

# Professional Development Program Review (2025) Latest Version

## Administrative Services Program Review (1) - Overview First Submission: Version by Huffman, Pilar on 11/18/2025 18:36

### Professional Development Program Overview

#### Program Purpose and Vision

The Professional Development (PD) Program at Compton College is a cornerstone of the institution's commitment to attracting, retaining, and cultivating a highly skilled and equity-minded workforce. Through a continuum of professional learning opportunities, the program ensures that all employees—full-time and adjunct faculty, classified professionals, confidential staff, and administrators—have access to meaningful growth pathways that strengthen their ability to advance student success.

Grounded in Compton College's Vision, Mission, and 2035 Comprehensive Master Plan, the PD Program is strategically designed to build institutional capacity while fostering a culture of excellence, innovation, collaboration, and inclusivity.

#### Strategic Alignment

Professional development is directly aligned with the **2025–2026 Compton College Institutional Goals** and supports the framework of **Completion by Design**. The program also advances the institutional priorities identified in the **Compton College 2035 Comprehensive Master Plan** and reinforces the College's partnership with **Achieving the Dream, Inc.**

These efforts reflect Compton College's ongoing commitment to equity, access, and excellence across all levels of the organization.

#### Strategic Areas of Focus

1. **Enhancing teaching and learning practices** across all disciplines.
2. **Integrating artificial intelligence (AI)** into instruction, student support, and operational processes.
3. **Strengthening customer service and de-escalation strategies** for frontline employees.
4. **Increasing success and retention** of Black and male students of color.
5. **Fostering community and connection** among faculty, classified professionals, and managers.
6. **Delivering professional learning** that is inclusive, flexible, practical, and results-oriented.

Together, these priorities reinforce a campus culture of continuous improvement, equity-minded leadership, and student-centered innovation.

#### Holistic Professional Learning Framework

The PD Program integrates holistic learning principles to ensure that employee development is directly connected to student learning outcomes and equitable achievement. This approach aligns with Compton College's identity as an Achieving the Dream (ATD) institution and its dedication to Completion by Design; recognizing that employee growth and student success are inherently linked.

#### 1. Attract, Retain, and Develop Excellent Employees

Compton College recognizes that employee growth is essential to institutional effectiveness and student achievement. To meet this goal, the PD Program invests in:

- **Comprehensive Onboarding:** Every new employee participates in a New Employee Welcome event, Peer Buddy Mentorship Program, and customer service training that fosters belonging and a shared commitment to student success.
- **Skill-Building Workshops:** Offerings enhance instructional excellence and workplace effectiveness in areas such as conflict resolution, cultural responsiveness, data-informed decision-making, and technology integration.
- **Leadership Academies and Statewide Programs:**
  - *#Real114 Leadership Academy* provides classified professionals with project-based leadership experiences.
  - *ACCCA Admin 001, 101, and 201 Series* prepare managers and administrators with essential leadership and equity competencies.
- **Faculty Professional Development Liaisons:** Faculty leaders receive release time to coordinate division-specific learning priorities, ensuring programming remains relevant, collaborative, and aligned with classroom outcomes.

#### 2. Advance Student Success Through Employee Development

Recognizing that student outcomes are shaped by employee practices, the PD Program embeds inclusive and equity-driven professional learning across all employee groups:

- **Culturally Responsive Pedagogy:** Faculty learn to design inclusive classrooms that validate and reflect the lived experiences of Compton College students.
- **Student-Centered Service Training:** Workshops equip classified professionals and administrators with tools for effective student engagement, customer service, and de-escalation.
- **Equity Partnerships:** Collaborations with the **USC Race and Equity Center** provide robust training on racial justice and equity in higher education.
- **Employee Wellness and Mental Health:** In partnership with **St. John's Well Child & Family Center** and **Los Angeles County of Education (LACOE) EASE Programming** the College offers programs addressing mental health, stress management, and resilience; recognizing that well-supported employees better support students.
- **Accessibility Training:** Ensures compliance with ADA standards and promotes inclusive practices for all students, regardless of ability.

#### 3. Align Professional Learning with Institutional Priorities

Professional learning at Compton College is intentionally aligned with institutional planning frameworks to ensure that employee growth translates into student success.

