Department Annual Report & Program Review

2013-2014

Student Life & Conduct

Document Prepared By: Sara Dorer
Department Information

Annual Updates

Review & Documentation:

Internal collaborations & partnerships

[Describe any existing internal collaborations and partnerships, in which the department (or programs within the department) is engaged. Please identify any needs this department has for support from other departments within the college.]

- We collaborate with the department of Social Sciences to hold our Constitution Day event, which also addresses a federal compliance requirement.
- We collaborate with the Diversity Learning Center and the music department to host the day time MLK Jr. event annually.
- We collaborate with Staff Development to hold a food drive for the food pantry during their holiday breakfast event and to offer the GoSeeGR! Program to employees as well as students.
- We collaborated with the Diversity Learning Center this year in order to offer training specifically for student leaders.

External collaborations and partnerships

[Describe any existing external collaborations and partnerships, in which the department (or programs within the department) is engaged.]

- The GoSeeGR! Museum program connects us to the Public Museum, the Children’s Museum, the Ford Presidential Museum, the Art Museum, the John Ball Park Zoo and the UICA. In addition to marketing this program and allowing students and employees free entrance with their ID, we also hosted evening events at two of the locations. During those events, the venue was open only for GRCC participants.
- We maintain a relationship with the Rapid and Celebration Cinema in order to sell their products conveniently for our students.
- The Office of Student Life continues to provide oversight to food services on campus, including Creative Dining and the franchises owned/managed by Avery Sedore.
- We have maintained a relationship with the Kids Food Basket, to include them in our MLK Jr. day time event in some form each year.
- We are members of the USA Today program, offering free newspapers to students in an effort to encourage and increase readership and civic engagement.
- We collaborated with Grand Valley State University to host a “Night at the YMCA” event for both GRCC and GVSU students.
• We maintain a relationship with LMCU, inviting them to participate in various events. Additionally, we worked with them this year to provide financial literacy training to our student leaders.

Names of programs and services offered within the Department
[List the names of the programs and services offered in the department.]
• Student Life/front desk services (sales, schedule printing, faxing/printing, locker rentals, PTK application processing, information/directional support)
• RaiderCard services
• Parking Services
• Food Pantry
• Student Clubs and Organizations
• Student Leadership Program
• College Postings
• Student Conduct

Number of students served by the department and program(s)
[List Four-Year trend of number of students served in the department]
This number is slightly challenging to present compared to other departments, as we do not track each customer that walks through our door for service. However, we can provide data that shows how many students we have served in various ways, as outlined in the following appendices and tables:

• Appendix 1 – Front Desk Sales data
• Appendix 2 – Student Conduct data

<table>
<thead>
<tr>
<th>Table 1 – RaiderCard Student Users</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
</tr>
<tr>
<td>21,217</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 2 – Food Pantry Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Service started Winter 2012</td>
</tr>
<tr>
<td>(#s determined by adding Fall, Winter and Summer participants, therefore, some students are duplicated in this count)</td>
</tr>
<tr>
<td>2010-2011</td>
</tr>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 3 – Active Student Clubs/Organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
</tr>
<tr>
<td>36</td>
</tr>
</tbody>
</table>
Table 4 – Number of College Postings

<table>
<thead>
<tr>
<th></th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not available</td>
<td>218</td>
<td>233</td>
<td>228</td>
<td></td>
</tr>
</tbody>
</table>

**Department Outcomes & Indicators- 4-Year Trends (data that used to measure success)**

The following outcomes and indicators were developed and tracked for the first time for this program review. Therefore, we only have one year of data to present for these indicators.

