ORANGE COAST COLLEGE

Strategic Professional Development Plan

2024-27

HR Professional Development Office

Endorsed by: College Council on 11/19/2024

Orange Coast College
Professional Development

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EXECUTIVE SUMMARY

Professional learning and development for Orange Coast College (OCC) employees serve two primary purposes. The first is to provide the resources that enhance employees' knowledge, skills, and attitudes. The second is to offer training that enables employees to serve students more effectively. These opportunities for skill enhancement are supported by funding available through each bargaining contract and college wing . In 2016, OCC committed to funding its first full-time professional development position to lead the College's learning function. By 2023, this role shifted to focus on organizing and facilitating training in diversity, training, equity, and accessibility topics. The purpose of the Strategic Professional Development Plan is to establish college-wide employee learning goals that enhance the expertise across all staff and positively impact college programs and student success. This plan includes a summary of the learning context, findings from the 2023 Needs Assessment Survey, and identification of broad employee learning gaps that could be addressed through targeted learning initiatives.

Guided by the College's mission, vision, and values, the plan was developed in consultation with the Professional Development Advisory Committee, the President's Cabinet, and reviewed and endorsed by Orange Coast College's College Council in the Fall of 2024.

DESCRIPTION OF THE LEARNING ENVIRONMENT

The learning environment is Orange Coast College (OCC). Founded in 1947, with courses beginning in 1948, OCC is located in Costa Mesa, California. Since 2010, the total number of students served by OCC employees has remained above 21,000 (Orange Coast College Atlas, 2018). In 2017, the total student enrollment was reported as 22,292, including 1,275 International students (2018)[1]. The highest proportion of students served are Hispanic/Latinx at 7,576, followed by White/Non-Hispanic at 7,477, and Asian/Pacific Islander at 4,969 (2018)[2]. The majority of OCC students indicate that their educational goal is to transfer to a four-year institution (62.8% in fall 2017; 2018). OCC offers more than 135 academic and career programs, including a nautical program located at the School of Sailing and Seamanship in Newport Beach, California. OCC is a member of the Coast Community College District, is fully accredited by the Western Association of Schools and Colleges and offers fall, winter, spring, and summer classes. OCC's proximity to world famous beaches and local attractions make it ideal for students from within the district boundaries and local cities to pursue college learning, and for international students who seek a destination college, to reach their learning goals.

In Summer 2023, the OCC Office of Instruction reported 292 physical academic spaces, including lecture halls, laboratories, and classrooms. These spaces, when not in use by students, can serve as training rooms for employees. There is greater availability for such use on Fridays year-round and during the winter and summer months. All classrooms are equipped with Wi-Fi, whiteboards, various seating configurations, and audiovisual equipment to support collaborative learning. Additionally, OCC ensures that all employee learning spaces adhere to ADA standards.

3 Orange Coast College Snapshot Feb 2024
https://orangecoastcollege.edu/about/marketing-public-relations/docs/occ-snapshot.pdf

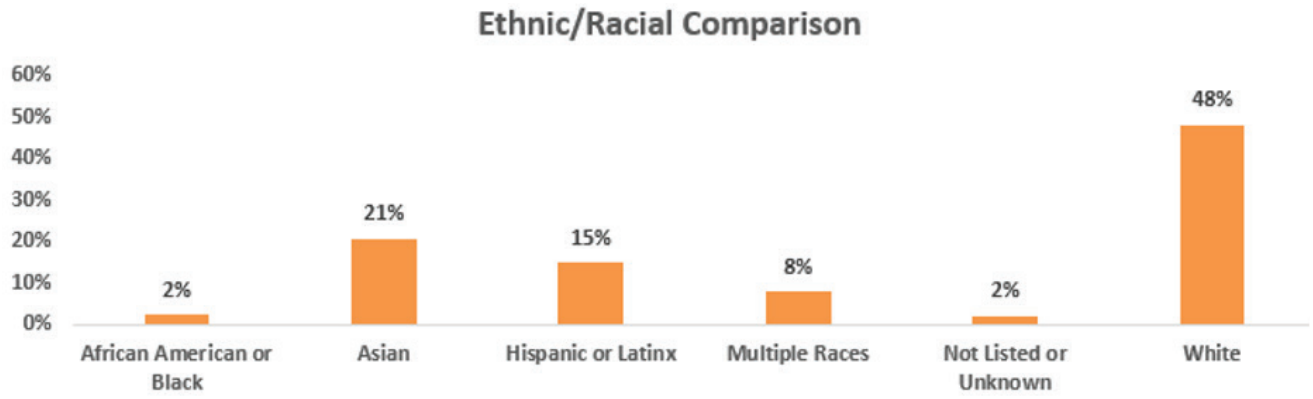
With the addition of the College Center Conference Center, even more spaces are available for employee learning activities, including orientations. Since 2020, OCC has offered employee learning in various modalities, including synchronous virtual learning and on-demand online asynchronous learning. However, online asynchronous learning is generally accessed at the employee's physical workspace, which may not always be conducive to learning, depending on their work scope and responsibilities.

Another evolving factor, starting in fall 2022, is the shift from predominantly remote work due to COVID-19 to a hybrid schedule, with employees working one to two days remotely and the remainder in traditional office spaces. This change adds complexity to providing learning options that meet employees' preferred methods. To address these challenges, a comprehensive needs analysis surveying all employee groups was conducted in Spring 2023 (Appendix F). The findings will inform the planning and implementation of learning activities over the next three years.

EMPLOYEE DEMOGRAPHICS

Serving over 17,000 students, OCC employs 1,616 employees in approximately 325 classifications. The employee classifications include short-term temporary (33%), part-time faculty (31%), classified/confidential (17%), full-time faculty (14%), and administrators/managers (3%) (Argos Dashboard 2024). Table 1 presents the ethnic and racial composition of OCC employees.

TABLE 1. Employee Ethnic/Racial Composition



Approximately 50% of the employee population self-identifies as White, followed by Hispanic/Latinx, and Asian (fall 2023). The gender composition is 45% male and 55% female (2023). Appendix A includes a link to a dashboard with aggregate data displaying the unduplicated number of employees for fall 2023 and their demographic composition. Additionally, Appendix A provides 2023 student demographic information. Table 2 presents the total employee headcount by classification.

TABLE 2. Employee Headcount by Classification

Administrator/Manager	53
Classified/Confidential	280
Full-time Faculty	221
Part-time Faculty	501
Short-Term Employees (includes Student Employees)	533
Total Employees	**1,616**

EMPLOYEE CLASSIFICATIONS

When analyzing employee classifications, two broad learning audiences emerge. The first includes the five employee classifications presented in Table 2. The second consists of diverse subgroups within each classification. These subgroups have unique needs based on factors such as wing, department assignment, education level, professional goals, scope of work, and the student population they serve. For example, a faculty counselor serving the general student population compared to one serving students who are disproportionately impacted represents distinct learner subgroups. Similarly, a classified employee in a front-facing student role versus one primarily serving other employees constitutes different subgroups. The professional development goals will focus on addressing the needs of the broad employee groups as outlined in Table 2.

VISION, MISSION AND GOALS

OCC's professional development offerings, activities, and programs are aligned with the College's goals. The foundation of the Strategic Professional Development Plan is built on the College's vision, mission, and annual strategic goals. Additionally, the plan reflects the following:

- Orange Coast College Master Plan priorities
- California Community College Professional Development Assembly Bill 2558 (Appendix D)
- Vision for Success Classified Community College Funds (Chapter 426, 2018-19 AB 1840, Sec. 38)
- Coast Community College District Goals

VISION STATEMENT.

