Chaffey College Program Review
Three Year Review 2012

PROGRAM OVERVIEW

Program Title: Professional Development

Program Code: 6752 - STAFF DEVELOPMENT

Review Type: Administrative

Does this review contain any career technical education (occupational) programs?
No

External Regulations:
No

Chaffey College Mission Statement
Chaffey College improves lives within the diverse communities it serves through equal access to quality occupational, transfer, general education, and foundation programs in a learning-centered environment where student success is highly valued, supported, and assessed.

Please describe how your program supports the college's mission and discuss how your program evaluates its effectiveness in meeting the college mission:
The mission of Professional Development (PD) is to promote and enhance student success and employee effectiveness through learning opportunities that encourage innovation, stimulate professional growth, and enhance the expertise of Chaffey College employees. The PD Committee has continued to be dedicated to three primary goals: Flex, Health and Wellness events, and the coordination of faculty and staff development efforts. All of these activities clearly impact the capacity of the college to provide quality education and a satisfactory experience while attending Chaffey College. The efforts of the PD Committee itself, and the efforts that are connected to both the Classified Advisory Network and the Faculty Success Center, demonstrate the college's commitment to ongoing training and support for the entire campus community while also increasing the capacity of groups and individuals to perform at their best.

Review Team Response
Overall, this PSR report for the Staff Development read very well. You show clearly how your program supports the college’s mission and how you evaluate your program’s effectiveness in meeting the college’s mission.
## PROGRAM DATA

**Enrollment**

Enrollment by Day, Evening, Online, Arranged

<table>
<thead>
<tr>
<th>Measure</th>
<th>2009-10 to 2010-11</th>
<th>2010-11 to 2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Day</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Evening</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Measure: Total Census Enrollment

<table>
<thead>
<tr>
<th>Measure</th>
<th>2009-10 to 2010-11</th>
<th>2010-11 to 2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in enrollment patterns? Identify any important trends and explain them.

Retention
Given the data, what changes can be identified in retention patterns? Identify any important trends and explain them.

Success
<table>
<thead>
<tr>
<th>Measure</th>
<th>2009-10 to 2010-11</th>
<th>2010-11 to 2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Success</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Day</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Evening</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in student success patterns? Identify any important trends and explain them.

Review Team Response

DEGREE/CERTIFICATE DATA

Review Team Response

STUDENT LEARNING OUTCOMES

Discuss how the number, type, depth, and breadth of the courses support program SLO's.

Discuss how courses in the program articulate with or complement each other.

Discuss how courses in the program interact with other programs on campus (for example: cross-listing, overlapping content, or shared resources).

How and when has your program reviewed or revised program SLO's to align with core competencies and
Courses SLO's?

What program or course changes have been made based on the result of the assessed outcome?

Show how course SLO evidence supports your program SLO's

Review Team Response

SLO Committee Feedback

Discuss how your services help maintain a high level of student satisfaction.

Discuss how you evaluate your effectiveness in meeting students needs.

How and when has your service reviewed or revised SLO's and/or AUO's?

How has your program utilized SLO/AUO assessment results for program improvement?

Review Team Response

CURRICULUM UPDATE

<table>
<thead>
<tr>
<th>Courses</th>
<th>Last Modified</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programs</th>
<th>Last Modified</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Courses should be updated every six years; if course updates are due, please describe your plan and timeline for updating courses:

If your discipline has no program of study: Why is there no program of study associated with these courses? What is the rationale for continuing these courses without a program of study?

What steps has your program taken to proactively respond to changing and emerging student and community needs?

Briefly explain:

Review Team Response

NON-INSTRUCTIONAL PROGRAM INFORMATION

How does your program improve, expand, or support student learning? How do you know?

Professional Development activities are carefully planned by the Professional Development Committee and thoughtfully connected to the goals of the college and to the results of ongoing assessments. For instance, in planning the Flex program, it is planned with several key indicators in mind: critical information about emerging trends or new programs on campus, data from the faculty assessment conducted every three years,
recommendations from faculty, and evaluations collected from previous sessions. All of this information helps the Committee to balance the Flex offerings to be relevant, timely, and useful. Examples of the data collected from evaluations are included as attachments to this review. Additionally, Success on Demand, online delivery of professional development provided through the Faculty Success Center, has allowed faculty to access flex professional development via Moodle. Faculty who can't participate in-person can still be involved in flex and training of important topics as a result. As a result of these offerings, faculty and staff have an opportunity to learn about better and newer ways that the college is serving students, which then expands their capacity to spread that information. Additionally, college personnel have more opportunities to collaborate with peers about new ideas or programs that can impact their students’ success or their approaches to teaching or learning.

Describe staff functions and services (these can include diversity, specialties, staff preparation and training, professional activities and committee participation, accomplishments, grants, new programs etc.)

