Program Review_April 2019, Office of Professional Development

Program Mission Statement:
The Office of Professional Development improves and sustains the professional growth of the De Anza College faculty, classified professionals, and administrators through planned learning opportunities that continue to support the college's mission, education plan, and strategic goals.

• Provide a welcoming and supportive, resource-rich environment and activities when onboarding new faculty, classified professionals and administrators into the De Anza College culture, mission and values.

• Facilitate the process for conference and travel funding for faculty and classified professionals to obtain a revitalizing exchange of ideas and methods in one's curricular area or program.

• Partner with the Office of Equity, and the Academic Senate in designing and implementing learning opportunities in culturally responsive teaching, effective teaching pedagogies, and effective teaching practices in basic skills.

• Partner with the Classified Senate and ACE to strengthen service excellence skills for classified professionals through workshops and activities designed to enhance skills that help classified professionals connect, nurture and engage with our students and each other.

I.A.1 What is the Primary Focus of Your Program?: Learning Resources/Academic Services

I.A.2 Choose a Secondary Focus of Your Program?: Learning Resources/Academic Resources

I.B.1 Number Certificates of Achievment Awarded:

I.B.2 Number Certif of Achievment-Advanced Awarded:

I.B.3 #ADTs (Associate Degrees for Transfer) Awarded:

I.B.4 # AA and/or AS Degrees Awarded:

I.C.1. CTE Programs: Impact of External Trends:

I.C.2 CTE Programs: Advisory Board Input:

I.D.1 Academic Services & Learning Resources: **#Faculty served: 187 FT + 111 PT = 298 Faculty** (2017–2018 unduplicated conference funds awards and event attendance)

I.D.2 Academic Services & Learning Resources: **#Students served: 7** (2017–2018 unduplicated)

I.D.3 Academic Services & Learning Resources: **#Staff Served: 223** (2017–2018 unduplicated conference funds awards and event attendance)

Doc1_pd_participants_2017-2018.pdf
Doc2_conference_funds_awards_2017-2018.pdf

I.E.1 Full time faculty (FTEF): **1**

I.E.2 #Student Employees: 0.45
I.E.3 % Full-time :

I.E.4 #Staff Employees: **1**

I.E.5 **Changes in Employees/Resources:**
2017-2018 was focused on stabilizing the programs, resources, and support the Professional Development office provides the College. As we continue to monitor changes in the college, some developing trends in professional development needs are emerging including AB 705 faculty development, Guided Pathways development, and change management related to the budget reductions. We anticipate these major areas will create greater need for professional development activities.

The Director was hired and started in August 2017, which has allowed for all of our interim-supported programs and projects to return to the leadership of that position. These programs and projects include:
- Chair, Staff Revitalization and Professional Conference (SRPC) Committee
- Coordination and facilitation (with Senior Program Coordinator) of the New Employee Orientation for Faculty and Classified Professionals
- Coordination (with Senior Program Coordinator), and facilitation New Part-Time Faculty Orientation
- Coordination (with Senior Program Coordinator) and delivery of workshops for Teaching and Learning Series for part-time faculty
- Partnering with SLO Core Team to help plan the SLO Convocation and coordinate two Partners in Learning workshops at the event
- Coordination of the First Year Experience for Faculty
- Coordinator of the Second Year Experience for Faculty
- Coordination of the Instructional Skills Workshops (ISW) with the former Director, Jackie Reza, who has continued to support ISW through her Article 19 work agreement.
- Coordinator for the FLEX Calendar Program.

Doc3_T&L_flyers_2017-2018.pdf
Doc4_newemployee_orientation_agenda_2017-2018.pdf
Doc5_ptfaculty_orientation_agenda_2017-2018.pdf
Doc6_isw_2017-2018.pdf

The Senior Program Coordinator worked in collaboration with the De Anza College Classified Senate and ACE to provide Professional Development opportunities for classified professionals, confidentials, and supervisors. New programs supporting campus Equity and Student Success programs include:
- Two mid-year orientations for classified professionals.
* "Defining Employee Success," a classified and faculty group activity.