To be the standard of excellence in transforming lives through education.

MISSION STATEMENT.

Orange Coast College serves the educational needs of a diverse local and global community. The College empowers students to achieve their goals by providing high quality, culturally responsive, and innovative programs and services through pathways leading to degrees, transfers, certificates, foundational skills, workforce development, and lifelong learning. The College promotes student development, learning, and equitable outcomes by fostering a respectful, inclusive, caring, and participatory campus climate of student engagement and academic inquiry.

VALUES.

The OCC values are Community, Learning, Access and Equity, Stewardship, and Student & Employee Engagement.

GOALS.

Community
Foster an inclusive, diverse, race-conscious, and equitable culture through growing partnerships with local and global communities.

Learning
Equitably engage all students in an inclusive, high quality education geared towards maximizing their knowledge and lived experiences and facilitating the completion of their goals.

Access and Equity
Create equitable access through effective and innovative pathways, programs, and services that result in increased student success.

Stewardship
Create, sustain, and improve programs, physical and human resources, infrastructure, and processes that ensure accountability, long-term viability, continuous improvement, equity, and environmental sustainability.

Student & Employee Engagement
Foster a culture of care leading to meaningful connections, collaborative participation, and supportive spaces among people, places, and ideas within the College.

CURRENT STATE: PROFESSIONAL DEVELOPMENT

Each campus in the Coast Community College District sets its professional development priorities based on factors such as financial resources, organizational climate, training needs identified by constituents, and mandates from state or federal law. OCC's administration prioritizes ongoing investment in employees' development by emphasizing continuous learning and continuing education for all constituent groups. Table 3 presents the professional development roles of OCC and the district.

TABLE 3. Campus & District Role in Professional Development

Orange Coast College	Coast District
+ Authors the professional development plan + Consults with employees via shared governance process + Oversees alignment of accreditation standard 3.1 and 3.2 and PD Plan in collaboration with the President's Office + Manages the professional development office for the college + Funds campus-wide employee learning + Conducts a needs assessment + Provides comprehensive new employee orientation and other learning academies	+ Delegates PD programming responsibility to each campus + Responsible for mandated training + Provides new hires with benefits and payroll information + Negotiates union agreements professional development funding and/or resources for each constituent group

PROFESSIONAL DEVELOPMENT ACTIVITY AT OCC

Professional learning for OCC employees, whether formal or informal, occurs throughout the day and across the campus. For example, an employee might develop their skills in Canvas or MS Excel using an on-demand learning tool, consulting with a colleague, or watching YouTube videos. Some employees attend off-site conferences or workshops funded by union or wing professional development resources. Others use committee funds to develop and lead learning for a specific subgroup of employees, while some participate in courses offered on Flex Day or at the District Office. Documenting all the learning modalities and types of learning that OCC employees engage in is impractical. Instead, Table 4 provides a summary of the institutionalized professional development programs and offerings, role descriptions, and, when possible, funding sources.

TABLE 4. Institutionalized Professional Development Programs at OCC

Professional Development Activity or Program	Role or Mission	Funding Notes	Leadership
HR Professional Development Office (PD Office)	+ Conceptualizes and authors the Strategic professional development plan + Develops the professional development strategy for OCC based on needs assessment + Provides employee learning and organizational development consultation to president's cabinet + Advises on campus-wide professional development activities + Initiates the campus-wide needs assessment[2] + Ensures college goals are aligned with professional development plan in consultation with shared governance committees and President's Cabinet + Administers Cornerstone Learning Management System + Chairs the professional development advisory committee + Provides consultation to professional development task force(s) + Manages institutionalized professional learning offerings (e.g., campus-wide change initiatives, academies, leadership development, learning management system) + Directs and oversees institutionalized employee recognition events such as employee of the year, employee excellence awards, classified professionals' appreciation week. + Audits the conference authorization forms for Board office and resource to employees for conference travel process	$46,000 allocated for 2024-2025 FY	HR Training & Development Specialist HR Director HR Administrative Assistant II Consults with President's Cabinet Reports to OCC President

4 Professional Development Needs assessment is conducted on a 2-year cycle. The assessment is managed in collaboration with the Office of Institutional Effectiveness and in consultation with all employee groups. The needs assessment cycle is integrated in the college planning process within the Professional Development Advisory Committee (PDAC) annual agenda guidelines.

Professional Development Advisory Committee (PDAC)	+ A shared governance group + Provides consultation to the strategic professional development plan + Makes recommendations for campus wide learning needs + Annual agenda guidelines include the campus employee needs assessment on a 2-year cycle + The mission is to prioritize, communicate, and provide resources for inclusive and equitable learning opportunities; encourage the importance of life-long learning; and recognize the value of individuals leading college wide success.	PDAC provides recommendation for use of $46,000 listed above based on needs assessment finding	Chaired by the HR Director or Designee Co-Chair recommended by PDAC Reports to the College Council
Classified Learning Task Force (CLTF)	See Table 8 for CLTF recommendations.	$60,570 one-time state grant funds allocated in 2019. Funds roll from year-to-year until depleted.	PDAC with guidance from District HR Vice Chancellor and CFCE
Flex Calendar (Flex) - See appendix C for state reporting guidelines	Conceptualizes and offers professional development activities for flex calendar day. Flex calendar day is aimed at faculty professional development. The activities for flex is led by a faculty coordinator.	$20,000 annual allocations per Coast Federation of Educators (CFE) bargaining agreement	Reports to Academic Senate with guidance from Vice President of Instruction
Communities of Practice for Part Time Faculty	Builds a positive culture at OCC by creating a community of part-time faculty that dialogues about effective teaching, campus resources, and OCC's culture. The goals for Communities of Practice for Part-Time Faculty series are to assist part-time faculty with developing: + A sense of the OCC community + Effective teaching + Knowledge of campus resources The overarching goal is to help build a positive culture here at OCC for all.	$4,500 per fiscal year from $46,000 listed above.	Part-time Faculty Steering Crew with funding support from PDAC Crew is made up of part time and full time faculty, classified staff and administration

Departmental Wing (Wing)	To fund professional development requests identified in the annual resource request (ARR) process not being funded by a bargaining group	$25,000 per wing Each Wing manages funding and allocates based on ARR process	Vice President or President
Classified Professional Development (CPD)	Reviews and determines eligibility per Coast Federation of Classified Employees (CFCE) contract for the following professional development activities: + Tuition, books and fees reimbursement + Salary differential + Release time + Vocational/Technical education + Professional Conference/Workshop	District wide employees	CFCP agreement
Instructional Innovation Center (IIC)	The IIC provides online, hybrid, and web-enhanced course support and technical support and resources to Canvas users.	Not applicable. Program employees are funded by college general funds to support Canvas users.	Dean of Library See MOU 19-24 for details.
Professional Development Institute (PDI)	PDI provides full-time faculty professional development by offering salary advancement credit, or overload credit for professional development activities; and assists 7.5+ faculty in conference, class, or official, professional funding only.	$100,000 annually (approximate) based on CFE Contract section 21.1b; 21.2b; 21.3b	Faculty Chair(s) assigned per CFE agreement
Coast Community College Association (Coast CCA) Professional Development	Coast CCA makes funds available for part-time faculty teaching 7.4 LHE or less to attend two professional development events per year.	$30,000 Annually, up to $2,800 per person	Faculty Chair(s) assigned per Coast CCA agreement

