

Program Review 2020-2021

Staff Development

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General Information (Program Review 2020-2021)

Mission Statement

Mission Statement

Staff Development seeks to provide the Rio Hondo College community with opportunities for professional growth and renewal in order to foster improved morale, increased efficiency, and greater institutional effectiveness. Our work is predicated on the belief that supporting the realization of individual potential is essential in achieving shared excellence and promoting student success.

Program Description

Budget, Space Allocation, and Staffing

The current operational budget for 2019-2020 is \$53,000.

Staff Development/FLEX is located in LR 206 where the FLEX Clerk and Staff Development/FLEX Coordinator share office space with the two members of the Grants office.

Staffing consists of a 50% Clerk III typist and a 20% Faculty release time faculty coordinator.

Projects, Grants, and Initiatives

The Clerk III typist and Faculty coordinator currently receive an additional 50% of support each for activities related to the Avance Title V grant to support Faculty Development. This support will be gone as of October 1st, 2020. Staff Development has also frequently collaborated with other funding sources and initiatives (Basic Skills, Guided Pathways, Student Equity) to offer support and organization of trainings, workshops and stipend opportunities.

Professional Development

The Staff Development/FLEX staff engages in ongoing professional development themselves. In 2018-2019 activities included:

- Student Equity Summit (Faculty Coordinator)
- “Situational Awareness” workshop (Clerk)
- “Understanding Generation Z” workshop (Both)
- “Engaging Today’s Students Through Technology” workshop (Coordinator)
- “Implementing the Vision Resource Center Integration System Webinar” (Both)
- “Medical Emergency Situational Awareness” workshop (Both)
- “Ensuring Rigor through Differentiated Instruction” workshop (Coordinator)
- Annual California Community College Council on Staff Development (4CSD) Conference (Coordinator)
- “Creating flyers through Canva” workshop (Both)
- Annual Gathering of those involved in the work of Wholeness and Renewal in Higher Education (Coordinator)

Services and Target Audience

The services identified in the program description are aimed at and open to all faculty, staff and managers at the college. The Staff Development/FLEX office regularly engages in and is responsible for the following activities:

1. *Organizing one time workshops/trainings for individuals, work groups, and the campus community to enhance professional skills and knowledge*
2. *Facilitation of workshops*
3. *Planning and help in facilitating cohort experiences such as the New Faculty Success Seminar, biannual Leadership Academy and Leadership Academy Alumni workshops*

4. *Offering grant funding for individuals, groups and departments who self-identify professional development projects*
5. *Creating and facilitating Reflection and Renewal sessions and retreats*
6. *Partnering with other areas (Student Equity, Basic Skills, Distance Education, Guided Pathways) to offer speakers and training opportunities as appropriate*
7. *Monitoring and processing of faculty stipend projects*
8. *Planning and facilitating Staff Development/FLEX Committee meetings and recording of minutes.*
9. *Advertising on and off campus professional development opportunities*
10. *In conjunction with IRP, creating and utilizing evaluation results from FLEX Day and other staff development events*
11. *In conjunction with IRP, administering and analyzing a bi-annual all campus Professional Development Needs assessment*
12. *Participating in regional and state wide professional development initiatives and organizations such as the SanFACC Mentor program and California Community College Council on Staff Development (4CSD)*
13. *Organizing all aspects of pre-semester "FLEX" Days*
14. *Verifying inputs and generating of completion reports for all faculty regarding required FLEX obligation*
15. *Processing paperwork for all Staff Development grants*
16. *Securing of quotes and processing of contracts and payment for outside consultants, trainers and vendors*
17. *Maintaining and updating Staff Development/FLEX website*
18. *Monitoring and updating FLEX Reporter Online*
19. *Serving as a resource on campus wide committees such as Guided Pathways and Basic Skills*

Below is a summary of 2018-2019 activities:

- 2 Full Day Reflection & Renewal retreats- 25 participants
- 26 hour New Full Time Faculty Success Seminar Spring 2019 – 9 participants

Fall 2018 Workshops

- Situational Awareness*- 29 participants
- Understanding "Gen Z*" -30 participants

Spring 2019 Workshops

- Medical Emergency Situational Awareness* – 23 participants
- Project Based Learning Refresher – 6 participants
- Project Based Learning 3 Day Institute – 23 participants

Funding for Self-Identified Individual/Small Group Grants

- Funded approximately 43 projects representing 19 different departments

FLEX

- Monitor completion of all Part-time faculty's semester FLEX obligation and Full time faculty's annual obligation to ensure adherence to Title V and campus requirements and generate and forward a fall and spring report of those with unfulfilled obligations to Human Resources and Payroll for over 300 faculty.

-2 Full Days of all faculty/campus professional development days that included 28 different breakout sessions. 300+ faculty/staff participants for each day.

