

Ohlone College

Program Review Report

• **Program Description and Scope:**

1. *Program Review Title:* Professional Development
2. *Academic year:* 2011/2012
3. *Review Type:* President's Office
4. *Program/Departments:* Human Resources (67300)
5. *Authority Code:* 14-Vice President, Human Resources and Training
6. *External Regulations:* Yes X No

Describe:

Follow guidelines from the California Community Colleges Chancellor's Office for the Flexible Calendar Program for faculty. Submit annual report.

7. *Provide a brief narrative that describes the services provided.*

The primary objective of Ohlone College is to create an outstanding learning environment that advances the development, growth, and success of each student. The purpose of the Professional Development Committee is to design and support professional development activities for faculty, classified staff, and management to provide a broad range of educational approaches and support services necessary to ensure that students achieve their highest potential. Consequently, the mission of Professional Development is to support quality teaching, learning, and support services for all students by providing the necessary resources for employees to develop and fulfill career, personal, and professional needs and goals. Continuous professional development and training is essential to maintain highly qualified faculty and staff committed to serving the educational needs of students. Charter was updated Fall 2011 and is available on the Professional Development website:
<http://www.ohlone.edu/org/profdevcomm/docs/profdevcommcharter.pdf>

8. *Describe how the program specifically serves students, faculty, staff, or other.*

The College has a strong commitment to the professional development of all its employees. Many professional growth opportunities are available and include fixed and floating flex workshops, funded conferences, and partial tuition reimbursement for courses.

The College provides \$20,00 in 2011-12 (\$35,000 - 40,000 in the past 5 years) to the Professional Development Committee to fund conferences, workshops, courses, and orientation for full and adjunct faculty, staff, and management. In the last five years we have had a

sufficient budget to fund all conference requests, orientations, and funding for events such as the Pre-Graduation dinner, Classified Professional Development Day, flex day breakfasts and lunches, and new faculty mentors.

The College supported several Ohlone faculty and managers pursue their Doctoral degree from Alliant University on site at Ohlone. At times, additional departmental funding for Classified Staff and Student Services staff is available to attend improvement trainings, e.g., Datatal workshops. Some departments have grants which fund additional professional development activities.

Ohlone is a "Learning College" therefore all employees are encouraged to learn at work. This philosophy is modeled by our managers and faculty leaders with the use of wikis, blogs, and online dialogs. The Learning College Week of professional development activities, which occurs the week before the start of each semester, began Fall 2006. The Annual Classified Staff Professional Development Day began Spring 2009.

Ohlone College has an active Professional Development Committee which supports the Learning College Model for faculty and staff. Professional Development is considered the "Learning College Hub." The activities of the Innovation and Technology Center in Fremont and the Learning Resource Center in Newark are linked to the Professional Development web site and included on the professional development calendar. Students are served by having faculty and staff actively engaged in the learning process. Faculty share strategies related to current learning technologies, student outcomes, and assessment.

9. *Describe how the program or service needs are addressed (how the program/service accomplishes what it's supposed to do.) How are current technologies applied?*

The Innovation and Technology Center (ITC – 1407) was renovated in 2006 using Title III funds (for hardware and software) and college funds (for furniture, painting, carpeting, window covers, and full spectrum lighting). The ITC provided ongoing opportunities for full and part time faculty and staff professional development. In Fall 2007, the Education Technologist resigned and this position was left vacant due to college budget concerns. As a result the robust atmosphere of learning that was initially created, diminished during the 2007-08 academic year. In Fall 2008, 1407 B became used as the Fremont Video Conference Center and in Spring 2009, new technology ("Thunder") was added to the room to allow for robust presentations as well as

videoconferencing. In the 2010-11 academic year this room was used as a student classroom. Now Professional Development activities are held in smart classrooms through out the campus and in the new Building 7 conference rooms.

The room, 1407A, continues to be available for full-time and adjunct faculty use, for workshops, and for assistance with on-line course preparation and implementation and CurricUNET Program Review and assessment.

In January 2008, the Newark Center opened, which houses the a Learning Resource Center which has become a technological hub. Numerous workshops on technology assisted teaching methodologies and use of technology have been offered over the last five years (lists are available).

An Access data base is used to monitor Faculty and Staff professional development (flex) hours. This data base was developed by College personnel and interfaces with our Colleague system to track Professional Development activities of all college employees.

10. *Discuss the impact of the program on the college and/or other programs. Highlight any services, reports or functions supplied, in whole or in part, by this service area that supports state or federal compliance mandates for the College.*

Professional Development workshops affect all areas of the college. Employees from all departments engage in the various workshops offered on campus or attend conferences or courses off campus funded by Staff Development or their departments. The Faculty Flex Program meets guidelines provided by the State and the UFO contract. Details for the implementation of the Classified Flex Program are in negotiation. College services are used to maintain the staff development budget and provide conference/course reimbursements.

In the 2011-12 academic year, the Director of Community Education at the college joined the Professional Development Committee for a nice sharing of strategies and programs.

11. *Discuss the impact of the program on the community and the impact of the community on the program.*

Ohlone College established on-going joint professional development opportunities in the Science area with local high schools. In Spring 2008, plans began to implement joint professional development opportunities as a part of a grant obtained by the Newark K-12 School District – Project Wired. This grant focused on teaching reading and

writing to 5, 6, and 7 graders using technology. A day long professional development workshop on the “Use of the Mac Laptop” which included classroom management activities was conducted during the Spring Learning College Week, 2009.

