

Self-Evaluation:

The College partially meets this Standard. Although evaluations of professional development have been ongoing, they have been inconsistent. The College recognizes that it does not have a steady and reliable systematic practice for evaluating professional development activities, for determining what counts as a viable instrument for the different types of activities it plans, for housing the results of these evaluations in a central location, and for systematically analyzing them as the basis for improvement.

The Professional Development Committee has plans in 2012-2013 to create a collection of standard assessment instruments for the different types of activities--workshops, trainings, seminars, conferences, etc. This will not only permit the effectiveness of specific activities to be analyzed, gaps identified, and improvements made, but also allow for uniform and consistent gathering of data in order to evaluate the College's effort overall.

Actionable Improvement Plan:

Develop procedures for evaluating professional development activities of different types, identify a repository for housing the results of these evaluations, and develop guidelines and expectations for systematically analyzing them as the basis for improvement.

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:

College HR planning is integrated with institutional planning in a number of ways. As explained in more detail in Standard I.B.3, the integrated planning cycle established by the college in 2011-2012 begins with a review of student achievement results in SLO assessment and program review (for operational units, with a review of the success of prior goals); leads to the development of unit, section, division, and educational master plan goals that use those results as a basis of improvement; and ends with resource allocation captured in various resource support plans. Staffing is one of these support plans. Professional Development is another. Through this process, both are tied directly back to the institutional goals expressed in the educational master plan and, beyond that, to evidence of student achievement in program review and SLO assessment [doc. 25].

Self-Evaluation:

The College partially meets this Standard. Human resource decisions emanate from institutional need and plans for improvement. However, the institution does not have a formal process for assessing the global use of its HR efforts. This is especially true as the human resource function is split between the District and the College. Certain specific functions of human resources are evaluated, such as the surveys given for the new employee orientation. But the effectiveness of the function as a whole—particularly in its split role—has no comprehensive formal evaluation instrument.

Actionable Improvement Plan

Develop a formalized evaluation of the effectiveness of college human-resources procedures and programs.

Inventory of Evidence

10	Academic Senate Minutes - November 3, 2011
20	Adjunct Faculty Pool List
25	Annual Integrated Planning Cycle Materials
29	Annual Unit Plan Templates (instructional and non-instructional)
34	Annual Unit Plans with Staffing Requests - English, Counseling Health Careers, Public Services
58	Cerro Coso Community College 2009 Midterm Report to ACCJC
114	Department Meeting Minutes - Flex Days
119	Distance Education Task Force Report and Moodle
131	Evaluation Samples: Classified Staff
132	Evaluation Samples: Confidential and Management Staff
133	Evaluation Samples: Full-Time Faculty
134	Evaluation Samples: Part-time Faculty
142	Faculty Flex Day Materials, 2011-2012
143	Faculty Flex Forms
144	Faculty Online Training Moodle
148	Follow-Up Evaluations on Faculty Mode C Remediation Plans
149	Follow-up Evaluations on Less Than Satisfactory Ratings for Classified
150	Follow-up Evaluations on Less Than Satisfactory Ratings for Management
151	Full- and Part-time Faculty Evaluation Schedule
158	Hiring Materials for Classified and Management Positions: Binders, Sample Questions, Skill Demonstrations
159	Hiring Materials for Faculty: Binders, Sample Questions, Skill Demonstrations
190	KCCD Board Policy Manual