

LMC Comprehensive Program Review

Administrative Units

2017-2018

Report Name: Professional Development Summary

The following report contains the responses to question 1.3, for Administrative Units extracted directly from the submitted Comprehensive Program Reviews. The information contained has not been altered, it was extracted exactly how it was written.

Additional narrative has been added to some responses below. *No information entered means that Section 1.3 was not completed. Some entries are images and not text due to interaction with the source document. Mary Oleson, August 29, 2018.

https://email4cd-my.sharepoint.com/:f/g/person/chsieh636_email_4cd_edu/EgFjNgV-zm5MvruZ1bwUm6AB0edv2NEBUltglkstk9oESQ?e=6YJtou

BOOKSTORE

1.2 PROFESSIONAL DEVELOPMENT

Summarize the past (2 – 5 years) and present professional development activities of your unit/program's members and impact (directly or indirectly) on student success

The LMC Bookstore staff understands the importance of regular professional development and embraces these opportunities as frequently as possible. Bookstore manager Robert Estrada attended the inaugural Textbook Affordability Conference in February 2015 and the National Association of College Stores Summit in November 2015. The first conference focused on the way in which bookstores, libraries, publishers, faculty, and government entities could collaborate to make course materials more affordable for students. The second conference presented attendees with the latest information on current and proposed textbook legislation, digital textbooks, retail merchandising, and improving inter-departmental communication and collaboration. Book Buyer Arvella Tutt attended the Campus Market Expo in March 2016 and learned about best practices for rental and digital textbooks, textbook affordability, customer service, and the changing future of course materials. Bookstore Supply Buyer Andrew Murphy attended the Spectrum conference in April 2017, where he further developed his knowledge of digital marketing, retail merchandising, and succession planning and received in-depth training on the bookstore inventory control system. We also believe in developing leadership skills in our staff and have supported Bookstore Operations Assistant Michelle McQuaid's attendance at the Classified Leadership Institute in June 2017 and 2018 as well as Andrew Murphy's participation in the 2018 Contra Costa Community College District Leadership Institute.

No other Information Entered.

BRENTWOOD

1.2 PROFESSIONAL DEVELOPMENT

Summarize the past (2 – 5 years) and present professional development activities of your unit/program's members and impact (directly or indirectly) on student success

To consider: Include examples of equity focused professional development that your unit/program has engaged in and opportunities for future equity focused professional development.

The Brentwood Center staff not only work closely with their colleagues in Student Services Programs in Pittsburg, but they also take part in training and other professional development activities that are available to all other staff. This includes workshops offered on-campus, in-district, off-campus locations and conferences.

Department-specific training is frequently offered through Admissions & Records, Financial Aid, EOPS, DSPS and Counseling. With three of the full-time Brentwood staff supporting Admissions & Records services and one full-time employee working with Financial Aid services, training and conference attendance is concentrated around related updates in these areas. Broader diversity training and equity-focused workshops have been a priority over the past two years, as well as workshops on newer initiatives, such as: Guided Pathways, Integrated Planning, and Compressed Calendar. Because most training workshops are not offered at the Brentwood Center, staff arrange to attend the activities that pertain to them or they are interested in on a rotating basis.

No other Information Entered.

BUSINESS

1.2 PROFESSIONAL DEVELOPMENT

Summarize the past (2 – 5 years) and present professional development activities of your unit/program's members and impact (directly or indirectly) on student success

To consider: Include examples of equity focused professional development that your unit/program has engaged in and opportunities for future equity focused professional development.

The classified staff in the unit regularly participates in professional development opportunities made available via the JobLinks program and associated district-wide process expert teams (PET). These interactions present opportunities for staff to greatly increase awareness of theirs and other functions throughout the District for improvement and cross-functional purposes. Both the Payroll and Human Resources staff have participated in PET and have benefitted greatly from a core group of subject matter experts that have helped in their transitions to their new positions/assignments. PET has been especially helpful for Payroll, as the District continues to make efforts for the wider implementation of web-time entry for its hourly employees. Recently, Payroll made several presentations to the campus community regarding the conversion of hourly, classified staff to web-time entry (greatly reducing the time and effort associated with manual time cards). In fact, Los Medanos College has led the district in the conversion of hourly, classified staff's migration to this form of time keeping on a proportional basis.