Technology Training -In conjunction with Information Technology & Online Education

- Office 365 workshop, F18 FLEX Day - 22
- 15 Tips to Engage Students Online – F18 FLEX Day - 21
- CurricuNet-F18 FLEX Day - 10
- Amplifying the Student Voice with Flip Grid – S19 FLEX Day - 28
- Pigeons & Drones – S19 FLEX Day -29

Leadership Development

- 3 Mentees and 3 Mentors participated in 2018-2019 SanFACC Mentor Program
- 13 staff/faculty/managers participated in Cohort 7 for 2018-2019 year

Title V & Basic Skills

- Using Technology to Engage Today's Students in the Classroom – 34 participants
 - Elevating Rigor Through Differentiated Instruction workshop -32 participants
 - Monitored/processed 71 faculty stipend projects
- *These workshops were offered twice in response to strong demand as evidenced by FLEX Day attendance.

Program Progress

Objectives related to the construction of a Professional Development needs assessment and the continuation of effective program activities (providing grant opportunities, offering of Reflection & Renewal retreats, support for the New Faculty Success Seminar and Leadership Academy...) have been met.

The objective related to adoption of the Vision Resource Center's Integration platform is under discussion and consideration with the college President, Human Resources and IT.

Objectives 2.3 related to Integration of Professional Development activities across the campus, the establishment of a Professional Development funding funneling system, and the re-establishment of a campus wide retreat have not made progress as of yet but will continue to be pursued.

In terms of resource requests, a new printer has been purchased and installed. No other resource requests have been fulfilled.

With the Title V grant sun setting in September of 2020, it will be critical for the requests related to Faculty Coordinator release time and the FLEX clerk be fulfilled to maintain the current functioning of the program.

Curriculum

Not applicable

Additional Information

Not applicable

Program Progress

Budget, Space Allocation, and Staffing Progress

In fall of 2011, the Staff Development budget was cut by 50% from \$52,000 to \$26,000 annually. Additionally, the Staff Development/FLEX Faculty Coordinator release time was cut from 50% to 15%.

In 2017, the budget was restored to \$53,000. As part of that restoration, set asides were allocated for Management/Confidential, CSEA, Online Education, and the New Faculty Success Seminar.

In 2018, Faculty coordinator release time was increased to 20%. Additionally, after 10 years of efforts, the FLEX Clerk position was reclassified from a Clerk II to a Clerk III.

In 2013-2014, the Staff Development/FLEX program had a two-person office space on the 1st floor of the Library and housed the Faculty Coordinator and the FLEX clerk. In the intervening years, that office was taken over by the Writer's Resource Center and the Coordinator and Clerk were moved into a 4-person suite, sharing office space with the Grants department in LR 206.

While there has been positive movement in terms of the restoration of the operating budget and the reclassification of the FLE X clerk position, having only 20% release time for the Faculty coordinator limits the depth and breadth of what the program can offer. With 50% support from the Title V Avance budget for both the Faculty Coordinator and the FLEX Clerk sun setting in September of 2020, program capacity would be severely compromised unless greater institutional support is provided.

Projects, Grants, and Initiatives Progress

In 2014 and 2015, an annual Staff Retreat was re-instituted to promote teambuilding and collegiality across all employee constituencies and the Board and served a cross section of approximately 90 participants each year. Funding for this event was no longer provided from 2016 onward.

In 2016, the first Classified Professional Development Day was held and served 59 participants. Two other such days were held in January of 2017 and June of 2018 with an approximate average of 60 participants. While support for such staff focused events is evidenced in survey data (the 2019 Professional development needs survey indicated that 91% of staff respondents either wanted a dedicated staff PD Day or to convert FLEX into a PD day focused on all employees and not just faculty), there is no designated time for staff to plan such days nor other office/manager time identified to coordinate logistics at this time.

After 5 cohorts of employees completed the campus Leadership Academy, it was determined in 2015 to make the Leadership Academy a bi-annual opportunity as a critical mass of staff had participated and this move would allow for more interest to develop. As of 2018-2019, 94 employees have been accepted into 7 cohorts, with the following numbers having completed the 10-month experience:

- 43 Classified staff
- 15 Full time faculty
- 9 Part time faculty
- 11 Managers
- 4 Confidential employees

In 2013, a make-shift New Full Time Faculty Orientation program consisted of 8 hours of professional development with limited funding support for participants. In 2017, a pilot program that gained the support of the V.P. of Academic Affairs and President that consisted of 26 hours and 5% overload was implemented. As of 2019-2020, this program has now been institutionalized by the college and was included in the most recent Faculty Collective Bargaining agreement.

