

# Professional Development Plan 2022-2023



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# MERCED COLLEGE'S MISSION AND VISION

## Vision

Merced College will provide transformative and empowering educational experiences to meet student and community needs.

## Mission

Growing our community through education and workforce training:

- lifelong learning
- basic skills
- career technical education
- transfer
- degree/certificate programs

Ensuring student success through equitable access, continuous quality improvement, institutional effectiveness, and student achievement.

## Core Values

### **Student Success**

We focus on student access and success.

### **Supportive Environment**

We promote an atmosphere of trust where communication and teamwork cultivate a rich environment for teaching and learning.

### **Proactive**

We utilize agility, innovation, and responsible risk-taking to create our preferred future.

### **Partnering**

We actively engage with the community and community partners to respond to cultural, educational, economic, and technological needs.

### **Diversity**

We embrace diversity and equity as community strengths and celebrate these qualities in our institution.

### **Self-Reflection**

We strive for continuous improvement based on data-driven self-reflection, objective assessment, and dialogue.

## Motto

"Students are our focus and we are known by their success"

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## PROFESSIONAL DEVELOPMENT OVERVIEW

**Staff development activities should be linked to the mission and values of the college, the Educational Master Plan, and/or the Strategic Implementation Plan. The ultimate purpose of staff development is to improve and promote student learning while developing and maintaining an engaged, equipped and knowledgeable faculty and staff.**

### What is Professional Development?

The term “staff development” often refers generally to an institution’s desire to provide generalized training to staff (job-related skills), while “professional development” often refers to the institution’s desire to provide opportunities to enhance the employee’s individual *professional* training and expertise (career-related skills). For the purposes of this plan, the District is exercising a combined approach in examining and supporting both staff and professional development opportunities. Professional development includes a wide variety of specialized training or formal education within the workplace or through outside organizations with the intention to supporting administrators, faculty, and classified professionals in improving their professional knowledge, competence, skill, and effectiveness.

The goal of the professional development program is to provide resources, training and opportunities that support the professional development needs of college employees; create a cohesive and supportive environment that recognizes and celebrates achievement; and improve institutional effectiveness with the ultimate goal of supporting student success.

### Plan Purpose and Parameters

This plan is the work product of the Human Resources Council’s Staff Development Committee and is a living document. The plan the annual survey results for each of the constituency groups. Surveying employees on a calendar or mid-academic year cycle allows the committee time to gauge program effectiveness and to deliver surveys during the regular faculty work year (increasing the number of responses). The plan provides guidance to the Staff Development Committee, ensures transparency to employees at large, and meets the requirements of the Chancellor’s Office Flex Calendar program and Merced College’s Equal Employment Opportunity Plan.

### Flex Program (from [http://www.marin.edu/WORD-PPT/Flex\\_Calendar\\_Guidelines\\_04-07.pdf](http://www.marin.edu/WORD-PPT/Flex_Calendar_Guidelines_04-07.pdf))

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:

- Employee improvement
- Student improvement
- Instructional improvement

## THE PROFESSIONAL DEVELOPMENT PROGRAM MODEL

Any successful model must consider the framework within which professional development occurs. Staff, program, and organization are all impacted – positively or negatively – by the professional development programs it has in place.

*Our Staff:* Need opportunities so they can become more effective in their college role.

*Our Programs:* Can benefit from activities any systems instituted at the college and departmental level with the result being better service to students.

*Our Organization:* Benefits from initiatives and systems while providing for the continuous improvement of our college.

## PROFESSIONAL DEVELOPMENT COMMITTEE

The professional development committee is composed of representatives from faculty, classified professional, and management groups. The District's Chief Human Resources Officer serves as the committee chair and is a permanent member of the committee. Meetings are scheduled quarterly and the notes and agendas are available for public viewing. Below is a list of the professional development committee functions and goals:

Committee Goal:

1. Develop and improve professional development opportunities for each employee group

Committee Scope:

1. Create a holistic, comprehensive and longitudinal staff development plan/path
2. Members communicate from/to the committee to/from constituency groups

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Committee Functions:

1. Facilitate and encourage skill development/training and employee retention
2. Develop processes for the creation and development of staff training and professional development opportunities
3. Identify skills development and cross-training needs and assist in meeting those need
4. Conduct needs assessment surveys to determine training needs and effectiveness
5. Perform regular reviews/evaluations of training activities

## STAFF DEVELOPMENT NEEDS ASSESSMENT SURVEY

Survey methodology: The survey was conducted by the Office of Institutional Effectiveness. Merced College employees were invited via email to participate in the survey on November 1, 2021 with a general link sent to all current permanent and probationary employees as well as adjunct faculty. The survey closed on November 16, 2021.

### Survey Topic Areas

1. Technology
2. Participation
3. Student Support
4. Health & Safety
5. Enrichment
6. Innovation

# FALL 2021 RESULTS

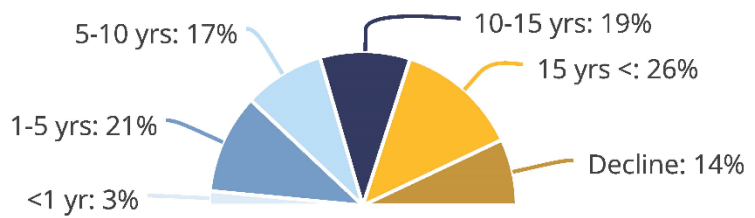


## Overall Participants

A total of **146** employees participated on each question

## Years Employed at the College

(N: 119)