College financial operations has greatly improved efforts to work closely with the District Office to establish ad-hoc training opportunities for categorical funding program improvements and procedural clarification. The new Business Services Supervisor is actively participating in Perkins grant and Strong

Workforce program meetings/informational sessions to improve program understanding and implementation of program expansion efforts. It is expected that the unit will continue to work closely with the dean, district staff, and regional joint venture (RJV) teams to maximize program efficiencies for the foreseeable future.

No other Information Entered.

CUSTODIAL

1.2 PROFESSIONAL DEVELOPMENT

Summarize the past (2 – 5 years) and present professional development activities of your unit/program's members and impact (directly or indirectly) on student success

Professional Development in this unit usually takes the form of training on use and maintenance of the various machines and systems on the campus. Factory training is required for all new or expanded systems that are installed on the campus. In the past few years training has taken place for Energy Management Systems, laboratory air flow controls, and fire alarm systems. All staff in the unit are required to attend annual safety training presented by the college's insurance carrier CCCSIG. Building maintenance staff are trained as hazardous waste generators by Keenan and Associates, the Districts liability insurance carrier. Keenan also provides training and certification on safe forklift operation. Custodial staff are provided training when hired and whenever new equipment is purchased. Our new supplier for custodial supplies also provides training on safety and proper use of cleaning chemicals and cleaning equipment.

No other Information Entered.

INSTRUCTION

Technology Training

Over the course of the comprehensive program review cycle, LMC has transitioned from Blackboard to D2L, then from D2L to Canvas. At the core of this activity was the creation of a new position, Technology Training & Development Coordinator. Funding for the position was approved in Spring of 2014 and the position was filled by Courtney Diputado in Summer 2014, just in time for the transition from Blackboard to D2L. The position evolved to be highly involved in the development of the new classroom instructional technology standard. Additionally, this critical position has provided the ability for faculty to further development both supplemental and online resource materials. Training for faculty to incorporate canvas into their existing face to face classes, as well as training for faculty teaching hybrid and fully online classes has enabled more faculty to utilize these instructional formats more effectively. We have attempted several times through the RAP process to establish a budget for distance education and technology training development. A request for \$10,000 to support professional development and software/hardware evaluation was awarded on a one time basis in the amount of \$3,500. The need to establish an on-going budget for these activities remains.

1.2 PROFESSIONAL DEVELOPMENT

Summarize the past (2 – 5 years) and present professional development activities of your unit/program's members and impact (directly or indirectly) on student success

To consider: Include examples of equity focused **professional** development that your unit/program has engaged in and opportunities for future equity focused **professional** development.

Significant efforts have been made to promote attendance and involvement in **professional** development at all levels of the unit. In addition to attendance to **professionally** related conferences, such as the Chief Instructional Officers Conference, CIO 411 Academy, Articulation Officer Conference, Classified State Leadership Conference, Association for Occupational Education, many members of the unit attended specialty training and workshops. Some of these included ACCCA's Mentor Program, ACCCA's Great Deans Program, STEM Tech, California College Promise, Dual Enrollment implementation, Guided Pathways, Adult Education Block Grant training, etc. The largest theme involved in these activities is increasing access to the community college. One of the most successful examples of evolving **professional** development over the past 4-5 years has been the reestablishment of the Nexus program. The program format has evolved over the past 2-3 years, however, over 40 new full-time faculty members have successfully completed the program. Beyond mentorship, the program fosters continued involvement in the governance of the college.

