



2020-21
Annual Department Review

Faculty Center

Stephen Barnes, Faculty Center Coordinator

Dr. Shelly Blair, Dean of Innovative Learning

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Section 1: Department Planning

Internal Analysis

The Faculty Center for Excellence and Innovation in Teaching officially opened on March 5, 2019. From fall 2019 through spring 2020 (prior to the pandemic) the Faculty Center (FC) hosted thirty (30) faculty centered events including:

1. Tuesday Tacos and Training
 - a. Dolphin Connect
 - b. Camtasia, Relay & Snag it
 - c. Teaching and Presenting with Smartboards and Apple TV
2. Wellness Series
 - a. Intuitive Eating: Nurture Your Body
3. Deeper Roots Mindset Inquiry
 - a. Mindfulness
4. SLO and GO- 6 Sessions
5. Donuts and Data-3 Sessions
6. Program Review Power Hour-3 sessions
7. Student Surveys and Snacks
8. Wednesday Webinars
 - a. *Practical Ways to Support LGBTQ+ Students in The Classroom*
 - b. *eXtended Reality for Teaching and Learning*
 - c. *White Privilege: What is It Really? How Can It Be Used to Help Others Who Lack That Privilege?*
9. Proctorio Training
10. Zoom for Online Office Hours
11. NameCoach
12. Civitas Inspire for Faculty
13. NISOD Virtual Conference
14. Can*Innovate
15. Read Speaker
16. Book Club-Educated

In the beginning of March 2020 when the pandemic caused a disruption to onsite participation in classes and other activities, the FC worked closely with the Dean of Innovative Learning, instructional design team, and Canvas technical support to develop a series of workshops for faculty to assist in the transition to online and/or synchronous Zoom classes with several sessions each of the following:

1. Getting started with Canvas & Zoom
2. Converting to an online format

In conjunction with the Dean of Innovative Learning the Faculty Center Coordinator developed a First Year Teacher Academy for new full-time faculty. The first cohort included eight faculty consisting of five (5) first year faculty, two second year faculty, and one (1) adjunct faculty member.

There was previously no way to track use of the faculty Center other than by hand count, which does not reflect use at times other than when the Faculty Center Coordinator might be present. The Faculty Center has set hours of 7:00 am to 8:00 pm seven days a week, which does not appear to have hindered any faculty in utilizing the center to its fullest. As more faculty become aware of the FC availability it is anticipated there will be increased usage. In February 2020, the FC purchased a subscription to “Receptionist” software which allows the tracking of attendance at the Faculty Center. For the month prior to the pandemic the FC was open, faculty utilized this software regularly to allow for better tracking. Unfortunately, that was short lived given the closure of the FC for in person activities in March 2020.

Survey Results

The survey is generally deployed in spring. Prior to the pandemic in March there had been discussion about updating the survey and revising a few of the question. Unfortunately, the survey did not get deployed and as of the date of this report there is no survey data available. The FC coordinator is working with the institutional effectiveness department to deploy the survey and gather data

Service Area Outcome(s)

Service Area Outcomes (SAOs)

SAO	Measures/Targets
Increase Awareness of the Faculty Center	Increase awareness of the Faculty Center by 10% each year based on tracking and survey data
Increase utilization of the Faculty Center	Increase utilization of the Faculty Center by 10% each year based on tracking and survey data
The Faculty Center will sponsor professional development and trainings on educational theory, instructional design, and pedagogy	The Faculty Center will sponsor four (4) professional development activities and/or trainings per semester on educational theory, instructional design, and pedagogy

SAO 1: The survey data for 2019-2020 is the baseline from which the awareness increase will be compared. There are no survey results available currently to compare.

SAO 2: The survey data for 2019-2020 is the baseline from which the awareness increase will be compared. There are no results to compare currently.

SAO 3: The Faculty Center sponsored more than four (4) professional development activities and/or trainings related to educational theory, instructional design, and pedagogy for the fall 2019 and spring 2020. These included Tuesday tacos and Training, Deeper Roots Mindset-mindfulness workshop, Wednesday Webinars (*Practical Ways to Support LGBTQ+ Students in The Classroom*, *eXtended Reality for Teaching and Learning*, *White Privilege: What is It Really? How Can It Be Used to Help Others Who Lack That Privilege?*), Proctorio Training, Civitas Inspire for Faculty, NISOD virtual conference, and Can*Innovate. These events had somewhat lower turnout than hoped. This is likely the result of

scheduling of the events and the availability of faculty. Analysis of the data when survey results are available will allow for restructuring as needed.

Progress on Initiative(s)

Progress on Forward Strategies

Initiative(s)	Status	Progress Status Description	Outcome(s)
Re-envision Faculty Center	Completed/ Ongoing	Efforts have been made to change perception including holding several workshops	The FC was moved and renamed. There has been an increase of trainings and activities.
Create New Faculty Center Space	Completed	Space continues to be improved as much as possible based on faculty needs	Physical space is complete with improvements ongoing as needed
Inspire Creative Curriculum Design	Completed/ Ongoing	Workshops and training as referenced above to help faculty envision creative curriculum	Faculty are looking at different ways to make their curriculum student centered and improve their courses
Professional Development for Faculty	Ongoing	Workshops and training continue. With the Pandemic in March much of the focus shifted to Zoom training and transitioning to online live courses	Faculty are developing and attending workshops as referenced above to continue development in educational theory, instructional design, and pedagogical practices.
Laptops for Training	Requested	Requested but not funded	Faculty will have laptops when they attend training so they can get hands on experience to improve training outcomes
Visitor Tracking Software	Completed/ Ongoing	Receptionist software purchased in spring 2020. Faculty began using software regularly when accessing FC	More accurate assessment of use of the FC based on day and time to better adopt a comprehensive training schedule

Response to Program and Department Review Committee Recommendation(s)

No recommendations were made

Department Planning and Communication Strategies

The FC advisory committee has not met since the opening of the center. The structure of the advisory committee was transitioned to the Academic Senate. Discussions are ongoing weekly with the Dean of Innovative Learning concerning the needs of faculty and development of workshops and trainings to effectively support those needs.

Coastline Pathways

The Faculty Center has been utilized by design teams for meetings when discussing Guided Pathways. Faculty as well as staff and administrators have been able to use the Team Room in the FC to facilitate discussion of the GP plan development. There have been several discussions/presentations related to Coastline Pathways topics held in the Faculty Center.

Equity

The Faculty Center is reviewing its policies to ensure equitable access to all faculty members. The Faculty Center currently has set hours from 7:00 am to 8:00 pm. The Distance Learning Department had been open until 11:00 pm for faculty. In a previous survey few faculty indicated they would use the faculty Center after 8:00 pm. However, to ensure that all faculty are served, a review of the usage and access will be undertaken.

Efficiency

There is currently no survey data upon which to base this response. Based on anecdotal information, the biggest challenge facing the faculty Center in terms of efficiency is scheduling. With limited staffing it is difficult to have multiple sessions of the same workshops. As such, only those faculty available during a given time will be able to attend. A few sessions were recorded prior to the pandemic and this will give access to those whose schedules do not permit in person attendance. The flip side of doing this is that people may not attend in person if they can watch the recording at their leisure.

Implications of Change

The Faculty Center was well on the way to fully implementing a plan to re-envision itself for more effective utilization by faculty until the pandemic. Indicators show an increased usage and satisfaction with the space for faculty to collaborate and improve their pedagogical development. The Faculty Center will continue to monitor use by faculty and review recommendations for improvement through small group discussion and survey results.

Section 2: Human Capital Planning

Staffing

Staffing Plan

Year	Administrator /Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year	1	1	0	0	0
Current year	1	1	0	0	0
1 year	1	1	0	0	0
2 years	1	1	0	0	0
3 years	1	1	0	0	1

The Faculty Center has been adequately staffed given the resources available. Administrative support has been provided by the Dean of Innovative Learning's office as needed. There is no anticipated need for adding additional staff until budget restrictions are lifted. At that time consideration of hiring of an hourly employee to assist with administrative duties will be evaluated.

Professional Development

Professional Development

Name (Title)	Professional Development	Outcome
Stephen Barnes FC Coordinator	NISOD	Training on teaching and learning, educational theory, pedagogy
Stephen Barnes FC Coordinator	4CSD	Training on professional development implementation
Stephen Barnes FC Coordinator	Various Webinar	Training on teaching and learning, educational theory, pedagogy, instructional design

Section 3: Facilities Planning

Facility Assessment

The FC is a new 1500 square foot space as of March 2019. The space was designed as multi use for a variety of activities including trainings/workshops, meetings, faculty collaboration, video development, and general use. There are no emerging needs for modifications or addition to the space currently.

Section 4: Technology Planning

Technology Assessment

The FC currently has 5 computer stations (4 PC and 1 MAC), 1 podium smart board workstation, a coordinator workstation, a large TV/monitor for use during training/workshops, a glass board for teaching, a copier/printer. Each of the workstations has Office 365 and Adobe. Camtasia has been added as needed. The FC is still in need of a computer for the media room to edit video/audio. To better track usage an IPAD containing Receptionist software allows users to enter their information and better identify usage trends.

Section 5: Ongoing/New Initiatives

Initiative: Professional Development for Faculty

Describe how the initiative supports the college mission:

This initiative will help keep faculty abreast of best practices in their field. The Professional Development is key to faculty being effective in the classroom and online and assists them in creating and developing innovative courses designed to achieve equitable outcomes.

What college goal does the initiative support? Select one

Student Success, Completion, and Achievement

Instructional and Programmatic Excellence

Access and Student Support

Student Retention and Persistence

Culture of Evidence, Planning, Innovation, and Change

Partnerships and Community Engagement

Fiscal Stewardship, Scalability, and Sustainability

What Educational Master Plan objective does the initiative support? Select all that apply

Increase student success, retention, and persistence across all instructional delivery modalities with emphasis in distance education.

Provide universal access to student service and support programs.

Strengthen post-Coastline outcomes (e.g., transfer, job placement).

Explore and enter new fields of study (e.g., new programs, bachelor's degrees).

Foster and sustain industry connections and expand external funding sources (e.g., grants, contracts, and business development opportunities) to facilitate programmatic advancement.

Strengthen community engagement (e.g., student life, alumni relations, industry, and academic alliances).

Maintain the College's Asian American and Native American Pacific Islander Serving Institution (AANAPISI) designation and pursue becoming a designated Hispanic Serving Institution (HSI).

How does this initiative play a part in Coastline Pathways?

The professional development is key to faculty engaging students in their courses (both online and in person) and helping faculty learn to be effective advisors within the guided pathways framework. The PD will lead to improved outcomes for students in the guided pathways model.

What evidence supports this initiative? Select all that apply

Service Area Outcome (SAO) assessment

Internal Research (Student achievement, department performance)

External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.

Research shows that professional development is key to faculty understanding andragogy and learning frameworks that lead to successful outcomes for students.

Recommended resource(s) needed for initiative achievement:

Research concerning professional development best suited for faculty improvement, creativity, and innovation.

What is the anticipated outcome of completing the initiative?

Faculty will be trained in andragogy, best practices, and be able to utilize these skills in creating innovative and engaging courses.

Provide a timeline and timeframe from initiative inception to completion.

The training will take place over the next year spring 2020 and fall 2020.

Initiative: Laptops for Training

Describe how the initiative supports the college mission:

This initiative will provide faculty with laptops for use while training in the faculty center.

What college goal does the initiative support? Select one

Student Success, Completion, and Achievement

- Instructional and Programmatic Excellence
- Access and Student Support
- Student Retention and Persistence
- Culture of Evidence, Planning, Innovation, and Change
- Partnerships and Community Engagement
- Fiscal Stewardship, Scalability, and Sustainability

What Educational Master Plan objective does the initiative support? Select all that apply

Increase student success, retention, and persistence across all instructional delivery modalities with emphasis in distance education.

Provide universal access to student service and support programs.

Strengthen post-Coastline outcomes (e.g., transfer, job placement).

Explore and enter new fields of study (e.g., new programs, bachelor's degrees).

Foster and sustain industry connections and expand external funding sources (e.g., grants, contracts, and business development opportunities) to facilitate programmatic advancement.

Strengthen community engagement (e.g., student life, alumni relations, industry, and academic alliances).

Maintain the College's Asian American and Native American Pacific Islander Serving Institution (AANAPISI) designation and pursue becoming a designated Hispanic Serving Institution (HSI).

How does this initiative play a part in Coastline Pathways?

The laptops will allow faculty to participate in training to better assist students in staying on the pathway and ensuring learning. This efficiency will lead to improved outcomes for students in the guided pathways model.

What evidence supports this initiative? Select all that apply

Service Area Outcome (SAO) assessment

Internal Research (Student achievement, department performance)

External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.

Making laptops available for adjunct faculty while training will provide opportunities for faculty to engage in necessary professional development which will lead to better outcomes for students through innovative, engaging, courses.

Recommended resource(s) needed for initiative achievement:

Review and analysis of the cost for purchase of the laptops.

What is the anticipated outcome of completing the initiative?

Faculty will be trained on best practices to ensure students are engaged in creative and innovative courses.

Provide a timeline and timeframe from initiative inception to completion.

The laptops can be purchased by the end of spring 2021.

Section 6: Prioritization

List and prioritize initiative requests.

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	Complete By	Priority
Professional Development	Funds for professional development activities	\$20,000	Ongoing	No	SAO, Internal, External	Instructional and Programmatic Excellence	May 2021	1
20 Laptops for training	Purchase of laptops	\$20,000	1 time	No	SAO, Internal	Instructional and Programmatic Excellence	May 2021	2

Prioritization Glossary

Initiative: Provide a short description of the plan

Resource(s): Describe the resource(s) needed to support the completion of the initiative

Est. Cost: Estimated financial cost of the resource(s)

Funding Type: Specify if the resource request is one-time or ongoing

Health, Safety Compliance: Specify if the request relates to health or safety compliance issue(s)

Evidence: Specify what data type(s) supported the initiative (Internal research, external research, or learning outcomes)

College Goal: Specify what College goal the initiative aligns with

Complete By: Specify year of anticipated completion

Priority: Specify a numerical rank to the initiative