

Creating and Sustaining a Successful Professional Development Program

AACC Plus 50 Initiative Conference

July 8, 2010

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Our College at a Glance



About Moraine Valley

- Founded: 1967
- Location: Palos Hills, IL – 25 miles southwest of downtown Chicago
- 2nd largest of 48 Illinois community colleges
- Annual enrollment: 35,000
- Ranked in the top 25 of nation's fastest growing community colleges
- Top 8% in degrees and certificates awarded



About the CTL

Established in 2001 through the attainment of a Title III Grant.

Vision: A resource center that supports, encourages, and sustains new and innovative initiatives in partnership with the MVCC Community.

Mission: Through collaborative efforts, the Center for Teaching and Learning is committed to supporting faculty and staff and providing professional development opportunities to all Moraine Valley employees so that innovative learning-centered instruction and services can be provided to our students and community.



Professional Development Program Goals

- Meet the professional development needs of faculty and staff.
- Develop and provide professional development opportunities to faculty and staff based on need through a variety of modalities.
- Maintain and expand partnerships with departments across campus to meet needs.
- Communicate and create awareness about the professional development opportunities that are offered.



CTL Staff

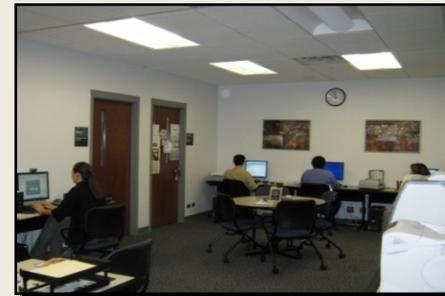
The CTL Staff is comprised of both faculty and staff members who work collaboratively together and with other areas across the college.

- Dean, Academic Development and Learning Resources
- Assistant Dean, Center for Teaching and Learning
- Director, Faculty Development
- Director, Non-Traditional Learning
- Staff Development Specialist
- Instructional Designer
- Instructional Technologist
- Web-Based Learning Specialist



CTL Facilities & Resources

- **Walk-In faculty & staff lab** with specialized equipment and software plus staff assistance
- **SMARTboard equipped classroom** for faculty and staff workshops
- **Conference rooms** with computer projection and conference phones
- **Computers and Electronic Devices:** checkout with specialized software packages
- **Resource collection** includes books, CDs/DVDs, articles and newsletters



“We cannot expect teachers to teach what they do not know, nor to use yesterday’s training to prepare today’s students for tomorrow’s future.”

*Sparks, D. & Hirsh, S. (2000).
A national plan for improving
professional development.*



Presentation Overview

- Steps to developing and sustaining a professional development program.
- Working within the existing organizational structure to provide professional development.
- Methods to encourage faculty and staff involvement.
- Practical examples of what works in professional development workshops.
- Effective programming components and methods of delivery.



Questions to Consider...

- At your institution, what are some goals you would like to meet in terms of building and/or sustaining your professional development aimed at educating the faculty and staff about serving the plus 50 student base?
- What are some steps that are required to meet those goals?
- Who needs to be involved to help you achieve your goals?
- Are there any challenges (i.e., support, financial, etc.) that you foresee that could impact your success in meeting your goals?
- Where do you see the program in the next five years?



Steps to Building a Successful Professional Development Program

- Step 1: Form cross-functional teams
- Step 2: Define the vision, mission and goals
- Step 3: Develop the professional development program
- Step 4: Advertise your program
- Step 5: Recognize efforts
- Step 6: Evaluate the program

