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Professional Development Resource Request Analysis 2013-2014

Compilation of this document referenced internal and external information such as

1. California Community Colleges Student Success Initiative Professional Development Committee Proposed Recommendations 2012
2. WASC Accreditation Report 2013 and Cerro Coso's Accreditation Self-Study-2012
3. Cerro Coso Strategic Goals for 2012-2015
4. Division and Departmental Plans, Program Reviews and Student Learning Outcomes
5. Results of Fall 2012 Professional Development Survey and January 2013 Flex Day feedback (in Appendix 1&2)

Principles of Practice

Mission

The Mission of 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.

Purpose

A. The flexible calendar program allows faculty (full-time, part-time, instructional and non-instructional) the time to work individually or with groups to achieve improvement in three distinct areas,

- Staff improvement
- Student improvement
- Instructional improvement

B. Participants-The law provides for staff improvement and student improvement as part of instructional improvement.

(California Community Colleges Chancellor's Office Guidelines for Flexible calendar p 9 -1993)

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.

Areas of Emphasis

1. Student Achievement
2. Addressing Documented Needs
3. Allocation of Resources
4. Employee Collaboration and Teamwork
5. Accountability

(Expanded descriptions may be found on the Professional Development webpage)

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 meetings
- "Lunch and Learn" Activities
- 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.

General Goals- 2013-2014

The Professional Development Committee supports professional development plans to

- Provide training to enhance student success with teaching techniques and technologies
- Create a diversity plan & provide cultural awareness activities
- Provide ongoing training for technology, safety, and CPR/First Aid
- Provide Training on dealing with difficult students
- Provide professional development opportunities beyond Flex Day for all Cerro Coso staff
- Provide specific opportunities to improve online teaching and learning

Cerro Coso 2012-2015 Strategic Goals/ KCCD Goals

<i>PDC Theme 2013-2014 "Making Connections" Goals</i>	Foster Student Success through SCQI of Instruction & Student Services	Provide Quality Learning Environment Which enhances Student Engagement	Improve Response to Community needs- transfer programs, area workforce development, quality student services and customized educational opportunities	Operate at the level of Continual Quality Improvement for strengthening institutional effectiveness	Increase the % of total resources allocated toward successful achievement of student learning
	KCCD Goal #1 Exemplary Model of Student Success	KCCD Goal #3 Foster a Comprehensive and rich learning environment	KCCD Goal #6 Respond to Community Needs	KCCD Goal #2 Create a culture & positive climate, # 4 Strengthen Personnel and Institutional effectiveness	KCCD Goal #5 Maintain financial stability
Provide training to enhance student success with teaching techniques and technologies	X	X	X	X	X
Create a Diversity Plan & Provide cultural awareness activities	X	X	X	X	X
Provide ongoing training for technology, safety, and CPR/First Aid	X	X	X	X	X
Provide Training on dealing with difficult students	X	X	X	X	
Provide professional development opportunities beyond Flex Day for all Cerro Coso staff	X		X	X	X
Provide specific opportunities to improve online teaching and learning	X	X	X	X	X

Recommended Change in Composition of Professional Development Committee

Included in shared governance document submitted to Heather Ostash Spring 2013

The Professional Development Committee is comprised of:

- 5 Faculty (1–chair)
- 2 Classified
- 1-2 Administrators
- 1 lead representative of Cerro Coso Student Government

Roles and Responsibilities

The Professional Development Committee oversees and facilitates activities related to staff, student, and instructional improvement.

The Professional Development Committee yearly

- determines for each academic year professional development needs among faculty, staff, and administration,
- establishes professional development goals,
- devises a comprehensive plan of activities based on goals, accreditation recommendations, evaluations, feedback and faculty and staff surveys,.
- proposes a yearly calendar of professional development events
- publicizes ongoing activities for professional development throughout the academic year,
- creates or revise forms for tracking activities and evaluation as needed,
- maintains appropriate records,
- submits a summary of each academic year’s professional development activities to the California Community Colleges Chancellor’s Office,
- publishes a self-evaluation.

