Diablo Valley College
Professional Development Master Plan
2021-2026

Introduction

The Diablo Valley College Educational Master Plan (EMP) outlines the "Cultural and Structural Conditions of the College:"

> ***Robust Professional Development****: As a college, we are committed to supporting a robust professional development program that intentionally designs activities that support the college's mission, vision, values and goals with a targeted focus on equity and inclusion. Additionally, institutional support is provided for professional development that encourages employees to advance their competencies and professional growth.*

Professional development at DVC is the set of structures and resources designed to support learning and continuous improvement for all employees of the college. The people that make up Diablo Valley College are the college's most valuable and important resource. Professional development training for all employees is the continuous improvement of skills and knowledge which relate to every employee's job responsibilities, profession, and/or work environment in ways that fulfill the mission, vision, values, and goals of the institution.

Professional development enables the transformation and realization of both the structural and cultural conditions of the college. From the EMP, these are the ideal cultural and structural conditions of DVC:

Cultural Conditions:

Student Centered
Cultural Responsiveness
Dynamic Engagement
Collaboration, Connection, and Relationship
Culture of Learning and Continuous Improvement
Data-Driven Decision Making
Integration, Co-Ownership, and Shared Accountability
Adaptive, Responsive, Nimble, and Innovative

Structural Conditions:

Collaborative Leadership and Governance
Culturally Responsive Curriculum
Targeted, Comprehensive, and Integrated Student Support Services
Strong Community Engagement and Partnership Practices
Robust Professional Development
Facilities that Support Engagement and Learning
Effective Technology
Aligned and Transparent Resource Management
Human Resources that Support the College Mission

Strategic Alignment with the Educational Master Plan

The Educational Master Plan lays out a series of goals, theoretical frameworks, and values that inform Professional Development. These are:

- Vision: *"At Diablo Valley College, we empower and transform ourselves and our community through educational excellence, equity, and inclusion"*
- Mission: *"DVC is passionately committed to student learning through the intellectual, scientific, artistic, psychological, and ethical development of its diverse student body. DVC prepares students to transfer to four-year universities; provides career and technical education; supports the economic development of the region; offers pre-collegiate programs; and promotes personal growth and lifelong learning."*
- Values: *Excellence, Student Learning, and Equity*
- The Four Pillars of Guided Pathways
    - *Clarity: provides clear paths for students to complete their goals,*
    - *Intake: helps them choose and enter a pathway,*
    - *Support: assists them to stay on the path, and*
    - *Learning: ensures what they are learning is relevant to their lives.*
- Four Stages of the Student Experience: *Connection, Entry, Through, and Out*
- Six Factors for Student Success: *Directed, Focused, Nurtured, Engaged, Connected, Valued*
- Integrated Framework for Equitable Student Success
- Cultural and Structural Conditions of the College
- Goals for the student experience, the college, and the community

Professional development is needed to ensure that the college community is informed about the Educational Master Plan and its associated values, goals, and research-based practices. Professional development is also needed to achieve the cultural and structural conditions of the college that will enable progress towards our goal of equitable excellence. All Professional Development initiatives, programs, and funding allocations are viewed through the lens of the Educational Master Plan, with the goal of furthering the vision described in the plan.

Goals, Activities, and Future Plans

Professional Development Goals

Professional development will contribute to the realization of the larger college goals from the EMP:

1. Goal: Increase Equity and Access

   Develop, facilitate and plan training for all employees with the goal of increasing engagement with diversity, equity, and inclusion topics and measures, reducing bias, and ameliorating the equity gaps in student success. Train all employee groups on accessibility topics and technologies.

2. Goal: Enhance the DVC Student Experience in all four stages

   Design Professional Development based on student needs determined from qualitative and quantitative information from students, as well as research into effective practices. Support employee expertise and currency in their disciplines or fields.

3. Goal: Maximize the impact of Professional Development

   Provide multiple modalities of Professional Development to increase potential reach of Professional Development to all employees. Train employees to operate efficiently and effectively across various work environments, according to need. Build leadership capacity and effective practices among all employee groups. Use robust data and assessment to plan and evaluate the effectiveness and need of Professional Development programming.

