

## PROGRAM REVIEW 2008-2011

**Division:** Academic Services

**Department or Program:** Office of Staff and Organizational Development

**Name and Title of Preparer(s):** Mary Kay Englen, Program Coordinator

I. **Description and Mission of the Program**

Which area(s) does this program considerably address (check all that apply):

Basic Skills     Transfer     Career/Technical     Other

The Office of Staff and Organizational Development supports professional development for all faculty, classified staff and supervisors, that, in turn contributes to student success in all of the areas shown above.

**A. Provide a brief description of the program including any services provided and the program's mission.**

The Office of Staff and Organizational Development promotes the professional development of all members of the De Anza College academic community to help improve their knowledge and skills, and ultimately, improve teaching, student learning, and student success and retention.

To provide appropriate opportunities for meaningful personal and professional development, the Staff Development program supervises the processes for allocating staff development resources and coordinates a comprehensive program of individual and institutional professional growth, with responsibility for planning and implementation, promotion, dissemination of information, and program evaluation and assessment.

Staff Development programs include New Employee Orientation and First Year Experience Programs for both faculty and staff, Instructional Skills Workshops, Peer Evaluation Training, Classified Leadership Training, Teaching and Learning Seminar Series for Adjunct Faculty, and Professional Conference and Travel Funds allocation. Individual staff development classes, seminars and common interest groups are offered, including, Professional Growth and Development Awards/Leaves, personal health and safety issues in the work place, classified professional skill building, and teaching and learning topics. Staff Development also locates and delivers available technology training resources and activities, identifies ongoing technology needs, and develops programs and materials to meet those needs.

The Office of Staff and Organizational Development provides resources for faculty and staff, such as self-paced software tutorials, books, magazines, journals and educational publications. Office and staff resources are provided to the campus in support of Cultural Competency and Service Learning professional development activities.

**B. Provide a summary of the program's main strengths.**

- Extensive program development centers around engaging and aligning new employees with the mission and structure of the institution, holding a multi-day orientation for tenure-track faculty and full-time classified staff in September and three mid-year orientations for adjunct faculty and classified staff. Provide support and skill building during first year experience activities.
- Plan and engage in professional development activities campus-wide supporting the college mission and strategic initiatives by providing office resources, facilities acquisition, marketing, and registration support.

- Implement strategies to support the college during times of organizational transition including Transition Team participation with transferring and bumping staff, workload evaluation exercises for departments, and change management workshops for individuals, departments, and management staff.
- Support adjunct faculty. New teaching and learning seminars for adjuncts are being developed, basic technology training occurs at Orientations four times a year, a District-wide adjunct faculty listserv has been created to aid in communications with adjuncts, and the Staff Development office has been a leader in the development and implementation of a Basic Technology Training program for adjuncts during 2008-2009.
- According to summary data from the Foothill-De Anza College District Teaching and Learning Project, "In order for faculty to learn they need personnel and an office devoted to professional learning opportunities for faculty. They need a space for convening. They need a place to learn together." The Office Staff and Organizational Development has created a welcoming environment in their office to support such activities as small group instructional feedback, instructional department retreats, and focus group activities for students, faculty and staff.

### **C. Provide a summary of the program's main areas for improvement.**

Areas for improvement have developed primarily because of a lack of staff resources or budget.

- Teaching and learning professional development for full-time faculty including developing ways to re-engage late-career faculty and classified staff [due to lack of a full-time Director].
- In coordination with the Academic and Classified Senates reestablish the Mentoring Program for the full-time faculty and classified staff. Assess the needs with the Supervisors unit and Management Association to determine if a mentoring program could also be implemented at those levels [programs have ended in the past due to a lack of volunteers].
- Unable to offer the week-long Instructional Skills Workshops [loss of funding in 2006-2007].
- Annual goals and objectives are formed based on the feedback we receive during the prior year, but a more formal professional development plan for evaluation and assessment needs to be created [lack of staff].

