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# Professional Development Resource Request Analysis 2014-2015

Compilation of this document referenced internal and external information such as

1. Legislative Proposal AB 2558 in response to California Community Colleges Student Success Initiative Professional Development Committee Proposed Recommendations – AB 2558 Bill Language: [http://www.leginfo.ca.gov/pub/13-14/bill/asm/ab\\_2551-2600/ab\\_2558\\_bill\\_20140221\\_introduced.htm](http://www.leginfo.ca.gov/pub/13-14/bill/asm/ab_2551-2600/ab_2558_bill_20140221_introduced.htm)
2. WASC Accreditation Reports, Recommendations and Conclusions
3. Cerro Coso Strategic Goals for 2012-2015
4. Results of Spring 2014 Professional Development Survey with August 2013 and January 2014 Flex Day feedback ( in Appendix 1&2)

## Principles of Practice

### Mission

The Mission of the Professional Development Committee is to facilitate 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 institutional and self-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- 2014-2015

The Professional Development Committee supports professional development plans to

- Provide training to enhance online course delivery with teaching techniques and Moodle technologies
- Provide ongoing training on computers for all employees
- Upgrade and expand the emphasis on health and safety especially related to the emergency plan
- Provide training on effective classroom practices based on research, adult learning theory and resources to implement those practices
- Provide training for better understanding of the assessment cycle and use of SLO's for classroom improvement
- Support efforts to raise cultural diversity awareness
- Support efforts to build cohesiveness, increase understanding of other employees' job functions and increase clarity of communication regarding policies and procedures.
- Provide professional development opportunities beyond Flex Day for all Cerro Coso staff
- Support Planning activities

**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 online course delivery	X	X	X	X	X
Provide ongoing training on computers for all employees	X	X	X	X	X
Upgrade and expand the emphasis ... safety... emergency plan		X	X	X	X
Provide training on effective classroom practices...and resources	X	X	X	X	
Provide training for better understanding of the assessment cycle...for classroom improvement	X	X	X	X	X
Support efforts to raise cultural diversity awareness		X	X	X	
Support efforts to build morale...through cohesiveness and clarity.	X	X	X	X	X
Provide professional development...for all Cerro Coso staff	X	X	X	X	X
Support planning activities				X	X

# Professional Development Committee Activities

## Composition of Professional Development Committee

The Professional Development Committee is comprised of:

- 5 Faculty (1–chair)
- 2 Classified
- 1-2 Administrators
- 1 lead representative of Cerro Coso Student Government
- [Lead representatives from each campus \( New\)](#)

## Roles and Responsibilities

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

The Professional Development Committee is a shared governance committee that meets regularly to

- provide advice to the faculty chair
- determine for each academic year professional development needs among faculty, staff, and administration,
- establish professional development goals,
- devise a comprehensive plan of activities based on goals, accreditation recommendations, evaluations, feedback and faculty and staff surveys,
- propose a yearly calendar of professional development events,
- publicize ongoing activities for professional development throughout the academic year,
- create or revise forms for tracking activities and evaluation as needed,
- maintain appropriate records and evaluations of activities,
- submit a summary of each academic year’s planned professional development activities to the California Community Colleges Chancellor’s Office,
- publish 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.

<b>The Professional Development Committee will:</b>	<b>Individual administration, faculty and staff members will:</b>
annually determine professional development needs of 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 contractually 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 activities
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

## 2014-2015 Professional Development

### Vision 2014-2015

For 2013-2014 the vision of the Professional Development Committee (PD) was to encourage greater opportunities for participation, building cohesiveness and clarity to Cerro Coso staff by providing activities beyond Flex Day such as "Ongoing Trainings", "Lunch and Learns", webinars, guest speakers and conference attendance. We supported limited conference attendance and diversity events for our college and our communities. The PD Committee promoted greater integration of professional development across the college.