<u>Operating Resource Request</u>	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
Instruction & Technology Development	3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness.
Department/Unit Name	Resource Type
Instruction & Technology Development	[Control][Control]
	[Control][Control]
	[Control][Control]
General Description	Est. Expense
An ongoing budget is needed to provide resources to the Instruction and Technology Development Coordinator to support professional development, training, and product evaluation for both classroom instruction equipment and use of the Canvas Learning Management System	\$10,000
Justification:	
As we move to enhance the use of our Canvas LMS, a great deal of on-going training is needed. The trainings for this area is largely held at professional development conferences, such as the Online Teaching Conference and the Canvas vendor provided conference. Additionally, on-going funds are needed to support the exploration of optional tools, such as proctoring software, tutoring software, audio/video development software, etc. for use within the Canvas environment. A similar on-going budget is needed to evaluate and promote various software and hardware that can be used in the new smart room standard. The unit lacks the ability to evaluate the effectiveness of the various platforms (iOS, Android, PC, MAC) and hardware (iPad, tablet, chromebook) without the ability to test these on an ongoing basis. The last allocation for this unit was one-time, in the amount of \$3,500. We alone spent \$2,500 testing distance education proctoring software to support the expansion of fully online classes in Math.	

<u>Professional Development Resource Request</u>	
Department/Unit Goal - Reference #	Strategic Objective - Reference #

Nexus Program 18-19	6. LEARNING CULTURE: Enhance staff, faculty and administration’s understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students.	
Department/Unit Name	Resource Type	
Vice President of Instruction & Student Services/Office of Instruction/Professional Development	[Control][Control] [Control][Control] [Control]	
General Description	Est. Expense	
Professional development program for all new Full-Time Tenure-Track Faculty.	\$8,000 Nexus Facilitators \$2,000 Materials & Supplies \$15,000 professional development stipends for 17-18 nexus cohort	
Justification:		
<p>LMC has reinstated the Nexus Program for new full-time faculty hires. In 2014-2015, we instituted the latest version of the Nexus Program. The Nexus experience for first year full-time faculty hires includes a Fall semester welcome so sponsored by the President’s Office and 56 hours of facilitated curriculum that takes place during the Fall & Spring semesters of the first year of employment. Funding for the Nexus program is required to meet the additional 30 hours of additional FLEX hours required by first year full-time faculty. All new first year full-time faculty that complete the Nexus program are then provided with a \$1,000 professional development stipend to use to attend a professional development conference of their choosing during their second year of employment.</p>		

ITS

1.2 PROFESSIONAL DEVELOPMENT

Summarize the past (2 – 5 years) and present professional development activities of your unit/program’s members and impact (directly or indirectly) on student success

To consider: Include examples of equity focused professional development that your unit/program has engaged in and opportunities for future equity focused professional development.

Due to resource and time limitations, ITS has not been able to actively participate and/or create a beneficial, technology focused, professional development program. The staff have been able to participate in the district sponsored JobLinks training opportunities and other non-technology training via Flex activities, but they have not been able to invest in technology focused professional development.

Professional Development Resource Request	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
#2	3, 4

Department/Unit Name		Resource Type
Information Technology Services		[Control][Control]
		[Control][Control]
		[Control]
General Description		Est. Expense
Technology Training Budget		\$20,000
Justification:		
<p>The Information Technology Service unit needs funding to create a technology training program for their team members. Program will be centered around improving core skills and evolving technologies. The team seeks to improve knowledge and application of IT management software, such as Active directory, Microsoft server tools, other corporate applications. Due to the constantly evolving and changing IT management environment, having a highly trained IT staff is critical for effective IT support and staff retention.</p>		

MARKETING

1.2 PROFESSIONAL DEVELOPMENT

Summarize the past (2 – 5 years) and present professional development activities of your unit/program’s members and impact (directly or indirectly) on student success

To consider: Include examples of equity focused professional development that your unit/program has engaged in and opportunities for future equity focused professional development.