TABLE 5. Professional Development by Program Type & Classification Impact

PD Program or Offering	Employee Classification Impacted			
	Admin/Mgrs	*Classified*	*Faculty*	*Short-term*
PD Office [F, P, S]	X	X	X	X
PDAC [F, P]	X	X	X	X
CLTF [P]		X		
Flex [P]	X	X	X	X
Communities of Practce [P]			X	
Wing [F]	X	X	X	X
CDMA [F]	X			
CPD [F]		X		
Coast CCA [F]			X	
IIC [S]	X	X	X	X
PDI [F]			X	

F = Funding Resource • P = Program Planning • S = Services offered to employees

ANNUAL ACTIVITY REPORT

The HR Professional Development office prepares an annual report that details campus-wide, institutionalized professional development activities. This information is captured via a learning management system (i.e., Cornerstone) and reported annually to the College Council. In the 2022-2023 fiscal year, 1,095 employees enrolled in 169 professional development activities, both in person and live online. Additionally, 332 employees were recognized in five unique recognition events. Preliminary records for the 2023-2024 fiscal year show that 1,057 employees enrolled in 157 professional development activities. All employee groups participated in these learning opportunities. For more details, see Appendix B for the 2023-2024 Professional Development Annual Report.

2022-23 NEEDS ASSESSMENT ANALYSIS

A comprehensive campus Professional Development Needs Analysis is conducted every two years in partnership with the Office of Institutional Effectiveness and in consultation with shared governance. The findings from the spring 2023 assessment can be found in Appendix F. This data is reviewed regularly to inform learning activities, scheduling needs, and to identify trends in perceived employee learning gaps.

In addition to the needs assessment findings, all learning activities coordinated by the HR Professional Development office are evaluated through workshop surveys. These evaluations are used to make improvements to future offerings.

NEEDS ASSESSMENT EXECUTIVE SUMMARY[5]

A total of 105 surveys were received from OCC employees across four employee groups (faculty, classified professionals, administrators/managers, and short-term temporary employees), representing a 8% response rate. The following is an executive summary from the 2023 spring Needs Assessment results:

Professional Development (PD) Activities Interest and Attendance	▸ 70.4% of respondents reported being interested in professional development opportunities. ▸ 71.1% of respondents have devoted time to their professional development in the past 2 years. ▸ 74.6% of respondents believe the purpose of professional development is to enhance skills and performance. ▸ 9.1% believe the purpose of PD is to advance their career path. ▸ 31.3% of respondents want to spend time on professional development to advance their career path.
Workforce Support for PD	▸ 69.4% of all respondents reported being supported to pursue professional development.
Ability to Attend PD	▸ 57.2% of respondents reported being able to attend PD activities of interest most or some of the time in the past 2 years.
Professional Development Participation Obstacles	▸ Respondents reported workload, communication about opportunities, and interesting topics to be their biggest obstacles to attending PD activities.

5 The PDAC Needs Assessment Survey is produced by the Office of Institutional Effectiveness.

Scheduling Preferences	▸ Respondents indicated Fridays and afternoon sessions would be the most convenient day and time. The most convenient months to hold professional development activities were January, June, and July.
Preferred PD Topics	▸ Different employee groups expressed varying levels of interest in various subtopics with the different domains of professional development. The various professional development domains include: **a.** Campus Processes **b.** Organizational Skills/Information **c.** Inter & Intra Personal Skills **d.** Technology Skills **e.** Improving the Student Experience **f.** Major Campus Initiatives **g.** Other topics

2024-2027 PROFESSIONAL DEVELOPMENT CAMPUS-WIDE GOALS

The campus-wide goals include both tactical and broad strategies designed to enhance employees' knowledge, skills, and attitudes to better support student success. These goals align with Accreditation Standard 3.1 and 3.2, as well as state, district, and college priorities. They are aimed at addressing the needs of the primary learning audience—each constituent group. The goals were developed based on feedback from the 2023 Needs Assessment and recommendations from the Professional Development Advisory Committee (Appendix F). Table 6 presents these goals, with the first column outlining objectives for fiscal years 2024-25 through 2026-27.

TABLE 6. Campus-wide Learning Goals by Fiscal Year (FY)

FY 2024-25 PD Goals	FY 2025-26 PD Goals	FY 2026-27 PD Goals
Revise the Strategic Professional Development Plan and receive endorsement from the President's Cabinet and College Council.	In consultation with the professional development advisory committee develop tactical activities for 2025-26 that include specific learning outcomes and goals that support college initiatives that support all employee groups specifically around Diversity, Equity, Inclusion, and Accessibility.	Analyze Needs Assessment Results

In consultation with the professional development advisory committee develop tactical activities for 2024-25 that include specific learning outcomes and goals that support college initiatives that support all employee groups specifically around Diversity, Equity, Inclusion, and Accessibility.	Continue Technology training campaigns	In consultation with the professional development advisory committee develop tactical activities for 2026-27 that include specific learning outcomes and goals that support college initiatives that support all employee groups specifically around Diversity, Equity, Inclusion, and Accessibility.
Provide advice to departments/ functional groups implementing campus-wide training not owned by HR (Communities of Practice, Safe Zone, Green Dot, departmental training)	Conceptualize, create and launch a management toolkit to enhance on-the-job success for new hires.	Continue Technology training campaigns
Deploy at least 2 activities in goals list from CLTF (AB 1840), specifically leadership development and promoting inclusive workplaces.	Create a Professional Development newsletter.	Ensure goals and activities are in alignment with Vision for Success and Accreditation standards.
Ensure goals and activities are in alignment with Vision for Success and Accreditation standards.	Ensure goals and activities are in alignment with Vision for Success and Accreditation standards.	Produce an annual PD activity report
Integrate intentional DEIA learning opportunities within institutionalized programs (new employee orientation, Tenure Track Faculty Academy-TTFA, Classified Leadership Academy - CLA)	Launch Needs Assessment	

Convert new employee orientation to a blended learning format.	Provide curated resources aimed to support employees with direct reports related to organizational goals, campus campaigns or changes of structure.	
Continue Technology training campaigns.	Produce an annual PD activity report	
Produce an annual PD activity report.		

CLASSIFIED PROFESSIONAL DEVELOPMENT AND CALIFORNIA ASSEMBLY BILL 1840

The Classified Learning Task Force (CLTF) was established in fall 2019 in response to AB 1840, sponsored by the California Community College Chancellor's Office. The task force was responsible for recommending how to use Classified Professional Development funds allocated to support Vision for Success (now Vision 2030) goals. The allocation, based on a formula using the full-time equivalent headcount from 2017-18, provided OCC with approximately $60,570. These funds are carried over to subsequent fiscal years until depleted. The funds will be depleted in fiscal year 24-25.

The CLTF has several key responsibilities:

1. Reporting activities and findings to the Professional Development Advisory Committee.
2. Ensuring that recommendations for use of funds support the Vision for Success.
3. Providing input on Classified learning needs aligned with Vision for Success.
4. Reviewing needs assessment findings and suggesting tactical training ideas based on data and feedback from Classified staff.

Table 7 lists the CLTF members by name and campus wing.