**Service Outcomes and Indicators**

**Outcome 1: Food Pantry Participants will demonstrate persistence and success.**

**Indicators:**

- *Completion of courses during the semester in which they participated*
- *GPA that semester*
- *Returning following semester*

<table>
<thead>
<tr>
<th></th>
<th># Participants</th>
<th>Average % Course Completion</th>
<th>Average GPA</th>
<th>Retention to next semester (including Summer)</th>
<th>Retention %</th>
<th># Completed (any semester)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter 2013</td>
<td>55</td>
<td>74%</td>
<td>2.48</td>
<td>36/55</td>
<td>65%</td>
<td>2</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>35</td>
<td>72%</td>
<td>2.38</td>
<td>24/35</td>
<td>69%</td>
<td>4</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>64</td>
<td>73%</td>
<td>2.44</td>
<td>51/64</td>
<td>80%</td>
<td>4</td>
</tr>
<tr>
<td>Winter 2014</td>
<td>48</td>
<td>67%</td>
<td>2.32</td>
<td>34/48</td>
<td>48% (so far)</td>
<td>8</td>
</tr>
</tbody>
</table>

**Outcome 2: Student Life events increase student engagement with the college**

**Indicators:**

- *Unique student attendance at events*
- *Diverse student participation*
- *Track/compare numbers according to time of day and event type*

Due to technological road blocks in the tracking process/options we had hoped to attain, we were not able to measure all of the indicators in this area as we had hoped. The details of the diversity of the population is one of those areas we’ll have to continue
to investigate to determine if we can gather this data with the resources we have. Additionally, we were not able to find a tracking system that would work for events until the end of the year, so we were not able to track/compare events as hoped. While we were not able to capture data to help us look at these indicators, we were able to track attendance at three events: Raider Rally, Night at the Ford, and Finals Relaxer. Table 6 (below) shows data we were able to capture based on those who attended Raider Rally. Table 7 shows the type of data we’ll be able to track now that we’ve defined a tracking mechanism.

<table>
<thead>
<tr>
<th>Table 6 - Raider Rally Summary</th>
<th>Average GRCC Student data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>716</td>
</tr>
<tr>
<td>Retention Fall 13 to Winter 14</td>
<td>87.99% 70%</td>
</tr>
<tr>
<td>Retention Winter 14 to Fall 14</td>
<td>41.61% 28%</td>
</tr>
<tr>
<td>Did not enroll Fall 13 after attending Raider Rally</td>
<td>3.49%</td>
</tr>
<tr>
<td>Did not enroll Fall 13, but enrolled Winter 14</td>
<td>8.00%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 7 - Events Summary</th>
<th>Average GRCC Student data</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Students that attended Finals Relaxer or Night at the Ford Museum in W’14)</td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>318</td>
</tr>
<tr>
<td>Retention Winter 14 to Fall 14 (as of May 14)</td>
<td>33.65% 28%</td>
</tr>
</tbody>
</table>

**Outcome 3:** Participation in clubs and organizations provides campus engagement and connections that will support student success.

**Indicators:**

- Students who participate in Student Life clubs and organizations will return the following semester
- Students who participate in clubs and organizations will complete their degree and/or transfer from GRCC

<table>
<thead>
<tr>
<th>Table 8 – Club/Org Involvement Data</th>
<th>Average GRCC Student data</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Based on 299 students)</td>
<td></td>
</tr>
<tr>
<td>Retention Fall 13 to Winter 14</td>
<td>252 84% 70%</td>
</tr>
<tr>
<td>Completed and/or Transferred</td>
<td>20  7%</td>
</tr>
<tr>
<td>Average GPA</td>
<td>2.95</td>
</tr>
</tbody>
</table>

- CCSSE data regarding involvement in clubs and orgs will increase
  - See Appendix 3
The indicators have either remained the same or gone down slightly over the past four administrations of this survey.

**Student Leadership Program**

**Student Learning Outcomes:**

Based on their position requirements and opportunities, compensated student leaders will:

- *Demonstrate an ability to work with and show respect for diverse peers and GRCC employees (Social Responsibility)*
- *Demonstrate effective communication (verbal and nonverbal) when leading/interacting in team meetings and in the Student Life office (Communication)*
- *Demonstrate the ability to independently manage an event/situation when issues arise (Critical Thinking)*
- *Understand and role model personal balance as a student and a leader (Personal Responsibility)*

Utilizing our Student Leader Learning Outcomes Assessment Rubric (see Appendix 4), we collected the data outlined in Table 9 below.