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:
annually determine professional development needs among faculty, staff, and administration	annually determine his or her own areas of improvement/professional growth
develop a comprehensive plan for staff development	develop a personal plan for professional improvement
create and publish a list of suggested activities	identify specific activities from the listings provided on the Professional Development web page such as webinars, iStreams, Lynda.com or other sources as appropriate
maintain appropriate records as required by law	maintain and submit all required personal record-keeping
annually evaluate the effectiveness of conducted activities	participate in evaluating the effectiveness of conducted activities
act as the advisory committee for the flexible calendar	participate in surveys to determine ongoing needs

Faculty Chair Duties

Faculty chair’s main duties reflect the college’s response to state established flex calendar requirements and with the PD committee advisement ensure

1. Planning Professional Development and Flex Day activities
2. Record keeping for faculty Professional Development
3. Informing the campus of Professional Development opportunities through email, web pages and other etc.
4. Designing, implementing and tabulating assessments of PD activities and presentations
5. Surveying needs of faculty and staff yearly
6. Establishing yearly goals and communicating these back to the campus
7. Providing opportunities for classified staff training
8. Maintaining communication with Human Resources about needs and opportunities
9. Relaying pressing or ongoing needs to Institutional Effectiveness Committee
10. Completing state required report and submitting to the California Community Colleges Chancellor’s Office

2013-2014 Professional Development

Vision 2013-2014

For 2013-2014 the vision of the Professional Development Committee (PD) is to be more inclusive of all Cerro Coso staff by providing activities beyond Flex Day such as “Ongoing Trainings”, “Lunch and Learns”, webinars, guest speakers and limited conference attendance. We support limited conference attendance and diversity events for our college and our communities. The PD Committee envisions specific actions for greater integration of professional development across the college. The PD Committee needs greater communication from all areas of the college on their professional development needs, their plans such as retreats, team-building and any funding source for the events. Documentation of needs, plans and funding sources will allow the committee to support professional development plans and avoid duplication. Needed is a clearly delineated reference to professional development in division and department plans, a designated budget with which to support other area needs and plans and greater representation on the committee. Prior to the re-vitalization of the Professional Development Committee each area integrated professional development needs into various yearly plans; these now need to be specifically described. These actions correspond with the intent of the Student Success Task Force Professional Development Committee Recommendations excerpted below. (2/1/2013)

Goals- 2013-2014-

Note- bulleted items are examples –consult the appendix for additional data.

1. Student Success

- 1.1 Assessment Tools for SLO's, PLO's and Institutional Outcomes
- 1.2 Open Source Textbooks
- 1.3 Reading Apprenticeship
- 1.4 Student Success Committee- Best Practices

2. Diversity

- 2.1 Workplace Communication and Diversity
- 2.2 Diversity working group
- 2.3 Cultural awareness events

3. Ongoing Training

- 3.1 Safety
- 3.2 CPR/First Aid
- 3.3 Communication
 - Whole College
 - Student Success Committee
- 3.4 Desktop
 - Adobe
 - Excel
 - Banner
 - SARS/TRAC/Spark/TES
 - Smarter Measure
 - Degree Works
- 3.5 Technology/ workplace tools
 - Multi-media for classroom

4. Dealing With Difficult Students-

- 4.1 Drug Use
- 4.2 Emotional health
- 4.3 Threats
- 4.4 Intervention Techniques and Resources
 - Early Alert
 - Mentoring
 - SI
 - Tutoring
- 5. Opportunities to Improve Online Teaching and Learning
 - 5.1 How to Engage Students/ Instructional Techniques
 - Camtasia and You Tube
 - Innovations
 - Adobe
 - Video Streaming
 - 5.2 Resources
 - Library Databases, evaluating credit of sources, using citations
 - 5.3 Course Management Systems- Moodle
 - 5.4 Gradebook
 - 5.5 TV
- 6. Provide professional development opportunities beyond Flex Day for all Cerro Coso staff
 - 6.1 Build morale and teamwork
 - 6.2 Celebrate contributions
 - 6.3 Encourage and Build Leadership Skills

