

Standard III A: Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

Standard III: A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

Standard III: A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty plays a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non- U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

To assure the employment of qualified faculty the college relies extensively on the involvement of tenured faculty members. When a department has an opening, a group of appropriate tenured faculty creates the job announcement and serves as the primary screening group for both paper screening and initial interviews. The appropriate dean is also on the hiring committee. The committee will discuss strengths and weaknesses of each interviewed candidate, eventually selecting a group of applicants that will proceed to the second interview.

During paper screening, the committee examines academic records and teaching background of each candidate to ensure the background of the candidate matches the qualifications listed in the job description. Those candidates granted interviews are usually required to give a formal teaching demonstration and answer other questions related to the discipline. In many disciplines, the candidate is often required to demonstrate writing skills as part of the qualification evaluation process. The finalists undergo reference checking and a second interview with the President and Vice-President of Academic Affairs/Deputy Superintendent.

The Faculty Senate has a standing equivalency committee. (III.1) Members of this committee along with members from the discipline ensure uniformity when a candidate has to go through an equivalency process.

Self Evaluation

The college hiring practices conform with Title V, provide for hiring qualified faculty, and create a diverse and multicultural workforce. As a group, the faculty represent student major ethnic and cultural communities. The diversity of the faculty is a rich resource for college students and reflects the college's commitment to diversity and cultural representation.

Planning Agenda Statement

The college is in full compliance with this standard. No planning agenda is required.

Standard III: A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Descriptive Summary

Ohlone College has in place necessary and appropriate employee performance evaluation policies (III.2) and processes. The Human Resources department notifies departments of upcoming employee performance evaluation dates. Evaluations are not always prepared in accord with District policy and bargaining unit contracts. The exception is that faculty evaluations are always completed in a timely manner and in compliance with all district policies and the applicable bargaining contract (III.3).

Employee performance evaluations support college values and goals by building communication links between administrators, supervisors, faculty, and staff; identifying education and training needs; aligning work efforts with college objectives; and, defining areas of strength and needs. The performance evaluation process helps inform employees and provides employees opportunities to adjust and improve. At the same time, employees can use the evaluation process to inform the college so that administrators can adjust and improve.

Self Evaluation

Although the faculty evaluation is thorough and well-documented, management and classified evaluation processes need improvement. The evaluation of managers should be improved, using a 360-degree evaluation process. Evaluations of classified employees should be recognized and encouraged as part of a regular improvement process rather than as a disciplinary process. While this process is required by the classified employee contract, implementation has been sporadic. Managers should be held accountable to ensure a positive and consistent application. The District is in the process of creating an educational process to inform the employees regarding the benefits of an effective evaluation process. The District has hired an adult learning specialist to assist with the development of staff development.

To improve managerial and classified staff performance evaluations, the college is testing a new 360 degree evaluation process for managers. In addition, the college will through, education of its management team, insure the uniform application of existing college classified evaluation processes.

Planning Agenda

The college is in partial compliance with this standard. The following planning agenda has been developed for improvement to reach compliance.

Outcome:

By December 2007, complete the design and testing of the new managerial performance evaluation. By March 2008, complete managerial training on the new managerial performance evaluation.

Ensuring Ongoing Compliance:

Human Resources staff will establish procedures to ensure implementation and application of the new managerial performance evaluation process.

Impact on Student Learning:

The success of college-wide initiatives and, therefore, student success, are dependent upon managerial contributions and performance. Managerial performance evaluations provide feedback and the opportunity for managers to elevate and refine their contributions to college and student success.

Standard III: A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary

As per the union agreement, there is no official process in connecting student learning objectives or success with faculty and others. The evaluation process for faculty (III.4) is timely and generally consistent. Its components include a written peer evaluation by another faculty member selected by the instructor, written student evaluations, a self evaluation and a class observations and written evaluation by the instructor's dean.