During Spring 2009, Rick Arellano and Elisa Webb developed the “CAOT Senior Project – Partnership with the Newark Senior Center.” Rick and Elisa volunteer their time and provide workshops on how to use tools such as the IPOD, Kindle, Sony Reader and Internet Blogs.

- **College Mission**

1. *Core Values, Goals & Objectives:*

College Core Values

- We provide life-long learning opportunities for students, college personnel and the community.
- We promote diversity and inclusiveness.
- We maintain high standards in our constant pursuit of excellence.
- We value trust, respect and integrity.
- We promote team work and open communication.
- We practice innovation and actively encourage risk-taking and entrepreneurship.
- We demonstrate stewardship for our human, financial, physical and environmental resources.

College Goals/Objectives

1. **Through innovative programs and services, improve student learning and achievement.**

1. By 2013, complete an assessment of student learning outcomes for all courses and programs.

3. **Promote continuous, needs-based, learning and professional development opportunities for all district personnel.**

1. By 2011, 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.

2. By 2011, establish an application/selection process for interested faculty and staff for training opportunities in leadership development.

3. By 2012, establish a process whereby all classified staff may access professional development identified in the professional development plan.

4. By 2015, improve satisfaction rate with customer service in all service areas of the college.

4. **Use human, fiscal, technological, and physical resources responsibly, effectively, and efficiently to maximize student learning and achievement.**

6. By 2011, create organizational structures and procedures to continually improve efficiency and effectiveness of services to students through technology.

5. Lead and educate the community in environmental sustainability.

3. By 2012 support innovation in sustainability and environmental friendliness by providing professional developmental opportunities and fiscal resources through the Ohlone Foundation Sustainability Endowment.

6. Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.

2. By 2015, increase the number of opportunities for cultural enrichment and study abroad for faculty, staff, and students.

2. Briefly describe how the program supports the college mission, vision and one or more of the college values.

The Professional Development Committee supports the college mission, vision and values by offering structured professional development activities which assist all employees in furthering their roles. The belief is that employees who are current will positively impact student success. College values are demonstrated through our accomplishments.

3. Briefly describe how the program supports the selected college goals.

Goals 1, 3, 4, 5, and 6:

During 2008-09, the Professional Development Committee developed comprehensive professional development outcomes for Ohlone College in support of the college goals. The college community was successful in meeting these outcomes as evidenced by the number of activities conducted. These reports and others are available on the Professional Development web site.

The professional development outcomes were updated and revised in 2009-10 to reflect the new college goals and objectives (2010-2015).

See Attachments:

Professional Development Outcomes Accomplishments 2008-09

Professional Development Outcomes Accomplishments 2009-10

Professional Development Outcomes Accomplishments 2010-11

4. Briefly describe how the program supports the selected college objectives.

1.1 The SLOAC Committee, Curriculum Committee, and GE Committee work together to assist faculty and others to develop assessment techniques for course, program and GE outcomes. Program Review and assessment is conducted within the new CurricUNET Program Review Module. The Coordinator of Program Review, SLOA, and Professional Development provides ongoing workshops to faculty, staff, and management on these topics.

3.1 The IT department began offering workshops during the August 2009 and January 2010 Learning College Weeks and during the Classified Flex Professional Development Day in March 2010 and continues to offer workshops as needed.

3.2. The Leadership Book Club began 2010-11. Plans are being made to launch a more formal leadership development program to begin in Summer/Fall 2012.

3.3 The first annual Classified Professional Development Day (CPDD) was held on March 24, 2009 and included workshops related to quality improvement. The second CPDD was held March 2010 and the third was held April 2011. All were a great success. Staff are released from all college responsibilities for one day to attend workshops. Administration hosts a breakfast or luncheon in which the President and other administrators serve the meal. Team building exercises are included. Schedules of the workshops are available.

Jackie Whitehouse and Nathan Brown completed a Classified Staff Innovation in Professional Development Project by developing the Online Ohlone College Employee Handbook to inform and train new and current employees in the business practices of Ohlone College.

3.4 Customer satisfaction questions are built into the biannual satisfaction surveys administered by the Ohlone Research Office to students, faculty and staff.

4.6 Ongoing workshops are held to update faculty on the use of new technologies in teaching and learning.

5.3 Sustainability workshops and activities are sponsored by the Sustainability Committee and held throughout the year. Faculty state they use more environmental friendly examples in their courses.

6.2. There are numerous cultural events for students and all college employees.

See attachments indicated in the previous questions for details of the professional development activities.

