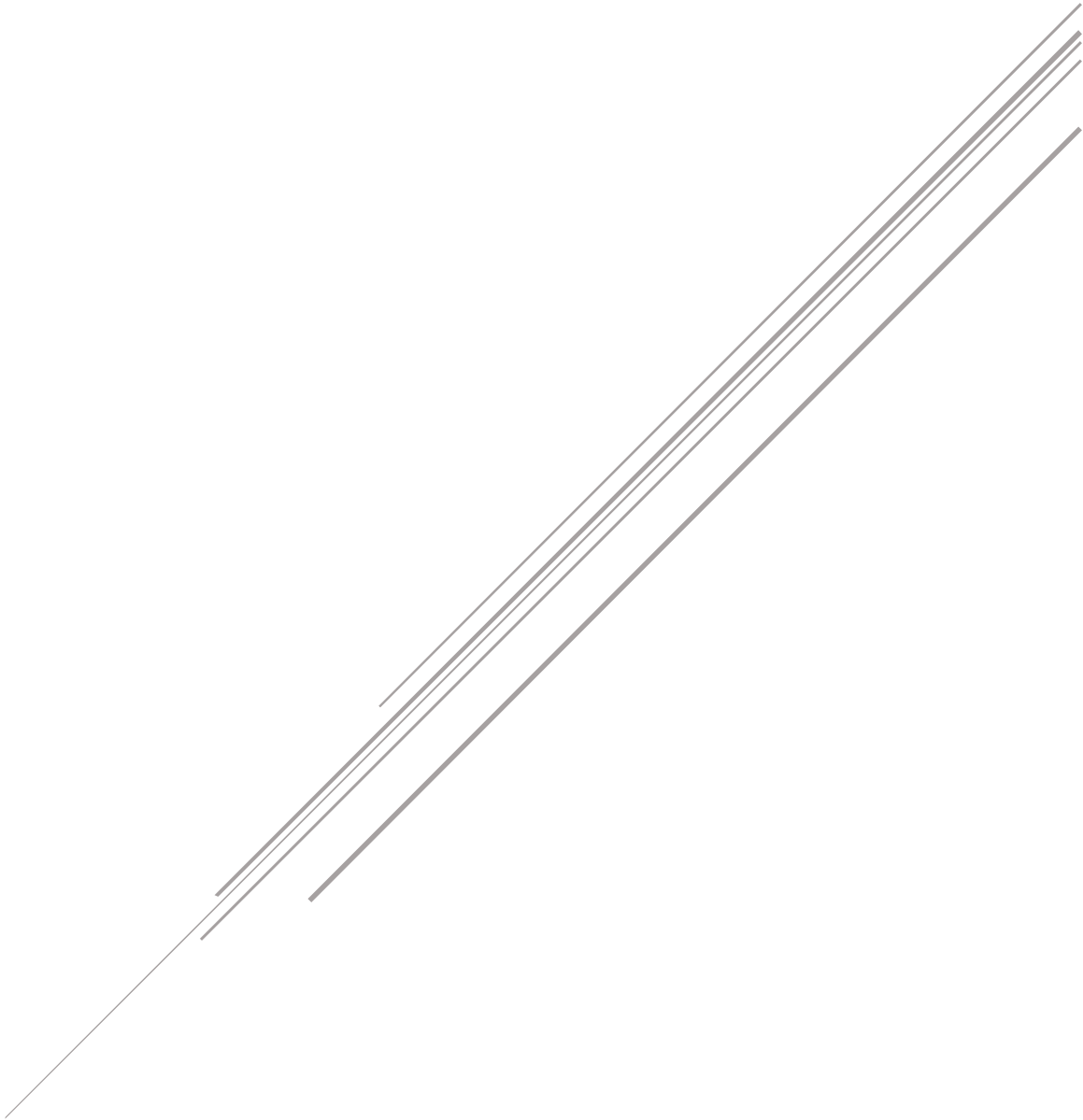


BAKERSFIELD COLLEGE

Professional Development Plan



Bakersfield College
July 1, 2015-June 30, 2018

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Professional Development Committee

Membership

- 3 Co-chairs (Faculty, Classified, Administration)
- 5 Administration Representatives
- 5 Faculty Representatives
- 5 Classified Representatives
- 2 CSEA Representatives

Charge

To provide and support activities and opportunities which will enhance job performance, personal growth, and social interaction among all Bakersfield College employees, thereby developing a sense of campus community.

