ORANGE COAST COLLEGE

# Strategic Professional Development Plan

## 2019-22

HR Professional Development Office

ORANGE
COAST
COLLEGE
Professional Development

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# THE *TABLES*

# EXECUTIVE SUMMARY

Professional learning and development for Orange Coast College employees serves two purposes. One is to provide the resources for employees to enhance their knowledge, skills, and attitudes; and, two is to provide training that supports employees in serving students more effectively. Opportunities for employees' skill enhancement are evident in the funding that is available for employee professional development in each bargaining contract and through every college wing[1]. In 2016 Orange Coast College (OCC) made a commitment to fund the first full-time professional development position to conceptualize and lead the learning function of the college. The purpose of the Strategic Professional Development Plan is to define college-wide employee learning goals that enhance the expertise of every employee and impact college programs and the success of OCC students. The plan begins with a summary of the learning context, includes the 2020 Needs Assessment Survey findings, and identifies broad employee learning gaps that could be addressed with learning.

Guided by the College's mission, vision, and values, the plan was developed in consultation with the Professional Development Advisory Committee, the Classified Learning Task Force, the President's Cabinet, and reviewed and endorsed by Orange Coast College's College Council in the Spring of 2020.

# 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)[2]. 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 the Spring 2020, OCC Office of Instruction reported 270 physical academic spaces (e.g., lecture halls, laboratories, classrooms). When not in use by students, these spaces can double as employee training rooms. At this time, there is greater availability when classrooms are not occupied by college coursework. For example, on Friday's year-round and during the winter and summer months. All physical learning classrooms are equipped with WIFI, whiteboards,

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1   OCC has four operation areas known as wings that report to a college Vice President or President. The wings are Administration, Instruction, Student Services, and Institutional Advancement and Effectiveness (President's Wing).

2   For comprehensive student demographics, review the OCC Atlas 2017-2018
http://www.orangecoastcollege.edu/about_occ/college-facts/Documents/OCC%20Atlas%202017-2018%20revised%20November%2020%202018.pdf

a variety of seating configurations, and audio visual equipment to support collaborative learning. Additionally, OCC employee learning spaces adhere to ADA standards. When considering institutionalized employee learning options, the college does not offer synchronous virtual learning. However, employees do have on-demand access to online asynchronous learning. Online asynchronous learning is generally accessed at the employee's physical workspace. Depending on the employee's scope of work and responsibilities, the physical workspace may or may not be conducive to learning thus potentially hindering learning.

Another developing variable that started in the spring 2020, is the change from working on campus to working from home for most of the employee populations due to COVID-19. As learning tools are considered and employee resources are examined, the challenges with working remotely will be considered to ensure that employees' learning environment is conducive to learning. Finally, the comprehensive needs analysis that surveyed all employee groups in Winter 2020 (Appendix F) will be used to inform the planning and learning activities over the next three years.
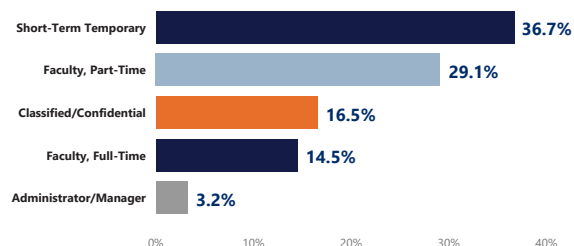
## EMPLOYEE DEMOGRAPHICS

Serving over 22,000 students, OCC employs 1,956 employees in approximately 325 classifications. The employee classifications include short-term temporary (36.7%) part-time faculty (29.1%), classified/confidential (16.5%), full-time faculty (14.5%), and administrator/manager 3.2% (Office of Institutional Effectiveness, 2019). Presented in Table 1 is the ethnic and racial employee composition.
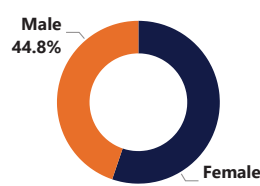
# Orange Coast College Employee Profile

*The following displays the unduplicated number of employees for fall 2019 and the demographic composition of those employees.*