Professional Development Resource Request		
Department/Unit Goal - Reference #		Strategic Objective - Reference #
#2		#1, 2, 4, 5
Department/Unit Name		Resource Type
Marketing & Media Design		
General Description		Est. Expense
1. This is the annual conference/training by OmiUpdate (OU)- this is a focused five-day event where the experts from OU train administrators (ie: Eloine) on how to manage it, how to use existing and new tools, while also networking and hearing success stories from “veteran” administrators from other colleges. It provides Eloine not only with expert guidance, but also connections with other peers daily working with the same content management system (CMS).		\$3000 annually
		\$2000 annually

2. Annual conference of National Council for Marketing and Public Relations – this is a community college-focused professional organization that John Schall will be attending this year (and should annually). This is where we learn best practices, new trends and how to address them, share challenges and problem-solving methods. Definitely the best organization to affiliate with for all aspects of community college marketing. The national conference is much more worthy of attending (than the regional version), where world-class presenters and talent present and share.

Justification:

Eloine Chapman needs to consistently attend this conference to keep up best practices and to grow as the software evolves. It is vital that Eloine keeps up with the software. Having comraderie and peer support in problem solving is important for all professionals, but especially when dealing with complex software directed towards a particular audience. This is a rare opportunity not to be missed.

John Schall will benefit greatly by connecting with the “movers and shakers” in community college marketing. The resources and ideas shared are priceless. It also creates connections for later networked problem-solving, vendor recommendations, and general best practice sharing.

PIE

1.2 PROFESSIONAL DEVELOPMENT

Summarize the past (2 – 5 years) and present professional development activities of your unit/program’s members and impact (directly or indirectly) on student success

To consider: Include examples of equity focused professional development that your unit/program has engaged in and opportunities for future equity focused professional development.

Chialin Hsieh, the Senior Dean of Planning & Institutional Effectiveness organized, coordinated and/or participated in both LMC and District-wide professional development activities such as Focused Flex-Game of Plans on August 9, 2017, Diversity in Hiring in Practice, EMSI Analyst Training and Focused Flex on January 18, 2018. Chialin also attended and participated in the 3CSN Conference at the College of Marin, the IEPI Guided Pathways Workshop in Rancho Cordova, and the 2017 Strengthening Student Success Conference in Burlingame in addition to ACCJC webinars/open sessions and trainings as required for her role as College Accreditation Liaison Officer (ALO). All of these professional development activities have enhanced and expanded Chialin’s knowledge and expertise which contribute to her success as Senior Dean of Planning & Institutional Effectiveness and ALO.

BethAnn Robertson, the Senior Administrative Assistant attended the 2016 Administrative Professionals Conference and during the conference successfully completed the training and exam to become PACE (Professional Administrative Certification Exam) certified with the American Society of Administrative Professionals and attended workshops such as: Challenges of Working for a University or College, the 5C’s of a Collaborative Administrative Professional, The Innovative Admin and Breakthrough Collaboration Techniques in a Diverse Workplace. BethAnn also attended the 2017 Administrative Professionals Conference and participated in various workshops including: The Highly

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Effective Administrative Leader, Thinking Like a Project Manager, Avoid Workload Avalanche and Stay in Control of Tasks, Deadlines and Priorities.

In addition, to expand her knowledge and experience in data BethAnn attended the IEPI Integrated Planning Tools and Resources Workshop in Burlingame in April 2017 and the Art & Heart of Data Disaggregation in October 2017.

BethAnn also organized, coordinated and/or participated in Focused Flex-Together We're Better-Building a Community at LMC in fall 2016, Focused Flex-The Neuroscience of Decision-Making in Higher Education, Focused Flex-Game of Plans in fall 2017 and Focused Flex in spring 2018. In addition, she completed district-wide activities such as Brown Act Training, Diversity in Hiring in Practice and the Keenan diversity online training.

All of these professional development activities have contributed to expanding the knowledge, experience and skills for BethAnn in her role as Senior Administrative Assistant to the Office of Planning & Institutional Effectiveness.

