🏛 Dept AS - Office of Staff and Organizational Development ✎

2019-20 Annual Program Review Update Submitted By:

APRU Complete for: 2017-18

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 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 Engagement 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 them 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.B.5 Trends in # Degrees Awarded:

I.B.6 Strategies to Increase Awards:

I.C.1. CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics:

I.C.2 CTE Programs: Labor Market Demand and Industry Trends ::

I.D.1 Academic Services & Learning Resources: #Faculty served: 167 Full-time and Part-tIme Faculty (duplicated)

I.D.2 Academic Services & Learning Resources: #Students served:

I.D.3 Academic Services & Learning Resources: #Staff Served: 291 (duplicated)

I.E.1 Full time faculty (FTEF): 1.3

I.E.2 #Student Employees:

I.E.3 Full Time Load as a %:

I.E.4 # Staff Employees: 1

I.E.4 #Staff Employees: 1

I.E.5 Changes in Employees/Resources: FACULTY DEVELOPMENT 2018-2019 was focused on strengthening partnerships and collaborations through programs, resources, and support the Office of Professional Development (OPD) provides the College. As we continue to monitor changes in the college, some developing trends in professional development needs we addressed include AB 705 faculty development, Guided Pathways development, and change management related to the budget reductions. We anticipate these major areas will continue to create an increasing need for professional development activities.

The Director, Dawn Lee Tu, continues to provide leadership for programs and projects including:
• 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
• Coordination of the First-Year Experience for Faculty
• Coordination 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
• Other programs and professional development opportunities that emerge through collaboration with partners across the college

The Senior Program Coordinator, Mary Kay Englen, retired and Claudia Guzman was hired at the end of the 18-19 academic year to begin in July 2019. Prior to her departure, Mary Kay Englen worked in collaboration with the De Anza College Classified Senate, ACE, and faculty 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.
• Partner with Jackie Reza to support the development of:

Administrative Unit ∨

Program Review

Administrative Unit ..∨

AUO Planning ∨

Mapping ∨

Reports ∨

Documents ∨

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"Microaggressions to Microappreciations in the Workplace, Ways to Create a Positive Environment."
• Partner with Jackie Reza to support the development of: "I Have a Customer Who...Emotional Intelligence in the Workplace."
• Partner with Ann Llewellyn to support the development of: "Respect and Positive Interactions in the Workplace."
• Partner with Xavier Lee to support the development of: "Managing Change for Employees."
• Partner with Lana Panfilova to support the development of: "Staying Strong and Resilient."
• Partner with Nancy Evans to support the development of the following "Wellness Through Mindfulness" series: "Breathing Away", "Awareness", "Scanning Inside and Out", and "Life Lessons".
• Provide "Basic Workstation Ergonomics" training to help create a workspace that supports the individual's capacities.
• Support for a new common interest group of staff and faculty: "Retirement and Finance Planning Brown Bag."

Changes in Budget/Resources In 2018-2019, program budget expenses that have resided in Academic Services and the Office of Instruction budget accounts are being consolidated into the OPD budget to reflect the true operating expenses of the program. Some of our "signature" programs including the Instructional Skills Workshops is 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, which have been augmented by Student Equity Funds, in 2019–2020.

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 the 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 expanded programs are being planned for the 19-20 academic year that need additional funds:
• ISW Alumni workshops: $150 (cost of refreshments for three sessions, once a quarter)
• Instructional Skills Intensives (two for part-time faculty, one for mid-career faculty): $600 (includes the cost of 3 sessions, one session per quarter, a cohort of 5 each session)

II.A Enrollment Trends:

II.B Overall Success Rate:

II.C Changes Imposed by Internal/External Regulations: In 16-17, AB2558 (Community College: 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 newly hired Director of Professional Development is transitioning to becoming the Flex Calendar Coordinator. We are making progress on the following actions listed below to become fully compliant and once again funded by the State (pending the May Revise).

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.