<table>
<thead>
<tr>
<th>Table 9 – Student Leader Learning Outcome Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of Students Assessed at each level</strong></td>
</tr>
<tr>
<td><strong>Start of Year</strong></td>
</tr>
<tr>
<td><strong>Level 1</strong></td>
</tr>
<tr>
<td><strong>Social Responsibility</strong></td>
</tr>
<tr>
<td><strong>Communication</strong></td>
</tr>
<tr>
<td><strong>Critical Thinking</strong></td>
</tr>
<tr>
<td><strong>Personal Responsibility</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

Learning outcomes for individual events:

- **Leadership Retreat (August)**
  - *Students will have knowledge of their personality strengths*
    - Of the 7 students in attendance, 5 clearly articulated their strengths as identified during our Strengths Finder assessment and exercise. The other 2 were able to identify at least one of their core strengths.
  - *Students will have a general understanding of group theory*
Of the 7 students in attendance, only 2 students fully articulated the theory taught during the retreat, though another 2 touched on components of the theory. It is not clear if the question was worded poorly or if they missed the core message of the theory.

- **Mandatory officers training (Sept.)**
  - *Students will improve their ability to use OrgSync as a tool to improve their clubs/orgs*
  - *Students will gather knowledge that will assist them in being effective in their specific role with their club/org*
  - We attempted to evaluate this event using a post-event evaluation through OrgSync. Unfortunately, only one person completed the evaluation of the 70 attendees, not providing us enough data to truly measure the indicators as desired.

- **Financial Literacy/Fiscal Responsibility session**
  - *Students will gain knowledge that will improve their ability to manage their personal finances*
    - Of the 6 session attendees, 4 were able to articulate new knowledge and information gained that will help them with their personal finances.
  - *Students will gain an increased sense of commitment to being fiscally responsible with the student activities fee dollars*
    - Of the 6 session attendees, 4 were able to articulate an increased sense of responsibility in regards to their use of student activities fee dollars.

- **Diversity session**
  - *Students will understand the concept of unintentional biases*
    - Of the 6 attendees, all noted some level of understanding of the concept (though clearly on a spectrum of understanding, likely depending on if the concept had been introduced previously to them or not.)
  - *Students will gain an increased awareness of their own biases*
    - 5 of 6 students stated an increased awareness of their own biases based on learning from this session.

**Program Outcomes:**

- *Students who participate in a leadership role, who are not transferring/graduating, will return the following semester*
  - Data suggests involvement in a leadership position leads to very strong retention (well above the college average.)
- *Students will demonstrate a GPA higher than the GRCC average*
Data suggests, generally, that involvement as a leader is having a negative impact on GPA, bringing our student leader average down lower than the average GRCC student cumulative.

**Evaluation Question:**

To what extent are the targets for core department & program indicators (outcomes) being met? Are the various sub-populations meeting the targets at the same rate? Please address each outcome/indicator.

**Service Outcomes and Indicators**

**Outcome 1: Food Pantry Participants will demonstrate persistence and success.**

**Indicators:**

- Completion of courses during the semester in which they participated
- GPA that semester
- Returning following semester

Overall evaluation: Participation in the food pantry seems to have little or no direct impact on persistence and success from what we can tell. The program was originally created to help students in a critical moment potentially stay on track for success. We have not found that to be the purpose served. Students are enrolling from the beginning of the semester, often semester after semester, and it appears if they were a good student when they started with us, they continue that way. If they were struggling, they continue to struggle. We need to evaluate the program and verify it continues to meet a need at the college. If so, we may need to adjust our indicators and determine our current goals for the program. If we continue the program, we may also need to adjust our application requirements (potentially looking at success the previous semester and/or probationary status) and/or our usage requirements (potentially limiting all students to one bag, potentially evaluating the items we have available, etc.)