Scope

Makes recommendations for professional development activities to the College President, and oversees the expenditures created to fund such activities.

Role/Purpose

To provide and support activities that enhance job performance and encourage professional growth and collegiality among all members of the campus learning community.

Budget

The Professional Development budget was created in a way to make it scalable depending on how much money is available for a particular year. All of the categories are assigned a percentage of the total budget so regardless of whether the budget is \$10,000 or \$100,000, the budget scales appropriately. The budget is revisited annually and revised as needed. Below is a table with the current percentages for the budget:

Percentage	Description	Explanation
20%	On-campus Activities	This money will be used for on-campus activities for classified, faculty and managers.
50%	Scholarships	These are small (up to \$500) scholarships awarded to classified, staff or managers to offset costs of professional development training, conferences or events.
10%	Food & Beverages	This money is used to provide food and beverages for Professional Development Committee sponsored events.
10%	Professional Development Academy	This is money to be used for anything related to getting the Professional Development Academy off the ground and into implementation. This can be used to purchase awards and other items recognizing employees for professional development achievements.
10%	Misc.	This can be used to augment another existing category, for books, or for other requests that may come to the committee.

Professional Development Academy

The Professional Development Academy is a new idea and will be developed over the next couple of years. The Academy is an opportunity for employees, regardless of their role in the college, to improve their technical and professional skills. The vision is employees will be able to work their way through various tracks and at the end of the track get a Certificate of Completion for that track. At the end of each academic year the Professional Development Committee will sponsor an awards ceremony to hand out the various certificates and recognize those employees who have completed a track. Completion of various tracks can assist employees who may want to move to higher positions by demonstrating competencies in various areas.

Note: Below is a list of sample tracks for each employee group. These tracks are just samples and a basic starting point for the academy. Over the course of developing the tracks, tracks may be added, removed or changed.

Example Classified Tracks	Example Faculty Tracks	Example Management Tracks
EXCEL Introduction to Excel Intermediate Excel Advanced Excel	TEACHING ONLINE Introduction to Moodle Pedagogy and the Online Student Student Engagement	MANAGEMENT 101 Understanding contracts Developing Your Employees Time Management
OUTLOOK Introduction to Outlook Intermediate Outlook	TECHNOLOGY IN THE CLASSROOM Active Learning with technology Creating a tech supported classroom	

Scholarship Program

Overview

The Scholarship Program is a way for full-time employees to be reimbursed for expenses related to professional development. Typically these will be professional development expenses accrued for seminars, trainings, or online training that directly impacts the mission of the college and the success of our students. As of 2015, the current scholarship award limit is \$500 per person, per academic year. As part of receiving a scholarship, employees agree to give back to the college community by either giving a 20-30 minute presentation to colleagues, creating a hands-on training worksheet, writing a 2-page white paper on what was learned, or other options agreed to ahead of time.

Future expansion of the Scholarship Program

The primary method for expanding the Scholarship Program would be an increase in budget. The more money available, the more scholarships the committee can award.

AB 2558

Understanding the Assembly Bill

California Assembly Bill (AB 2558) was signed into law on September 19, 2014

(https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201320140AB2558). Specifically, this bill eliminated the “Community College Faculty and Staff Development Fund” and instead established the Community College Professional Development Program. This bill establishes a categorical fund directly distributed to the community colleges with an established professional development committee that oversees flex and professional development. The bill would require any funding appropriated for this program to be allocated, in accordance with rules and regulations adopted by the board of governors, to community college districts that provide professional development opportunities for both faculty and staff. The bill would require community college districts receiving this funding to include the employee’s time used participating in the Community College Professional Development Program in the employee’s contractually obligated hours. The bill would also make nonsubstantive changes to these provisions.

Committee Plan

In order to track, understand, and follow any and all requirements of this new legislation, the Bakersfield College Professional Development Committee establishes the following plan:

- A. Actively engage with other colleges to gain insight into their practices and methods for following the law. Such activities can include attendance at regional conferences and/or involvement in state and regional listservs.