- **Student Learning Impacts**

1. **Student Learning Impact -**

Faculty and staff who participate in a variety of learning opportunities will be better prepared to provide stimulating and empowering student learning activities.

a. *Enter assessment results for "Student Learning Impacts" and analyze student success.*

Results: See Attached Opinion Surveys - Spring 2009 - Selected Questions for Students, Full-time Faculty, Adjunct Faculty, Classified Staff and Management. Summary of results is listed below:

Student Opinion Survey - Spring 2009:

* My instructors are highly skilled and come to class well prepared. Agree: Strongly yes (35.2%); Yes 55.7%) Important: Strongly yes (66.6%); Yes (31.2%) (Response count-1161)

*My instructors gave practical examples of how theories apply to real life. Agree: Strongly yes (27.0%); Yes 53.3%) Important: Strongly yes (45.8%); Yes (43.9%) (Response count-1162)

*My teachers are responsive to my individual needs. Agree: Strongly yes (20.2%); Yes (57.0%) Important: Strongly yes (46.2%); Yes (43.0%) (Response count-1159)

*My instructors encourage me to be actively involved and participate in class. Agree: Strongly yes (25.2%); Yes (55.8%) Important: Strongly yes (30.6%); Yes (46.3%) (Response count-1154)

* My instructors encourage students to examine different points of view. Agree: Strongly yes (18.7%); Yes (59.0%) Important: Strongly yes (35.9%); Yes (47.7%) (Response count-1147)

*My instructors engage me in learning by using technology in the classroom. Agree: Strongly yes (19.3%); Yes (52.1%) Important: Strongly yes (28.4%); Yes (44.3%) (Response count-1147)

Faculty Opinion Survey Spring 2009

* I incorporate technology into my classroom instruction: Agree: Strongly yes (39.8%); Yes (51.8%) Important: Strongly yes (47.6%); Yes (43.9%) (Response count-83)

* I incorporate collaborative learning into my classroom instruction. Agree: Strongly yes (27.7%); Yes (60.2%) Important: Strongly yes (37.8%); Yes (50.0%) (Response count-83)

* I am annually involved in professional development. Agree: Strongly yes (41.0%); Yes (44.6%) Important: Strongly yes (53.1%); Yes (43.2%) (Response count-83)

Staff Opinion Survey - Spring 2009:

* I am annually involved in professional development Agree: Strongly yes (21.0%); Yes (34.0%); No (41.0%) Important: Strongly yes (49.0%); Yes (37.8%) (Response Count-101)

* I clearly understand how my role contributes to student success: Agree: Strongly yes (53.5%); Yes (36.6%) Important: Strongly yes (66.0%); Yes (32.0%) (Response Count-101)

Analysis: Approximately 85% of students responding to this survey feel instructors are highly skilled and qualified, apply theory to real life, are responsive to individual needs, encourage active involvement & critical thinking, and use technology in the classroom. 100% of full-time faculty stated they are annually involved in professional development. 37% of Classified Staff are involved in professional development. Need to promote more professional development activities for staff.

Analysis Spring 2010 and Spring 2011:

More workshops are available for staff during Learning College Week and throughout the semester. For more details See PIO Assessment.

b. Future Action.

2. Student Learning Impact -

Students participate in campus-wide professional development workshops.

- a. *Enter assessment results for "Student Learning Impacts" and analyze student success.*

In 2008-09, 2009-10, and 2010-11: Students participated in the following campus-wide professional development workshops:

1. World Forums
2. Disability/Deaf Awareness Week
3. Unity Week
4. Raza Day
5. Cinco De Mayo Celebration
6. Celebration of National Poetry Month
7. Smith Center Productions
8. Annual Health Fair
9. Earth Week Activities
10. Science Brown Bag Seminars sponsored by the Science, Engineering Division
11. Speech Brown Bag Seminars sponsored by the Speech and Communication Department
12. Pyschology seminars sponsored by the Pyschology Department.

See attached Professional Development Outcomes Reports for more details.

- b. *Future Action.*

3. **Student Learning Impact -**

Ohlone employees and students respect the uniqueness of others and can communicate effectively with persons from a variety of cultural backgrounds.

- a. *Enter assessment results for "Student Learning Impacts" and analyze student success.*

Student survey results Spring 2009: Results indicate percent of students who responded "Strongly yes" or "yes" (first number) or "No Opinion" (second number)

* Ohlone College personnel treat all students with equal respect regardless of their age, ancestry, color, disability, gender, marital status, national origin, parental status, race, religion, sexual orientation , or verteran status. Yes(78.7%) No Opinion (14.8%)

*The faculty and staff at Ohlone are sufficiently diverse to meet the needs of students. Yes (77%) No Opinion (15.7%)

*The College promotes positive interaction among students from diverse backgrounds. Yes (73.5%) No Opinion (19.4%)

*The college policies and practices demonstrate appropriate concern for issues of equity and diversity. Yes (65.1%) No Opinion (29.6%)

*I have been made to feel comfortable here by staff and other students. Yes (84.6%) No Opinion (8.5%)

Analysis: The majority of students feel diversity is respected on this campus. However, approximately 10% felt more work in this area and 15% had no opinion.

Many students participate in workshops related to diversity held on campus. See annual Professional Development Outcomes assessments.

In the Fall 2010 Learning College Week, over 100 college employees participated in a day-long diversity workshop facilitated by Lee Mun Wah. An additional diversity workshop was conducted for staff during their annual Professional Development Day in March 2011. Information is periodically sent via email to all college employees by the Professional Development Coordinator. Faculty are encouraged to include examples of diversity within their curriculum. Well informed employees are better prepared to create a culture of acceptance on campus and act as role models for our students.

