

Mt. SAC Professional Development Plan Fall 2024 through Summer 2026

President's Advisory Council (PAC): 1/15/2025
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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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
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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

	<p>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</p>	<p>Raw data: attendance trends End-user feedback Raw data from website hits</p>
<p>Faculty will explore educational technology in the classroom (PD Plan Areas: 1, 2, 3, 4, 6, 7, 8, 9)</p>	<p>Technology Fair Tech Week SPOT & Recertification Training Flex Day Presentations Canvas Trainings Smart Board Trainings Finding and Evaluating Open Textbooks in Your Discipline</p>	<p>Participant satisfaction surveys and other specialized assessments Raw data: attendance trends End-user feedback Raw data from website hits</p>
<p>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)</p>	<p>New Faculty Seminar New Faculty Mandatory Training Orientations Comprehensive Planning Summits Outcomes Assessment Update EEO Representative Training Service Animal Training Survival Signs (DHH)</p>	<p>Participant satisfaction surveys and other specialized assessments Raw data: attendance trends End-user feedback Raw data from website hits</p>
<p>Faculty will understand potential accessibility issues with their instructional materials (PD Plan Area: 8)</p>	<p>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</p>	<p>Participant satisfaction surveys and other specialized assessments Raw data: attendance trends End-user feedback Raw data from website hits.</p>

Managers:

TARGETED OUTCOME	ASSOCIATED LEARNING ACTIVITIES	MEANS OF ASSESSMENT
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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.