

ORANGE COAST COLLEGE

Strategic Professional Development Plan

2024-27

HR Professional Development Office
Endorsed by: College Council on 11/19/2024

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EXECUTIVE SUMMARY

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

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

DESCRIPTION OF THE LEARNING ENVIRONMENT

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

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

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

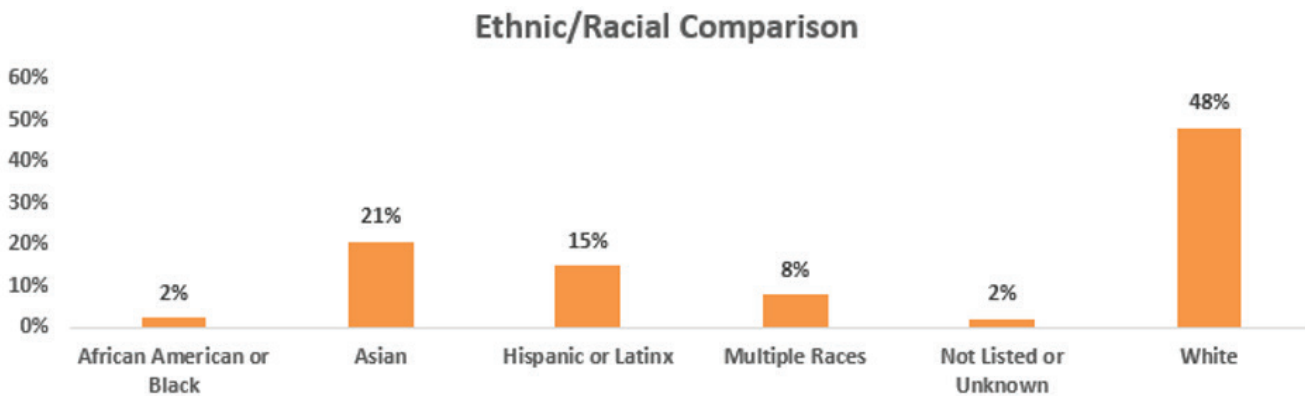
With the addition of the College Center Conference Center, even more spaces are available for employee learning activities, including orientations. Since 2020, OCC has offered employee learning in various modalities, including synchronous virtual learning and on-demand online asynchronous learning. However,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

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

EMPLOYEE DEMOGRAPHICS

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

TABLE 1. Employee Ethnic/Racial Composition



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

TABLE 2. Employee Headcount by Classification

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

EMPLOYEE CLASSIFICATIONS

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

VISION, MISSION AND GOALS

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

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

VISION STATEMENT.

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

MISSION STATEMENT.

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

VALUES.

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

GOALS.

Community

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

Learning

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

Access and Equity

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

Stewardship

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

Student & Employee Engagement

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

CURRENT STATE: PROFESSIONAL DEVELOPMENT

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

TABLE 3. Campus & District Role in Professional Development

Orange Coast College	Coast District
<ul style="list-style-type: none"> + Authors the professional development plan + Consults with employees via shared governance process + Oversees alignment of accreditation standard 3.1 and 3.2 and PD Plan in collaboration with the President’s Office + Manages the professional development office for the college + Funds campus-wide employee learning + Conducts a needs assessment + Provides comprehensive new employee orientation and other learning academies 	<ul style="list-style-type: none"> + Delegates PD programming responsibility to each campus + Responsible for mandated training + Provides new hires with benefits and payroll information + Negotiates union agreements professional development funding and/or resources for each constituent group

PROFESSIONAL DEVELOPMENT ACTIVITY AT OCC

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

TABLE 4. Institutionalized Professional Development Programs at OCC

Professional Development Activity or Program	Role or Mission	Funding Notes	Leadership
HR Professional Development Office (PD Office)	<ul style="list-style-type: none"> + Conceptualizes and authors the Strategic professional development plan + Develops the professional development strategy for OCC based on needs assessment + Provides employee learning and organizational development consultation to president’s cabinet + Advises on campus-wide professional development activities + Initiates the campus-wide needs assessment² + Ensures college goals are aligned with professional development plan in consultation with shared governance committees and President’s Cabinet + Administers Cornerstone Learning Management System + Chairs the professional development advisory committee + Provides consultation to professional development task force(s) + Manages institutionalized professional learning offerings (e.g., campus-wide change initiatives, academies, leadership development, learning management system) + Directs and oversees institutionalized employee recognition events such as employee of the year, employee excellence awards, classified professionals’ appreciation week. + Audits the conference authorization forms for Board office and resource to employees for conference travel process 	\$46,000 allocated for 2024-2025 FY	HR Training & Development Specialist HR Director HR Administrative Assistant II Consults with President’s Cabinet Reports to OCC President