## Common Themes

High interest in engagement, problem solving, & mental health



Across the board interest in how to better serve special student populations



### Division Participation (N: 121)

- 9% Administrative Services
- 55% Instructional
- 8% Student Services
- 6% HR, IA, ITS & President's Office
- 11% Declined to State

### Merced College Association (N: 146)

- 19% Management
- 30% Classified Professional
- 40% FT Faculty
- 17% PT Faculty

## Overall

# Participation

### Participating in current MC Resources

(N: 106)



- 45%** Interested in MC Academies
- 65%** have used Vision Resource Center
- 42%** Interested in LCW Workshops

### Comments

- ongoing refresher trainings
- library workshops were beneficial for improving student experience

### Top 3 Reasons Preventing Participation

(N: 133)

- 70%** Poor Timing/Scheduling
- 56%** Lack of Relevant Offerings
- 43%** Too Busy



### Top 3 Preferred Modality

(N: 139)

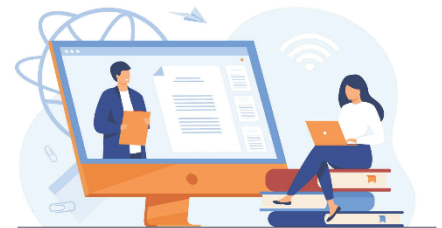
- 72%** In-Person
- 65%** Online, group
- 55%** Online, self-paced



### *What else would you like the MC Staff Development Committee to consider?*

#### Comments:

- great FLEX activities are offered at the same time
- not enough paid FLEX time
- not knowing workshops are available
- activities during the semester when busy supporting students
- need professional development paid in advanced, not reimbursed
- online/recorded workshops would help those who cannot get away from their desks
- off contract employees not able to attend
- share best practices between departments





## Overall

### Student Support

Over **70%** interested in learning more about all 7 topics listed for student support



Supporting students with disabilities was in the top 3 across all classifications

#### Comments

- Better understand process for referring students to academic services
- Job training resources available to students

## Top 3 Selections

### Classified Professional:

- 1 - Community Resources (81%)
- 2 - Support Students with Disabilities (78%)
- 3 - Anti-Violence Support & Resources (75%)



### FT Faculty:

- 1 - Mental Health (89%)
- 2 - Support Students with Disabilities (84%)
- 3 - Academic Support (76%)



### PT Faculty:

- 1 - Academic Support (91%)
- 2 - Community Resources (90%)
- 3 - Support Students with Disabilities (82%)

### Management:

- 1 - Support student with Disabilities, Mental Health, Community Resources (89%, Tied)
- 2 - Food Insecurity Resources (81%)
- 3 - Anti-Violence Support & Resources (88%)



## Overall

### Enrichment

**CONFLICT MANAGEMENT, PROBLEM SOLVING, & ENGAGEMENT**

were top themes in the professional enrichment categories

Classified, faculty and managers were offered different professional enrichment topics, but there some similarities in the top selections across the groups.

#### Comments

- Team building with colleagues

## Top 3 Selections

### Classified Professional:

- 1 - Creative problem solving (90%)
- 2 - Conflict Management Skills (87%)
- 3 - Dealing with Difficult Customers (81%)



### FT Faculty:

- 1 - Working with special student groups (82%)
- 2 - Addressing the achievement gap (81%)
- 3 - Technology in the Classroom (79%, Tie)



### PT Faculty:

- 1 - Maximizing Canvas (91%)
- 2 - Engaging students online (86%)
- 3 - Creative Problem Solving (85%)



### Management:

- 1 - Supervisory Skills (93%)
- 2 - Employee Engagement (92%)
- 3 - Conflict Management (89%)

## Overall

### Health & Safety

# EMERGENCY & PROCEDURES MENTAL HEALTH



were in the top 3 selections for most classifications



*First aid and healthy workplace also common in the top 3 selections*

#### Comments

- COVID safety

## Top 3 Selections

Classified Professional:

- 1 - Emergency Procedures, Dept. (90%)
- 2 - Emergency Procedures, Campus (90%)
- 3 - First Aid (87%)



FT Faculty:

- 1 - Mental Health (81%)
- 2 - Healthy Workplace (77%)
- 3 - Emergency Procedures, Both (70%, Tie)



PT Faculty:

- 1 - Emergency Procedure, Campus (86%)
- 2 - Emergency Procedure, Dept. (80%)
- 3 - First Aid/ Mental Health (76%, Tie)



Management:

- 1 - Mental Health (96%)
- 2 - Healthy Workplace (93%)
- 3 - First Aid/ Workplace Violence (89%, Tie)

## Overall

### Innovation

#1 Selection

# 78%

 Interested in **Open Educational Resource (OER)**

- #1 selection for Faculty (all) & Classified Professional, and #2 for management
- 52% introductory & 26% advanced

## Other Innovative Topics:

- 75% interested in Competency Based Education (CBE), 58% introductory & 17% advanced
- 71% interested in Merced College Online, 38% introductory & 33% advanced (mostly faculty)
- 67% interested in Credit for Prior Learning (CPL), 51% introductory & 16% advanced



#### Comments:

- Repository of innovative efforts on campus
- Follow-up on CMOIT training
- Accessibility/Section 508

## SUMMARY

The surveyed categories revealed the following areas of focus:

**Technology:** Training on the College's e-platforms, Document Accessibility

**Student Support:** Community Resources, Mental Health, Academic Support, and Support for Students with Disabilities

**Enrichment:** (In addition to the themes represented above...) Creative Problem Solving and Supervisory Skills

**Health and Safety:** Emergency Procedures and Mental Health

**Innovation:** OER and CBE