### **D. What are your expected outcomes (such as learning outcomes, transfer, career goals, certificate and degrees) for students in your program?**

The Office of Staff and Organizational Development does not serve De Anza College students directly. Expected outcomes for professional development activities are improvement in teaching and student service skills, improvement of life/ work balances, and thorough knowledge of campus resources.

## **II. Retention and Growth**

### **A. How has the program responded to the institutional goal of increased access, growth and retention? (Include the number of students enrolled in the program and the retention rate over the last three years.)**

The Office of Staff and Organizational Development does not serve De Anza College students directly, but the program supports faculty and staff professional development activities to improve teaching and student service skills.

- The program supports LinC (Learning in Community) activities with Staff Development resources (personnel, budget, and facilities).

- Adjunct Seminars in improving teaching and learning with such topics as Collaborative Learning Strategies, Classroom Assessment Techniques, Kolb Learning Styles, and Learning in Communities. Several half-day workshops in the area of Cultural Competency and Service Learning are also offered.
  - Teaching and learning professional development through Tenure Review training, SGIF (Small Group Instructional Feedback) meetings, Instructional Skills Workshops.
- B. How has the program responded to the institutional goal of increased access, growth and retention specifically for the identified targeted populations of African Ancestry, Latino/a, and Filipino/a students? (Include the number and percentage of the program's enrollment that was made up of the targeted populations and the retention rate of the targeted populations over the last three years.)**
- The program supports LinC (Learning in Community) activities with Staff Development resources (personnel, budget, and facilities).
  - Several Adjunct Seminars, offered yearly, focus on areas of cultural competency and teaching faculty how to identify different teaching styles for different learning styles.
- C. The Statewide Basic Skills Initiative defines "basic skills" as English, mathematics, reading, writing and ESL skills. In what ways does your program address the basic skills needs of students? For programs that do not directly address basic skills, how does the lack of basic skills impact student success rates for your program?**

The Office of Staff and Organizational Development has been working with the Basic Skills Committee over the last year to identify professional development opportunities for faculty and staff. We are participating in the development of and providing office resources for the annual Teaching and Learning Conference sponsored by the Academic Senate. The intention is to create additional training sessions in Basic Skills that will be implemented immediately after the conference to capture the enthusiasm of the event.

### III. Student Equity

- A. What progress or achievement has the program made towards decreasing the student equity gap? (Include student success rates for targeted populations compared with other students over the last three years.)**
- B. In what ways will the program continue working toward achieving these goals?**
- C. What challenges exist in the program in reaching such goals?**

The Office of Staff and Organizational Development does not serve De Anza College students directly, but the program supports faculty and staff professional development activities in cultural competency and has recently added Cultural Competency workshops in both First Year Experience Programs (faculty and staff).

### IV. Budget Limitations (Please be specific in your responses.)

- A. Identify any limitations placed on the program based on limited funding. What increases in resources are critical to the program and what are the consequences of continued limited funding on the program?**
- **The loss of Instructional Skills Workshop budget.** This four-day critical skill building activity for tenure-track and mid-career faculty cannot occur without this budget. By Phase Three of the Tenure process, candidates are given an opportunity to participate in this intense learning activity to strengthen their teaching and classroom management skills.