**Fall 2019**
Term

**1,956**
# of Employees

### Employee Category Composition

| Category | Percentage |
|---|---|
| Short-Term Temporary | 36.7% |
| Faculty, Part-Time | 29.1% |
| Classified/Confidential | 16.5% |
| Faculty, Full-Time | 14.5% |
| Administrator/Manager | 3.2% |

### Gender Composition

Male 44.8%
Female 55.2%

### Age Composition

| Age | Percentage |
|---|---|
| < 19 | 5.5% |
| 20-29 | 23.8% |
| 30-39 | 19.5% |
| 40-49 | 17.8% |
| 50-59 | 18.5% |
| 60-69 | 11.8% |
| 70 + | 3.1% |

### Ethnic/Racial Composition

| Group | Percentage |
|---|---|
| African-American or Black | 2.2% |
| American Indian or Native Alaskan | 0.3% |
| Asian | 17.2% |
| Filipino | 1.6% |
| Hispanic or Latinx | 23.3% |
| Multiple Ethnicities/Races | 2.2% |
| Native Hawaiian or Other Pacific Islander | 0.6% |
| Not Listed or Unknown | 2.9% |
| White | 49.7% |

Office of Institutional Effectiveness
OCCResearch@occ.cccd.edu
Date: December 2019

ORANGE COAST COLLEGE

Nearly 50% of the employee population has self-identified as White, followed by Hispanic/Latinx, and Asian (2019). The gender composition is 44.8% male and 55.2% female (2019). Presented in Appendix A is aggregate data that

displays the unduplicated number of employees for fall 2019 and the demographic composition of those employees. Also presented in Appendix A is 2019 student demographic information. Presented in Table 2 is the total employee headcount by employee composition.
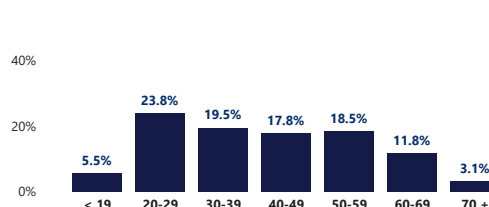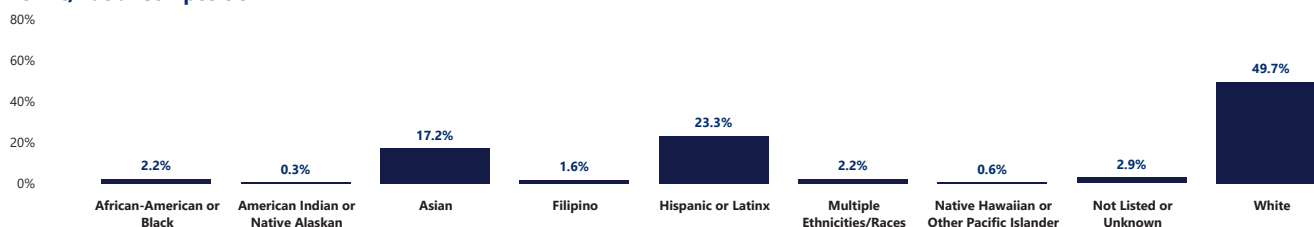
**TABLE 2.** Employee Headcount by Classification

| | |
|---|---|
| Administrator/Manager | 63 |
| Classified/Confidential | 323 |
| Full-time Faculty | 283 |
| Part-time Faculty | 569 |
| Short-Term Employees (includes Student Employees) | 718 |
| **Total Employees** | **1956** |

## EMPLOYEE CLASSIFICATIONS

When analyzing the employee classifications, there were two broad learning audiences. The first audience includes each one of the five employee classifications presented in Table 2. The second learning audience are the subgroups that exist within each employee classification. These subgroups are highly diverse and have unique needs based on wing, department assignment, education level, professional goals, scope of work, and/or population of students served. For example, a faculty counselor serving a general population of students compared to a counselor serving students who are marginalized could each be a learner subgroup. Another subgroup example is a classified employee who serves students in a front-facing role versus a classified employee who primarily serves employees. The professional development goals identified will focus on serving the needs of learners' based on the broad employee groups presented in Table 2.

