**De Anza College**

**Program Review – Annual Update Form – Fall 2025**

1. Name: Office of Professional Development

2. Individual completing form: Sal Breiter and Claudia Guzman

3. We are unaware of program review feedback offered by RAPP in the past two years.

4. We continue to build our capacity and excellence in the Office of Professional Development. We are proud to be offering a wider range and more targeted opportunities for classified professionals and faculty to build skills, knowledge, confidence and community. We have implemented needs assessment processes that give us a deeper sense of learning goals of our constituencies and have continued to foster collaborations with campus partners. This year, we expanded our classified professional programming by launching a new Community of Practice centered on Lab Technicians and Coordinators. Within this and our other communities, classified professionals have stepped into leadership roles facilitation one-on-one interviews, needs assessments, shaping program structures, and identifying presenters aligned to member needs. These developments reflect meaningful growth in shared leadership, deeper engagement with constituency goals, and strengthened institutional literacy. Building upon this momentum, we are now preparing to establish additional communities of support practice that are inclusive of academic and instructional support; operations, finance, and systems; project management, communication, and leadership; and student experience and engagement. Our long-term design goal is to ensure that every classified professional belongs to a learning community that reflects their work, builds skills, amplifies voice, and fosters campus belonging.

5. Our broad goals (AUO's) are to:

   1. Develop and facilitate responsive, meaningful, inclusive and supportive opportunities for professional growth and skills development for all De Anza educational partners.

   2. Design and organize robust welcoming and onboarding to new De Anza employees, with ongoing support of opportunities to continue to build institutional literacy.

   3. Model a De Anza culture of warmth and support through intentional design with an established focus on vibrant and visible support for faculty and classified professionals as they navigate the complexities and challenges of their work with students and in collaboration with each other.

   4. Create and foster robust collaborations within the campus community and build intersecting partnerships across multiple domains. This work is evidenced by the creation of communities of practice, including:

      - Administrative Assistants & Executive Assistants
      - Student Success & Financial Aid Specialists

- Program Coordinators
- Lab Technicians and Coordinators
- Equitable Grading and Inclusive Teaching Practices for Faculty
- Content Focused Faculty Scholarship

Building on this momentum, we are actively designing additional communities of support practice for classified professionals, inclusive of academic and instructional support; operations, finance, and systems; project management, communication, and leadership; and student experience and engagement. These emerging structures are intended to ensure that every classified professional has access to a relevant learning community that strengthens skills, belonging, leadership, and connection.

5. Evaluate and revise professional development workflows and processes to ensure more welcoming and efficient processes with a focus on lowering boundaries and removing barriers to participation.

| Goal title | Goal description | Responsible parties | Collaboration with…. | What evidence have you used to monitor progress? | How have you assessed your goal? | What changes have been made based on the assessment? |
|---|---|---|---|---|---|---|
| Goal 5 | Launch new CTF application process – launched | Office of PD | Office of Comm | Feedback from users after launch | Feedback from users after launch | Revisions to Application Process |
| Goal 5 | Launch new CTF reimburse process – partially complete and not launched | Office of PD | Office of Comm | Regular meetings with collaborative team | Regular meetings with collaborative team | Revisions to prototypes and evaluation of processes is leading us towards a more robust and easy to use process |
| Goal 5 | Revise website enrollment and PGA | Office of PD | Office of Comm | Regular meetings with | Regular meetings with | Revisions to prototypes and evaluation of |

| | | | | collaborative team | collaborative team | processes is leading us towards a more robust and easy to use process |
|---|---|---|---|---|---|---|
| tracking – partially complete and not launched | | | | | | |
| Goal 1+4 | Build responsive and innovative opportunity for employee training and growth | Office of PD | Cross-Campus Collaboration | Workshop evaluations and yearly needs assessment | Workshop evaluations and yearly needs assessment | We offer both repeating workshops and new workshops based on enrollment, feedback, and opportunity |