Fall 2011: The GE Plan A Committee reviewed and broadened their definition of Cultural Diversity and courses that are accepted to meet this GE requirement. More detail is available in the college catalog.

b. *Future Action.*

4. **Student Learning Impact -**

College employees and students will develop a heightened awareness of environmental sustainability issues and will participate in activities that conserve the environment.

a. *Enter assessment results for "Student Learning Impacts" and analyze student success.*

Student participation in Earth Day Awareness Week and other environmental sustainability activities conducted on campus.

See minutes from Environmental Sustainability Committee and annual reports on professional development outcomes.

b. *Future Action.*

• **Program Achievement**

1. *List area-specific outcomes.*

Ohlone College Professional Development Outcomes:
(written Spring 2008; revisions January 2012)

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.

2. Faculty develop, use, and assess effective teaching methodologies, including technology, within their classes to facilitate students' ability to meet course and program student learning outcomes.

3. Management, faculty, and staff use research, assessment, and technology resources effectively.

4. Management, faculty and staff demonstrate cultural competence and develop sensitivity and skills in living, learning, and working in a diverse community.

5. Management, faculty, and staff engage in environmental sustainability practices.

2. *Identify internal and/or external benchmarks and regulations.*

Professional Development standards from California Community College Council for Professional and Organization Development (4C/SD), Professional and Organizational Development Net Work in Higher Education (POD), National Council for Staff, Program, and Organization Development (NCSPOD), and the California State Chancellor's Office are used as benchmarks for the Ohlone College Professional Development program.

Jackie Whitehouse and Deb Parziale attended a four day POD/NCSPD workshop in October 2008 and received information on current standards in faculty and staff development and shared information with the professional development committee members.

When the Faculty Flex standards were revised by the state in 2010, faculty flex guidelines were reviewed, revised, and approved by the Professional Development Committee. Revised guidelines were shared with faculty and Deans via email.

3. *Enter assessment results for area-specific outcomes and analyze trends.*

See attached list of Professional Development offerings in relation to outcomes during the 2008-09, 2009-2010, and 2011 academic years.

Professional Development developed an **Staff Development Access Data Base** in 2006 which tracks Professional Development conducted by all college employees. This data base is linked to the Colleague system and provides the following reports: full-time faculty flex totals, adjunct faculty flex totals, Individual Flex projects and conferences completed by faculty, workshops offered on campus, staff flex reports, faculty completing workshops related to active and collaborative learning and technology assisted learning. Most reports are available on the Ohlone College Professional Development Web site.

During 2010-11,

*Faculty Flex was furloughed so faculty did not regularly report their professional development activities to the college.

During 2009-10,

* Full-time faculty completed an average of 48 hours of flex (professional development activities), twice what is required.

During 2008-09,

* Full-time faculty completed an average of 48 hours of flex (professional development activities), twice what is required.

*Ninety nine (total 146) of our full-time faculty and 60 adjunct faculty completed workshops on active and collaborative learning.

* Sixty of our full-time faculty and 13 adjunct faculty completed workshops on technology assisted learning.

* Reports on workshops attended related to teaching and learning are available on the Professional Development web site.

*An example of continuous needs based learning: the Ohlone Public Relations Department requested help for their staff in the use of Microsoft Project and Excel. The Professional Development Coordinator found two

Classified Staff persons who volunteered their time to conduct a series of workshops for the Public Relations staff and then be available to assist them in the day to day implementation.

During 2007-08:

*100% of all faculty have completed professional development activities in active and collaborative learning and/or technology based learning (data from Staff Development Access data base)

*Full-time faculty completed an average of 45 hours of flex professional development activities. Twenty four hours are required by UFO Contract.

College Goals - Date of Posting - January 11, 2012

GOAL 3: Promote continuous, needs-based, learning and professional development opportunities for all district personnel

The position of Associate Vice President of Human Resources and Training was hired in September 2009. A major focus of this position is to build upon the foundation already created by the Professional Development Coordinator (PD) and the Professional Development Committee (PDC).

The PDC had an annual budget of \$25K in 2009-2010; \$30K in 2010-2011 and \$20k in 2011-2012 that is specifically for employees to participate in professional development opportunities. Each year the entire budget is spent on professional development. The numbers of staff participating per fiscal year: 2009-2010 – 83; 2010-2011 –73. The distribution of staff is as follows: 2009-2010: Managers: 9; Full time/Part-Time faculty: 65; Classified Staff: 9; 2010-2011: Managers: 8; Full time/Part-Time faculty: 53; Classified Staff: 12; In addition to these funds being distributed to individuals, there were a few all-employee groups events. In August 2010, Lee Mun Wah, conducted a day long workshop focused on diversity. This event was attended by over 100 staff members with all staff groups represented: managers, classifieds and faculty. The following year the professional development funds paid for an inspirational speaker, Roger Crawford, to address all staff on August 26, 2011. Mr. Crawford was the keynote speaker at the Classified Professional Development day earlier that year. Staff requested that he return in the fall to speak to all employees.

The HR department (separate from the Professional Development funds) pays for a variety of individual, group, and department trainings dependent on needs and the goals of the particular department. For example, the

Admissions & Records department participated in a 6-month long facilitated trust and skill building process to assist with strengthening the department's work processes and build relationships amongst the staff. The Financial Aid department also participated in a similar process.

