



# Non-Instructional Program Review 2015-2016

**Staff Development:**

**Date: 05/12/2016**

- Program Review Non-instructional Cycle F 2015 Staff Development

**Sorted by:** Program

**SI Section Templates:** PR Section 1.0, PR Section 4.1 - 4.2, PR Section 4.3 - 4.6, PR Section 6.0 SAP w/o Resource Requests

## Staff Development

### PR Section 1.0

#### Program Review Non-instructional Cycle F 2015 Staff Development

##### 1.0

Mission, Vision, Core Values and College Goals drive all college activities. The Program Review committee would like to understand the connection of your department/office to the Mission, Vision, Core Values and College Goals. Summarize how your department/office supports each area.

Mission: *"We prepare students to be successful learners."*

The Staff Development Office and Committee believe that educators at Fullerton College can best support students to be successful learners if they are themselves engaged as learners. When educators (a term meant to include classified professionals, faculty, and managers) are supported to improve their skills and knowledge, both in terms of best practices for meeting the needs of our various student populations as well as their areas of professional and disciplinary expertise, we create an environment that is conducive to improving student success.

Vision: *"Fullerton College will create a **community** that promotes inquiry and educational curiosity, personal growth and a life-long appreciation for the power of learning."*

Staff Development offers a variety of workshops through the Teaching and Learning Certificate Program that are intended to be inclusive opportunities for all educators to learn collaboratively. The program has five strands:

1. Instructional Practice and Student Success
  - Instructional Technology
  - Pedagogy
  - Student Support

1. Equity and Diversity
2. Habits of Mind
3. Institutional Effectiveness
4. Health and Wellness

The Habits of Mind Initiative, in particular, is designed to build community through shared learning, even including students in the events so that they have an opportunity to learn side by side with educators.

Staff Development also supports attendance at professional conferences with the expectation that those funded create a plan for disseminating and sharing their learning beyond their own classrooms or departments to help connect educators across division boundaries, highlighting,

whenever possible, the shared nature of our educational enterprise.

*Core Values: "We respect and value the diversity of our community"*

One of the main strands in the Teaching and Learning Certificate is "Equity and Diversity." In this area, Staff Development offers workshops to address our diverse student populations (LGBTQ, Veterans, DSS, Student of Color, etc.) not only through the TLC but also in the Adjunct Academy and New Faculty Seminar. We also offer workshops on best practices for reducing achievement gaps and improving equity (see attached list of offerings under the Equity and Diversity strand). Our most significant offerings in 2015 were the Equity Summit and the Cultural Intelligence Training.

*"We value tradition and innovation"*

The workshops in the Instructional Practice and Student Success strand of the TLC are meant to highlight innovative practices whether they be connected to new instructional technologies or emerging pedagogies like flipped classrooms and project-based learning. Staff Development supports attendance to traditional, discipline-focused conferences, but we encourage educators who are funded to attend sessions on innovative teaching practices that can be shared beyond traditional, disciplinary boundaries.

*"We support the involvement of all in the decision-making process."*

The Staff Development Committee is a shared governance committee whose voting members include eight faculty members, three managers, three classified staff members, and two students. Just this year, the committee designated one of the faculty seats for an adjunct faculty representative. Resource members include representatives from Distance Education and Education Technologies.

*"We expect everyone to continue growing and learning."*

The entire Staff Development Program is based on the premise that we best contribute to student success when we foster an environment in which all educators are committed to ongoing professional learning and improvement in all areas of professional practice.

*"Fullerton will strengthen connections with the community."*

Staff Development participates in the District Strategic Conversation which brings Board members, faculty, managers, administrators, classified staff, students and community members together for a positive exchange of ideas and concerns on topics relevant to current challenges that face our institution. Fullerton has also hosted professional learning events in conjunction with the California Community Colleges' Success Network (3CSN) that bring educators from throughout the region to learn together.

