De Anza College

Instructional Annual Program Review 2021-22

**Instructions**: The first column is section and question number, followed by ask without explanation The third column fully describes the information that the IPBT is requesting. The blank column is where you will type your response. Save program review as a Word document. This is the document you will send to your Dean. It will be posted on the De Anza website in pdf format.

In addition to this document, please also submit to your Dean the Resource Request spreadsheet making sure facilities requests are on “Facilities” tab and large-ticket items are on Large-ticket Items” tab.

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|  | **Information Requested** | **Explanation of Information Requested.** | **Enter your answers here** |
|  | Department Name: |  | Office of Professional Development |
|  | Program Mission Statement: | How does your program mission statement relate to the mission of De Anza College and our Institutional Core Competencies”? (<https://www.deanza.edu/about-us/mission-and-values.html> ). | 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, education plan, 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 Academic Senate in designing and implementing learning opportunities in culturally responsive teaching, effective teaching pedagogies, and effective teaching practices in basic skills.  • Partner with the Classified Senate and ACE to strengthen service excellence skills for classified professionals through workshops and activities designed to enhance skills that help classified professionals connect, nurture and engage with our students and each other. |
| I.A.1 | What is the Primary Focus of Your Program? | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Learning Resources/Academic Services |
| I.A.2 | Choose a Secondary Focus of Your Program. | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Professional development for all employees at De Anza College |
| I.B.1 | # Certificates of Achievement Awarded | State the number of Certificates of Achievement awarded during the 2020-21 academic year. Please refer to: <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Certificates of Achievement please state “none offered”. | None offered |
| I.B.2 | # Certificates of Achievement-Advanced Awarded: | State the number of Certificates of Achievement - Advanced awarded during 2020-21 academic year. Please refer to  <https://www.deanza.edu/ir/AwardsbyDivision.html> If you do not offer Certificates of Achievement” please state “none offered”. | None offered |
| I.B.3 | # ADTs (Associates Degrees for Transfer) Awarded | State the number of Associate Degree Transfer awarded by you department during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Associate Degree Transfer, please state “none offered”. | None offered |
| I.B.4 | # AA and/or AS Degrees Awarded: | State the number of Associate of Arts or Associate of Science degrees awarded during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html> .If you do not offer Associate of Arts or Associate of Science Degree, please state “none offered”. | None offered |
| I.B.5. | Trends in # Total Awards | If applicable to your program, has total number of certificates and degrees increased, decreased or stayed the same? What thoughts do you have on these changes? | None offered |
| I.B.6. | Strategies to Increase Awards | What strategies (1, 2, 3. . . .) does your department have in place to ensure students are obtaining awards when it is applicable to their educational goal? (e.g. Outreach, In-reach, graduation workshops, collaborations with other offices, etc.) | None offered |
| I.C.1 | CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics | Review the most recent Perkins Core Indicator and SWP Outcomes Metrics data for your program(s). Cite planned interventions and activities to enhance student and program outcomes.  Perkins Core Indicator Reports provided by Margaret Bdzil. Cal-PASS Launchboard SWP Metrics: <https://www.calpassplus.org/LaunchBoard/Home.aspx> | https://www.calpassplus.org/LaunchBoard/Home.aspx  Not applicable |
| I.C.2 | CTE Programs: Labor Market Demand and Industry Trends: | Review and summarize statewide and regional labor market (LMI) data for occupations that are closely aligned with your program. Cite current industry trends. Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable.  California EDD LMI Info: <https://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/areaselection.asp?tablename=occprj> | Not applicable |
| I.D.1 | Academic Services and Learning Resources: # Faculty Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of faculty served per year (Fall, Winter and Spring): Provide number from previous year, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | Faculty served: 556 |
| I.D.2 | Academic Services and Learning Resources: # Students Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of students served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | Not applicable |
