incorporates information in 6.1 and 6.2, above.	Academic Senate, CC&E; CASSL	Fall 2006
	6.5. Provide a minimum of two trainings, one during flex and one during the semester, on what students need to know, where campus services are, how to register, what are important dates, etc.	Academic Senate, All Departments, Student Success Committee, CASSL	Fall 2006 Ongoing
7. Provide equity training. ( <i>Equity Plan; Cultural Competence &amp; Equity Plan</i> )			
	7.1. Provide at least two equity trainings each semester (one of which could be online or using Blackboard) and target 50% of staff in each division to be trained in a two-year window of opportunity.	Equity Officer	<i>Ongoing</i>

### **Employee Competency: Technological Competence**

<i>Objectives</i>	<i>Activities and Performance Outcomes</i>	<i>Critical Connections</i>	<i>Timeline</i>
8. Promote and provide regular and consistent training on the effective use of technology. ( <i>Strategic Plan; Distance Education Master Plan</i> )			
	8.1. Provide at least two flex workshops each year to enable employees to be proficient in using office software, to include but not be limited to: <ul style="list-style-type: none"> <li>▪ Outlook (sending and receiving emails, organizing messages in personal folders, setting up appointments and meetings with the calendar)</li> <li>▪ Internet (finding resources online, accessing college documents and forms on the Infostream).</li> <li>▪ word processing software, Excel, Micrograde, MS Publisher</li> <li>▪ online rosters and grades, multimedia classroom cabinet skills</li> <li>▪ course management system</li> </ul>	Distance Ed Coordinator; IT Committee; CASSL	<i>Implement Fall 2005; Ongoing</i>
9. Provide training in the best practices for alternative methods of delivering instruction. ( <i>Strategic Plan; Distance Education Master Plan</i> )			
	9.1. In increments of 15% annually, provide faculty with training on Blackboard, multimedia stations, and PowerPoint.	Distance Ed. Coordinator, IT Committee; CASSL	<i>Implement Spring 2005; Ongoing</i>

### **Employee Competency: Health and Wellness**

<i>Objectives</i>	<i>Activities and Performance Outcomes</i>	<i>Critical Connections</i>	<i>Timeline</i>
10. Provide training to encourage the development of healthy work habits and lifestyles. ( <i>Strategic Plan</i> )			
	10.1 In conjunction with appropriate staff, provide required OSHA and personal safety training on an annual basis.	Police Services; Fiscal Services	<i>Ongoing</i>
	10.2. In conjunction with appropriate staff, provide workshops on healthy lifestyles, physical education and friendly physical activity competitions during flex days.	College Nurses, Nutrition faculty; PE & Athletics.	<i>Ongoing</i>
	10.3. In conjunction with appropriate staff, provide information on nutrition, exercise, and organizational skills that can promote a healthy life style and healthy work habits.	Nurses, Nutrition faculty; PE & Athletics	<i>Ongoing</i>

**Employee Competencies: Organizational Competence, Communication & Morale**

<i>Objectives</i>	<i>Activities and Performance Outcomes</i>	<i>Critical Connections</i>	<i>Timeline</i>
11. Provide a thorough orientation and mentoring program to all faculty and staff. ( <i>Accreditation Self-Study; Educational Initiative; Equity Plan; Cultural Competence &amp; Equity Plan</i> )			
	11.1. Evaluate previous orientation programs; provide structured orientation and mentoring for all faculty and staff to include diversity and equity training; offer intensive orientation programs and opportunities to meet for new faculty, classified staff, and new administrators; prepare packets for new staff, faculty and managers to include mentor training opportunities, online support, department and general college information.	CASSL; Research Office, Academic & Classified Senates, Administration	<i>Planning Spring 2005; Begin Implementation Fall 2005; Ongoing</i>
	11.2. Strengthen cultural proficiency component of the orientation and mentoring program for all staff.	CC&E Committee; Academic & Classified Senates; Administration	<i>Planning Spring 2005; Begin Implementation Fall 2005; Ongoing</i>
12. Encourage the personal and professional advancement of all staff and faculty. ( <i>Accreditation Self-Study; Strategic Plan</i> )			
	12.1. Advertise (via e-mail, newsletter, and the Infostream) professional development opportunities and funding resources available to all staff.	CASSL	<i>Ongoing</i>
	12.2. Develop internships for future teachers/counselors/managers – create development opportunities for CRC staff whose individual career development goals are to advance within CRC.	Academic Senate, Classified Senate. District Human Resources Office	<i>Fall 2006</i>
	12.3. Provide a minimum of one workshop per year on career advancement opportunities and on developing individual career plans to all staff.	District Human Resources Office	<i>Ongoing</i>
	12.4. Support and encourage participation in Intra-district professional development activities such as IBA training, Classified Leadership training, participation in the Study Abroad Program, etc. by improving marketing to increase the effectiveness of all professional development dollars.	District Human Resources Office; IBA Steering Committee	<i>Ongoing</i>

13. Provide opportunities for staff to make personal and professional connections. ( <i>Cultural Competence &amp; Equity Plan; Equity Plan</i> )			
	13.1. Provide a minimum of one opportunity during the fall semester to enhance staff morale through workshops and social gatherings, and alternative methods such as embedded flex days, e-mail, and Blackboard.	Cultural Competence & Equity Committee; Staff Social Planners	<i>Ongoing</i>
	13.2. Recognize faculty and staff success, both personal and professional, at the annual Employee Awards and Recognition Ceremony held in the spring.	Employee Recognition Subcommittee	<i>Ongoing</i>
	13.3. Research the possibility of a “college hour.”	Academic and Classified Senates	Fall 2008
14. Implement staff learning outcomes and assessment for Staff Development.			
	14.1. Implement the Institutional Staff Development Plan that addresses expected levels of support from all areas of the college to ensure alignment with the needs and priorities outlined by campus documents such as unit plans, program reviews, and research documents.	College Planning Committee; CASSL	<i>Plan</i> Spring 2008; <i>Implement</i> Fall 2009; <i>Ongoing</i>
	14.2. Develop and implement evaluation methods that measure the impact of professional development on student learning outcomes as measured by, for example, retention rates, GPA, class size, certificates and degrees awarded.	CASSL, College Planning Committee	<i>Plan</i> Fall 2008; <i>Implement</i> Spring 2009; <i>Ongoing</i>

**Employee Competency: Community Awareness**

<i>Objectives</i>	<i>Activities and Performance Outcomes</i>	<i>Critical Connections</i>	<i>Timeline</i>
15. Provide opportunities for faculty and staff to meet, interact with, and build relationships with community leaders. ( <i>Strategic Plan</i> )			
	15.1. Publish information about upcoming opportunities to attend meetings, workshops, informational sessions and the like, on the college InfoStream.	CASSL	<i>Ongoing</i>

16. Train staff to enable them to create partnerships with business, government, industry, other educational institutions, and the community in general. ( <i>Strategic Plan</i> )			
	16.1. Work with appropriate staff to publish a booklet of resources and contacts with community entities and disseminate to the college community.	PIO; Dean of Careers & Technology	Spring 2006
	16.2. Work with appropriate staff to publish a handbook that details how to go about creating partnerships (types, advantages and limitations, legalities and restrictions).	PIO, Dean of Careers & Technology	Spring 2006
17. Provide training to support strong advisory processes for instructional and student services programs.			
	17.1 Beginning with current advisory groups, survey and collate information about their processes and challenges.	CASSL, current advisory groups and faculty	Fall 2005
	17.2 Disseminate information gained to other groups and interested faculty and programs.	CASSL, current advisory groups and faculty	Fall 2005



