

**PROFESSIONAL DEVELOPMENT PROGRAM
Fall 2007**

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

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

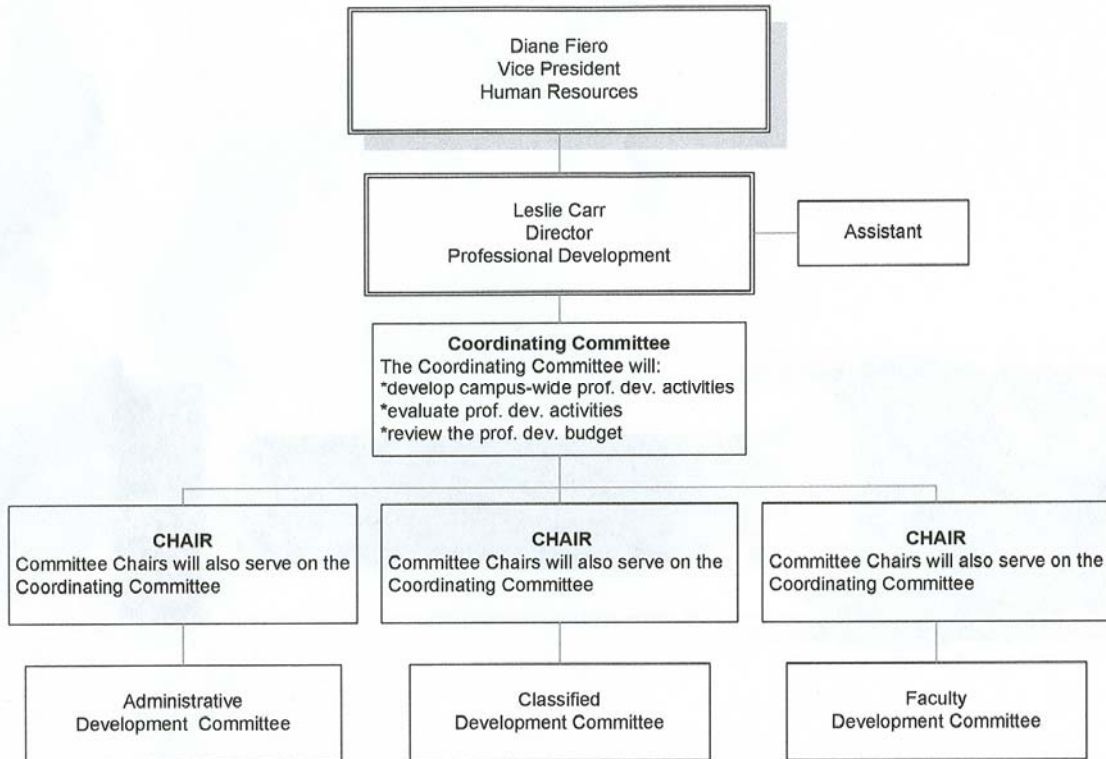
Our Programs: Can benefit from activities and systems instituted at the college and departmental level with the result being better service to students.

Our Organizations: Benefit from initiatives and systems while providing for the continuous improvement of our college.

These three critical parts of an effective staff development program need to be brought together by leadership of someone who coordinates, oversees, plans, implements, evaluates, and accounts for what is going on and how well it works.

Structure

Professional Development in the Santa Clarita Community College District will use the following model:



Director of Professional Development (PDD).

The PDD will provide the vision and the nuts and bolts leadership for all professional development on campus,

- a. The DPD be a full-time coordinator position
- b. The DPD will report to the Vice President of Human Resources, and
- c. It is anticipated that the DPD will require clerical assistance to help maintain all required documentation.

Professional Development Coordinating Committee

The Professional Development Coordinating Committee will carry out different aspects of planning, budgeting, research/networking, implementing and evaluating and accounting for the outcomes of what has occurred, coordinating the dissemination of the results of professional development and utilizing all of this to continue to improve our professional development programs.

1. The PDCC, consisting of the DPD along with the chairs and alternate chairs of the constituent committees, will meet at least 2 times per semester
2. The PDCC will have the following responsibilities:
 - a. Developing overarching goals for the constituent committees that will incorporate the District's strategic goals, CPT's goals, and annual themes;
 - b. Creating an annual list of recommendations and goals; and,
 - c. providing campus-wide activities that will help develop community
3. The PDCC will oversee the professional development budget:
 - a. allocate budgets to the constituent development committees;
 - b. Prepare budget requests for the budget development process;
 - c. Research additional funding opportunities for Professional Development
4. The PDCC will be responsible for ongoing assessment of development activities
 - a. Professional Development activities should have clear learning outcomes;
 - b. Professional Development activities should make wise use of District resources.
5. A detailed chart describing the roles of the PDCC is attached at the end of this document. (Appendix A)

Constituent Development Committees

There will be Constituent Development Committees for Faculty, Classified and Administration. These constituent committees will develop, plan, and implement professional development activities for their respective campus groups.

