



C U Y A M A C A
· C O L L E G E ·
LEARNING FOR
THE FUTURE

Professional Development Program Plan 2017-2022

Cuyamaca College Vision

Learning for the Future

Cuyamaca College Mission

The mission of Cuyamaca College is to serve a diverse community of students who seek to benefit from the college's wide range of educational programs and services.

In order to fulfill its commitment to student learning, success and equity, the college provides

- Instructional programs that meet student needs for transfer education, career technical education, general education and basic skills courses
- Programs that promote economic, civic and cultural development

Program History and Guidelines

The purpose of professional development is to educate and improve the entire staff. The flexible calendar program was initiated in 1976 as a pilot project authorized by Assembly Bill 2232. Professional development funding is provided under the provisions of AB 1725, and is intended to provide community college faculty, staff, and administrators with training opportunities that will help them to better serve students of diverse backgrounds. In 2013, SB 590 provided additional legislation to support the professional development needs of classified staff. The Flexible (Flex) Calendar allows California community colleges to set aside 1-15 days of the state-mandated teaching year (175 days) for Professional Development purposes. This time is to be used primarily by faculty for Professional Development activities related to staff, student and instructional improvement (Title 5, section 55720). Currently, Cuyamaca College has 10 dedicated Flex days, but professional development opportunities are offered throughout the entire year.

Authorized Uses of Professional Development Funds

The authorized uses of Professional Development funds as outlined in AB 1725 by the State Chancellor's Office are:

- Improvement of teaching.
- Maintenance of current academic and technical knowledge and skills.

- In-service training for vocational education and employment preparation programs.
- Retraining to meet changing institutional needs.
- Intersegmental exchange programs.
- Development of innovations in instructional and administrative techniques and program effectiveness.
- Computer and technological proficiency programs.
- Courses and training which implement affirmative action and upward mobility.
- Other activities determined by the Board of Governors to be related to educational and professional development pursuant to criteria established by the Board of Governors of the California Community Colleges.

Classified Staff and Administrator

Classified employees and administrators are encouraged to regularly participate in Professional Development activities to the extent possible within the department. Supervisors and managers are encouraged to seek out opportunities and funding for advancing the professional development of employees within their department.

Mission, Philosophy and Approach to Professional Development

The mission of the Professional Development Committee (PDC) is to provide professional development opportunities for faculty, staff, and administration that support the college's strategic priorities as outlined in the institutional planning documents. These priorities are intended to advance and improve student success and equity. While AB 1725 focuses on faculty, staff and administrators, Cuyamaca College provides training opportunities to student workers, such as front line staff and tutors, as well as student leaders on campus.

The underlying philosophy of the Professional Development Program at Cuyamaca College is lifelong education. We believe that adults learn best when education is relevant, participatory and applied. We adhere to the principle that we are all "lifelong learners." The college vision, values and goals, and specific policies and procedures provide the overall guidelines and direction for Professional Development. Individuals are experts regarding their own Professional Development needs, and as such, active participation in the planning and implementation of Professional Development is important.

Using quantitative and qualitative data, professional development will support the following strategic priorities:

1. Acceleration
2. Guided Student Pathways
3. Student Validation and Engagement
4. Organizational Health and Sustainability

The approach to fulfilling this mission includes:

- Offering resources for faculty, staff, and administrators to develop career, personal and professional needs and goals.
- Presenting programs that facilitate a culture of awareness and responsiveness to our diverse student population.
- Facilitate the process of on-boarding and mentoring new faculty and staff.
- Presenting 10 dedicated Flex days per academic year to facilitate the fulfillment of faculty

- professional development obligation.
- Partnering with college initiatives such as Student Success and Equity to ensure that professional development considerations are mutually supportive, and that resources are applied effectively.