In a technical review process, of which a primary goal is to ensure that the learning outcomes, course content, and instructional methodology reinforce and support one another. Moreover, proposed course outlines are subsequently subject to the review and approval of the Curriculum Committee. As course outlines specify unit value, scope, objectives, and course content, the evaluation of such shows a direct link to the significant role that faculty play in the integration of student learning outcomes through their curriculum and teaching practices.

The staff evaluation process (III.5) is clearly defined in the collective bargaining agreements with the specific unions, but has no student success component. Additionally, it is evident that most permanent staff members are not being regularly evaluated unless there is a problem, and hence the evaluation process is likened to a disciplinary act rather than a regularly scheduled process.

Self Evaluation

The faculty evaluation process is timely and consistent. The process provides faculty feedback and allows for individual growth, job enrichment, and student success. The Spring district survey indicates students rate faculty well prepared and knowledgeable.

Staff evaluations are irregular and frequently not completed in a timely manner.

Planning Agenda

The college is in partial compliance with this standard. The following planning agenda is intended to bring the college into compliance.

Outcome: By July 2008, educate managers about the classified evaluation processes, the importance of feedback to individual and operational effectiveness, and bargaining unit compliance.

Tasks: Human Resources staff, in conjunction with management and classified staffs, will create a classified evaluation education module.

Ensuring Ongoing Compliance: Human Resources will continue to notify managers when classified staff are due evaluation. The process is in place is currently active.

Impact on Student Learning: When provided feedback and opportunities to improve, classified staff will adjust and create a more productive college environment. The college will improve overall and student success will improve as well.

Standard III: A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary

Ohlone College encourages all staff to act in a professional and ethical manner. This can be found in the outstanding level of dedication of its employees and the cooperation between all levels of employees, administration, staff, and faculty. While there is no formal written policy of ethics in the policy manual for any group of employees other than the Board of Trustees (III.6), the importance of adhering to a high ethical standard can be found in the college vision, values and goals statement (III.7).

Self Evaluation

In the years since the previous accreditation report, the administration has worked with the bargaining units to insure that all employees act in a highly professional, ethical manner. When concerns have arisen about an individual, the district and the bargaining units have worked in a confidential manner so that the situation is improved. This has occurred at all levels, including the Board level.

It is planned that the Faculty Senate will consider adopting the code of ethics from the American Association of University Professors. However, due to involvement with several other major issues, this will not occur this academic year.

Planning Agenda

The college is in full compliance with this standard. No planning agenda is required.

Standard III: A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Descriptive Summary

The college is adequately staffed with full-time faculty and part-time faculty. Classified staffing is adequate in most operational areas; however, peak periods and new programs challenge the college's ability to meet productivity and performance expectations. Management staffing can be described as adequate in most instances, but insufficient given the college's ambitious modernization and change. The 2007 college survey (III.8) identified classified staffing as inadequate.

The college is working with the classified unions to develop a re-skilling plan (III.9) involving all classified staff. The plan proposes classified staff gain new knowledge, skills and abilities necessary to equip the classified staff to meet the college's new job requirements brought on by rapid changes in college operations, facilities, and student services. The Human Resources department is leading the re-skilling initiative and developing the in-house education curriculum and delivery methods. The re-skilling should reduce the need for hiring as many classified staff as would have been necessary had the college not re-skilled current employees to be equipped to perform new tasks.

Self Evaluation

Overall, the college's staffing level is satisfactory. Areas of understaffing exist during peak periods and for some new program development and implementation. The 2007 college survey results indicate some understaffing is experienced in some areas. The college is now preparing a new Equal Opportunity policy (III.10), based on the Chancellor's draft policy.

The college is addressing classified staffing by creating a re-skilling plan (III.9) and by redesigning jobs to meet current and future job needs. The college and the CSEA bargaining unit are partners in developing a comprehensive education and training program for classified staff. The objective is to prepare current classified staff to assume new cross functional job duties, creating a more highly skilled and interchangeable workforce. Educating and training existing classified staff to assume new job duties will reduce recruiting costs, create better job opportunities for employees, improve employee morale, improve pay, and position the college to better serve its students.

Planning Agenda Statement

The college is in partial compliance with this standard. The following planning agenda has been developed for improvement to reach compliance.