Key initiatives include:

- **Achieving the Dream Data Literacy Workshops:** Training faculty, staff, and administrators to interpret and apply disaggregated data to close opportunity gaps.
- **Completion by Design Initiatives:** Preparing employees to streamline advising, redesign academic pathways, and enhance persistence and completion.
- **Integration with the 2035 Comprehensive Master Plan:** Ensuring that professional learning supports innovation in teaching, student services, and operations.
- **Annual Professional Development Needs Assessment:** Collecting employee input to guide annual programming and align activities with institutional priorities.

#### 4. Foster Innovation, Resilience, and Collaborative Leadership

The PD Program intentionally nurtures a culture of **creativity, resilience, and shared leadership** across all divisions.

- **Innovation and Technology Workshops:** Sessions explore emerging tools, including AI applications in instruction and student services, ensuring that employees remain adaptable and future-ready.
- **Wellness and Resilience Initiatives:** Offerings such as yoga, meditation, and employee support circles reinforce wellness as a foundation for engagement and productivity.
- **Leadership Development Opportunities:** Accessible to all employee groups, including participation in regional and statewide academies that build a pipeline of diverse, equity-minded leaders.
- **Collaborative Governance Committees:**
  - *Professional Learning and Engagement Committee (PLEC)*

- Faculty Development Committee (FDC)
- Classified Development Committee (CDC)
- Management Development Committee (MDC)

These committees collaboratively identify PD priorities, demonstrating the College's commitment to shared governance and continuous improvement.

The Professional Development Program at Compton College is a catalyst for institutional excellence and equity. By investing in the ongoing growth, wellness, and leadership capacity of employees, the College ensures that students benefit from engaged, well-prepared, and equity-minded professionals dedicated to their success. Our efforts are intentionally designed to cultivate a culture of continuous learning, collaboration, and innovation; empowering employees to connect their purpose to student success in every role they hold.

#### **#Real114 Leadership Academy for Classified Professionals**

Compton College recognizes the immeasurable contributions of Classified professionals. Established in 2021, the **#Real114 Leadership Academy** was created to nurture and develop future leaders from within our campus community. Held annually each July, the Academy is an intensive five-day leadership experience designed for a cohort of up to 12 participants. The program builds capacity, fosters collaboration, and strengthens leadership skills through the design and execution of an applied leadership project.

Beyond the summer experience, participants continue to engage throughout the academic year to build community, strengthen professional networks, and advance leadership across the institution. The #Real114 Leadership Academy directly aligns with the **Compton College 2035 Comprehensive Master Plan**, supporting the development of a diverse leadership pipeline and a culture of shared accountability and care.

#### **Employee Support and Leadership Pipeline Development**

As part of our commitment to long-term succession planning, Compton College has established programs and resources to build leadership capacity, foster community, and provide early-career guidance. These initiatives create clear, equitable pathways for advancement and strengthen institutional sustainability.

#### **Peer Buddy Program**

The Peer Buddy Program enhances employee engagement, retention, and professional growth by pairing new hires with experienced, respected Compton College employees who serve as guides and cultural ambassadors. Through consistent biweekly check-ins, Peer Buddies help new employees navigate the campus environment, connect with institutional resources, and gain meaningful insight into Compton College's mission, values, and culture.

Aligned with Compton College 2035 and serving as a Student Achievement Outcome (SAO) for the Division of Human Resources, the Peer Buddy Program advances:

- **Early Engagement & Retention:** Fostering belonging and inclusion through a supportive, relationship-centered onboarding experience.
- **Knowledge Transfer:** Preserving institutional memory and strengthening campus-wide understanding of processes, resources, and expectations through peer learning.
- **Leadership Development:** Providing experienced staff with mentorship, guidance, and communication opportunities that prepare them for future leadership roles.
- **Organizational Culture Reinforcement:** Modeling Compton's values of collaboration, equity, and student-centered service in everyday interactions.

Recent program survey results affirm its impact. When asked, "*What aspects of the program have been most valuable to you so far?*" participants consistently identified feeling supported and having a trusted point of connection to ease their acclimation as new employees. This feedback reinforces the program's core purpose: ensuring every employee feels welcomed, connected, and positioned for success from day one.

Looking ahead, future phases will include formalized Peer Buddy training modules, enhanced feedback mechanisms, and deeper integration with leadership development programs such as the #Real114 Leadership Academy and Caring Campus initiatives—further strengthening Compton College's culture of learning, engagement, and belonging.