Current Professional Development Assets, Practices and Status at DVC, in the Contra Costa Community College District (CCCCD), and from the California Community College Chancellor's Office (CCCCO)

This list is a snapshot of the current professional development programs and resource allocations at DVC, in the district, and from the state Chancellor's Office. As a snapshot, it should be interpreted neither as a commitment to maintain all of these programs nor a restriction against developing others. The program leads and responsible parties may change. In the college's desire to be adaptive, responsive, nimble and innovative as a cultural condition, we anticipate that there will be changes to the Professional Development program offerings according to college need.

DVC				
Program or area of Professional Development	**Description**	**Institutional Relationship**	**Responsible Parties**	**Goals**
AB 705 Training and	Training for faculty in Math, English, and Counseling to address	SEA Program, Developmental Education	English and Math leads	1,2

Communities of Practice	the changing requirements and student needs following the implementation of AB 705	Committee, English and Math leads		
Caring Campus Initiative	Partnership with Institute for Evidence Based Change to promote deep involvement of classified staff in student success	Dean of Special Projects	Dean of Special Projects	1, 2
Conference/ Training funding for individual classified staff	Process for application for funding for personal Professional Development through the Classified Professional Development Committee, funds may be sourced through other categorical budgets with approval of those committee leads	Classified Professional Development Committee, other committees with responsibility over categorical funds as needed	Professional Development Coordinator, Professional Development Manager	1, 2
Conference/ Training funding for individual faculty	Process for application for funding for personal Professional Development through the Faculty Professional Development Committee, funds may be sourced through other categorical budgets with approval of those committee leads	Faculty Professional Development Committee, other committees with responsibility over categorical funds as needed	Professional Development Manager, Professional Development Coordinator, Professional Development Coordinator	1, 2
Data Coaching Program	Employees trained to assist in the creation of data queries and the collation and interpretation of data with the goal of moving the college towards	Research, Planning, and Evaluation Committee (RPEC)	RPEC co-chairs	3

	increased use of data-driven decisions.			
Department Chair and Leadership Training	Training for department chairs—currently being developed	Faculty Professional Development Committee, Deans, Vice President of Instruction	Professional Development Manager, Faculty Professional Development Coordinator, VPI	3
Distance Education Monthly Training Schedule	Schedule of trainings for distance education, online teaching, and digital pedagogy offered during the semester. Includes Beginner's Guide to Canvas--an onboarding training into Canvas basics.	Distance Education Committee	Distance Education coordinator, Instructional Technology specialists	2
Distance Education One-on-One hours	Appointment system where any DVC faculty can book up to two hours per week with a peer experienced in online teaching and technology. Trainers are paid OAS. Currently funded out of CARES & HERRF grant monies.	Distance Education Committee	Distance Education Coordinator	2, 3
DVC Mindfulness Community	Cross-constituency community dedicated to increasing mindfulness and healthy work/life practices	Student Equity and Success Committee	Program lead	3
Equity Speaker Series	Annual series of speakers promoted to the campus and community at large focused around an equity-related theme	Student Equity and Success Committee, Student Equity Workgroup	SES tri-chairs	1
Evaluation Trainings	Training for faculty who will be evaluating or who will be evaluated.	United Faculty	UF DVC Vice president	3

	Required for evaluators on a three-year schedule.			
Flex Days—Mandatory	Day prior to the start of instruction for the communication of institutional priorities or related trainings	College President or designee	President or designee	3
Flex Days—Optional	Menu of workshops arranged into themes deemed significant to college goals at the beginning of each semester.	Faculty Professional Development Committee	Professional Development Coordinators	1, 2, 3
Flex trainings--variable	Trainings held during the semester or outside of the optional flex days that count towards annual faculty Flex obligations	Faculty Development Committee, DE Committee, other programs or individuals may propose and hold trainings	FDC Coordinator, Professional Development Program Coordinator, additional parties	1, 2, 3
NEXUS	40 hours of training for newly-hired full-time faculty	Dean of Professional Development, Academic Senate, Vice President of Instruction, College President	NEXUS coordinator (s)	1, 2, 3
Classified Nexus	Campus level orientation for newly hired Classified professionals	Classified Development Coordinator, Dean of Professional Development	Professional Development Coordinator	1, 2, 3
Pedagogy Inquiry Teams	Faculty-led inquiry process to review data from college to department to faculty member and identify equity gaps and practices to address and ameliorate those gaps	Developmental Education (BSI), Student Equity and Success Committee, Guided Pathways Steering Team, Faculty	Project coordinators	1, 2