Areas of Emphasis					
<i>PDC Goals 2013-2014</i>	Student Achievement	Documented Needs	Allocation of Resources	Employee Collaboration and Teamwork	Accountability
Student Success	1.1, 1.2, 1.3,1.4	1.1,1.2, 1.3,1.4	1.2,1.3,1.1	1.1,1.3,1.4	1.1,1.4
Diversity	2.1, 2.3	2.1, 2.2, 2.3	2.3	2.1, 2.2, 2.3	2.1, 2.2, 2.3
Ongoing Training	3.4,3.5	3.1,3.2, 3.4, 3.5	3.1, 3.2, 3.5	3.1,3.3,3.4,3.5	3.1, 3.2, 3.3, 3.4
Difficult Students	4.0,4.4	4.3,4.4	4.2,4.1	4.3,4.2,4.4	4.3,4.4
Improving Online	5.1, 5.2,5.3,5.4,5.5	5.1,5.2, 5.3,5.4	5.1,5.2,5.3,5.4,5.5	5.1,5.2,5.3,5.5	5.1,5.2,5.4
PD For All Staff	6.1,6.2,6.3	6.1,6.2,6.3	6.1,6.2,6.3	6.1,6.2	6.1,6.2,6.3

Cerro Coso 2012-2015 Strategic Goals/Accreditation

Accreditation Standard I- Institutional Mission& Effectiveness, II- Student Learning Programs & Services, III- Resources, IV- Leadership and Governance

For further information on accreditation standards refer to Accreditation Standards http://www.accjc.org/wp-content/uploads/2012/11/Accreditation-Standards_Edited-Nov-2012.pdf

<i>PDC Theme 2013-2014 "Making Connections" Goals</i>	Foster Student Success through SCQI of Instruction & Student Services	Provide Quality Learning Environment Which enhances Student Engagement	Improve Response to Community needs-transfer programs, area workforce development, quality student services and customized educational opportunities	Operate at the level of Continual Quality Improvement for strengthening institutional effectiveness	Increase the % of total resources allocated toward successful achievement of student learning
	Accreditation Standards/2013 Report	Accreditation Standards/2013 Report	Accreditation Standards//2013 Report	Accreditation Standards//2013 Report	Accreditation Standards//2013 Report
Provide training to enhance student success with teaching techniques and technologies	IB, IIABC, IIIA, C, IV	IIABC, IIIA,B,C	IIABC,IIIA	IB,IIABC	IIABC, IVA,IIID
Create a Diversity Plan & Provide Cultural Awareness activities	IB,IIABC,IIIA	IIABC, IIIA	IIABC ,IIIA	IB,IIABC	IB,IIABC, IVA,IIID
Provide ongoing training for technology, safety, and CPR/First Aid	IIIABC	IIIABC	IIIABC	IB,IIIA,B,C	IIIA,B,C, IVA,IIID
Provide Training on dealing with difficult students	IB,IIAB,IIIA	IIAB	IIAB IIIA	IB,IIAB,III	IIID,IVA.
Provide professional development opportunities beyond Flex Day for all Cerro Coso staff	IB,IIIA	IIIAB	IIIAB	IB,IIIA	IB,IIIA,IVA,IIID
Provide specific opportunities to improve Online Teaching and Learning	IB, IIABC, IIIA	IB, IIABC, IIIA	IB, IIABC, IIIA	IB, IIABC, IIIA	IB, IIABC, IIIAD, IVA

Proposal for Improvement 2013-2014

The Professional Development Committee is a working group and part of shared governance under Academic Senate. With re-vitalization of the committee and the recent events such as our accreditation and reorganization, this document has reflected integration of many areas and has addressed ongoing needs. The following are suggested to improve the process the college undertakes for professional development, to increase transparency and to be inclusive to the whole college.

