# Student and Support Services
## 2022 - 2023 Self-Study
**Three-Year Program Review Template**
**Staff Development**

**Library/Learning Resources, Instructional Support Programs and Services**

## Statement of Collaboration

The program staff listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program staff involved in the self-study.

## Participants in the self-study

Jeanne Costello, Professional Learning Coordinator
Dani Wilson, Dean, LLRISPS
Krista Boich, Interim Administrative Assistant
Professional Learning Committee

## Authorization

After the document is complete, it must be signed by the Principal Author, the Department Manager, and (when appropriate) the Dean or appropriate Immediate Management Supervisor (IMS) prior to submission to the Program Review Committee.

| Jeanne Costello | *Jeanne Costello* | Professional Learning Coordinator | 12-15-22 |
|---|---|---|---|
| Printed name of Principal Author | Signature | Title | Date |
| | | | |
| Printed name of Department Manager | Signature | Title | Date |
| Dani Wilson | *Dani Wilson* | Dean, LLRISPS | 01.18.23 |
| Printed name of Dean or Immediate Management Supervisor (IMS) | Signature | Title | Date |

## 1.0    Mission and Goals

Mission, Vision, Core Values and College Goals drive all college activities.  The Program Review committee would like to understand the connection of your program to the Mission, Vision, Core Values and College Goals.  Summarize how your program supports each area.

**Mission:**  *Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.*

The Staff Development Office and Committee believe that educators at Fullerton College can best create inclusive and supportive environments for students to be successful learners if they are themselves engaged as learners. When educators (a term meant to include classified professionals, faculty, and managers) are supported to improve their skills and knowledge, both in terms of best practices for meeting the needs of students from diverse communities as well as their areas of professional and disciplinary expertise, we create an environment that is conducive to improving students' capacity to grow and reach goals such as earning degrees/certificates and transferring.

**Vision:** *Fullerton College will transform lives and inspire positive change in the world.*

Staff Development is committed to the power of professional learning to transform educators. By providing equity-focused learning, we aim to build educators' belief in student capacity and in their own ability to help students be successful. When we learn how to be flexible and compassionate educators, we are more likely to be agents of transformation in students' lives, preparing them to make change in the world beyond the college.

**Core Values:**

> *Community – We promote a sense of community that enhances the well-being of our campus and surrounding areas.*
> *Diversity – We embrace and value the diversity of our entire community.*
> *Equity – We commit to equity for all we serve.*
> *Excellence – We honor and build upon our tradition of excellence.*
> *Growth – We expect everyone to continue growing and learning.*
> *Inclusivity – We support the involvement of all in the decision-making process.*
> *Innovation – We support innovation in teaching and learning.*
> *Integrity – We act in accordance with personal integrity and high ethical standards.*
> *Partnership – We work together with our educational and community partners.*
> *Respect – We support an environment of mutual respect and trust that embraces the individuality of all.*
> *Responsibility – We accept our responsibility for the betterment of the world around us.*

The core values that most centrally inform Staff Development are, clearly, **growth** and **innovation**. Whether staff have been part of the Fullerton College community for one year or thirty-one years, we provide programming to support continued growth and learning so that they are positioned to meet the changing needs of our students. Since our last Program Review Self-Study, we have focused more intentionally on putting **equity** at the center of the professional learning we provide, particularly for faculty, as well as working in **partnership** with other initiatives on campus such as Guided Pathways and the Student Equity and Achievement Committee to braid resources and assure that we collaborate to bring programming designed to support faculty and staff to improve outcomes for students, particularly those most disproportionately impacted: Black/African American and Latino/a/x students.

**College Goals:**

> *GOAL 1: PROMOTE SUCCESS FOR EVERY STUDENT*
> *Fullerton College will prepare students for success through the development and support of exemplary programs and services.*
>> *Objective 1:  Create a clear pathway for every student*
>> *Objective 2:  Enhance workforce training opportunities*
>> *Objective 3:  Improve student critical thinking skills*
>> *Objective 4:  Increase completion of courses, certificate and degree programs, and transfer-readiness*
>> *Objective 5:  Encourage completion of degrees for students enrolled in Career Technical programs*
>
> *GOAL 2: CULTIVATE A CULTURE OF EQUITY*
> *Fullerton College will strengthen and support a diverse and inclusive campus culture.*
>> *Objective 1:  Remove institutional barriers to student equity and success*
>> *Objective 2:  Increase equity in hiring and training*
>> *Objective 3:  Increase outreach to and recruitment of students from underserved populations*
>> *Objective 4:  Foster a sense of belonging where all are welcome, and student basic needs are addressed*
>
> GOAL 3: STRENGTHEN CONNECTIONS WITH OUR COMMUNITY
> *Fullerton College will develop and strengthen collaborative projects and partnerships with educational institutions, civic organizations, and businesses in North Orange County and beyond.*
>> Objective 1:  Create and expand partnerships with local K-12 and higher education institutions
>> Objective 2:  Create and expand relationships with local businesses and civic organizations
>> Objective 3:  Be a cultural hub for the local community
>
> GOAL 4: COMMIT TO ACCOUNTABILITY AND CONTINUOUS QUALITY IMPROVEMENT
> *Fullerton College will continually improve operational efficiency and effectiveness to ensure delivery of high quality instructional and support programs.*
>> Objective 1:  Promote transparency in the shared governance structure and decision-making processes
>> Objective 2:  Ensure financial, physical, and technological resources are available to maintain necessary services and programs
>> Objective 3:  Provide professional and career development opportunities for students, faculty and staff

Certainly, Staff Development's core purpose aligns with Goal 4, Objective 3:  "provide professional and career development opportunity for . . . faculty and staff." What it looks like to do this in a meaningful way that will actually impact individual and institutional practices and ultimately, the student experience, has been an animating question for the Professional Learning Committee over the last few years.  The answer is hardly obvious, and the disruptions of the pandemic years have only made it more challenging to address.

One thing that has become clear over time is that different constituents—full-time faculty, adjunct instructors, classified professionals, and managers—have distinct professional learning needs, and Staff Development serves these groups best when we provide customized learning to meet the immediate demands of the work people do every day.

To serve classified professionals, for example, we have been providing the First Fridays Professional Learning Series, with each monthly session addressing topics that our classified surveys have told us are needed.

For managers, we have realized that the best way to support their professional growth is to provide opportunities for teams to get away from the pressing demands of their everyday duties for conferences such as ACCCA where they can attend sessions most relevant to their work and network both with managers from other colleges and each other to develop useful strategies for meeting the challenges of our own campus.

For faculty, in the last three years, we have continued to strengthen our focus on "promoting success for every student" and "promoting a culture of equity" by putting these concerns at the center of the majority of our professional development programs. At the end of this section in our last self-study, we noted: "we have focused more intentionally on equity so that attention to strategies for serving students who experience disproportionate impacts has become foundational to all of our programs: Flex, Adjunct Academy, New Faculty Seminar, Teaching and Learning Certificate, and Online Teaching Certificate."

However, participation in many of these programs has declined (see sections 2.6 and 2.7 on trends). Also, we have realized, broad learning focused on DEIA topics, especially delivered as optional workshops during the semester, may not be the best approach if we truly hope to achieve our college student success and equity goals. In this last cycle, in collaboration with our Guided Pathways and Student Equity and Achievement Committee leadership, we have been trying to rethink what it looks like to provide the professional learning that faculty need to achieve the goals of "increasing completion" of both courses and degrees and "fostering a sense of belonging where all are welcome." Given the persistent outcome gaps for our most disproportionately impacted students and declining participation in optional, stand-alone workshops, the traditional approach to professional learning is not making a difference. We have developed the Instructional Success Team pilot and increased support for Faculty Inquiry Groups to help bring professional learning to the course level where faculty can address the distinct challenges for DI groups in the most high-enrolled courses. We think that taking a race-conscious and discipline-specific approach will more effectively help us reach equity and completion goals.

## 2.0    Program Description/Data & Trends Analysis

2.1    Describe the purpose, components, and staffing of this program.

The purpose of Staff Development is to provide professional learning opportunities that will enable Fullerton College educators to support students to achieve equitable outcomes. These professional learning opportunities are of several types:

- Programs facilitated here on campus:
    - Mindful Growth Initiative:
        - Mindful Well-Being (2023)
            - Mindfulness Coaching
            - Well-Being Book Group
            - Mindful Well-Being workshops
    - Adjunct Professional Learning
        - Adjunct Academies
        - Division Adjunct Professional Learning Days
    - Faculty Inquiry Groups
    - New Faculty Seminar/Support
    - Online Teaching Certificate
    - Teaching and Learning Certificate
    - Classified Professionals "First Fridays" Professional Learning Series
    - Flex Day Programming
    - Instructional Success Teams
- Attendance at conferences or trainings made possible by Staff Development funding.
    - Individual
        - Online Certification via @One or Online Learning Consortium

- Individual professional learning conferences
  - Teams
    - Campus Subscription to OLC Conferences
      - Innovate
      - Accelerate
    - Group attendance at other conferences
      - NABITA
      - ACCCA
      - NCORE

The various components of Staff Development include administration of funding and SD programs as well as program planning, facilitation, and evaluation. Staff Development has one classified staff member (a position that has gone unfilled since the person who previously held the position was promoted in March 2021), one reassigned time faculty coordinator (60% time), and various faculty who serve as professional experts to coordinate programs, deliver professional learning workshops, and participate in faculty inquiry groups.

