

RESPONSE TO COLLEGE RECOMMENDATION 3A

In order to increase effectiveness and respond fully to the previous recommendation, the team recommends that the college implement an integrated professional development plan to ensure that employees have regular structured training on information technology and instructional design.

Los Medanos College has made substantial improvements in the implementation of an integrated professional development plan. Aspects of this plan ensure that employees have regular structured training on information technology and instructional design through the intentional planning, design and continual expansion of the Professional Development program at LMC. Each of these aspects is outlined in the following sections:

- Professional Development Advisory Committee
- Technology Workshops, Trainings and Resources
- Distance Education – Best Practices in Pedagogies
- Continuous Improvements

Professional Development Advisory Committee

During fall 2007, the Shared Governance Council (SGC) authorized the creation of a Professional Development Task Force to analyze needs and recommend improvements for the professional development program on campus. This task force, comprised of 12 active members representing faculty, classified staff and managers, presented its proposal to the SGC in May 2009. The SGC and the college president accepted the proposal, which included a professional development mission statement and related values, outcomes, guidelines and operational procedures. (E: Professional Development Task Force Report, May 2009)

As a result of this proposal, the Professional Development Advisory Committee (PDAC) was established in spring 2010. Due to funding cutbacks within the California community college system at that time, full staffing as recommended in the proposal was not possible. However, per the president's decision, modified staffing was provided through the Office of College Advancement for PDAC and its various programs and activities. The senior foundation director provides management oversight and direction to PDAC and professional development activities on campus, and the Office of College Advancement administrative assistant fills the role of the campus-wide Professional Development coordinator, providing day-to-day leadership and support to the program. These two staff persons are PDAC co-chairs and collaboratively they facilitate planning and continuous improvement for the campus-wide professional development program and plan. (E: Professional Development Report to SGC, Plan B, Date?)

PDAC's mission is "to strengthen and support a dynamic learning environment that promotes and enhances the personal, professional and organizational development for all employees with the ultimate goal of student success." PDAC receives charges from the SGC annually (E: 2011 – 2013 PDAC Charges from SGC). PDAC membership is comprised of representatives from each of the campus constituencies, including students (E: PDAC membership roster), and the committee structure includes six standing sub-committees – Conference Review, Health and Wellness, Leadership, Orientation, Teaching and Learning and Technology. Additionally, in an

effort to further integrate professional development planning, PDAC has included LMC's Local Planning Group (the group contractually responsible for planning and approval of all faculty Flex activities) as an integral part of PDAC ([E: LPG membership roster](#)).

During spring 2013, PDAC completed a two-year strategic plan (2013-15), which includes goals and objectives to focus the work of the committee. Several resources were used to guide the development of this plan, including SGC's charges, the district's Strategic Plan, LMC's Educational Master Plan and Strategic Priorities, PDAC's self-assessment, the District's professional development survey results, LMC's Flex evaluations and the 2008 Accreditation Visiting Team's Recommendations. Two focus areas of the visiting teams third recommendation -- "structured trainings regarding technology and instructional design" -- are addressed in these goals and objectives and related activities' design ([E: PDAC 2013-2015 Goals and Objectives](#)).

Connecting and collaborating with other Professional Development initiatives on campus has been a priority for PDAC. There has been an intentional "cross-pollination" between PDAC's membership on other campus committees in order to support a network of professional development communications reaching across the campus. Additionally, PDAC's integrated approach is enhanced by inviting non-PDAC members to participate on PDAC sub-committees. As a result of this on-going professional development network, PDAC has been able to support other campus committees by publicizing their professional development activities, assisting with online registrations and evaluations, and in making appropriate professional development linkages. By identifying these areas for collaboration, PDAC is creating more effective and efficient use of resources and is helping to break down "silos." Examples of such collaborations include:

- Collaborative Learning: In response to information about the need for technology trainings from various campus departments and programs, PDAC cosponsored activities with other committees and to address these needs.
- Joint Planning, Program Development and Implementation: PDAC worked closely with the LPG, the IDEA Committee and with members of the General Education Committee to create the on-going campus-wide professional development initiative, "Looking In – Looking Out Initiative: A respectful and inclusive exploration of cultural humility, unconscious bias and competence at LMC."
- Conference Review Team: This group includes a member from the EXITO grant, and works closely with other grants, committees and departments, resulting in consistent procedures for conference funding requests, recommendations and approval processes.
- PDAC reaches out across the campus, identifying faculty, staff and managers to facilitate workshops and other professional development activities throughout the year.

Professional development activities on campus, including technology-related trainings and activities, are provided through various delivery modes, such as employee- and consultant-facilitated workshops, peer mentoring, inquiry groups, teaching communities and off-campus workshops and conferences. Professional development activities are regularly scheduled during pre-semester Flex days and throughout each semester. Additionally, links to professional development resources are available online through PDAC's web-sites and the web-sites of several campus committees and departments. The Office of College Advancement also regularly

shares professional development resources, such as reports and articles and professional development opportunities like webinars, conferences and trainings. This information is shared on the Professional Development [web-site](#), through e-mail or one-to-one communications, as appropriate.

Continuous improvement as a result of on-going assessment is an important value and practice for LMC's professional development program. PDAC and the Office of College Advancement contribute to a participatory culture of institutional learning through regular assessment, documentation, and building of lessons learned from all of its professional development activities ([E: Evaluation Form, Survey Monkey, Focused Flex and Overall Flex Evaluation Summaries](#)).

