Student Services and Administrative Operational Annual Program Review and Planning Update Form Fall 2024

## BACKGROUND:

**Program review is an integral part of the campus planning process. As programs and areas monitor their progress on the current comprehensive four-year program review, changes in need and scope can be expected. This Annual PR Update form is designed to outline and request modifications to the current program review that occur between comprehensive four-year review cycles, as needed.**

**Examples of a requested change include new information such as action plans, outcomes modifications, personnel changes, technology needs, and capital expenditures requirements. As programs and areas monitor their progress on the previous comprehensive four-year program review, the form provides the basis to suggest a change in plans and processes to improve student success and institutional effectiveness.**

## SUBMISSION:

**Program:**

Staff Development

**Principal Author(s):**

Cynthia Guardado

**Manager:**

Dani Wilson

**Submission Date:**

12/02/2024 3:02:28 PM

**Author Signature:**

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| Electronically signed by Jason Lopez on 12/02/2024 1:44:46 PM |

**Manager Signature:**

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| Electronically signed by Dani Wilson on 12/02/2024 3:02:28 PM |

# Part 1: Review of Data

1. **List the outcomes from your Fall 2022 self-study. Which outcomes has your program assessed in the last year and/or which do you plan to assess in the coming year?**

Programs and SAOs assessed in previous program reviews:

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: OTC, New Faculty Seminar, and Adjunct Academy

Intended outcomes from the previous program review.

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SAO #2: Participants in Staff Development offerings will apply what they have learned in their classrooms and service areas.

Staff Development has assessed feedback from Fall 2024 Flex Day. Participants appreciated actionable takeaways that could be immediately applied in their role on campus. Some participants commented that some sessions relied heavily on lecture-style presentations, and adding more interactive elements or breaking up lectures with discussions could improve engagement. Staff Development will continue to administer and assess surveys for future Flex Day sessions.

New programs that will be assessed during Spring 2025:

Corse Equity Redesign (CoRE)

Race Conscious Certificate

New Faculty Seminar (Offered 2024-2025) Programs and SAOs assessed in previous program reviews:

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1. **What changes, if any, have been made to your program or outcomes as a result of outcomes assessment?**

Forms for funding requests have been transitioned to Microsoft Forms in response to suggestions for more efficient processes. Microsoft Forms allows us to collect data, by division and position, of those who request travel funding, professional learning funds, and participate in professional learning programs. Staff Development has updated guidelines for funding proposal opportunities that are open to all classified professionals, faculty (part-time and full-time), managers, and professional experts. Data from Microsoft Forms will be reviewed at the end of Spring 2025.

Staff Development has significantly improved transparency around guidelines for funding opportunities that are open to all classified professionals, faculty (part-time and full-time), managers, and professional experts. Staff Development now offers four clear ways for employees to submit proposals for professional learning funds:

Funding for the development of workshops for the Teaching and Learning Certificate 2.0

Funding for division or department specific Adjunct Professional Learning Day/s.

Funding for the development of one-time professional learning workshops/series.

Funding for a Professional Learning Day, Visitor Series to invite experts to do discipline specific professional learning that aligns with the Fullerton College’s SEA Plan.

1. **How is your area collecting or working to collect disaggregated, student-level outcomes assessment data?**

Staff Development does not work directly with students, but we trying to measure trainings we offer impact student success, retention, and belonging. During the 2024/2025 academic year, Staff Development is collecting pre-surveys and post-surveys from students in courses taught by the Course Redesign for Equity (CoRE) participants. Additionally, Race-Conscious Certificate participants also participate in pre and post surveys where they self-assess their understanding of race, ethnicity, racism, and systemic oppression. At this time, only one cohort has been facilitated for each program, and we expect to have more comprehensive data by the end of the academic year.

# Part 2: Additional Resource Request Reasoning and Support

**We have reviewed our most recent self-study and have not identified any significant changes that necessitate resource requests for the upcoming academic year.**

**We have reviewed our most recent self-study and have identified significant changes that necessitate additional resource requests.**