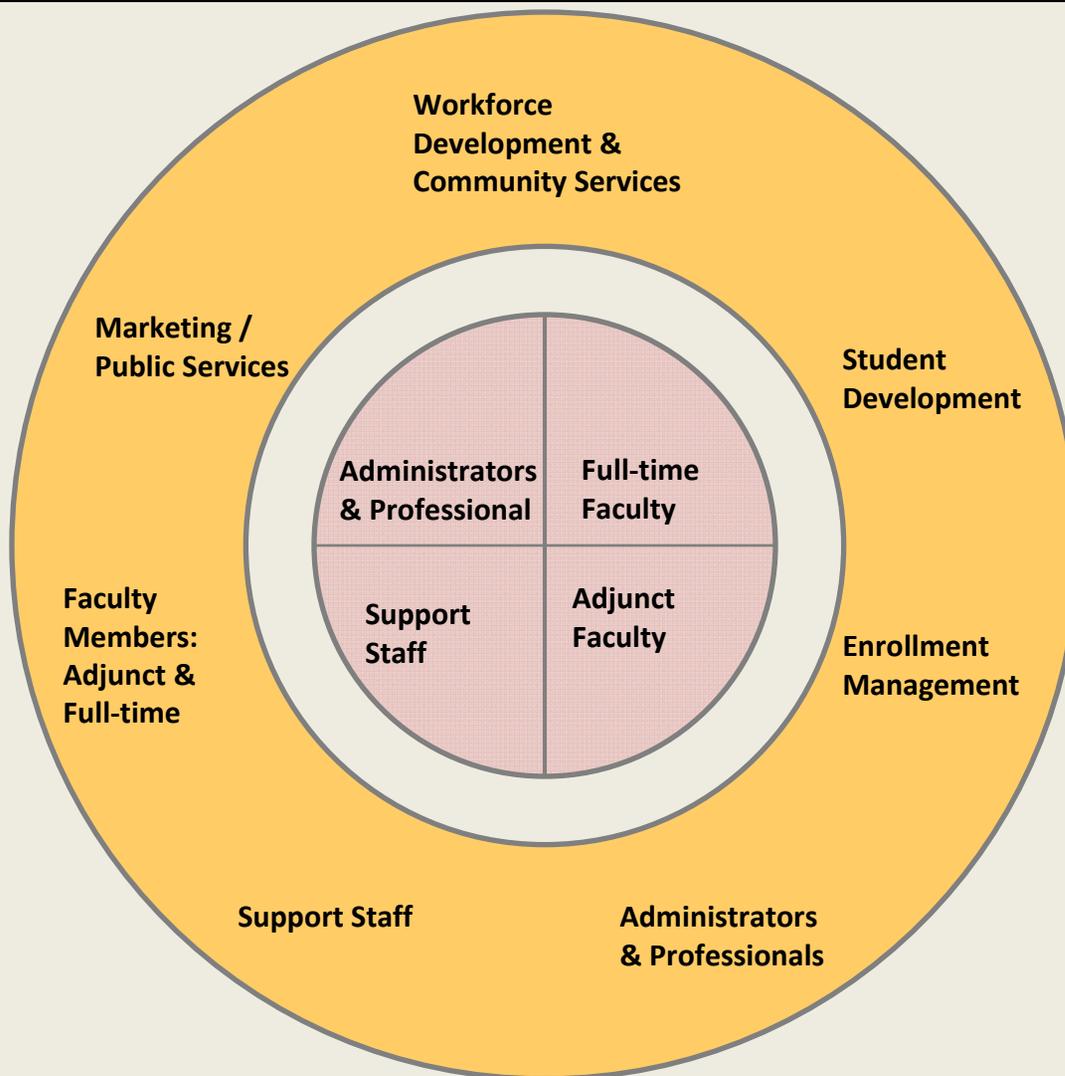


Step 1:

Form a cross-functional steering team and advisory team to help plan, develop, market, deliver, and evaluate the professional development efforts.



Steering Team / Advisory Team



The steering team members help guide the process while the advisory team members provide support, guidance, and assistance to the professional development training effort.

Together, the teams can work toward developing a professional development program that takes everyone's perspective and needs into account.