1. Planning documents include professional development needs.
2. As recommended increase the body to be more representative of the college and
3. Each member of the committee act as a liaison with specific persons and entities as a means to provide ongoing feedback to the whole committee and to ensure clarity with all forms communication to the college and community. Rationale: The committee was not revitalized to ensure specific college goals take place but rather to promote and encourage such in all employees with a variety of activities that support both individual and college needs. As such committee members working as liaisons can better inform the committee and both Academic and Classified Senates. The final responsibility for meeting specific college goals and requirements; however, must rest with individual managers, directors and administration. It is each individual employee’s responsibility to participate in professional growth activities throughout the year.

Connecting 2013-2014 Goals/Activities to College Personnel

<i>PDC Goals 2013-2014</i>	Proposed Liaison Lead	Communication Lead/ Support	Proposed Activity Dates and actual event TBD	Allocation of Resources	Accountability Person
Student Success	Lisa Fuller 1.1,1.2 Bonita Robison 1.3 Corey Marvin 1.1, 1.4	Bonita Robison/ Sylvia Sotomayor & Natalie Dorrell	Training RP or other outside group Lunch and Learn-Reading New Student Success Committee	Corey Marvin. Heather Ostash, Jill Board, Deanna Campbell, Charles Osteen, Mike Campbell, Paula Sourez, Kim Kelley, Natalie Dorrell, Clint Dougherty	VP AA, VPSS College President
Diversity	Clint Dougherty 2.1,2.2,2.3 Bonita Robison 2.3 New Member Student Government 2.3	Bonita Robison/ Sylvia Sotomayor & Natalie Dorrell	New-Diversity Working Group- for diversity plan with HR lead HR Workplace Communication Workshop Cultural or diversity event	Corey Marvin. Heather Ostash, Jill Board, Deanna Campbell, Charles Osteen, Mike Campbell, Paula Sourez, Kim Kelley, Natalie Dorrell, Clint Dougherty	HR Manager, VPAA,VPSS, College President
Ongoing Training	Mike Metcalf 3.1,3.2 Charles Osteen 3.4,3.5 Sylvia Sotomayor 3.3	Bonita Robison/ Sylvia Sotomayor & Natalie Dorrell	Safety Brief CPR/First Aid Training Lunch and Learns and Friday Workshops on desktop tools	Corey Marvin. Heather Ostash, Jill Board, Deanna Campbell, Charles Osteen, Mike Campbell, Paula Sourez, Kim Kelley, Natalie Dorrell, Clint Dougherty	HR Manager, Directors MO, IT,DE Site Managers and Site Deans, VPAA, VPSS
Difficult Students	Bonita Robison Penny Talley 4.4 Clint Dougherty 4.3 New Member	Bonita Robison/ Sylvia Sotomayor & Natalie Dorrell	Community/College workshop Free through CCCC Threat Training	Corey Marvin. Heather Ostash, Jill Board, Deanna Campbell, Charles Osteen, Mike Campbell, Paula Sourez, Kim Kelley, Natalie Dorrell, Clint Dougherty	VPSS HR Manager
Improving Online	Charles Osteen 5.1-5.5 Corey Marvin 5.2 Lisa Fuller 5.5	Bonita Robison/ Sylvia Sotomayor & Natalie Dorrell	Guest Speaker Ongoing New Moodle Training Moodle Gradebook Online Tools Faculty workshop Lunch and Learns	Corey Marvin. Heather Ostash, Jill Board, Deanna Campbell, Charles Osteen, Mike Campbell, Paula Sourez, Kim Kelley, Natalie Dorrell, Clint Dougherty	VPAA
PD For All Staff	Sylvia Sotomayor Bonita Robison New Member- Classified	Bonita Robison/ Sylvia Sotomayor & Natalie Dorrell	Awards Day Recognition Publication of Interviews Surveys Ongoing Offering of Training Support for online training ITV to other sites for trainings Student Government leadership event All Staff Event Inclusive training event other than Flex Day	Corey Marvin. Heather Ostash, Jill Board, Deanna Campbell, Charles Osteen, Mike Campbell, Paula Sourez, Kim Kelley, Natalie Dorrell, Clint Dougherty	VPAA,VPSS, College President

Expenditure Plan 2013-2014

Use of Funds

When available, professional development funds are to be used to encourage and support staff, faculty, and administrators who wish to develop and/or participate in training/programs that achieve one or more of the goals established by the Professional Development Committee.