For 2014-2015 in addition to continuing for the 2013-2014 vision we wish to promote greater understanding of each other's function through increased communication and to thereby build greater cohesiveness and morale. The PD Committee achieved greater input from all areas of the college on their professional development needs; however, still lacking in emphasis are focus groups, lunch and learns, ongoing regular training opportunities, retreats, and how new efforts are to be funded. Documentation of needs, plans and funding sources addressed in our yearly survey and in Flex Day feedback allow the committee to support professional development plans and avoid duplication. While administration clearly defines professional development in annual unit plans, 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. Prior to the re-vitalization of the Professional Development Committee each area integrated some professional development needs into various yearly plans; these now need to be specifically described to be provided with better support. These actions correspond with the intent of the Student Success Task Force Professional Development Committee Recommendations

### State Guidelines List three categories for professional development.

1. Staff Improvement
2. Student Improvement
3. Instructional Improvement

### Goal Categories Identified for 2014-2015 based survey of Administration/Management, Classified and Faculty Employees

1. **Distance Education-** Most overall responses and #1 on faculty responses
  - 1.1 Teaching Techniques and Best Practices
  - 1.2 Moodle
    - Moodle Specifics
    - Moodle Gradebook

Moodle Updates  
Moodle Support

**2. Upgrade area knowledge and skills-Computers- #1 for classified**

- 2.1 Office Applications- In House/ External TrainingLynda.com
  - Excel
  - Adobe Acrobat
  - Google Docs
- 2.2 CC/KCCCD Applications
  - Banweb/Banner
  - Outlook Features
  - G-Drive
  - Inside CC
  - Webpage
  - SARS/Bannner Integration
- 2.3 Other: Job Specific Skill

**3. Health and Safety #2 for classified and administration**

- 3.1 Emergency Plan -KRV Classified Emergency Action Plans**
  - Full Emergency Plan
  - Active Shooter Training

**4. Classrooms/Practices- Andragogy- #2 for faculty -suggested- roundtables and discussions with handouts for faculty engagement**

- 4.1 Student Success Strategies/Student Engagement
  - Using Wikipedia, turn it in and social media as tools
  - Increasing Classroom participation
  - Student Responsibility
  - Research Based Policies and Practices
  - Equity and Best Practices
  - Andragogy
  - Experiential Learning
  - Writing Across the Curriculum
  - Student Engagement Initiatives
  - Promoting Student Goals with partnerships to outside agencies, colleges & professional opportunities
  - Writing Textbook or Lab Manuals for Use in Your Course
- 4.2. Classroom Support for Media Rich Classrooms
  - Instructional Technology
  - Graphic Design for Classrooms
  - ibooks Authors and Film/Video Creation
  - New Technology
- 4.3 Classroom Support Resources
  - Library-
    - Online Librarian,
    - Integrating Research Papers Into Your Classroom
  - OER's



Learning Center Tutoring  
Counseling  
Supplemental Instruction

5. **Assessment Cycle** Course Design through to SLO assessment-#3 for faculty

5.1 Curriculumet

CIC-process,  
Curriculum cycle  
Non-intuitive aspects- Tips

5.2 Syllabus

SLO Requirements and more  
Clarity/Content

5.3 Assessment

Design and techniques for Data collection  
Consistent Data Collection  
Validity  
SLO's  
    History  
    Next Steps

6. **Building Cohesiveness- suggested- College Wide Activities #6 overall**

6.1 Communication -

Valuing employees within their actual job place  
Expectations  
Mentorship  
Retirement Planning/ Faculty  
Customer Service  
    "Ask Me"  
Increasing awareness of Faculty and Staff Resources  
Training for Adjunct Faculty

6.2 Policies, Procedures

Ethics Code  
Classified/Faculty- Policies and Procedures

6.3 Cultural Awareness

6.4 Support for Student Government Activities

7. **Student Diversity, Inclusion, Equity-**

7.1 Cultural Awareness Training and Activities

7.2 Student Services-

Financial Aid-ESCC

7.3 Access

Learning Disabilities  
Challenges to Veterans

Diverse Populations  
7.4 Student Equity Plan Implementation

**8. Planning-**

8.1 Planning for Institutional Effectiveness

Integrating Plans-

Unit Plans,

Strategic Plans

Building Student Engagement- Training for instructional & support staff

Student Surveys

8.2 Ongoing Improvement

Achieving the Dream Efforts and Plan Implementation

Conferences

Accreditation

In-service Training

8.3 Retirement Planning #4 for faculty

8.4 Expansion Efforts

Significant Issues- access to Lynda .com; **more** activities for classified apart from Appreciation Day; Building Morale, matching expectations to actual presentations; need for college -wide activities; activities for CDC's and M&O; Lynda.com procedures; revised mentoring system; Training specific to my area. CDC Training