How does your program evaluate its effectiveness?
The effectiveness of the Professional Development program is research-based. Professional Development has three facets: the Faculty Success Center (governed by the Faculty Success Center Advisory Committee), the Classified Advisory Committee, and the Professional Development Committee (which governs Flex and Health and Wellness). Every facet of the program is rigorously evaluated with the support of the Institutional Research Office. Faculty and staff are given a needs assessment every three years, and that data guides the planning for the respective guiding committees. These plans are also enhanced by other data and feedback through other surveys and through the experience of the implementers. Evaluations from the Flex sessions are also used and integrated into planning discussions. Additionally, the Professional Development Committee has included representation for both Chino and Fontana to ensure that future efforts will increase as the needs of these campuses also grow.

Review Team Response
Attachments were interesting and represented data-drive programs and services in this robust area. The readers commend the effort to meet the needs of all college centers and campuses, as this ties in with their first goal of their VIP. Nice integration.

STUDENT SUPPORT - ACCESS

How do the services you provide to students facilitate access to learning? (e.g. - admissions applications, payment processing, pre-requisite clearances, assessment testing, adaptive technology, program applications, healthcare, student activities, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>Description of Service</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>09-10</td>
<td>10-11</td>
</tr>
</tbody>
</table>

Additional information:

Review Team Response
**STUDENT SUPPORT - SUPPORT**

How do the services you provide to students support student learning? (e.g. 'counseling, orientations, workshops, financial assistance (scholarships, grants, etc'), career assessments, health education, service learning, advisory committees, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>What knowledge, skills, and/or abilities are learned?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>09-10 10-11 11-12</td>
<td></td>
</tr>
</tbody>
</table>

Additional information:

Review Team Response

**STUDENT SUPPORT - OTHER**

How do the services you provide to students promote transfer, completion, specialized services, and/or future success? (e.g. graduation ceremony, CSU/IGETC certifications, university transfer, securing employment, transcript requests, enrollment verification, conferring of degrees/certificates, scanning/imaging documents, phone calls received, face-to-face contacts, refunds granted, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>How does this contribute to student success?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>09-10 10-11 11-12</td>
<td></td>
</tr>
</tbody>
</table>

Additional information:

Review Team Response

**VISIONARY IMPROVEMENT PLAN (VIP)**

Please identify 1-3 program improvement goals for the next three years. Goals should state 'what' you plan to achieve and the rationale 'why' for doing so. 'How' you achieve your goals will be entered under Steps to Success. Keep in mind that your VIP should be SMART:

- Specific
- Measurable
- Action-oriented
- Realistic
- Time-bound

All plans should improve or expand student learning.
Year Three Goal:
Diversify offerings to include additional deliveries and locations for FLEX activities. Given the expansion of the Chino and Fontana campuses and the diverse needs of a large variety of adjunct faculty, the Professional Development program is committed to expanding access to FLEX activities.

To which planning direction does this goal apply?
d. Connecting students to support services
b. Facilitating completion points
1. Student Success through Teaching and Learning

Year 1 Steps to Success (activities) and VIP Assessment:
In year one, the PD Committee can incorporate additional activities that are appropriate to the FLEX schedule at both Chino and Fontana. Thus far, each site has had access to streaming for Convocation and one additional activity; however, more planning can cultivate additional activities.

The evaluations for the Chino and Fontana activities will demonstrate satisfaction with the activities, and the participation will demonstrate the need. The goal is that at least 10 faculty will participate.

Year 2 Steps to Success (activities) and VIP Assessment:
By year two, the Committee would like to have additional online offerings like Success on Demand. Currently, each FLEX offers one online activity, and then several Success on Demand activities per year. The increase of modules like Success on Demand during FLEX will help to diversify offerings.

Like the Chino and Fontana activities, evaluations that are satisfactory and ample participation of at least 10 faculty will demonstrate the success of this direction.

Year Three Goal:
The PD Committee once explored the option of "strands" or "themes" as part of the FLEX program. The Committee would like to pursue that approach again, using the Strategic Vision as the guide. In the program, the FLEX offerings would still focus on three areas: student success, distance learning/technology, and student learning outcomes. However, all activities will also align with the phases outlined in the Strategic Vision to amplify the relationship between professional development and the college's goals.

To which planning direction does this goal apply?
a. Improving pathway identifications by students
b. Establishing students’ relationship with the college
c. Developing enrollment procedures that structure successful student behavior and decision making
d. Connecting students to support services
a. Providing intrusive academic support in key areas
b. Requiring students to define academic, occupational, and career goals
c. Providing instruction in delivery modalities that foster completion
d. Developing sustained engagement strategies
a. Monitoring progress on goal with intrusive action during key momentum points
b. Facilitating completion points
1. Student Success through Teaching and Learning

**Year 1 Steps to Success (activities) and VIP Assessment:**
The Committee has already begun to identify potential topics, and these issues will be mapped visually to the Strategic Vision. In year one, the Committee needs to reformat the PD program to align these areas. The measure of success will need to be included in the current evaluations from FLEX, and questions will need to be included to determine the effect of helping faculty understand these connections to planning.