Professional Development Resource Request	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
Goal 1: Lead institutional accreditation processes Goal 2: Lead and coordinate college-wide planning process including program review and assessment Goal 3: Oversee institutional effectiveness and facilitate research analysis as a means of continuous improvement	3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness. (3.3.B)
Department/Unit Name	Resource Type
Planning & Institutional Effectiveness	[Control][Control] [Control][Control] [Control]
General Description	Est. Expense
ACCJC Conference x 2 – Fall & Spring (required for ALO) ACCJC ISER Training (required for ALO and Sr. Administrative Assistant) RP Conference – Spring Student Success Conference-- Fall IEPI Workshops x 2 – Spring & Fall	\$5,000 (approx.) annually
Justification:	

The Senior Dean of Planning & Institutional Effectiveness also serves as the Accreditation Liaison Officer (ALO) for the College. In this role it is required that she attend mandatory sessions and trainings. In addition, to improve the effectiveness of our office and to better communicate with the College trends, data tools and improvements as well as advancing our knowledge and skills in research and planning it is necessary that the Senior Dean of P&IE and occasionally the Senior Administrative Assistant for P&IE, attend the RP Conference which is held twice a year (April and Fall). There is also frequent IEPI workshops associated with institutional effectiveness, changes in data requirements, data tools and information as it relates to planning, accreditation, and CCCC vision and priorities. These workshops are usually one-day and provide important updates and trainings on guided pathways, integrated planning, data disaggregation, data visualization, , etc.. While some of these **professional** development opportunities are required in order to stay abridged and informed for accreditation, others are necessary in order to adequately inform the College and provide overall institutional effectiveness to our institution.

PRESIDENT

Goal 1: Communication, Campus Climate & Community Engagement

- **Notable Items/Highlights**
 - **College Assembly “simulcast” with Brentwood Center**
 - Presentation topics, featuring members of the College community from across the institution, have included: “Equity-in-Action – Empowering Change”; Social Justice/Ethic Studies program and degree; college/district budget update and development process; facilities updates; grant opportunity (HSI STEM & Articulation); CCSSE and data; Equity & Inclusion position; student panel on office hours; Program Review/PRST workshop; K-12 engagement, pathways, and partnerships; Strong Workforce Program; LMC Foundation; SEP external evaluation; 4CD Resolution 1-S “in defense of diversity”; “Social Determinants of Health”; Guided Pathways; accreditation; campus safety; 3SP, SEP, and BSI; STEM/MESA highlights and student panel; CTE Outcomes Survey; A²MEND conference; “Six Success Factors” and student panel [2]; learning outcomes assessment; TLC update; 40th Anniversary Open House; Foster Youth; **Professional** Development Summit; IEPI; Starfish and Ed Plan implementation; “Culturing Mindful Habits of Equity”; STEM Connections; Workforce Development; statewide student success efforts; strategic planning; environmental scan and using/understanding data; organizational structure; and numerous “Spotlight on Students.”
 - **Established key Cabinet-level position: Dean of Equity & Inclusion**
 - **Created “President’s Page” on the website**
 - Identified as need in 2012-13 Comprehensive Program Review, completed Summer 2013
 - **Los Medanos “Campus Conversations” (LMC²) – held at Pittsburg Campus and Brentwood Center, providing College community opportunities to dialogue with the President in small-group settings.**
 - **Office relocation(s): December 2012 – vacated College Complex; January to March 2013 – shared office in Library L-214; March 2013 to December 2014 – modular office on tennis courts (adjacent modular for Office of Advancement); December 2014 – moved into new SSC office.**
 - **Campus safety: Safety Committee re-activated; evacuation drills completed; emergency kits distributed; trainings conducted; EOC container purchased.**
 - **Events/Community Engagement**
 - **Internal**
 - **Opening Day – delayed opening of departments/offices, enabling broader participation at All-College Meeting (particularly for classified **professionals**)**