2.2    Staffing – complete the table below. Please list the total number of personnel in each type of position in the department/program. Within each classification in the first column, please list the position titles. For confidentiality, **do not** include the names of any people in the position.

| CURRENT STAFF | | | | | |
|---|---|---|---|---|---|
| Classification (Include position titles) | # of staff in each position title | Percent of employment | Months per year of employment | Source of funding (General / Categorical) | FTE |
| Managers | | | | | |
| *Dean of LLRISPS* | 1 | 10% | 12 | General | .10 |
| | | | | | |
| Classified | | | | | |
| *Administrative Assistant I* | 1 | 100% | 12 | General | 1 |
| (when we are allowed to rehire) | | | | | |
| | | | | | |
| | | | | | |
| Faculty (full-time) | | | | | |
| Staff Development Coordinator | 1 | 60% | 10 | Extended Day | .6 |
| | | | | | |
| Faculty (Adjunct) | | | | | |
| | | | | | |
| | | | | | |
| Hourly - Adult | | | | | |
| Interim Administrative Assistant I | 1 | 65% | 8 | General | .65 |
| | | | | | |
| Hourly - Student | | | | | |
| | | | | | |
| | | | | | |

| Professional Experts | | | | | |
|---|---|---|---|---|---|
| Staff Development Coordinator, Summer/Winter | 1 | .04 | 3 | General | .04 |
| Well-Being Coordinator | 1 | .20 | 12 | General | .20 |
| Online Teaching Certificate Coordinators | 5 | .20 | 12 | General | .20 |
| Faculty Inquiry Group Participants | 20 | .04 | 6 | Equity | .04 |
| TLC Workshop Facilitators | 5 | .04 | 1 | General | .04 |
| | | | | | |
| | | | | Total FTE | 2.87 |

2.3    Other Resources

| OTHER RESOURCES | | | | |
|---|---|---|---|---|
| Please list each position by classification in the department/program | Services Provided | Number of Hours | Overall Cost | Source of funding (General / Categorical) |
| Independent Contractors | | | | |
| Workshop Speakers/Presenters (average 2 per year) | Present campus workshops for Flex and Professional Learning days | Varies by presenter | $1,000 - $5,000 per speaker | General or Equity |
| | | | | |
| Volunteers | | | | |
| | | | | |
| | | | | |
| Interns | | | | |
| | | | | |
| | | | | |
| Total Hours & Costs | | 15 | 10,000 | |
| | | | Total FTE | 2.87 |

**2.4    Utilize the data provided in the tables above in a discussion of the appropriateness of the staffing levels of this program.**

As we have continued to add dimensions to the professional learning supported by Staff Development, the amount of reassigned time for the coordinator has remained the same since 2016:  60% (9 units).  To fully realize program goals and future plans, a fully reassigned coordinator with 15 units would be needed.  A dedicated coordinator would have the bandwidth to properly establish the Instructional Success Team program--including collaborating with the OIE to regularly provide data training--provide training and support for Faculty Inquiry Group participants, develop a summer Curriculum Audit/Revision program along the lines of the CORE program at Cypress, and begin developing online content for a reimagined Teaching and Learning Certificate Program for faculty and a Classified Learning Certificate for classified professionals.

**2.5    How many students are served?  How has this number changed since the last review?**
Not applicable as we serve staff rather than students.

**2.6    Since the previous Program Review Self-Study what significant changes have occurred that impact the services of this program?**

- The onset of the pandemic in Spring 2020 shifted the focus of professional learning toward supporting faculty to achieve minimum competence for online teaching and then full certification. Many of our other priorities, like following up on the culturally responsive training we did for our Spring 2020 Flex Day program, had to be put on the back burner. (see section 2.7 for further details)
- One effect of this shift has been a greater expectation for online delivery of professional learning. Workshop attendance was already faltering prior to the pandemic, but the trend has accelerated. We have continued to offer Flex programming via Zoom, and faculty seem disinclined to return to a primarily in-person model going forward. Also, workshops are expected to be delivered via Zoom so that a recording can easily be made available to folks not in the room. This disincentivizes actual attendance at the workshop in real time. Self-paced professional learning options are increasingly desired (Distance Education has developed a few Canvas courses and Mindfulness has also created Canvas courses), but we have not had the capacity to create such options.
- Enrollment declines have contributed to fewer adjunct faculty being hired and thus lowered demand for adjunct faculty professional learning. The low rate of stipend compensation from the district for adjunct faculty may also be contributing to fewer faculty signing up to participate.
- Reduced full-time hiring has resulted in cohorts of new faculty too small to warrant delivery of the usual year-long New Faculty Seminar program (6 hours of curriculum per month); we have pivoted to twice monthly meetings (2 hours per month) with customized discussion/learning topics tailored to the immediate needs of participants and all delivered by the Professional Learning Coordinator rather than the variety of campus presenters who had contributed to the curriculum in the past.
- Greater collaboration with Guided Pathways and Student Equity and Achievement has contributed to an intensified focus on learning related to reducing equity gaps and better serving disproportionately impacted students:
  - Staff Development has taken responsibility for managing the Instructional Success Teams project
  - We have also put progress toward improving the SEA metrics at the center of our PL priorities, for example, supporting Faculty Inquiry Groups (FIGs) that address barriers to success.

**2.7    Describe any laws, regulations, trends, policies and procedures or other influences that have an impact on the effectiveness of your program.**

**Lack of Support Staff and Staff Turnover:**
Since our last Program Review Self-Study, Staff Development experienced a high degree of turnover in the Administrative Support position for the program, and then, beginning in March 2021, we went without the position filled until we were given permission to bring on some temporary, part-time administrative support. When Jeanette Sorensen retired at the end of the 2017/18 year, we hired Aaron Mezzano, first as a temporary replacement and then as the full-time Administrative Assistant I. His tenure lasted from Fall 2018 through Summer 2019. When Aaron was promoted to an Administrative Assistant II role in Hornets Tutoring, we hired Jacqueline Alvarino as a temporary adult hourly, (26 hours per week) from Fall 2019 to early winter 2020, while we worked on hiring a new Admin I. That process resulted in hiring Heather Treminio who began in February 2020, just one month before the pandemic shut down the college. She was still learning the role when all processes moved online. In March 2021, Heather earned a promotion, moving to a temporary position supporting Program Mapping for the Guided Pathways Initiative. Because this position was temporary, we could not replace her position in Staff Development, and it went unfilled (support was provided from LLRISPS staff, as needed, to maintain the most necessary office functions) from March 2021 to August 2022. The Professional Learning Coordinator covered many of the tasks previously associated with this role. At the end of Spring 2022, the Professional Learning Committee decided that it was no longer tenable for the Staff Development office to continue unstaffed, so they voted to spend some of the Staff Development budget on hiring a temporary adult hourly for 26 hours per week. Krista Boich has been serving in that position since

the beginning of Fall 2022 until now.  Since Heather Treminio has just been hired into the permanent Curriculum Specialist role, we will finally be able to permanently replace her in the Staff Development Office. We look forward to being able to operate at full capacity once we can get that hiring process going in the new year.  Needless to say, as has been emphasized throughout this self-study, this lack of staff support has impacted Staff Development's effectiveness, particularly in the areas of tracking and evaluation of programs.

**Culturally Responsive and DEIA Training Approaches:**
In Spring 2019, responding to a proposal brought forth by a joint task force of Student, Classified, and Faculty Senators, Faculty Senate voted unanimously to require all divisions to devote the Spring 2020 Faculty Flex Day program to professional learning related to culturally responsive classroom practices. In Fall, 2019, Staff Development guided the process of recruiting faculty teams from each division to participate in a two-day training with Dr. Shaun Harper, Director of the USC Race and Equity Center, designed to prepare them to facilitate two breakout sessions with their divisions on the Spring 2020 Flex Day**. The model of training we provided was given an Innovation Award by the 4CSD organization in 2022.**  Staff Development had plans to follow up on this training with additional learning opportunities for faculty, as well as the intention of using a similar train-the-trainer model for classified staff and managers.

These plans were disrupted, thanks to the pandemic (see next section) but also because the college decided to invest time and money in joining the California Community College Racial Equity Leadership Alliance led by the USC Race and Equity Center.  In the first year of our participation in the Alliance (20/21), Staff Development supported the President's Office process of recruiting participants to attend the monthly eConvening learning sessions that were part of our membership.  The goal was to send a team of five to each session and then follow up with support for these teams to share their learning with the campus.  Staff Development decided that additional efforts to recruit staff from the ranks of classified and managers to engage in the model we had used with faculty would compete for interest and attention with the campus's planned Alliance participation. The recruitment model determined by the President's Office of calling for participants each month, however, did not yield high levels of interest, and teams were hastily assembled, and follow-up was inconsistent. In the second year of our Alliance membership, recruitment responsibilities shifted to the Student Equity and Achievement Committee.

The College had also committed, during the 2019/20 academic year, to making a significant investment in sending a large team to the National Conference on Race and Ethnicity (NCORE) in Spring 2020.  Staff Development took responsibility for the recruitment and application screening process to support creation of a team that would adequately represent a wide variety of campus constituents.  When the pandemic shifted the conference online, interest faltered, and only a small handful folks from the originally 70-strong team ended up attending.

Staff Development hopes to resuscitate the train-the-trainer model with a different provider in the future. Discussions are ongoing in the committee about what approach would have the most impact. The Faculty Senate Antiracism Task Force on Professional Learning presented an extremely comprehensive document of recommendations, but it has been challenging to identify priorities and consider the most effective model for delivering the trainings that might make the most difference in the campus climate and experience for students.

**Pandemic:**
The onset of the pandemic brought many of our professional learning efforts to a slamming halt while we tried to support faculty in the emergency transition to online instruction.  Staff Development collaborated with the Distance Ed Office to promote training sessions for the numerous faculty who had never taught online before.

In June 2020, we ramped up the Online Teaching Certificate Program to increase capacity for certifying faculty for online instruction. The steep learning curve experienced by so many instructors in those first two semesters of the pandemic meant they had little bandwidth for learning beyond what they needed to meet this challenge. We devoted our entire Fall 2020 Flex Day program to providing learning for improved online teaching.

**AB705**
This legislation has impacted both English and Math. While Math has been experimenting with new models of supporting students—co-requisite support courses and now enhanced versions of college-level courses—the professional learning needed to support faculty delivery of these new courses has not gone along with the changes. While the English Department's shift away from developmental courses toward enhanced college-level courses was accompanied by professional learning within the department that was supported by the last few years of Basic Skills money, no concurrent model of funding and training occurred in Math. Also, though the last Student Equity and Achievement plan update identified this area as a focal point, no concerted effort was made to plan and fund professional learning specifically to support the disciplines impacted by AB705. Staff Development is pleased that this much needed support for Math is finally happening on several fronts: Instructional Success Teams, a FIG devoted to developing classroom strategies for MATH 121 (Statistics with Support), and a speaker who will be attending a Math Department meeting in Spring 2023 to discuss culturally responsive instructional strategies in Math.