The management group is currently participating in a year-long training program. The workshops are specific to managers and cover topics such as: Performance Management; Creating a Discrimination Free workplace; Promoting Safety in Community Colleges; Introduction to the Fair Labor and Standards Act; Illness and Injury Prevention program; etc.

The district remains committed to providing opportunities for all staff to pursue higher education. At the most recent SEIU negotiations, the district and SEIU entered into an agreement whereby SEIU employees can take leave and receive 50% of pay if they are pursuing a degree or other approved study program.

Goal 3 - Objective 1: By 2011, 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.

Assessment Narrative:

A team of district employees spent approximately four months testing an E-Learning product that the district is considering for continuous IT/Desktop training for all employees. The team was made up of managers, faculty and classified staff. The company, Skillsoft, is a leader in the education environment and agreed to pilot their E-Learning "university" with this "test" group. Skillsoft provided a representative who came to assist the team with navigating through the many courses offered. Skillsoft offers host of IT, Desktop and business courses. Employees would be able to update their technical skills at their desks or in a classroom setting. The learning objects include interactive lessons, workshops, task-based simulations and assessments.

Current evaluation:

Skillsoft was impressed with the team's interest and thorough evaluation of its product and is willing to continue to pilot the courses for a greater number of employees. The next step is to determine the number of licenses to purchase and have employees begin to utilize the system.

Source(s) of evidence:

List of Trainings for all employees
List of Trainings for managers

Skillsoft Course list
Classified Professional Development Day agenda
SEIU Professional Development

Goal 3 – Objective 2: By 2011, establish an application/selection process for interested faculty and staff for training opportunities in leadership development.

Assessment Narrative:

No action has been taken to investigate a concentrated leadership program for faculty and staff. Significant funding and staff availability is needed to fulfill this objective.

Current evaluation:

A lunch-time Leadership discussion group has been meeting since November 2010. This is a small group of administrators and classified staff. The members of this group is very interested in working on researching and developing a formal Leadership Development Program.

Goal 3 - Objective 3 - By 2012, establish a process whereby all classified staff may access professional development identified in the professional development plan.

Assessment Narrative:

At last Classified Professional Development Day (April 2011), a tool, Individual Professional Development Plan (IPDP) was introduced to classified staff for use their optional use. The tool is meant to facilitate a discussion between the employee and his/her supervisor about the employee's professional development goals. A copy of the IPDP would be sent to the AVP of HR for review. The AVP of HR would in turn identify training opportunities that would assist the employee(s) to reach their goals. If IPDPs reflected that a group of employees are interested in the same training, then the AVP would determine the feasibility of having it conducted on site rather than having the employee attend off-site training.

Current Evaluation:

The next step for the IPDP is implementation. Two employees used the IPDP as a trial last year. One employee entered into a Human Resources Certificate program on her own time and then requested through the IPDP to work in the Human Resources department on her own time. The HR department developed a structured program that parallel the courses the employee enrolled in for fall 2011. The employee still enrolled in the HR certificate program and continues to work with the HR department for hands-on training.

Source(s) of evidence: Individual Professional Development Plan (IPDP) form.

Goal 3 – Objective 4: By 2015, improve satisfaction rate with customer service in all service areas of the college.

Assessment Narrative:

No action has been taken to measure overall customer service satisfaction in the past two year. This objective will be difficult to measure. However, the intention is continuous improvement in customer service throughout the district. Training should be developed and provided on a regular basis for front-line staff and other service intensive areas.

Current evaluation:

The HR department has been exploring district-wide training options for customer-service for employees. The AVP of HR is currently working with the Contract Education department to explore options that are cost effective as well as appropriate for community college staff.

4. *Analyze program budget trends and expenditures. Comment on how the program can best use budget resources.*

During the 2011-12 academic year, Professional Development funding was cut to \$20,000 due to budget cuts at the state level to the college. There were no funds available for orientation. Full-time college employees could receive up to \$400 and part-time employees could receive up to \$250 during the year.

Approximately \$35,000 was spent during each of the previous 5 academic years to fund conferences, workshops or special projects (Fall 2006 - Spring 2011). All college employees are eligible to receive \$500 each year given fund availability. This money comes from the colleges Fund 10. Detailed information about the funding process is available on the Professional Development Web Site. All employees requesting funds were accommodated during this period of time. Additional funds (\$8000) were available for orientation of new employees. Where there were no or few employees, these funds were moved into the conference budget to accommodate more requests to attend off-campus conferences.

5. *Analyze the program's current use of staff, equipment, technology, facilities, and/or other resources. Comment on how the program can best use these resources.*

The Professional Development Committee uses all available funds. Records are maintained of all conference requests, denials, and approvals. All conferences and courses funded each year are listed on the program for

the annual Pre-Grad Dinner and Awards Celebration held each May.

6. *Describe any additional notable program achievements(optional).*

7. *Additional Program Table Data*

[Accomplishments for PD College Outcomes 2010-11](#)

[Conferences Funded 2010 - 2011](#)

[Accomplishments for PD 2010-11](#)

[Conference Funded 2007-2009](#)

[Conference Funded 2009-2010](#)

[Professional Development Achievements 2005 - 2010](#)

[Accomplishments for PD 2008-09 Outcomes](#)

[Accomplishments for PD 2009-10 Outcomes](#)

8. *Future Action*

Current levels of achievement indicators maintained.

