

Ohlone College  
Professional Development Outcomes  
2009-10

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. Workshops based upon an annual needs assessment.
      2. Learning College Week prior to the start of each semester.
      3. Faculty “Flex” options: individual flex projects including conference attendance, on-campus ‘floating flex’ workshops, required ‘fixed flex’ days.
      4. PreGrad dinner to celebrate learning and student success.
      5. Website and online calendar of activities updated and maintained.
      6. Professional Development data base which records all employee flex hours maintained and revised as needed.
    - ii. Works with Human Resources to implement and assess the Classified Flex Program.
      1. Second annual Classified Flex Day planned for Spring Break 2010.
      2. Review Classified Innovations in Professional Development projects approved May 2009.
      3. Begin discussions on how to meet the following Ohlone College objectives:
        - a. By 2012, establish a process whereby all classified staff may access professional development identified in the professional development plan.
        - b. By 2015, improve satisfaction rate with customer service in all service areas of the college.
    - iii. Distributes professional development funds to faculty, staff, and administration for conference attendance or project development following established guidelines.
    - iv. Begins work on developing an online orientation program for faculty, adjunct faculty and staff (both new and current employees) to foster an effective and efficient orientation for all and to supplement information for those who benefit from this approach. (PIO for 2009-10).
    - v. Supports *new* faculty and staff orientation and mentoring plans.
    - vi. Assesses PIO(s) and revises Program Review (2009-10)
    - vii. Completes annual state “Faculty and Staff Development Flexible Calendar Program Certification” report.
  - b. Campus groups facilitate and fund professional development activities for college employees and students.
    - i. Continue work to establish an IT training program for staff and full and part time faculty, enabling them to be more self-directed and capable in IT applications/maintenance. (Ohlone College objective – to be completed by 2011)

- c. Begin discussion on development of an application/selection process for interested faculty and staff for training opportunities in leadership development. (College Objective - to be completed by 2011)
- 2. Faculty develop, use, and assess effective teaching methodologies within their classes.
  - a. Faculty assess at least one program SLO during the 2009-10 academic year. (Note Ohlone College objective: By 2013, complete an assessment of student learning outcomes for all courses and programs.)
  - b. Faculty continue to experiment with and assess active, collaborative and technology-based teaching methodologies within their classes.
  - c. 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. Conduct group and individual workshops and develop written guidelines to facilitate full implementation of the new CurricUNET Program Review module beginning Fall 2009. Deans and faculty are asked to join in accomplishing the goal of having all instructional program and service reviews entered into the CurricUNET Program Review Module by the end of the 2010-11 academic year. This should be achievable with only minor modification with current Instructional Program and Services Review timelines as follows:
    - i. Areas “up for” review in 09-10 will be using the new module to complete their reviews.
    - ii. Areas that completed reviews in 08-09 are encouraged to enter them into the module this year.
    - iii. Areas that are “up for” review in 10-11 will be using the new module.
    - iv. Areas that are “up for” review in 11-12 are also encourage to complete their review in the new module before the end of the 10-11 year.
- 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 work toward meeting Ohlone College Goal #5: Lead and educate the community in environmental sustainability and related objectives.