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

<p>Professional Development Advisory Committee (PDAC)</p>	<ul style="list-style-type: none"> + A shared governance group + Provides consultation to the strategic professional development plan + Makes recommendations for campus wide learning needs + Annual agenda guidelines include the campus employee needs assessment on a 2-year cycle + The mission is to prioritize, communicate, and provide resources for inclusive and equitable learning opportunities; encourage the importance of life-long learning; and recognize the value of individuals leading college wide success. 	<p>PDAC provides recommendation for use of \$46,000 listed above based on needs assessment finding</p>	<p>Chaired by the HR Director or Designee</p> <p>Co-Chair recommended by PDAC</p> <p>Reports to the College Council</p>
<p>Classified Learning Task Force (CLTF)</p>	<p>See Table 8 for CLTF recommendations.</p>	<p>\$60,570 one-time state grant funds allocated in 2019. Funds roll from year-to-year until depleted.</p>	<p>PDAC with guidance from District HR Vice Chancellor and CFCE</p>
<p>Flex Calendar (Flex) - See appendix C for state reporting guidelines</p>	<p>Conceptualizes and offers professional development activities for flex calendar day. Flex calendar day is aimed at faculty professional development. The activities for flex is led by a faculty coordinator.</p>	<p>\$20,000 annual allocations per Coast Federation of Educators (CFE) bargaining agreement</p>	<p>Reports to Academic Senate with guidance from Vice President of Instruction</p>
<p>Communities of Practice for Part Time Faculty</p>	<p>Builds a positive culture at OCC by creating a community of part-time faculty that dialogues about effective teaching, campus resources, and OCC's culture.</p> <p>The goals for Communities of Practice for Part-Time Faculty series are to assist part-time faculty with developing:</p> <ul style="list-style-type: none"> + A sense of the OCC community + Effective teaching + Knowledge of campus resources <p>The overarching goal is to help build a positive culture here at OCC for all.</p>	<p>\$4,500 per fiscal year from \$46,000 listed above.</p>	<p>Part-time Faculty Steering Crew with funding support from PDAC</p> <p>Crew is made up of part time and full time faculty, classified staff and administration</p>

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

TABLE 5. Professional Development by Program Type & Classification Impact

PD Program or Offering	Employee Classification Impacted			
	<i>Admin/Mgrs</i>	<i>Classified</i>	<i>Faculty</i>	<i>Short-term</i>
PD Office ^{F, P, S}	X	X	X	X
PDAC ^{F, P}	X	X	X	X
CLTF ^P		X		
Flex ^P	X	X	X	X
Communities of Practice ^P			X	
Wing ^F	X	X	X	X
CDMA ^F	X			
CPD ^F		X		
Coast CCA ^F			X	
IIC ^S	X	X	X	X
PDI ^F			X	

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

ANNUAL ACTIVITY REPORT

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

2022-23 NEEDS ASSESSMENT ANALYSIS

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

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

NEEDS ASSESSMENT EXECUTIVE SUMMARY⁵

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

Professional Development (PD) Activities Interest and Attendance

- ▶ 70.4% of respondents reported being interested in professional development opportunities.
- ▶ 71.1% of respondents have devoted time to their professional development in the past 2 years.
- ▶ 74.6% of respondents believe the purpose of professional development is to enhance skills and performance.
- ▶ 9.1% believe the purpose of PD is to advance their career path.
- ▶ 31.3% of respondents want to spend time on professional development to advance their career path.

Workforce Support for PD

- ▶ 69.4% of all respondents reported being supported to pursue professional development.

Ability to Attend PD

- ▶ 57.2% of respondents reported being able to attend PD activities of interest most or some of the time in the past 2 years.

Professional Development Participation Obstacles

- ▶ Respondents reported workload, communication about opportunities, and interesting topics to be their biggest obstacles to attending PD activities.

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

Scheduling Preferences

- ▶ Respondents indicated Fridays and afternoon sessions would be the most convenient day and time. The most convenient months to hold professional development activities were January, June, and July.

Preferred PD Topics

- ▶ Different employee groups expressed varying levels of interest in various subtopics with the different domains of professional development. The various professional development domains include:
 - a. Campus Processes
 - b. Organizational Skills/Information
 - c. Inter & Intra Personal Skills
 - d. Technology Skills
 - e. Improving the Student Experience
 - f. Major Campus Initiatives
 - g. Other topics

2024-2027 PROFESSIONAL DEVELOPMENT CAMPUS-WIDE GOALS

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

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

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

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

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

CLASSIFIED PROFESSIONAL DEVELOPMENT AND CALIFORNIA ASSEMBLY BILL 1840

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

The CLTF has several key responsibilities:

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

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

TABLE 7. Classified Learning Task Force Membership

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

CLTF PROFESSIONAL DEVELOPMENT RECOMMENDATIONS

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

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

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

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

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

CLTF Broad Vision of PD to Support Vision for Success:

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

TACTICAL ACTIVITIES

FY 2019-20 PD Goals	FY 2020-21 PD Goals	FY 2021-22 PD Goals
<p>Identify the learning outcomes of the Classified learning program/ academy.</p>	<p>Pilot classified learning program/ academy summer 2020.</p>	<p>Ensure learning activities and offerings are reviewed for alignment with Vision for Success.</p>
<p>Identify the framework, scope and sequence, cost, time, and ROI projections. Offer workshops (on an established and continuous interval) related to moving up in the career ladder that are specific to internal hiring or promotional processes.</p>	<p>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)</p>	<p>Present annual activities and outcomes to campus via Professional Development Advisory Committee.</p>
<p>Offer workshops (on an established and continuous interval) related to moving up in the career ladder that are specific to internal hiring or promotional processes. Ensure learning activities and offerings are reviewed for alignment with Vision for Success.</p>	<p>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.</p>	
<p>Conceptualize an improved process and communication for PD funding or training opportunities at Orange Coast College.</p>	<p>Ensure learning activities and offerings are reviewed for alignment with Vision for Success.</p>	
<p>Ensure learning activities and offerings are reviewed for alignment with Vision for Success.</p>	<p>Present annual activities to campus and outcomes via Professional Development Advisory Committee.</p>	
<p>Present annual activities to campus and outcomes via Professional Development Advisory Committee.</p>		

ACCESS TO PROFESSIONAL DEVELOPMENT

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

PRIORITIZATION OF PROFESSIONAL DEVELOPMENT RECOMMENDATIONS

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

CONCLUSION

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

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

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THE *APPENDIX*

Appendix A: OCC Employee & Student Comparison Profile Dashboard

Dashboard can be accessed here: [Employee / Student Profile Comparison Dashboard](#)

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

[PD Report](#)

Appendix C: Flex Calendar Purpose

The purpose of the flexible calendar program is to provide time for faculty to participate in development activities that are related to “staff, student, and instructional improvement” (Title 5, section 55720). The flexible calendar program is a component of the professional development program and the major vehicle for faculty participation in development activities. The flexible calendar program allows faculty (full-time, part-time, instructional and non-instructional) the time to work individually or with groups to achieve improvement in three distinct areas:

- Staff improvement
- Student improvement
- Instructional improvement

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

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

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

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

Appendix D: Assembly Bill 2558 Summary

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

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

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

Funding

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

Appendix E: Is Employee Learning the Solution?

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

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

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

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

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

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

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

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

Appendix F: 2023 PDAC Needs Assessment Survey Results

2023 Needs Assessment: [PDAC Needs Assessment Survey Report_.dotx](#)

AUTHOR

Rebecca Morgan, M.A.,
Author

EDITORIAL CONTRIBUTORS

Angelica Suarez, Ph.D.
President

Rebecca Morgan, M.A.
Human Resources Director

Lucy Grams
Senior Research Analyst

Alicia Triche
Graphic Designer

STRATEGIC PROFESSIONAL DEVELOPMENT

PLAN REVIEWERS

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

COLLEGE COUNCIL MEMBERS

Angelica Suarez, Ph.D.
President, Co-Chair College Council

Sheri Sterner, Ed.D.
*Dean, Institutional Research, Planning & Effectiveness,
Co-Chair College Council*

Doug Bennett
Executive Director, College Advancement

Chris Berg
Faculty, Mathematics and Sciences

Beth Blake
Faculty, Consumer and Health Sciences

Don Carlson
Dean, Technology

Karen Cifuentes
Division Coordinator

Rendell Drew
Faculty, Social and Behavioral Sciences

Savannah Garcia
Student

Tara Giblin
Vice President Instruction

Lucy Grams
Research Analyst

Jeanette Grimm
Admin Assistant to the VP

Juan Gutierrez
Director Marketing and Publications

Anna Hanlon
Faculty, Kinesiology and Athletics

Sue Harlan
Educational Technologies Associate

Nathan Jensen
Associate Dean, Global Engagement Center

Rachel Kubik
Director, Business Services

John Maxwell
Instructional Associate

Rebecca Morgan
Director, Human Resources

Thuy Nguyen
Executive Assistant to the President

Madjid Niroumand
Vice President, Student Services

Rich Pagel
Vice President, Administrative Services

Stephanie Phonsiri
Administrative Assistant

Shannon Quihuiz
Dean, Title IX and Student Relations

Felipe Salazar
Associate Dean of Equity and Special Programs

Dave Thompson
IT Director

Eric Wilson
IT Educational Technologies Trainer

PROFESSIONAL DEVELOPMENT ADVISORY

COMMITTEE MEMBERS

Rebecca Morgan
Director Human Resources, PDAC Chair

Mayada Alani
Faculty, Business & Computing

Allissa Blystone
Faculty, Mathematics & Sciences

Jonathan Cao-Nguyen
Training and Development Specialist

Kelly Holt
Faculty, Consumer and Health Sciences

Rene Kinn
Administrative Assistant I

Sara Martinez
Program Director, Adult Education

Susan Nguyen
Part-Time Faculty, Social and Behavioral Sciences

Virginia Nuzzolese-Laflamme
Tutorial Services Specialist

Michelle Ozuna
Administrative Assistant II

Veronica Sanchez
Division Area Office Coordinator



2701 Fairview Drive
Costa Mesa, CA 92626

www.orangecoastcollege.edu

For inquiries, contact the HR Professional Development Office at
PDOffice@occ.cccd.edu or call (714) 432-5920