1. Each constituent committee will be led by a chair.
 - a. It is recommended that each chair serve at least two years;
 - b. It is recommended that each chair be on their respective committee at least one year prior to becoming chair;
 - c. The Chair is responsible to call and run the meetings of the constituent committee;
 - d. The Chair will work with the DPD to develop the agenda for the constituent committee meetings
 - e. An alternate will be designate to serve as the chair in the event that the chair is unable to attend a meeting;
 - f. The chair and the alternate will serve as a members of the PDCC

CONFERENCE ATTENDANCE

Information obtained at any conferences attended by District employees need to be shared. Several suggestions on how to do this are:

- Post handouts on the intranet
- Have the employee provide a presentation of what was learned at the conference to the their department/division
- Have the employee provide a brown-bag lunch time presentation on what was learned at the conference
- Utilize the *Great Idea* form on the intranet in an effort to get ideas obtained from conferences into the budget process

ATTITUDES NEEDED TO SUPPORT PROFESSIONAL DEVELOPMENT IN THE SANTA CLARITA COMMUNITY COLLEGE DISTRICT: A COMMITMENT TO CHANGE

Beyond the revenue to fund activities and the reassignment of a staff member to provide leadership to the development of an integrated and comprehensive professional development program in the Santa Clarita Community College District there must be a commitment to support these efforts from the CEO, the Board of Trustees, and constituencies on campus. The campus community must commit to embrace change, remain flexible, be open to taking advantage of opportunities as they emerge, and focus on designing opportunities to foster ongoing professional development for all staff. In order to enhance an organizational climate that will support this mode of functioning, we need to *consistently review* how we:

- ✓ Connect conference attendance to the dissemination of the information and sharing of skills with others on campus;
- ✓ Use college and program goals objectively to help distinguish between needs appropriately met by the college and those that are based solely on individual interests and preferences;
- ✓ Partner with other organizations to expand access to learning/professional development opportunities;
- ✓ Use our commitment to strengthen our service to students, improve the student learning environment, develop quality and relevant curriculum and increase the effectiveness and efficiency of our staff as the "driver" of our professional development activities;
- ✓ Connect individual professional development plans to departmental program reviews and the evaluation process;

- ✓ Assess the impact of professional development activities on the competence of individuals, program and curriculum improvement, student learning, organizational effectiveness, customer service, progress toward our strategic goals and to enhanced efficiencies (cost benefit analysis);
- ✓ Utilize the expertise of our staff to train, mentor, and enhance the skills of fellow staff;
- ✓ Recognize, appreciate, and reward accomplishments, excellence and improvements among members of COC staff;
- ✓ Extend training and development opportunities to adjunct faculty;
- ✓ Generate external resources to support expanded professional development opportunities for our staff (cross-training opportunities, employee exchanges, job shadowing opportunities, partnerships to learn from business/industry);
- ✓ Coordinate the allocation of resources towards specific institutional goals and areas of emphasis.

**APPENDIX A:
ROLES OF THE PDCC**

	ROLES	
<i>Function</i>	DPD	PDCC
Planning	<ul style="list-style-type: none"> Leads and facilitates planning 	<ul style="list-style-type: none"> Represents consistent needs
	<ul style="list-style-type: none"> Develops options and vision 	<ul style="list-style-type: none"> Ties needs to individual and department, develops plans.
	<ul style="list-style-type: none"> Provides energy and creates excitement for moving forward to develop plans 	<ul style="list-style-type: none"> Reviews suggestions from DPD
	<ul style="list-style-type: none"> Attends to details 	<ul style="list-style-type: none"> Establishes staff development activities to meet annual goals and priorities
	<ul style="list-style-type: none"> Converts efforts to college strategic goals 	<ul style="list-style-type: none"> Works with DPD to plan projects driven by the impact of constituencies
Research Networking	<ul style="list-style-type: none"> Searches for ideas for committee to consider 	<ul style="list-style-type: none"> Networks with peers & resources.
	<ul style="list-style-type: none"> Finds new ways to do things and new things to do 	<ul style="list-style-type: none"> Assists in needs assessments and analysis of data
	<ul style="list-style-type: none"> Networks with internal and external resources, in state and community 	
	<ul style="list-style-type: none"> Determines feasibility of activities, cost benefit, analysis and budgets, and timeline. 	
Implementation	<ul style="list-style-type: none"> Once activities have been determined, the DPD makes it happen. 	<ul style="list-style-type: none"> Assists in planning
	<ul style="list-style-type: none"> Coordinates calendars and develops timelines 	<ul style="list-style-type: none"> Promotes among constituencies
	<ul style="list-style-type: none"> Allocates resources 	<ul style="list-style-type: none"> Facilities, events & projects
	<ul style="list-style-type: none"> Attends to details (facilities, etc.) 	<ul style="list-style-type: none"> Participates (ESSENTIAL)
		<ul style="list-style-type: none"> Acts as link between constituencies and events
Evaluation	<ul style="list-style-type: none"> Designs draft evaluation process to assess 	<ul style="list-style-type: none"> Assists in defining outcomes to be assessed and