**Year 2 Steps to Success (activities) and VIP Assessment:**
In year two, the schematic will be refined, and the Committee can begin to focus on deepening the relationships between offerings and the Strategic Vision and its directions, making corrections from what was learned from the first year's evaluations. As in year 1, the satisfactory evaluations and the demonstration of faculty's understanding of these relationships will measure success. Additionally, the Accreditation Oversight Committee can provide input about the contribution of this new way of approaching FLEX to the college's next accreditation cycle.

**Year Three Goal:**
The PD Committee endeavors to strengthen the collaboration and programming offered by the Classified Professionals Advisory Committee. This effort is in very early stages, and programming is limited; however, the PD Committee has a strong commitment to its success and would like to provide additional support to ensure that the idea flourishes.

**To which planning direction does this goal apply?**

b. Facilitating completion points

c. Recognizing and honoring completions

1. Student Success through Teaching and Learning

**Year 1 Steps to Success (activities) and VIP Assessment:**
The PD Committee has not yet formalized the ways that the two groups will connect; however, the primary direction will be in strengthening the relationship between the two groups, either through the appointment of liaisons who serve on both or through greater connectivity among members who are already part of both. To date, the Classified Professionals Advisory Committee has offered a few workshops and two Webinars. A fuller complement of offerings that are both diverse and repeated to ensure access will be a metric of success.

**Year 2 Steps to Success (activities) and VIP Assessment:**
The second year will include a fuller calendar of events, which will expand the research possible from those events, which should inform subsequent planning. The Classified Professionals Advisory Committee has already developed a survey battery that can be applied to these additional offerings. Once a broader calendar of offerings can be established, it is hoped that the pre, post, and post-post evaluations will demonstrate both satisfaction and depth of incorporation and understanding with the ideas/concepts/skills introduced in the sessions.

**Review Team Response**
Goals are clear.
Goals are clear - thanks.
PROFESSIONAL DEVELOPMENT ACTIVITIES THAT SUPPORT STUDENT LEARNING OR IMPROVE YOUR PROGRAM

List Recent departmental professional development activities connected to student learning.

<table>
<thead>
<tr>
<th>Recent activities</th>
<th>Recent workshops/courses taken</th>
<th>Recent conferences/training</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A. Horton - Microsoft Excel F-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Horton Microsoft Word F-12</td>
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</tbody>
</table>

How are student learning outcomes affected by these professional activities? What steps are recommended for improvement?
C.Walker learned strategies for teaching and learning (cognitive and affective) that could be incorporated into Flex/faculty training workshops. A. Horton learned advanced features of Microsoft 2010 Excel techniques for creating and implementing Excel spreadsheets in budget files, workshop evaluations, data history, etc. A. Horton learned advanced features of Microsoft 2010 Word that have been incorporated in daily office tasks and projects.

Discuss departmental engagement on campus in connection to student learning.

<table>
<thead>
<tr>
<th>Governance committees</th>
<th>Other college-related committees</th>
<th>Other campus participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Horton - Classified Senate, Recording Officer</td>
<td>A. Horton - Professional Development, Tri-chair. CPAC Committee.</td>
<td></td>
</tr>
<tr>
<td>C.Walker - ESM, Tri-chair; Faculty Senate; Strategic Planning</td>
<td>C.Walker-Fast Track Task Force, chair; Hiring committees</td>
<td></td>
</tr>
</tbody>
</table>

How does your program benefit from your campus engagement?
C.Walker is able to help integrate professional development issues, philosophy, and needs in campus-wide discussions in ESM, Faculty Senate, etc.

Teaching/Years of Service

<table>
<thead>
<tr>
<th>0-5 years</th>
<th>6-10 years</th>
<th>11-15 years</th>
<th>16-20 years</th>
<th>21+ years</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
Given the data how has your program been impacted?
C. Walker has been teaching for 17 years and she has been a full-time faculty member at Chaffey for 12 1/2 years.

Does your program anticipate retirements within the next 3 years?
A. Horton will be retiring in 2016.

Review Team Response

PROJECTED NEEDS

Is any part of the program funded by sources other than the instructional budget (such as grants, partnerships, or other means)? If yes, please identify the source, amount, and length of funding.
Professional Development for FLEX and Health and Wellness are funded through the District. However, the Classified Professionals Advisory Committee calendar is funded through the fund-raising efforts of the PD Committee during the Run/Walkathon. If the activity is to be stable and sustained, it will require a District budget. Similarly, the Faculty Success Center is funded through the BSI Grant and Title V. The sustainability and institutionalization of this effort is also contingent on a District budget. The total budget for the CPAC events thus far has been approximately $4,000, while the cost of the FSC is approximately $180,000.

After reviewing and analyzing the data and assessment results in this report, please describe and provide rationale for any projected resource needs required to accomplish your Visionary Improvement Plan using the boxes below. Your requests should be based on student need.

Review Team Response
3 The document contains excellent information and analysis to be useful for planning, supporting and improving student achievement and SLO's. The review contains clear, measurable goals and resource requests.
The PSR readers want to commend faculty and staff of the Professional Development program for a well written PSR. All components of this report are complete and well-connected to each other. This represents an integrated, data-driven report which should be sued as a model for others.