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• **Program Analysis**

Based on your assessments in the previous sections, focusing on Student Impacts and student/program achievements analyze and summarize your findings. This information will be used to develop your Program Improvement Objectives (PIOs).

1. *Describe program achievements and successes.*

Effective in reaching identified outcomes.

See attachments: Professional Development Activities related to Outcomes 2008-09, 2009-2010, 2010 -11, and Program Achievements: Fall 2005 - Spring 2010.

2. *Describe plans for improvements for student impacts and/or student/program achievement.*

1. Continue to develop and implement a variety of professional development activities for Classified Staff.

2. Continue to offer faculty workshops on engaging teaching methodologies, technology, and student learning outcome assessment.

3. Expand and maintain in-person and on-line new college employee

orientations providing information about Ohlone College and departmental policies and procedures.

4. Support IT in the development of an IT training program for staff, faculty, and managers enabling them to be more self-directed and capable in IT applications/maintenance.

5. Begin planning for a leadership development program.

• **Program Improvement Objectives:**

1. **Objective:**

Develop curriculum and implement a leadership development program to meet college leadership needs.

a. *Action Plan*

Year 1:

1. Current Leadership Book Club will discuss and develop a Leadership Development Curriculum with the assistance of other interested personnel including the Community Education Director.

2. Identify class facilitators so preparation can begin in developing classes to meet the curriculum.

3. Develop an application/selection process to identify interested faculty and staff in leadership development.

Year 2:

1. Identify first leadership development cohort.

2. Implement the program.

b. *Staffing*

Year 1:

1. AVP and staff - Human Resources and Training

2. Members of the Leadership Book Club

3. Members of the Professional Development Committee

4. Director of Community Education

Year 2:

1. AVP and staff - Human Resources and Training
2. Members of the Leadership Book Club
3. Members of the Professional Development Committee
4. Director of Community Education
5. Facilitators of the classes within the program.

c. *Other(Include other resources needed)*

Year 2:

1. Stipends for the facilitators.
2. Class materials/books for participants.

d. *Assessment Plan: List Assessment Strategies*

Year 1:

1. Completion of the leadership development curriculum.
2. Identification of class facilitators.
3. Development of an application/selection process to identify interested faculty and staff in leadership development.

Year 2:

Assessment of each class and program as a whole through surveys and in-person focus groups.

e. *Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.*

3. Promote continuous, needs-based, learning and professional development opportunities for all district personnel.

Rationale:

Objective 3: Specifically asks for the establishment of a process to provide professional development and leadership opportunities for faculty and staff.

2. **PIO Assessment**

a. *Enter assessment results with analysis.*

January 2012: See assessment in Program Achievement section - College Goal 3, Objective 2.

b. *Future Action*

1. **Objective:**

Provide continuous elearning professional development opportunities for all employees related to technology, leadership, business, and compliance issues to meet ongoing needs for continuous, needs-based learning.

a. *Action Plan*

Year 1:

1. Investigate various methods of elearning to provide learning as determined by a needs assessment and college goals and objectives.
2. Select and pilot one method of elearning. (Skills Soft)
3. Purchase licence, market and implement the selected method of elearning.
4. Develop and conduct suvey to assess effectiveness of new program.

Year 2:

1. Continue to market, implement, and assess selected method of elearning.

b. *Staffing*

Year 1:

HR or IT staff member to coordinate marketing, impementation and assessment of the new program.

Year 2:

HR or IT staff member to coordinate marketing, impementation and assessment of the new program.

c. *Other(Include other resources needed)*

Year 1:

Cost of purchasing license to use Skills Soft.

Year 2:

Cost of purchasing license to use Skills Soft.

d. *Assessment Plan: List Assessment Strategies*

Year 1:

1. Assessment of effectiveness through on-line survey.
2. Work with the Office of Research and Planning to determine a baseline for college goal 3, objective 1.

Year 2:

1. Assessment of effectiveness through on-line survey.
2. Work with the Office of Research and Planning to determine determine progress made toward completing college goal 3, objective 1.

e. *Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.*

3. Promote continuous, needs-based, learning and professional development opportunities for all district personnel.

Rationale:

Providing the elearning program, Soft Skills, for all employees allows for continuous, needs based learning. This program specifically provides for training in computer software programs with the goal of making employees more self-sufficient (Objective 1), contributes to leadership development (Objective 2), and provides information on business and compliance issues. This will supplement the new employee orientation program.

2. **PIO Assessment**

a. *Enter assessment results with analysis.*

January 2012: See assessment in Program Achievement section - College Goal 3, Objective 1.

b. *Future Action*

1. **Objective:**

Create and implement professional development programs and opportunities for classified staff to meet their educational needs. (Accreditation Planning Agenda, 2008)

a. *Action Plan*

Year 1:

Develop and implement a Classified Flex Day; develop and provide opportunity for Classified Staff Innovation Projects in Professional Development; implement CSEA Classified Flex Plan.

Year 2:

Implement annual Classified Professional Development Day; provide expanded number of workshops for staff during learning college week; continue to dialog on best time to offer staff professional development activities.

b. *Staffing*

Year 1:

Support staff from HR and the Professional Development Committee to help coordinate and implement Classified Staff professional development activities.