Outcome:

By December 2007, reach agreement with CSEA defining the New Ways to Work model plan (III.11) and implementation of the model beginning April 2008.

Tasks:

Human Resources staff, in conjunction with the CSEA, classified employees, faculty, and the management team, by January 2008 implement the classified skills inventory plan, by February 2008 implement the six title combined job structure, by April 2008 create the individual KSA education plans for classified staff, and by July 2008 implement the classified wage matrix plan.

Ensuring Ongoing Compliance:

The plan will be administered by the Human Resources Department in cooperation with the CSEA.

Impact on Student learning:

To the extent classified staff are engaged in organizational improvement and participate in skill building, the college is more efficient, allowing funds otherwise spent on inefficient operations, to be allocated for student learning initiatives.

Standard III: A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

Standard III: A.3.a. The institution establishes and adheres to written policies ensuring fair and equitable employment procedures.

Descriptive Summary

The College is continually engaged reviewing personnel policies and practices, including employment procedures. Human Resources staff, in collaboration with faculty, staff, administration, trustees, and bargaining unit representatives, assess the adequacy, fairness, and relevance of existing policies and practices, which affect the work environment, compensation, education, safety and well being and advancement of College employees.

Existing and proposed personnel policies are systematically developed and vetted. Existing personnel policies are reviewed periodically. Changes to existing personnel policies are subject to collaborative review and proposed changes affecting working conditions are negotiated with appropriate bargaining units. Draft language of proposed personnel policies is circulated to District shared governance committees and applicable bargaining units for review, comment, and editing.

The College's personnel policies are designed to be fair and equitable. Employment procedures ensure equal employment opportunity for all qualified applicants. Employment policies and practices protect employees from unfair and illegal treatment at all stages of interaction with the College, from employment application through regular employment. For example, during the last three years, significant improvement has been recorded in the hiring of females and minorities across job classifications, including technical, professional, and administrative positions.

Self Evaluation

The college's personnel policies, procedures and practices assure the equitable and fair treatment of its faculty and staff.

Planning Agenda

The college is in full compliance with this standard. No planning agenda is required.

Standard III: A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary

The college maintains all personnel, payroll, and medical files in secure, lockable file cabinets. The HR department is locked after business hours. Access to HR and payroll areas is restricted. A file sign out system is used. Records are maintained according to state and federal regulations and for the time specified. Records of former employees and retirees are stored in a secure district provided off site storage area. All employee medical files which are the responsibility of the Human Resources department are stored separate from other files, accessed and maintained only by authorized employees and kept in accord with all applicable laws. Electronic employee files are safeguarded by passwords and on a need to know basis. HR and Payroll supervisory staff are trained in file maintenance procedures and constantly review the maintenance of files and insure district policies and state and federal regulations are met.

Self Evaluation

All employee records, including medical information which is part of the employee file, are maintained according to applicable college, state and federal laws and regulations. Employee files are safeguarded to protect confidentiality and confine access as required. Employee files and records are maintained for the required time periods.

Planning Agenda

The college is in full compliance with this standard. No planning agenda is required.

Standard III: A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Standard III: A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary

The college is committed to diversity and equity. The commitment is manifested through its hiring practices and hiring outcomes. The Human Resources department recently completed the development of a new diversity and equity recruiting DVD (III.12). The DVD describes to those considering employment by the college, the college's tremendously diverse culture and ethnically diverse employee and student populations.

As part of a new management and classified education program, the college is developing a comprehensive culture and diversity education program. The program includes faculty, staff, managers, and students in a learning experience designed, through education and experiences, to enrich the cultural interchange and understanding of differences and perspectives.

Self Evaluation

The diversity of the college's managers, staff, and faculty has improved since the last WASC self study report. The college is adopting a new equal opportunity policy (III.13), based on the Chancellor's draft plan. The college's hiring practices fully support equity and diversity. Statistics can be found in the College diversity and hiring results (III.14). The Human Resources recruiting staff utilize available diversity recruiting channels and actively seek qualified diversity in every job opening for classified, faculty, and management personnel.