**Outcome 2: Student Life events increase student engagement with the college**

**Indicators:**

- Unique student attendance at events
- Diverse student participation
- Track/compare numbers according to time of day and event type

Overall evaluation: Now that we have a method of tracking, going into the next two years of our review we will plan to track attendance at the following events annually:
Additionally, having looked at the data we were able to track, it suggests that participation in large scale events on campus could have an impact on engagement and retention with the college. We will adjust our indicators in this area to continue to monitor if that is indeed the case. Moving forward, we will adjust our indicators to measure:

- Unique student attendance at events
- Increased participation at large scale events
- Retention of attendees to following semester (not including summer)

**Outcome 3: Participation in clubs and organizations provides campus engagement and connections that will support student success.**

**Indicators:**

- *Students who participate in Student Life clubs and organizations will return the following semester*
- *Students who participate in clubs and organizations will complete their degree and/or transfer from GRCC*
- *CCSSE data regarding involvement in clubs and orgs will increase*

Overall evaluation for this section: While we believe the data suggests involvement in a club/organization could have a positive impact on retention, we will continue to watch the data. We have some concerns that we are retaining students, but at the sake of their completion. Based on the data in these areas, we will be putting a new emphasis on academic success, persistence and completion going into the work we do with clubs/organizations next year and, specifically, in the work we do with their advisors. Our hope would be that as we improve the support we provide our clubs/organizations, involvement will increase as a direct result of how the clubs are functioning. We have seen a pattern of involvement decreasing as student leaders become over-stretched and stopped functioning as well as club leaders. The Student Alliance will be joining in the efforts this year to provide support and training to those leaders, also in an effort to increase support and involvement levels. Finally, gathering this data was more challenging than we’d hoped, so we will also be looking for new and easier ways to gather accurate rosters from clubs of their active members and will evaluate exactly how and what we want to measure once we have that information.
**Student Leadership Program**

**Student Learning Outcomes:**
(See Overall evaluation at end of this section)

Based on their position requirements and opportunities, compensated student leaders will:

- **Demonstrate an ability to work with and show respect for diverse peers and GRCC employees (Social Responsibility)**
- **Demonstrate effective communication (verbal and nonverbal) when leading/interacting in team meetings and in the Student Life office (Communication)**
- **Demonstrate the ability to independently manage an event/situation when issues arise (Critical Thinking)**
- **Understand and role model personal balance as a student and a leader (Personal Responsibility)**

Learning outcomes for individual events:

- **Leadership Retreat (August)**
  - *Students will have knowledge of their personality strengths*
  - *Students will have a general understanding of group theory*

- **Mandatory officers training (Sept.)**
  - *Students will improve their ability to use OrgSync as a tool to improve their clubs/orgs*
  - *Students will gather knowledge that will assist them in being effective in their specific role with their club/org*

- **Financial Literacy/Fiscal Responsibility session**
  - *Students will gain knowledge that will improve their ability to manage their personal finances*
  - *Students will gain an increased sense of commitment to being fiscally responsible with the student activities fee dollars*

- **Diversity session**
  - *Students will understand the concept of unintentional biases*
  - *Students will gain an increased awareness of their own biases*

Overall evaluation for this section: While individual outcomes were mostly met in each of these areas, we determined the students were not able to make the natural connection between each topic and leadership on their own as we’d hoped (or they felt they were fully developed in areas they were not.) Therefore, we have determined the need to restructure our leadership events going into next year. Additionally, our leadership budget is being cut completely.
Therefore, we will put all of our energy into our compensated student leader learning outcomes, as we will have little to no opportunity to provide leadership opportunities in a broader sense. However, based on the feedback from the students who attended the diversity session, we will continue to look for an opportunity to collaborate with the Diversity Learning Center in an attempt to offer that option again for student leaders. Every student in attendance stated they felt we should offer it again and many stated a feeling that we should mandate it for student leaders. Additionally, we will still hold the Mandatory Officers Training as a means to prepare our clubs and organizations for a successful year, so will have to determine if we want to measure the learning from those attendees in some way throughout the year. Based on our experience with OrgSync evaluations, if we decide to use that tool again, we will have to find a way to incentivize students to complete those evaluations. Otherwise, we’ll have to revert back to paper evaluations.