Eligibility Considerations for Professional Development Funds

- Needs to support events and/or trainings that are offered college-wide and benefit many people.
- Not to be used for individual attendance at conferences. (Policy Below)
- Must be pursuant to professional development goals and institutional needs.
- Presenter/speaker fees
- Training costs
-

Guidelines for Use of Funds In addition to providing a presentation to the college, application for a professional development budget expenditure will identify the relationship to

- strategic college goals
- division, department, unit plan, program review
- accreditation need if any
- funding source

Conference Policy approved 10/2/12 by PDC

- Conferences will be attended by a team.
- Funding must be pre-approved as coming from general, categorical or grant funds.
- Conferences must benefit the college and will relate to professional, college or unit plan goals.
- Staff member will agree to provide an implementation plan that demonstrates tangible benefit to the college.
- If the attendee wishes to attend a conference not meeting one of these goals they may request partial funding or pay out-of-pocket.

Budget \$10,000-

Resource requests and plans for expenditures will address the categories below

** The budget will vary based on the passage of recommendation #4 of the Student Success Task Force Professional Development Committee described below.

Resource Requested	College Strategic Goal	Other Identified College Goal or Mission Division, Department, Unit, Program Review, SLO	Accreditation Reference- (As Needed)	Funding source G=General DE=Distance Education R=restricted V-VTEA O=Other	Specify Planned Presentation & Date L&L= Lunch and Learn FD=Flex Day OD=Other Date D/A=Department /Area IG=Interest Group	Estimated Amount \$10,000
Speaker/ Speakers for Flex Day or Other Date			Varies see Institutional & PD goals *	G, DE,V,O		\$5,000
Conference Attendance			*	G,DE		\$3,000
Other: support for Webinars			*	G,DE,		\$500.
Other: Support for other college PD activities, food, supplies			*	G,V,O		\$1500

Rationale:

California Community Colleges Student Success Initiative Professional Development Committee- Proposed Recommendations for Professional Development in the California Community Colleges- excerpted 2/1/2013

Recommendation #2 - Change the name of the CCC Flexible Calendar Program to the CCC Professional Development Program

...Changing the name of the program to the California Community Colleges (CCC) Professional Development Program shifts the focus of the program from “flexibility” to professional development. (p.4)

Recommendation #4 – Include all employees in the CCC Professional Development Program

Professional development across the academy benefits the success of students by assuring the growth and improvement of the skills and abilities of all employees.

Current law creates an imbalance of employee development by focusing only on faculty while ignoring classified and administrative staff. Classified and administrative staff contributes to improved achievements of students through improved student support services, well-maintained facilities and infrastructure, contributing to increased opportunity, and a safe, secure and healthy learning environment. Classified and administrative employees do the essential work that keeps community colleges up and running. They keep campuses safe, clean and efficient. Most importantly, they strive to improve the lives of our students every day. (p.6)

The “CCC Professional Development Program” would include all employees: faculty, classified, and administrators. The employee participation model is an extension of the existing model used for faculty in the Flex calendar program. The faculty are existing employees and accounted for in the college’s budget. There is no increase or decrease of funds to the district. The Flex program operates on the premise of trading instruction for training. There is a loss of instructional productivity in the short term for the improved teaching ability of the faculty and ultimately greater instructional productivity in the long term.

The same logic and reasoning should be applied equally to classified and administrative staff. They are existing employees who are accounted for in the colleges’ budgets. A portion of their time could be set aside for training where there is an initial loss of productivity for the ultimate greater productivity because staff are better trained and prepared. The classified and administrative staff would be compensated in the same manner as the faculty for professional development activities. There would be no net cost to the budget. . (p.6)

This model provides a comprehensive approach to improving the skills of all employees systematically and not just those of the faculty. It equalizes the professional development policy position of the System by assuring that all employees are considered important in the success of students and the operation of the academy. Most importantly, it provides the structure to meet the recommendation of 6.1: *“The community college system will develop and support focused professional development for all faculty and staff.”*(pp.6&7)

The ability of an organization to improve its productivity and impact is directly tied to its human resources. The ability of its human resources to perform at its greatest potential is connected to those opportunities to improve their skills and abilities related to performing their duties and responsibilities. To accomplish these goals, organizations must use portions of their budgets to invest in their employees to yield exponential returns on productivity and efficiency, ultimately generating more revenue and better service. When community colleges improve their services and outcomes so do their communities, regions, and ultimately the State.