The Reflection & Renewal facilitation team added a member in 2017 and has returned to offering both fall and spring retreats. Since the inception of “R & R” work, there have been 104 total different participants (58 Faculty, 28 Classified, 18 Management/Confidential) who have attended at least one retreat.

Consideration of moving from the FLEX Reporter system to the Integrated Professional Development Vision Resource Center software is still pending.

Reinstituting a Professional Development Integrated Task Force and Professional Development funneling systems is still pending.

Professional Development Progress

The faculty and staff member in the Staff Development/FLEX office consistently avail themselves of on campus, off site and virtual training and development opportunities. The 2018-2019 activities listed in a prior section of the plan mirror the typical annual level of professional development participation by both the Faculty Coordinator and Clerk.

Services and Target Audience Progress

While the program is responsive to emerging needs identified by the campus community and state initiatives and has partnered with other areas such as Student Equity, Guided Pathways and Basic Skills to provide speakers, workshops and trainings to the college, the campus target audience and general sorts of services has remained stable.

2012-2013

Organized 2 pre-semester FLEX Days with 13 breakout sessions

Funded 2 division wide professional development days for Student Services and Academic Affairs – 120 participants

16 Technology Workshops on 7 topics (including FLEX Day) – 112 attendees

2 Reflection & Renewal Retreats- 24 participants

Partnered with the Mental Health Grant and CTA to offer “Unconscious Bias” and “LGBTQ Safe Zone” training with 25 and 26 participants respectively

Awarded 24 self-identified grants

Supported 13 employees completion of Cohort 3 of Leadership Academy and recruited cohort 4

Supported 5 mentees and 5 mentors in SanFACC Mentor program

2018-2019

Organized 2 pre-semester FLEX Days with 30 breakout sessions

5 Faculty focused workshops- 72 participants

2 General Campus Interest Workshops – 59 participants

2 Reflection & Renewal Retreats – 25 participants

1 Project Based Learning 3 Day Institute – 23 participants

2 Day Faculty “On Course” Training on “Enhancing Student Success Through Active Learning” – 17 participants

Awarded 43 self-identified grant projects

Supported 13 participants in completion of cohort 7 of the Leadership Academy

Supported 3 mentees and 3 mentors in SanFACC Mentor program

Co-facilitated 26 hours New Faculty Success Seminar with 9 participants

Curriculum Progress

Not applicable

Long Term Plan Progress

Not applicable

Accomplishments

-The value and use ascribed to program offerings based on participant evaluation feedback consistently reaches 90% or higher

-Institutionalizing of a New Faculty Success Seminar including co-creating and facilitating seminar curriculum

-Continued efficient organization of all elements of pre-semester FLEX Days in the midst of transitioning from the Wray Theater to the Campus Inn for the general morning session.

-Successful partnership with numerous initiatives across campus to leverage professional development opportunities which included:

- Organization of 2-day "Unconscious Bias" training

- Support and facilitation of afternoon session of LTGBQ "Safe Zone training"

- Collaborated to have Equity sponsored keynote for Fall 2016 FLEX Day

- Incorporation of Guided Pathways focus at 2 FLEX Days

- Organization/facilitation support at Student Equity/Guided Pathways Summit

- Offering of annual 2-3-day faculty institutes focused on Active Learning Pedagogy via the "On Course" approach in conjunction with SSSP and Basic Skills over the last 4 years serving 93 faculty and Success Coaches

-Utilization of FLEX Day evaluations to repeat most popular FLEX Day sessions during the following semester.

-Growth in the number of self-identified projects the program supports via grants process

-Restoration of operational budget funding

-Successful completion of 7 cross-constituency cohorts for Leadership Academy

-Creation and facilitation of two full day sessions of the Leadership Academy on "Appreciative Inquiry" and "Self-Awareness and Reflection as a Leader"

-Creation and facilitation of 4 workshops on "Active Learning Strategies to Engage Students in the Classroom"

-Election to and service on California Community College Council on Staff Development (4CSD) Executive Board for 6 years

-Co-facilitation of California Community College Council on Staff Development (4CSD) "New Staff Development Practitioner's" session for 3 years and facilitation of workshop on "Reflection & Renewal" work for 2 years at the annual 4CSD conference

-Published piece in Center for Wholeness & Renewal in Higher Education "Story Mandala: Finding Wholeness in a Divided World" highlighting Reflection & Renewal work at Rio Hondo.

Additional Information

Not applicable

Program Outcomes

Non-Instructional Program Outcomes

Program Level Outcome:

Staff Development/FLEX will provide activities and programs that maximize the professional capabilities of employees in order to enhance job performance.

