2017-2018

Report Name: Professional Development Report

The following report contains the responses to question 9.3, in Section #9 "Goals" for Instructional Units extracted directly from the submitted Comprehensive Program Reviews for Instructional Units. 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 9.3 was not completed.   Mary Oleson, August 29, 2018. Some entries are images and not text due to interaction with the source document.

9.3 Professional Development Resource Request

Administration of Justice
No information entered.

Anthropology
No information entered.

Appliance Service Technology

No information entered. Addendum: Added Narrative: [Edit] [Edit] HVAC/R is a growing industry. Being able to expand our program to include third-party stacking certificates and more extensive training will allow us to better position our students for entry into the work force. As we move forward in the process of re-writing the appliance and HVAC curriculum we will know better what types of material and resources we will need. We will be looking at new software curriculum as well as new equipment and tools to help make the program here at LMC a recognized training facility for companies throughout the Bay Area and Northern California. We are also looking at expanding the programs to the high schools as dual enrollment classes to help make more high school students aware of the vocational programs we offer here.

It is my desire to show the industries the quality of students who come through our program and help them to know that if they hire a student who came from our programs that they will have the necessary skills to be a productive employee for their company.

Arts/Graphic Communications/Humanities

Professional Development Resource Request		
Department/Unit Goal - Reference #	**Strategic Objective - Reference #**	
Department/Unit Name	**Resource Type**	
Art/Humanities/Graphics Communication	☐ Conference/Meeting	
General Description		**Est. Expense**
Professional development funding for art staff in pursuit of maker space creation. This may involve currently unidentified technological training and or conferences.		Unknown
Justification:		

The art department has an ongoing goal of creating a "maker space" curriculum and accompanying classroom that would include 3-D printing and CNC routing capabilities. This leading edge technology requires a substantial learning investment by staff. Technology training and conferences will help make that achievable.

Astronomy
No information entered.

Automotive Technology

Professional Development Resource Request	
Department/Unit Goal - Reference #	**Strategic Objective - Reference #**
Automotive/Goal 3	Goal 5
Department/Unit Name	**Resource Type**
	☑ Conference/Meeting ☐ Materials/Supplies ☐ Online Learning ☐ IT Hardware/Software ☐ Other

General Description	Est. Expense
Yearly update training with our partner manufactures (Subaru u, Audi, Fiat/Chrysler) for all instructional faculty. Continued participation in the SEMA education program on a yearly basis. (Including both Faculty and program supporting staff).	Factory training $2000 SEMA education (faculty and staff) $6,500

Justification:

- Due to the rapid technological evolution in the automotive industry, Manufacture partnerships and NATEF requirements all auto faculty are strongly encouraged and in some cases required to participate in update training.
- SEMA provides access across the entire automotive industry allowing faculty to seek out new and emerging industries within auto. SEMA provides an opportunity for up to 15 students to accompany the faculty for this week long event and participate in specialized training, interact with manufactures directly and expand their knowledge and exposure in the industry.

Biological Sciences

Professional Development Resource Request	
Department/Unit Goal - Reference #	**Strategic Objective - Reference #**
Goal 1	1
Goal 4	1
Department/Unit Name	**Resource Type**
Biological Sciences	Science pedagogy and lab skills training
General Description	

Professional development for effective pedagogical interventions (in longer class sessions)

Professional development for lab and research skills development

Justification:

1. **Professional Development for Effective Pedagogical Interventions (Lecture-focused):** As we move to compressed calendar, we will need to explore innovative pedagogical practices for engaging students over long time periods, and potentially, in the future, in hybrid models of teaching. Such best practices can be obtained by attending in-person and virtual conferences, workshops, and in-house training, as well as referencing materials (journal articles, workbooks, etc) to enhance our department's pedagogical practices.

2. **Professional Development for Lab and Research Skills (Lab-focused):** The skills students develop in our lab courses are critical components in training to continue the STEM academic pathway and enter the STEM professional workforce. Biological and biochemical lab and field techniques change at a fast pace, which means we need funding to continue developing our lab skills as instructors and pass on current knowledge and techniques to students. Immersive workshops and research experiences offered throughout the school year and during the summer are the best places to learn alongside other higher education educators and professionals. Workshop registration, along with travel, accommodations, and food expenses, necessitate funding.