Technology Workshops, Trainings and Resources

Since the establishment of PDAC in 2010, there has been a concerted effort to determine LMC's campus-specific technology professional development needs. These needs are determined through an annual employee survey (conducted by the District and disaggregated by each campus and by constituency needs) and through PDAC's campus-wide network. The identified needs for technology professional development trainings and activities are directed by PDAC and by the professional development staff to PDAC's Technology Sub-committee or to the Academic Senate's Distance Education Committee. The professional development staff from the Office of College Advancement, work closely with LMC's technology systems manager and the new distance education coordinator, who is housed with the Office of Instruction. This new 25 percent faculty reassigned time position and funding for increased distance education trainings were instituted in fall 2013 based on needs identified through professional development surveys, the campus program review process ([E: RAP Proposal for the position](#)), the start-up of the district's new learning management system, (Desire2Learn) and LMC's focus on creating a thoughtful and strategic Distance Education Plan. PDAC, the Distance Education Committee and related staff work collaboratively in the planning and implementation of all professional development related to online education.

Since the last accreditation visit, there have been regular and focused efforts to address the desktop technology training needs of all LMC employees and the specific in-class and online technology training needs of faculty. Workshops on Microsoft Office programs, LMC's web-design software Contribute, and trainings on LMC's Colleague software and reporting functions, program review online applications, and other LMC-utilized software programs have been offered at various times throughout the semesters. Additionally, there have been faculty peer-to-peer workshops on how to use classroom and student support services technologies, including curriculum and student services focused software, social media, blogs, podcasts, and learning management systems. A list of technology-related workshops and trainings can be viewed through the following evidence lists. ([E: Flex and other technology trainings fall 20xx-xx 20xx, conferences attended – dates from and to, other?](#))

In order to emphasize the importance of technology-related professional development, Goal #3 of the PDAC Strategic Plan states: "Faculty, staff and managers are using current technologies to support student success." Two objectives under this goal are: 1) "LMC employees will

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participate in technology trainings which will result in increased job efficiency and competencies”; and 2) “All faculty who teach fully online or hybrid classes, or who use a learning management system as a supplement for their face-to-face classes, will be trained to use the district’s new learning management system, Desire2Learn.” (E: PDAC Goals and Objectives, 2013-2015)

Professional development activities and trainings on desktop technologies are conducted during pre-semester Flex days and regularly throughout the year for all employees. Professional development for technology-related activities and trainings are provided through various delivery modes, including employee- and consultant-facilitated workshops, peer mentoring and off-campus workshops and conferences. A majority of the workshops provide Flex credit for faculty. Online resources are also available through the PDAC Distance Education and the Information Technology Department’s web-sites. (check to see if this is true and if not make sure these links are created)

PDAC requires participant evaluation of each training/workshop – evaluations of technology sessions have been overwhelmingly positive.

Distance Education – Best Practices in Pedagogies

Professional Development is offered to all faculty who desire to teach fully online or hybrid (face-to-face combined with online) classes, and for those who want to use a learning management system as a supplement to a face-to-face class. Training sessions focus on effective online teaching practices. Faculty are taught how to utilize various learning management system (LMS) tools in order to design online courses that enhance interaction between faculty and students. Best practice emphasizes the constant involvement of the instructor with students and course materials through the use of these technological tools. Distance education training also exposes faculty to the benefits and the pitfalls of teaching online. Workshops are offered about accessibility and Section 508 compliance and include such topics as distance education accessibility guidelines and updated information from the Center for Assistive technology and Environmental Access.

Additionally the Contra Costa Community College District Teaching Academy, a collaborative project of the Academic Senates of the three colleges, has offered an online course, “Web-based Retention/Persistence Strategies for Online and Face-to-Face Classes.” This no cost course, which offered a unit of district-only, upper-division credit upon successful completion, covered such topics as best practices for online teaching, useful software and approaches to developing pedagogically sound online content, creating flexible methods of offering contact hours with students, and increasing online retention and completion.

To supplement face-to-face and online trainings, an extensive “best practices” document is posted on the LMC Distance Education Committee web-page. In addition to formal training, experienced online faculty mentor other faculty who are beginning to teach online, working with them from the design of the online classroom through all aspects of instruction. Additional trainings are available through the state Chancellor’s Office Telecommunication and Technology

Infrastructure Program and other online teaching resources. Links to these resources are available on the PDAC and the Distance Education Committee websites.

Continuous Improvements

While Los Medanos College has made substantial advancements in the implementation of an integrated professional development plan, college employees understand that professional development is not a one-time activity with an end point, but rather, it is an ongoing component of student success. In order to teach and learn new job skills and approaches to student success, there is the need for a sustained approach to professional development. In this spirit of ongoing and continuous professional growth and learning, LMC is working toward the following program improvements: (these may be modified as our planning continues)

- 1) Increased professional development staffing, including a Professional Development faculty lead, an instructional technology coordinator, and a permanent Professional Development coordinator.
- 2) A Teaching/Learning Center.
- 3) A long-term plan for distance education and technology in the classroom, which will include a component for related and ongoing professional development. LMC and Diablo Valley College have submitted a collaborative Hispanic Serving Institutions grant application to fund five years of startup of this plan that will increase access and success for Hispanic, underserved and other students.
- 4) A more focused outcomes-based assessment process for professional development, which will help faculty and staff measure student success that results from LMC's professional development program.

In summary, LMC has addressed the professional development recommendation, including the focus on technology training, from the previous team.