Planning Agenda

The college is in full compliance with this standard. No planning agenda is required.

Standard III: A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Descriptive Summary

The college's employment equity performance is in large measure dependent on fulfilling existing policies and commitments. With each position recruitment, the college assesses the viability of the recruitment to meet the college's commitment to diversity and equity. Diverse populations begin with a recruiting process dedicated to reaching into all communities for qualified applicants. Based on the college's employment record, the Human Resources department recruiting section fulfills its requirement to attract qualified pools of diverse candidates. Each employment pool is evaluated and diversity verified. In addition, the recruiting staff works with the hiring departments to establish diversity represented interview teams, and to meet the college's cultural and diversity commitments. The college senior administrators review recruitments and add important and lasting positive effects on the college's hiring practices.

The college recently produced a DVD (III.12) describing the many advantages for choosing Ohlone College for employment. Interviews with staff, faculty, administrators, and students reveal college diversity, commitment to diversity and multi cultural environments, and an integrated work force.

Self Evaluation

The college's staffing outcomes has met the diversity and equity standards and goals set for the college for the period 2003-2007. Since the last WASC self-study, the college's faculty, staff, and managerial diversity and equity have improved significantly. However, the college can improve its diversity by further refining its recruiting outreach, adjusting college hiring practices at all levels to focus on and value diversity, and creating new processes to capture and value diversity in all we do, including the formation of jobs.

Planning Agenda

The college is in full compliance with this standard. However, the following planning agenda is intended to exceed compliance.

Outcome:

By December 2008, create new ways for the college to engage diversity and culture in core operations and structure.

Tasks:

Human Resources staff, in conjunction with members of the faculty and staff, will create the Ohlone College Diversity and Culture Institute, dedicated to embedding diversity and cultural norms in all aspects of college life.

Ensuring Ongoing Compliance:

Ongoing compliance will be improved by further incorporating diversity in all levels of the college's operations.

Impact on Student Learning:

The creation of this institute will bring together community, faculty, staff, managers, and students, who will share insights and experiences. These shared experiences will foster a more open environment for student learning.

Standard III: A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Descriptive Summary

Ohlone subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students. The integrity of the Human Resources Department is maintained by adherence to a number of regulatory policies and laws, including union contracts, the State Education Code and Title 5, District personnel policies and practices, and federal, state, and local labor laws. Ohlone, whose motto is “A World of Cultures United in Learning”, has established procedures and guidelines to enable it to hire highly qualified teachers who will respond effectively and sensitively to the educational needs of students of diverse ethnic, cultural, socioeconomic, and educational backgrounds, sexual orientation, or disability. Furthermore, the institution has an Equal Employment Opportunity policy that addresses the institution’s policy on both equal employment and educational opportunities.

The Vice President of Student Services is responsible for student conduct. College Rules and Regulations for student conduct are contained in the College Catalog and in the Faculty Handbook.

The Ohlone administration has shown its commitment to, understanding of, and concern for issues of integrity by: (1) subscribing to, advocating, and demonstrating integrity in the treatment of its employees; (2) promoting a supportive work environment; (3) fostering collaboration and improved levels of communication; and (4) promoting healthy working conditions.

Examples of this commitment can be seen in the following activities.

- The FLEX events and World Forums provide examples of Ohlone’s commitment to integrity through workshops, training sessions, funded conferences and prominent keynote speakers in such diverse topics as educational philosophy, health and safety, technological advancement, academic ingenuity, and human interaction.
- Perhaps the most prominent example of the College’s commitment to integrity is the discernable improvement to the environment of shared governance, evidenced by our improved collective bargaining as well as faculty affect on educational policy, planning and follow-through.
- As a national leader in Deaf Studies with interpreters providing services in classes in every Division, Ohlone has a history of integrity in relating to all special needs/interest groups. With Fremont housing the largest Afghanistan population outside of Afghanistan, and the majority of our students coming from non-Caucasian cultures, Ohlone has a history of integrity in relating to all cultures. With the Newark campus providing our country with the first completely green college environment, Ohlone stands as a National leader in demonstrating integrity towards our planet.

