

**El Camino College  
Staff Development Office**

**Program Review – 2007-08**

**I Overview of Program/Department**

The Staff Development Program at ECC is a comprehensive program designed for all employees, faculty, management and staff. Because of the Flexible Calendar program which requires faculty to account for 24 hours of professional development, more than 60% of the programs coordinated through the SD are for faculty. During the 2007-08 year 426 programs were coordinated/tracked by the Staff Development Department.

**Mission of Staff Development**

The mission of Staff Development at El Camino College is to foster a continuous learning environment which contributes to employee success and enhances employee satisfaction by providing the following:

- Skill development training.
- Fiscal resources for personal and professional development.
- Opportunities for renewal, team building and sharing.

The major goals of the programs are to support the instructional process, improve student outcomes, enrich the college community, improve organizational dynamics, and increase job satisfaction.

**Staff Development**

**Winter Intersession** - a series of workshops were conducted during the Winter Intersession. The program topics were – Time/Project Management, Sexual Assault Awareness /Prevention, Emergency Preparedness at Our College, Introduction to PERS, PERS Retirement Choices, and De Clutter Your Workspace, Files and Records. The workshops were repeated twice in order to accommodate office coverage. Combined attendance at all workshops was two-hundred-fifty-three (253-duplicate count) employees.

**Classified Professional Development Day** – held in Spring, 2008. Two hundred staff attended one of the two keynote/workshop presentations on Succeeding and Thieving in the workplace.

Other professional development opportunities for staff are offered through the Professional Development Funds and the Tuition Reimbursement Program.

## Management Development

Professional development for managers is achieved through attendance at conferences, the Liebert Cassidy/SCCCD workshops and training offered by various job specific organizations. Management Forums are held monthly.

## Faculty Development

Full-time faculty members are required through the Flexible Calendar Scheduling to participate in 24 hours of professional development. Nine of these hours are required on-campus activities (Fall Flex Day (6 hours) and Spring Flex Day (3 hours)). The remaining 15 hours are optional and faculty members have a variety of ways to complete these hours. On campus programs are offered throughout the year and several departments hold regularly scheduled brown bag. Faculty members may also attend off-campus conferences and workshops and can do individual or group projects.

## **II Analysis of Institutional Research Data and Support Service Outcomes**

No Institutional Research Data was compiled during the 2007-08 academic year.

### Support Service Outcomes for Staff Development

1. 100% Flex obligation (24 hours) compliance by all full-time faculty members.

This performance indicator was not achieved. **Ninety percent** of full-time faculty members were in compliance as reported to the Staff Development Office.

2. Program evaluations will indicate that 90-95% of attendees acquired ideas/skills to improve classroom teaching or enhance their job performance.

This performance indicator was achieved. **Ninety-four percent** indicated that the professional development activity attended presented ideas that could be used in the classroom to improve student success or on the job.

3. Classified participation in professional development will increase by 25% in 2007-08.

This performance indicator was achieved. Classified participation in professional development activities presented on campus increased by 27%. (Includes both ECC and Compton campuses)

4. To implement a fully automated registration process and Flex reporting system.

This indicator was not achieved. Much of the work for this project is with ITS and the new phone system took precedence. It is scheduled to be started in October 2008.

5. Increase certificates of completion for ETUDES- NG and Teaching Online classes by 25% in 2007-08.

This indicator was partially achieved.

<b>2006-07</b>	<b>2007-08</b>	<b>Increase/Decrease</b>
ETUDES Certificates 39	ETUDES Certificates 59	33% increase
TOL Certificates 27	TOL Certificates 22	18% decrease
<b>Enrollment/Completion Data – 2007-08</b>		
<b>Program</b>	<b>Number Enrolled</b>	<b>Number Completed</b>
ETUDES	69	59
TOL	36	22

#### **Attendance Data for all programs coordinated through Staff Development**

<b>Summer/Fall 2007</b>		
Programs	Hours	Attendance
201	380	2787 (duplicate count)
<b>Winter/Spring 2008</b>		
184	392	2529 (duplicate count)

### **III Facilities and Equipment**

The Staff Development Department is located in the west basement of the Library. It consists of the main office, Faculty and Staff Training Room and the Innovation Center. Possible expansion of the area may occur after the Ella Rose Madden collection and student area is relocated to the new Learning Resource Center in September 2008.

In the summer of 2008 all computers (24 total) in the department were upgraded – 3 in SD office, 5 plus one MAC in the Innovation Center, 15 in the F&S Training room and one in the trainer’s office. Telephones were also upgraded.

Immediate needs are met.

#### **Long-range needs**

When the Ella Rose Madden collection is relocated, the open area adjacent to the SD department will need minor remodeling. The plan is to establish a Teaching & Learning Center. Furniture for the presentation area will need to be purchased.

## **IV Staffing**

Recommendation for the enhancement of the program- Reclassify the current position of SD coordinator to Director of Professional Development (management position) and change the name of the department to Office of Professional Development to be more in line with current titles and more reflective of the function of the department.

New position of Training and Development Specialists (Range 41?) to assist with the day to day operations of the office, design and administer annual needs assessments for all employees, chair the Classified Staff Development Committee, assist with the budget development, monitor the budget, assist with developing and presenting training for staff.

Current staff consists of Trainer/Instructional Technology Specialist, Secretary, Hourly non-cert, Casual.

## **V Planning**

Attrition is the one factor that will impact the staff development programs at the college for both classified staff and managers/supervisors. Mentor programs for all categories of employees are critical and provide a venue to assist new employees in integrating quickly into the institution's culture. A Leadership Development and Succession Planning program would also assure that both ECC and Compton are proactive in preparing employees to assume supervisor and mid-management roles.

There is a need at both the ECC and Compton Campuses to provide ongoing customer service training for staff.

Very little technology training has been available for Compton staff and faculty. Technology training needs to be provided on an ongoing basis at the Compton Center.

A critical need for faculty development is to provide programs for faculty to assist them with addressing the learning needs of the diverse range of students in their classes. With close to 40% of high school graduates testing into basic skills level courses in reading and math, it can be expected that many of these same students are enrolled in academic courses. Programs for faculty development need to focus on how to teach to these novice students. And, to provide classroom environments that support learning for all students.

Over the next few years emphasis should be on developing and delivering more web based training in technology and other professional development topics such as leadership, customer service, communication, etc. Many of these programs exist, however the institution's culture and it's philosophy needs to support and encourage this type of learning.

## VI Conclusion

In five to six years the professional development program needs to have institutional programs that insure that all employees continue to learn and grow in their job skills. Below are potential areas for growth and development.

1) For staff, technology is always a key factor in job performance. Continual upgrading of skills that will enable the college to do more with less should be a goal. Revamping office functions to incorporate technology into performance addresses the college's third strategic initiative to "Modernize the infrastructure to support quality programs and services."

Continuing programs in customer service need to be offered for all staff. Staff members need to learn how to deal effectively with the diverse populations of students that are coming to college. They need to understand their critical and important role in contributing to student success.

2) The role of the Trainer/Instructional Technology Specialist needs to not only focus on the distance education program, but also how technology impacts office staff. This should be done in conjunction with ITS.

3) A Teaching and Learning Center would expand the role of the Staff Development Office to provide a space where faculty groups could gather for professional development programs and small group workshops. A Center would address the college's third strategic initiative "Support of self assessment, renewal, and innovation."  
**Budget impact** – Reconfiguration of the section of the west basement of the Library (formerly the Ella Madden area). Some furniture needs.

4) Over the next year (and ongoing) is the need to provide a Leadership Development Program. The program needs to be institutionalized and not offered in a piece-meal fashion. An ongoing Leadership Development Program would also address the college's third strategic initiative "Support of self assessment, renewal, and innovation."  
**Budget impact** - \$30-50,000 annually.

Success in all the above mentioned areas should be tied to student success.

To offer effective, ongoing programs the staffing needs put forth in this plan will need to be addressed.