SAO:

Staff Development/FLEX will offer the following in order to help fulfill the program's mission:

-2 days of FLEX which will include a minimum of 10 breakout workshops on topics related to professional development each year

-a minimum of 3 additional workshops and/or retreats each semester

Success in achieving these outcomes is measured if at least 85% of FLEX Day and workshop respondents report that they have found that the information/skills offered to be of value and something that they can use in their work.

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FLEX Day Evaluations

In response to the item that the "design of the FLEX Day met my needs," in fall of 2018, 91% agreed or strongly agreed with that statement and in spring 2019 92% agreed or strong agreed.

Professional Development Workshop Evaluations

2018-2019 faculty focused evaluations included an item indicating "The session provided me with valuable our useful information that I can use," and averaging the evaluations for 5 workshops, 96% agreed or strongly agreed. For the 4 general interest workshops, 98% agreed or strongly agreed with that statement.

For those who respond to FLEX Day and workshop evaluations, it appears that there is a consistently high level of satisfaction and that the 85% target of offering sessions that are of value and that provide information and skills that employees can use in their work is being met.

Data Analysis

Data Analysis

FLEX Day Evaluations

In response to the item that the design of the FLEX Day met my needs, 76% agreed or strongly agreed with this statement in fall of 2012 and 92% agreed or strongly agreed in spring of 2013.

In fall of 2018, 91% agreed or strongly agreed with that statement and 92% agreed or strong agreed in spring of 2019.

There appears to be a consistently high level of satisfaction that campus FLEX Days are of benefit to participants. The fall 2012 did have a significantly lower level of satisfaction which could be attributed to the focus of the day. The morning session included an “Unconscious Bias” keynote mandated by the Board in the wake of the recent departure of then President Dr. Ted Martinez, and in lieu of breakouts, faculty worked on SLO development.

Professional Development Workshop Evaluations

2012-2013 workshop evaluations included an item indicating “This session provided information that was valuable/useful that I can use in my work,” and an item stating “I can implement the new skills I learned in my job.” Averaging responses to 5 workshop evaluations for this year, 96% of respondents agreed or strongly agreed that the session was valuable/useful, and 92% agreed or strongly agreed that they could implement what the learned in their job.

2018-2019 faculty focused evaluations included an item indicating “The session provided me with valuable our useful information that I can use,” and averaging the evaluations for 5 workshops, 96% agreed or strongly agreed. For the 4 general interest workshops, 98% agreed or strongly agreed with that statement.

For those who respond to workshop evaluations, it appears that a high level of satisfaction in terms of the value and usefulness of professional development offerings has been consistent.

Strengths & Weaknesses

Strengths

- Continues to offer a program that serves a variety of needs from technology training, collegial team building, one time workshops of general interest, effective pedagogy “institutes,” cohort experiences, regional mentorship opportunities, funding for off campus conferences and trainings, support to bring off campus experts to campus and care of the “professional soul” via Reflection & Renewal.
- The value and use ascribed to program offerings based on participant evaluation feedback consistently reaches 90% or higher
- Ability to leverage other funding sources (Basic Skills, SSSP, Student Equity) to broaden professional development offerings
- Consistently evaluates each workshop or training offering
- Performs bi-annual professional development needs assessment across all constituency groups.
- Continues to effectively and efficiently coordinate all FLEX day logistics
- Can effectively manage organizational logistics of program offerings as well as present and facilitate professional development opportunities as needed
- Offers training and funding support to both full time and adjunct faculty

Weaknesses

- With the loss of 50% support for both the FLEX clerk and Faculty coordinate occurring in September of 2020, program viability will be compromised
- As of 2020-2021 the online FLEX Reporter system will no longer be updated which could negatively impact the monitoring of faculty FLEX obligations.
- There is need to offer coordinating support for CSEA specific events. The current 20% release time for the Faculty coordinator does not allow for this and no other office/manager/staff have been designated to do so.

Long Term Plan

Long Term Plan

- Movement toward adoption of the Vision Resource Center Integration system or other similar platform as a means to track professional development for all employees, including faculty FLEX obligations
- Identify plan to most effectively utilize CSEA professional development funds including identification of who will provide coordination and logistical support to implement that plan
- Institutionalize 100% Clerk position and at least a 60% Coordinator release time to enable maintenance and growth of the professional development program
- Continued need to collaborate and coordinate across the campus with those involved in initiatives that require professional development
- Maintain the focus on a balanced slate of program offerings serving diverse professional development needs
- Add to the Reflection & Renewal facilitation team and explore re-instituting overnight retreats
- Identify a space and funding to create an employee "Serenity" room in the manner of the space created for students in Health and Psychological services
- If Clerk and Coordinator positions are fully institutionalized, develop New Manager and New Staff Success seminars or workshops to more intentionally onboard new employees
- Explore re-institution of All Staff Retreats

Submission Area

 **Submit Your Plan**