## VISION, MISSION AND GOALS

OCC Professional development institutionalized offerings align activities and programs with the college goals. The Professional Development Plan's foundation is the College's vision, mission and annual strategic goals. Additionally, the plan is reflective of the following:

- Orange Coast College Master Plan priorities
- California Community College Professional Development Assembly Bill 2558 (See Appendix D for summary)
- 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 our diverse local and global community. The college empowers students to achieve their educational goals by providing high quality and innovative programs and services leading to academic degrees, college transfers, certificates in career and technical education, basic skills, and workforce development to enable lifelong learning. The college promotes student learning and development through fostering a respectful, supportive, participatory, and equitable campus climate of student engagement and academic inquiry.

## VALUES.

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

## GOALS.

*Community*
Foster a culture that serves, engages and connects the campus to the local and global community.

*Learning*
Assure students receive a quality education with academic support to become self-directed and successful lifelong learners.

*Access*
Create equitable access through effective and innovative pathways and programs.

*Stewardship*
Sustain and improve programs, physical and human resources, and infrastructure though processes that ensure accountability, continuous improvement and long-term viability.

*Student & Employee Engagement*
Promote active and collaborative participation leading to meaningful connections 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 a number of factors such as financial resources, organizational climate, training needs identified by constituents, or as mandated by state or federal law. OCC's administration has identified ongoing investment in employees' development by prioritizing ongoing learning and continuing education for all constituent groups. Table 3 presents the professional development role of OCC and district:

**TABLE 3.** Campus & District Role in Professional Development

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

# PROFESSIONAL DEVELOPMENT ACTIVITY AT OCC

Whether formal or non-formal, professional learning for OCC employees is taking place throughout the day and throughout the campus on any given work day. For example, an employee may choose to develop their Canvas or MS Excel skills using an on-demand learning tool or by consulting with a colleague or looking at YouTube videos. Some employees learn by attending off-site conferences or workshops using union or wing professional development funds. Other employees pursue committee funds to develop and lead learning for a subgroup of employees, while others attend a course offered on Flex Day or at the District Office. It is impractical to document all the modalities and types of learning that OCC employees engage in. Instead, Table 4 on the following page presents a summary of the institutionalized professional development programs or offerings, role description, and, when possible, funding source.

**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 PD Program Plan<br><br>+ Develops the professional development strategy for OCC based on needs assessment<br><br>+ Provides employee learning and organizational development consultation to president's cabinet<br><br>+ Advises on campus-wide professional development activities<br><br>+ Initiates the campus-wide needs assessment[3]<br><br>+ Ensures college goals are aligned with professional development plan in consultation with shared governance committees and President's Cabinet<br><br>+ Administers Cornerstone Learning Management System<br><br>+ Chairs the professional development advisory committee<br><br>+ Provides consultation to professional development task force(s)<br><br>+ Manages institutionalized professional learning offerings (e.g., campus-wide change initiatives, academies, leadership development, learning management system)<br><br>+ Directs and oversees institutionalized employee recognition events such as employee of the year, employee excellence awards, classified professionals' appreciation week.<br><br>+ Audits the conference authorization forms for Board office and resource to employees for conference travel process | $100,000 allocated for 2019-20 by President's Cabinet | HR Training & Development Specialist<br><br>HR Director<br><br>Consults with President's Cabinet<br><br>Reports to OCC President |

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3  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 PDAC annual agenda guidelines.