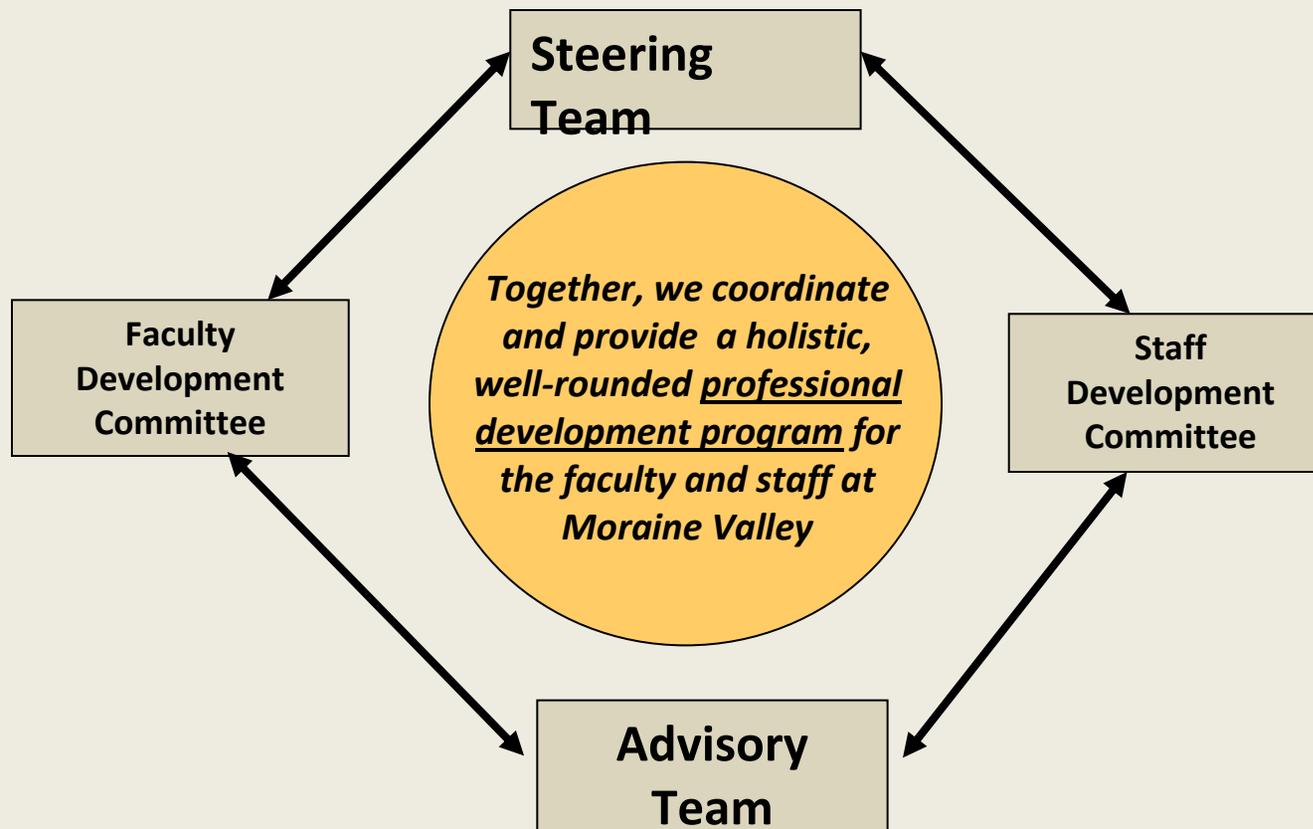
Strategies / Tips

- Use the existing Plus 50 Advisory Committee.
- Send out a call for volunteers to serve on the committee.
- Take advantage of committees already in place.
- If you identify individuals to serve on the committee; ask the college president or supervisor to send a letter inviting them to participate on the committee.



MVCC Collaborative Partnerships

Collaborative Partnerships for Providing Professional Development for faculty and staff



Step 2:

Define the vision, mission, and goals of the professional development program.



Define Your Vision & Mission

- Defining the vision and mission can help you communicate what you are trying to achieve and keep you focused.
- They need to be authentic and realistic.
- **Vision:** What do you want to achieve?
- **Mission:** What actions are required to achieve the mission?



Vision without action is merely a dream.

Action without vision just passes the time.

Vision with action can change the world.

Joel A. Barker



Goal Setting

- Define the goals of the professional development program.
- The goals should be aligned with the vision and mission of your professional development as well as the college's mission and vision.
- Use **SMART** goals:
S(pecific), **M**(easurable), **A**(ttainable),
R(ealistic), **T**(imely)



Ask Yourself Questions As You Set Your Goals:

1. What knowledge, skills and abilities do you want people to have after attending training? What are the major objectives and end competencies of the training?
2. Why are these knowledge, skills, and abilities important?
3. How much does the faculty and staff know about the plus 50 learner and where, if any, are the gaps in what they know and what you would like them to know?
4. What are some internal challenges that you face and how will you overcome them: time, human resources, funding, etc.
5. What partnerships do we have with other individuals, departments, or divisions that we can leverage to achieve our goals?
6. How will your goals for the professional development program fit into the college's vision, mission, and strategic goals? How do they address the college's planning assumptions?
7. How do you want the organizational culture to change as a result of this training?