| I.D.3 | Academic Services and Learning Resources: # Staff Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of staff served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | Classified professionals served: 255 |
| I.E.1 | Full Time Faculty (FTEF) | For ALL programs: State the number of FTEF assigned to your department/program. Refer to your program review data sheet:  <https://www.deanza.edu/ir/program-review.20-21/index.html> . | FTEF = 1 |
| I.E.2 | # Student Employees | If applicable to your program, state number of student employees and if there were any changes between number this academic year and the previous two academic years. | Student Employees = 0 |
| I.E.3 | Full Time Load as a % | State the percentage of courses taught by full-time faculty (exclude overload). Refer to your program review data sheet. <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. | Not applicable |
| I.E.4 | # Staff Employees | If applicable to your program, state number of staff employees and if there were any changes. ONLY report the number of staff that directly serve your program. Deans will make a report regarding staff serving multiple programs. | Staff Employees = 1 |
| I.E.5 | Changes in Employees/Resources | Briefly describe how any increase or decrease resources/employees (exclude teaching faculty) has impacted your program. What strategies does your program have in place to ensure students are being supported and able to reach their full capacity when faced with these changes and challenges**?** (e.g. Mentors, embedded tutors, extended lab hours, instructional support, non-credit support, etc.) | While our employee resources remained the same, going online has increased administrative work in these areas:  • Reviewing and administering conference and travel funds applications  • Data entry of events and participants in the Vision Resource Center  • Email correspondence and responding  • Meetings on zoom to resolve issues  • Overall number of workshops, trainings, and meetings  The Director, Dawn Lee, continues to provide leadership for programs and projects including:  • Chair, Conference and Travel Funds Committee  • Coordination and delivery of the New Employee Orientation for Full-Time Faculty  • Coordination and delivery of the New Part-Time Faculty Orientation  • Coordination and delivery of workshops for all faculty including the Faculty Perspectives series, Teaching Cafés, and Faculty Basics series  • Co-Coordination (with Carolyn Holcroft, Director of Professional Development at Foothill College) of the Anti-Racist Teaching Practitioners Cohort Experience  • Co-Coordination (with Carolyn Holcroft, Director of Professional Development at Foothill College) of the Anti-Racist Writing in STEM Cohort Experience  • Member of the SLO Core Team, including planning the SLO Convocation  • Coordination of the First-Year Experience for Faculty  • Coordination of the Second Year Experience for Faculty  • Coordinator for the FLEX Calendar Program  • Co-facilitator and trainer for the HyFlex classroom  • Other programs and professional development opportunities that emerge through collaboration with partners across the college  For example, the average enrollment of part-time faculty in New Part-time Faculty Orientations has steadily increased from to 40 to 48 this past year because of the accessibility of online options and the Faculty Director’s decision to offer one-on-ones for part-time faculty who cannot make the scheduled times. In prior years and pre-COVID, the average attendance was 4-6 each session offer each quarter.  The Senior Program Coordinator, Claudia Guzman continues to:  • Support Chair, Conference and Travel Funds Committee  • Coordination and delivery of the New Employee Orientation for Classified Professionals  • Coordination and delivery of workshops for all classified professionals, including monthly administrative assistants meetings, and workshops tailored to the job responsibilities, from budget planning to coordinating projects for their respective areas, health and wellness workshops, technology trainings • Co-Coordination (with Tony Santa Ana, Program Coordinator for the Office of Equity, Social Justice and Multicultural Education) Equity 1.0 and 2.0 series • Member of the Guided Pathways Team, collaborate and co-facilitate workshops  • Member of the Professional Growth Award committee, review and provide technical support  Changes in Budget/Resources: While we continue to request funding from the AVIP for programs on a case-by-case basis, our baseline “B” budget is still \_\_\_\_, with this consolidation we anticipate an ending balance of \_\_\_\_ for “B” budget operational and discretionary expenses. We no longer have any augmentation from Student Equity Funds (since 2019-2020).  