Areas of Emphasis					
<i>PDC Goals</i> 2014-2015	Student Achievement	Documented Needs	Allocation of Resources	Employee Collaboration and Teamwork	Accountability
<b>Online Teaching</b>	1.1,1.2,2.2,4.1,7	1.1,1.2,2.2,4.1,4.2,8	5,8	1,5, 6,8,7	5,8
<b>Computers/Training</b>	2.2,2,1	2.1,2.2,8	8	6	6,8
<b>Health and Safety</b>	3	3,8	8	3,6	6,8
<b>Classroom Practices</b>	1.1,1.2,4.1,4.2,,5,7	1,2,,4,5,8	8	1.1,1.2,2.3,3.1,4,5 ,6.1,6.3,7.1,8.1,8.2	5,8
<b>Assessment Cycle</b>	5	5	8	5.1,5.2,5.3,6	5 all
<b>Building Morale</b>	1-8	1-8	8	6	6
<b>Diversity &amp; Equity</b>	1,2,3,4,7	1-8	8	6	1-8
<b>Planning</b>	1-8	1-8	8	1-8	1-8

**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](http://www.accjc.org/wp-content/uploads/2012/11/Accreditation-Standards_Edited-Nov-2012.pdf)

<i>PDC Theme 2014-2015 Building Cohesiveness and Clarity</i>	<b>Foster Student Success through SCQI of Instruction &amp; Student Services</b>	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	<b>Operate at the level of Continual Quality Improvement for strengthening institutional effectiveness</b>	<b>Increase the % of total resources allocated toward successful achievement of student learning</b>
	Accreditation Standards/2013 Report	Accreditation Standards/2013 Report	Accreditation Standards//2013 Report	Accreditation Standards//2013 Report	Accreditation Standards//2013 Report
Online Teaching	IB, IIIA,	IIIAB	IIIAB	IB.IIA	IB,IIIA,D IVA,
Classroom Practices	IB, IIABC, IIIA, C, IV	IIABC, IIIA,B,C	IIABC,IIIA	IB.IIABC	IIABC, IVA,IIID
Diversity & Equity	IB,IIABC,IIIA	IIABC, IIIA	IIABC ,IIIA	IB,IIABC	IB,IIABC, IVA,IIID
Computers/Training	IIIABC	IIIABC	IIIABC	IB,IIIA,B,C	IIIA,B,C, IVA,IIID
Health and Safety	IB,IIAB,IIIA	IIAB	IIAB IIIA	IB,IIAB,III	IIID,IVA.
Assessment Cycle	IB, IIABC, IIIA, C, IV	IIABC, IIIA,B,C	IIABC,IIIA	IB.IIABC	IIABC, IVA,IIID
Building Morale	IB,IV AB	IB,IV AB	IB,IV AB	IB,IV AB	IB,IV AB
Planning	IIA,B,C,D	IIA,B,C,D	II IIA,B,C,D	IIA,B,C,D	IIA,B,C,D

**Proposal for Improvement 2014-2015**

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 reflects integration of many areas and addresses 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. 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 need for improvement. 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. We exist as a committee to provide support and encouragement for such activities as well as provide necessary information and documentation. It is each individual employee’s responsibility to participate in professional growth activities throughout the year.

**Connecting 2014-2015 Goals/Activities to College Personnel -Draft**

<i>PDC Goals 2014-2015</i>	<b>Proposed Liaison Lead</b>	<b>Communication Lead/ Support</b>	<b>Proposed Activity Dates and actual event TBD</b>	<b>Allocation of Resources</b>	<b>Accountability Person</b>
Online Teaching	Caroline Sanderson				
Classroom Practices	Lisa Fuller				
Diversity & Equity	Penny Talley				
Computers/Training	Frank Timpone				
Health and Safety	Mike Metcalf				
Assessment Cycle	SLO Group/ Bonita Robison				
Building Morale	Sylvia Sotomayor/Juli Maikai				
Planning	Corey Marvin				

## Expenditure Plan 2014-2015

### 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
- Additional equipment costs
- Anticipated number of people in attendance

**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 \$16,000-** \*\*\* Should AB 2558 become enacted, each amount should be increased pursuant to legislative release of funding.