Step 3:

**Develop the Professional Development
Training Program**



Needs Assessment

- Conduct a needs assessment in order to:
 - determine what topics need to be offered
 - schedule workshops at the best time
 - develop workshops in the modality that works best for your target audience
 - determine what your participants already know about the Plus 50 student
- Conduct focus groups (deans, department chairs, faculty, students).
- Create a suggestion form (online or paper-based) to solicit on-going feedback and suggestions.



Selecting Workshop Topics

- Use data collected from the needs assessment.
- Meet with your Advisory Committee.
- Identify Subject Matter Experts and personally invite them to develop materials.
- Send a campus-wide request inviting individuals, departments, and students to develop and deliver workshop topics relevant to the Plus 50 learner.



Develop Workshop Materials

- Outline the major objectives and end competencies of each workshop.
- Presentation style is key – make sure that facilitators present the material in an engaging and dynamic manner.
- Create informative and interesting descriptions for the workshops – it is important that they appeal to your audience.
- Archive workshop materials so that they can be referenced at a later date.



Methods of Delivery

Consider the following methods to deliver your workshops:

- Traditional, face-to-face
- Online: synchronous or asynchronous
- Learning Dialogues – guided conversations
- Book clubs
- Instructional Videos / Streaming or check-out
- Brown-bag lunches
- Self-paced online tutorials
- Multi-session Workshop
- One-on-one consultations
- Peer Mentoring
- Graduate Courses
- In-Service Days
- Department meetings / divisional planning meetings
- Staff / Faculty Orientation

Length Considerations

The length of training may impact the method of delivery.



Facilitators

- Use-in house talent and expertise when possible
- Look to partner-schools for subject matter experts and external speakers
- Create a repository of subject matter experts and their expertise that you can call on for assistance in facilitating workshops (speakers bureau).
- Meet with facilitators at least once a semester to learn how sessions are received and whether they have any input or recommendations for future improvements.



Examples of Workshop Formats at Moraine Valley



Moraine Valley Learning Academy

- Mission: In the spirit of teaching and learning, the Moraine Valley Learning Academy (**MVLA**) strives for an exchange of ideas that reflects applied knowledge, methods and technology within an interactive and collegial setting.

Collaborative Partnership: MVLA Committee- comprised of Faculty and Administrators

- Multi-session course about current and important aspects of teaching
- 9 contact hours (typically 1.5 hours per week for 6 weeks)
- Practical outcomes
- Taught by MVCC faculty and other experts
- Innovative teaching is modeled



Learning College Day

- An in-service day in a conference-style format where all staff are encouraged to submit a proposal to present with an aim to promote learning throughout the college.
- Faculty, administrators, and staff are able to attend three sessions in the morning and break out into their divisional groups in the afternoon to attend training specific to their job function.
- Online registration has made signing up more convenient for participants
- Feedback results from learning college day surveys are used to improve the next year's program.



Graduate Courses

- Establishing a partnership with Performance Learning Systems and University of St. Francis we are able to offer graduate courses aimed at improving instruction.
- Working with the university, we are able to tailor graduate courses and offer them at an affordable rate for faculty and staff.



If you build it, will they come?

**Step 4: Communication Plan /
Marketing Your Program**



Methods of Communication

- Communication channels you can use:
 - Build a resource website
 - Professional development informational brochure
 - College news publications
 - Online workshop schedules
 - Weekly workshop bulletin (e-mail)
 - E-mail blasts for special training topics
 - Announcements at campus meetings
 - PowerPoint slides at in-services and larger meetings
 - E-mail newsletters (“Faculty Development Connection”)



Create a Communication / Marketing Plan

- Identify program participants.
- Develop a brand (theme) / tag line.
- Use fun and engaging verbiage when writing materials to advertise your training. Point out the training benefits (i.e. major end competencies / objectives).
- Use existing communication channels.
- Word of mouth – use testimonials to advertise the benefit of your professional development program.
- Call for best practices and communicate best practices.
- Use your relationships on campus to communicate the importance of the training (i.e. college president, senior administrators, department chairs, deans, etc.)