#### **Other Leadership and Professional Growth Opportunities**

Compton College also supports participation in external leadership programs that align with our mission and leadership framework, including:

- **Association of California Community College Administrators (ACCCA) Programs:**
  - *Admin 001* for emerging leaders exploring administrative pathways.
  - *Admin 101* for new administrators learning essential operational practices.
  - *Admin 201* for experienced leaders advancing through mentorship and self-reflection.
  - *ACCCA Mentor Program* — a statewide, year-long development experience fostering readiness for expanded leadership roles.
- **Leadership Institute for Tomorrow (LIFT):** A one-year program developed by CSU Fullerton to mentor and elevate diverse higher education professionals.
- **Presidential Leadership Preparation:** With approval from the President/CEO, senior-level administrators may participate in executive programs preparing for future presidential opportunities in higher education.

#### **Conference Participation**

Compton College invests in opportunities for employees to engage in statewide and national professional learning experiences that spark innovation, expand expertise, and strengthen student success. Supported conferences include:

- Achieving the Dream's *DREAM Conference*
- Association of California Community College Administrators (ACCCA) Annual Conference
- African American Male Education Network and Development (A2MEND) Summit
- California Community College Council for Staff Development (4CPD) Annual Conference
- Community College League of California Annual Convention
- California Community Colleges' *Online Teaching Conference*
- California Community Colleges' *Collective Equity Impact Institute*
- EDUCAUSE,
- COLEGAS
- ACHRO
- AAPHE
- UMOJA
- CAIR Conference
- *#RealCollegeCA Basic Needs Summit*

As new conferences emerge, Compton College continues to encourage participation in culturally relevant and equity-centered professional learning opportunities that reflect the diverse needs of our campus community.

#### **Faculty Teaching & Learning Projects**

Recognizing the vital role of faculty in advancing institutional excellence, Compton College established Faculty Teaching and Learning Projects as part of its Achieving the Dream (ATD) partnership. These projects are designed to inspire dialogue, innovation, and pedagogical excellence through evidence-based teaching practices and cross-disciplinary collaboration. Faculty participants integrate data, assessment, and research into their instructional strategies to improve learning outcomes and address equity gaps—ensuring every student's success remains at the center of our collective work.

#### **Professional Development Workshop Series**

Through a dynamic workshop series, Compton College provides employees with opportunities to engage in reflection, learning, and data-informed practice. These workshops strengthen the

connection between individual purpose and institutional strategy by focusing on themes such as leadership, cultural intelligence, innovation, and student equity.

Additionally, learning cohorts are being established to deconstruct systemic inequities and dismantle structural racism within higher education. These communities of practice empower faculty and staff to stand in solidarity, foster belonging, and champion equitable conditions for all learners.

Compton College's PD Program exemplifies a holistic approach to professional learning, one that connects personal development with institutional transformation and positions professional growth as a direct driver of student achievement and community impact.

#### a) Program profile:

##### **Program Profile: Professional Development Program**

In **November 2019**, Compton College hired its first **Professional Development Manager**, establishing a centralized focus on campus-wide learning and growth. Following an administrative compensation study in **2023**, the position was reclassified as the **Director of Professional Development** to reflect expanded leadership responsibilities and strategic oversight.

Under this direction, programming is intentionally designed to provide intellectual, social, and emotional support to ensure that faculty, classified professionals, and administrators continue to develop, thrive, and lead with purpose.

Under this direction, the program provides intellectual, social, and emotional support to ensure that faculty, classified professionals, and administrators continue to develop, thrive, and lead effectively.

Professional development at Compton College is guided by a set of **core principles** that serve as the foundation for program design, implementation, and evaluation. These principles ensure that every professional learning activity contributes to student success, employee well-being, and institutional effectiveness.

##### **Framework and Guiding Principles**

Professional learning at Compton College serves as a vehicle for enhancing teaching, leadership, and service; both inside and outside the classroom. It is grounded in collaborative governance and emphasizes inclusion, engagement, psychological safety, and continuous growth as unifying themes across all employee groups.

The program cultivates a learning culture where curiosity, reflection, and shared accountability drive innovation and improvement.

The program framework is designed to:

- Support holistic professional learning that integrates intellectual, emotional, and practical development.
- Advance a culture of belonging, collaboration, and shared responsibility for institutional success.
- Strengthen organizational learning and adaptability through reflective practice, innovation, and cross-departmental partnerships.