College Goals:

## PR Section 4.1 - 4.2

### Program Review Non-instructional Cycle F 2015 Staff Development

#### 4.1 - 4.2

4.1 List your SAOs and complete the expandable table below.

	Service Area Outcomes (SAO)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvemen	Number of Cycles Completed

1.	Participants in Staff Development offerings will demonstrate some awareness of the factors that impact student success and learn about strategies that can contribute to student success.	We have not yet assessed these newly developed SAOs	N/A	N/A	0
2.	Participants in Staff Development offerings will apply what they have learned in their classrooms and service areas.	We have not yet assessed these newly developed SAOs	N/A	N/A	0

4.2 Assessment: Complete the expandable table below.

<b>Service Area Outcomes Assessment for the Administrative/Operations Division of Fullerton College</b>			
<b>Intended Outcomes</b>	<b>Means of Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
1. Participants in Staff Development offerings will demonstrate some awareness of the factors that impact student success and learn about strategies that can	workshop evaluations	We have conducted evaluations of workshops, but we have not yet had that chance to pull that data together	None, yet

contribute to student success.			
2. Participants in Staff Development offerings will apply what they have learned in their classrooms and service areas.	workshop evaluations (each workshop evaluation asks participants how they have applied previous staff development learning) and follow-up surveys	We have conducted evaluations of workshops, but we have not yet had that chance to pull that data together	None, yet

**PR Section 4.3 - 4.6**

**Program Review Non-instructional Cycle F 2015 Staff Development**

**4.3 - 4.6**

4.3 How has assessment of SAOs led to improvements in services provided to the consumer by this department/office?

We have only just created official SAOs this semester, so we have not yet had the opportunity to assess them and use results to implement improvements

4.4 What challenges remain to make your SAOs more effective?

Once we have assessed our SAOs, we will be better able to identify how they might be improved.

4.5 Describe how the SAOs are linked to the college's goals. (See <http://programreview.fullcoll.edu/>)

Our SAOs related directly to the college goals of improving student success and reducing the achievement gap. Through our Staff Development offerings, we aim to increase awareness among participants of the factors that contribute to student success, particularly for our historically underserved populations, and foster a commitment to applying strategies that will improved success for all of our students.

4.6 A. What methods are used to assess the department/office's effectiveness to the population that interacts with your department/office?

Workshop evaluations and follow-up surveys

B. What do the results of the above methods of assessment indicate about the effectiveness of the department/office?

While we have not conducted an official analysis, the Staff Development Coordinator and workshop facilitators have read the evaluations. Participants in Staff Development workshops do rate the offerings as useful and identify particular strategies they have learned and hope to put into practice.

C. How were the assessment results used to make improvements to services provided by this department/office? Please provide examples.

We haven't gotten this far in our use of evaluation and survey results.

## PR Section 6.0 SAP w/o Resource Requests

### Program Review Non-instructional Cycle F 2015 Staff Development

#### Action Plans

*SAPs* for this three-year cycle:

<b>STRATEGIC ACTION PLAN # 1</b>	
Strategic Action Plan Name: (formerly called short-term goal)	Increase the number of learning opportunities that address student success and equity issues.
List College goal/objective the plan meets:	College Goal #1: Fullerton College will increase student success Objectives #1: Address the needs of under-prepared students; #2: Increase course retention and success and #6: Increase the persistence rate College Goal #2: Fullerton College will reduce the achievement gap. Objectives #2, #3 and #4: Increase retention, success and persistence rate of Hispanic and African-American students
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	If we offer workshops that address the factors that contribute to student success and strategies for improving success, and participants make changes to their practice and apply particular strategies, then student success will improve. The Staff Development Coordinator works with the support of the Staff Development Committee, plans workshop offerings for a variety of programs (New Faculty Seminar, Adjunct Academy and Teaching and Learning Certificate) that focus on student success and equity.
What <i>Measurable Outcome</i> is anticipated for this SAP?	Participants will self-report some awareness of success factors and strategies that contribute to success. They will also apply those strategies in their professional practice.
What specific aspects of this SAP can be accomplished without additional financial resources?	We could better achieve this goal with an increase to our budget which would allow us to fund more travel requests (which translates into more workshops for our TLC). More reassigned time for the coordinator would also provide more time for planning and marketing of the program offerings