- Employee Appreciation Luncheon – this annual event, previously led by Classified Senate, is now organized and funded by the management team, as a token of appreciation for the work/contributions of classified **professionals** and faculty
- External
 - LMC held 40th Anniversary Open House – March 2015
 - Included ribbon-cutting for Student Services Center
 - Ribbon-Cutting Ceremony for Veterans Resource Center – April 2016
 - Groundbreaking Ceremony for Student Union & PE Complex – Oct. 2017
 - Numerous community presentations (City Councils, Rotary Groups, etc...)
- Areas of Improvement/Future Focus
 - Improve technology/connection for “simulcast” between Pittsburg Campus and Brentwood Center – hope to have this addressed via L-109 upgrades
 - Better utilization of the “President’s Page” of the website
 - Update content more frequently
 - Identify way(s) to more frequently/effectively share highlights with campus community
 - Campus safety – complete installation of classroom phones
 - Groundbreaking ceremony for new Brentwood Center

1.2 PROFESSIONAL DEVELOPMENT

Summarize the past (2 – 5 years) and present **professional** development activities of your unit/program’s members and impact (directly or indirectly) on student success

*To consider: Include examples of equity focused **professional** development that your unit/program has engaged in and opportunities for future equity focused **professional** development.*

Below is an overview of the **professional** development activities in which the unit members have participated:

- President & Senior Executive Assistant
 - EEO/Diversity Training (hiring committees)
 - Brown Act training [2]
 - ICS-100 Training (FEMA/emergency response) [2] – President’s Council and online certification
 - ACCJC Training [2] and Team Chair/Team Assistant for External Visit Team
- President
 - SCUP Planning Institute I – April 2017
 - Sexual Harassment training
 - Focused Flex (e.g. Implicit Bias, Looking In – Looking Out, Campus Safety, Community Building)
 - CCCCCO Guided Pathways Workshop
 - CCCCCO College Promise Workshop
 - CCLC Vineyard Symposium: CEO Leadership Institute
 - Chief Executive Officers of the California Community Colleges (CEOCCC) Board
 - California Community College Athletic Association (CCCAA) Board and committees (Competition, Finance, and Re-conferencing)
- Senior Executive Assistant
 - Equity Core Team Leadership Training

Example of professional learning experience impact on student success

- Equity Core Team – Broadened perspective on ways – large and small, direct and indirect – to impact student success (as a unit, and across the College)
 - Ex: gender-neutral/baby-changing-station signs for SSC single-stall restrooms
 - Diversity/Inclusion Calendar – displayed in President’s Office and posted on “President’s Page”

The President’s Office has also provided funding for members of the campus community to participate in professional development activities:

- American Council on Education (ACE) Regional Women’s Leadership Forum
- Asilomar Leadership Skills Seminar
- Institutional Effectiveness Partnership Initiative (IEPI) Pathways Conference
- Leadership Institute for Tomorrow (LIFT) Program
- Minority Male Community College Collaborative (M²C³)
- National Council on Black American Affairs (NCBAA) Leadership Development Institute
- The RP Group “Summer Institute”

1.3 COLLABORATION

Describe any current collaboration efforts that are occurring between your unit/program and other units and programs both inside and outside of Student Services, and impact (directly or indirectly) on student success.

Examples of current/recent collaborative efforts with other College/District units:

- César Chávez Celebration(s) – working with Student Life, Puente, Counseling, Transfer & Career Services, Foreign Languages Department
- “Find Your SPACE in College” (Fall 2017 Equity Speaker Series) – Office of Equity & Inclusion
- 4CD “State of the District” Community Meeting & Student Union/PE Complex Ground Breaking Ceremony – District Community Relations
- “Game of Plans” (Focused Flex, Fall 2017) – Office of PIE, Professional Development/Office of Equity & Inclusion)
- Aspen Prize application – Office of PIE, Student Services (managers), Office of Instruction (VP and Deans), Workforce Development
- “Respect Campaign” – Marketing & Media Design, Office of Equity & Inclusion
- Facilities Modernization/Construction Projects – District Facilities, VPI&SS/VPB&AS, LMC Executive Steering Committee
- “An Evening with John Singleton” (Fall 2015 Event & Speaker Series) – Drama Dept. & LMC Foundation

No other Information Entered.