B. Attend conferences and meetings which specifically address AB2558. The year's annual 4C/SD or California Community College Council Staff Development conference is specifically addressing the law. LeBaron Woodyard, Dean, Academic Affairs, Chancellor's Office California Community Colleges, will discuss the current status of AB 2558

C. Create a system of better FLEX accountability to meet the state law. Currently, academic deans have been solely responsible for approving of FLEX activities and accounting for all hours. However, the law requires the faculty chair or co-chair for FLEX activities officially sign and submit paperwork affirming these hours have been accounted for and submitted to the chancellor's office.

Professional Development Sessions

Professional Development Week

Bakersfield College offers a biannual professional development week prior to the fall and spring semesters. A diverse array of professional development sessions are offered over the course of the week, including general sessions relevant to all campus employees, and more specific sessions specifically-targeted to staff, faculty, or administrators. Employees register for professional development sessions via the campus portal InsideBC. The portal emails the participant with a confirmation email for their session.

On-going professional development opportunities

In addition to professional development week, Bakersfield College also provides professional development opportunities during the semester in the form of brown bag sessions, guest speakers, conferences, and targeted professional development sessions. These sessions are also available via the portal InsideBC.

Conferences

Although the Professional Development Committee does not have direct responsibility for coordinating or financially-supporting conferences on campus, conferences are a large part of the campus professional development strategy. Bakersfield College has committed to hosting two major conferences per year. These conferences are open to higher education institutions from around the state, and are live-streamed, with captioning, over the internet for attendees who cannot travel to Bakersfield to attend in person. All Bakersfield College employees are encouraged to attend these conferences to enhance their understanding of higher education opportunities, challenges, and information relevant to how Bakersfield College, and other colleges and universities, operate on behalf of students and the community. As of this writing, conferences on a wide variety of areas have been offered to the college community, including Equity, SLO's, Technology, and Student Success. All Bakersfield College conferences, past, present, and future, are posted online at <https://www.bakersfieldcollege.edu/conference> .

Assessment

The Professional Development Committee (PDC) focuses on assessment as a guide for understanding the professional development needs of the college employees. Following the FLEX/Professional Development week offered before each semester, a survey of attendees is sent out to gather feedback on the effectiveness of the sessions offered. The results of the survey are brought back to the PDC and are used as a guide for future professional development sessions. Session popularity is also judged by the amount of attendees at each session. After each FLEX/Professional Development week a summary report of the sessions and number of attendees is made available and can be found on the Professional Development Committee web site.

Currently we have made great improvements in gathering level 1 assessment. Level 1 assessment is particularly helpful in measuring participants' attitudes and whether they were pleased or not with the session. Such analysis provides an efficient method of determining the types of activities to continue, to add, to modify or to delete. A key piece of being able to quickly survey the session participants is the ability to capture who attends each session. As participants enter the room of their session, they stop at a laptop and provide their email address and session name/number. When the participant hits the "submit" button, the information is saved into an Excel spreadsheet. This has proven to be a quick and effective way of capturing participants attending each session. Once the session is complete, it is very easy to copy and paste the email addresses to use for follow-up surveys measuring participants' attitudes and whether they were pleased or not with the session. Such analysis provides an efficient method of determining the types of activities to continue, to add, to modify or to delete.

Level two analysis measures perceived learning and will become necessary when implementing the various academies. Level two questions can often include pre and post assessments of the activity. These can be captured online in much the same way we currently capture level one questions. Questions may also be short answer to capture any information that helps participants explain what they learned.

Finally, one option the Professional Development Committee would like to investigate is the use of a specific software package to help track attendance in sessions. The committee is aware of two major companies providing software that would track flex activities and employee participation. There currently is not enough budget to purchase software but the committee is planning to review software and then make a recommendation if money becomes available.

Changes to the Professional Development Plan

The Professional Development Plan was development to be used from July 1, 2015 to June 30, 2018. The Professional Development Committee agreed that at any period during the implementation of the plan (7/1/15 – 6/30/18) the committee can make updates or changes to the plan. Examples of changes might be to address changes in legislation, legal issues, budget percentage changes and other unforeseen needed changes.

The Bakersfield College Professional Development plan was authored by the Professional Development Committee and was approved by the committee May 1, 2015.