III.A Program Success:

III.B Enrollment Trends - Equity Lens: 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 Men of Color in Community College workshop series for faculty (Winter-Spring 2019)
• Introduction to Culturally Responsive Teaching Strategies
• The Equity-Minded Syllabus
• Building a Welcoming Environment Before and On the First Day
• Implicit Bias in Teaching: How Does It Show Up In the Classroom? Service Excellence Development
• Designed and implemented "Defining Employee Success: A Conversation Café" (Fall 2018)
• Designed and offered "From Microaggressions to Microappreciations in the Workplace: Ways to Create a Positive Environment" (Winter-Spring 2019)
• The Program Coordinator attends Classified Senate meetings to collaborate on issues that can be supported with professional development activities.

Professional Development collaborates with college partners including the Office of Equity, Social Justice, and Multicultural Education, DASB, VIDA, Outreach, and LinC who inform and deliver programs that help close the student equity gap. This year, the Director has been developing and continuing strengthening partnerships across campus including:
• Collaborating on at least one program each quarter with the Office of

Equity.

• Partnering with the Men of Color Program to offer the Teaching Men of Color in Community Colleges Series.

• Partnering with VIDA to offer workshops for faculty on converting their classes to meet the ESGC requirement and on ways to incorporate service-learning into their curriculum.

• Supporting equity-related professional development initiated by the Math department and attending weekly MPS faculty meetings.

• Attending shared governance meetings, in particular Academic Senate, IPBT, and EAC, to better understand student equity issues and create relevant faculty professional development.

Currently, Dr. Jackie Reza, Director Emeritus Professional Development, is leading the ISW Program (Instructional Skills Workshop) as her Article 19 project.

III.C Success, Non-Success and Withdraw Rates:

III.D Equity Planning and Support:

III.E Departmental Equity Planning and Progress:

III.F Assistance Needed to close Equity Gap:

IV. A. SLOAC Summary:

IV.B Assessment Planning:

V.A Budget Trends: The baseline operations budget for the Office of Professional Development remains at $3,676.00. We continue to be 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 and 2015 was 123 participants annually. We've had a 44% increase from there in faculty, staff, and administrators in 17-18, and a 44% increase in 18-19 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 FTE Administrative Assistant position that has been vacant since 2003-2004. This position was eliminated due to budget cuts in Academic Services. As stated above, we have had a decrease in total orientation attendees in the past two years.

We have also had a 30% increase or 129 conference and travel applications (as more faculty funding was negotiated) in the past two years. The workload has become unmanageable with just one classified 40-hour position handling administrative responsibilities including processing trip vouchers and reimbursements, providing 1:1 orientations for new employees who cannot make the orientation sessions, designing and delivering curriculum for professional development, and spending time maintaining and developing partnerships and collaborations across the college. We are a department of 2 (Director and Program Coordinator) and serve all De Anza College faculty and classified staff. We pride ourselves on being responsive, helpful, and timely with our information but the program has and continues to struggle with sustainability issues.

V.E Equipment Requests:

V.F Facility Request:

V.G Other Needed Resources:

V.H.1 Staff Development Needs: 1. MyLearningPlan/Frontline PDMS or similar software package. Approximate first-year expenses would be: $1500.00 setup fee, Classified per head fee: $2032.00 total, Faculty and Administrators 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. One (1) portable rolling white board (link). Total approximately $200.00.

3. iPads (2) for sign-in at our programs and events. Total approximately $850.00 for two.

Additional funding of $3000.00 (above employee negotiated funds) to allow Director and Program 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.H.2 Staff Development Needs Justification: 1. The MyLearningPlan/Frontline software, or other comparable tools, 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 need 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. There are no whiteboards in the main area so when we are conducting trainings and workshops, we rely on chart paper. Having a portable rolling whiteboard will enable us to cut down on our use of paper and create less waste in the long run, which is a more environmentally sustainable and responsible option.

3. By purchasing iPads for sign-in, we won't need to rely on and store a paper-based tracking system. We would save paper and lessen the risk of losing sign in sheets, which are critical to tracking participation for PGA.

Professional Development in the California Community College system is changing quickly with the advent of new initiatives such as 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.I 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. Implementing and successfully launching MyLearningPlan/Frontline, 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.

Last Updated: 02/09/2019

#SLO STATEMENTS Archived from ECMS: