



PROFESSIONAL DEVELOPMENT CERRO COSO COLLEGE



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Professional Development Committee Members, 2011-2012:

- Shelley Crabtree – Scheduling Technician (co-chair)**
- Clint Dougherty – Manager, Human Resources**
- Matthew Hightower – Professor, Business and Computer Science**
- Corey J. Marvin – Vice President, Academic Affairs (co-chair)**
- Bonita Robison – Professor, Personal Development/Education (co-chair)**
- Angelo Sanchez – Student Representative**
- Penny Talley – Professor, Counseling**
- Charles Osteen—Director, Distance Education (resource, ex-officio)**

GUIDING PRINCIPLES

Mission

The Professional Development Committee facilitates the expansion of knowledge, understanding and creative expression for professional development of all Cerro Coso Staff to allow for individual professional growth plans responsive to institutional goals.

Shared Values

Faculty and Staff Development is defined as an activity that has as its goals the development of skills, competencies and personal qualities that will provide the potential for performance improvement and job satisfaction. To that end, the Cerro Coso Professional Development Committee assesses, plans, coordinates, and provides support for a variety of activities that engage faculty, staff, and administrators.

The following principles provide a framework for professional development at Cerro Coso and serve as criteria for making decisions on faculty and staff development activities.

1. Student Achievement

All Cerro Coso Community College faculty and staff development activities must have their origin and purpose in fostering learning in its students. These benefits to students should increase their success as measured by agreed-upon learning outcomes at the institutional, program and course levels. Benefits to students may accrue through:

- enhancement of the institution's ongoing self-reflective dialogue about quality and quality improvement
- improvement of a specific course or program
- improvement of staff service
- improvement of leadership skills
- enhancement of technological skills
- enhancement of knowledge of shared governance, collaboration, and relationship building
- enhancement of cultural proficiency of the staff member

2. Addressing Documented Needs

Faculty and staff development activities include those that meet the needs of Cerro Coso Community College employees as expressed in planning documents such as student learning outcome assessment reports; program reviews; annual unit, section, and divisional plans; accreditation self-study reports; district and college plans; and participatory governance committee activities. As applicable, these documents

may be supplemented by needs-assessment surveys as well as special studies like Community College Survey of Student Engagement (CCSSE) or employee satisfaction surveys. This Professional Development plan is produced annually as part of the Educational Master Plan.

3. Allocation of Resources

As resources are limited, we believe that faculty and staff development activities should be designed to provide the greatest effect on the college, its programs, and its students. Consequently, college resources should be allocated to activities that support student learning and have broad institutional impact. At the same time, we recognize (a) the value of the individual's rejuvenation through individual faculty and staff development activities, such as attendance at faculty/staff interest group activities or professional conferences; (b) that faculty and staff development may involve activities which are beyond staff's ordinary or current job descriptions but are likely to be integrated into their present or future contribution to the college, and (c) the importance of professional development for all college employees that will lead to a higher quality of student achievement and of quality assurance.

4. Employee Collaboration and Teamwork

Faculty and staff development activities serve as a vehicle for enhancing employee interactions, building a cooperative environment that accepts ideas and suggestions from individuals across the campus and fosters a healthy working relationship among employees. It is suggested that all group activities be run with an eye to team-building and enhancing awareness of our shared mission.

5. Accountability

We evaluate what we do and learn from our evaluations of training activities. We recognize the importance of ensuring appropriate accountability for those who engage in faculty and staff development activities. We abide by state, district, and college policies and regulations as well as the requirements of funding sources. Our policies and operations are open.

Roles and Responsibilities

The Professional Development Committee oversees and facilitates activities related to staff, student, and instructional improvement. Its main purpose is to determine for each academic year professional development needs among faculty, staff, and administration, develop a comprehensive plan for staff development, create and publish a listing of suggested activities, maintain appropriate records as required by law, annually evaluate the effectiveness of conducted activities, and act as the advisory committee for the flexible calendar program.

However, the ultimate responsibility for faculty and staff development at Cerro Coso lies with each employee. While the role of college leadership is to nurture a climate where continued professional growth is valued and pursued, it is the individual employee’s responsibility to seek out and complete the opportunities that will grow them professionally in a way that is tied to college strategic and educational goals.

The Professional Development Committee will:	Individual faculty and staff members will:
<ul style="list-style-type: none"> • annually determine professional development needs among faculty, staff, and administration • develop a comprehensive plan for staff development • create and publish a list of suggested activities • maintain appropriate records as required by law • annually evaluate the effectiveness of conducted activities • act as the advisory committee for the flexible calendar program 	<ul style="list-style-type: none"> • annually determine his or her own areas of improvement/professional growth • develop a personal plan for professional improvement • identify specific activities from the listings provided, from iStreams, Lynda.com, or other sources as appropriate • maintain and submit all required personal record-keeping • participate in evaluating the effectiveness of conducted activities

Assessment Practices

Systematic evaluation of professional development activities is crucial for maintaining quality and pursuing institutional excellence and improvement.

1. Evaluation of Conducted Activities. Each activity will be evaluated either qualitatively or quantitatively based on the nature of the conducted activity and how it affects the staff member’s job performance and contributes to his or her achievement of college goals, student success, individual competence, and/or better or more transparent communication.
2. Self-Evaluation of Professional Development at Cerro Coso Community College. Each year, the success of the Professional Development Committee’s own performance will be evaluated through a review of the evaluation of conducted activities as well through a faculty and staff survey distributed at the end of the spring semester.

Types of Activities

All activities for faculty and staff development must be linked to the comprehensive plan for staff development and (for faculty) to the goals and objectives of the flexible calendar program. Types of activities include but are not limited to:

- Group address or training presented by expert or keynote speaker
- Flex Days

- Workshops
 - Entire Flex Day sessions or time blocks devoted to a single topic or theme
- Group training presented by member(s) of the college community:
 - Retreat/In-service days
 - New faculty/staff orientation
 - Focused training within a committee or work-group meeting
 - Brown Bag seminars (e.g., 'Lunch and Learn')
 - Faculty Inquiry Groups
- Group-attended webinars
- Group conference attendance
- Individual activities pursued according to a personal plan of development, such as completion of planned projects, viewing of webinars, participating in workshops, taking a course, etc.

Committee Composition

The Professional Development Committee is co-chaired as follows:

- 3 Faculty (1 co-chair)
- 3 Classified (1 co-chair)
- 2 Administrators (HR Manager is one of these)

2012-2013 PROFESSIONAL DEVELOPMENT

2012-2013 Faculty and Staff Development Goals

The annual professional development goals of Cerro Coso Community College are aligned with the college mission, district and college goals, and the specific goals of each year’s Educational Master Plan. The goals for 2012-2013 are:

1. Increase Student Success
 - 1.1. Improve instruction
 - 1.2. Improve instruction in the distance education environment
 - 1.3. Improve classroom management in the distance education environment
 - 1.4. Improve instruction in basic skills
 - 1.5. Improve student support
 - 1.6. Improve student support with integrated technology
 - 1.7. Improve basic skills support
2. Improve Transparency and Effective Communication
 - 2.1. Increase faculty and staff awareness of sustainable continuous quality improvement
 - 2.2. Increase understanding of institutional policies and procedures
3. Enhance Workplace Competence and Preparedness
 - 3.1. Enrich discipline specific-job specific professional competence
 - 3.2. Develop awareness of safe workplace practices and emergency preparedness
 - 3.3. Develop cultural awareness and understanding

Alignment of 2012-2013 Faculty and Staff Development Goals Cross-Referenced with Other Planning Documents

	Accreditation Standards			
	I: Institutional Mission and Effectiveness	II: Student Learning Programs and Services	III: Resources	IV: Leadership and Governance
Increase Student Success	✓	✓	✓	✓
Improve Transparency and Effective Communication	✓	✓	✓	✓
Enhance Workplace Competence and Preparedness	✓	✓	✓	✓

2010-2012 College Strategic Goals						
	Improve Response to Community Needs	Improve Service to Under-prepared Students	Enhance Acquisition and Use of Resources	Build Accountability, Responsibility and Collegiality	Implement Effective Communications	Recruit, Retain and Develop Employees
Increase Student Success	✓	✓		✓		✓
Improve Transparency and Effective Communication	✓	✓	✓	✓	✓	✓
Enhance Workplace Competence and Preparedness		✓	✓	✓	✓	✓

2012-2013 Educational Master Plan Goals					
	Create A Better Structured Pathway	Improve Online Teaching and Learning	Establish Equitable Services	Finish Implementing Basic Skills Improvements	Operate at SCQI Level
Increase Student Success	✓	✓	✓	✓	✓
Improve Transparency and Effective Communication	✓		✓		✓
Enhance Workplace Competence and Preparedness	✓		✓		✓

2012-2013 Strategies, Activities, Persons Responsible, and Assessments

Faculty and staff development objectives, activities and performance outcomes identified in this plan reflect district and college planning directions. As the college updates its plans, new faculty and staff development needs may be identified and existing needs may change. The Faculty and Staff Development Committee will review the plan on a regular basis and update it as needed. The document is living and flexible.

Goal 1: Increase Student Success			
Strategy	Activities and Performance Outcomes	Person Responsible	Assessment
1.1 Improve instruction			
	1.1.2 Run a fall development day for part-time faculty on increasing student success and deepening student engagement	Vice President, Academic Affairs	This activity will be assessed by a quiz and satisfaction survey

	1.1.3 At both spring and fall flex days, devote one entire workshop time block to pedagogical techniques for improving student success	Faculty Flex Coordinator	Individual activities will be assessed by a quiz and/or satisfaction survey
	1.1.4 Publish a listing of webinars and other online presentations for individual or group viewing	Professional Development Committee Chairs	Individual activities will be assessed by a quiz and/or satisfaction survey
1.2 Improve instruction in the distance education environment			
	1.2.1 At both spring and fall flex days, devote one entire workshop time block to techniques for improving distance education instruction	Faculty Flex Coordinator	This activity will be assessed by a satisfaction survey
	1.2.2 Plan individual flex day workshops for improvement of distance education instruction	Faculty Flex Coordinator	Individual activities will be assessed by a quiz and/or satisfaction survey
	1.2.3 Provide comprehensive iTV training for new iTV instructors and for ongoing Teaching Assistants; provide follow-up training for ongoing instructors	Director, Distance Education	This activity will be assessed by a satisfaction survey and successful implementation as demonstrated by student satisfaction surveys and better student retention and success in iTV courses
	1.2.4 Offer at least four group seminars of the Brown Bag type (two each semester) on improving distance education instruction.	Director, Distance Education	Individual activities will be assessed by a quiz and/or satisfaction survey
	1.2.5 Publish a listing of webinars and other online presentations for individual or group viewing	Professional Development Committee Chairs	Individual activities will be assessed by a quiz and/or satisfaction survey
1.3 Improve classroom management in the distance education environment			
	1.3.1 Run two comprehensive online training courses for new online instructors to certify them in distance education instruction	Director, Distance Education	This activity will be assessed by a satisfaction survey and successful implementation as demonstrated by student satisfaction surveys and better student retention and success in online classes.
	1.3.2 Provide comprehensive iTV training for new iTV instructors and Teaching Assistants; provide follow-up training for ongoing instructors	Director, Distance Education	This activity will be assessed by a satisfaction survey and successful implementation as demonstrated by student satisfaction surveys and better student retention and success in iTV courses
	1.3.3 Plan individual flex day workshops for improvement of distance education instruction	Faculty Flex Coordinator	Individual activities will be assessed by a quiz and/or satisfaction survey

	1.3.4 Offer at least four group seminars of the Brown Bag type (two each semester) on improving classroom management techniques in the distance education environment.	Director, Distance Education	Individual activities will be assessed by a quiz and/or satisfaction survey
	1.3.5 Publish a listing of webinars and other online presentations for individual or group viewing	Professional Development Committee Chairs	Individual activities will be assessed by a quiz and/or satisfaction survey
1.4 Improve basic skills instruction			
	1.4.1 Send a team of faculty, staff, and management to the Strengthening Student Success conference	Vice President, Academic Affairs	This activity will be assessed by reports of individual attendees including what they attended, what actions they intend to implement, and timelines.
	1.4.2 Run two comprehensive training seminars for new and ongoing basic skills instructors in integrating soft skills into course instruction	Basic Skills Coordinator	This activity will be assessed by a satisfaction survey and successful implementation as demonstrated by better student retention and success in basic skills courses.
	1.4.3 Plan individual flex day workshops for improvement of basic skills instruction	Faculty Flex Coordinator	Individual activities will be assessed by a quiz and/or satisfaction survey
	1.4.4 Publish a listing of webinars and other online presentations for individual or group viewing	Professional Development Committee Chairs	Individual activities will be assessed by a quiz and/or satisfaction survey
1.5 Improve student support			
	1.5.1 Conduct student services all staff professional development day in the fall and spring semester focused on strategies to increase student success and retention, cross-training for services, customer service.	Vice President, Student Services	This activity will be assessed by a quiz and satisfaction survey
	1.5.2 Develop training and resources to address areas indicated by the results of the Spring 2012 Student Experience Survey	Vice President, Student Services	Individual activities will be assessed by a quiz and/or satisfaction survey
	1.5.3 Publish a listing of webinars and other online presentations for individual or group viewing	Professional Development Committee Chairs	Individual activities will be assessed by a quiz and/or satisfaction survey
1.6 Improve student support with integrated technology			
	1.6.1 Conduct training to all student services staff on the use and applications of DegreeWorks	Vice President, Student Services	This activity will be assessed by a quiz and satisfaction survey
	1.6.2 Conduct training for all student services staff on the use of CCC Confer to deliver services at a distance synchronously, with more meaningful interaction and direct student contact.	Vice President, Student Services	This activity will be assessed by a quiz and satisfaction survey

	1.6.3 Conduct training for all student services managers and key office staff on ways to effectively use the external college website and Inside CC to deliver information and services to students more effectively and efficiently.	Vice President, Student Services	This activity will be assessed by a quiz and staff and student satisfaction survey
	1.6.4 Publish a listing of webinars and other online presentations for individual or group viewing	Professional Development Committee Chairs	Individual activities will be assessed by a quiz and/or satisfaction survey
1.7 Improve basic skills support			
	1.7.1 Send a team of faculty, staff, and management to the Strengthening Student Success conference	Vice President, Student Services	This activity will be assessed by reports of individual attendees including what they attended, what actions they intend to implement, and timelines.
	1.7.2 Conduct training for counseling staff and faculty on counseling and advising basic skills students, addressing preparation needs, appropriate scheduling, and coordination of comprehensive support services.	Vice President, Student Services Director of Students and Counseling Services	This activity will be assessed by a satisfaction survey and successful implementation as demonstrated by better student retention and success in basic skills courses.
	1.7.3 Bring in a speaker and provide training to all student services staff on recognizing and addressing the needs of basic skill students.	Vice President, Student Services	This activity will be assessed by a satisfaction survey and successful implementation as demonstrated by better student retention and success in basic skills courses.
	1.7.4 Publish a listing of webinars and other online presentations for individual or group viewing	Professional Development Committee Chairs	Individual activities will be assessed by a quiz and/or satisfaction survey

Goal 2: Improve Transparency and Effective Communication			
Strategy	Activities	Person Responsible	Assessment
2.1 Increase faculty and staff understanding of sustainable continuous quality improvement			
	2.1.1 Prepare a fall flex day keynote presentation on Accreditation, the annual integrated planning cycle, and the concept of SCQI	Vice President, Academic Affairs Vice President, Student Services	This activity will be assessed by a satisfaction survey
	2.1.2 Provide faculty and staff training on producing quality planning documents	Vice President, Academic Affairs Vice President, Student Services	This activity will be assessed by higher quality planning documents as rated by IEC

