Evaluating Staff and Organizational Development

1993

Revised 2003

California Community College Council for Staff & Organizational Development and Community College League of California

EVALUATING STAFF AND ORGANIZATIONAL DEVELOPMENT

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California Community College Council for Staff Development and Community College League of California. Appreciation is extended to the Human Resources Division of the California Community College Chancellor's Office for the grant that supported this effort.

Copies may be obtained from the California Community College Council for Staff & Organizational Development, **http://www.4csd.org**

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INTRODUCTION

This guide is designed to help you:

- ♦ More easily be able to assess or evaluate the effectiveness of your professional and organizational development programs by identifying the desired outcomes of the programs and determining whether they have occurred
- ♦ Make evaluation an ongoing part of your planning
- ♦ Use evaluation results to strengthen professional development at your institution
- ♦ Validate professional development as worthwhile and essential program

More specifically, the guide will help practitioners answer the following questions.

Trends and Needs
- ☑ What trends and changes create a need for professional and organizational development?
- ☑ What do people perceive are the needs for staff and organizational development?

Goals
- ☑ What are the goals of your program and do they relate to the needs?

Intended Desired Learning Outcomes
- ☑ What specific skills and knowledge do employees need in order to be as effective and efficient as they can be?
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- ☑ What do the results of the evaluation tell you in terms of the effectiveness of the activity program?
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WHY HAVE PROFESSIONAL DEVELOPMENT?

Professional and organizational development programs are essential to ensure that community college education is relevant, up-to-date, and effective. Staff and trustees must be continually learning and improving their knowledge, skills and attitudes in order to respond to evolving student and community needs, and trends and advances in teaching, learning and organizational functioning. The college as a whole must be continually learning and improving its culture, climate, structures and processes in order to respond to rapidly changing internal and external environments. Specific factors that affect education include:

- ♦ Policy-makers and others express ongoing concerns about the effectiveness of higher education. Staff and organizational development programs to help college personnel improve the quality of education and the functioning of the institution.
- ♦ Changing state and student demographics pose challenges for colleges. Professional and organizational development programs are often designed to help staff improve their understanding of students from different ethnic, cultural, and social backgrounds. Adult learning styles often require different teaching strategies and institutional programs and services from those developed for traditional students.
- ♦ A significant number of staff members retire each year, and their replacements are being hired. Ensuring they are successful requires strong professional development programs.
- ♦ Technology, including distance learning, has had a huge impact on education: staff members need training to use technological tools effectively.
- ♦ Sophisticated and shared decision-making processes require staff and trustees to have the skills necessary to participate effectively and to provide leadership at all levels.
- ♦ Fluctuations in funding mean that there may be inconsistent support for conferences and other external professional development activities. Therefore ongoing professional and organizational development depends on having strong programs within the college.

These trends and others require the state and community colleges to devote funds to professional and organizational development programs, which may come from a variety of sources, including specially designated state funds, college budget allocations, grant monies, foundations, and allocations within division or department budgets.

Professional development programs are designed to enhance the expertise of faculty, support staff, administrators and trustees. Organizational development includes activities for improving college programs, how the college functions, and, ultimately, the success of its students.

WHY EVALUATE PROFESSIONAL DEVELOPMENT PROGRAMS?

Colleges assess the effectiveness of professional organizational development to learn whether or not what they are doing makes a difference for those who participate in the program. They also use the results to show what effect the program has on student success and learning. Evaluations have two major uses:

- **External reporting.** Colleges account for staff and organizational development expenditures and evaluate the effectiveness of the activities to justify program funding to the state, their communities, and their districts. The funding sources often have specific requirements for evaluation of professional development.

- **Internal program improvement.** Evaluation results are necessary to continually improve staff and organizational development offerings, assess needs, and increase the connections among program activities, individual, department and college goals and improved student success.

The effect of professional development can be assessed at four levels, based on models for evaluating training by Kirkpatrick (1998) and Phillips (1997):

1. How did participants react to the development activity?
2. What did they learn?
3. What changes did they make in their behavior and attitudes?
4. What were the effects of their training on students and the organization?

The levels are cumulative — evaluation at higher levels depends on having information from lower levels. All levels provide important information for both external and internal needs. The first level is the easiest, and most often done. A fourth level evaluation provides information that justifies professional staff and organizational development; however, it is difficult information to gather and analyze.

A fifth level of evaluation described by Phillips (1997) is return-on-investment (ROI), based on the cost/benefit ratio. Essentially, the question to be answered is, was the public (student) benefit of the program worth the cost of the program? Because of the complexity of conducting this fifth level, it is only used when program costs are very high. For those interested in more information, see Phillips.

SETTING THE STAGE

Evaluation is conducted to ensure that staff and organizational development programs are effective. A sound evaluation is based on careful planning. Often, professional and organizational development programs appear to be a plethora of activities: it is difficult to detect the desired outcomes or identify how the activities are linked to institutional goals. This approach—sponsoring events or funding travel without articulating outcomes or purposes—will, in the long run, be difficult to evaluate or justify.

Planning should not be done in a vacuum: it should be based on a strong assessment of needs that involves those who will contribute to and benefit from the professional development program. Good planning incorporates information about external factors that affect the college as well as information from those who work on a daily basis with students and community. It involves identifying what the professional program wants to achieve on behalf of the college and those who participate in the program, and then designing activities that are intended to achieve those goals.

Comprehensive planning requires time and resources. However, any amount of time one can devote to thinking about the links between college mission and individual goals and needs, desired outcomes, the program's activities, and the evaluation is worthwhile.

Planning starts by describing the current state of affairs to provide a baseline against which progress can be measured. The first step in developing or updating a plan for professional development is to collect, assess, and analyze *available* information. Accreditation self studies, campus climate surveys, needs assessments for professional development and other ongoing surveys and evaluations may be used as "benchmarks". The same instrument can both assess and evaluate change occurring on the campus over time.

Numerous sources contain information that may be helpful to determine staff, program, and organizational development needs:

- ♦ Strategic plans that establish institutional missions and goals
- ♦ Assessments of individuals' professional development needs
- ♦ Prior years' program evaluation reports
- ♦ Accreditation self study and team reports
- ♦ Community demographics; results of community surveys
- ♦ Student and staff demographics
- ♦ Student satisfaction and campus climate surveys
- ♦ Surveys conducted for accreditation and program reviews
- ♦ Reports and findings from college leadership councils, committees, and task forces
- ♦ Information on national and state mandates, policy issues and trends that impact the direction of the college

A careful review of these materials will help staff and organizational development officers identify what is needed to enhance individual skills and expertise and to change organizational climate and functioning. The materials may contain recommendations that address current problems and directions for the future. College mission and program goals and objectives may be used to help distinguish between needs appropriately met by the college and those that are based solely on individual interests and preferences. The staff and organizational development program will be more powerful and meaningful if it is comprehensive and integrated with the institutional goals and objectives.

After reviewing the above materials, the staff development officer and others involved in planning the program may proceed in one of two ways:

1. You may determine that sufficient information exists to develop your plan, or certainly to begin analyzing major patterns and directions. You may

find that you know what the needs are and that you can design or update the professional and organizational development plan.

2. You may find gaps in your knowledge regarding individual and organizational needs. You may decide you need specific information that may be available from specialized surveys or other information gathering strategies (see the section on evaluation strategies).

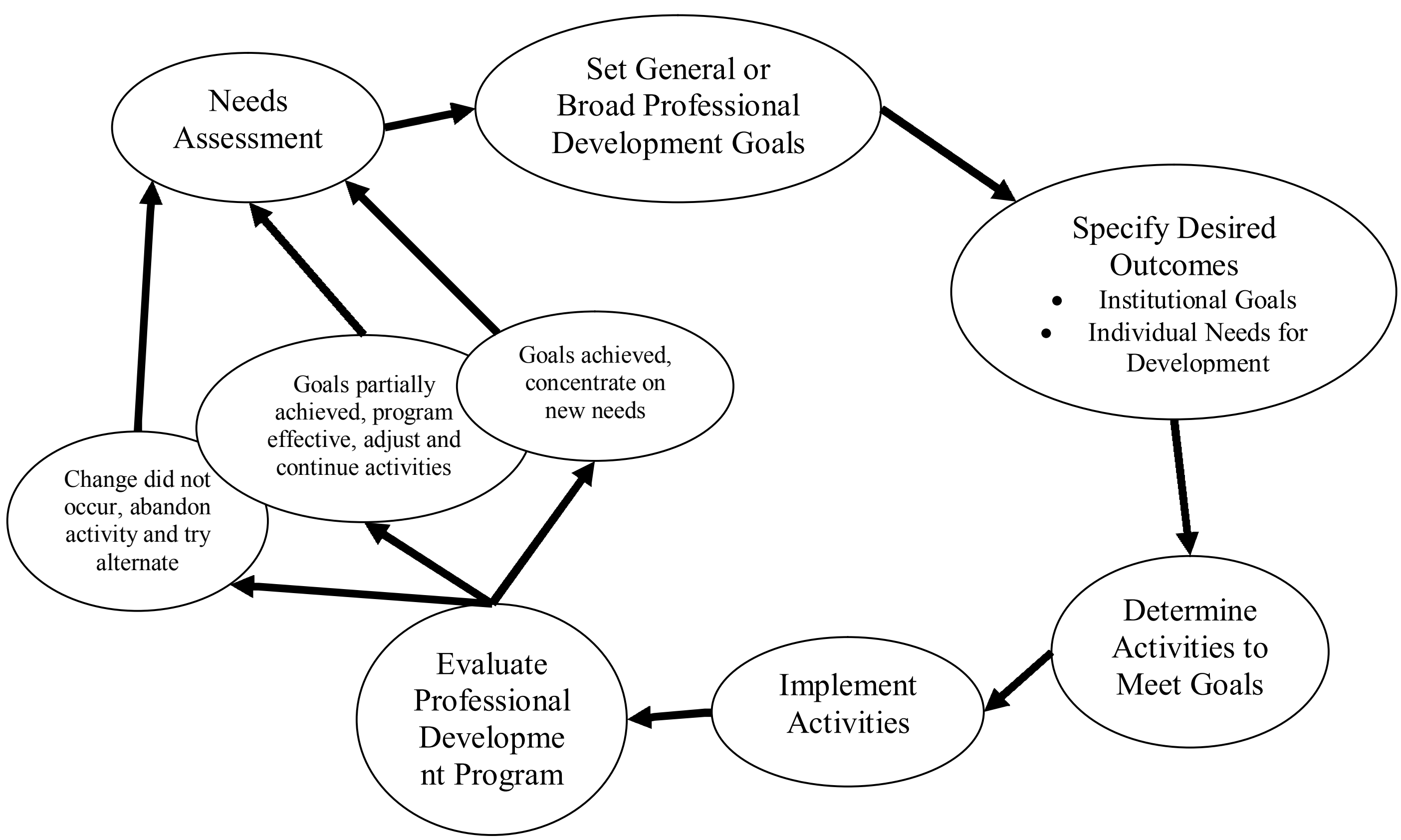
When you have sufficient data, determine a limited number of major categories of *identified institutional needs*. These four to ten need areas become the basis for your annual program goals, the desired individual and organizational outcomes, and changes that you will measure. The goals and desired outcomes will generate ideas for activities designed to produce the outcomes, and at the same time, suggest evaluation strategies.

The information you have gathered provides a basis for writing or updating your human resource or professional development plan. Planning insures that the links between institutional mission, goals, needs, expected outcomes, professional development activities and the evaluation are explicit and clear. Plans should be dynamic and develop over time, rather that being lifeless documents sitting on shelves.

Findings from the evaluation or evaluations contribute to the ongoing needs assessment:

- ♦ Change did not occur; abandon activity and try alternative approach
- ♦ Goals and outcomes partially achieved; adjust program and continue activities
- ♦ Goals and outcomes achieved; concentrate on new needs.

Planning Cycle Chart



GOALS, OUTCOMES, ACTIVITIES

Establishing needs, goals, outcomes, and activities to achieve the outcomes is generally a sequential, step-by-step process. Once you have assessed where you are, the next step is to set goals to get to where the college or staff want to be.

Setting goals means starting with the end in mind, and can be accomplished by answering the questions: *"How the college would be functioning if it was as good as it could be? What knowledge, skills and attitudes would staff need to have to be even better prepared to deliver educational services?"* The answers to these questions become the goals of the plan. The answers to the questions and the goals of the professional development program, vary from college to college and from year to year, depending on needs and trends.

Often, there will be more goals than can be achieved in any one year, and some goals will take many years to achieve. Prioritizing the needs and goals, and developing a long-range plan with intermediate steps to some goals will help create a plan that is feasible and easier to evaluate.

If the goals are stated broadly, the next step is to further define the goal statements into more specific outcome statements. For instance, a goal may be that the college curriculum includes multicultural and global issues in order to ensure that students have the skills and attitudes to be successful in a multicultural society. Narrower outcome goals might be: "instructors have the knowledge and support required to infuse their syllabi with multicultural or global issues," or "college employees are aware of and have the skills required to work with people from a wide variety of cultural backgrounds." Faculty members, given that goal, may then set an objective that they would like to learn more about how to incorporate multicultural issues into their syllabi.

Once the outcomes are clarified, the next step is to brainstorm activities that could be effective in producing the outcomes. State the expected outcomes from each activity as clearly as possible- these statements will become the basis for evaluating the success of the program.

When generating ideas for professional development activities, consider and list possibilities from all areas of the college, even those that may not be under the purview of the staff and organizational development officer. Examples include sabbatical leaves, curriculum development, conference and seminar attendance, travel, units taken by faculty for salary schedule advancement, internships, trustee education, staff involvement in statewide and community organizations, job shadow grants, college-wide symposia, newsletters, and activities supported by restricted or categorical funding. Other colleges' professional development programs are also a rich source of ideas.

Many possible activities will achieve the outcome described in the example: i.e., target one discipline and hold an extended workshop or series of workshops for faculty in that area; send faculty to related conferences and seminars and ask them to share information when they return; support a sabbatical leave for a professor to work in this area; sponsor a speakers series on multicultural issues; and/or collect and disseminate models from other schools.

The following example demonstrates the step-by-step process of linking goals, outcomes and activities in one area, and lists the next step in evaluating staff development programs - thinking about how you will assess whether the outcome is achieved.

Broad Goal	Desired Outcome(s)	Activities	Measuring the Outcomes
The college curriculum will address multicultural and global issues so students have the skills and attitudes to be successful in a multicultural society	Faculty have the knowledge and skills to incorporate multicultural issues into their course: course syllabi will include multicultural components	Faculty workshops on campus; conference attendance	Faculty reports, course syllabi review, student learning outcomes are achieved

Using this step-by-step approach will help prevent falling into the trap of planning and supporting activities just because they seem like a good idea. As a staff development planner, always ask yourself you want to be the result of professional and organizational development activities or programs, and plan your activities and programs based on those desired outcomes.

Examples of Goals for Staff and Organizational Development

- Establish and develop strategies to assess student learning outcomes
- Foster understanding of what it means to be a "learning college"
- Incorporate changes in academic and vocational disciplines
- Enhance teaching skills (may target specific groups, such as new or part-time faculty; may target specific areas, such as critical thinking, teaching in learning communities, distance education)
- Ensure new staff, administrators and faculty are knowledgeable about the college and their roles
- Increase indicators of effectiveness, including transfer rates, graduation rates, or success in remedial courses
- Use technology effectively in the classroom and throughout the institution
- Maintain a high level of employee morale
- Accommodate growth or decline in enrollments, both college-wide or in specific programs or classes
- Respond to new laws and regulations
- Respond to various student needs, including skill levels, expectations, cultural backgrounds, and learning styles
- Respond to social and economic issues, such as security needs, increased unemployment, and fluctuations in college funding
- Ensure staff and faculty have the skills to participate effectively in decision-making processes
- Provide training and internships for employees to gain additional job skills and opportunities.

EVALUATION LEVELS

Clarifying the desired outcomes makes it much easier to evaluate the success of the activities or programs you offer. You are basically asking the question, have the outcomes been achieved? The answers to that question are found in Levels 3 and 4 described below, but you may also want or need to gather information at Levels 1 and 2.

There are five levels of analysis that may be used in determining whether your professional and organizational development activities have produced the desired outcomes.

Level 1 – Measures Participant Reaction
Opinion gathering and analysis measure what participants think and feel about the program. This level often includes participant feedback about the content of the activity, the process used to deliver the activity, and the environment in which the activity was conducted. Were they pleased with it? Did it hold their attention? Was it relevant to their needs?

Level 2 - Measures Perceived Learning
By assessing the learning (e.g., changes in attitude, knowledge, or skills/performance) gained, you measure what participants perceive they learned in the professional staff or organizational development activity.

Level 3 - Measures Behavior and Attitude Change
Through reports or observation (self, student, colleague, supervisor, etc.), you will measure whether participants' on-the-job behavior and/or attitudes changed related to the desired or intended learning outcomes for the staff development activity.

Level 4 - Measures Impact on the Institution and Achievement of College Goals
By measuring a variety of outcomes, you will measure whether behavior and attitude changes have had a positive impact on the organization and the achievement of its goals.

Level 5 – Measures Return on Investment (ROI) or Cost/Benefit
This level, because of its complexity, is desirable only when costs of a program are very high. For instance, it might be desirable when an institution receives a multi-year, multi-million dollar Title III or V or other grant that can be re-applied for at the end of the grant funding. ROI results can be very persuasive to a funding agency.

Each of these levels of measurement is progressively more complex to do and provides more meaningful information. Higher levels may depend on information gathered at the previous levels. At higher levels, other variables beyond your control have more and more impact on the outcomes, and conclusions about results may be more tentative.

Reaction evaluations, which are the simplest, provide important information about the quality and support for the development activities; however, they give little information about actual changes in individual behavior or impact on the organization. More advanced levels of evaluation are necessary to validate the investment of employee time and public funds.

The first three levels generally measure what happens at the individual level. Organizational change, which depends to a great extent on individual development, is measured at the fourth level. Training and staff development assumes that by changing individual employees, the college can change for the better.

Level 1
Measures Participant Reaction

Reaction evaluations are usually conducted immediately after an event or activity and are often called "happy sheets." They are the most widely used evaluation tool and may ask such questions as:

- Was the content interesting?
- Was the process used effective?
- Were the facilitators or presenters well informed and organized?
- Were the topics and subjects studied relevant?
- Were participants re-energized and stimulated by the event (or sabbatical, or conference, or study)?

For instance, in the example provided in the last section, were the faculty members motivated by the multi-cultural workshops enough so that they will continue working on their curriculum and seek out other training opportunities? Did they feel their participation was worth their time and commitment?

Surveys, participant reports and interviews are three means of gathering Level 1 information. Reactions from the participants provide information about the quality of the professional development activity. They will help you decide which presenters and types of activities to sponsor in the future.

Participant reactions can tell you whether employees were pleased with, or motivated by, the activity. Being pleased or motivated helps improve morale, makes it more likely that people will use what they have learned in the activity, and promotes participation in future activities or programs.

Where the purpose of professional development is primarily to affect attitudes, a Level 1 analysis may tell you all you need to justify the activity.

Employee attitudes may be improved simply by focusing on their concerns and sponsoring events such as college-wide convocations or other gatherings, which are designed to promote good will and positive attitudes toward the college.

Level 2
Measures Perceived Learning

The second level of evaluation is to measure what someone perceives they have learned as a result of a professional development activity. This level asks questions such as:

- Did participants learn new information at the activity?
- Did participants learn new strategies or approaches for their jobs?

Or, you may want to ask them specifically what they learned, with questions such as:

- What was the most useful thing they learned from the activity?
- What parts of the information presented apply to their jobs?
- What problems in [topic] have arisen in their job areas, and what did they learn in the activity that will help address them?
- What do they plan to actually use or adapt to their job?

The Level 2 evaluation relies on participants to describe what they perceive they have learned. The information helps determine whether the activity was an effective means of teaching new information and whether the participants perceive that they learned it. For instance, in the example provided earlier, a pre and post-assessment may be conducted to determine what faculty members knew before the activity and what they knew after the activity about adapting their curriculum to incorporate multicultural and global issues.

This level of evaluation is often done just before the activity and just after the activity has taken place, but may also be done much later to measure retention of the new knowledge, skills, or attitudes. For instance, if you wanted to know whether faculty had learned more about multicultural issues and curriculum infusion strategies, it would probably make sense to ask them what they learned after some time has passed to measure the retention and understanding of the information, skills or attitudes.

If the purpose of the activity is to teach people new information, then Level 2 analysis may be all you need to assess the staff development activity.

At this and the following levels, it is important to stress that the purpose of gathering this information is to evaluate the effectiveness of the professional and organizational development activity or program, not the participant in the activities. Assessing the activity is not intended to "grade" or evaluate the participant's learning.

Pre and post assessments, surveys, participant reports and sample interviews are some means of gathering this information. Classroom Assessment Techniques (CATS) may be used to assess what participants perceive they have learned.

Level 3
Measures Behavior and Attitude Change

At Level 3, you are trying to determine whether employees have actually changed their behaviors and/or attitudes as a result of involvement in staff and organizational development activities. You may do this in a number of ways, some more direct and reliable than others:

- Ask the participants what changes they have made on the job.
- Ask people who work with the employee — supervisors, subordinates, students, colleagues — what changes they have seen.
- Directly observe participants to determine what changes have occurred.
- Use work measures (such as use of a new computer program) or accuracy in accomplishing work goals, to determine whether there has been a change.

At this level, you are beginning to examine actual behavioral or attitudinal change —a major goal for professional and organizational development. For instance, did the faculty who were involved in the activities to infuse multicultural issues into their courses actually do so? What changes did they make to their syllabi and teaching?

If the purpose of the professional development activity is to cause behavior or attitude change, Level 3 evaluation may be all you need to "prove" the activity "worked."

Since both short and long-term changes are usually desired in a Level 3 analysis, the evaluation may be done shortly after the activity as well as months or a year later.

Participant reports, student surveys and evaluations, self-study and other institutional assessments are some means of gathering information about change in behavior and attitudes. Using scaled response formats on surveys, when appropriate, will allow you to compare information to measure the direction and amount of change.

Each of the above levels is dependent on the one below it. The possibility of achieving desired outcomes at the higher levels is based on success at lower levels. If participants enjoy a professional development activity (Level 1), they are more likely to learn something (Level 2). Learning new knowledge, skills, or attitudes is a prerequisite to creating attitudinal or behavior change (Level 3).

Level 4
Measures Impact on the Organization and Student Learning

Level 4 measurements look at the impact of professional and organizational development on how well the institution functions and achieves its missions. There are two sets of questions. One set focuses on the functioning of the college (or program):

- Does the organization run more efficiently and effectively?
- Does staff morale increase over time?
- Do people feel like they have sufficient information to do their jobs and be involved in decision making?
- Is the college a good place to work?

The other set of questions focus on student success:

- Are students achieving the learning outcomes established for the courses and programs? Are they learning what they want and need to learn?
- Are students more successful in achieving their goals?
- Are they completing programs in a reasonable time?
- Are they becoming better problem-solvers?
- Are students more confident in their abilities?

This level of analysis requires the broadest measurement of change in both individual behavior and in organizational performance. It gets at the heart of professional and organizational development.

A sound Level 4 evaluation provides a strong justification for dedicating time and resources to professional and organizational development as an integral part of the effective functioning of the institution.

Since most organizational improvements are incremental, you may want to measure progress over academic terms or even years. Progress is measured by having a "snapshot" of student success and organizational functioning before and after the interventions of the professional development activity. Change can be measured in a number of ways, including:

- The results of organizational climate surveys or other surveys conducted on a periodic basis, or changes in survey results administered to staff and students before and after the professional development activity
- Improved student retention, persistence, and goal accomplishment rates
- Reduced complaints from employees, students, and improved community reputation
- Improved diversity of students and/or faculty and staff, fewer instances of intolerance for differences
- An improved "match" between community needs, college mission, curricular offerings, and student enrollment

Much of this information has been gathered by other offices at your college, such as the office of research, the office of instruction, student services, or the business office. These and other data often are gathered for routine reports to the state or federal governments.

In the example provided earlier related to multicultural learning outcomes, measures of change might include: student surveys that assess how much students know about multicultural issues, a campus climate study which shows tolerance for differences, or changes in the number of instances of racist and harassment on campus. Changes could, in part, be attributed to the professional development activity.

Drawing cause-and-effect relationships between student learning and employee involvement in professional and organizational development activities is difficult. Many variables impact student learning and institutional functioning: students' background and readiness for college, their motivation and goals, their available time and priority, the availability of courses and services at the college.

However, if you can describe clear links between student learning outcomes and changes in attitudes or behaviors of participants in an activity (Level 3), and link those changes to the learning that occurred (Level 2), then you can show conceptual connections between student learning and activities. You may be able to tie student learning outcomes to a change in faculty teaching skills or course content, and that change may have occurred due to activities such as sabbaticals, conference attendance and/or on-campus faculty workshops.

Level 5
Measures Return on Investment (ROI) or Cost/Benefit

As stated earlier, this level of evaluation, because of its complexity, is desirable only when costs of a program are very high. For instance, it might be desirable when an institution receives a multi-year, multi-million dollar Title III or V or other grant that can be re-applied for at the end of the grant funding. ROI results can be very persuasive to a funding agency. It also is highly desirable when the institution or legislature requires a cost-benefit analysis of other programs and is used to seeing ROI as a way of determining funding for the staff and organizational program.

What Level Evaluation Should You Do?

It depends. Don't be intimidated by the levels. Determining what level of evaluation to do depends both on what the professional development activity is designed to accomplish and the feasibility of collecting the information.

Clearly defining the specific goals and desired learning outcomes for the activities helps determine which level you choose. For example, enhancing morale and community feeling at the beginning of the year may require a Level 1 evaluation, acquiring new concepts and skills a Level 2, anticipated behavior and attitude changes on the job a Level 3, and broad institutional change and improving student success a Level 4.

If it is difficult to define a level of evaluation analysis for the staff development activity, re-think the activity. If you can articulate why the activity is worthwhile, you should be able to define the desired expected outcomes and evaluation level. Choosing your strategies wisely will help you get useful information for the time and money you devote to evaluation.

EVALUATION STRATEGIES

What strategies will you use? There are a number of possible strategies for evaluating staff and organizational development programs. Consult with institutional research people and other staff skilled in evaluation methods for help in designing and analyzing your strategies.

The strategies listed below can be adapted for use by participants as well as by others. Using the same strategy (*e.g.,* a "behavior change survey") and asking participants and those they serve (*e.g.* an instructor who participated in an activity and his or her students) to complete the survey on the participants' behavior can yield important information for both the participant and for the staff and organizational development coordinator officer. Useful information can be gathered from those who do not participate in professional development (why not? no funding? no time? no interest? no relevance?).

Remember, you are evaluating the professional development activities and program, not participant performance. The information is gathered to improve the program and describe its impact.

Anonymity can be very important in completing needs assessment and evaluation information. Anonymity helps create an atmosphere for more substantive information. However, there is value in being able to respond to individual requests for follow-up information and clarification, so you may wish to provide an option for people to identify themselves on an evaluation.

Preserving anonymity becomes somewhat more difficult when you are measuring change in participant attitudes, skills, and behavior, and changes in student learning. You may need to develop coding systems or other ways to preserve anonymity while tracking changes, or solicit volunteers to participate in pre-post assessments.

Participant Feedback

Participant statements are the most common evaluation tool used. Participants may be asked to report on their experience at various times. You may ask them prior to an event about their specific expectations and needs and immediately after an event to about their reaction. Later, ask participants to report on:

- how the events met their expectations and individual needs,
- what they learned from the events,
- what they expect to use in their job,
- how their attitudes and opinions changed, if at all
- what they actually used in their job, and/or
- what impact did the changes they made have on students and the organization.

Classroom Assessment Techniques (Angelo and Cross)

In addition to being an excellent way of gathering feedback from students, classroom assessment techniques may be adapted to assess certain staff and organizational development activities. The participants in an activity are the “students.” Ask questions such as: What was the most important part of this activity? What was the least important part? What would you like more of? Less of? What did you learn that might be applied in your job? What unanswered questions do you have?

Surveys

Surveys are commonly used to gather information and opinions from a wide variety of people. They can be used needs assessments and evaluation tools—the same survey, with some modifications can be used for both, which greatly eases the evaluation process. Accreditation self studies, campus climate surveys, needs assessments, and other ongoing surveys and evaluations are useful as "benchmarks". By comparing results over time, changing needs and a changing organizational culture provide important information about the effectiveness of the professional and organizational development program.

Construct surveys carefully to ensure that what is being asked is what you want to know. Use desired learning outcomes to develop the survey questions. Consider the four or five levels of evaluation to ensure the appropriate levels are addressed. Pilot test surveys with a small sample to see if the questions mean the same thing to them as to you.

Surveys can include open-ended questions or use different multiple choice formats or rating scales. An open-ended survey asks the staff member to provide his or her own answer to the question. Open-ended surveys can provide valuable (and unexpected) information. However, they take more time to complete, which may reduce the number of evaluation forms that are returned, and they are time consuming to analyze and compile results.

Surveys that incorporate multiple choice questions or rating scales are easier to respond to and analyze. However, they must be carefully constructed to ensure that the questions and options measure what it is you want them to assess; to a large extent, you structure the results by the questions and the response options. Rating scales can include number ranges that rate events from poor to excellent, or can measure the extent to which participants agree or disagree with a particular statement.

Institutional Data

Most colleges routinely generate reports on student retention, completion and placement, student and staff diversity, and program efficiency (*e.g.* number of students per class). Many colleges are establishing and attempting to measure progress on student learning outcomes. If your program goals are to improve student learning and institutional effectiveness, examining these data over several terms or years can tell you whether change has occurred.

Focus Groups and Interviews

Individual interviews and focus groups (group interview and discussion) are used to assess both needs and outcomes. Both require careful planning of the few interview or discussion questions to be asked. The interviewer or group leader must be skilled in and willing to probe for further information. Interviews and focus groups are time-consuming, but it is possible to gather high quality information on staff and organizational development needs or the impact of a program. Individual interviews may be conducted in person, by phone, and even by e-mail. The interviewers are able to ask for clarification and explore interesting concepts. Focus groups involve eight to twelve people in discussions of their thoughts and feelings on a topic under the guidance of a moderator. Transcripts of the discussion are analyzed for key points.

Interview or focus group questions may parallel the four or five levels of evaluation:

- What was positive or negative about the activity?
- What were the most important things learned? What else would you have like to learn?
- What changes have occurred as a result of the activity? What more might be needed?
- What is the impact on the organization? Are students noticing or responding to the changes?
- What is the return on investment in the program? Investment in time? Investment in dollars?

Using Technology

E-mail lists and websites have made conducting surveys, soliciting feedback and analyzing data much easier than before. Surveys and evaluation forms can be posted and completed on line, thereby making it easier than paper/pencil forms to collate and analyze responses.

Professional Consultants

Professionals with expertise in areas you want evaluated may be asked to observe, critique, and provide feedback on certain aspects of the program. Some externally-funded programs require an external evaluator because the results will be perceived as more objective than an in-house evaluation.

Observations

Sometimes, simple routine observations, such as those that occur as part of evaluations or program reviews, will indicate changes in performance that may have occurred because of professional and organizational development.

Control Groups

Control groups involve comparing people who are as similar as possible except for their participation in the activity. Specially designed questionnaires or observations may be conducted to determine if there are differences between those who participated and those who did not.

APPLICATIONS and ACTIVITIES

Professional and organizational development occurs throughout the college in a wide variety of ways, including conference and travel, sabbaticals, reassigned time to work on special projects or develop curriculum, on-the-job training, in-service days (called "flex" days in California community colleges), college-wide events such as convocations and opening days, and other college-based workshops. Below are some ways that each of these types of activities may be evaluated.

Conference Attendance

Criteria for approving employee requests for conference and travel funds may include identifying the relationship between conference goals, individual's goals, and institutional goals. Support for conferences may require that attendees describe the benefits to be gained from conference attendance as well as how the attendee is to communicate or implement these benefits. Will he or she develop new class material, do a workshop for colleagues, or apply new skills to college-wide tasks such as improving recruitment, etc.? Evaluating the outcomes of attending the conference can determine whether the benefits do occur and what their significance is.

Evaluating conference attendance also might consider outcomes such as increased contacts with colleagues, contributions to regional or national leadership, and exposure to new ideas and reinforcement of training, all of which may be important for the college. Often, these are the main purposes for conference attendance and the only ones to be evaluated. However, justifying funding for conference attendance may require that it lead to gains in individual knowledge, which lead to changes in attitudes or skills, which in turn meet institutional needs and enhance student learning.

Individual Plans or Contracts

Individuals may develop plans for professional development on an independent basis. Evaluating individual plans assesses whether the individuals' experiences allowed them to achieve their goals and stated outcomes. Evaluation may also look at how the activity complements or ties in with program or college mission and goals. As with conference attendance, limited funds often force closer ties between individual and college mission.

Evaluating an individual's professional development activity involves asking specific questions about the goals or objectives to be pursued. What does the individual want to learn or produce? What will the benefit of the activities be to the individual, his or her job, the college, and/or the students? The expected benefits will determine the level of evaluation questions. If "improving student learning" is a target, then evaluating the effectiveness of the activity may include measuring student learning.

Workshops

Colleges often sponsor workshops for employees with similar needs. Examples include distance education applications for faculty, supervision for new managers, health and safety for groundskeepers or maintenance staff, board procedures for new trustees, personnel law for mid-managers, or customer-service training for staff who work directly with students and community members. Designing an evaluation process for these activities involves first defining the level of the activity's goals: is it to impart information, change employee attitude or behavior, change the institutional climate, or change student outcomes? Clarify the reasons why the workshop is offered, and the evaluation questions will follow.

Theme-Based Programs

Workshops, conferences, and in-service training days often are comprised of a set of activities organized around a specific theme. In this case, it is possible to have two kinds of evaluation processes. The first process evaluates each activity using

Levels 1-4 as the framework to develop the evaluation. The second process considers whether the set of activities were effective in accomplishing the overall goals, and which activities were most effective.

Evaluation questions may include: What were the overall goals of the activities? Which events were designed to improve knowledge? Which were designed to change employee behavior? Which were intended to impact institutional or student outcomes and in what ways?

To compare activities within the theme, similar evaluation designs can be used and results compared. For example, two different activities both designed to improve employee understanding of the implications of the Americans with Disabilities Act could be evaluated using identical assessments of the knowledge, skills, or attitudes gained (e.g., on-line training vs. a workshop). The results could be compared to determine which had the greatest impact on participants' learning.

IS ALL THIS POSSIBLE?

Evaluating professional and organizational development can seem like an overwhelming task. However, it’s important to have some information about the effectiveness of the program. Showing that what you are doing is effective will help justify the resources and time devoted to professional development, and may be effective in obtaining additional resources. Therefore, do what you can, but do something.

Where to get help?

Use assessment and evaluation processes already in place, such as accreditation surveys and program reviews. Make sure that staff development committee members play an active role. Identify specific tasks for them and delegate.

Ask for help from college staff members interested in classroom and institutional research. If you have a person responsible for institutional research, ask for their help in designing your evaluation process. The institutional researcher is usually very interested in measuring organizational or student learning changes over time.

Faculty in many areas are conducting research on the effectiveness of their teaching. Capitalize on their interest in assessing student learning. The public relations staff may be able to help you put together a survey, and has expertise and interest in marketing the positive results of your programs. Student service personnel often have a high interest in student retention and campus climate, and they may be very helpful in providing data and helping evaluate some of your programs.

How much information do you need?

Keep it simple. Will you really use all the information you gather? If you are not going to use the information to make decisions, improve the program, and/or complete any required reports, don't gather the information.

Focus on: Did the activity do what you and the participants and/or the funding source(s) hoped? How do you know? If not, why not, and how could it be done better?

Who evaluates?

Some activities, such as sabbaticals and individual development contracts, require assessments from each participant; other activities may be assessed by sampling participant comments. If you use a sample, make sure it is representative of all those who attended the activity.

You may want to recruit a small number of volunteers for some evaluation strategies, particularly those that involve follow-up at Levels 3 and 4. Over time, ask them to evaluate what they learned, how they used their learning, and how it might have affected students and/or college operations.

Keep in mind that the type of goals and desired outcomes and the level of evaluation determine who you ask. If you are looking at the impact on students, you'll be working directly with students and student outcomes, as well as with those who participated in the activity.

Do you need to do an evaluation of everything?

While it may be ideal to evaluate all of your programs, there are rarely enough time and resources to do so. Therefore, develop priorities and focus on a few areas each year. Pick a type of activity (such as on-campus workshops or conferences), or a theme (such as all activities that focus on teaching excellence, or improving campus climate, or use of technology). Choose areas that directly relate to college mission and goals or a staff and organizational development theme for the year. Or, if there have been questions about the worth of a certain type of activity, such as conference and travel, evaluate all conference attendance.

Evaluation begins at the beginning

Evaluation will be easier if what you and the participants hope for or expect—the goals and intended outcomes—are identified in all of the materials relating to the activity. It is easier to look back at an activity if what you are assessing is incorporated as an ongoing part of planning and publicity. The clearer you are on the intended outcomes for the activity, the easier it is to assess the extent to which they are accomplished.

Reducing paperwork

State the intended outcomes or results of the professional development activity on the form used to register or apply for the activity. Then, use the same language to evaluate the activity by asking the question at the end, "Did this happen?" (Also ask questions regarding unexpected outcomes — those can easily be as important as the hoped-for results). The same form, or portions of it, may be used as a follow-up evaluation after some time has passed, adding questions related to actual behavior or attitude changes and their impact on the organization or students.

How do you encourage a high rate of participation?

People will be more willing to participate in the evaluation process if they are listened to, their recommendations are taken seriously, you report the results of any program modifications back to them, and the process is not time-consuming.

Should the evaluation form be tailored to each activity or generic for use through the whole program?

Each activity will have some tailored information that relates to its specific goals, intended outcomes, and participant needs. However, having some standard questions or items allows comparisons over several years or between groups, and therefore some questions on your evaluation may remain the same over time.

How do you tabulate and analyze evaluation data?

Design your survey questions so that some answers can easily be tabulated with yes/no, five to 10 point rating scales, letter grades, or ranking questions. Keep the design very simple. However, always allow room for comments, which will provide qualitative information in addition to the numbers.

Set up a system for collecting data over time, so the long-range impact can be evaluated. The system may coincide with institutional self-studies, long-range planning or program review activities: work with the people responsible for those areas.

What documentation should you save?

The purpose of evaluation is to improve decision-making, planning and accountability, not to keep records for their own sake. Keep the summary report, copies of reports sent to a funding source, documentation of the evaluation process, and the background information on which you based your planning. Once you count, discuss, summarize, or otherwise use participant reports, throw them out. Leave enough information so that someone else knows how the conclusions were reached.

EVALUATION REPORTS

Well-prepared reports of staff and organizational activities and programs both inform people about and create support for the program. Reports may be required for accreditation, college councils or administrators, foundations or state and federal agencies that fund the activities. Following is a sample outline for a report.

- ♦ Program goals, priorities, and intended outcomes; how they were established
- ♦ List of activities and their relationship to the goals and intended outcomes
- ♦ Participation rates
- ♦ Use of time, staff, and funds
- ♦ Cost effectiveness (# of people served per dollar)
- ♦ The outcomes that were achieved (intended and unexpected) at each of the levels
  - ~ Level of participant satisfaction (Level 1)
  - ~ Impact on the participants (Levels 2 & 3)
  - ~ Impact on specific programs (Levels 2, 3, and 4)
  - ~ Impact on the institution, including the students (Level 4)
  - ~ Return on investment, if cost of program justifies this level (Level 5)
- ♦ Recommendations for program change, if any

Ideally, evaluation reports should include data from the reaction level through Level 4 (student success and college mission and goals). However, time and resources limit what can be done. Nevertheless, it is important to report the program's intended outcomes and to understand and reference the different levels of evaluation.

Think about the simplest and clearest method of reporting the outcomes. Tables, charts and graphs with a brief narrative are often much clearer than an extensive report. Ensure that the report is concise and persuasive. Incorporate the use of color. Develop a brief format that ties narrative information to institutional goals. Some anecdotal evidence or quotes will add interest to the report but are not a substitute for summaries of outcomes.

It is helpful to look at previous reports and compare similar items to analyze trends. For example, what has the participation rate been for the last five years? What has the trend in funding been over the same period? What is the impact on the institution? If you claim impact, provide evidence.

Save back-up documentation that will help you prepare next year's report more easily. How did you compute the figures in your report? Did your figures include full-and part-time faculty, day and evening? Which departments participated? Did you include overhead costs or the costs of staff time in your budget report?

Document questions or concerns you had in preparing the report to help in gathering information in the future. If you will not be preparing future reports, make sure your successor can understand your notes.

Summarize the process used in evaluation, and keep records of the process (interviews, surveys, participant reports, committee discussion, measures of organizational change over time, etc.). In short, answer the questions:

- ♦ What did you measure?
- ♦ How did you measure it?
- ♦ What does the information say about the effectiveness of the staff and organizational development program?
- ♦ How does that change or reinforce the program?

Use the information you have gathered in as many ways as possible. Foster support for the program by distributing brief, readable summaries showing how it contributes to the effective functioning of the college and what the benefits were for college staff, trustees, and the institution as a whole.

A sound evaluation and wise use of the results will ensure that professional and organizational development does what it is designed to do. It will help the college be a more effective institution for the students, the employees, the community, and the state.

USING THE RESULTS

Two major purposes of evaluation are to improve the effectiveness of the professional and organizational development program and to plan the next activity or cycle. Sample questions to ask at each of the four or five basic levels are:

Level 1 Evaluation Results
- ♦ Are the professional and organizational development activities well received and well planned?
- ♦ What, if anything, needs to change in the publicity and planning for the activities?
- ♦ Are people aware of the goals and intended outcomes for all of the activities?
- ♦ Are participants aware of the connections between the different activities and the links between the activities and institutional goals?

Level 2 Evaluation Results
- ♦ What did participants perceive that they learned from the activities?
- ♦ Was it what they and the program planners hoped they would learn?
- ♦ If so, do you need to do more of the same for new groups of people, or have you satisfied the need?
- ♦ If not, what further activities or formats could enhance that learning?
- ♦ If not, were the right questions asked in assessing need?

Level 3 Evaluation Results
- ♦ What changes did the participants implement as a result of the activity?
- ♦ Were those changes the ones desired by the participants, program planners and funding sources?
- ♦ If not, what needs to be done so that learning is translated into action, if that is the goal?
- ♦ If so, do you need to do more of the same for new groups of people, or is the need satisfied?

Level 4 Evaluation Results
- ♦ What changes occurred in student learning or in the overall functioning of the college as a result of the changes implemented by the participants?
- ♦ Are the changes the ones desired by the participants and program planners? If not, what else might be affecting students or the environment?
- ♦ Are those factors able to be addressed through professional development, or are they beyond the scope of your program?

Level 5 Evaluation Results
- ♦ Did the cost of the program result in benefits that were worth the monetary and /or time investment?
- ♦ What was the cost effectiveness of the activities?
- ♦ Were they the best use of people's time and resources?

Overall results
- ♦ How can the participation rate be increased?
- ♦ Are people aware of the benefits to them and how the activities meet their interests and needs?
- ♦ Do the activities, in fact, meet the interests and needs of the college staff and trustees?

Get in the habit of continuous evaluation. Constantly ask whether the program is achieving its intended outcomes and what impact it is having on individuals, institutional mission and goals, and student success.

Try to review the evaluation information as soon as it is gathered. Sit down as soon as possible after an event to debrief and to determine if there are information gaps. Analyzing the information includes reviewing the data that has been collected, drawing conclusions, and planning how to incorporate findings into the program. If you distribute reports on results from this process, focus on the changes you will make in the program.

The evaluation results identify whether the program was effective in meeting the intended outcomes and what led to success or need for improvement. They will also help identify additional needs. Your evaluation strategies and results should be used to plan future professional and organizational development programs.

REFERENCES

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Phillips, Jack J. *Handbook of Training Evaluation and Measurement Methods.* Houston TX: Gulf Publishing Company, 1997.

Angelo, Thomas A and K. Patricia Cross, *Classroom Assessment Techniques.* San Francisco: Jossey-Bass, 1994.

APPENDICES

Sample Mission and Goals Statement

"The mission of Staff and Organizational Development at _______________ is to strengthen and support a dynamic learning and working environment enriched by diversity that promotes personal, professional and organizational development for all staff. To promote and support life-long learning, leadership, innovative and effective teaching methodology, technology and an understanding of the needs of the student population in the college as a "learning community."

Goals:

1. Technology Training: To train all staff at all campuses in the use of existing and emerging technologies in a manner that is meaningful, comprehensive and systematic.
2. Knowledge, Skills and Abilities: To increase the knowledge, skills and abilities of staff through flex workshops, retreats, in-house training, travel/conference, and incentives to upgrade their professional expertise
3. Innovation in Instruction and Curriculum: To provide support, coordinate and facilitate through travel/conference, flex workshops, stipends, grants and improved equipment and facilities that focus on student success and institutional educational excellence.
4. Diversity: To encourage the understanding and appreciation of cultural differences by supporting and integrating programs relating to the understanding of diversity in the workplace and classroom.
5. Organizational Development: To provide a comprehensive and systematic program that supports the mission of the college and promotes a collegial and collaborative campus climate and culture through trainings, workshops and retreats.
6. Environmental, Health and Safety: To train all staff in environmental, health and safety in a meaningful, comprehensive and systematic manner that supports the integrity of the college and promotes a safe, physical environment for all staff.
7. Wellness Within the District Community: To develop a comprehensive and systematic wellness plan, which increases opportunities and awareness of personal wellness: mentally, physically, emotionally and spiritually.

Sample Staff Development Program Goal

Excerpt from a Human Resource Development Plan

Goal #3: To promote a caring campus community through training and development that promotes morale, collegiality, and creativity.

Objective 1: To build morale and collegiality within work units and campus-wide.

1.1 Division and Department Workshops on and off Campus
Individual and groups of divisions and departments may arrange for workshops or retreats of one-half to two days in length that implement their area program assessment plans.

1.2. Department Chair and Coordinator Seminars
Department Chairs and Program Coordinators meet once a month during the fall semester to work on common interests and issues

1.3 Customer Relations Training for Staff
Divisions, departments or offices may request customized training in customer relations through the Staff Development office. The training may consist of topics that include, but not limited to: who do we serve and how can we serve them better, social styles personality styles, teambuilding, Fish and Fishsticks philosophy

1.4 Collaborative Process Training
All staff are required to attend this four-day off-campus training on the college's commitment to the collaborative process training in decision making and problem solving

1.5 Leadership Institute
Each year 25 staff are accepted into the year-long district-wide leadership institute. The institute holds an all-day session once a month during the regular school year. Sessions include trust building, teambuilding, communication, understanding change, and leadership styles and philosophy

1.6 Convocation
Prior to each the start of each semester a kick-off event is held that includes all permanent staff. All part-time staff are invited to attend as well. The event is a three hour presentation in the theater that includes highlights of successful programs, guest speakers, awards, etc. Convocation is followed by a hosted lunch with division meetings in the afternoon.

1.7 Classified Retreat
The classified retreat is a one-day event where classified staff come together to discuss issues, support each other and promote collegiality.

1.8 New Faculty Academy
The New Faculty Academy is a semester-long workshop held in the fall semester where new faculty meet each week for three hours to share stories, support each other, discuss topics and learn to navigate the campus climate and culture.

1.9 New Staff Orientation
New staff are invited to attend two-hour monthly sessions that include understanding and navigating the campus processes, climate and culture.

Objective 2: To promote creativity in the workplace

2.1 Flex Week

During both the spring and fall flex week, semester workshops are held that promote creativity in the workplace and in the classroom.

2.2 Collaborative Process Training

This training includes sessions on creativity skills.

2.3 Leadership Institute

This training includes sessions on creative skills for leaders.

Objective 3 To promote recognition of staff that supports a caring atmosphere on campus

3.1 Celebration of Excellence

Once during the year staff are invited to a barbeque where managers and trustees do the cooking where we celebrate the excellence of all the staff. Awards are given to groups of staff that have supported the mission of the college.

3.2 White Flower Day

Prior to Valentines Day, the Staff Recognition Committee sells carnations to staff who in turn give the flowers to staff members they would like to recognize for their contributions.

3.3 Kids Christmas

During the fall semester the counseling department identifies needy students with families. Those families are asked to develop a wish list for the children of those families. Staff are given an opportunity to purchase a gift. The goal is to celebrate our own good fortune and to support the college family which includes our students.

3.4 Staff Member of the Year)Classified, Full-time Faculty, Part-time Faculty and Management) are awarded during Fall Convocation.

3.5 To revamp and refresh our monthly staff recognition award.

Sample Staff Development Needs Assessment

The following questions pertain to all staff at the college and will provide the Staff Development Office with appropriate feedback to provide a systematic, comprehensive and meaningful program. Please check or circle your response to those questions that apply to you. We appreciate any additional feedback you wish to make.

1. Which of the following activities did you participate in during the last academic school year? (Please check all that apply)

____ a. On-campus Institutional Flex Days workshops and activities
____ b. Individual Flex Days
____ c. On-campus non-Flex Days workshops/conferences (i.e.: ISW, Department Chair/Coordinator Seminar)
____ d. Off-campus workshops/conferences
____ e. Specific Technology Related Training
____ f. Teaching for Success Newsletter
____ g. Sabbatical leaves
____ h. Reassigned time

2. How would you rate the overall qualities of the activities you participated in?

5 (Excellent) 4 3 2 1 (Very Poor)

Comments: ____

3. How useful was the information presented in these activities as it applies to your job duties?

5 (Very useful) 4 3 2 1 (Not useful)

Comments: ____
____

4. Have you noticed any impact of staff development activities on your job performance?

5 (Great Impact) 4 3 2 1 (No noticeable impact)

Comments: ____

List two ways that Staff Development could improve that would be helpful to your department, your division or the district: ____

Please list any additional activities which you feel would lead to the improvement in the ways you perform your job: ____

Tell us who you are:

____Classified Staff ____Management ____ Full-time Faculty ____Part-time Faculty

Thank You !

Sample Application for Conference or Travel

Name of Applicant____________________________ Title ________________________ Date___________

Division/Department____________________________________ Phone #__________________

Classification (Circle one) Classified Full-time Faculty Part-time Faculty Management

Conference Name____________________________ Location_______________ Dates___________

Please attach 1) a brief statement of how the conference or travel applies to your job or currently scheduled classes and to the objectives listed below, 2) a completed District Convention/Meeting/Travel Request form and 3) a copy of the conference brochure or other pertinent materials.

Check **NO MORE THAN TWO** of the following objectives that apply to your request for funds (even if more apply):

( ) 1. Improvement of instruction.
( ) 2. Maintenance of current academic & technical knowledge & skills, e.g. professional conference.
( ) 3. In-service training for vocational education and employment preparation programs.
( ) 4. Retraining to meet changing institutional needs.
( ) 5. Inter-segmental exchange programs.
( ) 6. Development of innovations in instructional & administrative techniques & program effectiveness.
( ) 7. Computer and technological proficiency programs.
( ) 8. Courses and training implementing affirmative action and upward mobility programs.
( ) 9. Other activities determined to be related to educational and professional development pursuant to criteria established by the Board of Governors.

What are the sources of funding?
District Staff Development ______
TTIP (Technology) ______
Other ______

Total estimated amount of conference or travel $______________

1. **Amount requested from Staff Development/TTIP/VTEA $_____________**
2. **Amount to be paid from other sources $_____________**

Staff Development Committee Only	Executive Council Only
[ ] Approved $________ from Staff Development (Note: If the amount approved is less than requested, staff must pay the difference or apply for District funds. [ ] Disapproved for the following reason(s): [ ] Activity not considered staff development [ ] Prior approval necessary [ ] Cost of the activity [ ] Other_____________________________ ____ Coordinator ____________ ______________ Member Initial Member Initial Date ________________________	[ ] Approved $________ from District Travel and Conference funds [ ] Approved with the following adjustment(s): [ ] Must use District vehicle unless one is not available [ ] Must make arrangements to room with other attendee [ ] Other [ ] Disapproved for the following reason(s): [ ] Cost of activity [ ] No adequate coverage of classes or position [ ] Not enough notice [ ] Other______________________________ ____ Executive Council Date________________________

Supplemental Conference or Travel Form, page 2

GUIDELINES FOR ALL TRAVEL REQUESTS:

- Complete the Staff Development Supplemental Application form and the District Convention/Meeting/Travel Request (NCR) form. Include a copy of the conference brochure or other pertinent information.
- Turn these forms in to your Manager/Division Dean at least four weeks before the event. Note: all travel and conference requests must be approved in advance.
- In order to have fair consideration, applicants requesting Staff Development/TTIP funds must apply at least five weeks before the event. Requests not meeting this deadline may or may not be considered. Justification must be submitted with the request if the deadline cannot be met for any reason. If district processes cannot meet the registration deadline, applicants must pay their own expenses and will be reimbursed if funding is approved.
- In order for the Staff Development Committee to make the best us if its Staff Development monies, no staff member will be funded for more then $600 over a two-year period. This $600 maximum applied to any and all staff development conference/travel requests, whether in-state, out-of-state, or out-of-country. If the request for funds exceeds the $600 maximum, the Staff Development Committee may forward the request back to the Executive Council for consideration for the difference. If TTIP funding is requested, the same guidelines apply, with the exception of a $1000 maximum per year exclusively for technology related training.
- If approved for District and/or Staff Development/TTIP funds, your District Convention/Meeting/Travel Request form and a copy of the Staff Development Supplemental Application will be returned to you, along with a memo detailing instructions for completing the Travel/Conference process.
- District vehicles must be used whenever available. Call the Transportation Office to reserve your district vehicle. The Transportation Office must certify that no district vehicles are available to guarantee funding for use of a private vehicle. All commercial transportation (air, train, etc.) arrangements MUST be made through the President's Office. The President must approve all out-of-state travel.
- For reimbursement of expenses incurred for approved activities form regular District Travel and Conference funds, submit your completed District Convention/Meeting/Travel Request form to your appropriate supervisor within four weeks following the event. If not received by the deadline, you may forfeit your reimbursement.
- If Staff Development/TTIP funds were used:
    - Write a short summary on how this conference met the rationale/objectives checked on your application for funding.
    - Include in the summary the outcomes of the activity, and
    - Your follow-up plan of action to be implemented as a result of your attendance.
    - For reimbursement, submit your report and your completed District Convention/Meeting/Travel Request form to the Staff development Office within four weeks of your return.

SEE STAFF DEVELOPMENT HANDBOOK OR THE WEB SITE FOR OTHER SPECIFIC DISTRICT POLICIES FOR CONFERENCES, TRAVEL AND MEETINGS

Sample Individual Project Evaluation Form

Please refer to your Faculty Staff Development Contract Report Form and complete and return this evaluation at the conclusion of your project to the Staff Development no later than ____________. Credit for your project will not be awarded until your evaluation is received. Please use the back of this form or additional pages if needed.

Name:____ Date:_________________________

Department:_______________________________________ Phone:_______________________

Title of Individual Project:____

1. Describe the outcome of your individual project.

2. Describe how the outcome of your individual project has or will impact your teaching.

3. Describe how your project has or will affect student learning. How will you know?

4. Could this project be utilized as a campus workshop to share with colleagues in the future?

   ______Yes ______ No If yes, are you willing to present or recommend someone?

5. Number of hours involved in the Individual Project:

   ______Number of hours contracted ______Actual number of hours

6. Suggestion or comments regarding future programs:

7. If funding was awarded please supply a summary detail of expenses:

Sample Individual Conference/Travel Evaluation Form

Name:___________________________________ Date of Conference: _________________

Division/Department: ___________________________ Phone #:__________________________

Conference Name: ___________________________ Location: _________________________

In the space provided below write a brief summary describing how the conference met the rationale/objectives checked on your application for funding. Include a follow-up plan to be implemented as a result of your attendance.

What measurable changes in student outcomes resulted from application of the information gained from the conference/seminar?

Improved critical thinking abilities of students demonstrated by
_____ better analyses and understanding of reading and lecture materials
_____ improved written assignments
_____ more depth in classroom discussions
_____ improved intercultural understanding
_____ increased ability to make interdisciplinary connections
_____ other (specify)____

Improved student knowledge of computer operations reflected in
_____ better understanding of hardware
_____ enhanced knowledge of software programs
_____ increased ability to apply computer use across the curriculum
_____ increased ability to use computers in the workplace
_____ other (specify)____

Greater student satisfaction with
_____ course content
_____ instructional techniques or process
_____ advisement and guidance
_____ processing of routine paperwork
_____ classroom climate and student participation
_____ other (specify)____

More students report or demonstrate
_____ lessened test anxiety
_____ improved study skills or learning techniques
_____ increased ability to assess, plan, and forecast
_____ improved knowledge and application of available student services
_____ improved understanding of curricular relationships
_____ other (specify)____

Measure of student improvement (list course name and number, and give statistics if available):
_____ higher rate or retention (course completion)___________________________________
_____ higher rate of success (completion of course with a "C or higher _______________________
_____ higher rate of persistence (enrollment in next level course in subject series) _______________

Suggestions for additional ways of improving student outcomes

Signature: ____________________________________Date:_________

Sample Participant Evaluation Form/On-Campus Workshop

Teambuilding for Education
Workshop

Part 1: Please rate your ability to do the following both before the workshop and now by circling the appropriate number.

1. Evaluate your basic preferences in perception and judgment as applied to decision making.

Before	very well	7	6	5	4	3	2	1	not at all
Now	very well	7	6	5	4	3	2	1	not at all

2. Diagnose the kinds of decision to be made, the resources available, and the best group process to use.

Before	very well	7	6	5	4	3	2	1	not at all
Now	very well	7	6	5	4	3	2	1	not at all

3. Determine how best to use individual resources within the group process.

Before	very well	7	6	5	4	3	2	1	not at all
Now	very well	7	6	5	4	3	2	1	not at all

4. What other competencies did you learn or ideas did you gain at this workshop?

Part II. Circle the number which most represents your overall evaluation of this workshop.

1	2	3	4	5	6	7
Poor		Fair		Good		Excellent

Part III. What were the major strengths of this workshop?

What weaknesses did you perceive in this presentation?

What changes would you recommend?

Sample Participant Evaluation Form/On-Campus Workshop

Workshop Follow-Up Evaluation
Learner Outcome Institute

We are interested in finding out what kinds of results or changes in student learning and success occurred in your classroom after participating in the "Learner Outcome Institute."

1. What skills or competencies (i.e., expanded syllabus development, learning styles, social styles, etc.) developed in the L.O.I. do you perceive effected the outcomes of student learning and success in your class?

2. How did your special "project" developed throughout the semester effect student learning and success in your class?

3. Any other comments?

Sample Participant Evaluation Form/On-Campus Workshop

Return this evaluation form within five (5) working days after the approved activity.

Name: ____

Department: ____

Description of Activity or Workshop:
____

Date(s) of Activity: ____

1. If you were to give the activity or workshop a grade, what would it be?
   _____ Excellent _____ Good _____ Fair _____Just Passable _____Unsatisfactory

2. Would you recommend that funding be used for this activity in the future?
   _____ Yes _____ No Please Explain ____
   ____

3. What one thing did you learn from this activity that will result in your doing something different in your work or teaching? ____
   ____

4. Identify one specific outcome your participation in this activity will have on student success.
   ____

5. Now that you have participated in this activity or workshop how will you disseminate information or skills that you learned to your colleagues, departmentally or across campus. Please be specific
   ____
   ____
   ____

6. Will you be willing to facilitate a workshop on this subject through the Staff Development Office?
   _____ Yes _____ No _____ Unsure. If yes, describe what kind of activity will be most appropriate.
   ____
   ____

Information about your participation in this activity may be included in the College Staff Development Newsletter or our website. Please provide any other information on this back of this form that you would like to be included.

Complete and return this form to the Staff Development Office within five (5) working days after the activity. Thank-you!

Sample Program Results

Examples from California Community College Human Resource Development/Expenditure Reports prepared for the California Community College Chancellor's Office

The following are excerpts from college reports on the use of faculty and staff development funds, at Levels 3 and 4:

- 80% of all follow-up evaluations indicated improved instructional practices.
- The math faculty implemented a computer algebra system into math courses.
- Five management training sessions, with topics including legal issues, collective bargaining, leadership and cultural diversity, provided the only context for management to function as a group.
- Teaching strategies were implemented in the classroom and the English Department will monitor effectiveness.
- Enabled college to create 4 new 2 + 2 agreements within 6 months.
- Subject matter has been incorporated into the class.
- As a result of this workshop, several faculty volunteered to staff the writing lab, which was not funded because of the budget crisis.
- Over 90% of the participants identified specific uses for information in improving learning strategies for students.
- The training clearly helped faculty staff current with industry.
- Session on "dealing with disruptive students" resulted in the installation of emergency phones.
- The formation of the cultural diversity committee was an outcome of the sessions.
- Created and taught a course for the Library Science program on distance learning and media technologies.
- Growth on a professional level in recognizing and appreciating the various working, learning and personality styles.
- The Department Chair seminars and the workshops on improving the PAR (Program Assessment) reports has helped me understand and perform my job as Department Chair more efficiently and effectively.
- Enabled the Science Department to develop two new museum exhibits.
- Updated and increased my knowledge of EOPS/CARE/CalWorks programs, procedures and guidelines which will aid in my counseling of students.

Sample Goal, Activity and Evaluation Report Adapted for a Program Review Report

Faculty Development

Objective: To develop a program that will engage faculty in self-appraisal and self-directed changes in their teaching performance and in the impact their teaching has on student learning.

Implementation: Classroom Research (CR)

In the Fall semester, nine faculty members enrolled in a semester-long project on Classroom Research based on the model designed by Dr. K. Patricia Cross and Dr. Thomas A. Angelo. Three training workshops were presented during pre-school in-service training days (flex), two for beginners (of which there were five) and one for those researchers who were continuing in the program. Three more workshops were scheduled throughout the semester during which faculty met and discussed with their peers what was happening in their research projects.

Evaluation

Three indicators of effectiveness were developed and refined for the Classroom Research program. They are: (a.) a quantitative self report from participating faculty regarding the extent to which they used what they learned in the program in their classes; (b) a qualitative self report from participating faculty regarding the ways in which participation in the program affected their teaching in the focus class; the ways in which it affected student learning in the focus class; and evidence to support answers to these two questions; and (c) a quantitative report from students regarding the extent to which they observed the faculty change their teaching behavior during the semester.

(a) Quantitative Self Report from Faculty:

- At the end of the fall semester the nine participants were asked to describe the extent to which they were using what they had learned in the Classroom Research program in their classes. On a scale of 1 to 10, 1 being "Never" and 10 being "Always." Reporting participants (not everyone included a number in report) averaged a score of 5.88.
- At the end of the spring semester, the ten continuing participants were asked the same question. Participants averaged a score of 6.83.
- By this indicator the Staff Development office concluded that after a four-year period, the Classroom Research program has reached the completion of its effectiveness. It appeared to follow a predictable four-year pattern that has been described in the "innovation" literature, i.e., a slow start the first year, the second year and a gradual falling away the third and fourth years. Because there was funding only for classroom research and not for learning styles in the spring, enrollment was limited to those faculty who had complete at least one semester, but not yet three semesters of classroom research. This curtailed the number who could participate, although many more faculty expressed an interest and were put on a waiting list. Over the four year period of the grant, seventy full and part-time faculty members were enrolled in at lease one semester of classroom research and twenty-five of those re-enrolled for the maximum number of semesters allowed.

(b) Qualitative Self Report from Faculty

- At the end of each semester, the nine participants were asked to describe the ways in which the project had affected their teaching and student learning in the focus class, and the evidence to support their answers.
- Typical answers included (this section of the evaluation included quotes from participants describing changes in their teaching and in student behaviors and learning).
- Because of the content of the responses, the Staff Development office concluded by this indicator that the Classroom Research program encouraged active learning.

(c) Quantitative Report from Students

- At the beginning of each semester, the nineteen participating faculty administered to their focus-class students a pre-survey; at the end, a post-survey. The student survey used in the Fall was an adaptation of a feedback instrument utilized in the Instructional Skills Workshop. In the Spring, a new survey asked students to describe teacher behaviors that had been designed as desirable by the American Association of Higher Learning in their Faculty Inventory on the Principles of Good Practice n Post-Secondary Education. Based on fifty years of extensive research, these questions relate to ideal teacher behavior in a post secondary classroom. According to students, faculty who participated in the Classroom Research program improved on sixty (60) percent of their desired behaviors.
- The Staff Development office concluded that, by this indicator, the Classroom Research program was very effective in improving faculty teaching and by inference, student learning.

Flex Contract Completion Statistics For Full-Time Faculty 2002-03

Analysis of Completion Statistics Graphs:

The required number of hours for completion of a full-time faculty flex contract is 66 hours. The average number of hours per faculty member is 107.55, far exceeding their requirement for professional development.

The average number of full-time faculty participating in Optional Workshops, or those workshops specifically scheduled by the Staff Development office during Flex Week, other than division/department meetings, was 58.85 percent. Approximately 59% of the full-time faculty spent an average of 14.05 hours during Flex Week (Fall and Spring) attending workshops. Workshops generally are scheduled in three hour blocks.

Staff and Organizational Development
Completion Statistics for 2002-03 Flex Contracts

Division	Average Hrs Per Faculty for All Flex Activities	% of Faculty Participating in Optional Workshops	Average Hrs per Faculty Participating in Optional Workshops
Business/High Technology	127	43.30%	12.7
Liberal Arts	105	59.70%	14.1
Physical Education, Student Services, IIT, Public Safety	89.6	67.40%	15.7
Science and Mathematics	108.6	65.00%	13.7