• Partner with Jackie Reza to support the development of: "Microaggressions to Microappreciations in the Workplace, Ways to Create a Positive Environment."
• Creation of a track of student support activities for new employees called "Where in the World Is . . . ". to help familiarize new staff with student support services and campus location to "stop the bounce" (bouncing students from office to office).
• Support for a new common interest group of staff and faculty: "Retirement and Finance Planning Brown Bag."
* Partnered with Deaf and Hard of Hearing program to offer, "Working with Deaf and Hard of Hearing Students, Interpreters and Captioners"

Doc7_classified_orientation_agenda_2017-2018.pdf
Doc8_ defining_success_2017-2018.pdf
Doc9_ microaggressions_flyer_2017-2018.pdf

Changes in Budget/Resources
In 2017-2018, program budget expenses that have resided in Academic Services and Office of Instruction budget accounts are being consolidated into our budget to reflect the true operating expenses of the program. Some of our "signature" programs including the Instructional Skills Workshops and Service Excellence Project are being funded this way.
While our baseline "B" budget is still $3,676.00, with this consolidation we anticipate a far higher ending balance of about $30,000.00 for "B Budget" operational and discretionary personnel expenses in 2018–2019.

We still are limited to just one classified position, the Senior Program Coordinator, who continues to try to manage both the Coordinator's job duties and the former Secretary's job duties. This limits capacity in development of professional learning opportunities for classified professionals, confidentials, and supervisors in trying to reach some parity with established faculty programs to meet the intent of AB2558 (revised Ed Code language for the Community College Professional Development Program).

In addition, two new approved programs are being planned for the 18-19 academic year that need additional funds:
  ● Teaching Men of Color in Community Colleges: $4500 (includes cost of program registration for 25 participants, stipends for speakers on a panel, and light lunch for the panel session)
  ● Instructional Skills Intensives (for part-time faculty): $600 (includes cost of 3 sessions in 2018-2019 at one session per quarter, cohort of 5 each session)

II.A Enrollment Trends:
II.B.1 Overall Success Rate:
II.B.2 Plan if Success Rate of Program is Below 60%:

II.C Changes Imposed by Internal/External Regulations:

In 2016–2017, AB2558 (Community Colleges: Faculty and Classified professionals Professional Development) legislation passed and changed the Ed Code to include classified professionals, supervisors and administrators in the Flex Calendar Program.

The Director of Professional Development is the Flex Calendar Coordinator. We are beginning the following actions listed below to become fully complient with state regulations:

1. Create a campus-wide Professional Development Committee which meets frequently throughout the year.
2. Maintain documents that show the number and descriptions of all Flex Calendar activities, participation lists, and the number of employee hours completed in Flex activities (to be provided in an audit).
3. Establish an annual needs assessment and carry out a plan of activities to address those needs.
4. Create a campus-wide Professional Development Plan.

Doc 10_AB2558_Flex Program Requirements.pdf

III.A Growth and Decline of Targeted Student Populations:

We do not serve the targeted student populations directly, however, Professional Development continues to work with all faculty and classified professionals with faculty-initiated and faculty-driven programming developed for teaching De Anza's targeted populations and basic skills students, as well as working with Classified Senate to facilitate classified professional development in working with targeted student populations.

We continue to include content associated with culturally responsive classrooms and cultural humility in new employee orientations, first and second year experience programs, and Service Excellence activities. New this year:

> **Teaching and Learning Development**
> • Revised and expanded curriculum for Back to Basics workshop, now two sessions: Classroom Design (November 2017) and Classroom Management and Engagement (January 2018)
> • Director has been attending Math Performance Success faculty meetings and providing professional development support to the program.
> • As part of the Teaching and Learning Series, these new workshops were offered:
> > • "Making STEM Classrooms More Inclusive: Exploring Barriers and Classroom Strategies" (Jeff Shinsky and Yvette Campbell, May 2017)
> > • "Engaging Students with Positive Communication Skills" (Mark Healy, May 2017)
> > • "The Growth Mindset Revolution: Helping Students Gain Direction and Focus for Optimal Success" (Growth Mindset Team, November 2017)
> > • "Mindfulness for Teaching and Learning in the Classroom" (Rita Geraghty, Feb 2018)