Year 2:

Support staff from HR and the Professional Development Committee to help coordinate and implement Classified Staff professional development activities.

c. *Other(Include other resources needed)*

Year 1:

Cost for breakfast and lunch

Year 2:

Cost for breakfast and lunch

d. *Assessment Plan: List Assessment Strategies*

Year 1:

Online assessment of Classified Professional development workshop; written assessments of each Innovation Project; follow through with CSEA Classified Flex plan and documentation of CKUs.

Year 2:

Assessment of annual Classified Staff Professional Development Day.

e. *Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.*

3. Promote continuous, needs-based, learning and professional development opportunities for all district personnel.

Rationale:

In the Spring 2008 opinion survey, only 37% of the Classified Staff indicated they participated in annual professional development. The goal is to have Staff develop their own professional development plans and then go to workshops or take courses to fulfill their plans.

2. **PIO Assessment**

a. *Enter assessment results with analysis.*

January 2012: See listing of Classified Staff Professional Development Activities included in the annual PD outcome reports.

Annual Classified Progressional Development Day (CPDD) was successfully implemented.

The **first annual Classified Professional Development Day** was held on March 24, 2009. Topics included:

*Classified Flex and Professional Development Demystified

*Team Building, Leadership and Conflict Management: Essential Workplace Communication Skills

- *The Desk Workout and Workplace Wellness
- *ASL Basics and Deaf Culture
- *Payroll, Benefits, and WebAdvisor Updates for Staff
- *Administration held a Classified Staff Appreciation Luncheon, served the Staff and spoke of the many reasons Staff were appreciated on this campus.

Results: 76 attended some or all of the workshops. Online assessment results were overwhelmingly positive.

Second annual CPDD was held March 30, 2010. Topics included:

- *Team Building, Leadership and Conflict Management: Essential Workplace Communication Skills - Part II with a focus on Conflict Management
- *Personal Defense/Protecting Yourself on Campus
- *Transitioning from MS Office 2003 to MS Office 2007
- *Retirement Strategies
- * Appreciation Breakfast served by Managers
- *Lunch and Team Building Raffle exercise

Results: 56 attended all or some of the workshops.

Note: This was Spring break for faculty and many staff elected to take furlough days during this time. Online survey results were very positive. The day was a success!

The Professional Development Committee used feedback from the first CPDD to improve the second. For example, managers prepared their speeches in advance of the Appreciation Breakfast. During the first appreciation luncheon, the plan was for managers to serve the food. Some decided to speak and highlight staff achievements. During the second CPDD all managers did so.

The third annual Classified Staff Professional Development Day was held on April 22, 2011. Since this was during the regular semester, attendance was enhanced and it was a big success with 130 people. Rodger Crawford was the motivational key-note speaker. Other workshops included: The International Mentor Program, Developing your individual Staff (Professional) Development Plan, Leadership Small Group Discussion, Yoga/Meditation Stress Relief, Microsoft Outlook, Datatel University - Tips & Tricks, CalPERS, Make Your Retirement Income Last a Lifetime, Cultural Competency/Diversity, Crucial Conversations.

Classified Staff Innovation in Professional Development Projects Guidelines were developed, reviewed, and approved by Professional

Development Committee, Staff, and Management. Then were announced at the Classified Flex Day and by email. Staff received \$500 mini-grants upon project completion. Two proposals were submitted:

- *Ohlone College Employee Handbook
- *Booktalking 2.0 at the Ohlone College Library

The first project was completed and implemented during Fall 2009 by Jackie Whitehouse and Nathan Brown. This handbook is an online manual that provides the key important information for programs and departments at the college. Information about the availability of this handbook was sent out via the college email and a demonstration was given on Fixed Flex day in January 2010. This project was the foundation of the next professional development PIO.

The second project was not completed.

Implementation of the CSEA Professional Development Plan

- *Form to track CSEA Professional Development hours and CKUs was developed, approved by the Professional Development Committee, the interim Dean of Human Resources and Dr Browning, the College President. (completed 2008-09)
- *The Staff Development Access Data Base was improved to track and report staff flex hours. (completed 2008-09)
- *Use of the form and details of the implementation of the CSEA Professional Development Plan are in negotiations.

Learning College Week Offerings

Since Fall 2008, there have been increased workshop offerings for Classified Staff members during the fall and spring learning college weeks and staff attendance has steadily increased.

Other Workshops:

2010-11: Workshops for Facilities staff were coordinated through Human Resources to facilitate communication. Workshops included (1) use of computers and (2) English language skills for employees who spoke Mandarin.

2008-10: Additionally at the request of the Director of Public Relations and College Affairs, a series of workshops on MS Project and Excel software were conducted by staff with expertise in those areas to the staff in the department making the request.

- b. *Describe how PIO achieved one or more of the college goals and objectives, had an impact beyond the particular department, and contributed to student success/learning.*

This PIO focuses on college goal 3 and objectives 1 and 3. Increased workshops are offered on campus that are planned and available for Classified Staff, including technology workshops to promote self sufficiency.

- c. *Analyze the impact of reallocation or addition of resources. If money or resource was not used, give rationale.*

Professional Development Committee members volunteered their time to plan and implement these programs. Others on campus assisted to make this all work, including managers, facilities, and campus events staff.

Two \$500 mini-grants were paid from Professional Development funds.

