



Home (/tracdat/fac...

Administrative Unit

Program Review

Assignments (/tracdat /faces/assessment /assessment_unit /manageAssignments.x...

Personnel (/tracdat /faces/assessment /assessment_unit /personnel.xhtml)

Administrative Unit ..

AUO Planning

Mapping

Reports

Documents



Dept AS - Office of Staff and Organizational Development > Administrative Unit > Program Review

Dept AS - Office of Staff and Organizational Development



For 2017-18 Submitted by:: Dawn Lee Tu

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 the DARE Task Force in designing and implementing learning opportunities in culturally responsive teaching, effective teaching pedagogies, and effective teaching practices in basic skills.
- Strengthen service excellence skills for classified professionals through workshops and activities designed to enhance skills that help us 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 Achievement Awarded:

I.B.2 Number Certif of Achievement-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

- Home (/tracdat/fac...)
- Administrative Unit**
 - Program Review
 - Assignments (/tracdat/faces/assessment/assessment_unit/manageAssignments.x...)
 - Personnel (/tracdat/faces/assessment/assessment_unit/personnel.xhtml)
- Administrative Unit ..
- AUO Planning
- Mapping
- Reports
- Documents

«

served: 627

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

served:

I.D.3 Academic Services & Learning Resources: #Staff Served:

524

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: 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
- Facilitator and Coordinator, 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 deliver two Partners in Learning workshops at SLO Convocation
- Coordination of the First Year Experience for Faculty
- Coordinator of the Second Year Experience for Faculty

The former Director has continued to support the Instructional Skills Workshop through Article 19 work agreement.

This year, program budget expenses that have resided in Academic Services and Office of Instruction accounts are being consolidated into our budget to reflect the true operating expenses of the program. While our baseline budget is still \$3676, with this consolidation we anticipate a far higher ending balance of about \$30,000.00 for "B Budget" expenses..

Some of our "signature" programs including the Instructional Skills Workshops and Service Excellence Project are being funded this way.

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, supervisors, and administrators in trying to reach some parity with established faculty programs to meet the intent of AB2558 (revised Ed Code

- Home (/tracdat/fac...)
- Administrative Unit**
 - Program Review
 - Assignments (/tracdat/faces/assessment/assessment_unit/manageAssignments.x...
 - Personnel (/tracdat/faces/assessment/assessment_unit/personnel.xhtml)
- Administrative Unit ..
- AUO Planning
- Mapping
- Reports
- Documents

«

language for the Community College Professional Development Program).

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 16-17, 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 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.








Doc 6_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 support all faculty and classified professionals with programming developed to support De Anza's targeted populations and basic skills students.

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:

- Revised and expanded curriculum for Back to Basics workshop, now two sessions: Classroom Design (November 2017) and Classroom Management and Engagement (January 2018)
- Designed and offered "From Microaggressions to Microappreciations in the Workplace: Ways to Create a Positive Environment." (October 2017)
- Defining Employee Success: A Conversation Cafe (September 2017)
- Director has been attending Math Performance Success faculty

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-  Home (/tracdat/fac...
-  **Administrative Unit**▼
- Program Review
- Assignments (/tracdat/faces/assessment/assessment_unit/manageAssignments.x...
- Personnel (/tracdat/faces/assessment/assessment_unit/personnel.xhtml)
-  Administrative Unit ..▼
-  AUO Planning ▼
-  Mapping ▼
-  Reports ▼
-  Documents ▼



meetings and providing professional development support to the program.

- 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)

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)

Doc X_Microappreciations.pdf

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. These programs 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, “The Benefits of Student Voices Events: What Are Our Students Saying?” (Steve Nava, Ameeta Tiwana, and Jim Nguyen, May 2017)

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



Home (/tracdat/fac...

Administrative Unit

Program Review

Assignments (/tracdat /faces/assessment /assessment_unit /manageAssignments.x...

Personnel (/tracdat /faces/assessment /assessment_unit /personnel.xhtml)

Administrative Unit ..

AUO Planning

Mapping

Reports

Documents



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 and 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 Secretary (or Admin Asst) 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:

Navigation menu with icons: Home, Administrative Unit, Program Review, Assignments, Personnel, Administrative Unit, AUO Planning, Mapping, Reports, Documents.

V.H.1 Other Needed Resources: MyLearningPlan PDMS or similar software package (as a 4CSD we receive a small reduction in price). Approximate first year expenses would be: \$1500.00 setup fee, Classified per head fee: \$2032.00, Faculty and Administrator's per head fee: \$8112.00. Total of approximately \$12,000.00.

V.H.2 Other Needed Resources Justification: The MyLearningPlan software will streamline professional development education, 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 this software, 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.

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 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.L Closing the Loop: Each of our programs are thoroughly

Navigation menu with icons: Home, Administrative Unit, Program Review, Assignments, Personnel, Administrative Unit, AUO Planning, Mapping, Reports, Documents.

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 Supervisor's Academy). Implementing and successfully launching MyLearningPlan 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.

For 2016-17 Submitted by: Dawn Lee Tu

Last Updated: 03/23/2018

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