		Professional Development		
Peer Online Mentorship Program (POMP)	Cohort-based model of professional development that supports faculty through paired mentorship to align courses with the California Virtual Campus (CVC) rubric of Online Course Design Standards	DVC DE Committee, DDEC, Dean of Distance Education, CVC-OEI initiative (Chancellor's Office)	Distance Education Coordinator and Districtwide Distance Education Council	2
Pride Alliance trainings	In development: trainings to establish a badging program similar to SafeZone programs indicating LGBTQ+ allyship available to all employees	Pride Alliance Workgroup	Pride Alliance coordinator and workgroup members	1, 2
Reading and Writing Across the Curriculum (RWAC)	Workshops, consultations, and materials developed to assist faculty outside the English discipline in supporting student reading and writing in their courses	Developmental Education Committee (BSI), Faculty Professional Development Committee	RWAC Coordinator	2
Safety Monitor Training	Training for employees across the college to ensure safe workplaces and effective practices in case of emergency	Safety Committee	Safety Committee tri-chairs	3
STEM-ovation	Collaborative effort by STEM faculty to use data to develop team projects and implement effective practices to narrow achievement gaps in STEM disciplines	Dean of Math and Computer Science, Dean of Biological and Physical Sciences	Coordinator	1, 2
Student Equity Hour Program	Paid training and additional office hours for adjunct faculty in the	SES Committee, Faculty Professional	SEH Coordinator	1, 2

	program intended to address student equity gaps	Development Coordinator, Academic Senate, VPI, VPSS		
Student Success Teams	In development: teams created by interest area for data collection and implementation of evidence-based practices for student support	Guided Pathways Steering Team and Student Success Team	Dean of Guided Pathways, Project leads	1, 2
USC Equity Institutes	Leadership and critical pedagogy trainings provided by the USC Race and Equity Center	College President	College President	1
Wellness program	Promotion of CCCSIG seasonal wellness challenges, DVC Health & Wellness Community in GROW@4CD, periodic health & wellness workshops	College/district partnerships with CCCSIG, John Muir, etc. Collective requests & input from multiple college sources (individual employees, VPI, VPSS)	Professional Development Coordinator	3
Contra Costa Community College District				
Program or area of Professional Development	**Description**	**Institutional Relationship**	**Responsible Parties**	**Other?**
4CD Teaching Academies	Instructor-created programs for pedagogical improvement, open to all faculty across the district. Can be used for education credits for salary steps.	DW Professional Development Workgroup	DW Professional Development Workgroup Coordinator	2
Becoming an Effective Online Instructor (BEOI) course as part of the 4CD	Four-week course intended to certify faculty in the foundation of online teaching using the Canvas LMS. By	District-wide Distance Education Committee	DDEC Co-chairs	2

Institute of Online Teaching	district agreement, all faculty teaching online in FA2021 or after must have BEOI certification or equivalent online pedagogy training			
Diversity and Equity in Hiring Trainings	Required of all employees who will be serving in any capacity on hiring committees, must be completed once every two years to stay up to date.	Human Resources Support Services Manager	Human Resources Support Services Manager	1, 3
JobLinks	Annual professional development conference for Classified employees	JobLinks Committee	Human Resources Support Services Manager, JobLinks Committee	3
Districtwide Peer Online Course Review Final Alignment (POMP)	Provides final review of alignment of POMP courses to the CVC Online Course Design Rubric. College representatives serve on the workgroup and review courses from each college's alignment program.	District-wide Distance Education Committee	DDEC Co-chairs	2
Sexual Harassment Training	Mandated for all college employees by the State Chancellor's Office, provided by Keenan SafeColleges Online Training through GROW@4CD portal	Human Resources Support Services Manager	Human Resources Support Services Manager	3
Slip and Fall Training	Mandated for all college employees by the State Chancellor's Office, provided by Keenan SafeColleges Online	Human Resources Support Services Manager	Human Resources Support Services Manager	3