Business

Professional Development Resource Request	
Department/Unit Goal - Reference #	
Goal 3.	
Department/Unit Name	
Business Department	
General Description	
Faculty training to address various areas such as working with diverse students, student learning, technology, etc.	
Justification:	
Ongoing education for faculty so that they may address student needs and increase student success.	

Child Development What are some strategies that might help students, particularly African-American, foster youth, and low income students successfully complete courses in your discipline? What resources would be needed to implement these strategies?

Some strategies for improving rates include the strategies for Universal Design. One resource we would like to employ is a Lecture Translator. We would also like to review our course maximums. Smaller class sizes would enable more contact with students. Through our experience with FAM, we realize the value of faculty advising, mentoring and supporting our students. We would like more professional development and time (possibly factored into load) for this type of contact. We are interested in focusing on building community within our classrooms.

Professional Development Resource Request	
Department/Unit Goal - Reference #	
To implement Universal Design for Learning Principles	

Department/Unit Name	
Child Development	
General Description	
Language Translator Equipment/Software	
Justification:	

1. Resources for Universal Design:

We are interested in employing Universal Design strategies and tools. We are interested in translator equipment that translates what the instructor is saying in English into the student's home language. There may be other Universal Design tools we would like to employ that we have not identified yet.

Chemistry
No information entered.

Computer Science
No information entered.

Cooperative Education
Goal 4: Work more closely with employers already employing LMC students to encourage CWEE enrollment and use as tool for professional development. No other information entered.

Art and Humanities

Professional Development Resource Request		
Department/Unit Goal - Reference #	Strategic Objective - Reference #	
Department/Unit Name	Resource Type	
Art/Humanities/Graphics Communication		
General Description		Est. Expense
Professional development funding for art staff in pursuit of maker space creation. This may involve currently unidentified technological training and or conferences.		Unknown
Justification:		
The art department has an ongoing goal of creating a "maker space" curriculum and accompanying classroom that would include 3-D printing and CNC routing capabilities. This leading edge technology requires a substantial learning investment by staff. Technology training and conferences will help make that achievable.		

Dramatic Arts

Professional Development Resource Request
Department/Unit Goal - Reference #
Department/Unit Name
Dramatic Arts
General Description
Yearly permanent conference funding for travel to KCACTF conference
Justification:
Attendance to the festival provides pathways to transfer, provides professional development for both students and staff, provides pathways to workforce, and allows our students to showcase their talents at a national level.

Economics
No information entered.

Emergency Medical Services

Professional Development Resource Request
Department/Unit Goal - Reference #
Department/Unit Name
EMS Technology
General Description
1. EMS World Conference 2. EMS on the Hill Conference
Justification:
LMC and California EMS need a bigger presence and participation, so we can bring forward the unique training needs of our students in California. These conferences provide outlets for professional development and professional growth

Engineering/Physics
No information entered.

English – Transfer & Developmental

1. **Review your program's goals as listed in response to the final question of your 2012-2013 Comprehensive Program Review posted in the Data Repository of the PRST.**

Highlight some of the key goals that were achieved over the past 5 years. What were the key elements that led to success?	**(Transfer #4) Improve the effectiveness of our pedagogy, face to face and online, and the use of smart technologies by means of on-going, comprehensive professional development.** **(DE #2) Sustain our professional development programs such as the Teaching Community (a forum for faculty inquiry and training), and develop new opportunities as necessary.** Required training for teaching English 95 and English 100S has given a huge boost to our professional development efforts, possibly tripling the number of participants in English PD, both during flex week and during the semester. We've also had several semesters of a mentor program, and we have started to offer PD for teachers of the critical thinking and advanced comp courses (220, 221, 230).

No additional information entered in Resource section.

