

# ANNUAL PROGRAM REVIEW UPDATE for the Office of Staff and Organizational Development May\_2011

## I. Program Description

A. What is the primary mission of your program? (check all that apply)

Basic Skills	X	<b>Cultural and Personal Enrichment</b>
Transfer	X	<b>Academic Support/Learning Resources</b>
Career/Technical		

B. Program Description

1 If applicable, note the number of certificates and degrees that have been awarded in the previous academic year. <http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm>

CTE programs refer to CTE Program Review Addenda Reports: [www.deanza.edu/gov/IPBT/resources.html](http://www.deanza.edu/gov/IPBT/resources.html)

# Certificates of Achievement

# Certificate of Achievement-Advanced

# AS, AA Degrees

2 If the program serves staff or students in a capacity *other than traditional instruction*, e.g. tutorial support, please answer the following two questions. Otherwise, skip to section II below.

a. How many people are served?

# Students **833** # Staff

**923** # Faculty **108** # Administrators

b. Number of employees associated with the program?

**1** # Student **1** # Faculty

**1.5** # Staff # Part-Time Faculty

## II. Methods of Evaluation and Assessment

A. Attach the "Program Review Data Sheet". Briefly, address student success data relative to your program by answering the items listed below (refer to the link):

[www.research.fhda.edu/programreview/DAProgramReview/DeAnza\\_PR\\_Div\\_pdf/DeAnzaProgramReviewDiv/htm](http://www.research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv/htm)

1 Growth or decline in underrepresented populations (Latina/o, African Ancestry, Pacific Islander, Filipino)

Explanation: We do not serve students directly, however, in an effort to continue to develop the cultural competency of our staff and faculty, we:

- emphasized: the institution's commitment to cultural competency, the diverse make up of our students, and the challenges of teaching developmental students during New Employee Orientations.
- supported the IMPACT AAPI grant by working collaboratively with their staff developer to meet their professional development objectives.
- increased our culturally responsive teaching offerings by bringing such notables as Dr. Jeff Duncan Andrade and Dr. Tara Yosso to campus, and
- infused many of our part-time faculty seminars with diversity components (for example the workshop "De Anza Goes to the Movies--Critically of Course" given by Eugene Rodriguez).

2 Trends related to closing the student equity gap relative to the college's stated goals, refer to

<http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf>, p. 16

Explanation: Our department does not work directly with students but is committed to closing the student equity gap. To achieve that:

- the Director participates on the DARE (Developmental and Readiness Education) Committee.
- we are partners with IMPACT AAPI, the Office of Diversity, the Teaching and Learning Conference Committee, and the Institute of Civic and Community Engagement and participate in and support their professional development events and activities.
- the Director participates on the Student Learning Outcomes (SLO) Core Committee, and
- we assess and develop our program offerings with an eye toward campus climate, continuing to develop cultural competence, equity and ways to work with staff and faculty to civically engage our students.

3 What progress or achievement has the program made relative to the plans stated in the 2008-2009 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap?

see: [www.deanza.edu/gov/IPBT/program\\_review\\_files.html](http://www.deanza.edu/gov/IPBT/program_review_files.html), "Program Review Reports, 2009"

Explanation: Our department does not work directly with students but the program supports faculty and staff professional development activities as indicated in A1 and A2 above.

4 Overall enrollment growth or decline of all student populations

Explanation: During 2009-2010 Staff Development implemented 272 events. Enrollment numbers in each category varied from the prior year due to a change in institutional needs. The elements that contributed to enrollment increases were:

- diversity workshops that supported the new Director of Diversity.
- activities and workshops that supported employee Transition (layoffs and bumping).
- the Director's participation in the development of workshops for SLO's, SLO Liaisons, SLO Assessment, and Program Level Assessment.
- the Classified Presentation Skills series offered in Fall and Winter.
- the Director's involvement in the development of workshops and events focused on cultural competency and critical pedagogy.
- the tripling of tenure review training for committee members, to grow the tenure committee pool.