**Program Outcomes:**

- *Students who participate in a leadership role, who are not transferring/graduating, will return the following semester*
  - Retention is good. If anything, the data suggests we need to verify the students we are retaining are also accomplishing success toward completion.
- *Students will demonstrate a GPA higher than the GRCC average*
  - We have work to do here, to support our students to persist in their classes, attend their classes, and complete with a higher level of success in each course.

Overall evaluation for this section: We received feedback from Katie Daniels recently about how to better delineate our Assessment Rubric for even better, more specific tracking of what students learned. We will improve our rubric and our assessment method going into next year, which will allow for richer data about student learning moving forward.

**Action Needed**

*Based on the documentation and evaluation in this section, please indicate if action or improvement is needed in the following areas within the department by making your response bold:*

<table>
<thead>
<tr>
<th>Area</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>External Collaborations &amp; Partnerships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal Collaborations &amp; Partnerships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Student Served</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Outcomes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Department History

Review & Documentation:

Document the department history from the last four years

[Changes in scope or reporting structure for the department and any program additions or changes]

The department was a part of a restructure in Student Affairs during Fall 2012, when the Student Conduct Office was blended with Student Life. At that time, the Director of Student Life and the Associate Director of Student Conduct positions were combined into one. At the same time the Coordinator of Student Life resigned. When posting that position, the job description was expanded to include work in both Student Life and Student Conduct. This restructure brought the work of student conduct, BIT and the Student Feedback Management Team into this department, slightly shifting the work of each person in the office.

In a collaborative effort between Student Life and Student Congress, a campus food pantry program was created and implemented Winter 2012. In Fall 2012, the Student Congress disbanded. In April 2014, they re-launched the organization as the Student Alliance.

Mission/Purpose Statement(s)

Student Life Mission:
First, through exceptional customer service we deliver timely and needed services to help students successfully navigate the college experience, and provide access to tools and resources so they may reach their academic goals. Second, by developing and empowering student leaders, we promote a wide array of events, activities, and engagement opportunities (both outside the class and in partnership with faculty) that enrich the student experience and improves student learning.

Student Conduct Mission:
The mission of the Student Code of Conduct Office is to promote and maintain a civil learning environment by holding students accountable to the expectations of the College. Through the management of the Code of Conduct, we educate students in support of their success in order to foster a respectful community.

Evaluation Questions:

1. Is the purpose/mission statement for the department/program(s) current and relevant? Yes. We reviewed both Summer 2013 and found they still express the core mission of our services and programs. The same is true today.
2. *Does the department offer programs and services that are aligned with external standards and best practices? Please explain.*

Yes. Both the work of Student Life and Student Conduct were developed and modeled after best practices, looking at programs and components that are standard in the field and common in 4-year institutions. Both have been tweaked to best fit the community college audience and we continue to engage in professional development opportunities that allow us to learn from colleagues in other areas and keep current on best practices in the field. Additionally, both areas have CAS standards in which we review and determine our ability to align with, in order to verify we are meeting industry standards.

**Action Needed**

*Based on the documentation and evaluation in this section, please indicate if action or improvement is needed in the following areas within the department by making your response bold:*

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission/Purpose Statement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Services</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

**Faculty & Staff**

**Faculty/Staff Professional Development & Awards**

**Review & Documentation:**

**Current Year Professional Development Activities**

*Professional development in which faculty and staff participated this year. Identify those that are specifically related to program development or improvement.*

Those activities specifically related to program development or improvement are **bolded**.