	ROLES	
<i>Function</i>	DPD	PDCC
	effectiveness of activities	networking for doing so.
	<ul style="list-style-type: none"> Collects data, summaries, analyses, and communicates results to committee, administration, outside agencies on request. 	<ul style="list-style-type: none"> Endorses evaluation process.
	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Reviews results and include impact in planning for the next stages.
Accountability	<ul style="list-style-type: none"> Monitors plan & budget 	<ul style="list-style-type: none"> Provides oversight to the process.
	<ul style="list-style-type: none"> Ensures objectives of activity are met 	<ul style="list-style-type: none"> Makes recommendations in reallocation of resources as plan progresses.
	<ul style="list-style-type: none"> Complies with legal requirements of funding sources 	<ul style="list-style-type: none">
	<ul style="list-style-type: none"> Prepares process and budget Prepares process and budget reports for review by committee and other bodies (internal/external) 	<ul style="list-style-type: none">
Communication	<ul style="list-style-type: none"> Hub of communication for all information to and from committee, administration and outside agencies 	<ul style="list-style-type: none"> Communicates above the plan and process to constituencies, work groups and College at large.
	<ul style="list-style-type: none"> Receives information and disseminates to various sources, staff, outside agencies, administration, etc. 	<ul style="list-style-type: none"> Communicates committee decisions, connects activities to Strategic Plan, and promotes desired outcomes/benefits to staff, program and the college.
	<ul style="list-style-type: none"> Responsible for summarizing or determining what information needs to be sent forward 	<ul style="list-style-type: none"> Serves as a "sounding board" for institutional change - monitors pulse and mood of campus.
	<ul style="list-style-type: none"> Develops vehicles for communication including reports, homepage, e-mail, newsletters, memos, 	

	ROLES	
<i>Function</i>	DPD	PDCC
	personal contact, and appropriate Board agenda items	
	<ul style="list-style-type: none"> • Consults, coordinates, communicates and cooperates with key governance bodies on campus 	
	<ul style="list-style-type: none"> • Facilitates action, meetings, communication within and among groups. 	
	<ul style="list-style-type: none"> • Serves as a resource for staff - helps explain how the organization and structure work and enable people to get through the loops and hoops. 	

APPENDIX B
GOALS & RECOMMENDATIONS FOR 2007-08

1. Individual development committees will set their own goals for the year
2. Coordinate an all-college retreat
3. Connect FLEX workshops to a theme and/or the District's strategic goals
4. The development committees need to do a better job of communicating with their departments and divisions in 1). Soliciting information from their employee groups regarding the training they need and 2). Disseminating information from the committee meetings
5. Invite employee groups to evaluate each other's professional development needs
6. Develop more "get-to-know-you" activities ie: End-of-the-Year All College BBQ; Potluck Lunches at the Cougar Den throughout the year
7. Ensure workshops are rigorous
8. Develop competencies for all employees (capacity building) to move toward future goals
9. Develop a leadership academy for those who want to move into leadership roles
10. Develop a core of basic skills training for new employees that will address institutional needs and campus culture
11. Look 3-5 years ahead and determine what training needs employees will need and offer that training now
12. Encourage employees to prepare an annual personal professional development plan, either at the beginning or the end of the school year that outlines what training they will need in the upcoming year. This will then be forwarded to HR anonymously, and then HR will send this information to Professional Development. The development committees can then utilize this information and offer workshops that will address the training needs identified in those plans.
13. Develop more partnerships for training opportunities
14. Work with Instruction to clarify/revise conference request forms, asking the employee to state the reason they are attending the conference)