The elements that contributed to enrollment decreases in 09-10 were:

- the successful completion of the year-long Supervisor's Academy.
- the completion of most of the OmniUpdate training for programs and divisions.
- the completion of most of the Webmail and Portal training for district part-time faculty coordinated by the Program Coordinator.
- the large drop in the number of part-time faculty hired from 08-09 to 09-10.

B. Did your program implement any curriculum, program reorganization, etc. changes as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program?

**Change:**                    **yes**

Explanation: The Foothill-De Anza Board of Trustees issued a new policy on International Travel during Winter/Spring, 2010. Because of the complexity of coordinating the new policy with the Staff Revitalization and Professional Conference Funds Committee deadlines, the Program Coordinator developed comprehensive website tools for potential international travel applicants to adhere to the timelines needed to achieve both successful Board approval and awarded conference funding.

C. Based on the 2008-09 Comprehensive Program Review, Section I.C. "Main Areas for Improvement," briefly address your program's progress in moving towards assessment or planning or current implementation of effective solutions.

see: [www.deanza.edu/gov/IPBT/program\\_review\\_files.html](http://www.deanza.edu/gov/IPBT/program_review_files.html), "Program Review Reports, 2009"

Explanation:

1. *Develop and implement teaching and learning professional development for full-time faculty:*

- "Fostering Student Retention and Success by Capitalizing on Students' Cultural Wealth and Counter-Story Telling" 3-part series, with Dr. Tara Yasso.
- "Gangstas, Wankstas, and Ridas: the Art of Critical Pedagogy and Urban Youth," with Jeff Duncan-Andrade
- "Inspiration to Actions: Conversations with Dr. Jeff Duncan-Andrade" a day of reflection.
- "Instructional Strategies: Using the Wall Street Journal in the Classroom"
- "A Human Development Approach to Transforming Power, Perceptions, and Outcomes in the Classroom"

2. *Re-establish the Mentors and Partners Program for new faculty and staff.*

Both the Supervisors and Classified Professionals have indicated that a Mentoring Program for their new employees would be valuable, but both also felt that the current workload capacity was so high for an already reduced staff that implementation would be difficult due to a lack of volunteers. The Classified Senate suggested that, in the current environment, providing mentors for staff who are bumped from positions at Foothill to De Anza would be a more effective use of a limited volunteer pool. This will be further developed as we proceed through implementation of the current budget reduction.

Because new faculty members often desire a mentor from within their department to help them understand the internal politics and relationships, and the institution has often found that a mentor assigned from outside the tenure candidate's department helps them to be engaged in the broader campus community, Jackie Reza will work with the Class of 2010 faculty during Spring Quarter in a focus group that to get their recommendations for the next incoming classes. Jackie and Mary Kay will work with the Associate Vice President of Instruction to further merge the needs of the individual with the institutional needs.

3. *Instructional Skills Workshop [ISW]*  
The entire budget for the Instructional Skills Workshop was eliminated during a prior budget downturn and not yet re-established. There is no funding the pay the two facilitators and to provide supplies and meals for the week-long activity.
  4. *Creation of a professional development plan.*  
An informal plan was created and given to the Associate Vice President of Instruction. With that plan and the feedback obtained from the current Staff Development Survey and Assessment, a more formal plan will be structured during 2011-2012.
- D. Career Technical Education (CTE) programs, provide regional, state, and labor market data, employment statistics, please see "CTE Program Review Addenda" at: [www.deanza.edu/gov/IPBT/resources.html](http://www.deanza.edu/gov/IPBT/resources.html)  
Identify any significant trends that may affect your program relative to:
- 1) Curriculum Content;
  - 2) Future plans for your program e.g. enrollment management plans.
- No significant changes**  
Impact: n/a  
Explanation: n/a
- E. *Career Technical Education (CTE)*, provide recommendations from this year's Advisory Board (or other groups outside of your program, etc.) Briefly, address any significant recommendations from the group. Describe your program's progress in moving towards assessment or planning or current implementation of effective solutions.
- No significant changes**  
Impact: n/a  
Explanation: n/a