6. No new goals – we are working diligently on the goals in #5

7. We are struggling to keep up with the daily administrative tasks connected to developing, implementing, documenting, and paying for employee participation in professional learning opportunities and conference travel funds. The temporary administrative support we received this year supported the implementation and growth of our programming, including the establishment and coordination of communities of practice for classified professionals and faculty. We also feel that MLC 243 and MLC 246 are underutilized as learning and community building spaces because the furniture in these spaces disrupts active learning. We seek the same resources that we did last year.
   - The Office of Professional Development needs an administrative assistant.
   - The Office of Professional Development looks forward to the furniture and computer refresh of our classroom space MLC 243 and our gathering space MLC 246.
   - While waiting for the furniture and computer refresh of our spaces, we have a few immediate requests for furniture resources for our spaces.  They include a writing table (tabletop writing can be seen on connected wall TV), a thinking wall (like a rolling white board), and a QR kiosk (for sharing upcoming events and available support services).  If these resources are possible, we would need the help of campus facilities to find vendors and provide quotes.
   - The Office of Professional Development B budget provides the backbone for the costs associated with ensuring access to and participation in campus wide and off campus professional development opportunities and provides support for the continued training of our Office of Professional Development coordinators.  Continued support for and growth of our B budget will ensure our ability to innovate and meet our goals.

8. Easy access to learning opportunities and timely pay for workshop participation and reimbursement for conference travel would benefit all employee groups, particularly our part-

time faculty and classified professionals who face the most dramatic economic challenges. Designing in-person spaces that promote face-to-face community building and campus engagement benefits everyone in the campus community, particularly part-time faculty who have been physically marginalized on campus.

9.  See goals (AUOs) in table above in question #5

**Please email this form to your dean/manager.**

10. Dean Manager Comments:

11. Vice President/Associate Vice President Comments:

The Office of Professional Development continues to advance the AVPI Office guiding principles of Student Success, Equitable Access, Integrated Support, Responsive Infrastructure, and Innovative Practices through the intentional expansion of inclusive, needs-driven professional learning for faculty and classified professionals. This update reflects meaningful growth in program design, shared leadership, and institutional literacy, particularly through the development of classified professional communities of practice and the use of structured needs assessments to guide responsive offerings.

The expansion of communities of practice serving administrative professionals, program coordinators, lab technicians, student services staff, and faculty represents an important institutional investment in workforce development, belonging, and cross-functional collaboration. These structures strengthen equity and retention by ensuring that employees in a wide range of roles have access to relevant skill-building, leadership development, and peer connection. The Office's long-term vision that every classified professional belongs to a learning community aligned to their work is well aligned with institutional goals around employee engagement and student-facing service quality.

At the same time, this update makes clear that the scale and complexity of the Office of Professional Development's work can no longer be sustained without permanent administrative infrastructure. The daily operational demands associated with coordinating programming, processing stipends and reimbursements, managing conference travel funds, maintaining documentation, and ensuring timely payment have increased substantially as participation and offerings have grown. Temporary administrative support has directly enabled program expansion this year, confirming that this need is ongoing.

A dedicated administrative assistant is essential to the Office of Professional Development's ability to function effectively and equitably. This position should be prioritized as core infrastructure, not supplemental support. Reliable administrative capacity is necessary to ensure timely compensation, reduce participation barriers for part-time faculty and classified professionals, and maintain trust in professional development systems. Without it, access to professional learning and the sustainability of these programs will be compromised.

Finally, I support continued investment in improving the functionality of the Office's physical learning and gathering spaces. Targeted upgrades to furniture and instructional technology in MLC 243 and MLC 246 will strengthen active learning, face-to-face engagement, and campus community building, particularly for employees who lack consistent shared spaces. Sustained B-budget support, paired with stable administrative staffing, will allow the Office of Professional Development to continue innovating while maintaining equitable, reliable operations.