       • "Strategies for Painless Grading" (May 2018)
    • Director has been attending Student Services Budget Planning Team meetings to better understand student services issues that may impact faculty.
    • Director has been attending Classified Senate meetings to hear from Classified Professional perspectives to better understand student issues that may impact faculty.

    Service Excellence Development
       • Designed and offered "From Microaggressions to Microappreciations in the Workplace: Ways to Create a Positive Environment." (October 2017)
       • Designed and implemented "Defining Employee Success: A Conversation Café" (September 2017)
       • Offered in partnership with DSPS, "Working with Deaf and Hard of Hearing Students, Interpreters, and Captioners" (March 2018)
       • Offered webinar, "Connection Over Complacency - Strategies to Create Connection and Meaning in the Workplace" (Feb 2018)
    • Program Coordinator attends Classified Senate meetings to collaborate on issues that can be supported with professional development activities.

III.B Closing the Student Equity Gap:
Professional Development collaborates with college partners including the Office of Equity, Social Justice, and Multicultural Education, DASB, VIDA, Outreach, and LinC who help inform and deliver our programming. This year, our programs and efforts include:

    • Director has been attending Students in Shared Governance working group to support students interested in creating greater student voice and engagement in De Anza shared governance processes.
    • Director provided leadership workshop with Tony Santa Ana to DASB executive board, focusing on leadership style exploration and being an ethical leader (Jan 2018)
    • Director co-lead a workshop on social media and political activism in college at the Filipino, Pacific Islander. Southeast Asian High School Student Conference hosted by the Office of Outreach (December 2017).
    • Offered workshop entitled, "Standing Up Against Hate Speech" (with Tom Izu, April 2018)
    • Director has been attending Equity Action Council meetings to support broader equity and inclusion efforts and collaborate with partners.

Currently, Jackie Reza, former Director, is leading the Instructional Skills Workshop as her Article 19 project. The ISW material supports the campus equity framework. A companion ISI (Instructional Skills Institute) was also developed and implemented to support the unique needs of our part-time faculty.

III.C Plan if Success Rate of Targeted Group(s) is Below 60%:
III.D Departmental Equity Planning and Progress:
IV.A Cycle 2 PLOAC Summary (since June 30, 2014): 100%

IV.B Cycle 2 SLOAC Summary (since June 30, 2014):

V.A Budget Trends:
The baseline operations budget for the Office of Professional Development is still $3676.00. We are still being augmented from other budgets to meet annual operational expenses. The average enrollment of all employees in New Employee Orientations and First Year Experience events and workshops between 2012 an 2015 was 234 participants annually. We've had a 81% increase from there in faculty, staff, and administrators in 16-17, and a 44% increase from there in 17-18 with no additional stable funding for materials and expenses for those activities alone. All budget trends indicated from our Comprehensive Program Review still apply.

There is a possibility (although no where near a certainty) of state funding for 18-19 for Professional Development (the Chancellor's Office is requesting a line-item addition in the June Revise).

V.B Funding Impact on Enrollment Trends:
Funding impact indicated from our Comprehensive Program Review still apply.

V.C.1 Faculty Position(s) Needed:
V.C.2 Justification for Faculty Position(s):
V.D.1 Staff Position(s) Needed: Growth position

V.D.2 Justification for Staff Position(s):
Requesting 1 half-time Administrative Assistant position that has been vacant since 2003-2004 when the FTE was lost due to budget cuts in Academic Services. As stated above we have had a significant increase in orientation attendees in the past two years. We have also had a 30% increase in conference and travel applications (as more faculty funding was negotiated), as well, in both 16-17 and 17-18. The workload has become unmanageable with just one classified 40-hour position and the program is struggling with sustainability issues.