TABLE 7. Classified Learning Task Force Membership

Member Name	Campus Wing Representing
Karen Bowen	Administrative Services
Niharika Brahmbhatt	Administrative Services
Ricky Goetz	Instruction
Kristen Hickman	Instruction
Rene Kinn	President's
Claudia Montoya-Andrews, Chair	President's
Julie Nguyen	Student Services
Thu Nguyen	Student Services
Michelle Ozuna, Administrative Support to Task Force	President's
Liz Parker	President's
Davis Vo, Co-Chair	President's

CLTF PROFESSIONAL DEVELOPMENT RECOMMENDATIONS

Table 8 presents the tactical professional development activities identified by the Classified Learning Task Force. The task force submitted its recommendations to the Professional Development Advisory Committee on March 11, 2020, and to the College Council on May 19, 2020. Additionally, the recommendations were endorsed by the Vice Chancellor of Human Resources on May 4, 2020. These tactical goals are based on campus-wide needs, administrative leadership feedback, and shared governance discussions.

The goals outlined in Table 8 start with a broad overview of the intended outcomes for the tactical activities. These activities are organized by fiscal year, beginning with the current year and extending through fiscal year 2021-22. Each goal supports the overarching strategy of developing a learning program focused on competencies that align with the Vision for Success. The learning interventions will be guided by college goals and findings from needs analyses. For example, potential learning outcomes include leadership skills, interpersonal skills, technology training, and improving the student experience. The recurring themes identified in the needs analysis and the CLTF's training recommendations will form the basis of the learning program for Classified Professionals.

In response to the CLTF recommendations, the Classified Leadership Academy was established in Fall 2020 to enhance the skills and knowledge of Classified Professionals at Orange Coast College. This cohort-based Academy fosters employee connection and participation across all campus wings. Participants engage in Unconscious Bias training and the "5 Choices of Extraordinary Productivity" within a 16-week program.

Since Fall 2020, three cohorts have been conducted, with a total of 49 participants to date. Table 8 outlines these goals starting with fiscal year 2019-20 and continuing through fiscal year 2021-22.

TABLE 8. Classified Employees' Learning Goals, Funded by AB 1840

CLTF Broad Vision of PD to Support Vision for Success:

Develop a Classified Professional Learning program aimed at competencies and needs assessment findings that support the Vision for Success. Examples of learning outcomes for the learning program could be leadership, inter/intra-personal relations, technology, and improving the student experience.

TACTICAL ACTIVITIES

FY 2019-20 PD Goals	FY 2020-21 PD Goals	FY 2021-22 PD Goals
Identify the learning outcomes of the Classified learning program/ academy.	Pilot classified learning program/ academy summer 2020.	Ensure learning activities and offerings are reviewed for alignment with Vision for Success.
Identify the framework, scope and sequence, cost, time, and ROI projections.Offer workshops (on an established and continuous interval) related to moving up in the career ladder that are specific to internal hiring or promotional processes.	Develop a calendar of annual PD activities beyond the Classified Learning Program/Academy (e.g., leadership development, crucial accountability training, Microsoft Excel, cultural/diversity/equity competency, Ally Training, and promoting inclusive workplaces)	Present annual activities and outcomes to campus via Professional Development Advisory Committee.
Offer workshops (on an established and continuous interval) related to moving up in the career ladder that are specific to internal hiring or promotional processes.Ensure learning activities and offerings are reviewed for alignment with Vision for Success.	Investigate and conceptualize ways to socialize learning to ensure that employees who are learning new skills can broadcast their experience and/or new knowledge to other employees.	
Conceptualize an improved process and communication for PD funding or training opportunities at Orange Coast College.	Ensure learning activities and offerings are reviewed for alignment with Vision for Success.	
Ensure learning activities and offerings are reviewed for alignment with Vision for Success.	Present annual activities to campus and outcomes via Professional Development Advisory Committee.	
Present annual activities to campus and outcomes via Professional Development Advisory Committee.		

ACCESS TO PROFESSIONAL DEVELOPMENT

The needs analysis data highlights employee perceptions and attitudes toward professional development, including access to opportunities, organizational support, and preferences. Over a third of OCC employees reported feeling supported in pursuing professional development. In the past two years, more than fifty percent of employees have been able to attend the professional development activities they were interested in. Employees expressed a variety of preferred days and times for these activities. To address this, professional development will continue to be offered at multiple times throughout the day to accommodate diverse schedules and departmental needs. Additionally, efforts will persist to leverage technology—such as recorded workshops, webinars, and online resources—to enhance access to professional development offerings and activities.

PRIORITIZATION OF PROFESSIONAL DEVELOPMENT RECOMMENDATIONS

The goals presented in Table 6 and 8 will be prioritized by the Human Resources Professional Development Office. Progress and status will be reported at the Professional Development Advisory Committee, College Council, and outlined in the PD Office Annual Report.

CONCLUSION

The purpose of the Strategic Professional Development Plan is to continually enhance employees' skills to better support student success. This plan is designed to be a living document, reviewed throughout the year and managed by the Human Resources Professional Development Office in consultation with the Professional Development Advisory Committee and the President's Cabinet.

Potential obstacles to achieving the plan's goals include decreased enrollment, which may lead to reduced funding for employee salaries and professional development activities. As challenges evolve, it is crucial to swiftly identify learning gaps and provide immediate resources to help employees perform their jobs effectively. In higher education, advocating for employees' development at all levels is essential. Once endorsed, this plan will guide the professional development activities for OCC employees over the next three years.

THE *REFERENCES*

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THE *APPENDIX*

Appendix A: OCC Employee & Student Comparison Profile Dashboard

Dashboard can be accessed here: Employee / Student Profile Comparison Dashboard

Appendix B: 2023-2024 HR Professional Development Office Annual Report
PD Report

Appendix C: Flex Calendar Purpose

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 professional 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:

- Staff improvement
- Student improvement
- Instructional improvement

Flex activities can be, but are not limited to, training programs, group retreats, field experiences, and workshops in activities such as course and program development and revision, staff development activities, development of new instructional materials, and other instruction-related activities.

Orange Coast College Flex Calendar is made possible by the Coast Federation of Educator agreement. For fiscal year 2024-2025 flex days are scheduled as a campus-wide day of synchronous learning at OCC as follows:

- Friday, August 23, 2024
- Thursday, February 20, 2025

The Flex Day Coordinator is appointed by the College President and Academic Senate. The Chair for 2024-2025 is Professor Allissa Blystone

Appendix D: Assembly Bill 2558 Summary

In January 2013, a thirty (30) member committee established by the Chancellor of the California Community College (CCC) System developed ideas and strategies that included recommendations to retool professional development in the CCC system aimed at advancing student success. The report included a total of eight (8) recommendations that stemmed from the Student Success Task Force Report, 2010. The final report was submitted to the Chancellor's office in March 2013. The report included Professional Development strategies and recommendations that are inclusive of faculty, staff and administrators. The proposed Professional Development program encourages all colleges in the CCC system to participate in the CCC Professional Development and to:

1. Include all employees (faculty, staff and administrators) in the professional development program
2. Establish a Professional Development fund to support local colleges in the planning, coordination and implementation of training and development activities

The proposal and recommendations were submitted to the Board of Governors in May 2013. As a result, in September 2014, a formal proposal was submitted to the California State Legislature, titled Assembly Bill (AB) 2558. The Governor signed into law AB 2558 in September 2014. AB 2558 establishes the Community College Professional Development Program (CCPDP). This bill asserts that successful professional development is both strategic and aimed at all employee groups (p. 51, Student Success Task Force Report - see References).

Funding

- The bill does not specify the amount of money that will be distributed to the colleges.
- The access to the funds will be available to those colleges participating in the newly titled professional development program (previously named "flex days")
- The current model of the flexible calendar program is that colleges will be compensated for the loss of days from the academic calendar "in lieu of" instruction for professional development activities.
- The professional development program recommendation requires all colleges to participate in the program for a minimum of 5 days.
- 55% of colleges are at or above the mean/median of 5 "flex" days (see chart in reference section)

Appendix E: Is Employee Learning the Solution?