Create a Registration System

- Create a process that makes it easy for individuals to register for events.
- 24/7 registration would be ideal.
- Online applications are available (such as <http://www.cvent.com>).
- Partner with your Information Technology department to determine whether one in-house can be developed.



Moraine Valley's Training Manager

Filter Options

Category

-display all-

Day of the Week / Time

Mon
 Tue
 Wed
 Thu
 Fri
 Sat
 Sun

Starts at or after:

12 : 00 AM

Schedule

[Remove checked courses](#)

Course	Start Date/Time	# Meetings
<input type="checkbox"/> FAC-O-102-FA09-01 BLOGS AND WIKIS FOR BEGINNERS Location: D 136 Status: enrolled	10/20/2009 (Tu) 10:45 AM - 11:45 AM	1
<input type="checkbox"/> FAC-O-117-FA09-01 MICROSOFT PUBLISHER Location: T 926 Status: enrolled	10/20/2009 (Tu) 01:15 PM - 02:15 PM	1
<input type="checkbox"/> FAC-O-124-FA09-01 CHALLENGES AND OPPORTUNITIES OF EDUCATING THE MILLENNIAL GENERATION Location: D 125 Status: enrolled	10/20/2009 (Tu) 02:30 PM - 03:30 PM	1
<input type="checkbox"/> EMP-PRO-107-FA09-01 REVIEWING CCSSE RESULTS – USING SURVEY RESULTS TO IMPROVE STUDENT ENGAGEMENT Location: D 116 Status: enrolled	11/12/2009 (Th) 11:00 AM - 12:30 PM	1

[Remove checked courses](#)

*Wait list offers shown in: **Maroon**

Course Info

Code Contains:

Title Contains:

Current Offerings

[Enroll in checked courses](#)

Course	Start Date/Time	# Meetings
<input type="checkbox"/> FAC-T-103-FA09-01 HOW TO SEE THINGS IN 3D	10/19/2009 (Mo) 02:00 PM - 03:00 PM	1



Marketing Examples



Build a Resource Website

Be a Star— Make a Difference

Please join us for a celebration for the Student Success and Retention Web site.

Wednesday, May 13, 2009
2:30 – 4:00 p.m.
Remarks at 3 p.m.
Student Union U111
Dining Room

Refreshments will be served.

Moraine Valley Community College
Changing Lives for a Changing World

Let's celebrate!

Retention Strategies That Have Been Successful for MVCC Faculty

Student Success and Retention Are One in the Same

This document provides a collection of retention strategies submitted by your Moraine Valley colleagues starting in 2003. It is our hope to continue to collect and disseminate strategies that are used by our faculty on a daily basis both inside and outside the classroom as they have such a positive impact on our students and their level of success.

Attention Faculty and Staff: Be a Star— Make a Difference!

We invite you to contribute your ideas and strategies for retaining students at Moraine Valley Community College. You can "make a difference" by helping us develop methods to keep students in classes so that they achieve their goals.

You are encouraged to use the **online form** to submit strategies that are important to student success and retention. The Student Success and Retention steering team will review the submitted strategies each month and select two to highlight. The selected "stars" will receive a certificate and be featured in Valley View and in an all-staff e-mail.

August Stars
Dr. Maha Turner
Mary K. Hansani

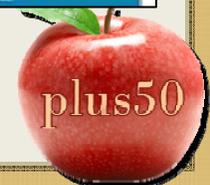
July Stars
Anna Coco

June Stars
Daniel J. Hanzelowski

May Stars
Lauritzen
Jamson

The Student Retention website was established to collect and disseminate strategies that help retain students so that they can achieve their academic goals.

In addition to a website, we had a launch party for the site and called for strategies from faculty and staff. All strategies collected were published in an online book, and each month several strategies are highlighted in an all staff email.



E-Mail Examples



Faculty Development Connection
an eNewsletter to keep you informed

JULY EDITION

Dear colleagues,

We're almost half way through the summer semester. I hope that you've had a chance to enjoy the summer so far. This edition of the Faculty Development Connection contains great strategies, information about new tools that can be used in the CTL and interesting links.