All employees and students are subject to federal and State laws and policies, including the Sexual Assault and Harassment Policy. There is also a formal complaint process, which addresses other types of discrimination. The Vice President of Student Services is responsible for enforcement of the student conduct code will explain the process and direct any complaints to the appropriate person or office. The student conduct code, explaining the rights and responsibilities of students, is included in the College’s Catalog and on the World Wide Web. Students have several avenues of recourse when they have complaints or questions. These include, but are not limited to, discussions with instructors, counselors, Division Deans, and Vice President of Instruction, regarding any unfair treatment students believe they have been subjected to. All students who file complaints are expected to be treated with respect and confidentiality.

There are also avenues to address grievances of personnel at the College. Employees may bring up any problems to their supervisor, or they may choose to register either an informal or formal complaint with the College’s Human Resources Dean, partnering with the appropriate bargaining unit representatives.

Faculty members with workplace problems may consult their Division Chair or Program Dean as well as the Vice President of Instruction and the Office of Human Resources. They also may request the assistance of their faculty union.

In the College Core Values of the Self- Study, number 5 refers to “Trust, respect and integrity”.

Employee evaluations include criteria designed to engage a discussion concerning each employee's ability to develop constructive working relationships with peers and students. The college employs feedback mechanisms designed to address employee and student grievance procedures. Administrators and managers are required to be knowledgeable about the collective bargaining agreements covering the employees they supervise.

The high visibility of both the President and Vice President of Instruction in major presentations as well as serving as members and informational resources on committees, respect for union priorities, and the funding of activities related to International diversity are examples of Ohlone's commitment to integrity.

The 2007 Spring Survey results report faculty, classified staff, and managers/administrators, at the 90th percentile, believe they experience good relationships with all their fellow employees.

Self Evaluation

Ohlone maintains its institutional integrity by providing an environment to support issues of equity and shared governance and by fostering a visionary appreciation for diversity, exploration and student-centered learning. The college meets this standard in a superior rating; however our focus is to encourage ongoing dialogue, evaluation, planning, and improvement of the college.

Planning Agenda

The college is in partial compliance with this standard. The following planning agenda has been developed for improvement to reach compliance.

Outcome:

By December 2008, all administrators and managers will participate in training to update their knowledge and understanding of collective bargaining processes and labor practices.

Tasks:

The Staff Development Committee and Human Resources staff will develop and implement a training program for administrators and managers. The Vice Presidents will be responsible for ensuring the administrators and managers implement these practices and processes. The President will be responsible for ensuring that the Vice Presidents implement these practices and processes.

Ensuring Ongoing Compliance:

The Vice Presidents will ensure compliance with collective bargaining processes and labor practices as a criterion in the normal evaluation of administrators and managers.

Impact on Student Learning:

Administrators and managers who have strong union contract knowledge and employee relations skills should yield continuing good morale at the college. A college that has positive employer/employee relations should continue to be a nurturing environment for student learning.

Standard III: A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Standard III: A.5.a. The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary

The College has a strong commitment to professional development of all its employees. Many professional growth opportunities are available and include fixed and floating flex workshops, funded conferences, partial tuition reimbursement for courses and for those in the Alliant Doctoral Program. In the last two years we have had a sufficient budget to fund all requested conference requests.

The College has created a Learning College atmosphere in which all employees are encouraged to learn at work (in the moment). This philosophy is modeled by our managers and faculty leaders with the use of wikis and blogs and in the way this Accreditation report is written. Ohlone College has an active Staff Development Committee which supports the Learning College Model for faculty, staff and students.

The Innovation and Technology Center (III.13)(ITC – 1407) was renovated using Title III funds (for hardware and software) and college funds (for furniture, painting, carpeting, window covers, and full spectrum lighting). The ITC provides ongoing opportunities for full and part time faculty and staff professional development.