Fads to improve a classroom experience or training to improve employee performance are easy to find with a quick web search. While these fads change over time and with new technologies, what has not changed is the importance of using sound instructional design for all learners in all settings. Prior to deciding whether a brown bag training, mentor program, or an academy is the solution, it is critical to identify if learning will be the answer. Once professional development has been identified as the solution to an organizational gap, incorporating assessment will be critical to improve the activity and track what the learners are applying from the training experience to their jobs. Measuring professional development activity success can also serve as a strategy to gain support from administration.

To maximize training efforts and be more strategic about using training as a solution, professional developers should begin by answering the following questions prior to planning:

- What is the problem?
- Who are the learners?
- What are some solutions to the problem?
- Why would your department, program or the college benefit?
- How is the problem connected to the broader goals of the institution?
- How will success be measured?

Once the need has been identified, additional questions to answer prior to jumping to a training solution are as follows:

- Is performance or learning gap a motivation issue?
- Are there other ways to provide solutions such as a process change, management coaching or a job aid?
- Does the group of employees identified that “need training” have adequate resources?

If you still believe that professional development is the solution, these are some tips to consider:

- Think like an instructional designer: use a model such as ADDIE to design instruction
- Write sound learning outcomes to figure out what your employees should be able to do at the conclusion of the training
- Work closely with subject matter experts and college stakeholders
- Use technology to support learning outcomes and not the other way around
- Evaluate the process

Professional development learning experiences can be time intensive, costly for an institution, and take a tremendous effort. Taking time to think about the bigger picture will save time and funds for future training and development efforts that could truly impact student or employee success.

Appendix F: 2023 PDAC Needs Assessment Survey Results

2023 Needs Assessment: PDAC Needs Assessment Survey Report_.dotx

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Reviewed and Endorsed by OCC College Council and Professional Development Advisory, November 2024

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Mt. SAC Professional Development Plan
Fall 2024 through Summer 2026

President's Advisory Council (PAC): 1/15/25
Professional Development Council (PDC): 10/3/24/24
Classified Professional Development Committee (CPDC): 10/8/24
Faculty Professional Development Council (FPDC): 9/26/24
Management Professional Development Committee: 10/10/24

Purpose

The Mt. SAC Strategic Plan Goal 4 tasks the College to "Expand Professional Development." As we enter an era of sustained reform efforts focused on student success, Mt. SAC must ensure all its employees are prepared and motivated to survive and thrive in this changing academic climate. Professional development is always vital for community college employees but is now essential. This plan represents a significantly reimagined and expanded approach to the work of Mt. SAC in fostering training and professional learning for all employees as we enter a period of dynamic change and great possibility.

Professional Development Mission Statement

Mt. SAC is committed to student success and promoting excellence in employee performance through collegially planned, high-impact, outcome-driven learning opportunities that support the College's mission and strategic goals.

Professional Development Philosophy

- The College will support all employees with meaningful, relevant, and ongoing opportunities for professional growth that contribute to a vibrant workforce.
- A wide variety of collegially planned learning opportunities that are aligned with the Mt. SAC mission, strategic goals, and the personal professional development goals of employees will be provided.
- All employees share a collective responsibility for student learning and will be supported in developing and implementing new and effective approaches to achieving student success.
- Learning activities will use adult learning principles, be grounded in contemporary learning theory, and emphasize best practices in higher education professional learning.
- Participants will experience learning outcome-based program design and assessments in professional development activities.
- Professional learning planning will reflect the learning needs of employees within the institution and be as dynamic as possible in responding to those needs.
- Achievement in professional learning will be recognized and celebrated.
- Professional learning designs will be diverse, research-based, and emphasize the active engagement of employees.
- Professional learning will take place within a culture of collaboration in which employees have opportunities to work together.

Professional Development at Mt SAC

Professional learning content and programs are developed with input from four professional development committees that are a part of the Mt. SAC shared governance structure. These committees are comprised of appointed representatives from the campus who meet regularly to design professional learning programs for their constituent groups. Professional learning content and programs are developed collaboratively by four professional development committees within Mt. SAC's shared governance structure.

- The Professional Development Council (PDC) is responsible for short and long-term professional development planning for all employees of the College and makes recommendations about rules, procedures, direction, and processes. Specifically, PDC provides vision and direction for all employees' professional development to increase student success, improve institutional effectiveness, encourage collaboration across campus, and enhance employee professional growth. PDC is responsible for reporting on campus-wide professional development to the President's Advisory Council.
- The Faculty Professional Development Council (FPDC) is an Academic Senate council that oversees all policies and procedures regarding faculty professional development, including recommendation of courses suitable for professional growth increment credit and approval of the campus flexible calendar plan.
- The Classified Professional Development Committee (CPDC) serves as an operational committee of PDC and coordinates the professional development activities for Classified employees. It acts as a liaison to PDC for issues relating primarily to Classified employees.
- The Management Professional Development Committee (MPDC) serves as an operational committee of PDC and is guided by the Management Steering Team in the development of professional learning activities for managers.

The Professional and Organizational Development (POD) Office supports Mt. SAC programs and services by providing professional learning opportunities for all employees. The Director of POD leads research, planning, organization, communication, implementation, evaluation, and accountability for all functions and activities of the department and collaborates closely with governance committees.

The Faculty Professional Development Coordinator is a lead in the development of professional learning opportunities designed to support faculty in their professional growth. In this role, they serve as the Co-Chair of the Faculty Professional Development Committee (FPDC). Additional faculty assigned to professional development tasks include the New Faculty Seminar Coordinator, Guided Pathways Professional Development faculty, The Mt. SAC Podcast, and The Association of College and University Educator's Certificate programs (ACUE).

Professional development also occurs outside the Professional and Organizational Development team umbrella within, divisions, departments, unions, grant-funded programs, and other campus initiatives. The goal of this Mt. SAC Professional Development Plan is to work toward a comprehensive vision for employee professional development, with an understanding that employee learning is broadly employed across this large institution for a variety of purposes, and that urgent needs may arise that this plan can not anticipate. As such, this is a living plan that is expected to change and evolve frequently.

Resources

Employees are the fundamental resource of our robust professional development program, including paid or reassigned staff and faculty, as well as volunteers who serve as trainers and facilitators as part of their service to the college.

Beyond staff, the largest source of ongoing general funds is designated for employee conference and travel, followed by designated funding for specific ongoing events such as the Great Staff Retreat, and the managers' annual PEAK Leadership Summit.

Additional categorical funding is periodically available for targeted initiatives such as The Title V Grant, The Student Equity Program, and Guided Pathways. This funding supports innovative programming, often with a faculty focus.
Whenever possible, we enhance available resources through collaboration with other campus departments or off-campus sources to secure professional development funding.

Professional Development Focus Areas and Outcomes

Area 1: Instructional Excellence and Innovation

Description

The Instructional Excellence and Innovation Focus Area supports faculty in an exploration of new research and models of teaching to enhance student learning and success in a dynamic, ever-changing educational climate. Participants will think about why we do what we do in our classrooms and develop a personal practice of ongoing instructional improvement.