##### **Faculty Professional Learning Focus**

For both full-time and part-time faculty, professional development emphasizes continuous personal and professional growth in the following areas:

- **Teaching Effectiveness:** Applying evidence-based instructional strategies that enhance student engagement and success.
- **Inclusive Pedagogy:** Designing equitable and human-centered learning environments that recognize the varied experiences of Compton College students.
- **Student Engagement:** Strengthening faculty-student relationships and fostering authentic connection inside and outside the classroom.
- **Disciplinary Scholarship:** Staying current with research, theory, and emerging trends within academic fields.
- **Individual Development Plans:** Encouraging self-directed learning that aligns with professional goals and institutional priorities.

Research on adjunct faculty development highlights the importance of connection, mentorship, and community-building; elements intentionally embedded in Compton College's faculty development strategy.

##### **Institutionalization of Professional Development**

Over the past several years, Compton College has institutionalized professional development as an integral component of its organizational culture.

Key milestones include:

- The establishment of **Faculty Professional Development Liaisons**, faculty leaders who design and facilitate division-specific learning opportunities.
- The integration of **Guided Pathways divisions** into PD planning to ensure contextualized, discipline-specific programming.
- The creation of a **governance infrastructure** that empowers shared leadership, ensures accountability, and sustains institutional learning across all employee groups.
- The launch of **Faculty Teaching and Learning Projects (2022–2023)**, which provide faculty with opportunities to request funding to explore innovative teaching practices, strengthen classroom engagement, and facilitate ongoing dialogue on effective pedagogy. These projects encourage faculty-driven inquiry, collaboration, and experimentation aimed at improving instructional quality and student learning outcomes.

##### **Governance Structure**

Professional learning at Compton College operates within a collaborative governance model outlined in Administrative Regulation 2511: Council and Committee Structure.

##### **Professional Learning and Engagement Committee (PLEC)**

The **Professional Learning and Engagement Committee** serves in an advisory capacity to the District. In accordance with *Title 5, Section 55730(e)*, the committee recommends staff, student, and instructional improvement activities based on comprehensive planning, needs assessment, and evaluation.

Responsibilities include:

- Recommending professional learning activities that enhance teaching, leadership, and institutional effectiveness.
- Maintaining guidelines and procedures for employee conference funding and travel requests.
- Supporting professional growth opportunities for faculty, classified professionals, and administrators that build connection, confidence, and capability.

##### **Membership Structure:**

- 2 Administrators – appointed by the President/CEO
- 4 Faculty – appointed by the Academic Senate and Faculty Union
- 2 Classified Professionals – appointed by the Classified Union
- 1 Confidential Employee – appointed by the President/CEO

Committee members serve two-year terms, representing the campus's commitment to shared governance, collaboration, and transparency.

##### **Faculty Development Committee (FDC)**

The Faculty Development Committee supports interdisciplinary collaboration and the continuous exchange of ideas. Its mission is to curate learning experiences that strengthen teaching practices, foster inclusive learning environments, and increase student engagement, persistence, and success.

##### **Classified Development Committee (CDC)**

The Classified Development Committee promotes employee engagement, recognition, and growth among classified professionals. Its initiatives support career advancement, leadership readiness, and lifelong learning, aligned with the College's strategic goals and values.

### Management Development Committee (MDC)

The Management Development Committee facilitates the professional growth of administrators through experiences that cultivate strategic thinking, innovation, and collaborative leadership. Its efforts align with the Compton College Comprehensive Master Plan (2024–2035) and support a culture of continuous learning and reflective leadership.

### Funding Sources

Professional development at Compton College is supported through multiple, sustainable funding streams:

- **District Funds:** Allocated through the Office of Professional Development to support institutional training, workshops, academies, and engagement initiatives.
- **Equal Employment Opportunity (EEO) Funds:** Designated for compliance, inclusion, and equity-related training opportunities.

These funding sources sustain the program's ability to deliver impactful, accessible, and high-quality professional learning opportunities.

### Participants Served

The Professional Development Program serves **all Compton College employees**, including:

- Full-time and adjunct faculty
- Classified professionals
- Confidential staff
- Administrators

Participation data reflects broad engagement across employee groups in leadership academies, onboarding activities, wellness programs, and skill-building workshops. The high rate of cross-departmental participation reinforces Compton College's commitment to collective growth and institutional learning.

### Alignment with College Mission and Strategic Initiatives

The PD Program directly supports Compton College's Mission to create a welcoming, inclusive environment where all students and employees are supported to reach their full potential.

By equipping employees with skills in:

- **Inclusive pedagogy and student engagement**
- **AI integration and technology-enabled learning**
- **Customer service and communication excellence**
- **Leadership development and organizational collaboration**

The Professional Development Program at Compton College reflects a mature, learning-centered, and people-focused approach to employee growth. Through intentional design, shared governance, and inclusive learning practices, the program builds professional confidence, strengthens collaboration, and cultivates a sense of belonging across campus.