| | | | |
|---|---|---|---|
| Professional Development Advisory Committee (PDAC) | + A shared governance group<br><br>+ Provides consultation to the PD Plan<br><br>+ Makes recommendations for campus wide learning needs<br><br>+ Annual agenda guidelines include the campus employee needs assessment on a 2-year cycle<br><br>+ 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 $100,000 listed above based on needs assessment finding | Chaired by the HR Director or Designee<br><br><br>Co-Chair recommended by PDAC<br><br><br><br>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 chairperson. | $20,000 annual allocations per Coast Federation of Educators (CFE) bargaining agreement | Reports to Academic Senate with guidance from Vice President of Instruction |
| Departmental Wing (Wing) | To fund professional development requests identified in the annual resource request process not being funded by a bargaining group | $25,000 per wing<br><br>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:<br><br>+ Tuition, books and fees reimbursement<br><br>+ Salary differential<br><br>+ Release time<br><br>+ Vocational/Technical education<br><br>+ Professional Conference/Workshop | $100,000 per fiscal year allocated for district wide employees | Classified Professionals assigned per CFCE 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.<br><br>Program employees are funded by college general funds to support Canvas users. | Dean of Library<br><br>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 |
| Wing [F] | X | X | X | X |
| CDMA [F] | X | | | |
| CPD [F] | | X | | |
| Coast CCA [F] | | | X | |
| IIC [S] | | | 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 includes campus-wide, institutionalized professional development activities. The information on the report is captured via a learning management system (i.e., Cornerstone) and reported annually to the College Council. In 2018-19 there were a total of 6,145 employees who enrolled in professional development activity and 70 onsite training events. A total of 405 employees were recognized in five unique recognition events. All employee groups participated in learning. See Appendix B for 2018-19 fiscal year Professional Development Annual Report.

## 2019-20 NEEDS ASSESSMENT ANALYSIS

A comprehensive campus Professional Development Needs Analysis is conducted in partnership with the Office of Institutional Effectiveness and in consultation with shared governance on a two year cycle. The findings for the winter 2020 assessment is found in Appendix F. The data are reviewed regularly and inform learning activities, scheduling

needs, and provide information about perceived employee learning gap trends.

In addition to the needs assessment findings, all learning activities coordinated by the HR Professional Development office are evaluated via a workshop evaluation survey. The workshop evaluations are collected and used to make improvements to future offerings.

## NEEDS ASSESSMENT EXECUTIVE SUMMARY[4]

A total of 275 surveys were received from OCC employees across three employee groups (faculty, classified professionals, and administrators/managers), representing a 25.5% response rate. The following is an executive summary from the 2020 winter Needs Assessment results:

| | |
|---|---|
| **Professional Development (PD) Activities Interest and Attendance** | ▸ 80% of employees reported being interested in professional development opportunities. <br><br> ▸ 76% of employees participated in at least one professional development activity in the past two years. |
| **PD Primary Purpose** | ▸ Faculty and classified professionals reported the main purpose behind professional development is to enhance skills. <br><br> ▸ Administrators reported the main purpose was to enhance performance. |
| **PD Primary Reason** | ▸ Employees across all employee groups reported the main reason they would spend time on professional development is to enhance skills. |
| **Workforce Support for PD** | ▸ 87% of all employees reported being supported to pursue professional development. |
| **Ability to Attend PD** | ▸ 73% of faculty, 86% of administrators, and 63% of classified professionals reported being able to attend PD activities of interest in the past 2 years. |

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

| | |
|---|---|
| **Professional Development Participation Obstacles** | ▸ Faculty and administrators reported "Paperwork/Process for requesting Professional Development Funding" as the biggest obstacle to professional development participation.<br><br>▸ Classified professionals reported "Training specific to my role" as their biggest obstacle. |
| **Scheduling Preferences** | ▸ All employees indicated Fridays and morning sessions would be the most convenient day and time. The most convenient month to hold professional development activities varied significantly by employee group. |
| **Format Type Preference** | ▸ Workshops with one session per topic were rated as the most desirable format across all employee groups. |
| **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:<br>    a. Campus Processes<br>    b. Leadership Skills<br>    c. Inter & Intra Personal Skills or Technology Skills<br>    d. Improving the Student Experience<br>    e. Major Campus Initiatives |
| **Employee Appreciation/ Recognition** | ▸ Most employees were aware of recognition events on campus.<br><br>▸ The majority of employees agreed that recognition events are valuable. |

## 2020-22 PROFESSIONAL DEVELOPMENT CAMPUS-WIDE GOALS

The campus-wide goals include tactical and broad strategies to enhance employees' knowledge, skills, and attitudes in support of serving students more effectively. The goals are reflective of Accreditation Standard III.A.Human Resources, State, district and college priorities and goals and are aimed at the primary learning audience - each constituent group. The goals outlined below were conceptualized based on the feedback from the 2020 Needs Assessment findings and recommendations from the Professional Development Advisory Committee (Appendix F). Presented in Table 6, the first column outlines goals for fiscal year (FY) 2019-20 through FY 2021-22.