English as a Second Language

Were there any goals that did not go according to plan? What were the key elements that impeded the progress on these goals?	If I were to report anything here, I would be seen as eschewing responsibility. Over the years, I have ventured into every area of ESL student support from outreach to assessment to orientation to advising to in-take support to tutoring and to transitioning to name but a few, and I have felt it has stretched me, my focus, and my professional responsibilities and capacities to ineffective breaking points. As a faculty member, chair, and lead with reassigned time, I have had the ability to create change within the curriculum, my own teaching, my fellow ESL adjunct faculty's professional development. There are simply too many areas of support and need beyond my academic faculty member teaching role (and time) that directly impact the goals that I stated. These goals are no less important to ESL student access, success, and excellence than the ones that I have direct impact on supporting in my responsibilities to teach, chair, coordinate, and provide faculty professional development; however, they are beyond the scope and capacity of my position. As for the above goals, I do not recall making a "plan" per se, so I cannot truly report how they did or didn't go according to such, nor can I name key elements that impeded progress other than what I have stated above.

No additional information entered in Resource section.

Electrical/Instrument Technology
No information entered.

Fire Technology

Professional Development Resource Request
Department/Unit Goal - Reference #
#1
Department/Unit Name
Fire
General Description
State and County fire Training officers quarterly and monthly meeting Yearly California State Fire Training Officers Conventions
Justification:
Needed faculty development

History

4. What changes in the assessment process itself would result in more meaningful data to improve student learning?

It would be beneficial to have more ==professional development== around assessment. This isn't a change to the process per se, but it would be helpful to have more conversations among faculty about exactly how assessment takes place, how it could be improved, and how it could lead to better outcomes in the classroom.

3. What resource needs, if any, were identified in your program level assessment?

We would like to purchase a set of classroom clickers to be used in social science classes. This will help with active learning strategies in the classroom.

4. We've also discussed the need for more funding for ==professional development== and conference attendance.

==Professional Development== Resource Request		
History, goal 3	6	
Department/Unit Name	**Resource Type**	
History		
General Description		**Est. Expense**
==Professional development== funds to attend conferences and professional meetings.		$3,000
Justification:		
This will allow department members to stay current in their fields as well as keep their pedagogical approaches fresh and current.		

Humanities ?

Journalism (unable to copy from source document)

Instructional Comprehensive Program Review

Professional Development Resource Request

Department/Unit Goal - Reference #	Strategic Objective - Reference #
Goal 1: Maintain currency in the field by updating technology in the Journalism Lab and providing professional development to faculty and staff. Goal 3: Engage with local media organizations, feeder high schools, transfer institutions and professional journalism organizations.	2. Strengthen community engagement and partnerships. 3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness. 4. Invest in technology, fortify infrastructure, and enhance fiscal resources.
Department/Unit Name	**Resource Type**
Journalism *(Note: The boxes to the right did not allow me to electronically check them. I am requesting funding for conference/meeting.)*	☐ Conference/Meeting ☐ Materials/Supplies ☐ Online Learning ☐ IT Hardware/Software ☐ Other

General Description	Est. Expense
Funding for faculty/staff to attend annual conferences/conventions of the Journalism Association of Community Colleges and Associated Collegiate Press/College Media Advisers.	JACC events $5,150 ACP/CMA $1,000

Justification:

One of the goals/objectives of the Journalism Program includes professional development. It also supports the college's strategic directions and integrated planning goals around strengthening partnerships, promoting innovation, enhancing institutional effectiveness, and fortifying infrastructure (in this case faculty/staff). Attending these conferences gives program faculty/staff the opportunity to:
    a. improve the teaching and learning process by integrating curricular and pedagogical innovation
    b. keep current in an evolving field
    c. create broader networking capabilities among colleagues from two-and four-year colleges essential to articulation
    d. connect with professionals in the industry

Kinesiology/PE
No information entered.

Law Enforcement Academy

7.2.3. What resource needs, if any, were identified in your program level assessment? The Academy is an instructional services agreement between LMC and the Office of the Contra Costa County Sheriff. It is a partnership, but at times, it works as an autonomous unit. It has been identified through this process that the academy needs additional technology to support on-line learning and testing. In 2018, the Academy received $58,000 in Perkins funds to purchase new computers for on-line testing. This was the first Perkins investment in this program in this assessment cycle. It has opened up addition resource needs around professional development for both staff and recruits.