	Training through GROW@4CD portal			
Tuition Reimbursement	Multiple options for Classified employees: CEEP, EIP, and 4CD tuition reimbursement	District HR, Local 1	CEEP & EIP Local 1 committees, HR Support Manager	3
California Community Colleges Chancellor's Office (CCCCO)				
Vision Resource Center	Trainings and materials for system-wide initiatives. Available through GROW@4CD	CCCCO	CCCCO	1, 2, 3
LinkedIn Learning (formerly Lynda.com)	Access to online asynchronous trainings for all employees, mostly focused on software programs and effective work habits. Available through GROW@4CD	CCCCO	CCCCO	3
Online Network of Educators (@ONE)	Online trainings, courses, and materials related to distance learning, online pedagogy, and instructional technology subsidized by CCCCO. Some available through GROW@4CD	@ONE	@ONE	2
California Community Colleges' Success Network (3CSN)	Online training, statewide networking and materials related to technology, Canvas, equity, wayfinding, current state initiatives, etc. Mostly free and available through GROW@4CD	3CSN	3CSN	1, 2, 3
Academic Senate for the California Community	Offers professional development and leadership training on governance, curriculum,	ASCCC.org	ASCCC.org	

Colleges (ASCCC)	and Open Education Resources Initiatives			

Metrics and Assessment

Professional Development must be assessed in order to determine its effectiveness, reach, and future directions. The Professional Development Committee wishes to acknowledge that assessment is multivariable and it is difficult or impossible to measure the full impact of Professional Development, or to isolate changes in metrics such as student success from the direct influence of any one Professional Development event. The Professional Development Committee will continue to work with the institution, and committees such as RPEC, on developing assessment and evaluation processes and will review our methods with the goal of continuous improvement.

Current practice includes use of surveys to gauge the demand for Professional Development and the effectiveness of the Professional Development efforts that already exist. The survey results are analyzed and brought to the relevant committees for discussion. The themes and results from the surveys then influence the planning, selection, and support of training and opportunities.

Figure 1: The Inquiry and Action Cycle, graphic from Al Solano, Continuous Learning Institute Integrated Planning, concept from Society of College and University Planning (SCUP)

Professional Development sees metrics and assessment as an essential part of the inquiry and action cycle. Survey results are part of the "discover" and "evaluate" phases of the inquiry process. As part of the "discover" phase, surveys can reveal Professional Development needs as identified by employees and students, and guide planning efforts. As part of the "evaluate" phase, surveys and other metrics can rate the effectiveness (perceived and measured) of Professional Development activities. The results of surveys and evaluation tools from trainings are reviewed and data about workshop popularity is presented to committees. The following surveys and tools are currently used in Professional Development planning:

Workshop and Session Evaluations: Current practice is to conduct surveys of all training through our Professional Development software, GROW@4CD. Evaluation results are provided to workshop presenters and reviewed by the Professional Development Coordinators.

District-wide Professional Development Survey: Most recently conducted in Spring 2020. This biannual survey is the source of much data used for planning purposes. The survey disaggregates by college and employment category. After the survey is conducted, the Professional Development coordinators review the results to identify themes in the Professional Development needs of the college. The coordinators take the survey results to their respective committees and discuss the results and themes. Committees use the results in planning and solicitation of workshops and speakers, and in establishing priorities in reviewing funding applications.

Technology Survey: Most recently conducted in 2019. The Technology Survey serves as a tool to assess what training needs are and on which technologies training efforts should be focused . The survey needs to be conducted again post-COVID, since the technology needs for all employees have shifted, and people are much more familiar with many technologies used to work from home.