Guiding Principles

The Professional Development Program has adopted several guiding principles regarding the culture of Cuyamaca College and the professional development needs of the college community:

1. There are three main constituencies to be served. The planning of any professional development program must be attentive to the similarities and differences of the needs of each group. These groups are classified/professional staff, faculty (inclusive of part-time instructors), and administrators. While student workers constitute another important group to be served, this involvement will come in later years of planning. The intent is to initially reach student workers indirectly by facilitating supervisory skills among those who coordinate the job functions of student workers.
2. All employees are change agents and exhibit collegiality and work in a climate of civility. Our campus population is characterized by diversity, a strength of our college community that must be valued and respected.
3. The campus is engaged in robust and engaging professional development activities through a variety of committees, initiatives, and departments. Strong coordination of professional development activities is needed in order to provide appropriate support, allocate resources, (including physical spaces, human resources, and funding), assess and improve outcomes.
4. Professional development programs, activities, and services need to be inclusive. Planners and presenters need to make information widely available across the college and seek input to build consensus. This ensures that development initiatives are the cornerstone of a learning centered environment and professional development reaches beyond these initiatives to include all employees.
5. Professional development programs, activities, and services need to be accessible. Programs need to be scheduled as resources permit, and mechanisms for maximum participation need to be built into the planning. Examples include online options, webinars, and independent resource materials in addition to face-to-face training. Specific face-to-face training options can be scheduled via ready-made groups that are already meeting as departments and divisions, or on special event days. A variety of opportunities and means for learning should be planned.
6. All professional development programs, activities, and services need to be evaluated. Formative and summative evaluations are needed on a regular basis to ensure that the goals of the program are being met. The cost-effectiveness of programming is an important consideration in planning. New programs and services must be based on verified individual and institutional needs. Recurring programs and services need to be continuously improved through review, taking into account thoughtful feedback from participants. The Professional Development committee of faculty, staff, and administrators, must meet regularly to analyze collected data from evaluations and help determine future training options.

Constituencies to be Served

This plan assumes that all employee constituencies will have opportunities to access professional development. All employee groups share common themes for learning, including equity, diversity, and technology. Professional development interests and needs also vary within the three main employee groups:

For **faculty** (both full-time and part-time), professional development emphasizes the facilitation of personal and professional growth related to the improvement of teaching effectiveness, the acquisition and enhancement of classroom skills, knowledge and techniques as well as content-specific knowledge that may be discipline-based, and the expansion of interests related to academic pursuits.

For **classified/supervisory staff**, professional development emphasizes the enhancement, improvement, and upgrading of working skills. These include personal and professional skills such as training to keep staff current in the tools available to do their jobs, communication, and career/leadership development as they desire to prepare for positions of increasing responsibility within the organization and beyond.

For **administrators**, professional development focuses upon supervisory and management skills as well as leadership development. This includes personal and professional growth, improvement in decision making, communication, planning, and measuring success of institutional outcomes.

To meet the needs of all three constituencies, professional development offerings will be:

- Mentally stimulating and interesting, creative and imaginative, highly interactive, motivational, and focused on problem-solving with dynamic presenters/facilitators
- Timely, job-related, practical, and well-organized in content and focused on skill development
- Clear in purpose, with well-defined objectives and assessment of desired outcomes
- If applicable, structured to be a progression of skill development with various entry points (beginner, intermediate, advanced)
- Designed to utilize and develop the expertise available within the College, supplemented by outside speakers when necessary
- Offered conveniently, in a non-intimidating manner and respectful atmosphere conducive to learning
- Provided through various face-to-face and online training modes
- Supported with institutional resources of time, funds, and supervisor-facilitated attendance and involvement
- Results-oriented with follow-up activities, handouts, tutorials, and support systems in place.
- Designed to be applicable and transferable to the classroom and work setting

Measurable Success

Assessment of professional development is a necessary feature that ensures existing activities support the ongoing work of the college and the Strategic Plan. Evaluation formats vary based on the method of professional development delivery. Data compiled from evaluations are analyzed and used to inform planning.

Individual Needs Assessment

- **Faculty Survey** – Assessment of faculty needs is done as needed to support the state of

California Flexible Calendar reporting requirement and current needs.