Professional Development Resource Request	
Department/Unit Goal - Reference #	
2	
Department/Unit Name	
Law Enforcement Academy	
General Description	
Host equity and cultural competency training with Law Enforcement Recruits, staff and community members. Ex: Jodi Pfarr- Bridges out of Poverty. Perkins funds could be used for this.	
Justification:	
This would strengthen the program and engage the local populations.	

Licensed Vocational Nursing
No information entered.

Management/Supervision (Source document did not allow copying text)

Professional Development Resource Request

Department/Unit Goal - Reference #	Strategic Objective - Reference #

Department/Unit Name	Resource Type
Business Dept	☑ Conference/Meeting ☑ Materials/Supplies ☑ Online Learning ☐ IT Hardware/Software ☐ Other

General Description	Est. Expense
Faculty training to address various areas such as working with diverse students, student learning, technology, etc.	

Justification:

Ongoing education for faculty so that they may address student needs and increase student success.

Math – Transfer Note: Many references to professional development – see entire PR

1. In looking at disaggregated data on success/retention, is there anything else that stands out?

Brentwood Completion:
We believe several factors are contributing to a decreasing overall <u>number of completions</u> in developmental math classes at the Brentwood Center from Fall 2014 to Spring 2017. First the economy has continued to improve, following the last economic downturn, resulting in more students going back to work and students taking fewer courses. Secondly, the math department has modernized our developmental math curriculum and placement process, resulting in more students taking transfer level math upon entry to college and more students completing developmental course work in a shorter period. This is great for students. Brentwood began offering Math 29 in Spring 2016 and Math 28 in Fall 2016. The edition of both of the courses has helped decrease the number of students taking developmental math in recent years at the Brentwood Center. We expect to see a similar increase in the number of completions of transfer level classes.

Additionally, in recent years the <u>completion rates</u> have also decreased. There are several possible explanations for this decrease. First, over the last 2 to 3 years, the department has lost a number of good adjunct instructors due to either retirement or full-time employment elsewhere. This has resulted in the necessity to hire new, less experienced faculty that are still learning and improving. Further professional development and seasoning should help improve instruction in the years to come. Second, as a result of the changes described above in placement and developmental course sequences, there are less students that are unnecessarily enrolling in developmental classes. Prior to this, under-placed students may have contributed to an artificial bump in success rates for lower level developmental courses.

1. 2. What are some strategies that might help students, particularly African-American, foster youth, and low income students successfully complete courses in your discipline? What resources would be needed to implement these strategies?

Brentwood math would like to move towards adopting open source texts for developmental math courses. We would like to use funding from the ZTC grant to work on finding texts that align with developmental math COORS. We would also like to improve professional development for new instructors teaching developmental math courses. Brentwood also looks forward to the completion of the new Brentwood Center in Spring/Summer of 2020. While there are currently many resources for students in Brentwood, the new center will give students better access to library resources, technology, and much more.

Learning outcomes: align instruction in developmental math courses with course and program learning outcomes

- Continue assessment practices, which include creation and use of rubrics based on course student learning outcomes

- Continue to provide ==professional development== related to pedagogy, curriculum, and assessment

Professional Development Resource Request
Department/Unit Goal - Reference #
2, 3, 4, 5, 6, 7
Department/Unit Name
Math Dev Ed
General Description
==Professional Development== for acceleration curriculum, how to support students who AB705 has advanced into courses they would not have previously enrolled in without college experience, how to better reach students of color, the completely revamped Geometry course, and for faculty and student tutors who need to know how to tutor all the new curriculum, including online resources that replace graphing calculators.
Justification:
The Transformation Grant will be running out at the end of 18-19. While not all it paid for needs to be continued, a certain portion of it needs to be provided on a continuing basis, at least until the effects of acceleration, co-requisites, AB705, Guided Pathways, STEM emphasis, and the consistent inclusion of effective learning practices into our math curriculum is addressed. And that doesn't include things coming over the horizon that we haven't even begun working on yet (math coordination with a campus wide first year experience, significant expansion of our online offerings, in particular dealing with the difficulties of completing DE PSLO's online) and who knows what the future might bring.