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 the development of professional learning opportunities for classified professionals, confidentials, and supervisors in trying to reach some parity with established faculty programs to meet the intent of AB2558 (revised Ed Code language for the Community College Professional Development Program).  One major impact that expanded programs have had is the increase of paperwork to process additional pay for PT Faculty. This increased burden has resulted in our shift to processing additional pay at the end of each quarter instead of more timely monthly payments. This means that PT Faculty have needed to wait longer for their additional pay, sometimes waiting up to 4 months.  We would like to continue funding these programs:  • Anti-Racist Teaching Practitioners Cohort Experience  Total: $18,000 (shared with Foothill PD)  • Anti-Racist Writing in STEM Cohort Experience  Total: $13,000 (shared with Foothill PD) |
|  | **Enrollment** |  |  |
| II.A | Enrollment Trends | What changes in enrollment have you seen in the last three years? Refer to <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. You do not need to list enrollments; rather reflect on enrollment trends. What strategies does your department have in place to increase or maintain current enrollment trends? | Not applicable. |
| II.B. | Enrollment Trends for disproportionately impacted student groups | Using the program review data tool, what is the enrollment of African American, Latinx, Filipinx, and Pacific Islander students as a percentage of your entire program compared to other student groups in campus-wide percentages? You do not need to list enrollments, but rather reflect on what the trends look like. Link to equity plan and strategic plans   1. What could be contributing to the differences? 2. What strategies does your department have in place to increase or maintain enrollment of these student groups?   Are there other trends that you see when drilling into the data that may be important to explore? | Not applicable. |
| II.C. | Overall Success Rate | What changes in student success rates have you seen in the last three years? You do not need to list success rates, rather reflect on trends in success rates.   1. What could be factors that influence success rates? Please refer to: <https://www.deanza.edu/ir/program-review.20-21/index.html> 2. What strategies does your department have in place to increase or maintain current success rates? | Not applicable. |
| II.D. | Success, Non-Success and Withdraw Rates for disproportionately impacted student groups | Using the [Disproportionate Impact Tool](https://www.deanza.edu/ir/program-review.18-19/Access_DI_tool.pdf) within the [Program Review Tool](http://deanza.edu/ir/PRGuide_PrintingPDF.pdf) explore differences in success rates by ethnicity, gender and special student populations (foster youth, individuals with disabilities, Veterans and low income students). Of the rows that are highlighted (which indicate there are disproportionate impacts for that group):   1. What differences do you see in successful course completion rates? 2. What are your thoughts on these differences?   What strategies might be helpful in closing gaps in successful course completion? | Not applicable. |
| II.E. | Changes Imposed by Internal/External Regulations | Address program changes implemented 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? (e.g. any curriculum, reorganization of program AB 705, noncredit curriculum, loss of personnel, etc.) | We continue to comply with AB2558 which created the Flex Calendar Program. The Faculty Director coordinates the annual Flex Calendar Report that is submitted to the state. The coordination of this Report is based on the needs assessment and planned activities across the college. |
|  | **Equity** | In order to meet the goals within our [State Equity Plan](https://www.deanza.edu/sssp-se-bsi/documents/DAC_Student_Equity_Plan_2019-22_Final.pdf), [Institutional Metrics](http://deanza.edu/ir/planning/planning_files/InstitutionalMetrics_2019_4.29.19.pdf), and [Educational Master Plan](http://deanza.edu/ir/state-of-the-college-related-information/documents/EMP2015-2020_3-11-16.pdf), the following section asks you to reflect on questions focused on student equity to help inform our goals. | Provide an equity certification series, cohort learning model for classified professionals who are committed to creating equitable and inclusive environments, especially for students and families of color. |