Staff Development is considered the “Learning College Hub”. The activities of the Innovation and Technology Center are linked to the Staff Development web site and included on the staff development calendar.

The College provides \$35,000 to the Staff Development Committee each year to pay for conferences, workshops, courses and orientation for full and part-time Faculty and Staff. Additionally the College is paying partial tuition for several people who are working toward the Doctoral degree from Alliant University on site at Ohlone.

Classified Staff have additional money available through their departments to attend improvement trainings, e.g., Datatal workshops. College services are used to maintain the Staff Development Budget and provide conference/course reimbursements.

Over the last two years the Staff Development Committee has undergone a total review of all its processes. Some of the accomplishments include:

- Faculty Flex guidelines were updated to include all contract language and current policies and procedures and disseminated to all faculty. Revised flex guidelines are also included on the Staff Development web site (III.13).
- Classified Staff, working with Lyle Engeldinger, developed a proposal for the Ohlone College Classified Flex Program (III.14). This proposal was approved by the Staff Development Committee and Presidents council and CSEA.
- Revised Staff Development Forms (Request for Staff Development Funding, Staff Development Activity Report, and Individual Flex Project for Full-Time Faculty) to require individuals to specifically write how they are working toward District Strategic Goals and how the staff development activity supports student success with a report on implementation and assessment of outcomes.
- Revised Staff Development Web Site (III.15); included all revised forms; developed online activity calendar; included faculty individual flex projects, included report of all funded conferences for the year.
- Developed a Staff Development Data Base using Access software to electronically track all staff development activities for faculty, staff and management sponsored by Staff Development or the Title III Grant.
- New faculty orientation program was developed and implemented by the Faculty Senate in Fall 2004.
- New Faculty Mentor program was revised and approved Fall 2006. This new plan supports the College mission of a Learning College Model. This plan facilitates the development of a First Year Faculty Professional Development Plan to provide flexibility in meeting new faculty needs and incorporates support for implementing teaching methodologies and developing curriculum to engage learners.
- Created a new position, Lead Mentor, for the new faculty mentors. This person will organize the mentor process, provide an orientation for the mentors, and act as a consultant.
- Survey Assessment tool for determining Staff Development needs was developed and implemented Fall 2005, 2006, and 2007

- The Learning Coach program (III.16) (formerly called EMT Mentors) was developed at Ohlone College in the summer of 2006 to support *individualized* faculty development (full-time and part-time faculty included) with the primary focus on active, collaborative and technology based learning methodologies. Learning Coaches engage in a personalized interaction with the learner, use effective communication and feedback tools, work to create a sense of community, and provide support and encouragement. The Title III Grant provides each Learning Coach a \$500.00 stipend at the end of each semester.
- The Title III Grant provides \$500.00 stipends for faculty groups who work together to redesign or develop a *new* learning community or cohort which integrates active, collaborative and/or technology assisted learning methodologies* (where does the asterisk lead?) and assessments. Each faculty member working on a project is eligible to receive a \$500.00 stipend.
- Individual Faculty Innovation Project stipends (III.17) are also available. Faculty are encouraged to develop a learning module demonstrating an active, collaborative or technology assisted learning methodology, e.g., how to create a podcast, videostreaming or other. This module will be placed in Web CT 6 or on the Staff Development web site for other faculty to use as a reference tool on learning/teaching strategies. Both full-time and adjunct faculty have participated in these projects.
- Despite the many improvements to Staff Development, the 2007 Spring Survey indicates 52 percent of responding classified staff report they are not involved in professional development.

Self Evaluation

Areas for improvement include additional funding resources for staff development, revising the evaluation processes for flex workshops, and creating professional development programs and opportunities for classified staff.

Planning Agenda

The college is in full compliance with this standard. However, the following planning agenda is intended to improve beyond compliance.

Outcome:

By December 2008, Staff Development will have improved the selection of training opportunities for all employees.

Tasks:

The Staff Development Committee will revise the evaluation process for fixed and floating flex workshops. Human Resources and Business Services staff will identify and allocate additional money to be used for staff development. By December 2008, Human Resources staff will implement the Classified Flex Plan, providing classified staff with opportunities for staff development. By December, 2008, Staff Development will have available more on-line professional development opportunities for full-time and adjunct faculty.