The purpose of this email is to keep you informed and connected about professional development opportunities, new teaching techniques and strategies, and other important information and resources as they become available. If you have any information, links, tips or tricks that you would like to share with faculty, please send it to me and I will try to place it in our next edition.



Have a wonderful July and a safe 4th of July!

Kristine Christensen
Director, Faculty Development

Happy 4th!

★ Creating Student-Centered Classrooms

Provided by **LaWanda Burrell-Love**,
Instructional Designer, CTL

★ **Wednesday, July 1st**

In This Issue:

- Creating Student-Centered Classrooms
- New Technology Available in the CTL
- Civility in the Classroom
- Chemistry of Fireworks
- Student Retention
- Suggest a Workshop
- PLS Classes

Chemistry of Fireworks

If you are planning on attending firework shows over the holiday, then consider these links a must read! The following articles discuss the chemistry and physical science of fireworks.

You'll be amazed at the various chemical compounds needed to make the sky beautiful!

Check out the following links!

Chemistry of Firework Colors Chemicals of the Week!

Student Retention

Check out Moraine's Student Success and Retention Resource. There you will find a



MVLA COURSES

DISCOVER THE MVLA THIS SUMMER

ABOUT THE MVLA

The MVLA Mission Statement

In the spirit of teaching and learning, the Moraine Valley Learning Academy strives for an exchange of ideas that reflects applied knowledge, methods and technology within an interactive and collegial setting.

Why Take These Courses?

- To experiment with new teaching techniques.
- Participate in engaging discussions with your colleagues in an active learning environment.
- Earn PGUs for each course successfully completed.
- Use as a professional growth goal for the year.

SUMMER COURSES

ACTIVE LEARNING - Starts May 27th
TM Code: FAC-MVLA-101-SU10



This class will emphasize the promotion of Active Learning in the classroom. Ideas will include how to break away from the traditional lecture format; how to use class activities to make learning more relevant; how to organize successful group projects; and how to assess nontraditional projects.

CCSSE Benchmarks: Active and Collaborative Learning, Student Effort, and Student - Faculty Interaction.





Branding / Tagline

Professional
Development Activities
FOR FACULTY AND STAFF

Come Grow With Us.
SPRING 2008

Moraine Valley Community College

Professional Development Activities
for Faculty and Staff

SPRING 2009

Come grow with us!

Tagline:
Come Grow With Us!



Publishing the Benefits

Top Ten Reasons to Enroll in a CTL Workshop

- Enhance your knowledge and skills and stay current
- Use what you learn to improve student learning and success
- Achieve one of your annual goals
- Redesign a course, service or program
- Collaborate with others
- Find out what others are doing across campus
- Try different ways of doing things
- Walk away with a new strategy for your “toolkit”
- Share what you learned with someone else
- Gain personal satisfaction



Publishing the Benefits Hearing Stakeholder Voices....

- I've been pleased with the variety and quality of classes.
- Thank you so much for all that you do. Your department is well organized and in constant contact with the needs of the college community. I look forward to enjoying many more CTL services!
- I appreciate the support the CTL provides. My schedule is tight and I find I cannot make use of the many resources you provide as often as I would like.
- Everyone in the Center for Teaching and Learning department does an excellent job ensuring that the faculty and staff have the tools and programming they need to not only be successful but to help our students be successful. Thank you for your constant dedication to professional development!
- I think this is a great resource!
- Thanks for asking our opinions!
- We love you CTL!



Step 5:

Recognize and Show Appreciation for the Efforts Made by Program Participants



Recognition Efforts

- Thank You Letters for Participating – as either a facilitator or participant at the end of each semester.
- Randomly select a workshop to receive a visit from the “Prize Patrol”.
 - Provide small tokens of appreciation. Such as flash drives, pens, Frisbees, bags, gift certificates to the college’s coffee bar, etc.
- Publish the efforts of individuals in college publications.



Recognition Efforts

- Hold a Recognition Reception
 - At the end of each year, hold a reception that honors the efforts of all those involved in the professional development process, facilitators, participants, etc.
- Provide certificates to individuals who attended workshops.
- Provide 'learning grants' to individuals committed to the Plus 50 efforts.