	2.1.3 Provide management and staff training on Student Learning Outcomes, using data for effective change, how improving student achievement is expected to drive resource allocation, and management and staff responsibilities for student success.	Vice President, Academic Affairs Vice President, Student Services	This activity will be assessed by a quiz and/or satisfaction survey
	2.1.4 Publish a listing of webinars and other online presentations for individual or group viewing	Professional Development Committee Chairs	Individual activities will be assessed by a quiz and/or satisfaction survey
2.2 Increase understanding of institutional policies and procedures			
	2.2.1 Offer targeted trainings to management, faculty, and classified staff on new developments that have impacted or will impact Board Policy.	Manager, Human Resources Vice President, Academic Affairs Vice President, Student Services	This activity will be assessed by a quiz and/or satisfaction survey
	2.2.2 Run a comprehensive new faculty orientation for faculty newly hired within the previous year	Vice President, Academic Affairs	This activity will be assessed by a satisfaction survey
	2.2.3 Plan individual flex day workshops for management, faculty, and classified staff on institutional policies and procedures affecting courses and course management, such as drops, giving of Incompletes, syllabus creation, etc.	Faculty Flex Coordinator	Individual activities will be assessed by a quiz and/or satisfaction survey
	2.2.4 Publish a listing of webinars and other online presentations on this topic for individual or group viewing	Professional Development Committee Chairs	Individual activities will be assessed by a quiz and/or satisfaction survey

Goal 3: Enhance Competency and Preparedness in the Workplace			
Strategy	Objectives and Performance Outcomes	Person Responsible	Timeline
3.1 Enrich discipline-specific/job-specific professional competence			
	3.1.1 Offer at least four group seminars of the Brown Bag type (two each semester) on the use of campus portal, email, district systems such as Banner, SARS Track, etc.	Manager, Human Resources	Individual activities will be assessed by a quiz and/or satisfaction survey
	3.1.2 Publish a listing of webinars and other online presentations on this topic for individual or group viewing	Professional Development Committee Chairs	Individual activities will be assessed by a quiz and/or satisfaction survey
3.2 Develop awareness of safe workplace practices and emergency preparedness			
	3.2.1 Provide individual/group trainings as needed to meet federal and state requirements for workplace safety and emergency preparedness.	Manager, Human Resources	Depending on depth of the training, this could be assessed by quiz, exam, mock scenarios, drills, or certificate of completion
	3.2.2 Publish a listing of webinars and other online presentations on this topic for	Professional Development	Individual activities will be

	individual or group viewing	Committee Chairs	assessed by a quiz and/or satisfaction survey
3.3 Develop Cultural Awareness and Understanding			
	3.3.1 Provide individual/group trainings to foster an appreciation for diversity	Manager, Human Resources	Depending on depth of the training, this could be assessed by quiz, exam, mock scenarios, drills, or certificate of completion
	3.3.2 Bring in speaker and provide training for student services staff on providing appropriate services and support with sensitivity to diverse students	Vice President, Student Services	Depending on depth of the training, this could be assessed by quiz, exam, mock scenarios, drills, or certificate of completion
	3.3.3 Publish a listing of webinars and other online presentations on this topic for individual or group viewing	Professional Development Committee Chairs	Individual activities will be assessed by a quiz and/or satisfaction survey

Budget:

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Retain speaker for Fall flex day	all	2			\$5,000	Ongoing	G
Strengthening Student Success Conf.	all	2			\$10,000	Ongoing	G/R
Prof. dev. travel	all	1			\$2000	Ongoing	G/R
Prof. dev. food	all	3			\$1000	Ongoing	G/R
Institutional Fees for Lynda.com or other electronic staff development site, as appropriate	all	1			\$500	Ongoing	G/R/V