Ensuring Ongoing Compliance:

The money allocated to Staff Development and Human Resources will be separate budget line items.

Impact on Student Learning:

Faculty and staff who take advantage of increased learning opportunities will be better equipped to provide appropriate student learning opportunities.

Standard III: A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary

The Staff Development Committee is active in assessing professional development needs, providing workshops, and evaluating their effectiveness.

Developed Staff Development Program Plan for 2007-08 which supports the College Mission and Goals and the Title III Grant. Theme of the year is *Engagement in Learning*.

Focus areas include:

- Technology in the Classroom and Workplace
- Active and Collaborative Learning Methodologies
- Assessment and Planning
- Basic Skills
- Multicultural Education Across the Curriculum
- Environmental Sustainability
- Health and Wellness
- Enhancing the Work Environment as a Learning Space.

The institution identifies teaching and learning needs of the faculty and staff through numerous methods.

- Personnel Request
- Staff Development Needs Assessment, September, 2006
- Learning College Activity Week Assessment, January 2007
- Survey to Classified Staff 2005-06
- Survey of Evening Students 2005-06
- Planning and implementation of experimental classrooms and ITC
- Planning for New Ways to Work Program for Classified Staff
- Planning for opening of Newark Center
- Planning for the new Student Services Center
- Staff Development Activity Reports for funded workshops
- Title III Grant Goals and Objectives
- Survey of Students, Faculty and Staff Completed by Office of Research, Spring 2007

The processes used by the college to ensure that professional development opportunities address these needs include the following.

- Review of flex offerings by the Staff Development Committee
- Review of applications for Staff Development funds by Staff Development Committee
- Development and implementation of workshops by the ITC Coordinator and staff
- Development and implementation of workshops by the Staff Development Coordinator
- Access Data Base – electronic method to keep track of professional development activities of faculty, staff and managers.

The college ensures meaningful evaluation of professional development activities through the following methods.

- Staff Development Workshop Evaluation Forms
- Staff Development Activity Report for funded conferences, courses, projects
- Reports from Access Staff Development Data Base

The college evaluates the impact of professional development activities on the improvement of teaching and learning through the following activities.

- Revised staff development forms require individuals to specifically write how they are working toward District Strategic Goals and how the staff development activity supports student success with a report on implementation and assessment of outcomes.
- Faculty are encouraged to provide flex workshops to department or college-wide audience to share what they have learned and implemented.
- Faculty surveys and student satisfaction surveys are distributed annually.
- Faculty are evaluated at least every three years which includes discussion of professional development activities and teaching and learning strategies used.

Self Evaluation

This is the first year the Staff Development Committee has completed a more formal assessment of faculty and staff educational needs. The workshop evaluation processes are being revised to assess how faculty/staff work toward District Strategic Goals and how the staff development activities support student success. Faculty and staff are encouraged to reflect and report on implementation of new ideas and assessment of outcomes. This process continues to be reviewed and modified with the goal of creating a more intentional assessment of needs which will form the basis of planning and implementing workshops and then have a follow-up evaluation.

Planning Agenda

The college is in full compliance with this standard. However, the following planning agenda is intended to exceed compliance.

Outcome:

By December 2008, Staff Development will have improved the selection of training opportunities for all employees.

Tasks:

The Staff Development Committee will revise the evaluation process for fixed flex and floating flex workshops. Human Resources and Business Services staff will identify and allocate additional money to be used for staff development.

Ensuring Ongoing Compliance:

The money allocated to Staff Development and Human Resources will be separate budget line items.

Impact on Student Learning:

Faculty and staff who take advantage of increased training opportunities will be better equipped to provide appropriate learning opportunities for students.

Standard III: A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

Human Resources planning is integrated with institutional planning. Human Resources is involved in college staffing planning through a variety of meetings, participates in budget planning, contributes to the organizational development of the college, and contributes planning data to the college shared governance committees. Human Resources annually develops a college recruiting plan with input from the college's shared governance committees and teams.