By investing in the continuous learning of its employees, Compton College ensures that every member of its community; faculty, staff, and administrators is empowered to contribute meaningfully to student success, institutional innovation, and sustainable excellence.

### b) Status of previous recommendations:

This is the first program review, no previous recommendations are available at this time.

### c) Continuing recommendations:

#### Professional Development Recommendations

#### Descriptive Data and Continuous Improvement

For the next review cycle, it is recommended that the Office of Institutional Effectiveness provide updated descriptive data on Professional Development (PD) participants to strengthen evaluation, equity of access, and program responsiveness.

#### Recommended Data Elements:

- **Demographics:** Age, classification group, and years of service.
- **Participation Rates:** Disaggregated by employee category (faculty, classified professionals, administrators) and by activity type (workshops, academies, committees, and wellness programs).

The analysis of this data will enhance the College's ability to measure engagement, identify trends, and ensure that professional learning continues to meet the evolving needs of the workforce and the institution.

#### Continuing Recommendations

The following recommendations are expected to continue as a result of this review cycle and build upon outstanding items from emerging needs.

#### Outstanding Recommendations

- **Develop Structured Evaluation Metrics:** Establish metrics directly linking PD participation to student outcomes and institutional performance indicators.

#### New and Continuing Recommendations

##### 1. Expand Administrative Support

Hire or designate additional staff to assist with event coordination, budget tracking, and data reporting for professional development initiatives. Strengthening operational capacity will allow the PD Office to scale programming and enhance service delivery.

##### 2. Strengthen Leadership Development Pathways

Continue to expand participation in the **#Real114 Leadership Academy, ACCCA Admin 001, 101, and 201 Series**, and statewide leadership initiatives to cultivate a diverse, future-ready pipeline of campus leaders.

##### 3. Enhance Vision Resource Center (VRC) Utilization

Improve the use of the VRC for tracking, certification, and reporting of Flex and professional learning participation. Integrating these tools will support accurate documentation and systemwide data consistency.

##### 4. Institutionalize Strategic Partnerships

Maintain and deepen collaborations with key partners—including Achieving the Dream (AtD) and health and well-being partners; to expand access to high-quality, research-based professional learning experiences.

##### 5. Develop Professional Development Impact Metrics

Create a structured evaluation framework to measure the impact of professional development on teaching practices, student engagement, and institutional effectiveness. Include both qualitative and quantitative assessment methods.

##### 6. Sustain the Faculty PD Liaisons Model

Continue to embed release-time faculty serving as division-based PD coordinators. This model aligns professional learning priorities with **Guided Pathways** and divisional goals while strengthening faculty ownership of professional growth.

## 7. Ensure Sustainable Funding Streams

Secure ongoing, dedicated funding for innovative PD programming tied to **Compton College 2035 Comprehensive Master Plan** priorities. Consistent funding will ensure stability, innovation, and the long-term success of professional learning initiatives.

These recommendations collectively aim to strengthen Compton College's Professional Development Program by improving infrastructure, evaluation, and sustainability. Implementing these actions will advance the College's commitment to:

- Building institutional capacity.
- Empowering employees through meaningful learning experiences.
- Directly linking professional growth to student success and institutional excellence.

## Administrative Services Program Review (2) - Program Data First Submission: Version by Huffman, Pilar on 11/12/2025 20:13

To assess the effectiveness and impact of the Professional Development (PD) Program, Compton College conducts an annual Professional Development Satisfaction Survey every spring semester. The survey is administered to all employee groups; faculty (full-time and adjunct), classified professionals, confidential staff, and administrators, to evaluate overall satisfaction, relevance, accessibility, and impact of PD offerings on professional growth and student support.