| III.A. | Equity Plans for groups other than the acknowledged disproportionately impacted groups | Are there other groups of students besides the acknowledged disproportionately impacted groups of African American, Latinx, Filipinx, and Pacific Islander students that your department intentionally focused support for. | We do not serve the targeted student populations directly, however, the Office of Professional Development continues to work with all faculty and classified professionals with faculty-initiated and faculty-driven programming developed for teaching De Anza’s disproportionately impacted (DI) students and basic skills students, as well as working with Classified Senate to facilitate classified professional development in working with targeted student populations.  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. These programs include:  • Anti-Racist Teaching Practitioners Cohort Experience  New this year:  • Anti-Racist Writing in STEM Cohort Experience  • Teaching Café: 3 Tips for Humanizing Your Asynchronous Online Course  • Teaching Café: 3 Things Faculty Can Do to Support Students  • Teaching Café: 3 Strategies to Help Students Combat Imposter Syndrome  • Teaching Café: Week Zero: Setting Up Your Students for Success Before Class  • Faculty Perspective: Incorporating Mindfulness Techniques In the Classroom  • Faculty Perspective: Small Strategies for Supporting Students with Executive Function Challenges in an Online Environment  Strategically, OPD has invited Counselors in Learning Communities to be speakers at Teaching Cafés and Faculty Perspectives to help create more awareness of these specific programs that support DI students. |
| III.B. | Program Success | Describe any events/program changes/successes that you would like to share relative to your equity efforts? | Going into a virtual modality has enabled OPD to expand our scope and reach with the delivery of more workshops and support programs to faculty and classified professionals. More faculty and classified professionals have participated in our programs (see numbers served above) which has an overall impact. We would like to continue delivering some our workshops and sessions via zoom. |
| III.C. | Equity Planning and Support | Has equity work generated any need for resources? If so, what is your request? Include staff/position needs. | OPD has had incredible success partnering with Foothill PD. We have been able to expand our programs and stretch resources while creating a great collegial sense of community across both colleges. We would like to continue these collaborative programs by increasing our B budget so that we do not have to continue asking for funds every year. Furthermore, we can more quickly commit to partnerships with external presenters and speakers without needing to get approval for the funds requested.  OPD has been having ongoing discussions with the recently hired Faculty Director of Equity on potential collaborations. Our equity-specific resource request is pending for this year, depending on the collaborations with the Office of Equity. |
| III.D. | Departmental Equity Planning and Progress | Identify which of the following resources you need? How would the resource help?   * Professional Development – what areas? * Enhanced support for students * Departmental Collaborations * Best Practices * Coaching/Consultation | Not applicable. |
| III.E. | Assistance Needed to close Equity Gap | Would you like assistance with identifying strategies and/or best practices and/or resources to help facilitate student success? | Not applicable. |
|  | **Assessment Cycle** | Navigate to <https://www.deanza.edu/slo/> and click “TracDat is gone” which will take you to accordion listing SLO assessments under “Student Learning Outcomes and Assessments Summaries by Division:” |  |
| IV.A | SLOAC Summary | Describe an accomplishment or enhancement that resulted from SLO assessment starting with Spring 2020 through end of Spring 2022. | Faculty PD Programs: We shifted to more peer-to-peer programs based on faculty feedback that they wanted to be more connected with other faculty. This feedback resulted in the creation of Teaching Cafés that offer faculty a casual, supportive space to connect after a presenter shares tips related to teaching or working with students. This feedback also resulted in the creation of Faculty Perspectives, an interview-style program where faculty get to hear and learn from the faculty speaker about something that is focused on teaching or working students. This longer format has provided more depth in discussions and participation.  Classified PD Programs: |
| IV.B | Assessment | List the names of the courses in your department (e.g. CIS 22A) that are planned to be assessed by the conclusion of 2021-22 academic year. | Not applicable. |
|  | **Resource Requests** |  |  |
| V.A | Budget Trends | Over the past five academic years, describe impact, if any, of external or internal funding trends that you might be currently dealing with ( eg COVID demands) upon the program and/or its ability to serve its students.  If you don’t work with budget, please ask your Division Dean to give you the information. | The baseline operations budget for the Office of Professional Development remains at ??$3,676.00??. We continue to be augmented from other budgets on a case-by-case basis to meet annual operational expenses. With no additional stable funding for materials and expenses for those activities alone. All budget trends indicated from our Comprehensive Program Review still apply. |