It is recommended that ½ of 1% of the CCC System budget be set aside specifically for professional development activities. Based on roughly \$5 billion that is approximately \$25 million. Colleges would receive 90% of that money to plan, coordinate and conduct professional development for faculty, classified, and administrative staff. (p.7)

Professional Development Committee Accomplishments 2012-2013

Professional Development Tab On Inside CC – formulation and organization

- Agendas for Flex Day

- Upcoming Events

- Resources

- Forms

 - Faculty Proposal Form

 - Faculty Completion Form

 - Narrative form

 - Presentation Evaluation Form

Flex Day Activities-August 2012/ January 2013

Fall Survey- *(Results in Appendix 1)*

Conference Attendance Policy

Regular updates to Lynda.com

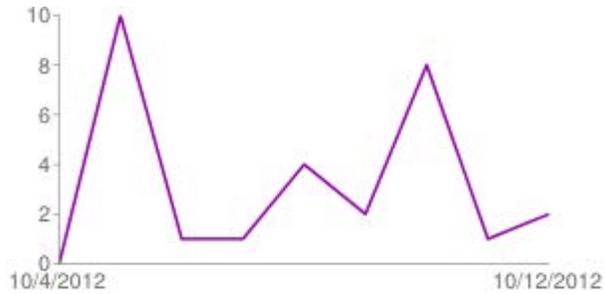
Revised Shared Governance Description

Tabulation and Summary of January 2013 Flex Day Feedback (Appendix2)

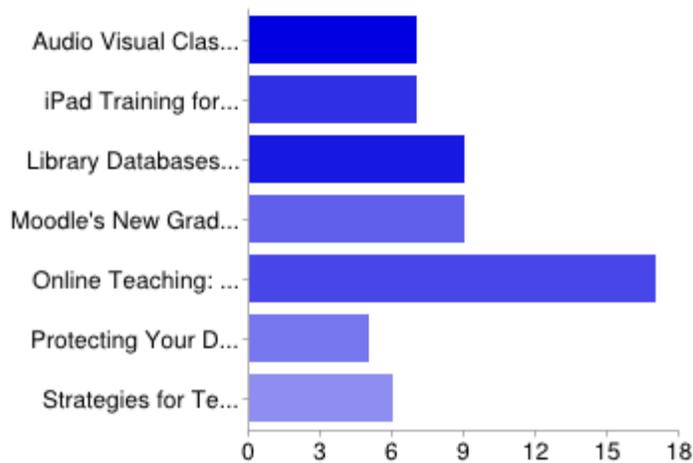
Appendix 1-CCPD Professional Development Survey Oct 5-14-2012