Philosophy

1. Faculty develop through a cycle of inquiry into practice, classroom application, and reflection.
2. Faculty benefit from time to inquire, practice, and reflect as a member of a professional learning community.
3. Faculty benefit from experiencing instructional innovation.
4. Faculty and student collaboration is important in creating and sustaining learning environments in which all students can grow and be successful.
5. Planning instruction and designing student learning experiences to ensure equitable outcomes for all students.
6. Curriculum content & instructional materials should be regularly updated for currency with research and workplace trends.
7. Understanding what students are learning is a primary responsibility of faculty
8. Student engagement fosters learning.
9. As new models, programs, plans, and initiatives evolve, faculty require support in learning to meet student needs.

10. Teaching practice deepens over time; a cycle of engagement in professional learning that engages faculty throughout their teaching career yields the greatest benefits.

Learning Outcomes

1.1 Review contemporary research in pedagogy
1.2 Reflect on current teaching practice
1.3 Review and respond to student data
1.4 Identify effective instructional approaches
1.5 Explore teaching models and approaches theoretically
1.6 Experience teaching models in applied activities
1.7 Plan for implementation of new or adapted teaching practices
1.8 Experiment with teaching models in the course
1.9 Assess teaching practices
1.10 Reflect on process of learning about innovative teaching practices

Area 2. Technology for Educators

Description

The Technology for Educators Focus Area supports employees at the intersection of learning and technology in all facets, including online learning, hybrid learning, and traditional classroom learning as well as technology used for curriculum development, strategic planning, assessment, the Mt. SAC portal, learning management system, classroom technology and equipment, and communication. Employees will improve practices that effectively integrate technology with academic excellence to create an enhanced learning environment by providing solutions for dynamic learning needs of a diverse student body.

Philosophy

1. Employ relevant, beneficial, and accessible technologies that support academic excellence.
2. Utilize the power of technology to innovate and enhance learning opportunities and positive outcomes for the campus community.
3. Support student achievement and institutional excellence through use of technologies that integrate people, processes, data, and hardware.
4. Evaluate and integrate professional learning opportunities that support employees in embracing and applying emerging technologies.
5. Provide continuous support with selecting effective tools and processes for learning needs in a dynamic technological world to support diverse learning styles.
6. Support technology training for both traditional and online learning environments to ensure effective student engagement and meet regulatory standards.

Learning Outcomes

2.1 Explore contemporary technology tools for educators
2.2 Identify appropriate technologies for traditional, online, and hybrid learning environments
2.3 Identify effective communication tools to help connect the campus community

2.4 Identify appropriate technologies for data management, assessments, strategic planning, curriculum development, or other essential college functions
2.5 Assess pedagogical goals and deploy appropriate educational technology to meet these goals
2.6 Demonstrate educational technology skills mastery in applied activities
2.7 Plan for adoption of educational technology
2.8 Effectively integrate technology into a course
2.9 Assess educational technology effectiveness
2.10 Reflect on process of learning about educational technology in one's personal teaching practice

Area 3. Governance, Planning, and Leadership Description

The Governance, Planning, and Leadership Development Focus Area cultivates faculty, staff, and managers who can respond dynamically and effectively to an ever-changing higher education environment while meeting legal obligations and mandates in the governance of the institution.

Philosophy

1. Leadership takes many forms, regardless of title, and is needed at all levels of our complex organization to maintain satisfaction of employees, adapt to internal and external change, and help achieve the mission and vision of the College.
2. Leadership is a skill and a personal practice that requires cognitive and affective development.
3. Leadership development is appropriate for employees at all levels and in all units.
4. All employees have a role in governance of the college and require an understanding of that role, as well as training to perform it effectively
5. Diversity is essential to ensure that all voices and perspectives are valued when shaping the future of the institution.
6. Developing common skills and practice of shared governance and governance facilitation fosters improved collaboration, planning, and visioning across the College
7. Institutional planning leads to improvement of institutional effectiveness.

Learning Outcomes

3.1 Understand Mt. SAC processes and the organizational structure of campus governance
3.2 Understand one's individual role within the governance structure of Mt. SAC
3.3 Understand the components of operational actions needed for critical campus processes (i.e., facilitating meetings, writing reports and proposals)
3.4 Effectively utilize parliamentary procedure and Brown Act guidelines
3.5 Assess one's own leadership competencies and leadership development opportunities
3.6 Effectively work within groups and teams
3.7 Demonstrate organizational planning skills
3.8 Utilize multiple problem-solving strategies
3.9 Employ ethics in work practices
3.10 Create a multi-faceted plan with appropriate use of resources

Area 4. Employee Engagement Description

The Employee Engagement Focus Area informs employees about the College and encourages positive attitudes towards the College, its mission, values, and goals. It introduces new members to the College community and re-engages employees across the duration of their careers toward greater effectiveness in job performance and improved commitment to the mission of the College.

Philosophy

1. All employees can benefit from engagement at any point in their career.
2. Engaged employees are loyal, committed, passionate, and proud to be a part of the College.
3. Professional and personal skills development enhances employee morale and engagement which contributes to employee retention and growth
4. Emotionally and physically healthy employees perform better, miss work less, and are more productive.
5. Cultivating professional skills empowers employees to advance in their career path.
6. Professional skills development improves employee performance within their role for the benefit of the College.
7. Engaged employees advocate for the College and refer potential employees.
8. Engaged employees exert extra time, effort, and initiative to contribute to the success of the College.

Learning Outcomes

4.1 Develop professional relationships with employees across the College
4.2 Reflect on one's purpose and goals within the organization
4.3 Understand available employee resources
4.4 Feel a sense of pride about organizational membership
4.5 Create an individual professional learning plan for improvement
4.6 Participate in campus programs, committees, and activities outside one's primary area of work responsibility
4.7 Participate in employee recognition activities
4.8 Engage in activities to attain and maintain personal physical and emotional wellness
4.9 Foster a climate that supports workplace wellness

Area 5. Employee Socialization and Orientation Description

The Employee Socialization and Orientation Focus Area relates to our extensive work to support new employees through training, welcome events, extended seminars, and other programs.

Philosophy:

1. New employees introduced to the culture of the College feel connected to the Mt. SAC commitment for excellence.
2. Positive early organizational socialization experiences are linked by research to outcomes like lower turnover, increased productivity, and higher job satisfaction.
3. All employees require meaningful orientation experiences.

4. All employees deserve access to in-depth knowledge about the campus, the programs and services available to students, and the resources available for employees.
5. All new employees should receive critical training and orientation to the college within the first year of employment.

Learning Outcomes (for new employees):

5.1 Feel welcomed as an integral part of the College
5.2 Feel comprehensively prepared to begin meaningful work at the College
5.3 Understand how employees will be evaluated
5.4 Understand the employee role in participatory governance
5.5 Know when and how to contact representatives from Human Resources and Collective Bargaining Units.

Area 6. Institutional Training Description

The Institutional Training Focus Area informs employees about policies, procedures, practices, and guidelines that are essential to achieving excellence in College operations. This training supports the organization in ensuring safe and efficient practices for student learning and employee work. This focus also includes mandated training to ensure compliance with government regulations.

Philosophy

1. Community Colleges in California are governed by laws, codes, and state policy that require our attention and compliance.
2. All employees are Disaster Service Workers with roles and obligations in times of emergencies or disaster.
3. Professional learning supports employees in meeting legal requirements established by government regulations.
4. Mandated training protects students, employees, and public assets.
5. Changes in technology, policy, procedure, and society require employees to undergo training throughout their careers to stay current and maintain organizational excellence.
6. Institutionalizing sustainability will move the campus toward climate neutrality.