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

| FY 2019-20 PD Goals | FY 2020-21 PD Goals | FY 2021-22 PD Goals |
| --- | --- | --- |
| Conduct a comprehensive needs assessment for all employee groups. (COMPLETED) | In consultation with the professional development advisory committee, develop tactical activities for 2020-21 that include specific learning outcomes and goals that support college initiatives that support all employee groups. | In consultation with the professional development advisory committee develop tactical activities for 2021-22 that include specific learning outcomes and goals that support college initiatives and needs and that impact all employee groups. |
| Conceptualize, and vet through OCC's shared governance process, professional development activities for Classified Professionals that align with the College's Vision for Success Goals (AB 1840). | Convert new employee orientation to online format. | Provide advice to departments/ functional groups implementing campus-wide training not owned by HR (Communities of Practice, Safe Zone, Green Dot, departmental training) |
| Deploy at least 1 activity from CLTF tactical goals/activities (AB 1840) found on Table 8. | Provide curated resources aimed to support employees with direct reports related to organizational goals, campus campaigns or changes of structure. | Conceptualize, create, and launch professional development activities specifically targeted to College's Guided Pathways goals |
| Automate enrollment and tracking for all institutionalized learning programs via learning management system (i.e., Cornerstone) (COMPLETED) | Conceptualize, create and launch a management toolkit to enhance on-the-job success for new hires. | Deploy at least 2 activities in goals list from CLTF (AB 1840). |

| | | |
|---|---|---|
| Finish authoring Strategic Professional Development Plan and receive endorsement from President's Cabinet and College Council. (COMPLETED) | Deploy at least 2 activities in goals list from CLTF (AB 1840). | 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. |
| Produce an annual PD activity report. (IN PROGRESS) | Produce an annual PD activity report. | |

## CLASSIFIED PROFESSIONAL DEVELOPMENT AND CALIFORNIA ASSEMBLY BILL 1840

Started in fall 2019, the Classified Learning Task Force (CLTF) formed in response to the California Community College Chancellor's Office sponsored AB 1840. The task force is responsible for making recommendations about the use of Classified Professional Development funds allocated by the California Community College Chancellor's Office to support Vision for Success goals. The fund allocation was made based on a formula using a full-time equivalent 2017-18 headcount. OCC received approximately $60,570. The AB 1840 funds can be carried to subsequent fiscal years until depleted. The CLTF is a group that is responsible for:

1. Reporting activity and findings to the Professional Development Advisory Committee

2. Ensuring that recommendations for use of funds support the Vision for Success

3. Providing input regarding Classified learning needs in support of Vision for Success

4. Reviewing needs assessment findings and provide tactical training ideas based on data and needs from Classified members

Presented in Table 7 are the Classified Learning Task Force 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 presented the recommendations to the Professional Development Advisory Committee on March 11, 2020 and the College Council on May 19, 2020. Additionally, CLTF received endorsement about the activities recommendations by the Vice Chancellor of Human Resources on May 4, 2020. The tactical goals are based on the findings from the campus-wide needs, based on administrative leadership feedback, and shared governance dialogue. Table 8 begins with Fiscal year 2019-20 on the left and moves through to fiscal year 2021-22.

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

The goals presented in Table 8 begin with the broad purpose of what the tactical activities intend to achieve. The tactical activities are outlined by fiscal year beginning with the current year through 2021-22. Each goal supports the broader strategy which is to develop a learning program aimed at the competencies that support the Vision for Success. The learning interventions will be informed by college goals and needs analysis findings. For example, some learning outcomes for the learning program could be offering leadership skills, inter/intra personal skills, technology training, and/or improving the student experience. The recurring themes that were uncovered during the needs

analysis and the training recommendations made by the CLTF will be the springboard of the learning program offered to Classified Professionals.