Campus Pride Index: First conducted in Fall 2020,it will be conducted annually. This is a national benchmarking tool to assess the college's safety and inclusivity for LGBTQ+ students. The results of the index will be used to help create Pride Ally training for the campus.

Student Surveys: Several surveys are included in this category. These surveys are used to help identify areas of needed training. One example of use is the Community College Survey of Student Engagement (CCSSE), where the college's scores in categories such as Active and Collaborative Learning, Student Effort, and Student-Faculty Interaction can guide efforts towards improving scores in these areas or help set themes for pedagogy training. Student surveys such as the NACC or in-house climate surveys can also identify how the college needs to develop trainings to nurture, connect, and value students.

CCSSE Survey: Most recently conducted in SP19
NACCC Survey: Conducted in FA20
DVC Experience Survey: Conducted in May 2021, will be analyzed FA 21

Reports to the college: An annual committee report is completed per requirements in the DVC Committee Handbook. In addition, the Faculty Development Committee gives an annual report to the Academic Senate, where conference funding by constituent group (adjunct and full-time) is disaggregated and the achievements towards the annual goals are reviewed. The report also typically contains information on the most popular workshops of the year, which can inform planning. Classified Professional Development matters are reported informally to the Classified Senate throughout the year.

In the future, Professional Development efforts should work towards developing additional tools for assessment and evaluation, including student success data. Two programs currently using student success data to evaluate program effectiveness are the Pedagogy Inquiry Teams and the Peer Online Mentoring Program (POMP). These programs may serve as models for wider use of student success data as performance indicators for Professional Development. Additional survey tools may also be developed, as well as focus groups and qualitative assessments. Another direction of development is to make the Learning Outcomes for college Professional Development activities more transparent to workshop participants, and give the participants an opportunity to assess how well the workshop met the stated objectives.

Future Plans

To meet our goals, the programs, committees, and organizations that conduct and support Professional Development at DVC will:

- Further work on how to best translate Professional Development goals to planning, programs, and activities
- Continue to integrate Professional Development planning efforts across committees to make a more unified and cohesive experience of Professional Development
- Continue to develop the Integrated Planning model outlined in the Metrics and Assessment section, with focus on the Evaluate and Report phases
- Promote employee use of and facility with the GROW@4CD software for accessing training and maintaining records.
- Continue to address Classified Staff training needs to optimize their performance and job satisfaction
- Identify and advocate for funding sources to support Professional Development planning and programs.

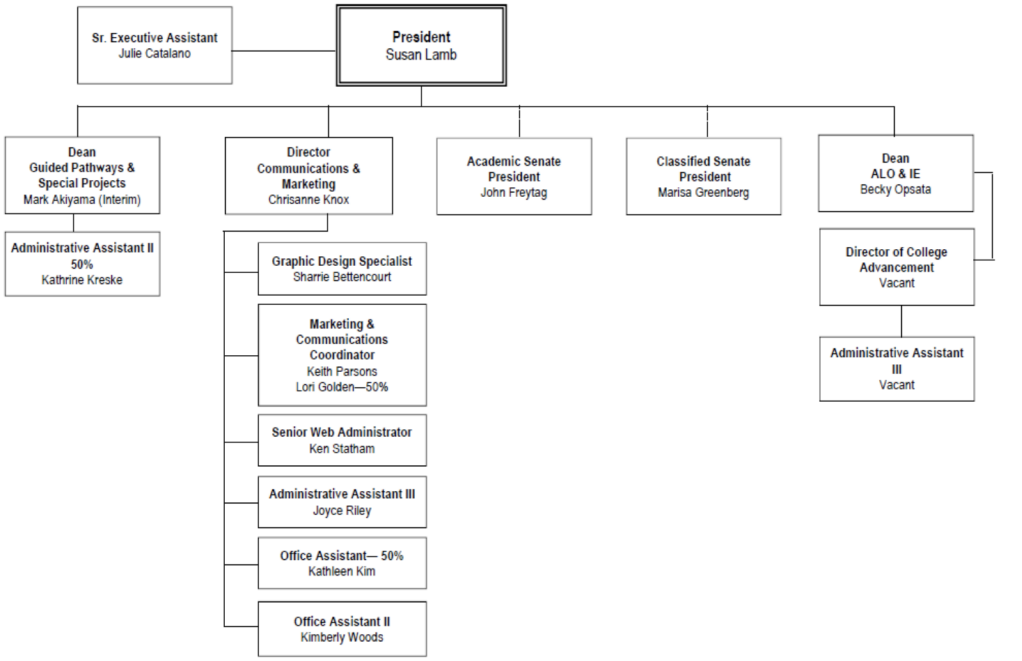
- Use Professional Development to support integration of student services and instruction to implement the goals from the Educational Master Plan
- Advocate for an Institutional Researcher position at the college to assist with evaluation and assessment of Professional Development programming and activities
- Adapt Professional Development efforts to support the Interest Area and Success Teams structures and development
- Expand Classified Nexus to include a mentorship program
- Create or implement a Classified leadership program (LIFT, or similar)