**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/Λ=Department /Area IG=Interest Group	Estimated Amount \$12,000
Speaker/ Speakers for Flex Day or Other Date			Varies see Institutional & PD goals *	G, DE,V,O		\$3,000
Conference Attendance& Travel			*	G,DE		\$3,000
Other: support for Webinars			*	G,DE,		\$500.
Other: Support for other college PD activities			*	G,V,O		\$500
Food				G		\$1000
Clerical support				G,		\$3,000
Within district Travel				G,R,V		\$5,000

**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 2013-2014

Professional Development Tab On Inside CC – formulation and organization

Agendas for Flex Day

Began using CCCConfer to connect to KRV and ESCC for January Flex Day.

Upcoming Events- Email of 3CSN Events, webinars, free resources

Resources

Forms

Faculty Proposal Form and Sample

Faculty Completion Form and Sample

Narrative form

Presentation Evaluation Form

Flex Day Activities-

Spring Survey- (*Results in Appendix 1*) Goals and List of activities for 2013-2014 year. From 29-107 responses or 368+% increase

Lunch and Learn Form

Worked with ESCC to ensure PD activities meet PD yearly goals

Updates on State Plan

Regular updates to Lynda.com

Revised Shared Governance Description

Expanded Representation to include Cerro Coso campuses

Tabulation and Summary Flex Days' Feedback (*Appendix2*)

## Appendix 1-CCPD Professional Development Survey MARCH 3, 2014

 [2014 professional development Survey](#)

Survey posting and results tabulation by Sylvia Sotomayor

## Appendix 2-

### Flex days August 22<sup>nd</sup> & 23<sup>rd</sup>, 2013

Attendees-August 22<sup>nd</sup> -58, August 23<sup>rd</sup>--63

Open to whole college-Few comments were collected

State of the College-

Achieving the Dream-

Student Services Update-

College Safety-Active Shooter ranked #5 on useful, Informative and relevant

Made me think how to apply to my class specifically, constructive things to do, emotional presentation, will be part of first day conversation

## Articulation-C-ID

### Ratings & Comments-Other Flex Presentations

#### **Creating A Live presence Online-27 attendees 12respondents**

	5	4	3	2	1
Useful	2	7	3		
Informative	4	7	1		
Relevant	4	7	1		

Liked Best: demo and discussion of online videos, opportunity to give feedback, "Join Me", streaming video, all information, live example, there is now a media specialist

Impact: I'd like to see common videos for turn it in and Moodle, need hands-on, rich media potential for significant impact, will meet with media specialist, bugs need to be fixed, useful for MLA

Other/Future: Focus on core issues, best practices, quality of content, Plan A expansion v.s. creating Plan B, CCCConfer for faculty, more faculty relevant information.

#### **LRC/LAC- 11 attendees, 6 responses- Useful- average 5, Informative average 5, Relevant- average 5**

Liked Best: brevity, large amount of information, organized, useful, excellent job, good power point, good information on LAC and LRC services, well done, best one of flex,

Impact: scheduled class, guidance for students, will use staff for library tours, awesome job, appreciate the update in services

#### **Faculty Helping Faculty-34 attendees, 31 respondents**

	5	4	3	2	1	NR
Useful	14	12	3			1
Informative	17	10	4			1
Relevant	18	8	3	1		1

Liked Best: open faculty discussion (5) & participation about important issues/academic topics, we need more of this, hearing about policies, methods and reasons from other faculty good, hearing different opinions, interaction (3), great staff idea exchange and flow of ideas, feedback and input, energy, more relevant to have live discussions, conversational/casual nature allowed for a lot of useful information back and forth, hearing other departmental policies,

Impact: interesting, None-circular soapboxing, wanted more on Mode A&B, new ideas, excellent, seeing where others stand-made me reinforce or rethink my policies, poorly moderated, as new adjunct lots of info from experienced faculty, helpful for putting finishing touches on syllabi, more knowledge on these subjects, will assist me as I review future syllabuses(2) and policies(2), will make changes to my syllabus, great topics, very relevant, didn't change what I am doing(2) but informative, two useful takeaways for immediate implementation,

Other/Future: Did not talk about Mode B, only extra credit and late work policies, faculty student engagement, more, happy hour President's House, faculty resource documents (3), Do this every flex, examples of syllabus under the faculty resource link, More on Mode A, B (7)and portfolio(4), examples of syllabus on website (2), more like this, more handouts, break room into groups that have the same concern