Learning Outcomes

6.1 Understand your role as a Disaster Service worker and be prepared to act during an emergency
6.2 Be able to recognize and appropriately report harassment and discrimination
6.3 Understand employment laws relevant to employee hiring processes
6.4 Understand requirements of Brown Act meetings
6.5 Understand rights of public employee and, if applicable, the provisions of one's collective bargaining agreement
6.6 Remain current in technology, policies, and practices of the College
6.7 Understand Board Policies and Administrative Procedures, the purpose, structure, and revision process.

6.8 Understand the requirements of Mt. SAC's Climate Action Plan and one's role in meeting the goal of campus carbon neutrality

Area 7. Supporting Student Achievement Description

The Student Support Focus Area engages employees with planning, designing, implementing, and utilizing resources for students within and beyond the classroom. The work of Student Services employees is the foundation for this work and all employees contribute to a campus climate that encourages and enables all students to successfully pursue their goals.

Philosophy

1. The quality and comprehensiveness of student support services is essential to student success.
2. Every employee has a role in engaging with students to support their success.
3. Student retention increases when employees are knowledgeable about services, activities, and opportunities for students on campus.
4. Every employee has a role in connecting students to campus resources to support student success.
5. Faculty engagement with student support services provides resources for students in the classroom.
6. The College is responsible for recognizing unmet needs of students and developing programs, services, and resources to bridge the gap.
7. Guided Pathways help students navigate toward academic success.

Learning Outcomes

7.1 Know and understand current research-based student support strategies
7.2 Know and understand broad state and campus initiatives
7.3 Engage supportively and meaningfully with students outside the classroom
7.4 Name and describe a variety of available student support services on campus
7.5 Understand one's role in connecting students to campus resources
7.6 Know when and how to refer a student to a variety of resources and services
7.7 Explain one's role in the campus Guided Pathways plan
7.8 Use data-informed practices to improve student achievement of certificates, degrees, and transfer
7.9 Integrate student support resource information into classroom materials and communication

Area 8. Diversity and Cultural Competence Description

The Diversity and Cultural Competence Focus Area develops employee awareness of one's own cultural identity and views about differences and promotes learning and understanding of varying cultural and community norms. This understanding informs and expands programs, services, and teaching practices in the College in support of success for all students.

Philosophy

1. As an equal opportunity employer, Mt. SAC's community works actively towards an equitable work environment that respects and values campus diversity, including age, gender, gender identity, race,

sexual orientation, ability, religion, national origin, and immigration status. [For most current EEO definitions, refer to the Human Resources Title 5 web page].

2. We aim to hire individuals reflective of our diverse campus community.
3. Words matter. We will employ mindful interpersonal communication in all interactions.
4. Training is needed for diverse groups and teams to work effectively with one another.
5. We value Universal Design and strive to provide accessibility for all students and campus employees.
6. Cross-cultural dialogue benefits the College.
7. Improved individual cultural competence can reduce conflict and improve relationships.
8. It is essential to continuously review and improve our methods, policies, and institutional practices to improve our campus climate for diversity.
9. Changing hearts and minds takes time, and we are committed to longitudinal efforts to achieve these goals.

Learning Outcomes

8.1 Develop emotional intelligence competencies to manage and apply the power of emotions to interactions across lines of difference
8.2 Report improved confidence in their personal cultural competence
8.3 Report improved competence as "allies" of one or more equity populations/groups [Mt. SAC's Board Policy 3410 includes the most current definition of equity populations/groups].
8.4 Engage in dialogue and/or planning with colleagues about diversity issues
8.5 Utilize improved intercultural communications strategies in interactions with students and or colleagues
8.6 Complete training to support equal employment opportunity (EEO) hiring practices (Human Resources EEO Plan]
8.7 Participate in a campus cultural event or activity
8.8 Awareness of one's personal cultural viewpoint, and how that influences interactions with others
8.9 Share cultural experiences with others
8.10 Demonstrate an understanding of relationships between diversity, inequality, and social, economic, and political power
8.11 Develop strategies to address and diffuse personal triggering interactions
8.12 Effectively communicate interpersonally within a diverse college community
8.13 Understand potential accessibility issues with instructional materials
8.14 Address accessibility issues by ensuring instruction is universally designed

Area 9. Student Equity Description

The Student Equity Focus Area supports our work toward achieving equity in student achievement at Mt. SAC in alignment with our campus equity plan. Specifically, learning activities in this arena help to examine whether students are succeeding at equitable rates across standard measures such as basic skills course completion, transfer readiness, and degree and certificate completion. These activities also promote development of individual faculty and staff toward improvement of teaching and organizational interactions that will improve equitable student success.

Philosophy:

1. Mt. SAC is exceptionally diverse and has a mandated mission to support every student.
2. Every learner should be provided opportunities to pursue their educational goals.
3. Equity gaps persist among various student populations and require a determined, collective effort to eradicate.
4. Equitable student achievement is the responsibility of every employee on campus.
5. Research supports the benefits of certain pedagogical strategies in improving student equity.
6. Support services can only work if students know how to access those services and are encouraged to do so.
7. Examining real success data is the only way to know if equity gaps are truly being addressed.

Learning Outcomes:

9.1 Distinguish between concepts of equity and equality
9.2 Understand the reasons for the state equity initiative and be able to define each of the major equity goal areas
9.3 Report an increase in empathy for challenges of one or more student equity populations [Mt. SAC's Student Equity Plans includes the most current definition for equity groups].
9.4 Connect one's role to achievement of campus student equity goals
9.5 Report an increase in motivation to close achievement gaps through work in and/or out of the classroom
9.6 Identify five or more campus equity programs and list one key service for each program
9.7 Refer students to appropriate equity programs, services, and courses
9.8 Engage in dialogue and/or planning with colleagues about the Mt. SAC equity plan and student equity data
9.9 Identify effective instructional approaches to improve the success of equity students, such as
9.10 Black/African American Male, Foster Youth Female, LGBT Male, and Disabled Female
9.11 Report implementation of specific learning strategies to improve equity student success, such as retention, completion, and transfer
9.12 Assess and reflect upon effectiveness of specific student learning strategies that have been implemented

Professional Development Plan Assessment and Evaluation

Description

The Professional Development plan requires meaningful assessment to help the Mt. SAC community understand what is being achieved and what changes/adjustments need to be made. Thoughtful quantitative and qualitative data collection and evaluation is the foundation of program development. Assessment is conducted at a micro-level (i.e., for individual workshops or courses) and at a macro-level (i.e., campus-wide surveys and department program reviews) (PIE). The Professional Development Council brings together data from a broad range of sources to create the professional development plan, goals, and recommend allocation of resources.

Assessment Strategy:

1. Needs assessment surveys are completed annually by faculty, managers and classified to provide an opportunity to contribute feedback and ideas to PD program planning. Information is used to plan and develop training opportunities for respective groups for the coming year.
2. Training opportunities reflect assessment results.
3. Evaluation of professional development activities is consistently done and results are used for program improvement.
4. All activities have learning outcomes and are aligned to the Professional Development Plan.
5. Participants in all activities are invited to complete an evaluation.
6. Evaluation results are shared with Presenter/instructor and constituent committees.
7. Program review is completed regularly by PDC, with updates driving changes to the Professional Development Plan.
8. Collaboration on the assessment and evaluation of professional development work across campus is a desirable goal but will take time to achieve.