Survey data is available on the Institutional Effectiveness webpage as is available by clicking the link below:

**Professional Development Surveys** (<https://www.compton.edu/about/institutional-effectiveness/survey-results-research-results.aspx>)

### 2025

Faculty  
Classified Professionals  
Manager

### 2024

Faculty ([http://chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.compton.edu/about/institutional-effectiveness/surveys/PD\\_Faculty\\_Needs\\_Assessment\\_2024.pdf](http://chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.compton.edu/about/institutional-effectiveness/surveys/PD_Faculty_Needs_Assessment_2024.pdf))

Classified Professionals ([http://chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.compton.edu/about/institutional-effectiveness/surveys/PD\\_Classified\\_Needs\\_Assessment\\_2024.pdf](http://chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.compton.edu/about/institutional-effectiveness/surveys/PD_Classified_Needs_Assessment_2024.pdf))

Manager ([http://chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.compton.edu/about/institutional-effectiveness/surveys/PD\\_Manager\\_Needs\\_Assessment\\_2024.pdf](http://chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.compton.edu/about/institutional-effectiveness/surveys/PD_Manager_Needs_Assessment_2024.pdf))

### 2023

Faculty  
Classified Professionals  
Manager

### 2022

Faculty  
Classified Professionals  
Manager

### 2021

Faculty  
Classified Professionals  
Manager

### 2020

Faculty  
Classified Professionals  
Manager

#### a) Customer/student/client satisfaction data:

##### Survey Summary

- **Distribution:** 167 classified professionals
- **Responses:** 28 (17% response rate)
- **Representation:**
  - 68% from Student Services
  - 43% employed <5 years at Compton College
  - 35% Black/African American, 35% Latinx, 12% Two or More Ethnicities

Although the 17% response rate is below ideal, it still provides actionable insights reflecting the experiences of a diverse group of staff.

##### Key Findings

- **Top Barriers to PD Participation:**
  - Scheduling conflicts (73%)
  - Being too busy (45%)
  - Relevance to job duties (27%)
- **Preferred Training Formats:**
  - Hands-on workshops (72%)
  - Web-based sessions (71%)
  - Formal presentations followed by discussion (64%)
- **Preferred Timing:**
  - Fridays (31%) and Thursdays (21%)
  - 1–2 hour segments most favored (67%)

##### Improvement Areas

- **Accessibility:** Offer more asynchronous options and recordings.
- **Relevance:** Expand job-specific PD, particularly for Administrative and Student Services roles.

- **Supervisor Support:** Provide clearer communication that participation is encouraged and supported by leadership.
- **Engagement:** Shift from long sessions to interactive, half-day or modular sessions.

**b) Customer/student/client outcome data:**

**Participation Trends (Past 3 Years)**

- **2022–2023:** Increase in health and wellness and technology-related sessions.
- **2023–2024:** Decrease in participation due to time constraints and competing priorities.
- **2024–2025 (Projected):** Renewed interest in technology, DEI, and AI-driven professional development.

**Key Performance Indicators**

- **PD Hours Attended (2023–2024):**
  - 0–5 hours: **63%**
  - 6–15 hours: **33%**
  - 16+ hours: **4%**

**PD Topic Interest (Highlights)**

- **Technology:** Microsoft 365 (**78%**), Banner (**58%**), AI/ChatGPT mentioned repeatedly.
- **Policies/Procedures:** Retirement/Benefits (**69%**), HR (**65%**), Budgeting (**46%**).
- **Wellness:** Stress Management (**65%**), Work-Life Balance (**54%**), Burnout Prevention (**54%**).
- **Leadership:** Effective Communication and Managing Change (**60%** each).

**Programmatic Improvements Based on Trends**

- Develop an **AI & Digital Literacy Series** for classified professionals.
- Expand **Health & Wellness** initiatives (e.g., “Balanced Leader” workshops).
- Incorporate **cross-departmental collaboration** PD to improve internal communication.
- Create an **annual PD tracker** for better participation documentation and outcome analysis.

**c) Campus/community collaboration:**

**Current Collaborations**

- **Institutional Effectiveness Office:** Data support and survey analysis.
- **Human Resources Department:** Oversight of Classified PD initiatives.
- **Guided Pathways & Equity Programs:** Joint planning on inclusive professional learning.
- **External Organizations:**
  - COLEGAS, A2MEND, and APAHE recommended by respondents.
  - Vision Resource Center for online PD opportunities.

**Effectiveness**

- Collaborations have supported equity and leadership development but require stronger communication loops and shared planning calendars.

**Recommendations for Strengthening**

- Formalize **MOUs with statewide affinity groups** (COLEGAS, A2MEND, APAHE).
- Increase **inter-departmental PD planning** to align with Compton 2035 and Achieving the Dream.
- Launch **mentorship circles** pairing staff, faculty, and managers for continuous learning.
- Strengthen collaboration with **Student Services and HR** for job-specific and compliance training.