### III. Select IIIA or IIIB below:

**Note instructions and materials for these sections can be found at:** <https://www.deanza.edu/slo>

- A. For programs whose PLOs primarily align to the Institutional Core Competencies, ICCs: Attach the 2010-11 "Mapping Program Level Outcomes to Institutional Core Competencies" sheet(s) and "Program Level Outcome Assessment Plan" sheet(s).
- 1 Describe the processes by which your program members have or will assess program level outcomes: (check those that apply)  

course-embedded	surveys
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 Other, describe here:
  - 2 Review the ECMS-SLO Summary Report or SSLO Summary Report (Division Deans shall be sent that report) What percentage of courses that should undergo a SLOAC process are:
 

NA	complete	in progress	to be assessed
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  - 3 Below, briefly describe the level of engagement by your program staff and faculty with the outcomes assessment process (SLOAC, SSLOAC) since last year?
  - 4 What program enhancements are you implementing as a result of the program level assessment process? Describe enhancements that do not require additional resources below:
 

summarize results:	Plan/Enhancement:
summarize results:	Plan/Enhancement:
- B. For programs whose PLOs primarily align to the Strategic Initiatives: Attach the 2010-11 "Mapping Program Level Outcomes to Strategic Initiatives" sheet(s) and "Program Level Outcomes Assessment Plan" sheet(s).
- 1 Describe the processes by which your program members have or will assess program level outcomes: (check those that apply)  

<input checked="" type="checkbox"/> course-embedded (workshops)	<input checked="" type="checkbox"/> surveys
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 Other, describe here: Staff Development collects participant evaluations for nearly every event and activity sponsored. Those evaluations are reviewed/discussed by the Director and/or Program Coordinator and those needing follow-up are identified. New programs and events or new presenters are evaluated more rigorously and often include a meeting with the presenter to help improve the content or delivery of their material.  
 Biannually, we perform a survey and needs assessment for faculty, staff and administrators. The fairly extensive needs assessment is reviewed and reflected upon during an annual retreat by department members. Changes and improvements identified will be reflected in the next year's programming and implementation of events and activities.

- 2 Review the ECMS-SLO Summary Report or SSLO Summary Report (Division Deans shall be sent that report) What percentage of courses that should undergo a SLOAC process are:
- |   |    |          |             |                |
|---|----|----------|-------------|----------------|
| x | NA | complete | in progress | to be assessed |
|---|----|----------|-------------|----------------|
- Explanation: Staff and Organizational Development has 3 AUO's that address New Employee Orientation, Conference Funding, and Professional Development. Orientations and Conference Funding are assessed continuously throughout the year. Because of the high volume of professional development workshops and events that we currently develop or participate in, we have developed the following criteria for assessment: we will evaluate all workshops that are being offered for the first time and/or with new presenters in our program. We will rotate assessment on our "foundation" courses that are offered repetitively, achieving at least 15-20% completion annually.
- 3 Below, briefly describe the level of engagement by your program staff and faculty with the outcomes assessment process (SLOAC, SSLOAC) since last year?
- The Office of Staff and Organizational Development is a complex program that consists of services, professional development activities, and administrative responsibilities for the campus. The Director and the Coordinator have worked over the past year with the SSLO/AUO Coordinator and the Associate Vice President of Instruction as to how to develop our AUO's that are reflective of that complex role. During weekly staff meetings, events and activities are planned, reviewed and assessed by all with an eye towards our AUOs and PLO. Any concerns about the results of our participant evaluations are discussed and changes implemented at that time.
- 4 What program enhancements are you implementing as a result of the program level assessment process? Describe enhancements that do not require additional resources below:
- |                    |   |
|--------------------|---|
| summarize results: | more infusion of cultural competence throughout the organization is needed.   |
| Plan/Enhancement:  | continue to infuse cultural competence in all events as we program.   |
| summarize results: | engage the Creative Arts, English, and PSME divisions more in faculty development relative to DARE and SLO/PLO development, to infuse cultural competence, and raise awareness and engagement of different pedagogies.  |
| Plan/Enhancement:  | Develop FIGS (Faculty Inquiry Groups) and join the state wide FIN (Faculty Inquiry Network) program.  |
| Summarize results: | faculty and staff are demonstrating a lack of awareness of process and rules regarding the submission of conference funds applications and the completions of their trip vouchers.  |
| Plan/Enhancement:  | implement the new applications that embed many of the rules into the actual documents and create both webpage instructions and in-person workshops regarding conference funding.  |
| Summarize results: | because of feedback and discussions with the Associate Vice President and Vice President of Instruction, while budget reduction plans are under review, a specialized track of support for faculty being bumped during a budget reduction may need to be developed for 2011-2012. |
| Plan/Enhancement:  | working with the senior staff, the Faculty Association and the Academic Senate, create a loose outline of support activities, including a mid-year orientation for faculty changing campuses.   |