Human Resources should be more involved in organizational development. For example, the college needs a long-term staffing plan for managers and classified staffs. Results of the 2007 Spring Survey show 71.5 percent of classified staff respondents and 75.9 percent of management respondents believe the college does not have sufficient numbers of qualified staff to support college services. The district appropriates approximately 86 percent of its fund 10 revenue for wages. The answer to district staffing is to make better use of existing staff and to redesign jobs creating cross functional interchangeability. New Human Resources estimates new job designs and education programs for managerial and classified staff productivity could increased productivity by 11 percent. The increase in productivity would reduce the need for increasing staff at the rate current staffing plans might predict and which cannot be supported by current revenue projections.

Self Evaluation

The college actively engages Human Resources in the planning and implementation processes, in some staffing and budgeting forecasts. The college should engage the Human Resources staff in the staffing analysis, particularly longer-term staffing assessments.

Planning Agenda

The college is in substantial compliance with this standard. The following planning agenda has been developed for improvements to reach compliance.

Outcome:

By August 2008, the college will complete an analysis of staffing needs and develop a comprehensive plan to fund the needs. The plan will include an assessment of current staffing needs and projected staffing needs and consider new work models that would improve productivity by 10-15 percent.

Tasks:

Human Resources will be assigned to work with college leaders to develop a comprehensive classified and managerial staffing plan with the goal of increasing productivity and reducing the need to increase classified staff to meet current and future operating models.

Ensuring Ongoing Compliance:

The college leadership team will oversee this effort.

Impact on Student Learning:

The college, with appropriate classified and managerial staffing, which are assigned productive work, and which participate in on-going performance supporting education, will provide streamlined student access to college services, redirect funds to education initiatives, and contribute to student success.

Sources of Evidence

III.A.1.a

III.1 Equivalency Committee http://www.ohlone.edu/org/faculty_senate/docs/commcharters.pdf

III.A.1.b

III.2 Staff evaluation forms

Classified: <http://www.ohlone.edu/org/hr/docs/contractcsea20052007.pdf>

SEIU: <http://www.ohlone.edu/org/hr/docs/contractseiu20052006.pdf>

III.3 Bargaining contracts <http://www.ohlone.edu/org/hr/contracts.html>

III.A.1.c.

III.4 Evaluation process for faculty <http://www.ohlone.edu/org/hr/docs/contractufo-thru20090630.pdf>

III.5 Staff Evaluation process

Classified: <http://www.ohlone.edu/org/hr/docs/contractcsea20052007.pdf>

SEIU: <http://www.ohlone.edu/org/hr/docs/contractseiu20052006.pdf>

III.A.1.d.

III.6 Board Ethics Policy <http://www.ohlone.edu/org/board/policy/policy-chapter2.html - bp2715a>

III.7 College Vision and Goals statement: <http://www.ohlone.edu/core/aboutohlone.html - visionstmt>

III.A.2.

III.8 College 2007 climate survey

III.9 Re-Skilling Plan

III.10 Equal Opportunity Policy

III.11 New Ways to Work <http://www.ohlone.edu/org/hr/newwaystowork.html>

III.A.3.a

III.A.3.b.

III.A.4.a.

III.12 Recruiting DVD

III.13 College diversity and opportunity policies

III.14 College diversity hiring results 2001-2006

III.A.4.b.

III.12 Recruiting DVD

III.A.4.c.

III.A.5.a.

III.13 Innovation and Technology Center <http://www.ohlone.edu/org/itc/>

III.14 Classified Flex <http://www.ohlone.edu/org/hr/classifiedflex.html>

III.15 Staff Development website <http://www.ohlone.edu/org/staffdev/>

III.16 Learning Coach Program <http://www2.ohlone.edu/people2/bbradshaw/coach/>

III.17 Faculty Innovation Projects <http://www.ohlone.edu/org/titleiii/facultyinnovations.html>

III.A.5.b.

III.A.6.