- **The end of the three-year state Staff Development grant (June 2009)** will eliminate the ability to create new professional development initiatives to meet immediate campus needs (such as the Supervisors' Academy, LinC Summer Institute, Transition Team, and Organizational Change Management). Operational expenses for the program such as the purchase of new teaching and learning and technology books and journals, office supplies for the office and computer lab, and training material duplication will become unfunded.
- **With over a 50% B-budget reduction in recent years**, and the loss of both the Technology Trainer and the Staff Development Secretary's positions we are relying on our meager B-budget funding to provide student-assistant office support. Program is struggling to maintain productivity at the full-staffing level that we've not had since 2002-2003.
- **If the Student Learning Outcomes project** is folded into Staff Development responsibilities, it will be difficult for the new Director to take on this significant amount of work, continue current duties and responsibilities for faculty professional development, and maintain a partial teaching load without administrative support.
- **No resources to support technology training and innovation.** "In the Faculty and Staff Accreditation Survey, 48% of faculty and staff disagreed or strongly disagreed that ""The campus provides sufficient hardware and software training opportunities."" Repeatedly, interviewees on this topic pointed to the decision to eliminate the training function as a shortsighted move to cut spending, which has resulted in long-term inefficiency, a decline in technological growth, and low morale."

Upon the loss of the Learning Technologies department, the responsibility for equipment and supplies purchases, program coordination, and development of technology training has fallen to Staff Development without being given any staff or budget to do so. This has negatively affected the institution on all levels. Classroom technology and administrative technologies are rapidly advancing and the college faculty and staff are not keeping up with the changes. Our students are entering the college with the expectation that our faculty and staff use and understand the same technologies that they are using, and with many employees that is not the case. With over 50% of our District employees over 45 years old, there are generational challenges in bringing faculty and staff up to speed with current technologies. There is no Technology Trainer to provide this fundamental support and the ETS Call Center is not a software Help Desk. Technology training is distributed from department to department with no centralized coordination other than what the Staff Development office can provide, with trainers pulled from the staff and faculty who are already overcommitted in their primary job duties.

In Standard IIB of the last Accreditation Self-Study the planning team recommended that De Anza College "Develop a De Anza College Technology Plan that addresses faculty training needs." This has not been done. Under Standard II.A.2.e, under Self-Evaluation, it is stated, "Faculty desperately need technology training and support for such basics as developing and using Web sites, listservs, and other computer-aided teaching. There are at present no trainers and no support staff members for faculty technology education other than those provided by the Distance Learning Center for their faculty."

The current workload at the Office of Staff and Organizational Development cannot be sustained by the present staff. Without additional resources the program will have to be reduced in 09-10 to maintain any quality of the work being done.

- B. Describe the consequence to students and the college in general if the program were eliminated or significantly reduced. Please be specific.**

- No new or very reduced employee orientation which would cause a disconnect between students and new faculty who know very little about the services and programs available as student support at the campus.
- No support for collegial activities that keep faculty and staff revitalized and connected to institution and each other.
- Professional development and conference funds management (awards, trip voucher and expense transfer processing) would have to go back to the division level.
- Little or no support for Classified Senate professional and leadership development activities. Reduction or elimination of classified skill-building workshops.
- No Tenure Review training coordination for the tenure candidates and the committee members. Tenure Review training is usually conducted by the Staff Development Director.
- No centralized tracking of campus PGA activities for faculty, staff, and administrators.
- No support for Transition Team activities (mediation, development of training plans) to assist classified staff who are bumping or transferring to a new position.

V. **Additional Comments (optional):** What additional information is important to consider when reviewing the budget of your program for possible reductions? You may include any or all of the following, or other information.

- **Strategic Planning Initiatives (Community Collaborations, Cultural Competency, Outreach, and Individualized Attention for Retention):** Describe any other Strategic Planning Initiatives your program has addressed.

The program has been developing a project this year that folds the former Collegiality and Empowerment Initiative into the "Building Campus Community" project with events, activities and programs that endeavor to strengthen our internal campus community.

- **Relationships with Other Programs:** Describe any partnerships or collaborations that the program is actively engaged in, which reduce costs and/or improve service delivery.

Staff Development staff have enhanced campus dissemination of information by creating and maintaining college-wide email distribution lists for the Academic Senate, Classified Senate, District Part-time Faculty, the Staff Development Program. SD supports other programs such as the ICCE, the Office of Diversity, and Learning in Communities, with resources for professional development activities: marketing, registration, PGA tracking.