Summary of 29 responses

Number of Daily Responses



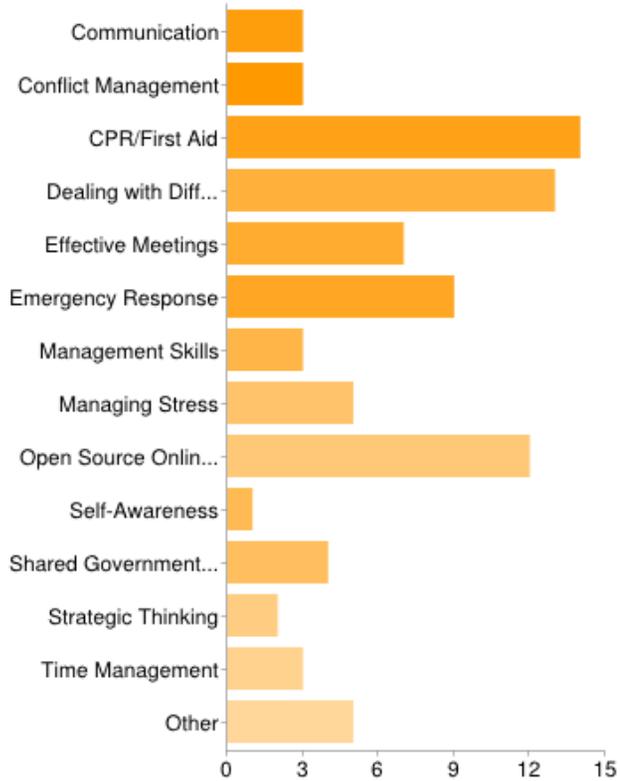
Of the Flex Days activities offered on August 17, which would you like to see presented again?



Audio Visual Classroom Equipment	7	26%
iPad Training for Classroom Use	7	26%
Library Databases: New & Improved	9	33%
Moodle's New Grade Book	9	33%
Online Teaching: What's Happening and What We Can Do	17	63%
Protecting Your Data: General Security	5	19%
Strategies for Teaching in the iTV Classroom	6	22%

People may select more than one checkbox, so percentages may add up to more than 100%.

Which of the following topics for future activities would you like to see presented?

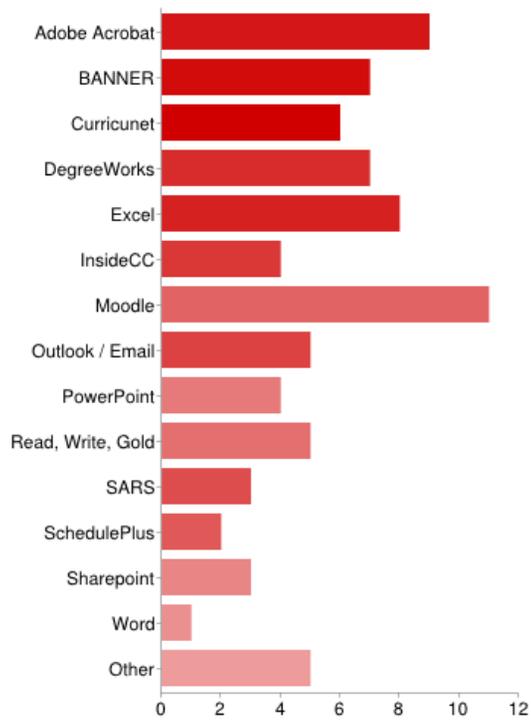


Communication	3	11%
Conflict Management	3	11%
CPR/First Aid	14	52%
Dealing with Difficult Students	13	48%
Effective Meetings	7	26%
Emergency Response	9	33%
Management Skills	3	11%
Managing Stress	5	19%
Open Source Online Resources	12	44%
Self-Awareness	1	4%
Shared Government and Legal Issues	4	15%
Strategic Thinking	2	7%
Time Management	3	11%
Other	5	19%

People may select more than one checkbox, so percentages may add up to more than 100%.

- Diversity
- new technology other colleges are using
- placing self-efficacy skills on line
- Tools for classroom use- creating your own You Tube
- Using multimedia in online classes

Which of the following technology training topics for future activities would you like to see presented?



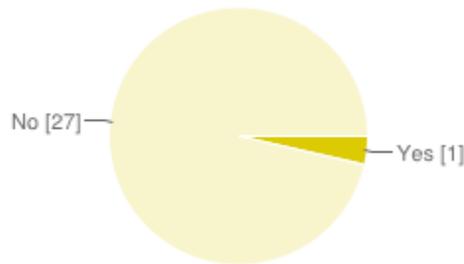
Adobe Acrobat	9	33%
BANNER	7	26%
Curricunet	6	22%
DegreeWorks	7	26%
Excel	8	30%
InsideCC	4	15%
Moodle	11	41%
Outlook / Email	5	19%
PowerPoint	4	15%
Read, Write, Gold	5	19%

SARS	3	11%
SchedulePlus	2	7%
Sharepoint	3	11%
Word	1	4%
Other	5	19%

People may select more than one checkbox, so percentages may add up to more than 100%.