College Governance and Committee Structure

Classified Professional Development Committee—reports to Classified Senate
The Classified Development Committee (CDC) is charged with promoting the goals and objectives of DVC's Professional Development Plan. The CDC does this by approving the allocation of PD funds for relevant learning activities, identifying ongoing and emerging learning needs, and providing guidance, recommendations, and access to professional development resources for Classified staff.
NEXUS program—reports to Academic Senate, Vice President of Instruction
The Nexus Program is designed to welcome & create a sense of belonging for our first-year faculty, and to empower them to be equity-minded, creative, engaged, and effective in their roles at the college. Nexus aims to provide first-year faculty with learning opportunities that focus on areas such as pedagogy, student services programs, shared governance, hiring, instructional technology, federal, state, and local regulations and initiatives and more.
Student Equity Hour Program—report to Student Equity and Success Committee, VPSS, VPI
The Student Equity Hour plan will advance inclusive excellence by providing adjunct faculty with training, research, and collaboration resources in equity-related issues, and by funding them to spend more time with students outside of class (through an "Equity Office Hour").
Faculty Professional Development Committee—reports to Academic Senate
Committee Charge: *The Faculty Development Committee (FDC), taking direction from Academic Senate, supports the work of Diablo Valley College to achieve its strategic plan, annual priorities, and other college identified objectives. The Faculty Development Committee achieves these goals through researching, planning, implementing, and supporting activities designed to improve the professional expertise, job performance, and satisfaction of college faculty.*
Management Professional Development Coordinator—reports to College President
Professional Development College-wide Committee—reports to College Council