Sara Dorer:

- **Student Activities Drive-in Workshop, Schoolcraft College, August 2013**
- Student Affairs Administrators in Higher Education (NASPA) Regional Conference, Skokie, Illinois, November 2013
- Association of Student Conduct Administrators (ASCA) National Conference, February 2014
- 2014 NASPA Certificate Program in Student Affairs Law & Policy, June 2014
- **Onsite training with OrgSynce representative, September 2014**
- Active Shooter Response, April 2014
- ESP/Supervisor Evaluation Training, July 2013
- GHS/Hazard Communication, November 2013
- Program Review Launch, September 2013
Various webinars:
  o ASCA review of White House “Not Alone” report on Sexual Misconduct prevention, training and response
  o Student Handbook Best Practices

Paulo Teles:

- **Online Training for Oracle 11g Fundamentals**
- Active Shooter Training, April 2014
- GHS/Hazard Communication, November 2013

Evan Macklin:

- Chicagoland Programming Board Jam (PBJ), October 2013 (with Executive Board of Campus Activities)
- Student Activities Drive-in Workshop, Schoolcraft College, August 2013
- Student Affairs Administrators in Higher Education (NASPA) Regional Conference, Skokie, Illinois, November 2013
- Society for College and University Planning (SCUP), Grand Valley State University, April 2014
- Completed first semester of classes toward Master’s Degree
- **Onsite training with OrgSync representative, September 2014**
- Active Shooter Response, April 2014
- GHS/Hazard Communication, November 2013

Liz Tyrell:

- **Several OrgSync webinars**
  o Train the Trainer, August 2013
  o Learning About Your Organization Community - Organization Registration Best Practices, September 2013
  o OrgSync and the Two Year College, September 2013
  o Content Marketing Best Practices, December 2013
  o What’s New with OrgSync, January 2014
- **Onsite training with OrgSync representative, September 2014**
- GHS/Hazard Communication, November 2013
- ESP Learning Day, March 2014
- Continued taking required classes to obtain Bachelor’s Degree from CMU

Molly Maczka:

- ESP Learning Day, March 2014
• ESP Supervisor evaluation, July 2013
• Ethics at GRCC, October 2013
• GHS/Hazard Communication, November 2013
• Student Feedback Management Team Training, August 2013
• Active Shooter Response, April 2014
• Onsite training with OrgSynce representative, September 2014
• Continued taking required classes to obtain Bachelor’s Degree

Faculty & Staff Development for Upcoming Year

[Please identify any department specific faculty/staff professional development to which you would like those within the department to have access in the upcoming academic year.]
Most of the training we’ll be looking to engage in this upcoming year will be individualized and job specific, as every person in our department serves a very specific, but very different role. We do hope to continue to send staff to offerings from the Diversity Learning Center such as Safe Zone and the Institute for Healing Racism. Additionally, we also hope it is possible to send one employee through the Leadership Institute.

Faculty & Staff Accomplishments/Awards

[Documentation of the faculty and staff accomplishments, awards, innovations and presentations, including the name, date, and location related to conference presentations. For work associated with Perkins programs, please indicate how the accomplishments, awards, and presentations are associated with the programs within the department]

Sara Dorer:
• Accepted into 2014 NASPA Certificate Program in Student Affairs Law and Policy cohort, June 2014
• Participated on the GVSU Young Professionals Panel on November 7, 2013 and February 26, 2014.
• Presented the following sessions at GRCC:
  o Conduct/BIT Overview for New Faculty Institute
  o Diffusing Rude Behavior
  o Managing Student Behaviors of Concern
  o Safety and Security on Campus
  o Student Feedback Management

Evan Macklin:
• Recipient of the SSPD Grant - Awarded $1,200.00 to attend the ASCA Donald D. Gehring Academy for Student Conduct Administration in July 2014.
Degree Completion - Bachelor in Business Administration degree from Grand Valley State University in December 2013.

**Evaluation Questions:**

1. *Is the professional development faculty/staff are receiving sufficient for them to maintain currency in their field and area(s) of expertise?*
   
   Yes

2. *Are additional faculty/staff development resources needed to support the goals of the department over the next four years?*
   
   No

**Action Needed**

*Based on the documentation and evaluation in this section, please indicate if action or improvement is needed in the following areas within the department by making your response **bold:***

- Professional Development:
  - Yes
  - No

- Resources:
  - Yes
  - No