Math – Developmental

8.1. In looking at disaggregated data on success/retention, is there anything else that stands out?

Brentwood Completion:

We believe several factors are contributing to a decreasing overall number of completions in developmental math classes at the Brentwood Center from Fall 2014 to Spring 2017. First the economy has continued to improve, following the last economic downturn, resulting in more students going back to work and students taking fewer courses. Secondly, the math department has modernized our developmental math curriculum and placement process, resulting in more students taking transfer level math upon entry to college and more students completing developmental course work in a shorter period. This is great for students. Brentwood began offering Math 29 in Spring 2016 and Math 28 in Fall 2016. The edition of both of the courses has helped decrease the number of students taking developmental math in recent years at the Brentwood Center. We expect to see a similar increase in the number of completions of transfer level classes.

Additionally, in recent years the completion rates have also decreased. There are several possible explanations for this decrease. First, over the last 2 to 3 years, the department has lost a number of good adjunct instructors due to either retirement or full-time employment elsewhere. This has resulted in the necessity to hire new, less experienced faculty that are still learning and improving. Further ==professional development and seasoning should help improve instruction in the years to come.== Second, as a result of the changes described above in placement and developmental course sequences, there are less students that are unnecessarily enrolling in developmental classes. Prior to this, under-placed students may have contributed to an artificial bump in success rates for lower level developmental courses.

8.2. What are some strategies that might help students, particularly African-American, foster youth, and low income students successfully complete courses in your discipline? What resources would be needed to implement these strategies?

Brentwood math would like to move towards adopting open source texts for developmental math courses. We would like to use funding from the ZTC grant to work on finding texts that align with developmental math COORS. We would also like to improve professional development for new instructors teaching developmental math courses. Brentwood also looks forward to the completion of the new Brentwood Center in Spring/Summer of 2020. While there are currently many resources for students in Brentwood, the new center will give students better access to library resources, technology, and much more.

Professional Development Resource Request	
Department/Unit Goal - Reference #	
2, 3, 4, 5, 6, 7	
Department/Unit Name	
Math Dev Ed	
General Description	
Professional Development for acceleration curriculum, how to support students who AB705 has advanced into courses they would not have previously enrolled in without college experience, how to better reach students of color, the completely revamped Geometry course, and for faculty and student tutors who need to know how to tutor all the new curriculum, including online resources that replace graphing calculators.	
Justification:	
The Transformation Grant will be running out at the end of 18-19. While not all it paid for needs to be continued, a certain portion of it needs to be provided on a continuing basis, at least until the effects of acceleration, co-requisites, AB705, Guided Pathways, STEM emphasis, and the consistent inclusion of effective learning practices into our math curriculum is addressed. And that doesn't include things coming over the horizon that we haven't even begun working on yet (math coordination with a campus wide first year experience, significant expansion of our online offerings, in particular dealing with the difficulties of completing DE PSLO's online) and who knows what the future might bring.	

Management & Supervision

Professional Development Resource Request	
Department/Unit Goal - Reference #	
Department/Unit Name	
Business Dept	
General Description	
Faculty training to address various areas such as working with diverse students, student learning, technology, etc.	
Justification:	
Ongoing education for faculty so that they may address student needs and increase student success.	

Music

Professional Development Resource Request	
Department/Unit Goal - Reference #	
4 – Music Entreprenuership	
Department/Unit Name	
General Description	

Considering a Music Entrepreneurship program may help music students to nurture their musical talents while simultaneously developing an entrepreneurial skillset.

Justification:
In alignment with the college strategic goal of promoting innovation and expanding organizational capacity, this program may be viable for future students of Los Medanos College. Funds will be used for conferences and for researching into the viability of such a program. Additionally, there may be software that may be tested as part of the program offering. Some courses that may result from this may be Managing Social Media or Event Planning etc.

Registered Nursing

Professional Development Resource Request
Department/Unit Goal - Reference #
#1
Department/Unit Name
Nursing
General Description
Nursing Education Bootcamp brochure – unable to copy.
Justification:
Needed faculty development

Philosophy
Nothing entered.

Physics
Nothing entered.

Political Science
Goal #3: Encourage professional development both on the departmental and campus-wide levels.

-Participation in campus-wide professional development activities such Chancellor Helen Benjamin's reading of the "Invisible Man" (Clarke) and participation in Honors program activities (Zimny).