**Reduced Faculty Hiring (Full-Time and Part-Time)**
The dramatic reduction in hiring of full-time faculty from the peak of 54 in the 2016/17 academic year of the last cycle has contributed to a shift in how Staff Development has supported newly hired, tenure-track faculty. When we had larger cohorts, Staff Development provided a robust, year-long program of learning. We met 9am-12pm, twice per month, with a curriculum that focused on equitable instruction, campus engagement and shared governance, navigating the tenure review process, among other topics. The last such program took place during the 2019/20 academic year. That program had to shift to online during that first pandemic semester. In the two years following, the cohorts of new hires were 5 and 6. So, we shifted to a twice monthly, online check-in meeting. We focused on similar topics, but focused discussions more closely on immediate needs, especially the challenges of teaching online. This year, there are only 3 new hires, as will be the case next year, too. So, this format will continue. At least this year, we have been able to meet in-person and use the TEC space for our sessions.

**Trends of braiding Guided Pathways and SEA Funding and Projects**
Since the Professional Learning Coordinator serves as a nonvoting member/liaison on SEAC and served on the writing team for the 2022-25 SEA 2.0 Plan and served as a GP Workgroup Co-chair, the effort to braid initiatives and funding has been a guiding force in thinking about the future of Staff Development.

**2.8    Provide any other data that is relevant to your self-study, for example, if you collected data to assess an outcome.**

While our previous self-study included data about program participation disaggregated by division as well as data on workshop attendance, this cycle's self-study has a less robust data section since we have been without a full-time administrative assistant since March 2021 (see section 2.7 above). Data collection and program evaluation have suffered as a result. Staff in the LLRISPS division have helped with the essential requisition and budget functions of the office—processing travel requisitions, independent contractor and professional expert contracts, and other matters—but, tracking attendance, conducting surveys, and other tasks related to program evaluation have fallen by the wayside as the PL Coordinator covered administrative tasks related to

the PL Committee, managing processes related to the funding application and approval process, flex proposals, OTC enrollment and completion, etc.

Because of the need for training and certification in online teaching due to the pandemic, the OTC was a primary focus in this cycle.

| Online Teaching Certificate Completions | | | |
|---|---|---|---|
| Year | Fall | Winter | Summer |
| Fall 2019 - Summer 2020 | - | 24 | 94 |
| Fall 2020 – Summer 2021 | - | 69 | 27 |
| Fall 2021- Summer 2022 | - | - | 24 |

Attendance at TLC workshops, and thus TLC completion declined dramatically.

| Teaching and Learning Certificate Completions | |
|---|---|
| Fall 2020 – Spring 2022 | 3 |

Due to factors mentioned in section 2.6 and 2.7, we did not offer many Adjunct Academy programs during this cycle.  January 22 was offered on Zoom, and then we had planned to reboot with an in-person program in August 22.  That program had to be cancelled since the PL Coordinator, who had planned to facilitate the event, got Covid.  We will attempt another academy in August 2022.

| Adjunct Academy Participation | | |
|---|---|---|
| August 2019 | January 2022 | August 2022 Cancelled due to Covid |
| 25 | 15 | 20 (signed up) |

In an effort to provide more constituent-focused PL for adjunct faculty, we funded division-specific adjunct professional learning days.  Humanities took advantage of this opportunity most frequently.  However, participation has declined over time.  This is partly because of reduced hiring, but we also think the fact that very low, district-approved stipend amount ($25.00) for adjunct faculty does not adequately incentivize participation.

| Division Adjunct Professional Learning Day Participation | | | | | |
|---|---|---|---|---|---|
| | Aug 2019 | Jan 2020 | July 2021 | Jan 2022 | May 2022 |
| Humanities | | 15 | 26 | 12 | 6 |
| Math | 6 | 11 | | | |
| Biology | | 11 | | | |

Travel requests declined considerably during the pandemic as conferences moved online.  While requests for Fall 2022 returned to pre-pandemic numbers, the total number of annual requests will be lower as the per-conference costs have increased significantly.

| Professional Activity Requests | | | | |
|---|---|---|---|---|
| | Classified | Managers | Faculty (FT) | Faculty (PT) |
| Fall 2019 – Spring 2020 | 14 | 4 | 51 | 14 |
| Fall 2020 – Spring 2021 | 11 | 1 | 6 | 14 |
| Fall 2021 – Spring 2022 | 22 | 15 | 27 | 6 |
| Fall 2022 | 6 | 15 | 23 | 4 |

## 3.0    Strengths, Weaknesses, Opportunities, Challenges (SWOC)

### 3.1   Based on your analysis in 2.1 through 2.8, what are the strengths of your program?

**Collaboration:**  See section 5.2 number 4 below for discussion of the various collaborations that have informed the work of Staff Development in the last cycle and will guide the work going forward.  Our work with Associated Students to make the Spring 2020 flex day training happen (see section 2.7) is a standout example.  We hope to continue our collaboration with students so that their needs and concerns inform the PL we provide.  Clearly, we worked closely with Distance Education and will continue to do so to assure that Fullerton College's online teaching is aligned with statewide OEI best practices.  We also work with Guided Pathways (GP), SEAC, OIE, and various centers on Campus to support and promote training opportunities for serving specific student populations: LGBTQIA2S+ Foundation Training, veteran, disabled, foster youth, and undocumented students are just a few examples.

- **Innovation**:  This cycle has been a time for reconsidering our PL priorities and shifting in a new direction to engage faculty in learning that can directly impact classroom practice.
- **Equity Walk:** This collaborative event allowed groups of staff and faculty to experience the campus as students would and identify areas in need to greater inclusiveness whether related to signage, accessibility, or welcoming practices in various campus spaces.  The walk resulted in direct change to the Facilities Master Plan and immediate progress on creating new spaces for private conversations in Financial Aid, among other impacts.
- **FIGS:** We are funding more Faculty Inquiry Groups (FIGS) on topics such as Open Educational Resources, Gamification for Equity, and Purpose and Belonging.  We had two FIGs ready to launch in Spring 2020, one on culturally affirming pedagogy and one on whiteness in higher education, but these were set aside like many of our plans.  We hope to revive these next year.  In Fall 2022, three additional FIGs--Strategies for College Statistics with Support, Embedded Success Strategies for FYE, and Mindfulness for Equity--have also been approved for Spring 2023.  With faculty driving inquiry and collaborating to investigate and share strategies, we aim to improve the chances that classroom outcomes will improve.
- **Instructional Success Teams (IST) pilot**: the PL Coordinator has taken the lead on coordinating this project that was developed through the collaboration between Guided Pathways Workgroup #4 and the Professional Learning Committee.  The purpose of the project has been to develop a mechanism for impacting classroom instruction in courses with high enrollment and wide DI gaps.  Too often, interventions meant to improve student outcomes take the form of optional trainings on DEIA topics

that are poorly attended, and certainly not by many of the faculty who teach these important GE and major gateway courses. The model is division-based so that inquiry is driven by discipline faculty rather than facilitators deemed to lack the appropriate expertise. Each academic division has a team comprised of a data coach, a professional learning coach, an equity coach, and student support coach. We were proud to have successfully recruited faculty and classified professionals to serve in each of these roles with 10 teams ready to go at the beginning of Fall 2021. Starting that semester, these teams have met monthly for trainings focused on developing an equity lens for supporting conversations with department colleagues around disproportionate impact in high enrolled courses. Each team identified one course in each of two departments for attention and support, and with support from the group, initiated conversations with colleagues around causes for DI and eventually, potential strategies for reducing it. Currently, we are working with the Office of Institutional Effectiveness to capture evidence of progress made in each division before impact on course outcomes can be measured.

- **Learning Series:** Providing sustained learning opportunities rather than just one-off workshops has also been an emphasis.
  - **Grading for Equity:** In 20/21, we brought Joe Feldman, author of *Grading for Equity*, to lead a Community of Practice with instructors across disciplines who were committed to experimenting with new grading strategies. This group met twice in fall semester, and then Feldman returned with Dr. Shantha Smith to deliver our Spring 21 Flex Day keynote to a wider group of faculty who got to hear from the early adopters both during the keynote presentation and during a dedicated breakout session.
  - **Purpose and Belonging:** Fall 2021, we offered a three-part learning series on purpose and belonging with Tim Klein, author of *How to Navigate Life* and coordinator of the True North project at Boston College
  - **Supporting Foster Youth:** Series planned for Spring 2023 with a speaker and follow-up opportunities to apply learning
  - **Mindfulness Coaching:** Fall 2022 we offered an opportunity for a faculty to receive coaching in incorporating mindfulness practices into their courses (11 participants)
  - **Book Groups**
    - Mindful Well-Being
      - 30 folks signed on to participate in a series of three meetings to discuss *Set Boundaries, Find Peace: A Guide to Reclaiming Yourself* by Nedra Glover Tawwab in Fall 2022
      - The Spring 2023 group will focus on belonging, discussing *How We Show Up: Reclaiming Family, Friendship, and Community* by Mia Birdsong
    - DEIA Topics Planned
      - Whiteness in Higher Education
      - Culturally Affirming Pedagogy
- **Increased focus on DEIA**: Both Flex Day and professional learning mini conferences (see Appendix A for a list of DEIA related PL from this cycle) have focused on equity-related topics. The pandemic interruption meant a pause in this work, but the goal informs the IST work as well as the FIGs we are supporting.


**3.2.    Based on your analysis in 2.1 through 2.8, what are the weaknesses of your program?**
**Evaluation:** Given the staff challenges mentioned above, Staff Development has fallen behind both in terms of needs analysis and assessing impact of programs. From Spring 2020 to Spring 2021, the need for support in online delivery of services, whether in offices or classrooms, was clear, but as we have been gradually returning to campus, we need to revisit the question of faculty and staff learning needs. In the second half of

this cycle we fell down on even the most basic SAO assessment, let alone making any progress on assessing impact of PL on instructional and student support practices.  Collaboration with OIE through data coaching program and more time for PL Coordinator could lead to better assessment.

**Planning**:  Falling behind on evaluation means that needs assessment and feedback on programs is not driving improvement and planning as much as it should.  While our collaborations on campus (see 3.1) help determine our PL offerings, we are often more reactive than proactive as we would wish to be.  Reduced participation in learning opportunities may occur partly because we don't plan far enough ahead to adequately promote and enable folks to plan for attendance.  Increased attention to Flex Day programs, since these are days which faculty are required to attend, have drawn much of the planning work making less time and fewer resources available for other learning during the semester. We would like to be able to offer a more regular schedule of learning, particularly for trainings related to serving our DI populations.

**3.3      Based on your analysis in 2.1 through 2.8, what opportunities exist for your program?**

Continued Collaboration to provide regular learning opportunities that folks can count on, such as the LGBTQIA2S+ Foundations course.  We have been collaborating with the Cadena Center to think about how this course might be delivered in units next time around so that participants can begin with a basic introduction, and then continue through additional modules to earn an ally badge.  The self-paced nature of the course allows for a wide range of employees to participate in ways that are convenient for them.

We see an opportunity to more directly impact classrooms by growing FIG and custom adjunct PL opportunities to build out training in divisions across campus so that professional learning is faculty driven to address the particular needs in departments and result in strategies that will improve student outcomes.

The Student Belonging and Voice project inspired the theme of "belonging" for our Spring 2023 Flex Day program.  We anticipate continued connections between the survey data we collect from students and the PL we offer.  If we balance data that addresses student needs with future needs assessments from faculty surveys, then we can provide learning that is both wanted and needed by staff and faculty.

We also plan to continue optimizing flex day and other places staff and faculty are required to be, such as division and department meetings, to optimize the impact of professional learning and assure that a broader range of staff and faculty are engaged.

Finally, continued collaboration with the Guided Pathways Office and the Student Equity and Achievement committee will garner advancements in our equity-focused professional learning.

**3.4      Based on your analysis in 2.1 through 2.8, what challenges exist for your program?**

We still find it challenging to determine the best approach to providing the DEIA training that all entities (SEAC, Antiracism task forces, etc.) insist is needed.  What type of training best addresses the needs, who should deliver it, and how is not easy to decide.  The advice provided to Staff Development is to provide "more," but for reasons explained in other sections of this self-study, this is not the best approach if we want to truly impact our campus climate in ways that make a difference for BIPOC members of our community, both employees and students.

Getting folks engaged in PL when the model is based on optional participation is perpetually challenging.  Our innovative approach to planning and delivering the Spring 2020 Flex Day Program on inclusive practices

yielded a worthwhile program, but that took two years to plan and then proved difficult to build upon once the pandemic struck.

Another challenge is making sure PL is central to reform and change efforts on campus whether through Guided Pathways, Student Equity and Achievement, Accreditation, etc. Learning and inquiry are necessary if we hope to change entrenched and often inequitable practices.  Institutional change will not stick unless practitioners are supported to transform their thinking and employ effective, culturally responsive practices with students.  That support may include investment in FIGs or even reassigned time projects like Instructional Success Teams.  Trying to build out this project within the parameters of a regular committee assignment, with no extra compensation, can lead participants to feel like the commitment is too large and unmanageable. This contributes to turnover in positions on the teams which then means constant training and a lack of continuity to move the project forward.

Addressing all of these priorities when the PL Coordinator is not a fully reassigned position is an over-arching challenge.

## 4.0     Outcome Assessment

<mark>**Note**: Sections 4.9 and 4.10 are new. Please review before filling out your outcome tables below.</mark>

   4.1     List your outcomes and complete the expandable table below.

It is difficult to assess student learning and achievement through a staff development lens. We operate from the principle that when we foster professional learning in faculty and staff, that trickles down to improvements in student learning. However, that cause-and-effect pattern is difficult to demonstrate with evidence.

We have historically assessed outcomes for certificate programs, such as the OTC, and extended professional learning programs, such as Flex, New Faculty Seminar and Adjunct Academy, via surveys. Losing administrative support, however, compromised our ability to follow-up with program participants and encourage them to complete program evaluation surveys.  In the most recent cycles, we received far fewer survey responses than previously.  With few responses and little coordinator time available, the formal program assessment process did not happen.  When the office returns to full staffing, we look forward to being able to reestablish a consistent program assessment cycle.

| | What are your program outcomes? | When was the Assessment Completed? | When did you analyze the data? | When were changes made? | Number of Cycles Completed |
|---|---|---|---|---|---|
| 1. | SAO #1:  Participants in Staff Development offerings will demonstrate some awareness of the factors that impact student success and learn about strategies that can contribute to student success. | | | | |

| SAO #2: Participants in Staff Development offerings will apply what they have learned in their classrooms and service areas. | | | | |
|---|---|---|---|---|
| Programs assessed in this cycle:<br><br>OTC | Winter 20<br>Summer 20<br>Winter 21<br>Summer 21<br>Summer 22 | Winter 20<br>Summer 20<br>Winter 21<br>Summer 21<br>Summer 22 | Summer 20<br>Winter 21<br>Summer 21<br>Summer 22<br>Summer 23 | 5 |
| TLC (only 3 completed) | We have not assessed TLC in this cycle | | | 0 |
| New Faculty Seminar | May 2020 | May 2020 | We have not offered the full year-long program since 19/20 | 1 |
| Adjunct Academy | August 19<br>January 22 | Results lost<br>January 22 | We have not yet offered a program since 1/22 | 2 |

4.2     Assessment:  Complete the expandable table below.

| | Intended Outcomes | How will you determine if the outcome is met? | How will you collect the data? | Can this data be disaggregated at the student level? | What will the results show? |
|---|---|---|---|---|---|
| 1. | SAO #1:  Participants in Staff Development offerings will demonstrate some awareness of the factors that impact student success and learn about strategies that can contribute to student success. | Survey Respondents will answer "yes" to questions about whether they have learned about strategies for student success or | Surveys | Not applicable as our participants are staff and faculty | Results from assessment surveys help flag the most important areas of learning and application.  This guides planning each year and helps us determine which elements should |

| | | | Surveys | | |
|---|---|---|---|---|---|
| | | applied those strategies. | | | be featured as part of program curriculum. |
| 2. | SAO #2: Participants in Staff Development offerings will apply what they have learned in their classrooms and service areas. | Survey Respondents will answer "yes" to questions about whether they have learned about strategies for student success or applied those strategies. | Surveys | Not applicable as our participants are staff and faculty | Results from assessment surveys help flag the most important areas of learning and application. This guides planning each year and helps us determine which elements should be featured as part of program curriculum. |

**4.3    How has assessment of program outcomes led to improvements <u>in services</u> provided to students by this program?**

Our outcome assessment surveys for all of the above programs typically demonstrate that our programs are achieving the expressed outcomes.  We are more likely to use the qualitative data we collect from these surveys of faculty participants to improve future iterations of the programs.  This might include keeping the programs focused on the content that has been helpful or adding content to address additional faculty needs, such as adding coverage of synchronous online (Zoom) teaching strategies in our most recent OTC program.

**4.4    How has assessment of outcomes led to improvements <u>in student learning and achievement</u>?**

We do not have the capacity to design assessment methods that would help us identify the connections between faculty/staff learning and student outcomes and achievement.

**4.5    What challenges remain to make your program outcomes more effective?**

We could also improve our SAO assessment if we had opportunities to do follow-up surveys to discover how program participants have applied learning in subsequent years and what impacts they have observed in student performance.  However, that has so far been beyond our capacity with current staffing levels.

**4.6    Describe how the program's outcomes are linked to the [college's goals](#).**

Our SAOs are directly linked to the first goal of improving student success.  We ask participants in all of our programs whether they have learned about strategies to improve student success and whether they have applied these strategies in their practice with students.  Given that many of our programs focus on strategies that evidence shows reduce gaps in student outcomes, then our SAOs are certainly linked to the second college goal, as well.

**4.7    Describe how the program's outcomes support the achievement of the institution level SLOs.**

Because Staff Development does not serve students directly, our answer to this question is Not Applicable

**4.8    A.  What methods are used to assess the program's success in serving the student population that interacts with your program?**

We don't serve a student population, but this question can be applied to the staff population we serve.

We have typically used evaluation forms to assess the effectiveness of individual workshops within the TLC and New Faculty Seminar programs.  However, with reduced numbers of workshops and online delivery of the workshops we have offered, we have needed to shift evaluations to online surveys.  Many of the workshops offered in recent years have not included evaluations just because we have not had the capacity to create new, online assessment surveys.

When educators finish participating in a program, such as the New Faculty Seminar, Teaching and Learning Certificate, or Online Teaching and Learning Certificate, they complete a survey that asks them both about their learning and application to practice.  At the beginning of this cycle, we were using survey forms and asking participants to email them to us, but without staff to nag participants into completing the assessments, we had a very low rate of return for both New Faculty Seminar in 2020 and the most recent OTC (Summer 2022). We used an online survey in Forms to collect feedback on our most recently offered Adjunct Academy (January 2022), and we got a much higher rate of return because participants completed the survey immediately at the end of the session.  For the OTC, we need to build time for evaluation into the curriculum rather than waiting to follow up afterwards.  For new faculty, because they have been meeting more informally rather than engaging in the formal program last offered in 2019/20, we have not conducted assessment.

For Flex Day, we conducted surveys in March 2019 on the 2018/19 Flex Day programs (results in Appendix F), in March 2020 regarding the 2019/20 Flex Day programs (Results in Appendix G), and a survey about the first joint remote Flex Day in Fall 2020 (Results in Appendix H).  We did not conduct a Flex Survey during the 2021/22 academic year, but with some administrative support restored to the office, we look forward to conducting a survey once again on the 22/23 Flex programs after Flex Day 2023.

We also value feedback that comes via Staff Development Committee meetings and annual presentations at the Faculty Senate.  Our classified representatives have worked hard to solicit feedback from colleagues, including members of the Classified Senate, and they have taken the lead in planning offerings for the Classified Professional Learning First Fridays series which began in Spring 2019.  We have offered monthly sessions regularly since then, including during the summer, on topics like Banner, Travel Requisitions, Flier/Pamphlet design, Office 365, Cloud apps, etc.

Our planning also continues to be guided by suggestions in the reports coming out of the Faculty Senate Antiracism Task Force on Professional Learning, the Summer Survey Inquiry Group, and the Student Equity and Achievement Committee's Task Force.

**B.  What do the results of the above methods of assessment indicate about the effectiveness of the program?**

The results demonstrate that our programs are highly effective.  Participants indicate that they have learned strategies for contributing to student success and that they plan to or are currently applying those strategies in their practice as educators.  Very few participants in any of our programs did not meet the outcomes.  Majorities of faculty have indicated in the survey results (see appendices) that they found flex day activities valuable, as well.

Assessments suggest that our targeted programs are most successful at providing professional learning that increases participant awareness of strategies for student success that they will apply in their classrooms and offices.  Our Flex Day programs can be improved, according to feedback, by providing learning around concrete strategies rather than focusing on presentations that address our institutional equity imperatives more broadly.

**C. How were the assessment results used to make improvements to services provided by this program? Please provide examples.**

Especially during the height of the pandemic, we took faculty and classified professionals' requests for learning around concrete strategies very seriously.  Flex Day programs from Fall 2020 to Spring 2022 focused, variously upon online teaching strategies (Fall 20), grading for equity (Spring 21), trauma-informed support and instructional strategies (Fall 21 and Spring 22).  The First Fridays Classified Professional Learning Series was oriented around the technologies most needed in the workplace.

**4.9     At least one outcome listed in 4.1 should address the following:**

Because Staff Development does not serve students directly, our answer to this question is Not Applicable

**A. List the outcomes that focuses on individual student learning or actions.**

**B. Identify methods to assess outcomes in such a way that the data can be disaggregated.**

**C. Identify a process for using outcome assessment data to improve student services programs**

**D.     Identify a process for assessing outcomes and collecting data that can be used to build dashboards (where applicable).**

**4.10   Outcomes Equity Analysis**

**A.     Looking at the one outcome from 4.9, do you find significant differences by race, ethnicity, gender, and other categories? Describe here what the data shows. What strategies will you use to close the attainment gaps among groups of students? What kinds of professional learning would help?**

Because Staff Development does not serve students directly, our answer to this question is Not Applicable

## 5.0    Evaluation of Progress Toward Previous Strategic Action Plans

**5.1     List the goals from your last self-study/program review.**

1.  Work with the Office of Institutional Effectiveness to develop a follow up survey to better assess longer term impact of professional learning on educator practice and student success.
2.  Staff Development will revise the Comprehensive Professional Learning Plan first developed in Fall 2014 after conducting a new needs assessment survey.
3.  Staff Development will develop more constituent-focused learning as a more effective way to diversify participation.
4.  Develop collaborations with other constituents on campus to explore the targeted professional learning needed to support campus initiatives.
5.  Staff Development will explore the possibility of institutionalizing the Mindful Growth Initiative

**5.2     Describe the level of success and/or progress achieved in the goals listed above.**

1.  Between the turnover in leadership at the OIE, the loss of administrative support staff in the SD Office, and the refocus of priorities that occurred in response to the pandemic, this goal was not even pursued, let alone accomplished.
2.  The same goes for this objective to revise our plan. These last few years have been a period of rethinking how we offer professional learning, especially how we foster the conversations most needed to truly impact instructional practices.  The campus has been conducting self-assessment via the Faculty Senate Antiracism task forces and the adoption of a campus wide antiracism statement as well as via the Guided Pathway's led Survey Inquiry Group which met during the summer of 2021 to process and synthesize the data we have collected about the student experience.  It has been difficult to create a new PL plan when the ground has been shifting so dramatically.  Creating our Program Review Self Study has been a good opportunity to revisit goal setting and longer-term planning.
3.  For classified: we have developed the First Fridays Classified Professional Learning Series and have offered those sessions consistently over the last two years to meet the expressed needs of classified employees for learning that relates more directly to their everyday work.  We have also worked with the classified professionals on the committee to develop long-range plans for a Classified Learning Certificate
    Adjunct Faculty:  we have supported divisions to offer discipline-specific learning via Adjunct Professional Learning Days, in addition to providing one or two-day Adjunct Academies for adjunct faculty across disciplines
    Managers:  we have committed more funding to supporting teams of managers to participate in major conferences designed specifically for them, such as ACCCA to which we have sent large groups in both 2022 (12) and 2023 (14).
    For faculty:  What we have focused on is shifting our priorities away from the workshop model of professional learning and toward a focus on Instructional Success Teams (ISTs) and Faculty Inquiry Groups (FIGS) to empower faculty to inquire collaboratively into student outcome data and the strategies that might best improve instruction to better serve disproportionately impacted students.
4.  Staff Development has worked closely with:
    a.  Cypress College Professional Learning Coordinators:  to plan joint, remote Flex Day programs.  We have also worked with the leaders of Cypress's CORE training to begin the train-the-trainer process for developing a version of the program for Fullerton.

b. Distance Education:  to ramp up the OTC and provide ongoing opportunities for professional learning to support the delivery of effective and equitable online instruction.  Next step is to support the development of an advanced online teaching training to move beyond faculty compliance toward equitable best practices for online instructional delivery.

c. Guided Pathways Initiative:  to develop the Instructional Success Team (IST) project

d. SEAC:  to support campus participation in and dissemination of learning from the eConvenings associated with college membership in the USC Race and Equity Center's Community College Alliance.  Also, the Professional Learning Coordinator served on the writing team for the most recent Student Equity and Achievement 2.0 Plan, focusing particularly on the metric related to completion of college-level math and English.  This work has ensured that the IST teams have been focusing their work on the DI groups selected for attention and support by the SEA Committee and allowed for close collaboration between Staff Development and the Math and English Department coordinators.

e. LGBTQIA2S+ Planning Group/Cadena Cultural Center:  Staff Development also provided financial support for the completion and facilitation of an LGBTQIA2S+ Foundations course.  We are in communication with the Cadena Cultural Center leadership to consider the future of the course and how the campus need for introductory learning in this area might be met.

f. Faculty, Classified, and Student Senates:  to lay the groundwork for delivering the Spring 2020 Culturally Responsive Training on Faculty Flex Day.  Also, current collaborations are in the works to develop professional learning around shared governance so that the processes and pathways into leadership roles are more transparent and accessible to newer faculty and staff.

5. While conversations about the need to financially support Mindful Growth have taken place several times over the past three years, there has been no movement on this goal.  Because some of the goals of the First Year Experience Program are related to mindfulness and growth mindset, there is hope that institutional resources can be found to fund the program since it is being touted as an important source of student support.  How can the program truly support students at scale when there is little institutional support for the folks who have built it?  A midrange step toward the goal, at least from the Staff Development side of things, has been to establish a professional expert position focused on Well-Being who can revive some of the faculty and staff professional learning related to Mindful Growth toward the wider goal of employee well-being.  Because the Mindful Growth Initiative occupies a space that serves both students and staff, it really needs institutional funding rather than just Staff Development funding, since funding primarily student-serving initiatives is not an appropriate use of the SD budget.

- **How did you measure the level of success and/or progress achieved in the goals listed above?**

For goal #3, participation records show that classified professionals attended the workshops designed for them with more regularity than sessions from previous years that tried to appeal to a broad audience of participants.  This cycle also saw an increase in division-specific Adjunct Professional Learning days offered.  For faculty, the measure of the progress we have made toward the 3rd and 4th goals is that we have an Instructional Success Team program with participation from all 10 divisions.  Each team is focusing on one-three courses in their division for attention and support. For the Library (which only has one course), they are writing an Equity Plan that focuses on fostering a welcoming and equitable space on campus for students to learn and just be. We have been recording the strategies being employed and thinking about the best ways to collect evidence of this work in each division.  Moving forward, we plan to work with the OEI to develop

models for assessing the effectiveness of the various interventions.  We also have three new Faculty Inquiry Groups approved for this year, on top of the three that began last year.

- **Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program.**

The goals related to collaboration drove the most significant improvements in the program. The professional learning coordinator's service as Co-chair for Guided Pathways Workgroup #4 and member of the GP Steering Committee as well as being a resource member on the Student Equity and Achievement Committee and member of the SEA 2.0 Plan writing team meant that the work of Staff Development was in tune with the goals of these central initiatives on campus.  So, innovation with approaches to culturally responsive training and the Instructional Success Teams pilot was borne from the cross fertilization of these groups on campus.  Now that the SEA 2.0 Plan has been submitted, the Guided Pathways Office has been institutionalized, and the College mission, vision, values, goals/objectives are being revised, Staff Development is ready to revise their own Professional Learning Plan so that it aligns with all the other initiatives on campus.

**5.5	In cases where resources were allocated toward goals in the last cycle, how did the resources contribute to the improvement of the program?**

Ongoing Equity funding has allowed us to contribute to the completed development and first delivery of the LGBTQIA2S+ Foundations online training course (which is currently on hiatus as it is being reviewed and revised) and to expand the number of equity-related FIGs we can support.  These funds have also allowed us to bring high profile speakers for our Flex Day programs (Spring 21, Fall 21, and Spring 22) to deliver keynote presentations on Equitable Grading, Trauma-Informed Classroom Practices, and Returning to Campus with Empathy.

**5.6.	If funds were not allocated in the last review cycle, how did it impact your program?**

We did not request any additional funding in the last review cycle

## 6.0	Strategic Action Plans (SAP)
Using the tables below, list the strategic action plans (SAPs) for your program.  These plans should follow logically from the information provided in the self-study.  Use a separate table for each SAP.

*SAPs* for this three-year cycle:

| STRATEGIC ACTION PLAN # 1 | |
|---|---|
| Strategic Action Plan Name: | Work with the Office of Institutional Effectiveness to develop and conduct surveys:<br>1. A needs survey for each employee group (Adjunct Faculty, Full-Time Faculty, Classified Professionals, and Managers).<br>2. A survey to help assess longer term impacts of professional learning on educator practice and student success |
| List College goal/objective the plan meets: | GOAL 4: COMMIT TO ACCOUNTABILITY AND CONTINUOUS QUALITY IMPROVEMENT |

| | Fullerton College will continually improve operational efficiency and effectiveness to ensure delivery of high quality instructional and support programs.<br>Objective 3: Provide professional and career development opportunities for students, faculty and staff |
|---|---|
| Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less. | Given the changes that have occurred in this last cycle, especially the dramatic shift to remote work, a new needs survey, taking the new landscape into consideration, must be designed. We will work on this during Spring 2023.<br>We also still need to develop a follow-up survey that would capture how participants have applied learning to their practice in the long term and work with the Office of Institutional Effectiveness to think about possible ways of capturing the impact on student success. We will work on this goal during the 2023/24 academic year, as the current academic year will be focused on assessing learning needs for all constituents. |
| What *Measurable Outcome* is anticipated for this SAP? | We will develop and administer needs surveys Spring 2023 and a survey of past participants in our professional learning programs to assess application of learning and impact on student performance during the 2023/24 academic year. |
| What specific aspects of this SAP can be accomplished without additional financial resources? | With a return to administrative support for the SD Office and dedicated time from the PL Coordinator, these tasks can probably be accomplished, but prioritizing follow-up above other tasks is needed. |

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

| Type of Resource | Requested Dollar Amount | Potential Funding Source |
|---|---|---|
| Personnel | | |
| Facilities | | |
| Equipment | | |
| Supplies | | |
| Computer Hardware | | |
| Computer Software | | |
| Training | | |
| Other | | |
| **Total Requested Amount** | $0 | |


| STRATEGIC ACTION PLAN # 2 | |
|---|---|
| Strategic Action Plan Name: | Revise the current Professional Learning Plan to align with other state, district, and campus goals and plans (Vision for Success, SEAC 2.0, Guided Pathways) and to prioritize needs addressed in campus surveys. |
| List College goal/objective the plan meets: | GOAL 1: PROMOTE SUCCESS FOR EVERY STUDENT<br>Fullerton College will prepare students for success through the development and support of exemplary programs and services. |

| | |
|---|---|
| | Objective 4:  Increase completion of courses, certificate and degree programs, and transfer-readiness<br>GOAL 2: CULTIVATE A CULTURE OF EQUITY<br>Fullerton College will strengthen and support a diverse and inclusive campus culture.<br>Objective 1:  Remove institutional barriers to student equity and success<br>Objective 2:  Increase equity in hiring and **training**<br>Objective 4:  **Foster a sense of belonging where all are welcome**, and student basic needs are addressed<br>GOAL 4: COMMIT TO ACCOUNTABILITY AND CONTINUOUS QUALITY IMPROVEMENT<br>Fullerton College will continually improve operational efficiency and effectiveness to ensure delivery of high quality instructional and support programs.<br>Objective 3:  Provide professional and career development opportunities for students, faculty and staff |
| Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less. | We will aim to conduct a learning needs survey at the beginning of spring 2023 and work on a revised learning plan immediately following.  Since an election for the coordinator will take place during Spring 2023, it will be useful to have an updated plan and list of coordinator duties that is aligned with program developments since 2014.  Staff Development continues to be committed to providing learning that addresses college goals and aligns with all the other plans (SEAC 2.0, Guided Pathways, Vision for Success, etc.) so the revised plan will aim to reflect this commitment even more effectively than the previous plan. |
| What *Measurable Outcome* is anticipated for this SAP? | A revised plan will be finalized by the end of Spring 2023. |
| What specific aspects of this SAP can be accomplished without additional financial resources? | This work will be done between the coordinator and committee members. |

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

| Type of Resource | Requested Dollar Amount | Potential Funding Source |
|---|---|---|
| Personnel | | |
| Facilities | | |
| Equipment | | |
| Supplies | | |
| Computer Hardware | | |
| Computer Software | | |
| Training | | |
| Other | | |
| **Total Requested Amount** | $0 | |

| STRATEGIC ACTION PLAN # 3 | |
|---|---|
| Strategic Action Plan Name: | Assess the Instructional Success Teams Pilot Project and revise/improve the project accordingly. |
| List College goal/objective the plan meets: | GOAL 1: PROMOTE SUCCESS FOR EVERY STUDENT<br>Fullerton College will prepare students for success through the development and support of exemplary programs and services.<br>Objective 4:  Increase completion of courses, certificate and degree programs, and transfer-readiness<br>GOAL 2: CULTIVATE A CULTURE OF EQUITY<br>Fullerton College will strengthen and support a diverse and inclusive campus culture.<br>Objective 1:  Remove institutional barriers to student equity and success<br>GOAL 4: COMMIT TO ACCOUNTABILITY AND CONTINUOUS QUALITY IMPROVEMENT<br>Fullerton College will continually improve operational efficiency and effectiveness to ensure delivery of high quality instructional and support programs.<br>Objective 3:  Provide professional and career development opportunities for students, faculty and staff |
| Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less. | As this is the second year of the pilot program, we are working to collect evidence of actions taken and changes made within each division during the second pilot year.  We will assess the effectiveness of the current team structure and roles. |
| What *Measurable Outcome* is anticipated for this SAP? | A revised program description reflecting suggested changes that arise from the assessment process. |
| What specific aspects of this SAP can be accomplished without additional financial resources? | The PL Coordinator, in collaboration with the Guided Pathways Faculty Coordinator and the OIE Director, as well as the IST members will identify areas for change and improvement in the next year. |

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

| Type of Resource | Requested Dollar Amount | Potential Funding Source |
|---|---|---|
| Personnel | | |
| Facilities | | |
| Equipment | | |
| Supplies | | |
| Computer Hardware | | |
| Computer Software | | |
| Training | | |
| Other | | |
| **Total Requested Amount** | $0 | |

| STRATEGIC ACTION PLAN # 4 | |
|---|---|
| Strategic Action Plan Name: | Double the number of Faculty Inquiry Groups addressing equitable instructional practices |
| List College goal/objective the plan meets: | GOAL 1: PROMOTE SUCCESS FOR EVERY STUDENT<br>Fullerton College will prepare students for success through the development and support of exemplary programs and services.<br>Objective 4: Increase completion of courses, certificate and degree programs, and transfer-readiness<br>GOAL 2: CULTIVATE A CULTURE OF EQUITY<br>Fullerton College will strengthen and support a diverse and inclusive campus culture.<br>Objective 1: Remove institutional barriers to student equity and success<br>Objective 2: Increase equity in hiring and **training**<br>Objective 4: **Foster a sense of belonging where all are welcome**, and student basic needs are addressed<br>GOAL 4: COMMIT TO ACCOUNTABILITY AND CONTINUOUS QUALITY IMPROVEMENT<br>Fullerton College will continually improve operational efficiency and effectiveness to ensure delivery of high quality instructional and support programs.<br>Objective 3: Provide professional and career development opportunities for students, faculty and staff |
| Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less. | In 2022/23, the PL Committee committed to spending our Equity funds on faculty inquiry groups, particularly those addressing practices for achieving more equitable outcomes in high impact classes such as Statistics, College Writing, and Communication Studies. |
| What *Measurable Outcome* is anticipated for this SAP? | We will go from supporting two to four (or more) FIGs with our Equity funding. |
| What specific aspects of this SAP can be accomplished without additional financial resources? | We are currently using our Equity funding to support this SAP, but increasing the number of FIGs beyond 4 will require additional funding. |

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

| Type of Resource | Requested Dollar Amount | Potential Funding Source |
|---|---|---|
| Personnel | 20,000 | Equity |
| Facilities | | |
| Equipment | | |
| Supplies | | |
| Computer Hardware | | |
| Computer Software | | |
| Training | | |
| Other | | |
| **Total Requested Amount** | $20,000 | Equity |

| STRATEGIC ACTION PLAN # 5 | |
|---|---|
| Strategic Action Plan Name: | Revise the Teaching and Learning Certificate Program to better align with the goals of a revised PL Plan |
| List College goal/objective the plan meets: | GOAL 1: PROMOTE SUCCESS FOR EVERY STUDENT<br>Fullerton College will prepare students for success through the development and support of exemplary programs and services.<br>Objective 4: Increase completion of courses, certificate and degree programs, and transfer-readiness<br>GOAL 2: CULTIVATE A CULTURE OF EQUITY<br>Fullerton College will strengthen and support a diverse and inclusive campus culture.<br>Objective 1: Remove institutional barriers to student equity and success<br>Objective 2: Increase equity in hiring and **training**<br>Objective 4: **Foster a sense of belonging where all are welcome**, and student basic needs are addressed<br>GOAL 4: COMMIT TO ACCOUNTABILITY AND CONTINUOUS QUALITY IMPROVEMENT<br>Fullerton College will continually improve operational efficiency and effectiveness to ensure delivery of high quality instructional and support programs.<br>Objective 3: Provide professional and career development opportunities for students, faculty and staff |
| Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less. | A true overhaul of the TLC is unlikely to happen without an increase to the reassigned time for the PL Coordinator. The needs survey and revised PL Plan need to happen first. Then, the program needs to be aligned with existing campus trainings for serving student populations (Undocu-Ally, LGBTQIA2S+ Foundations, DSS, etc.) and make use of resources available via the Vision Resource Center. Also, self-paced, online professional learning offerings need to be developed to address the increased expectation for on-demand learning. This is the part that will be labor intensive, similar to what has occurred in Distance Education. The PL Coordinator and PL Committee will work on this during the 2023/24 academic year and beyond. |
| What *Measurable Outcome* is anticipated for this SAP? | A revised program description. |
| What specific aspects of this SAP can be accomplished without additional financial resources? | Following the needs assessment survey results and revised PL Plan, TLC goals and categories of offerings can be discussed and decided in the Professional Learning Committee |

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

| Type of Resource | Requested Dollar Amount | Potential Funding Source |
|---|---|---|
| Personnel | | |
| Facilities | | |
| Equipment | | |
| Supplies | | |

| | | |
|---|---|---|
| Computer Hardware | | |
| Computer Software | | |
| Training | | |
| Other | | |
| **Total Requested Amount** | $50,000 (see SAP #8) | |

| STRATEGIC ACTION PLAN # 6 | |
|---|---|
| Strategic Action Plan Name: | Create an Action Plan for developing an FC version of the CORE (Course Revision Training) from Cypress |
| List College goal/objective the plan meets: | GOAL 1: PROMOTE SUCCESS FOR EVERY STUDENT<br>Fullerton College will prepare students for success through the development and support of exemplary programs and services.<br>Objective 4:  Increase completion of courses, certificate and degree programs, and transfer-readiness<br>GOAL 2: CULTIVATE A CULTURE OF EQUITY<br>Fullerton College will strengthen and support a diverse and inclusive campus culture.<br>Objective 1:  Remove institutional barriers to student equity and success<br>Objective 2:  Increase equity in hiring and training<br>Objective 4:  Foster a sense of belonging where all are welcome, and student basic needs are addressed<br>GOAL 4: COMMIT TO ACCOUNTABILITY AND CONTINUOUS QUALITY IMPROVEMENT<br>Fullerton College will continually improve operational efficiency and effectiveness to ensure delivery of high quality instructional and support programs.<br>Objective 3:  Provide professional and career development opportunities for students, faculty and staff |
| Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less. | SD has already supported two faculty (Summer 2022) to participate in the Cypress CORE Program, a multi-week training that guides faculty through revision of their syllabus and a key course assignment to align with evidence-based equity principles.  We plan to have two more faculty participate in the Summer 2023 program.  Then, in 2023-24, this team of faculty will work on developing and then facilitating a program for Fullerton faculty in summer 2024. |
| What *Measurable Outcome* is anticipated for this SAP? | Two more faculty will participate in the Cypress CORE program summer 2023.  Then, a program plan for Fullerton will be developed (2023/24) and facilitated in summer 2024. |
| What specific aspects of this SAP can be accomplished without additional financial resources? | We will use our 2023/24 Equity funds to support this effort. |

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

| Type of Resource | Requested Dollar Amount | Potential Funding Source |
|---|---|---|
| Personnel | | |
| Facilities | | |
| Equipment | | |
| Supplies | | |
| Computer Hardware | | |
| Computer Software | | |
| Training | | |
| Other | | |
| **Total Requested Amount** | $50,000 (see SAP #8) | |

| STRATEGIC ACTION PLAN # 7 | |
|---|---|
| Strategic Action Plan Name: | Develop an Advanced Online Teaching Certificate |
| List College goal/objective the plan meets: | GOAL 1: PROMOTE SUCCESS FOR EVERY STUDENT Fullerton College will prepare students for success through the development and support of exemplary programs and services. Objective 4:  Increase completion of courses, certificate and degree programs, and transfer-readiness GOAL 2: CULTIVATE A CULTURE OF EQUITY Fullerton College will strengthen and support a diverse and inclusive campus culture. Objective 1:  Remove institutional barriers to student equity and success Objective 2:  Increase equity in hiring and training Objective 4:  Foster a sense of belonging where all are welcome, and student basic needs are addressed GOAL 4: COMMIT TO ACCOUNTABILITY AND CONTINUOUS QUALITY IMPROVEMENT Fullerton College will continually improve operational efficiency and effectiveness to ensure delivery of high quality instructional and support programs. Objective 3:  Provide professional and career development opportunities for students, faculty and staff |
| Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less. | The PL Coordinator will collaborate with the Distance Education Director to plan for an advanced training in online pedagogy. Currently, several Distance Ed Division Representatives are participating in a peer training program with the statewide OEI designed to support colleges to bring their faculty from a compliance level on the OEI Rubric to a best practices status.  Staff Development will support a team of Distance Ed Division Reps to develop the training and deliver round one during winter or summer 2024. |
| What *Measurable Outcome* is anticipated for this SAP? | Delivery of an advanced online teaching training in 2024. |

| What specific aspects of this SAP can be accomplished without additional financial resources? | Planning can occur, but we will need more funds to run this if we continue to also run the existing OTC each year to support new faculty to be certified. |
|---|---|

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

| Type of Resource | Requested Dollar Amount | Potential Funding Source |
|---|---|---|
| Personnel | | |
| Facilities | | |
| Equipment | | |
| Supplies | | |
| Computer Hardware | | |
| Computer Software | | |
| Training | | |
| Other | | |
| **Total Requested Amount** | $50,000 (see SAP #8) | |

| STRATEGIC ACTION PLAN # 8 | |
|---|---|
| Strategic Action Plan Name: | Additional Reassigned Time for the Staff Development Coordinator |
| List College goal/objective the plan meets: | College Goal #: All four college goals<br>Objective #: This would support both outcomes. This would allow our Staff Development program to continue to grow and support all campus personnel, as described above. |
| Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less. | The Staff Development Coordinator needs additional reassigned time units (15 total) to keep up with the continuous growth of this program. This office coordinates every piece of professional learning on this campus. |
| What *Measurable Outcome* is anticipated for this SAP? | The Staff Development Program would continue to grow, offering more (in quantity and depth) professional learning opportunities on campus. We would see satisfaction rates rise as well as participation number rise. |
| What specific aspects of this SAP can be accomplished without additional financial resources? | None. This would require six additional units of reassigned time for the faculty coordinator. |

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

| Type of Resource | Requested Dollar Amount | Potential Funding Source |
|---|---|---|
| Personnel | $50,000 | General? Equity? |
| Facilities | | |
| Equipment | | |
| Supplies | | |
| Computer Hardware | | |
| Computer Software | | |
| Training | | |

| | | |
|---|---|---|
| Other | | |
| **Total Requested Amount** | $50,000 | General? Equity? |

## 7.0 Long Term Plans

Describe the long-term plans (four-six years) for your program.  Please consider future trends in your narrative.  Identifying financial resources needed for these plans is optional.

As the workshop model of professional learning has grown increasingly ineffective, and a race-conscious approach to improving student outcomes is prioritized via Equity and Guided Pathways goals, Staff Development is committed to planning and supporting new modes of learning that build employees' capacity to deliver equitable instruction and student services.  For improving instruction, we plan to devote more resources to Faculty Inquiry Groups and Instructional Success Teams so that faculty can collaborate to investigate the causes of disproportionate impact in their courses and programs and follow up with the most appropriate culturally responsive practices for their disciplines.  When we support small groups of committed instructors to take the lead, they will have the best chance of fostering the changes in their departments most likely to reduce outcome gaps for students.  While we have incentivized faculty learning via certificate programs, the curriculum for these programs needs to move towards more self-paced options, along the lines of the Canvas courses that have been developed in Distance Ed (more advanced certificate training).
While we have improved classified professional learning by offering our First Fridays series targeting specific workplace skills, we need to incentivize participation by linking these learning sessions to opportunities for salary advancement.  Our PLC Classified representatives are working to develop a robust Classified Professional Learning Certificate that could be approved by HR so that classified professionals have but also a have equal access to incentives as faculty who can earn salary advancement via our certificate programs (OTC, TLC, and New Faculty Seminar).  We want to center the planning and evaluation process so that the PL Plan better aligns with other plans and supports the changes our campus needs to improve student completion. A full-time position for the coordinator would certainly make it more possible for the professional learning at Fullerton College to continue supporting the goals of our other campus initiatives.

## 7.1 Describe in detail your need for additional resources as listed above (if applicable)

## 8.0 Self-Study Summary

This section provides the reader with an overview of the highlights, themes, and key segments of the self-study.  It should not include new information that is not mentioned in other sections of this document.

Last year, we said:  looking forward, we hope to strengthen our support of constituent-focused learning as the best vehicle for contributing to student equity and success.  This year, we have begun to realize that goal, but slowly, as we adjust to the pandemic disruptions.  The multiple approaches taken by the college (and district) to supporting DEIA learning have made it somewhat challenging to determine the best way to focus Staff Development time and resources.  We have been most firmly guided by a commitment to bringing learning that directly impacts professional practice in offices or classrooms directly to constituents. The FIG approach and IST pilot provide promising models for bringing attention to instructional practices at the course level, particularly for high enrolled courses with large disproportionate impact.  The First Fridays series and plans for a Classified Learning Certificate provide directed learning in the tools classified professionals use every day.  And greater investment in sending teams of managers to conferences that best meet their needs for strategic learning and networking will help our leaders to collaborate to guide equitable change at home.  We have not been able to meet the demand for increased availability of online learning opportunities, but with more time for the PL Coordinator, that goal could be realized.

## 9.0    Publication Review

Fullerton College is committed to assuring integrity in all representations of its mission, programs, and services. As such, during the program review self-study process programs are required to document their publications (websites, brochures, magazines, pamphlets, etc.) that are used to promote programs and services to the campus community and community at-large. This review should specify when the publication was last reviewed, if the information in the publication is accurate, and if the information correctly represents the college's mission, programs, and services.

Information on the college's graphic standards is available here: http://news.fullcoll.edu/campus-communications/web-help/graphics/.

In the far right column please provide the URL where the publication can be accessed. If it cannot be accessed via the Internet, please provide a sample of the publication with your program review self-study. If you have any questions about what type of publication should be included, please contact Lisa McPheron, Director of Campus Communications at lmcpheron@fullcoll.edu.

For publications that you have identified as inaccurate, please provide the action plan for implementing corrections below.

| Publication | Date last reviewed | Is the information accurate? | URL of publication |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |
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|  |  |  |  |

# Routing & Response Page
## Originator → IMS → Program Review Chair → Appropriate President's Staff Member

**Originator:** *Electronically submit completed Program Review to Division Dean/IMS for review.*

**Appropriate Immediate Management Supervisor (IMS):** *Select one and provide response if necessary. Forward electronically to appropriate Vice President's Office.*

### RESPONSE

| **Dani Wilson** | *Dani Wilson* | **01.18.23** |
|---|---|---|
| Printed name of IMS | Title | Date |

**X**☐ I concur with the findings contained in this Program Review.

☐ *I concur with the findings contained in this Program Review with the following exceptions (include a narrative explaining the basis for each exception):*

*Area of exception:*

_____

_____

☐ *I do not concur with the findings contained in this Program Review (include a narrative explanation):*

_____

_____

**Appropriate President's Staff Member:** *Print Program Review, sign, and route both hard copy and electronic version to Program Review Chair.*

### ACKNOWLEDGING RECEIPT

| Printed Name | Signature | Title | Date |
|---|---|---|---|

# APPENDICES

## Appendix A
### DEIA-Focused Professional Learning Highlights from 2018-22

**Fall 18 Flex:**
Keynote: Dr. Sarah Klotz on "The Equity-Minded Practitioner:  Key Competencies for Advancing Equity
Selected Breakout Sessions:
- Mind the Gap:  Student Equity Outcomes in Your Classroom
- Best Practices in Supporting Men of Color:  A Study of Perspectives from Students, Advisers & Community College Leaders
- Building Connections:  Puente Practices for the Classroom and Beyond
- Trauma-Informed Care Practices Implemented by the Foster Youth Success Initiative
- Dispelling the Model Minority Myth:  A Data-Driven Conversation about Asian and Pacific Islander Students
- Serving Disabled Students
- Serving Student Veterans

**Fall Semester Mini Conference Workshops:**
- Intro to Student Support Services (EOPS, Umoja, etc.) (Sep)
- The Underground Railroad:  Racial Microaggressions, a Personal Journey (Oct)
- Implicit Bias Awareness and Management (Nov)

**Other:**
- Adjunct Academy I:  Serving our Students Equitably (August 2018)
- New Faculty Seminar (variety of equity-focused topics)
- Teaching Men of Color in the Community College and Supporting Men of Color in the Community College (ongoing support for participation in the online certificate program)

**Spring 19 Flex:**
Keynote: Dr. Frank Harris, III on "Men of Color in the Community College:  Trends, Challenges, and Opportunities
Selected Breakout Sessions:
- Teaching and Learning for Community College Men of Color:  A Focus on Effective Faculty Practices
- OER:  Quality Textbook Alternatives to Bridge Equity Gaps
- Mindfulness and Equity:  Natural Partners
- Belief in Student Capacity: The Key to Serving Students Post AB705
- Enhancing Student Engagement:  Connection is the Key!
- Guided Pathways:  What is the Faculty Role in Supporting Students on Their Journey?

**Spring Semester Mini Conference Workshops:**
- Rethinking Your Course Through a Diversity Lens:  Principles for Developing Lessons across Disciplines for Teaching Men of Color (Feb)
- Equitable Assessment:  Do Your Policies Support or Impede Student Success? (Feb)
- Equity and Growth Mindset (Feb)
- Creating Inclusive Environments for LGBTQ+ Students (Feb and Mar)
- But I'm Not Racist:  Stereotype Threat, Belonging, and Self-Identity (Mar)
- Mind the Gap:  Student Equity Outcomes in Your Classes (Mar)
- Implicit Bias Awareness and Management (Mar)
- Validating and Affirming Men of Color and All Students in Canvas (Mar)
- What's Up in Math?:  Your Role in Supporting Math Student Success (Mar)

- Transformative Pedagogy:  Creating Inclusive and Empowering Classrooms (Mar)

**Other:**
- Adjunct Academy II:  Becoming an Equity-Minded Educator (Jan)
- New Faculty Seminar (variety of equity-focused topics)
- Equity Walk which contributed to several important changes on campus such as a repurposing of space in the financial aid office to allow for more private intake conversations.
- Teaching Men of Color in the Community College and Supporting Men of Color in the Community College (ongoing support for participation in the online certificate program)

**Fall 19 Flex:**

Keynote:  Dr. Cynthia Olivo on "Abriendo Caminos:  Inclusive Pathways for Social Justice through Higher Education"; Why Guided Pathways?  A Look at the Evidence and a Student Panel
  Selected Breakout Sessions:
- Faculty Mentoring and the Faculty Role in Supporting Students along the Path
- High Impact Practices for Equitable Outcomes
- The Growth of Dual Enrollment:  A Key Component of Pathways Success at FC
- Tableau and Data Coaching

**Fall Semester Mini Conference Workshops:**
- How the Health Center and Food Bank Serve Students
- Connecting Students with Employment Opportunities at the Workforce Center
- Maxient Reporting to Support Students with Behavioral Health Issues
- OER:  Quality Textbook Alternatives to Bridge the Equity Gap
- Supporting the Needs of the Whole Student:  The EOPS and FYSI Approach
- Gender Literacy 101 (Oct)
- CanInnovate (online practices)
    o Integrating Compassion into Your Teaching
    o Applying the Peralta Equity Rubric to Promote Connection and Belonging
    o Quick Fixes Using Tools to Create Accessible Content
- Mini Conference on Trauma (Nov)
    o Dr. Patrick Camangian:  From Coping to Hoping: Teaching Students to Thrive through Social Trauma
    o Trauma-Informed Practices for Serving Undocumented Students
    o Recognizing and Responding to Trauma
    o Trauma-Informed Mindfulness

**Other:**

- Adjunct Academy III (Aug)
- New Faculty Seminar (variety of equity-focused topics)
- Management Retreat Equity Presentation (Fall)
- Recruited, screened, and selected applicants for large (70) team of FC Educators to attend NCORE 2020

**Spring 20 Flex:**

For this flex program, faculty senate voted to require themselves to all engage in a day-long program focused on culturally responsive training.  After the keynote, each division engaged in two breakout sessions designed by faculty who had participated in a "train-the-trainer" training with Dr. Shaun Harper of USC's Race and Equity Center.
  Keynote:  Dr. Sumun Pendakur on "No Time for Spectators:  Your Sphere of Influence"
  Breakout Sessions
- Inclusive Classrooms
- Custom sessions focused on one of the following:
    o Overcoming Implicit Bias
    o Understanding and Avoiding Microaggressions
    o Preventing Classroom Racism

**Spring Semester Mini Conference Workshops:**
- Using Embedded Tutors to Close Equity Gaps
- Supporting Student Persistence with Early, Low-Stakes Assignments
- Student Services Tour
- New Accessibility Tool

We only offered one mini conference this semester because of Covid when all our PL shifted to supporting faculty to transition to online teaching.

**Other:**
- New Faculty Seminar (variety of equity-focused topics)

For the 20/21 Academic Year, we opted out of the mini conference approach and dramatically scaled back our workshop offerings. The primary goal was to support Distance Ed in supporting faculty to make the transition to a minimal level of competence in online instruction, and then supporting improved strategies.

PL for adjunct faculty was also focused on getting everyone trained for online teaching. With dramatic reductions in enrollment and adjunct faculty hiring, we had much smaller numbers of faculty who had not already completed our Adjunct Academies I – III.

**Fall 20 Flex:**
Online Teaching-Focused Program: all breakout sessions with no keynote
Selected Breakouts
- Fostering Community in the Online Environment
- Equitable Online Instruction
- Using Open Educational Resources (OER)
- Belonging and Mindset in the Online Environment

**Fall Semester Workshops:** all online-instruction focused

**Other:**
- New Faculty Bi-monthly Sessions (our cohort was only 6 faculty this year, so we met every other week for one-hour a week and discussed various, equity-related topics)
- USC Race and Equity Center CCC Racial Equity Leadership Alliance eConvenings: supported team recruitment, attendance, dissemination

**Spring 21 Flex:**
Keynote: Joe Feldman and Dr. Shantha Smith on Grading for Equity
Selected Breakouts:
- Follow-up Discussion on Grading for Equity
- Understanding and Confronting Anti-Black Racism
- Cultural and Curricular Erasure in The Class Space
- Equitable Strategies for Student Engagement in Live Online Classes

**Spring Semester Workshops:**
- Understanding and Addressing Implicit Bias (part of Classified Professional Learning First Fridays Series: part of dissemination from team that attended a USC eConvening)

**Other:**
- New Faculty Bi-monthly Sessions

- USC Race and Equity Center CCC Racial Equity Leadership Alliance eConvenings:  supported team recruitment, attendance, and dissemination

**Fall 21 Flex:**

Keynote:  Dr. Janet Zadina on Trauma-Informed Classroom Practices
Selected Breakouts (program for this one got overwritten, so I don't' remember all the breakout sessions and don't have evidence):

- Tips and Tricks for Equitable Live Online Teaching
- Trauma-informed pedagogy

**Fall Semester workshops:**

- Equity-minded Student Support Services (part of dissemination from team that attended a USC eConvening)
- Dr. Claude Steele webinar and discussion on building trust with students of color

**Other:**

- New Faculty Bi-monthly Sessions (our cohort was only 5 faculty this year, so we met every other week for one-hour a week and discussed various, equity-related topics)
- Faculty Inquiry Groups:
    - Purpose and Belonging

**Spring 22 Flex:**

Zoom Link:
https://docs.google.com/document/d/13tWqc9vp2am5NRG4c64rTQiW_dDmpMFY/edit?usp=sharing&ouid=101975956988016168908&rtpof=true&sd=true

Keynote:  Dr. Tyrone Howard on Radical Care:  Returning to Campus with Empathy
Selected Breakouts:

- "From Audit to Core:  Infusion of Equity Practice within Course Curriculum
- Zoom Basics for a Remote Start:  Concrete Strategies to Create Community and Support Students in Classes Intended for Face-to-Face Instruction
- Returning to Campus with Empathy:  Practical Strategies
- Lessons Learned: Online Teaching During the COVID-19 Pandemic and Beyond

**Other:**

- Online LGBTQIA2S+ Foundations Training
  We supported completion of course development and delivery of the first course offering.  The course is now being reviewed and revised.

- Faculty Inquiry Groups:
    - OER Research
    - Gamification for Equity

- New Faculty Bi-monthly Sessions

**Adjunct Professional Learning:**

Spring 2022:  Adjunct Professional Learning Day on Creating Inclusive Classrooms and Returning to Campus with Empathy

Spring 2022:  Humanities Adjunct Professional Learning Day

**Instructional Success Teams**

Fall 2021: Pilot Begins

Each division team has focused on 2-3 high-enrolled classes with large DI gaps for Black and/or Latinx students. The IST members are working with department faculty to inquire into causes for those gaps and improved instructional strategies for improving those outcomes.

**Fall 2022**

**Flex Day Program:** https://docs.google.com/document/d/1mOtkncGQhvmV5OL7xqSEn-1_1qTXGIdo/edit?usp=sharing&ouid=101975956988016168908&rtpof=true&sd=true

## Appendix B
## SAO Survey for OTC
**BLANK OTC SAO UPDATED Survey .doc**


## Appendix C
## New Faculty Seminar Evaluation (2019/20)
**New Faculty Program Evaluation 2029-20**


## Appendix D
## Adjunct Academy, Part III Evaluation (August 2019)
**00 NEW Adjunct Academy, Part III evaluation August 2019.doc**


## Appendix E
## Adjunct Professional Learning Day Evaluation Forms Questions (January 22)
**Adjunct Professional Learning Day 2022 Program Evaluation Survey**

## Appendix F
## 2018/19 Flex Day Survey Results
**18-19 Flex Day Program Survey Results**


## Appendix G
## 2019/20 Flex Day Survey Results
**Staff Development 2019-20 FLEX Survey Results.pdf**


## Appendix H
## Fall 2020 Flex Day Survey Results
**Fall 2020 Flex Day Survey Results.pdf**


## Appendix I
## Fall 2022 Campus wide Satisfaction Survey Results
**Fall 2022 Campus wide Satisfaction Survey Results**

# Fullerton College Mission Statement

## MISSION

Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.

## VISION

Fullerton College will transform lives and inspire positive change in the world.

*Approved by Fullerton College President's Advisory Council and accepted by President Schulz May 2017.*

## VALUES

**Community**
We promote a sense of community that enhances the well-being of our campus and surrounding areas.

**Diversity**
We embrace and value the diversity of our entire community.

**Equity**
We commit to equity for all we serve.

**Excellence**
We honor and build upon our tradition of excellence.

**Growth**
We expect everyone to continue growing and learning.

**Inclusivity**
We support the involvement of all in the decision-making process.

**Innovation**
We support innovation in teaching and learning.

**Integrity**
We act in accordance with personal integrity and high ethical standards.

**Partnership**
We work together with our educational and community partners.

**Respect**
We support an environment of mutual respect and trust that embraces the individuality of all.

**Responsibility**
We accept our responsibility for the betterment of the world around us.