#### **Professional Development @ Your Fingertips-8 attendees, 7 respondents**

**Useful, Informative, Relevant each averaged 4.5**

Liked Best: new technology, class use, content browsing, several options offered for training can be incorporated into the classroom, info on Lynda.com and i-streams. Professional Development tab on Inside CC, that he notification of where we can find resources, very specific websites



Impact: sources of media online, 2 very useful links I will explore and probably use, gave me a pathway for professional development, informational

**Sexual Harassment-# attendees 2 respondents**

Liked best: Eye opening, informative  
Future: Need to present to students

**Syllabus Do's & Don'ts-17 attendees 2 respondents**

Liked Best: good info, clarification of multiple emails on a subject, discipline specifics, extra credit-purpose,  
Impact: changed syllabus to meet standards

**Overall Evaluation- (7 responses)**

Average score 4- The day's activities were better than expected, choices better than expected,  
Average score 3- Short-term application  
Liked Best- Other instructors and staff(4), live presence, active shooter-Present again- LRC and Shooter  
Other- Portfolio Presentation went off into other topics, Mode B what is needed/ expected

**FLEX DAY 1/17/14 Data and Feedback-**

**Attendance sign-ins** IWV-34, KRV-5, ESCC 4,4,5 **Feedback-IWV** (Need feedback method for ESCC/KRV)

**(Achieving the Dream)ATD-29 responses**

	5	4	3	2	1
<b>Useful</b>	8	14	2	1	
<b>Informative</b>	8	15	2		
<b>Relevant</b>	9	12	2	1	

**Best-**Update on progress, open dialogue, discussion or interaction(11),data presented in a concise manner, data (2),flexibility of information, faculty communication with administration, interventions, surveys and take-aways, honesty on limits of data ,casual ,nice, +Cliff, Julie, Steve

**Impact-**Very useful, informational (2),I can do more, improve technique, relevance to teaching methods (2),increase student engagement, strategies to help students, thinking about more engaging activities/substantial classwork/group work, Interesting, OK, Weak data-too race related(2),Removed from most faculty, Thinking or knowing on a larger scale(2) (College)

**Future-** small group discussion of ideas, keep going, continue with format in future, Identify the mix of quantitative and qualitative nature of the survey, Uh's and Uhm's apologies for silence, Technology, Moodle ,Effective Communication

<b>VOIP-38 responses</b>	5	4	3	2	1
<b>Useful</b>	10	18	6	2	
<b>Informative</b>	10	20	3	3	
<b>Relevant</b>	13	12	5	2	

**Best** hands-on, relevant, interactivity (2) practical, active, clarification, office vs. class phone, humorous and fun, presenter excellent

**Impact-**training for safety, good info, not valuable for faculty (2),about what phones can do, skip history(2), card with instructions in class(2),theory vs. practice, 1' high for overhead, system did not work

**Future-** handout would have been nice, CCCConfer training and demo, use one set of phones, keep relevant

**Open Educational Resources (OER's)-28 responses**

	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Useful</b>	19	7			
<b>Informative</b>	21	6			
<b>Relevant</b>	20	5	1		

**Best** nice handout, great awareness, organized, honest, websites & new resources, comprehensive, concise & to the point, faculty presented, engaging, lots of useful information, great job Melanie (2)

**Impact** hugely impactful, may be able to use, impact on transfer issues?, Will continue to use, helpful to students & staff, supplemental material, free, useful to online classes, will use more(3), how to make OER's useful, will be looking to imbed

**Future** links on the faculty page, do again, software, shareware, freeware, open office, copyright 4 instructors, future updates

**Professional Development Committee Members 2013-2014**

- Clint Dougherty-Manager, Human Resources
- Lisa Fuller- Professor- Child Development
- Shreen Galeb- Student Representative
- Kristen Hanley- Campus Manager-Spring 2014
- Julianne Maikai- LAC Technician/Proctoring
- Corey Marvin- Vice President-Academic Affairs
- Mike Metcalf- Professor- EMT, CPR/First Aid
- Charles Osteen- Director, Distance Education- Fall 2013
- Bonita Robison-Professor- Personal Development & Education (faculty chair)
- Caroline Sanderson- Campus Manager-ESCC- Spring 2014
- Sylvia Sotomayor- Web Designer
- Lisa Stephens- Campus Manager KRV-Sprng 2014
- Penny Talley- Professor- Counseling

*Submitted by Bonita Robison 3/1/2014*