-Developed and published content on California politics (Clarke).

-Participated in the collective bargaining process which led to a greater understanding of campus and district policies and governance (Clarke).

Nothing more entered.

Psychology
Nothing entered.

PTECH
Nothing entered.

Recording Arts
Nothing entered.

Sociology
Nothing entered.

Speech/Communications

Faculty/Staff Resource Request

Department/Unit Goal - Reference #

Goals 3, 4, 5

Department/Unit Name

Speech

Position Type

Justification:

After years of partial or one-time funding, it is time to make a permanent commitment to coaching time for debate at Los Medanos College. The team in incredibly competitive, students earn scholarships and connect with transfer institutions, and even the Aspen Institute has praise the debate team as part of their review of the college. This funding covers the time that coaches spend driving students to tournaments, working 12-16 hour days, and then returning to campus. It also covers making reservations, off campus recruiting, professional development, and obligations with regional forensics associations.

Professional Development Resource Request

Department/Unit Goal - Reference #

Communication/Speech 1, 2, 3, 4 & 5

Department/Unit Name

Communication/Speech

General Description

In order to meet all 5 of our Department Goals, specifically when it comes to goals 1, 3, 4 & 5 it is imperative the Communication Department have more Professional Development monies available to them. Both attending and presenting at professional conferences is good for all faculty (full-time and adjunct). We are asking for funding to ensure that Communication faculty interested in attending and/or participating at the National Communication Association Convention & the Western States Communication Association Conference be awarded.

Justification:

 NCA Costs: $1730.00 (estimate)

Registration $180

Airfare $300-500

Hotel $500-700

Meals $250

Misc. $100

WSCA Costs: $1,338 (estimate)

Registration $138

Airfare $200-300

Hotel $500-600

Meals $200

Mics$100

Please note that the registration rate is for members of NCA and WSCA which we would want our faculty to join if they intended to use Department ==Professional== Development monies for these conferences.

Why is attending and/or presenting at NCA and/or WSCA important?

Attending and/or presenting at NCA and/or WSCA will provide LMC Communication faculty with several noteworthy benefits, both for themselves, their students, and for Los Medanos College.

First and foremost, attendance and presentation at these conventions allows LMC Communication faculty to network with other communication scholars in the discipline. The ability to network with like-minded scholars, professors and students is fundamental towards our ==professional== development (both as an adjunct and full-time faculty member). The more exposure and participation we have within our regional body the more we are able to learn, grow, and adapt as educators. Networking at this conference is also imperative to our success as a professor as it allows us to form relationships with other colleagues and build potential partnerships for future research and collaborative projects that ultimately best serve our students and their success. Moreover, these relationships with colleagues provides with an opportunity to learn more about possible transfer institutions for our Communication AA-T students. Being able to meet and discuss our programs in a face-to-face environment allows us to get a better sense of what each program is like and then relay our insight on each transfer institution to interested students.

The bottom line is that consistently being included in dialogue surrounding how to best serve our community college students allows us to not only be better educators but also pass on pertinent information to our colleagues at Los Medanos College to ensure the advancement of our students.

<u>Note:</u> Professor Arcidiacono has already been awarded funding for these conferences through PDAC funding, but must choose which convention to attend as there is not enough PDAC funding for her to attend both. PDAC funding also only allows for up to $2,000.00 per conference which means that if other faculty members want to attend the conference we would have to split the $2,000.00 which would not cover the total estimated cost of attendance for just one conference.

Professor Arcidiacono routinely attends and presents at WSCA and takes what she learns there into her classroom with great success.

Travel Marketing

2. **In March, 2016, Debbie Wilson became a member of The Travel Institute Board of Trustees, which is recognized as the national professional development organization for the travel industry. As a board member, Debbie attends quarterly meetings with other members, encompassing a wide range of respected professionals in the industry.**

3. **The program maintains relationships with owners of travel agencies across the state and beyond, working to facilitate connections between grads and employers.**

4. **Continuing membership in professional organizations such as ASTA (American Society of Travel Agents) and The Travel Institute.**

No other information entered.

Welding Technology
Nothing entered.

World Languages
Nothing entered.