## ***Department Summary***

### **IV. Attach 2008-09 Comprehensive Program Review Budget Data Form. Add a column of data that lists the amounts allocated for the 2010-11 academic year.**

See: [http://www.deanza.edu/gov/IPBT/program\\_review\\_files.html](http://www.deanza.edu/gov/IPBT/program_review_files.html), "Program Review Reports, 2009"

**V. Resource requests include: staff, faculty, materials, "B" Budget, faculty refresh, Measure C equipment**

A. Please submit up to three **faculty and/or staff** requests below in ranked order: (copy this section as needed)

**1 Rank**                      Replace                      **X**                      **Growth**

**Position: Technology Trainer**

Department: Staff Development                      Contact person: Mary Kay Englen                      extension: 8322

1 Briefly state below how this person will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

Statement: In the past 8 years since the Technology Trainer position was eliminated due to a budget downturn, technology training has been irregular and inadequate, with training provided as funding and/or a presenter could be found. While Banner training has been marginally provided for faculty and staff, all other forms of administrative computing and use of technology to improve job efficiency has been ignored. We have been unable to train faculty in the use of Web 2.0 and Social Media tools, and even workshops as simple as managing their class rosters in a spreadsheet. Both the Academic Senate and Classified Senate have publicly recognized and supported the need for a Technology Trainer and this position was highlighted as a need in both the 2006 and 2011 Accreditation Self-Studies and in our prior program review. The trainer also was responsible for scheduling and maintaining the computer lab, and because of the lack of that position, equipment is delayed in repairs and upgrades and daily maintenance, as current Staff Development staff have time to fit that work in. In Fall 2012/Winter 2013, the new staff and faculty computer lab will open in the Mediated Learning Center with double the amount of computers, and a corresponding escalation in the work.

2 Highlight FTE, PT/FTE ratios, and WSCH that support your request below:

**NA**

3 If applicable, discuss PLOAC assessment results that support the program need for this resource below:

Explanation: In both the 2007 and 2011 Needs Assessment, several types of technology are listed as high demand, and due to a lack of this position and funding we have been unable to implement: "Managing Your Desktop Email," "How to Use the De Anza Smart Classrooms," "The Basics of Using a Digital Camera," "Intermediate and Advanced PowerPoint," and "Creating Interactive PDF's." The lack of this position also makes it difficult to respond to institutional technology changes as there is no one to create the documentation and training as needs change, such as: "The Basics of Using CourseStudio," "Managing Email with Thunderbird," "Using Windows 7" and "The Basics of Podcasting and iTunes."