- Adobe connect
- Adobe Connect
- camtasia
- Course Compass
- Publisher

Are you interested in providing training for any of the above topics?



Yes	1	3%
No	27	93%

Thank you for your interest in providing training. Please fill out the information below.

Your Name: Mary O'Neal

Your Email Address: moneal@cerrocoso.edu

Your Topic: Communication, Conflict Management, Effective Meetings, Management Skills, Strategic Thinking

Comments?

"Diversity in an ignored topic at Cerro Coso., I am have an educational and experiential background in diversity issues at the college level and would be willing to present a workshop.",It would be useful to offer the Flex Day activities via a remote option especially for those of us not at the main campus--Adobe Connect or CCConfer, iTV, etc., The Child Development Center staff need to be included in these trainings-we did not attend any of the flex day sessions that were previously mentioned. It would be nice to be able to, as well as some of the newly suggested topics.

Professional development pay for adjunct attendance.

Survey posting and results tabulation by Sylvia Sotomayor

Appendix 2-FLEX DAY 1/11/13 Feedback-

Summary: Choices of activities indicate different selections were desired; however, the satisfaction level of participants was high for sessions offered. Clearly the most popular and desired for repeat was the Online Moodle where faculty-run sharing of techniques by colleagues took place. Each presenter shared successful tools and faculty was engaged with the presentations. Short term application was valuable but more practice sessions were desired. The investment in food was appreciated. Few staff participated and those that did so were available only for a short time. During the PD Committee debrief, it was suggested we aim toward activities and times that will allow more staff to participate. Events other than the first or last of the semester, Lunch and Learns and cultural events have been discussed as options. The PD Committee's new format for evaluating sessions provided much quicker pointed evaluation of the sessions. Less than 40 % of participants completed the evaluation, so greater input is needed.

Choices	5	4	3	2	1
	12	16	2		
Satisfaction with Activities	5	4	3	2	1
	20	10	1		
Short-term Application	5	4	3	2	1
	16	9	4		N/C

Comments – liked best

Applicability to classroom situation, Germaine to online teaching, Interaction w faculty
 Variety, Hands-on, Directly applicable tools, Helpful to new & old faculty,
 There was at least one activity per block I was interested in, Nice set of break-outs,
 Policies and procedures, Good selection and choices, Useful activities,
 Array of choices for sessions was nicely varied, All activities very informative,
 Library resources & abilities-great data& information, Love the Moodle class, Camtasia,
 Moodle, Meeting with everyone, Relevant areas, Good Pace & variety, Useful information at All sessions, Variety

Present again

Overwhelmingly Moodle

Moodle enhanced capability/Moodle/online Moodle success tools/faculty applications
 online tools/Moodle/ more Moodle/ more Moodle instruction/Moodle/Library/
 online class updates/Camtasia./Moodle/Moodle Success Startegies/ More Online/Moodle Tools
 Moodle-Library more in depth with practice session/IT trouble call procedures/ M&O procedures/Policies and practices=2/Safety/technology/& Library
 resources/ iTV training/ Teaching Ones

Other

Thank you for the food Tammy, Have Corey do a standup routine☺, Start sessions on time,
The food was great too!, Thank You!/Thank You!/ thank you
Moodle Grade Book again, Best format for Moodle sites same throughout the college-A standard format

Numbers

43 FT and 13 adjunct faculty, 3 classified and 5 administrators attended the 1/11/13 flex day
25 evaluations were submitted.

Professional Development Committee Members

Clint Dougherty-Manager, Human Resources

Lisa Fuller- Professor- Child Development

Corey Marvin- Vice President-Academic Affairs

Mike Metcalf- Professor- EMT, CPR/First Aid

Charles Osteen- Director, Distance Education

Bonita Robison-Professor- Personal Development & Education (faculty chair)

Sylvia Sotomayor- We Designer

Penny Talley- Professor- Counseling