Costs for breakfast and lunches during the annual Classified Staff Professional Development Days were split between the President's Office and Professional Development.

Costs for Fixed Flex breakfasts in August and January were paid by the Office of Academic Affairs.

Costs for Fixed Flex lunches were split between Professional Development and SOAR.

Faculty received stipends for conducting workshops during the CPDD since it is during Spring Break.

Part-time Faculty received stipends for conducting workshops during Learning College Weeks.

Conference/Workshop/Course Funding is from professional development.

These will be on-going costs and will be continued to be funded as outlined above.

- d. *Future Action*

Current level of focus maintained. Describe.

Will continue to offer an annual Classified Staff Professional Development Day and other workshops based on a needs assessment.

1. Objective:

Implement real-time and on-line orientation programs for Faculty, Adjunct Faculty, Staff and Management to foster an effective and efficient orientation for all.

a. *Action Plan*

Year 1:

1. Educate ourselves about traditional and on-line orientation programs; begin providing on-line orientation information that is essential for all personnel.
2. Investigate effective methods of conducting adjunct faculty orientation.
3. Development and implement a staff orientation program.

Year 2:

1. Conduct joint orientation sessions for college-wide activities.
2. Include content on program review, SLOA and program improvement objectives within the orientation session.
3. Continue to implement individualized orientation sessions for full-time and part-time faculty, staff, and management.
4. Continue to provide and update on-line resources.

b. *Staffing*

Year 1:

1. Work with Professional Development Committee members and new HR Dean/Staff to develop and revise the orientation programs.
2. Move toward hiring one half-time Classified Staff Director or make this a part of the job description for the HR Dean.
3. Maintain Faculty Professional Development Coordinator position

to assist with faculty orientations.

Year 2:

1. Work with Professional Development Committee members and Professional Development Coordinator to implement, assess, and make improvements in the orientation programs.
2. Human Resources Staff to facilitate staff and management orientation.
3. Faculty and Deans to facilitate faculty and adjunct faculty orientation.

c. Other(Include other resources needed)

Year 1:

Maintain \$7000 in budget for faculty stipends to act as mentors to new faculty.

Maintain \$5000 in budget to facilitate orientation sessions.

Year 2:

Maintain \$7000 in budget for faculty stipends to act as mentors to new faculty.

Maintain \$5000 in budget to facilitate orientation sessions.

d. Assessment Plan: List Assessment Strategies

Year 1:

1. Survey and focus groups discussions on what worked well and what needs improvement for all orientation programs.
2. Completion of new faculty and faculty mentor plans and feedback questionnaire.

Year 2:

1. Survey and focus groups discussions on what worked well and what needs improvement for all orientation programs.

2. Completion of new faculty and faculty mentor plans and feedback questionnaire.

e. *Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.*

1. Through innovative programs and services, improve student learning and achievement.

Rationale:

Inclusion on content on program review, SLOA, and program improvement objectives promotes student success. The Instructional/Discipline area focuses on improvements in student learning. The Administrative Services, Instructional Services, President's Office, and Student Services areas focus on student impacts and program effectiveness and efficiency.

Objective 1 will be highlighted for all faculty and deans.

3. Promote continuous, needs-based, learning and professional development opportunities for all district personnel.

Rationale:

Ohlone College is a "Learning College" and supports learning for all employees. An effective orientation for all employees introduces them to the college and department philosophy, mission, values, goals, objectives, policies and procedures.

Supplementing real-time orientation program with online resources provide just-in-time learning and promotes sustainable learning through effective use of personnel resources.

2. PIO Assessment

a. *Enter assessment results with analysis.*

2010-2011

1. Professional Development Coordinator, Deb, Parziale, established a Task Force, consisting of a full-time and part-time faculty member to study the needs and make recommendations.

* Process for hiring and orientating new part-time faculty reviewed.

*Met with Faculty Senate (Spring 2011) to discuss ideas to improve part-time faculty orientation:

**General college orientation during Learning College Week

**Full-time faculty liaison within each department for support

**Update Faculty Handbook and Faculty Orientation website

**Develop list of part-time faculty new to the college each semester

2. Revisions and updated resources added to letter sent by HR to new hires.

3. Process for assigning web sites for new part-time faculty improved.

4. Faculty Senate and Professional Development Committee members to reach out and provide support.

5. HR conducted new Classified Staff orientation at 6 months after employment - "Orientation the Sequel" - Agenda: employee handbook, benefits, contract, Newark Campus tour.

2009-10:

Project began with the completion of the Innovations in Professional Development project by Jackie Whitehouse and Nathan Brown: Employee Manual - housed on a WIKI.

- b. *Describe how PIO achieved one or more of the college goals and objectives, had an impact beyond the particular department, and contributed to student success/learning.*

Contributed to Goal 3. Orientation of all college personnel is critical to understanding the college, department, and fostering student success.

- c. *Analyze the impact of reallocation or addition of resources. If money or resource was not used, give rationale.*

2010-11: Faculty HR staff, and others devoted their time to completing activities listed above.

2009-10: \$500 was paid to each of the staff members who completed an Innovation Project for a total payment of \$1000.

- d. *Future Action*

Current level of focus maintained. Describe.

● **Attached Files**

1. [Opinion Surveys_Spring 2009.docx](#)