

1. Assessment Plan - Four Column



PIE - Professional Development - Professional Learning Academy Unit

Narrative Reporting Year

2017-18

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Program Planning Dialog: In 2016-17 the faculty Professional Learning Team (PLT) designed and implemented a Professional Learning Academy (PLA) in collaboration with the Director of Professional and Organizational Development (POD) and the faculty professional development coordinator. The PLA focuses on advancing the objectives of the Mt. SAC Equity Plan using an outcomes based model. PLA content design is based on current literature, best practices, and promising models for teaching and learning center that focus on reaching and improving success rates for under-represented and under-served students.

External Conditions, Trends, or Impacts: The Equity Plan in its current form is in transition. The PLA will now be included as an activity in the Integrated Plan. The impact of this change on future funding for the PLA is unknown at this time.

Internal Conditions, Trends, or Impacts : The Professional Learning Academy development and implementation phase has received broad support from all employee constituency groups. The addition of a POD Coordinator and part-time Administrative Assistant has supported the implementation of programs. The addition of the POD LOFT space in Spring 2018 provided opportunities to hold more workshops than previously possible. It is anticipated that the POD LOFT will be remodeled beginning in Spring 2019 and there will be a dedicated, permanent office space with work stations for PLT faculty leaders.

Equity Funding is being fully utilized and is critical for sustaining current operational status. Carry-over funding from 16-17 has been an important source of program funding, without which implementation would have been limited. Future growth of the Academy will be dependent upon resource availability, as 90% of current funding is allocated for staffing.

Critical Decisions Made by Unit: Use of LHE originally designated for the PLA Coordinator has been shared among a team of faculty. Hiring of one full-time and one part-time Classified staff has supported PLA functionality but has not met the increased workflow demand. Use of Carryover funding from 2016-17 made program development possible.

Notable Achievements for Theme A: To Advance Academic Excellence and Student Achievement: 292 faculty, staff, and managers attended the Sonia Nazario Lecture Event on February 23, 2018. 98% of employees who responded to an event survey agreed that faculty can do more to help immigrant students be successful in their educational journeys and 90% indicated they were more interested in techniques they can use to improve student success among immigrant students.

The first ever POD field program, "Open That Door: Bringing Experiential Learning Into Your Teaching Practice", was introduced in March of 2018 to encourage faculty to explore out-of-the-classroom activities that connect students with deeper learning and improve achievement.

Notable Achievements for Theme B: To Support Student Access and Success: The Professional Learning Academy was awarded the 2018 Innovative Activity Award for excellence in a single, innovative staff development activity for "Why We Drop: Strategies for Improving Early-Term Retention" by 4CSD (California Community College Council for Staff and Organizational Development).

In Spring 2018 The Magic Mountie Podcast was created to provide greater access of Mt. SAC employees to professional learning topics, including an exploration of how to

improve the success of students from designated campus equity populations. 19 Episodes are now available. Data indicate that 330 unique listeners have downloaded the podcasts in the first four months of the series. Additionally 19 faculty and staff have attending Podcasting for Educators training to learn how to use podcasting in the classroom and for other academic functions.

Notable Achievements for Theme C: Secure Human, Technological, & Financial Resources: Carryover funding for 16-17 was approved and critical in the development of PLA learning activities including the Magic Mountie Podcast, Experiential Learning, and Leading for Equity speakers Sonia Nazario and Colson Whitehead.

Collaboration in programming with the Title V grant provided expanded professional learning opportunities including Training from the Back of the Room and Color Code.

A diverse team of Mt. SAC faculty and managers were supported in attending an Institute for Equity in Faculty Hiring. Participation in this institute triggered a campus effort to institutionalize practices and processes that embed equity-mindedness into the hiring practices at the college.

Notable Achievements for Theme D: To Foster an Atmosphere of Cooperation and Collaboration: 41 faculty, staff, and managers attended Emotional Intelligence and Diversity training to improve intercultural competence, increase empathy and learn strategies for interacting within the diverse college community. 96% reported an increase in empathy for diverse individuals and students at Mt. SAC and 96% indicate they feel more confident about using emotional intelligence skills to be a cultural interpreter.

Twenty-three new faculty participated in the 2017-18 New Faculty Seminar. The program is guided by a philosophy that faculty play a significant role in achievement of equitable student success. Program components are infused with theory and practice to support this goal.

Two New Employee Welcome (NEW) training sessions were conducted during 2017-18, introducing 43 classified staff to the history and culture of Mt. SAC. 100% of Classified staff who attended New Employee Welcome and completed a survey reported they had a better understanding of Mt. SAC's culture, values, and its diversity. Additionally, 95% indicated an increased understanding of campus resources and increased confidence in referring students to them.