STUDENT SERVICES

1.2 PROFESSIONAL DEVELOPMENT

Summarize the past (2 – 5 years) and present professional development activities of your unit/program's members and impact (directly or indirectly) on student success

To consider: Include examples of equity focused professional development that your unit/program has engaged in and opportunities for future equity focused professional development.

Since 2015, LMC students have benefitted from state 3SP funding, which has also enabled the college to increase opportunities for professional development and travel for all Student Services employees. Expanded conference attendance, as well as regional workshops are well attended by most Student Services staff. Some workshops are specific to departmental/program updates and others present information about more global state or national initiatives that are under consideration for our district and/or college.

Additional funding sources have contributed to the increase in professional development opportunities, including student equity funds, Strong Workforce and an increase in categorical funds for EOPS, Cal WORKS, CARE, and DSPS.

With additional funding sources, new projects are underway to improve services for students, including software that will enhance communications between students and their counselors and/or instructors. The implementation of Starfish is one of the projects that is a major undertaking led by the college Retention Team and with the leadership of the Director of 3SP Services. Starfish will provide the ability to manage an early alert system for students that are in need of additional academic support, including interventions such as tutoring, frequent counseling contacts, and additional messages to check in on their progress. Positive feedback is also an option to provide students through the Starfish software. The implementation of this project has resulted in the offering of frequent workshops and training to faculty and staff that will participate in using it.

Another benefit of the new state funding we have been receiving since 2015 is the ability to hire much needed support staff and counselors. With so many new staff and improvements to our services there is a need for ongoing training for all Student Services staff and counselors. Training for counselors is regularly scheduled throughout fall and spring semesters and All Student Services meetings are scheduled at least once each semester, with a theme that usually involves some type of professional development. In spring, 2018, the focus will be on an equity workshop, in collaboration with the new Dean of Equity & Inclusion.

No other Information Entered.

WORKFORCE

1.2 PROFESSIONAL DEVELOPMENT

Summarize the past (2 – 5 years) and present professional development activities of your unit/program's members and impact (directly or indirectly) on student success

The Workforce and Economic Development program engages in attending meetings, conferences, local and regional advisory boards to inform the unit of the strengths, weakness, opportunities and threats as it relates to

growing and developing programs to meet workforce needs. These are incorporated into the annual work plan and updated annually.

Specific professional development and activities include:

- Member of the Diablo Gateway to innovation Consortium
 - Directly funded the K-12 Liaison position, which is now funded under strong workforce
 - Leveraged funds from SB 1070 and transitions grant to implement and scale articulation, dual enrollment and CATEMA systems for transcript credit for K-12 CTE students (data available through K-12 articulation data)
 - Developed and wrote curriculum for pathways in Industrial Trades, Healthcare, and Com. Sci./Digital Media.
- Member of the Contra Costa Adult Education Consortium
 - Systems alignment between Adult Schools and Community Colleges
 - ELS Bridge Academy
- Workforce Engagement
 - Membership in East Bay Leadership Council/Education Group
 - Assess needs of larger workforce landscape (multiple sectors)
 - Memberships in Pittsburg and Brentwood Rotary
 - Assess needs of local citizens
 - Membership in Manufacturing Round Table
 - Assess needs of manufacturing interests
 - Membership in BayWork
 - Assess needs around water and waste water industries
 - Industrial Association of Contra Costa County
 - Assess needs around industrial trades
 - Membership in Oakley and Hispanic Chambers of Commerce
 - Assess the needs of local business
 - Board Positions in Opportunity Junction, CCCAOE, Chancellor's Office Public Safety Committee
 - Assess needs of CBO's and other interests
- Conference/Meeting Attendance
 - CCCAOE
 - Educating for Careers
 - Joint Special Populations Conference
 - BACCC
 - California Workforce Association Conference
 - California Internship and Work Experience Association

No other Information Entered.