- **Classified/Supervisory Survey** – Assessment of classified staff needs is done as needed to ensure professional development planning is aligned with current needs.
- **Administration Survey** – Assessment of administration needs is done as needed to ensure professional development planning is aligned with current needs.
- **Student Workers Survey** – Professional development responds to student assessment data to develop training programs to address student needs.

Flex Session Evaluations

Flex workshops are evaluated by attendees and compiled by the Professional Development Committee designee. These results are used to assess the efficacy of Flex and to inform setting the priorities and workshops for future Flex sessions. The Professional Development Coordinator reports Flex data to the Academic Senate on a yearly basis. The Dean of Learning and Technology Resources will report data to the Cuyamaca College council on a yearly basis. Flex evaluations are returned to the presenters to provide feedback for continuous improvement purposes.

Evaluations of Online and Face-to-Face Training

Online and/or face-to-face training evaluations are administered by the program coordinator at the completion of the training. These evaluations are sent in an electronic format. Data is used to inform further training.

Program Review

Professional Development will engage in the Program Review and Annual Update process to ensure effectiveness, achievement of outcomes, linkage with resource allocation and continuous quality improvement for the area.

Roles and Responsibilities

Dean of Technology & Learning Resources

The dean works closely with the faculty Professional Development Coordinator in developing the direction and priorities of professional development at Cuyamaca College based the Strategic Plan, (including the Student Success & Equity Plans and the Annual Implementation Plan), needs assessments, and AB 1725 guidelines. The dean serves as the co-chair of the Professional Development Committee (PDC), the shared governance body that oversees professional development at the college.

Administrative Assistant to the Dean

The assistant tracks professional development hours, works with the college Facilities department to assign rooms for flex week activities, prints, distributes and tallies attendance sheets for flex week activities, supports the Professional Development Committee (PDC) by sending out calls for agenda items, taking minutes and posting them and related documents on the PDC website.

Coordinator, Faculty

Within the framework of the College Strategic Plan and AB 1725 guidelines, the Professional Development Coordinator plans and coordinates professional development activities for the campus administration, classified staff, and faculty (full-time and part-time), including Flex Calendar activities. The Coordinator also develops the direction and priorities of professional development at Cuyamaca College based the Strategic Plan, (including the Student Success & Equity Plans and the Annual

Implementation Plan), needs assessments, and AB 1725 guidelines. The Coordinator serves as the co-chair of the Professional Development Committee and serves on several college committees. This is a two-year position with the option of reappointment for subsequent years.

Instructional Design Technology Specialist

The Instructional Design Technology Specialist supports the Coordinator by managing web-based forms, the workshop evaluation and Google Calendar. The Technology Specialist also tallies the evaluations for flex week.

Professional Development Committee

This committee coordinates professional development for all college constituencies and makes decisions on the allocation of professional development funds. This committee recommends policy on professional development issues within the framework of Title 5 regulations. This committee reports to CCC, and reports matters of faculty development to the Academic Senate.

Current Resources to Support Professional Development

Professional and Organizational Development

The College has invested in campus wide professional development for all employees and has committed resources to support its success. In spring 2017, the College increased the release time for the faculty coordinator from .40 to 1.0 assignment. Additionally, the College has committed restricted and unrestricted budget allocations for professional development programs.

Professional Development Committee

As stated above, the Professional Development Committee is the shared governance body that oversees professional development at the college. The charge and membership can be found on the college Intranet.

Professional Development Conference and Travel

In order to support the mission and strategic plan of the College, Cuyamaca provides funding for employees to engage in conference and travel opportunities. Employee conference and travel is allocated for faculty, staff and administrators to support the work of each division as well as individual growth and advancement. The Professional Development Committee has established a conference and travel allocation process to ensure effective and equitable use of the funding.

Tracking and Reporting of Professional Development Activities

A web based system of calendaring, tracking and reporting professional activities has minimally met the needs of the college, but as of January, 2018, new technology must to be implemented so that faculty and staff can plan and track their professional development activities.