4 Please note: It is an expectation that all resources that are allocated 2 or more years prior to the next Comprehensive Program Review (2013-14) will be assessed relative to their contribution to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you may use to assess the effect of this additional staff/faculty position to your program below:

- have current staff been able to redirect time spent on computer lab scheduling and maintenance to other projects and programs related to the strategic initiatives or other institutional directives?
- through use of a specific survey designed about technology training, samples of questions we would ask: are staff and faculty able to use their operating software, district standard software and hardware more easily because of the technology training? Are new staff and faculty able to "get up to speed" with district technology in an efficient and timely way? Are faculty more comfortable using the Smart Classrooms for teaching?
- have staff and faculty found the additional one-to-one support that a trainer provides during office hours help them resolve their questions in a timely way and help them meet their own deadlines?

**2 Rank**                      Replace                      **X**                      **Growth**

**Position: Administrative Assistant I**

Department: Staff Development                      Contact person: Mary Kay Englen                      extension: 8322

1 Briefly state below how this person will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

Statement: 8 years ago, upon Karen Tashiro's retirement, our Secretary position was eliminated due to a budget downturn. In those 8 years we have doubled the number of participants in our program, were given responsibility for the scheduling and maintenance of the faculty and staff computer lab, and supported college initiatives such as the Teaching and Learning Conferences, Transition for Employees, SLO training and coordination work, and professional development support for SLO's, Basic Skills and DARE, and IMPACT/AAPI grants. Although we hold the highest commitment to these programs and services, we are no longer able to sustain this level of involvement within the institution with just one 40-hour/week Program Coordinator and a full-time faculty Director.

- 2 Highlight FTE, PT/FTE ratios, and WSCH that support your request below:  
**NA**
- 3 If applicable, discuss PLOAC assessment results that support the program need for this resource below:  
 Explanation: The assessment is currently in progress and results are not available yet.
- 4 Please note: It is an expectation that all resources that are allocated 2 or more years prior to the next Comprehensive Program Review (2013-14) will be assessed relative to their contribution to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you may use to assess the effect of this additional staff/faculty position to your program below:
- has the Program Coordinator been able to focus her work on the projects and programs related to the strategic initiatives or other institutional directives?
  - has the level of accuracy and timeliness improved in the processing of PGA records, conference applications and trip vouchers, and part-time payroll for professional development?
  - has the Staff Development Office been able to help faculty and staff with needed resources and additional communications that improved the Staff Development timeliness of response?

B. As applicable, list your requests for:

**Materials, "B" Budget, faculty refresh, Measure C equipment**

refer to: [http://www.deanza.edu/gov/techtaskforce/pdf/Measure%20C\\_Prioritization\\_Processes\\_ClgeCnclApproved6\\_10\\_10.pdf](http://www.deanza.edu/gov/techtaskforce/pdf/Measure%20C_Prioritization_Processes_ClgeCnclApproved6_10_10.pdf)

Please submit materials, "B" Budget, faculty refresh, Measure C equipment, requests below in ranked order: (copy this section as needed.) List 3 here, keep a prioritized list of all items on hand.

**1 Rank x replacement growth**

Item Description: Additional pay/stipend for faculty assistance in creating a Basic Skills Certificate Program

Cost Estimate : \$5,000.00/qtr for 3 qtrs Contact Person, ext.: Jackie Reza, ext. 8366

- 1 Briefly state how this resource will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

Statement: Our PLO states that our department provides appropriate access and information resources and trainings to meet the professional development needs of staff, faculty and administrators. Through discussion with the Associate Vice President of Instruction, our participation on the DARE Committee and responding to positive feedback from faculty who have participated in our events related to basic skills students, we are advocating that a year-long Certificate of Basic Skills for faculty be developed and implemented. This Certificate will maintain the status quo of our Office in that we are responding to needs that are currently surfacing in relation to students who have basic skill needs. As we are at capacity, the Director needs some assistance in the creation of this series.

- 2 Highlight FTE, PT/FTE ratios and WSCH that support your request below:

**NA**

- 3 If applicable, discuss PLOAC assessment results that support the program need for this resource below:

- 4 Please note: It is an expectation that all resources that are allocated 2 or more years prior to the next comprehensive program review (2013-14) will be assessed relative to their contribution to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you may use to assess the effect of this additional resource upon your program below: