

Administrative Services Program Review 2019/20 UPDATE

The LOFT

**Created on: 07/31/2019 03:41:00 PM PST
Last Modified: 02/10/2020 03:29:58 PM PST**

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General Information (Administrative Services Program Review 2019/20 UPDATE)

2019/20 Administrative Services Program Review

SUBMISSION INFORMATION AND UPDATES (REQUIRED)

Lead Writer: Janue Johnson, Katie Palacios, Eva Parrill, and Todd Williamson

Liaison: Mike McClaren

Supervisor/Manager: Dr. Andrew MacNeill

OUTCOMES AND ASSESSMENT (REQUIRED)

Form: 2019/20 Program Review Outcomes and Assessment Section (See appendix)

PROGRAM ANALYSIS FOR EQUITY AND EXCELLENCE (REQUIRED)

Form: 2019/20 Program Review Administrative Services Analysis Section (See appendix)

PROGRAM GOALS (REQUIRED)

LOFT Goals

Goal 1.1 Inform and Engage

Implement campus wide marketing and promotion of activities for professional learning events.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 2.4, Strategic Goal 5.1, Strategic Goal 5.2

Goal 1.2 Modeling

Model good practices for professional learning for the campus community by providing resources, workshops, and consulting.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.4, Strategic Goal 2.1, Strategic Goal 5.1

Goal 1.3 Data Centered Approach

Evaluate and improve the data collection for PL and analysis in collaboration with the Office of IE.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.4, Strategic Goal 5.1, Strategic Goal 5.2

Goal 1.4 Assessment and Evaluation

Collaborate with the Office of Institutional Effectiveness to measure the impact of professional learning on student success.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.5

ACTION PLANS FOR GOALS (REQUIRED)

Actions

LOFT Goals

Goal

Goal: Goal 1.1 Inform and Engage

Establish a communication plan for marketing and promoting events and activities to increase employee participation in professional learning.

Action: 1.1 Increase participation

Describe the actions needed to achieve this objective:

-The Campus Employee Learning Committee will develop and submit a proposal to launch an annual flex day during Fall flex week 2020.
-Identify representatives from the CEL committee and PL sub-committees to organize content and share PL with their departments, committees, and other groups within a specific timeline each semester.
-Identify untethered (online courses) PL opportunities for employees that cannot attend face-to-face activities.

Who will be responsible for overseeing the completion of this objective:

Janue Johnson, Eva Parrill, and Katie Palacios

Provide a timeline for the actions:

The activities are ongoing through September 2020.

Describe the assessment plan you will use to know if the objective was achieved and effective:

The CEL committee will create a timeline in Spring 2020.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Creation of materials, group planning, and regular check in during committee meetings.

Goal: Goal 1.2 Modeling

Model good practices for professional learning for the campus community by providing resources, workshops, and consulting.

Action: Design Professional Learning

Describe the actions needed to achieve this objective:

- Establish an annual PL planning retreat with PL sub-committees to review and analyze PL programming for the year.
- Host an annual planning retreat to review, analyze, and outline PL programming for the next academic year in the late spring/early summer 2020.
- Share AMPLIFY and other resources with campus departments as a resource for planning their professional learning.
- Provide PL opportunity for the PL committees to learn about Appreciative Inquiry as a framework to build community through professional learning.

Who will be responsible for overseeing the completion of this objective:

Janue Johnson

Provide a timeline for the actions:

The next retreat is in August, 2020.

Describe the assessment plan you will use to know if the objective was achieved and effective:

The committees will receive two dates to attend and participate in all the planning activities. The outcome of this planning will include: a revised logic model, a tentative calendar for PL, and a brief outline to share AI with our campus community.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Goal: Goal 1.3 Data Centered Approach

Evaluate and improve the data collection for PL and analysis in collaboration with the Office of IE.

Action: Data Centered Approach

Describe the actions needed to achieve this objective:

- Revise and create a new survey instrument to evaluate the PL experience for short or long term PL activities.
- Course Redesign Institute
 - Annual Flex Survey
 - General Session Survey

Who will be responsible for overseeing the completion of this objective:

The LOFT Team and the Office of IE.

Provide a timeline for the actions:

The goal is to have revised instruments for September 2020.

Describe the assessment plan you will use to know if the objective was achieved and effective:

We will have a pre/post evaluation for the Course Redesign Institutes in previous years. This year we will collaborate with the Office of IE to use the investigative research model with a cohort of selected faculty.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Collaboration with the office of IE.

Supporting Attachments:

 CRI Outcomes Report (Web Link)

The analysis provided by the Office of IE on the Course Redesign Institute revealed the following inquiry questions that will guide the development of the redesign Course Redesign Institute :

Is there evidence that CRI helped narrow equity gaps? If so, through what mechanism(s)?

Can CRI's positive impacts be scaled up? (See Tables 10-15, and Tables 19-24).

Overall, course success rates and GPAs peaked in the year that immediately follows faculty CRI attendance (See Figure 1, Table 8, and Table 9). What can be done to keep the momentum going, or even build on it?

From 2016 to 2018, the number of students impacted by the CRI program has steadily declined (See Table 1). What can be done to attract the faculty with the greater number of students?

The ethnic groups with the largest gains were Pacific Islander, African American, Filipino, and Latinx (16, eight, seven, and four percentage points, respectively). The percentage points for Latinx students was the lowest. How can we inform professional learning to support Latinx students?

https://drive.google.com/drive/folders/0BzDNn0UI_XLhTXkxVTVRa0tkaUU

Goal: Goal 1.4 Assessment and Evaluation

Collaborate with the Office of Institutional Effectiveness to measure the impact of professional learning on student success.

Action: Data Collection Tools

Describe the actions needed to achieve this objective:

Collaborate with the Office of IE to investigate the impact of professional learning on student success with a small cohort of faculty at Mesa College.

-

Who will be responsible for overseeing the completion of this objective:

LOFT Team with Office of IE.

Provide a timeline for the actions:

The activity is in process. The office of IE will provide faculty support to complete an investigative research project. The LOFT will provide a professional learning

Describe the assessment plan you will use to know if the objective was achieved and effective:

workshop in Summer 2020, Praxis: A Course Redesign Institute, to learn strategies and tools to implement culturally responsive teaching practices into their course.

The Office of IE has created 5 stages for assessment:

1. Enrollment, Retention, and Success by Demographic for one course
2. Student Characteristics
3. Longitudinal Analysis
4. Process Analysis
5. Action Plan -The LOFT will provide support for the participants to design an action plan that embeds teaching and learning strategies.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

N/A

GOAL STATUS REPORT (REQUIRED)

Action Statuses

LOFT Goals

Goal

Goal: Goal 1.1 Inform and Engage

Establish a communication plan for marketing and promoting events and activities to increase employee participation in professional learning.

Action: 1.1 Increase participation

Describe the actions needed to achieve this objective:

- The Campus Employee Learning Committee will develop and submit a proposal to launch an annual flex day during Fall flex week 2020.
- Identify representatives from the CEL committee and PL sub-committees to organize content and share PL with their departments, committees, and other groups within a specific timeline each semester.
- Identify untethered (online courses) PL opportunities for employees that cannot attend face-to-face activities.

Who will be responsible for overseeing the completion of this objective:

Janue Johnson, Eva Parrill, and Katie Palacios

Provide a timeline for the actions:

The activities are ongoing through September 2020.

Describe the assessment plan you will use to know if

The CEL committee will create a timeline in Spring 2020.

the objective was achieved and effective:

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Creation of materials, group planning, and regular check in during committee meetings.

Status for 1.1 Increase participation

Current Status:

In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

Identify representatives from the CEL committee and PL sub-committees to organize content and share PL with their departments, committees, and other groups within a specific timeline each semester.

Goal: Goal 1.2 Modeling

Model good practices for professional learning for the campus community by providing resources, workshops, and consulting.

Action: Design Professional Learning

Describe the actions needed to achieve this objective:

- Establish an annual PL planning retreat with PL sub-committees to review and analyze PL programming for the year.
- Host an annual planning retreat to review, analyze, and outline PL programming for the next academic year in the late spring/early summer 2020.
- Share AMPLIFY and other resources with campus departments as a resource for planning their professional learning.
- Provide PL opportunity for the PL committees to learn about Appreciative Inquiry as a framework to build community through professional learning.

Who will be responsible for overseeing the completion of this objective:

Janue Johnson

Provide a timeline for the actions:

The next retreat is in August, 2020.

Describe the assessment plan you will use to know if

The committees will receive two dates to attend and participate in all the planning activities. The outcome of this planning will include: a revised logic model, a tentative

the objective was achieved and effective: calendar for PL, and a brief outline to share AI with our campus community.

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Status for Design Professional Learning

Current Status: In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:


If the Current Status was not marked Completed, what are the implications and next steps:

- Share AMPLIFY and other resources with campus departments as a resource for planning their professional learning.
- Provide PL opportunity for the PL committees to learn about Appreciative Inquiry as a framework to build community through professional learning.

Substantiating Evidence:

 AMPLIFY (Web Link)

Professional Learning resource for planning a workshop activity.
<https://sdccd.instructure.com/courses/2106437/pages/1-welcome>

 Appreciative Inquiry Workshop (PNG (Image))

Goal: Goal 1.3 Data Centered Approach

Evaluate and improve the data collection for PL and analysis in collaboration with the Office of IE.

Action: Data Centered Approach

Describe the actions needed to achieve this objective:

- Revise and create a new survey instrument to evaluate the PL experience for short or long term PL activities.
- Course Redesign Institute
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Who will be responsible for overseeing the completion of this objective:

The LOFT Team and the Office of IE.

Provide a timeline for the actions:

The goal is to have revised instruments for September 2020.

Describe the assessment plan you will use to know if the objective was achieved and effective:

We will have a pre/post evaluation for the Course Redesign Institutes in previous years. This year we will collaborate with the Office of IE to use the investigative research model with a cohort of selected faculty.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Collaboration with the office of IE.

Supporting Attachments:

 CRI Outcomes Report (Web Link)

The analysis provided by the Office of IE on the Course Redesign Institute revealed the following inquiry questions that will guide the development of the redesign Course Redesign Institute :

Is there evidence that CRI helped narrow equity gaps? If so, through what mechanism(s)?

Can CRI's positive impacts be scaled up? (See Tables 10-15, and Tables 19-24).

Overall, course success rates and GPAs peaked in the year that immediately follows faculty CRI attendance (See Figure 1, Table 8, and Table 9). What can be done to keep the momentum going, or even build on it?

From 2016 to 2018, the number of students impacted by the CRI program has steadily declined (See Table 1). What can be done to attract the faculty with the greater number of students?

The ethnic groups with the largest gains were Pacific Islander, African American, Filipino, and Latinx (16, eight, seven, and four percentage points, respectively). The percentage points for Latinx students was the lowest. How can we inform professional learning to support Latinx students?

https://drive.google.com/drive/folders/0BzDNn0UI_XLhTXkxVTVRa0tkaUU

Status for Data Centered Approach

Current Status:

In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

Evaluate and improve the data collection for PL and analysis in collaboration with the Office of IE.

Goal: Goal 1.4 Assessment and Evaluation

Collaborate with the Office of Institutional Effectiveness to measure the impact of professional learning on student success.

Action: Data Collection Tools

Describe the actions needed to achieve this objective:	Collaborate with the Office of IE to investigate the impact of professional learning on student success with a small cohort of faculty at Mesa College. -
Who will be responsible for overseeing the completion of this objective:	LOFT Team with Office of IE.
Provide a timeline for the actions:	The activity is in process. The office of IE will provide faculty support to complete an investigative research project. The LOFT will provide a professional learning workshop in Summer 2020, Praxis: A Course Redesign Institute, to learn strategies and tools to implement culturally responsive teaching practices into their course.
Describe the assessment plan you will use to know if the objective was achieved and effective:	The Office of IE has created 5 stages for assessment: 1. Enrollment, Retention, and Success by Demographic for one course 2. Student Characteristics 3. Longitudinal Analysis 4. Process Analysis 5. Action Plan -The LOFT will provide support for the participants to design an action plan that embeds teaching and learning strategies.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	N/A

Status for Data Collection Tools

No Status Added

Request Forms

CLASSIFIED POSITION, BARC AND FACULTY POSITION REQUEST

Reviewers

LIAISON'S REVIEW

Form: Administrative Services Liaison's Review 2019/20 UPDATE

MANAGER'S REVIEW

Form: Administrative Services Manager's Review 2019/20 UPDATE

Appendix

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- A. **2019/20 Program Review Outcomes and Assessment Section** (Form)
 - B. **2019/20 Program Review Administrative Services Analysis Section** (Form)
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Form: "2019/20 Program Review Outcomes and Assessment Section"

Created with : Taskstream

Participating Area: The LOFT

(REQUIRED) Program name

Learning Opportunities for Transformation (LOFT)

(REQUIRED) Are you on target with your assessment schedule?

Yes, assessments are ongoing. We are on track to administer our annual surveys, a pre/post survey reflection for inquiry groups, and to revise a survey for the Praxis Summer Institute (formerly known as the Course Redesign Institute).

(REQUIRED) What have your assessments revealed about your courses/programs/service area/school/division/office?

The assessments have revealed that we need to schedule professional learning opportunities during flex week, summer, or winter intersession that will allow campus employees to participate.

We need to provide a variety of options on designated days to reach a diverse audience.

We need to increase communication to the campus community about the opportunity to receive funding support, coordination of an activity, and access to resources for the creation of PL that is personalized to their daily work. Also, we want to create ongoing support for Part-time faculty with untethered or online opportunities, and provide resources for part time faculty to access during non-traditional times that coincide with their schedule.

(REQUIRED) Based on your assessments, what resource needs have you identified?

Here are few resources that would support our department:

1. We need funding support to maintain daily operations.
2. We need funding support to provide incentives for campus employees to participate in professional learning in the form of materials, resources for events, and leading PL for inquiry groups.
3. We need to create strong qualitative survey instruments to evaluate the impact of professional learning.
4. We need to identify other indirect methods to measure PL programs.

Please provide any other comments.

No answer specified

Form: "2019/20 Program Review Administrative Services Analysis Section"

Created with : Taskstream

Participating Area: The LOFT

Administrative Service Area Name

(REQUIRED) Type your service area name.

Learning Opportunities for Transformation

Part A: In this section, please analyze your service area in terms of its role in promoting equity and excellence as well as its contribution to the College's identity of being a Hispanic Serving Institution.

(REQUIRED) A1. How does your area help foster equity and excellence across the campus?

The Learning Opportunity for Transformations collaborates with the HSI Director and the Dean of Student Success and Equity to design campus wide professional learning. The partnership was developed to address the following:

Embed equity into the professional learning activities.

Create professional learning that addresses equity gaps through teaching and learning.

Establish an internal cohort of campus employees into a community of practice to review, reflect, and identify strategies to promote equity in their departments.

Through this partnership we have launched the following professional learning opportunities:

1. Leaders Engaging In Equity Practice (LEEP)
2. Communities of Practice
3. Faculty Inquiry Group
4. Catalyst Teaching Conference
5. Host National Alliance for Partnerships in Equity (NAPE)
6. Hispanic Serving Institutions Conference
7. Praxis - *Course Redesign Institute

All of these opportunities are new for 2019. We will use assessments to evaluate the program and revise programming based on the feedback we receive about the participants' learning experience.

I can also provide a recent presentation that we shared at President's Cabinet about our partnership.

(REQUIRED) A2. How does your area contribute to the College's identity of being an Hispanic Serving Institution (HSI)?

I have shared information about the LOFT's partnership with Title V in the previous question.

In collaboration with the HSI/Title V Director, Leticia Lopez, we hosted Dr. Gina Garcia for a

pre-conference event focused on her book, *Becoming Hispanic Serving Institutions*.

Also, I had the opportunity to attend ESCALA Education through Title V funding. I am working to earn an HSI Certificate and I will present a professional learning model that is focused on supporting the campus community on supporting the academic success of Latinx students from my learning experience at ESCALA.

Leticia Lopez, Title V Activity Director, and I presented at President's Cabinet to share the projects that are in progress.

I can also provide a recent presentation that we shared at President's Cabinet about our partnership.

(REQUIRED) A3. Have you made any changes to services or procedures in support of the topics discussed in A1 and A2? Explain.

We have made changes to our services by asking the presenters how they will address equity. All programming should address equity and strategies for implementing equity minded practices. The Campus Employee Learning Committee is the governing committee for professional learning. The committee would like to pursue the following to support campus wide awareness about professional learning that is informed by equity.

1. Add 1-2 questions to the next program review
2. Review PL programming

(REQUIRED) A4. What data do you collect to inform your practices, policies, and procedures? How do you use this data? What have you learned from this data? If you don't collect any data, how can the Mesa Research Office support you in this area?

The LOFT team would like to revisit our data and research strategy with the Office of Institutional Effectiveness. We have created data tools to gather information about LOFT use, employee needs, and PL session evaluations using a framework by Kirkpatrick and Kirkpatrick. Kirkpatrick and Kirkpatrick (2007) developed the six-level of evaluation approach that was adapted by Hines (2011) for education settings. The LOFT has focused on Level 1 - 3, and the next step is to refine our current approach and develop a research strategy to continue the evaluation process to Level 6 over the next 3-5 years. This is ongoing and we continue to request the Office of IE's support and direction. Our new goal is to evaluate the current state of the LOFT evaluation strategy with the Office of IE to recommend and design a new research strategy that introduces the next three levels, faculty implementation, student engagement, and student outcomes.

The Office of Institutional Effectiveness analyzed the Course Redesign Institute Alumni between 2016 - 2018.

What did we learn about Course Redesign Institute?

48 faculty members participated in the Course Redesign Institute (CRI) between 2016-2018 and 54 redesigned courses (duplicated).

Sixty-three percent of the faculty who attended CRI improved success rates for their redesigned courses during Year 1.

The courses with the largest gains after CRI attendance were ARTF108, BIOL205, FREN102, GEOG101, and CISC181 (28, 17, 15, 15, 13 percentage points, respectively).

The ethnic groups with the largest gains were Pacific Islander, African American, Filipino, and Latinx (16, eight, seven, and four percentage points, respectively).

B1. How have you developed this focus? Are you seeing any results? What are your next steps?

The results using the first three levels of Kirkpatrick and Kirkpatrick provide insight into the needs of the campus employees as it relates to professional learning.

The analysis provided by the Office of IE on the Course Redesign Institute revealed the following inquiry questions that will guide the development of the redesign Course Redesign Institute :

Is there evidence that CRI helped narrow equity gaps? If so, through what mechanism(s)? Can CRI's positive impacts be scaled up? (See Tables 10-15, and Tables 19-24).

Overall, course success rates and GPAs peaked in the year that immediately follows faculty CRI attendance (See Figure 1, Table 8, and Table 9). What can be done to keep the momentum going, or even build on it?

From 2016 to 2018, the number of students impacted by the CRI program has steadily declined (See Table 1). What can be done to attract the faculty with the greater number of students?

The ethnic groups with the largest gains were Pacific Islander, African American, Filipino, and Latinx (16, eight, seven, and four percentage points, respectively). The percentage points for Latinx students was the lowest. How can we inform professional learning to support Latinx students?

I can provide a copy of the analysis.

Part B: In this section, look at the area of focus you identified in last year's program review and answer the following questions......

(REQUIRED) B1. How have you developed this focus? Are you seeing any results? What are your next steps?

The focus was developed through collaborations with the Dean of Student Success & Equity, Larry Maxey, and Leticia Lopez, Title V Activity Director for Hispanic Serving Institutions.