### STRATEGIC ACTION PLAN # 2

Strategic Action Plan Name: (formerly called short-term goal)	Increase participation, both in numbers and in diversity of participants (classified, adjunct/full-time faculty, managers across divisions and areas), in Staff Development offerings.
List College goal/objective the plan meets:	College Goal #1: Fullerton College will increase student success Objectives #1: Address the needs of under-prepared students; #2: Increase course retention and success and #6: Increase the persistence rate College Goal #2: Fullerton College will reduce the achievement gap. Objectives #2, #3 and #4: Increase retention, success and persistence rate of Hispanic and African-American students
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	If we increase the number and diversity of participants in Staff Development offerings, then we increase the chances that the strategies learned will be applied more broadly across the campus in both classrooms and service areas. The Staff Development Coordinator, the Staff Development Committee and workshop facilitators will all work to spread the word about offerings and encourage more educators to participate. Increased outreach to deans/department coordinators and campus organizations (committees, classified/faculty senate, adjunct union, etc.) would help us customize our offerings to better meet the needs of various groups and encourage greater participation.
What <i>Measurable Outcome</i> is anticipated for this SAP?	We can identify how many educators have participated in workshops, and keep track of numbers from each category of educators and the various divisions and service areas.
What specific aspects of this SAP can be accomplished without additional financial resources?	While we are collecting information about attendance at workshops via sign-in sheets, we are challenged to pull that information together so that we can identify totals and trends in attendance that would enable us to better target our publicity to groups who are underrepresented among participants.

<b>STRATEGIC ACTION PLAN #3</b>	
Strategic Action Plan Name: (formerly called short-term goal)	Improve Staff Development's support of distance education, online enhancement of conventional courses and ADA compliance for websites and online materials
List College goal/objective the plan meets:	College Goal #1: Fullerton College will increase student success Objectives #1: Address the needs of under-prepared students; #2: Increase course retention and success and #6: Increase the persistence rate College Goal #2: Fullerton College will reduce the achievement gap. Objectives #2, #3 and #4: Increase retention, success and persistence rate of Hispanic and African-American students

Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	If we can improve our support of faculty teaching online, we might see increased online course success rates. Even faculty teaching conventional courses would benefit from additional support so they can diversify instruction for students to meet a variety of learning needs. We also need to be more ADA compliant with our online materials and websites which would help disabled students be more successful and help the college avoid potential lawsuits for being out of compliance with ADA regulations.
What <i>Measurable Outcome</i> is anticipated for this SAP?	We will have more Blackboard training available, both for online and conventional classes. We will have more universal design trainings available. Finally we will have staff available to assist educators to make sure websites and other online documents are ADA compliant.
What specific aspects of this SAP can be accomplished without additional financial resources?	We really need more resources to pay expert workshop facilitators and perhaps an additional position such as an instructional designer to provide ongoing support or additional personnel in the Distance Education office.

#### STRATEGIC ACTION PLAN #4

Strategic Action Plan Name: (formerly called short-term goal)	Improve Staff Development's data collection and evaluation to better assess impact of professional learning on educator practice.
List College goal/objective the plan meets:	College Goal #1: Fullerton College will increase student success Objectives #1: Address the needs of under-prepared students; #2: Increase course retention and success and #6: Increase the persistence rate College Goal #2: Fullerton College will reduce the achievement gap. Objectives #2, #3 and #4: Increase retention, success and persistence rate of Hispanic and African-American students
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	If we can improve our data collection and evaluation, we will be better able to assess the impact of our professional learning offerings on educator practice. This will allow us to consider whether we are making a difference toward achieving college success and achievement goals. The Staff Development Coordinator has worked with the Staff Development Committee and workshop facilitators to improve the evaluation forms we use to collect feedback after each workshop. We still need to develop a follow-up survey that would capture how participants have applied their learning to their practice. The Staff Development Coordinator and Administrative Assistant are working to establish a process for tracking data and using it to assess progress toward our goals.
What <i>Measurable Outcome</i> is anticipated for this	We will develop particular evaluation and survey instruments that will help us assess the impact of professional learning on professional practice. We will also establish a system for collecting and evaluating

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SAP?	data gathered via evaluations and surveys.
What specific aspects of this SAP can be accomplished without additional financial resources?	While we are collecting workshop evaluations that include questions about strategies learned and plans for application, we are challenged to pull that information together so that we can identify the particular ways in which the learning is impacting educator practice. We have yet to develop follow up surveys that would ask participants to identify changes they have made to their practice after having participated in Staff Development offerings. We have spent some of our budget for outside research support from Dawn Person at CSUF to help us assess the effectiveness of our Habits of Mind Initiative.