Step 6:

**Evaluate the Professional
Development Program**



Evaluate the Program

- Collect formative and summative evaluation data.
- Ask participants to complete workshop evaluation forms.
- Conduct focus groups with those who attended the professional development activities you offered.
- Ask for honest and authentic feedback and make an effort to implement suggestions.



Continuously Improve Your Program

- With data collected from your evaluations, you can:
 - Continuously offer a quality professional development program
 - Provide workshop topics that are relevant to your college community
 - Ensure that delivery methods are appropriate
 - Assess whether you are fulfilling the mission of your program and whether you are on target with achieving your mission and goals.
 - Use results to continuously improve the program.



Moraine Valley's Professional Development Evaluation

Continuous Improvement



Professional Development Program Evaluation

- *Using the college's Drive Model to evaluate the CTL Professional Development Program in order to determine areas where improvements are needed*

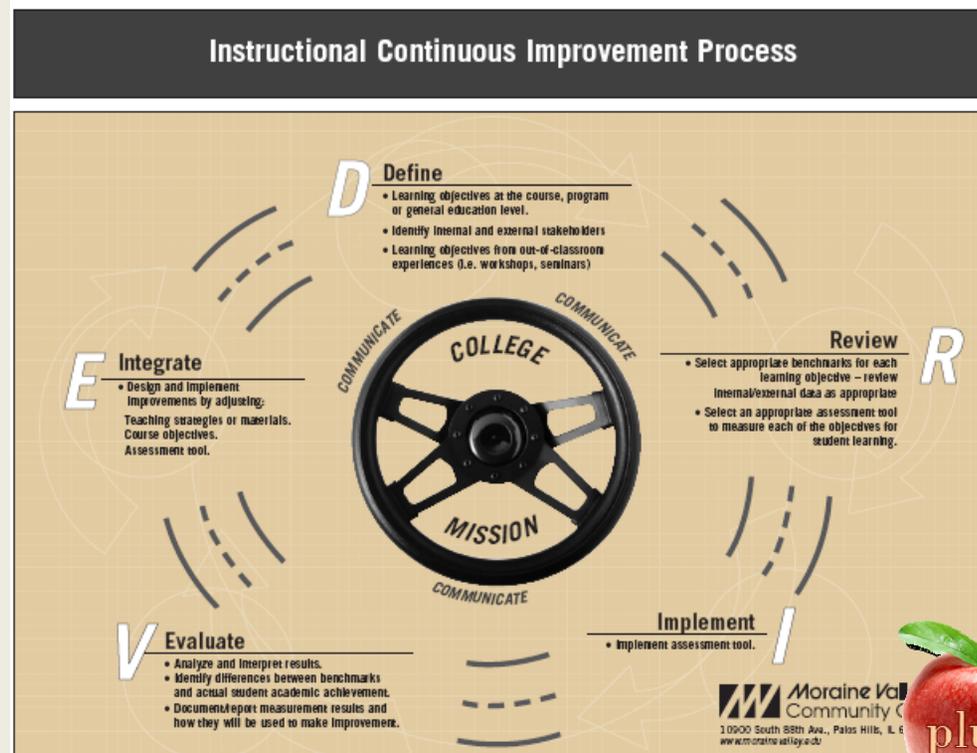
D - define

R - review

I - implement

V - evaluate

E – integrate



Program Evaluation cont.

Phase I: Attendance Trends

- Number of workshops offered
- Number of workshops cancelled
- Participation rates (i.e., by job class)
- Workshop topics yielding the highest attendance
- Days of the week yielding the highest attendance



Program Evaluation cont.

Phase II: Learning Assessment/Outcomes

- Impact/change: How have faculty and staff used what they have learned in and outside of the classroom?
- The effect that the program has on student learning.
- Changes in the culture of the institution.

*Long-term goal: Calculate the ROI of the program



**Professional Development's
influence on students is
accomplished through its direct
effect on faculty and staff
knowledge and practice**



Questions / Comments?

Thank you!



**Have Additional Questions?
Please feel free to contact us.**

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***Misha Turner
turnerm@morainevalley.edu***