Goals

Classified Professionals:

TARGETED OUTCOME	ASSOCIATED LEARNING ACTIVITIES	MEANS OF ASSESSMENT
Classified staff will feel welcomed as an integral part of the College and be prepared to begin meaningful work (PD Plan Outcome 5.1, 5.2)	New Employee Welcome (NEW) NEW Series	Attendance data and evaluation summaries
Classified will assess their own leadership competencies and leadership development opportunities (PD Plan Outcome 3.5)	At the Great Staff Retreat, classified staff will: 1. Celebrate the positive contributions of classified staff at Mt. SAC 2. Be encouraged to go beyond the limitation of our environments in search of transferable ideas and techniques 3. Practice rational analysis of problems to find realistic, creative solutions 4. Promote an attitude of self-reflection and appraisal by contemplating personal attitudes, methods, and behaviors 5. Stimulate the exchange of information and ideas by building and expanding nonpolitical networks of communication	Evaluation summary

Classified will reflect on their purpose and goals within the organization (PD Plan Outcome 4.2)	At Classified Professional Development Day, classified staff will: 1. Engage in a culture of learning to grow both professionally and personally 2. Engage in opportunities for Cross-unit communication in support of a collaborative culture at Mt. SAC 3. Have a deeper understanding of the College culture and areas of focus for the coming year	Evaluation summary

Confidential Professionals:

TARGETED OUTCOME	ASSOCIATED LEARNING ACTIVITIES	MEANS OF ASSESSMENT
Confidentials will feel welcomed as an integral part of the College and be prepared to begin meaningful work (PD Plan Focus Areas Outcomes 4.31 - 4.34; 5.40 - 5.44; 6.50)	Participation in New Employee Welcome Participation in POD trainings as part of onboarding process	Participant attendance data Participant evaluation summaries
Confidentials will assess their own leadership competencies and leadership development opportunities (PD Plan Focus Areas 2.11; 2.13-2.17; 2.19; 3.6; 3.21-3.30)	To foster continuous learning and skill development tailored to the evolving needs of executive support and human resources roles, confidentials will be encouraged to attend relevant professional development and networking opportunities (including but not limited to Community College League of California (CCLC) Legal Issues Workshop, Association of Chief Human Resources Officers (ACHRO), People Connect Live (PeopleAdmin), Association of California Community College Administrators (ACCCA), etc.)	Evaluation summary
Confidentials will reflect on their purpose and goals within the organization (PD Plan Focus Areas 4,32)	Engage in opportunities for cross-unit communication in support of a collaborative culture at Mt. SAC	Evaluation summary

Faculty:

Targeted Outcome	Associated PD Activities	Means of Assessment
Faculty will identify effective instructional approaches to improve the success of equity students (PD Plan Areas: 1, 2, 7, 9)	New Faculty Seminar Training from the Back of the Room The Inspired Teaching Conferences Flex Day Presentations The Power of Our Data Conference	Participant satisfaction surveys and other specialized assessments

	Mt SAC Podcast Sustainability Training leading to the LEAF Designation (in the Catalog) Triple R Curriculum Retreat: Reflect, Review, and Revise Equity-Minded Curriculum Convening SPOT Training Creating Dynamic Lectures Survival Signs (DHH) Becoming a Data Literate Educator CORA: Teaching Men of Color Equity Literacy and Leadership Academy (ELLA) ACUE: Fostering a Culture of Belonging	Raw data: attendance trends End-user feedback Raw data from website hits
Faculty will explore educational technology in the classroom (PD Plan Areas: 1, 2, 3, 4, 6, 7, 8, 9)	Technology Fair Tech Week SPOT & Recertification Training Flex Day Presentations Canvas Trainings Smart Board Trainings Finding and Evaluating Open Textbooks in Your Discipline	Participant satisfaction surveys and other specialized assessments Raw data: attendance trends End-user feedback Raw data from website hits
New faculty will feel welcomed as an integral part of the college; New faculty will be comprehensively prepared to begin meaningful work at the college. (PD Plan Area: 5)	New Faculty Seminar New Faculty Mandatory Training Orientations Comprehensive Planning Summits Outcomes Assessment Update EEO Representative Training Service Animal Training Survival Signs (DHH)	Participant satisfaction surveys and other specialized assessments Raw data: attendance trends End-user feedback Raw data from website hits
Faculty will understand potential accessibility issues with their instructional materials (PD Plan Area: 8)	Supporting Students with Disabilities in the Classroom Course Accessible MS Word Documents Course Accessible Email Documents Course New Faculty Seminar Mt. SAC Podcast SPOT Training	Participant satisfaction surveys and other specialized assessments Raw data: attendance trends End-user feedback Raw data from website hits.

Managers:

TARGETED OUTCOME	ASSOCIATED LEARNING ACTIVITIES	MEANS OF ASSESSMENT

Managers will feel welcomed as an integral part of the College and be prepared to begin meaningful work (PD Plan Outcome 5.1, 5.2)	Management Onboarding Program development and implementation	Participant attendance and completion data Participant evaluation summaries
Managers will develop professional relationships with managers across the College (PD Plan Outcome 4.1)	Networking at monthly manager meetings Silo Buster sessions at monthly manager meetings Networking at the PEAK Leadership Summit	Attendance data Participant feedback Monthly manager meeting agenda Calendar of scheduled training sessions
Managers will assess personal leadership competencies and leadership development opportunities (PD Plan Outcome 3.5)	PEAK Leadership Summit experience New Manager Onboarding program (MOB) Management mentoring program	Attendance data Participant evaluations Event summaries and metrics
Managers will understand the components of operational actions needed for critical campus processes (PD Plan Outcome 3.3)	Operational training offerings at monthly manager meetings Specialized management training sessions	Attendance data Participant feedback
Managers will foster a climate that supports workplace wellness and engage in activities to attain and maintain personal physical and emotional wellness (PD Plan Outcomes 4.9, 4.8)	PEAK Leadership Summit Specialized management training sessions Communicate availability of existing programs that promote physical and emotional wellness	Attendance data Participant evaluations Event summaries and metrics

References

ACCJC Accreditation Standards for Professional Development

ACCJC Accreditation Standards IIA.2, IIIA.1, IIIA.8, IIIA.14, and IIIC.1 found in the Guide to Institutional Self-Evaluation, Improvement, and Peer Review. Specifically, Standard IIIA.14 states, “The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement. “

Flexible Calendar (FLEX) State Reporting Guidelines

The purpose of the flexible calendar program is to provide time for all college staff to participate in development activities that are related to “staff, student, and instructional

improvement" (Title 5, section 55720). 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,

1. Staff improvement
2. Student improvement
3. Instructional improvement

Flexible calendar program participants are primarily faculty. However, other college personnel should be involved in flexible calendar development activities. The decision of who participates in the flexible calendar program is determined by the district/college shared governance process (Title 5, section 55724 (5)).

AB 2558, Title 5 and Education Code

In September 2014, Assembly Bill 2558 was signed by Governor Brown, and established the Community College Professional Development Program. This legislation mandates that Professional Development be provided at every California community college for all employee groups --faculty, classified staff, and management/administrators. The State uses the Title 5 and Education Code to direct the implementation and funding of California Community College Professional Development programs (Title 5, Sections 87150-87154).

Title 5, Section 87150:
"There is hereby established the Community College Professional Development Program, to be administered by the board of governors, the purpose of which is to provide state general funds to community colleges for supporting locally developed and implemented faculty and staff
development programs."
The legislation goes on to say that each campus within the community college district will have an advisory committee, composed of administrators, faculty, and staff representatives, that assists in the assessment of the faculty and staff development needs and in the design of the plan to meet those needs. A campus human development resources plan and a report of the actual expenditures for faculty and staff development for the preceding year are also required.
Mt. San Antonio College provides a comprehensive Professional Development Program for all employees in accordance with this legislation.