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

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***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. | 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. | 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 illustrates employee perception and attitudes toward professional development such as access to professional development, perceived support by the organization, or work coverage to attend learning. In the past two years, approximately a third of the classified employees at OCC reported having never or rarely attended professional development. A common obstacle to engaging with professional development by Classified Professionals is a perceived lack of coverage for employees involved in student facing roles. As such, when possible, professional development will be offered at multiple times throughout the day to accommodate the varied schedules and departmental needs. In addition, there will be concerted efforts to use technology (e.g., recorded workshops, webinars, online resources, etc.) in ways that will optimize 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 in support of serving students more effectively. The plan is intended to be a living document that is reviewed throughout the year and activated by the Professional Development Office in consultation with the Professional Development Advisory Committee and President's Cabinet. When considering obstacles that may impede the plan goals over the next few years, those include the impact of decreased enrollment that may lead to less funding for employee salaries. Another impact could be business process changes as a result of COVID-19. These challenges are ever changing and bring the need to quickly identify learning gaps while providing immediate learning resources for employees to do their jobs effectively. In higher education, professional development requires the continual advocacy for employees' and their development at all levels of the organization. As such, the next step of the plan is to present at the College Council, receive the varied perspective and feedback about the contents herein, and gain endorsement that will move the plan to action. Once endorsed, the plan will guide the professional development activities for OCC employees over the next three years.

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# THE *APPENDIX*

**Appendix A:** [OCC Student and Employee Demographics](OCC Student and Employee Demographics)

**Appendix B: 2018-19 HR Professional Development Office Annual Report**

**OCC Professional Development Office**

## PROFESSIONAL DEVELOPMENT ANNUAL REPORT

*Fiscal Year 2018-19*

## ACCOMPLISHMENTS

### New Technology Launched

**cornerstone**
*realize your potential*

**Spring 2019:** Launched new learning management system resource for all employees, which gives access to all professional learning at OCC and district-wide.

- **Automated enrollment**
- **Participation tracking**
- **Access to data trends**

**919** employees tracked in Spring

### Accreditation Commendation

**College Commendation 2:**
*"The College's commitment to a comprehensive professional development program for all employee groups that is based on a robust needs assessment process and that is routinely evaluated is leading to a culture of continuous quality improvement. (III.A.14)"*

## PROFESSIONAL DEVELOPMENT BREAKDOWN

### ONSITE LEARNING

**70** onsite training events

**6,415** enrollments

TRAINING EVENTS: 2017-18: 29, 2018-19: 70

ENROLLMENTS: 2017-18: 5,205, 2018-19: 6,415
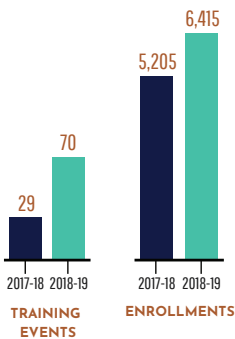
### OFFSITE LEARNING

**301** employees attended offsite conferences

**682** total offsite conferences attended

**CONFERENCE ENROLLMENT BY CLASSIFICATION**

- Short-Term: 23
- Admin/Mgrs: 198
- Classified: 209
- Faculty: 252
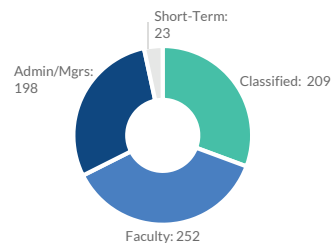
### EMPLOYEE RECOGNITION

**5** recognition events

**405** employees recognized

E.g.,
- *Employee of the Year*
- *Classified Professionals' Appreciation Week*
- *Kudos Excellence*

**ORANGE COAST COLLEGE**

**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 2019-20 flex days are scheduled as a campus-wide day of synchronous learning at OCC as follows:

- Friday, August 23, 2019
- Thursday, February 20, 2020

The Flex Day Coordinator is appointed by the College President and Academic Senate. The Chair for 2019-20 is Biology Professor, Marc Perkins.

**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 underscores 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:** 2020 PDAC Needs Assessment Survey Results

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