**d) Program data recommendations:**

Focus Area	Recommendation	Data Source
Accessibility	Offer flexible, modular PD (virtual + in-person hybrid)	Satisfaction data (barriers)
Relevance	Develop targeted sessions per department	Participation data
Leadership Development	Offer series on communication, managing change, and emotional intelligence	PD interest data
Technology Proficiency	Expand training on AI, Microsoft 365, and CRM systems	Outcome data
Health & Wellness	Continue “Recharge & Rise”-type sessions and integrate mental health awareness	Wellness data
Collaboration	Strengthen partnerships with IE, Guided Pathways, and external orgs (COLEGAS, A2MEND)	Collaboration feedback
Evaluation	Implement semester-end PD satisfaction survey and participation tracking dashboard	Institutional Effectiveness partnership

**Administrative Services Program Review (3) - Program Requirements** First Submission: Version by **Huffman, Pilar** on

**11/12/2025 20:13**

**a) Program support:**

**Essential Campus Departments**

**1. Institutional Effectiveness (IE):**

- **Impact:** Provides essential data analysis, survey design, and reporting that informs PD planning and assessment. IE ensures that all PD activities are data-driven and align with institutional performance metrics and accreditation standards.
- **Strengthening Partnership:** Collaboration with IE has been expanded through the integration of PD needs assessment cycles, dashboard development, and joint participation in program evaluation planning. A shared initiative is underway to establish an interactive PD participation and outcomes dashboard.

**2. Human Resources (HR):**

- **Impact:** Oversees the Professional Development program and ensures compliance with employment law, EEO mandates, and institutional personnel goals. HR also supports onboarding, training, and engagement strategies that improve campus climate and employee retention.
- **Strengthening Partnership:** PD and HR work closely to connect learning opportunities to organizational goals, provide supervisor training, and establish clear processes for stipend/reimbursement and time release requests.

**3. Business Services:**

- **Impact:** Manages the fiscal operations that sustain the PD program, including purchasing, contracting, and budget tracking.
- **Strengthening Partnership:** Communication and pre-approval processes have been streamlined to ensure timely payments to facilitators, vendor agreements, and travel reimbursements. Ongoing efforts include early budget planning meetings and clear documentation of PD fund allocations.

**4. Information Technology Services (ITS):**

- **Impact:** Supports the technological infrastructure that enables hybrid learning, PD tracking, and digital skill-building. ITS is critical for implementing Microsoft 365, Banner, CRM Advise, and AI-related workshops.
- **Strengthening Partnership:** PD collaborates with ITS to co-facilitate trainings on AI tools, cybersecurity, and accessibility, and to expand digital literacy among classified professionals.

**5. Student Services and Academic Affairs:**

- **Impact:** Provide contextual expertise for developing professional development related to student engagement, culturally responsive service, and Guided Pathways.
- **Strengthening Partnership:** Joint initiatives include the **#Real114 Leadership Academy**, **Guided Pathways PD Series**, and **Faculty/Staff Learning Exchanges**, each focused on building student-centered, equity-informed practices.

**6. Black and Males of Color Success:**

- **Impact:** This department provides critical insight into equity, belonging, and success initiatives for Black and Latino male students — aligning directly with PD’s focus on culturally responsive leadership, inclusive service, and identity-affirming professional learning.
- **Strengthening Partnership:** PD collaborates with the Black and Males of Color Success team on training focused on relationship-building, mentorship, and closing equity gaps. Future initiatives include co-developing “**Leading with Heart: Supporting Males of Color**” workshops and integrating cultural validation topics into staff development and onboarding.

**7. Guided Pathways and Equity Programs:**

- **Impact:** Offer frameworks for integrating student success, equity-mindedness, and continuous improvement across employee learning.
- **Strengthening Partnership:** PD coordinates with these programs to ensure all professional learning aligns with institutional outcomes related to access, completion, and equity, as outlined in the **Compton 2035 Comprehensive Master Plan**.

**b) Facilities and equipment:**

**Current State**

The Professional Development program currently utilizes:

- Shared **training and meeting spaces** (Board Room, Art Gallery, Multipurpose Room).
- **PD Zoom account** for virtual workshops and webinars.
- **Vision Resource Center** and **LinkedIn Learning** for asynchronous PD access.

While these resources are functional, demand for hybrid participation continues to grow, indicating a need for dedicated PD infrastructure.

**Recommendations**

- Establish a **Professional Learning & Engagement Center** equipped with flexible furniture, multimedia capacity, and quiet reflection spaces.
- Enhance **Zoom Room technology** in training spaces to increase virtual inclusivity.