V.E.1 Equipment Requests:
V.E.2 Equipment Title, Description, and Quantity:
V.E.3 Equipment Justification:
V.F.1 Facility Request:
V.F.2 Facility Justification:
V.G Equity Planning and Support:

V.H.1 Other Needed Resources:
1. MyLearningPlan/Frontline PDMS or similar software package (as a 4CSD member we may receive a significant reduction in price). Approximate first year expenses would be: $1500.00 setup fee, Classified per head fee: $2032.00 total, Faculty and Administrator's per head fee: $8112.00 total. Total of approximately $12,000.00. (Depending on the software package selected the costs may go as high as $25,000 to implement.)

2. A new copier. Total approximately: $1500 to cover per-page costs. We are at the top of the list for a new copier from the Managed Print System Project. That will be at no cost to us for the actual printer.
3. One (1) new laptop to replace the general use office laptop to be used by any speakers or presenters in our meeting space. Total approximately: $1800.00.
4. Six (6) headsets to use in the Faculty and Staff Computer Lab. $425.00 for 6.

V.H.2 Other Needed Resources Justification:
1. The MyLearningPlan software, or other comparable tool, will streamline professional development registration, learning, and tracking. This software offers a way for individuals to log into their account, see the professional development offerings, create a professional development plan, and track their professional development participation. From other colleges we have spoken to who have implemented software of this type, they have been able to reduce the amount of time spent in manually tracking each employee's professional development activities. Employees are empowered to determine their professional development growth and needs more readily because they have information at their fingertips. This software will also allow for a college-wide or district-wide tool for others to enter their own workshops, activities, and events that need to be tracked for the Flex Calendar Program that is to be submitted annually to the State Chancellor's Office and for state auditing purposes.
2. Our current copier has been maintained well but the parts are now very hard to source. An updated copier will be more cost-efficient to maintain in the long run and enable the office to have uninterrupted copying capacity for the production of training and marketing materials.
3. We currently do not have an up-to-date general use laptop for presenters and speakers for workshops and trainings that occur in the Professional Development Office. The laptops that were purchased for that need in our new space in MLC are now 7 years old and can't be updated any further. When we use the Director's laptop (her selection as a new faculty member) she is unable to do her own work.
4. As more individualized training and communications are becoming audio or video based, we need a way for the open computer lab to be used without disturbing others who are working in the lab at the same time.

V.J. "B" Budget Augmentation:
Requests for program funding from our Comprehensive Program Review still apply.

V.K.1 Staff Development Needs:
Additional funding of $3000.00 (above employee negotiated funds) to allow Director and Coordinator to attend 2 conferences per year each: one in state professional development and one in national professional development (FA/ACE negotiated funds used for specific area of expertise).

V.K.2 Staff Development Needs Justification:

Professional Development in the California Community College system is changing quickly with the advent of new initiatives such a Guided Pathways, expansion of online education, as well as realities such as declining enrollment and therefore, shrinking budgets. In this time of simultaneous growth and shrinkage, Professional Development can no longer just be standard programs and workshops that people attend. In order to navigate these changes, attending conferences will enable us to develop networks with our counterparts, learn about promising practices and create innovative solutions to meet our college's shifting needs. Professional Development has been a steady source for community building and development in times of change and need and with additional resources to attend conferences, we hope to be innovative leaders that continue to foster a sense of growth and curiosity among our classified professionals, administration, and faculty.

V.L Closing the Loop:
Many of our programs are thoroughly evaluated to determine if our intended learning outcomes have been met. This consistent evaluation is part of our departmental culture. Therefore, should we receive additional budget funding, especially a staff growth position, we would be able to put the needed programs in place and in our evaluation cycle (especially Service Excellence and a Supervisor's Academy). Implementing and successfully launching MyLearningPlan, or equivalent tool, will provide for a more cohesive professional development experience for De Anza employees, and the impact will be immediately felt when staff and faculty are able to track and determine their professional development plans.