Professional development is essential to the organization, as classified staff, faculty, and administrators/managers have an obligation to maintain currency in their roles, as well as continue learning, so as to better serve students now and in the future. Professional Development at BC can be envisioned using the Guided Pathways pillars as follows:

1. **Clarify the Path:**
   a. Ensure clarity with regard to professional development offerings via website and other advertisement
   b. Highlight scope, purpose, and methods by which learning will occur in professional development offerings

2. **Get on the Path:**
   a. Provide adequate advertisement for professional development offerings on campus so as to allow faculty, staff, and administrators the opportunity to get on the PD path
   b. Provide easily accessible means of registering for and attending professional development offerings on campus and beyond
      i. The PDC scholarship helps to get BC faculty and staff engaged in external conferences and events

3. **Stay on the Path:**
   a. Provide meaningful and continual surveys to gauge the effectiveness of professional development offerings, as well as to assess the needs of faculty, staff, and administrators/managers
   b. Provide enough trainings on a continuous basis to ensure faculty, staff, and administrators are able to stay on the path

4. **Ensure Meaningful Learning:**
   a. Continue to work toward full implementation of effectiveness evaluations so as to gauge whether faculty and staff are learning from professional development offerings
   b. Make changes to offerings based on effectiveness
   c. Move toward a fully evidence-based model of professional development on campus

Additional information:

**Strategic Direction 5: Leadership & Engagement** (areas of focus for the PD Program Manager)
12 Month Work Plan: July 2017-July 2018
Reese Weltman, Professional Development Program Manager

- **SD 5.2: “Provide focused professional development academies for each employee group (classified, faculty, management)”**
  - Continue working with the PDC to development and implement Professional Development Academy; utilize an online resource-based model
  - Continue creating, conducting, and analyzing data from surveys aimed at classified staff, faculty (both adjunct and fulltime), and management to assess needs related to academy offerings

- **SD 5.3: “Focus on leadership development in new faculty and new adjunct faculty seminars including committee involvement”**
  - Continue creating, conducting, and analyzing data from surveys aimed at adjunct and fulltime faculty to assess needs and garner interest in leadership development pertaining to Guided Pathways
  - Implement trainings throughout the 2017-2018 academic year in addition to Pathways Institutes, Flex Week, New Faculty Seminar, and Adjunct Orientation

- **SD 5.4: “Provide training on existing technology”**
  - Flex Week offerings will include not only training workshops on existing technology, but new and coming technologies, as well
  - Continue creating, conducting, and analyzing data from surveys aimed at classified staff, faculty (both adjunct and fulltime), and management to assess needs related to technology trainings, both new and upcoming
  - Expand accessibility to online offerings related to current, new, and upcoming technologies

- **SD 5.5: “Continue to support conferences (both on and off-campus), peer learning, learning from experts, etc.”**
  - Continue working with the PDC to offer scholarships to faculty and staff who want to attend outside conferences
  - Continue using surveys and needs-assessments to determine desirability and usability of peer learning workshops, expert workshops, etc.

**Other Initiatives:**

Updated 6/13/2017 RW
12 Month Work Plan: July 2017-July 2018
Reese Weltman, Professional Development Program Manager

- Continue encouraging attendance at external conferences in accordance with multiple Strategic Directions Initiatives, including Initiatives 2.4, 2.15, and 2.21 (primarily important for counselors)
- Continue advancing BC’s shared goals of student learning and completion by encouraging the expansion of internal conferences in accordance with Strategic Directions Initiative 1.12: “Enhance student participation in campus conferences, workshops and guest lecture series…”
- Continue adapting and implementing the Kirkpatrick Model to assess effectiveness of PD offerings
  - Evaluate reactions via post-training surveys
  - Evaluate learning via pre-tests and post-tests during training workshops
  - Evaluate behavior by communicating with supervisors about staff trainings in order to ensure awareness of PD opportunities and the necessity to incorporate new learning into evaluations
  - Evaluate results by conducting multiple follow-up surveys and panels for personal report data (mixed methodology; qualitative and quantitative)
  - Example: http://www.thegreentie.org/voices/measuring-the-effectiveness-of-your-training-program
- Continue offering monthly round-table discussions for classified support staff
- Expand classified trainings based on classified needs assessment
- Expand BC’s presence in CCCS Professional Learning Network (http://prolearningnetwork.cccco.edu/) and 4C/SD
- Continue improving and expanding Renegade Professional Development Newsletter to include more resources, links, and expanded offerings
- Begin collecting data for eventual inclusion in Renegade Scorecard