

Ohlone College
Professional Development Outcomes

As a result of Professional Development activities (collaboratively developed by a variety of groups on campus):

1. All college employees engage in a *Learning College* culture of shared ideas, explore new ways of learning, and participate in the daily exercise of each of us being learners ourselves. College personnel identify and unite together in achieving our primary focus: student success.
 - a. The Professional Development Committee
 - i. Facilitates professional development activities in collaboration with others across campus, e.g.,
 1. Faculty “Flex” options: individual projects, conference attendance, on-campus workshops, required flex day
 2. Workshops based upon an annual needs assessment.
 3. Learning College Week prior to the start of each semester.
 4. Maintains current website and online calendar of activities.
 5. PreGrad dinner - celebration of learning
 - ii. Distributes Professional Development funds to faculty and staff for conference attendance or project development following established guidelines.
 - iii. Works with Human Resources to implement and assess the Classified Flex Program. (2008-09)
 - iv. Facilitates workshops for Faculty, Classified Staff, and Management.
 - v. Supports *new* faculty and staff orientation and mentoring plans
 - vi. Completes Program Review of Professional Development (2008-09)
 - b. Campus groups facilitate and fund professional development activities, e.g.,
 - i. Brown Bag Science Seminars hosted by the Science, Engineering Division
 - ii. Digital Library Resources
 - c. Begin discussion on development of an Ohlone Leadership Succession Program to identify and prepare selected/interested employees for potential future management and leadership roles, e.g.,
 - i. How employees qualify or are identified
 - ii. Number of participants in a ‘cohort’
 - iii. Number of ‘cohorts’ per year
 - iv. Program content/speakers (Business Services, Human Resources, Student Services, Instruction, College Advancement/Foundation, etc)
2. Faculty develop, use, and assess effective teaching methodologies within their classes.
 - a. Faculty continue to experiment with and assess active, collaborative and technology-based teaching methodologies within their classes, e.g.,
 - i. Technology-based Workshops
 - ii. Basic Skills Initiative
 - iii. LAPSI Training
 - iv. Learning Coaches
 - v. Innovation in Teaching Projects

- b. Faculty promote and assess success for a variety of students with differing needs, e.g.,
 - i. Strategies for Effective Deaf/Hearing Interactions
 - ii. Assisting the Emotionally Distressed Student in the Classroom
 - iii. Assisting the Disabled Student in the Classroom
3. Management, faculty, and staff *use research and assessment resources* effectively.
 - a. College personnel identify data and research needed to assess student learning.
 - b. Management, faculty and staff identify and use planning and assessment strategies at the course, program and institutional level and practice data-driven planning and assessment.
 - c. Selected programs participate in the Train the Trainer Program for the New CurricUNET Program Review module and participate in the initial implementation and refinement of the module.
4. Management, faculty and staff demonstrate *cultural competence* and develop sensitivity and skills in living, learning, and working in a diverse community.
 - a. Campus groups facilitate, fund, and assess a variety of activities, e.g.,
 - i. World Forums
 - ii. Disability Awareness Week
 - iii. Deaf Awareness Week
 - iv. Unity Week
 - v. Raza Day
 - vi. Cinco De Mayo Celebration Week
 - vii. Celebration of National Poetry Month
 - viii. Semester Abroad Course offerings
 - ix. Smith Center Productions
 - x. Annual Health Fair
5. Management, faculty and staff engage in *environmental sustainability* practices.
 - a. Campus groups facilitate, fund, and assess a variety of activities, e.g.,
 - i. Earth Week Activities