**c) Staffing:**

**Current Staffing Levels**

Position	Status	Role Summary
Director of Professional Development	Filled	Oversees PD planning, budgeting, and program alignment with institutional goals.
Professional Development Assistant	Vacant (shared duties)	Provides logistical support, communications, and data entry.
Faculty PD Liaisons (2)	Filled	Lead faculty training coordination and peer learning projects.
Management Development Committee	Active	Recommends PD priorities and programming for supervisors.
Classified Development Committee	Active	Advises PD on classified-specific training and engagement needs.

**Adequacy and Training Needs**

Current staffing is **inadequate** to support the scale of programming expected under Compton 2035 and ATD frameworks. Administrative support and data management capacity are limited.

To maintain effectiveness, additional staffing is needed for program coordination, technology integration, and communications.

**Currency of Personnel**

Program leadership remains current in HRD, AI in higher education, and professional learning trends through active participation in:

- ACCCA Mentor Program (Admin 001–201)
- 4CPD statewide network
- IEPI Partnership Resource Teams
- Ongoing research in organizational psychology and adult learning

**Recommendations**

- Hire a **full-time PD Coordinator or Specialist** to manage logistics and analytics.
- Provide **ongoing professional learning for PD staff** in digital learning, AI, and equity-centered design.
- Continue **faculty and classified liaison training** in facilitation and curriculum design.

**d) Planning:**

**External and Internal Trends**

**External Influences:**

- **AI and Technology Integration:** Increasing demand for training on artificial intelligence, automation, and digital literacy.
- **Employee Retention:** Statewide emphasis on employee engagement, belonging, and wellness.
- **Equity and Cultural Responsiveness:** Mandates for DEIA integration across all employee groups (per Title 5 §51200).

**Internal Influences:**

- Data from the **Spring 2025 PD Needs Assessment** indicates high interest in AI, leadership, and health/wellness training.
- Institutional priorities align PD efforts with **Compton 2035**, **Achieving the Dream**, and **Completion by Design** frameworks.

**Planning Process**

- Inclusive Planning:**
  - Program staff, PD committees, and IE collaborate annually to identify priorities based on assessment data.
- Institutional Integration:**
  - PD goals are mapped to institutional outcomes (employee satisfaction, retention, and student success).
- Budget Linkage:**
  - PD priorities directly inform HR and IE budget proposals, ensuring financial resources align with training outcomes.

**Data Needed to Strengthen Planning**

- **Longitudinal PD participation data** by division and demographic.
- **Post-training application data** (impact on service quality, employee satisfaction).
- **PD engagement-to-performance correlation metrics** to link training to student success.

Potential data sources include IE dashboards, HR performance data, and Vision Resource Center analytics.

**Communication and Awareness**

Program personnel are updated through:

- PD newsletters and campuswide emails.
- Monthly PD committee meetings.
- Real-time tracking of workshops and activities via the **PD Calendar** and **VRC announcements**.

**e) Program requirement recommendations:**

**Category Recommendation**



7	Develop Professional Development Impact Metrics	None	Annual impact report showing correlation between PD and improved student outcomes	Institutional Effectiveness & Student Success	Adopt qualitative storytelling and quantitative tracking. Use focus groups and data visualization to report outcomes.
8	Transition the Faculty PD Liaison Model into a designated PD Coordinator focused on Flex	\$40,000 annually (release time or stipend)	Increased divisional PD alignment with Guided Pathways; higher participation rates	Faculty Engagement & Teaching Excellence	Designated role to support PD activities.
9	Ensure Sustainable Funding Streams	Variable (\$80,000-\$100,000 annually)	Secured, recurring budget allocations supporting PD innovation and continuity	Fiscal Stewardship & Organizational Sustainability	Advocate for annual PD budget line tied to Master Plan. Pursue external grants (EEO, Caring Campus).
10	Integrate Pipeline Development Programs (#Real114 Leadership Academy, Peer Buddy Program)	\$35,000 annually	Increased internal leadership mobility and employee retention	Workforce Development & Succession Planning	Integrate #Real114 and Peer Buddy Programs into PD plan. Track participant progression and leadership outcomes.

These recommendations collectively strengthen Compton College's Professional Development infrastructure through data-driven improvement, sustained investment, and alignment with Compton College 2035. By focusing on capacity building, leadership development, and equity-centered evaluation, the College will continue to:

- Build institutional capacity and leadership continuity.
- Empower employees through transformative, humanized learning experiences.
- Directly link professional growth to student success and institutional excellence.