Contributors to the Report: Liesel Reinhart, Professional Learning Team Coordinator

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
<p>Equity Professional Learning Opportunities - Multiple equity-related professional learning activities (in a variety of modalities) will be offered for faculty, staff, managers, and student employees who work with equity populations.</p> <p>Status: Active</p> <p>Goal Year(s): 2017-18, 2018-19</p> <p>Date Goal Entered (Optional): 08/08/2017</p>	<p>In Progress - Provide all adjunct faculty with online instructional resources for professional success and enhanced student achievement</p> <p>Describe Plans & Activities</p> <p>Supported: Faculty coordinator to design online instructional resources</p> <p>Lead: Julie Laverty</p> <p>Type of Request: Staffing</p> <p>Planning Unit Priority: High</p> <p>What would success look like and how would you measure it?: Website operational and in use consistently as demonstrated by webpage analytics</p> <p>Documentation Attached?: No</p>	<p>Reporting Year: 2017-18</p> <p>% Completed: 100</p> <p>The Adjunct Faculty Resources website was created during 2017-18 with input from department chairs and programs throughout the campus. During the Spring 2018 semester it had 394 unique users with 772 total pageviews. Website Link: http://www.mtsac.edu/pod/resources/adjunctfacultypage/adjunctfacultypage.html (07/11/2018)</p>
	<p>In Progress - Adjunct Faculty</p>	<p>Reporting Year: 2017-18</p>

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	<p>Seminar faculty coordinator</p> <p>Describe Plans & Activities</p> <p>Supported: Adjunct Faculty Seminar Development and implementation</p> <p>Lead: Julie Laverty</p> <p>Planning Unit Priority: High</p> <p>What would success look like and how would you measure it?: An adjunct faculty coordinator position with 6LHE to support instructional excellence would be in place and work collaboratively with the PLA.</p> <p>In Progress - Collaborate with student Services to provide multiple Leading for Equity Events.</p> <p>Describe Plans & Activities</p> <p>Supported: Professional Learning Team Coordinator, speaker honoraria, materials, catering,</p> <p>Lead: Liesel Reinhart</p> <p>Planning Unit Priority: Medium</p>	<p>% Completed: 100</p> <p>In compliance with Title 5 changes, an initial Adjunct Faculty Seminar was offered by Human Resources and the Faculty Association for the first time in Spring 2018. Moving forward, all new adjunct faculty are required to attend this three hour seminar, which will be offered each major term. 3 PLA LHE have been designated in 2018-19 to support this effort and LHE through Pathways is also being requested. (07/11/2018)</p> <p>Reporting Year: 2017-18</p> <p>% Completed: 25</p> <p>Collaborated with Student Services on two events including Sonia Nazario speaker and Colson Whitehead Leading for Equity Series (07/11/2018)</p> <p>Related Documents:</p> <p>Sonia Nazario Event Feb 2018 Executive Summary.DOCX</p> <p>EXEC SUMMARY-Colson Whitehead-July 17 2018-DRAFT-LG.DOCX</p>
	<p>In Progress - Collaborate with equity programs across the college to provide professional learning opportunities designed to advance student access, equity, and achievement</p> <p>Describe Plans & Activities</p> <p>Supported: Professional Learning Team Coordinator, POD Coordinator</p> <p>Lead: Liesel Reinhart, Lianne Greenlee, Yolanda Haro</p>	<p>Reporting Year: 2017-18</p> <p>% Completed: 25</p> <p>The PLA used the Magic Mountie podcast as a platform for collaborating with equity programs across the college. The Summer 2018 series highlighted student equity programs and resources including DREAM, The Pride Center, ACES, Veterans Center, and ACCESS. (07/16/2018)</p>
	<p>In Progress - Full implementation of the New Employee Welcome (NEW) and NEW Series</p>	<p>Reporting Year: 2016-17</p> <p>% Completed: 25</p> <p>In June 2017 POD partnered with the Dream Program to offer AB 540 DREAM Ally training for a cohort of 24 Mt. SAC faculty, staff, and management leaders committed to serving undocumented students through ongoing campus involvement with these students and about AB 540 issues. (09/01/2017)</p>
		<p>Reporting Year: 2017-18</p> <p>% Completed: 25</p> <p>Two New Employee Welcome (NEW) training sessions were</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
	<p>Describe Plans & Activities Supported: POD Coordinator, catering, materials Lead: Yolanda Haro</p>	<p>conducted during 2017-18, introducing 43 classified staff to the history and culture of Mt. SAC. 100% of Classified staff who attended New Employee Welcome and completed a survey reported they had a better understanding of Mt. SAC's culture, values, and its diversity. Additionally, 95% indicated an increased understanding of campus resources and increased confidence in referring students to them. (07/16/2018)</p> <p>Related Documents: NEW Day Assessment Report May 2018.pdf NEW Day Assessment Report Dec 2017.pdf</p> <hr/> <p>Reporting Year: 2016-17 % Completed: 25 In December 2017 a New Employee Welcome event was held for employees hired May 2015 through November 2017. 100% of Classified staff who attended the orientation session (n=41) agreed that it was worth their investment of time to attend. A NEW series pilot was offered in Summer 2017. No evaluation results are available at this time. (09/01/2017)</p>
	<p>Full Funding Requested - One Book, One Campus Books Describe Plans & Activities Supported: POD is supporting a One Book, One Campus initiative in 2018-19 to foster community and fellowship on campus through programs which will involve students, staff, and faculty engaged in activities and discussions all around the same book. The planning team has selected <i>Hyperbole and a Half</i> by Allie Brosch which is a (semi) graphic novel that deals with depression, a great springboard for important conversations about employee and student mental health. Funding is needed to provide employees a copy</p>	

Unit Goals

Resources Needed

Where We Make an Impact: Closing the Loop on Goals and Plans

of this novel. 900 books will be purchased.

Lead: Liesel Reinhart

One-Time Funding Requested (if applicable): 12800

Type of Request: Non-Instructional Supplies

Planning Unit Priority: High

What would success look like and

how would you measure it?: 900

"Hyperbole and a Half" books by Allie Brosch would be purchased and distributed to faculty and staff.

Documentation Attached?: No

Full Funding Requested - Podcasting for Educator Professional Development

Describe Plans & Activities

Supported: Extension of a successful pilot program (funded previously with carryover funding) to provide weekly professional development content to faculty, especially adjunct "freeway flyers" via podcasting.

Topics will include a range of topics from classroom pedagogy and assessment to referrals for struggling students and critical information about new initiatives that impact our work with students. The program will also provide training for faculty in how to use podcasts in their own classes as an engaging instructional tool.

Lead: Liesel Reinhart

One-Time Funding Requested (if applicable): 14810

Type of Request: Professional Development

Planning Unit Priority: High

Unit Goals

Resources Needed

Where We Make an Impact: Closing the Loop on Goals and Plans

What would success look like and how would you measure it?: 70% of participants will achieve three or more equity outcomes as a result of listening to the weekly podcast.

Documentation Attached?: Yes

Related Documents:

[2018-19 BUDGET Podcasting for Educator Professional Development.docx](#)

Full Funding Requested - Support Faculty in implementation of research-based pedagogy to improve success of students.

Describe Plans & Activities

Supported: Expand the pilot for possible ongoing program to support faculty and staff in implementation of research-based pedagogy to improve the success of students. Participants will engage in learner-centered hands-on training that provides a framework for structuring classroom lessons and training workshops to incorporate interactive hands-on activities that help adults to learn and remember.

Lead: Emily Versace

One-Time Funding Requested (if applicable): 20200

Type of Request: Professional Development

Planning Unit Priority: Medium

What would success look like and how would you measure it?: 85% of participants will achieve three or more outcomes as a result of participating in this training.

Documentation Attached?: Yes

Related Documents:

Unit Goals

Resources Needed

Where We Make an Impact: Closing the Loop on Goals and Plans

[2018-19 BUDGET Training From the Back of the Room.docx](#)

No Funding Requested - Additional Inspired Teaching learning opportunities

Describe Plans & Activities

Supported: Expand the Inspired Teaching Conference to include multiple opportunities for faculty to explore pedagogy in practice.

Lead: Sun Ezzel

Type of Request: Professional Development

Planning Unit Priority: Medium

What would success look like and how would you measure it?: 75% of faculty to participate in Inspired Teaching activities will report an increase in one or more equity learning objective.

Documentation Attached?: No

Full Funding Requested - Faculty Professional Development Retreat

Describe Plans & Activities

Supported: Up to 80 faculty will work collaboratively to define professional learning areas of development, with specific focus on the role of faculty in implementing college initiatives (Guided Pathways, equity, and basic skills).

Lead: Liesel Reinhart

One-Time Funding Requested (if applicable): 60000

Type of Request: Professional Development

Planning Unit Priority: Medium

What would success look like and how would you measure it?: Plans and activities to support faculty

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
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professional learning related to college initiatives would be designed.

<p>Equity Certificates - Creation of one or more certificates in equity teaching and learning for individuals who complete multiple learning activities in a defined path of study. Status: Inactive Goal Year(s): 2017-18 Date Goal Entered (Optional): 08/08/2017 Date Goal Archived/Inactivated (Optional): 07/11/2018</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2017-18 % Completed: 0 The Faculty Professional Development Committee submitted several certificate templates to Salary and Leaves for review and approval for Professional Growth Increment credit. Salary and Leaves was not supportive of this model. As a result the PLT determined not to pursue further creation of equity certificates at this time. (07/11/2018)</p>
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<p>Equity Outcomes - Learning activities will be designed using equity-related learning outcomes. Status: Active Goal Year(s): 2017-18 Date Goal Entered (Optional): 08/08/2017</p>	<p>In Progress - Connect each to PLA learning activity to the equity-related PLA Institute outcomes. Describe Plans & Activities Supported: Professional Learning Team Staffing for each PLA Institute, for a minimum of 24 LHE Annually Lead: Liesel Reinhart Type of Request: Human Resources Planning Unit Priority: High What would success look like and how would you measure it?: 100% of PLA professional learning activities will be aligned to one or more equity outcomes</p>	<p>Reporting Year: 2017-18 % Completed: 50 PLA Outcomes were used to design learning activities held in the PLA. Additionally, data from learning activities was collected using standardized assessment questions. (07/16/2018) Related Documents: Professional Learning Academy Outcomes Progress-Crosswalk-as of April 10, 2018.docx</p>
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	<p>In Progress - Design equity related learning outcomes for each PLA Institute Describe Plans & Activities Supported: Professional Learning Team Lead: Liesel Reinhart Planning Unit Priority: Medium</p>	<p>Reporting Year: 2017-18 % Completed: 100 Institute Certificate implementation was not supported by Salary and Leaves. As a result, equity outcomes for PLA Institutes were not completed because the Institute Model is not viable without certificates. It was instead determined that the general equity outcomes would be used as the foundation for all PLA activities at this time. (07/16/2018)</p>
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<p>Equity Outcomes Assessment -</p>	<p>In Progress - Create numerous</p>	<p>Reporting Year: 2017-18</p>
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<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
<p>Creation of one or more means of assessment for each of the equity learning outcomes.</p> <p>Status: Active</p> <p>Goal Year(s): 2017-18</p> <p>Date Goal Entered (Optional): 08/08/2017</p>	<p>assessment templates that that can be utilized "off the shelf" to measure achievement of equity learning outcomes</p> <p>Describe Plans & Activities</p> <p>Supported: Professional Learning Team Assessment Coordinator, RIE support</p> <p>Lead: LeAnn Garrett</p> <p>Planning Unit Priority: Medium</p>	<p>% Completed: 100</p> <p>LeAnn Garrett took the lead in designing survey assessment items for PLA outcomes that can be consistently implemented across PLA program offerings. Two reference documents were created including, "Assessment Techniques for Professional Learning Team Objectives" and "F-23 Outcomes survey items". (07/16/2018)</p> <p>Related Documents:</p> <p>F-23 Outcomes survey items.docx</p>
<p>Annual Report - Publicly share a collection of outcome data in an annual report of Professional Learning Academy progress. Direct student outcomes are expected from this work but will be indirectly assessed using overall campus achievement data combined with current scholarly theory that links effective faculty professional development work in the area of equity to improved achievement of students.</p> <p>Status: Active</p> <p>Goal Year(s): 2017-18</p> <p>Date Goal Entered (Optional): 08/08/2017</p>	<p>Report directly on Goal</p> <p>In Progress - Develop a Professional Learning Academy Annual Report</p> <p>Describe Plans & Activities</p> <p>Supported: Professional Learning Team, POD Coordinator, Administrative Assistant Support</p> <p>Lead: Liesel Reinhart & Yolanda Haro</p>	<p>Reporting Year: 2017-18</p> <p>% Completed: 25</p> <p>An annual report on outcomes was provided to the Equity Coordinator in June 2017. New outcomes were written for 2017-18 but a report has not yet been provided as the report request and template form from the Equity Committee has not been finalized. Executive Summaries from large equity events have been used in 2017-18 to document progress. (07/16/2018)</p> <p>Related Documents:</p> <p>PLA - Equity Grant Outcomes as of June 2017.docx</p>