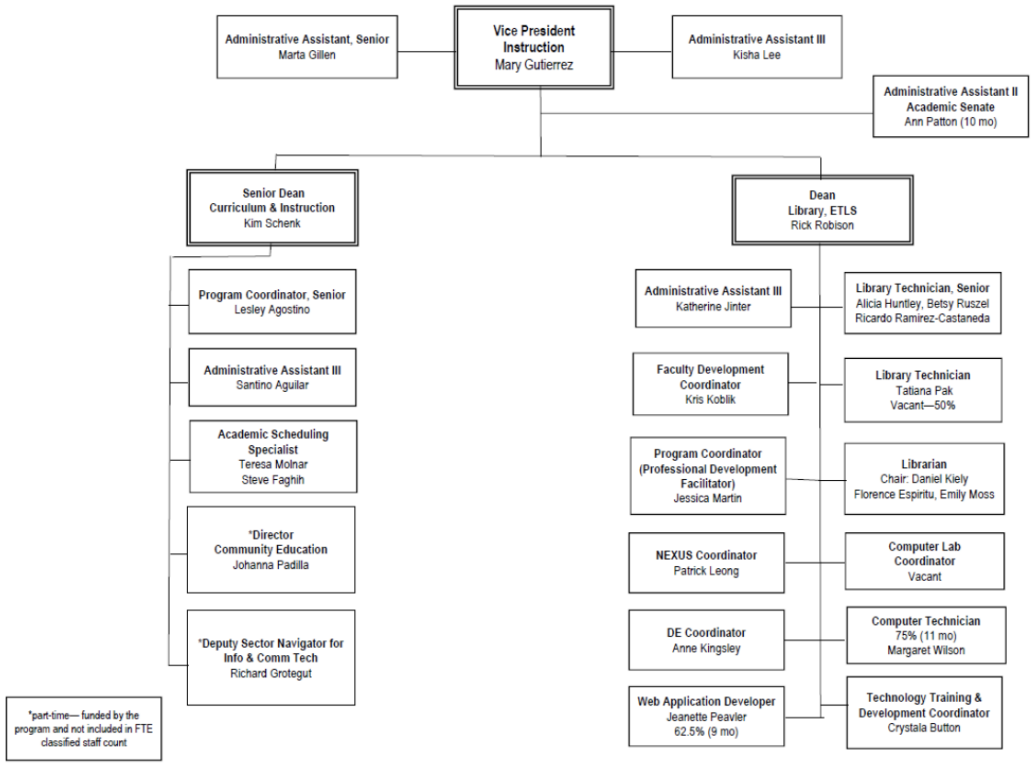
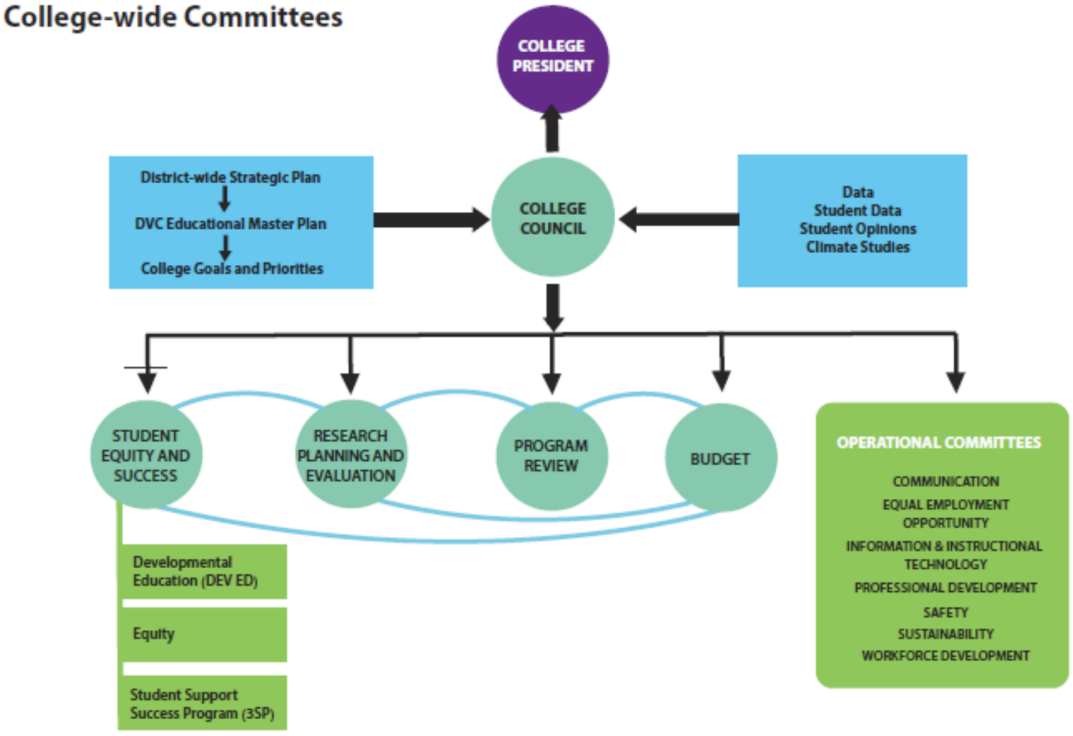
President's Office

Page 2



Instruction

Page 3



College-wide Committees