| V.B | Funding Impact on Enrollment Trends | Over the past five academic years, describe the impact, if any, of external or internal funding changes upon the program’s enrollment and/or its ability to serve its students. Refer to Program Review data sheets for enrollment information: | Funding impact indicated from our Comprehensive Program Review still applies. |
| V.C.1 | Faculty Position(s) Needed | Describe each request as: “Replace due to Vacancy”, “Growth”, or if none state “None Needed Unless Vacancy” |  |
| V.C.2 | Justification for Faculty Position(s): | Do you have assessment data available to justify this request for a faculty position? If so provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need. |  |
| V.D.1 | Staff Position(s) Needed | Choose: “Replace due to Vacancy”, “Growth”, “None Needed Unless Vacancy”  Only make request for staff if relevant to your department only. Division staff requests should be in the Dean’s summary. | Growth  Requesting 1 FTE Administrative Assistant position that has been vacant since 2003-2004. This position was eliminated due to budget cuts in Academic Services. |
| V.D.2 | Justification for Staff Position(s): | Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need. | As stated above, the overall administrative workload has increased and is currently being handled by our Senior Program Coordinator whose role is to handle all administrative tasks AND coordinate and deliver professional development programs for all Classified Professionals.  The workload has become unmanageable with just one classified 40-hour position handling administrative responsibilities including processing trip vouchers and reimbursements, providing 1:1 orientation for new classified employees who cannot make the orientation sessions, designing and delivering curriculum for professional development, and spending time maintaining and developing partnerships and collaborations across the college.  We are a department of 2 (Director and Program Coordinator) and serve all De Anza College faculty and classified staff. We pride ourselves on being responsive, helpful, and timely with our information but the program has and continues to struggle with sustainability issues. |
| V.E | Equipment Requests | List all equipment resource needs on the Excel spreadsheet. Be sure to include to justification and costs in appropriate columns. | None. |
| V.F | Facility Request | List all facility needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. | None. |
| V.G | Other Needed Resources | List any other resource needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. | None. |
| V.H.1 | Staff Development Needs | Based on what you have written above, what professional development support/resources do you need to achieve your goals? | Dawn’s needs: increased funding (beyond $1600) to attend training to continue developing facilitation and training skills.  Co-active Coaching ($6500) which is a coaching and facilitation certification program  Advanced Gallup Cliftonstrengths Certified Coach training  -Gallup at Work Summit ($195)  -Advanced CliftonStrengths Coaching for CliftonStrengths Coaches ($2550)  -CliftonStrengths for Managers ($846)  LectureBreakers Conference ($397)  Online Teaching Conference ($299)  Claudia’s needs: |
| V.H.2 | Staff Development Needs Justification | Please provide reasons for your professional development needs. If you have assessment data available to justify this request for professional development, please provide the SLO/PLO assessment data, reflection, enhancement, and/or CTE Advisory Board input, etc. to support this need. If not, provide other data to support this need. | Dawn’s justification: continuing training will enable me to continue developing my skills with coaching and supporting faculty. Attending substantive conference focused on teaching will help keep Dawn up to date on trends and resources to incorporate into her work at De Anza.  Claudia’s justification: |
| VI. | Closing the Loop | Over the last five years, how did you assess the results of the requested resources, and what were those results? How do you plan to reassess the outcomes after receiving each of the additional resources requested this year | Many of our programs are evaluated to determine if our intended learning outcomes have been met. This assessment has enabled us to make data-informed decisions on changing our offerings, format, and modality. We have seen an increase in participation for faculty programs from 167 (19-20) to 556 (333%). We attribute this increase in participation not just to the increased accessibility of Zoom but also because of the more responsive format and relevant topics.  We will be expanding our evaluation in the Vision Resource Center to continue receiving timely feedback on our programs. |
|  | Submitted by: | APRU writer’s name | Dawn Lee |
|  | Last Updated: | Give date of latest update |  |