ANTELOPE VALLEY COLLEGE
FACULTY PROFESSIONAL DEVELOPMENT COMMITTEE
AGENDA
September 11, 2013
2:00 p.m. – 3:30 p.m.
A140

To conform to the open meeting act, the public may attend open sessions

1. CALL TO ORDER AND ROLL CALL

2. OPENING COMMENTS FROM THE CO-CHAIR

3. OPEN COMMENTS FROM THE PUBLIC

4. APPROVAL OF MINUTES
   a. May 22, 2013 Minutes - attachment

5. DISCUSSION ITEMS
   a. Review of Committee FPD Member Duties and Consensus – attachment
   b. Fall Welcome Back Day Evaluation - attachment
   c. 2012-2013 FPD Program Survey – attachment
   d. 2013-2014 FPD Goals
      Focus #1 – attachment
   e. Meeting with President Ed Knudson
   f. FPD Website Update Review: http://www.avc.edu/administration/organizations/fpd/documents.html
      - FPD Mission Statement
      - Forms and Documents
      - Standard 3 Guidelines
      - Online Opportunities
      - 2013-2014 FPD Handbook

6. ACTION ITEMS
   a. Approval Request for FPD Credit for Non-Shared Governance Committees
      - Associate Degree Curriculum Committee - attachment
      - Nursing Faculty Committee - attachment

8. OTHER
   - Review/Approve Flex Plans

9. ADJOURNMENT

ANTELOPE VALLEY COLLEGE
FACULTY PROFESSIONAL DEVELOPMENT COMMITTEE
MINUTES
September 11, 2013
2:00 p.m. – 3:30 p.m.
A140

To conform to the open meeting act, the public may attend open sessions

1. CALL TO ORDER AND ROLL CALL
    The Faculty Professional Development (FPD) meeting of September 11, 2013, was called to order at 2:00 p.m. by Dr. Irit Gat, Co-Chair.

2. OPENING COMMENTS FROM THE CO-CHAIR
    Dr. Gat welcomed members to the first Faculty Professional Development meeting of the 2013-2014 academic year, and thanked each for their service on the FPD committee and to Antelope Valley College (AVC). She asked members to introduce themselves.

3. OPEN COMMENTS FROM THE PUBLIC
    None.

4. APPROVAL OF MINUTES
    a. May 22, 2013 Minutes – attachment
        A motion was made and seconded to approve the minutes of the May 22, 2013 Faculty Professional Development Committee meeting. Motion carried with three (3) abstentions.

5. DISCUSSION ITEMS
    a. Review of Committee FPD Member Duties and Consensus – attachment
        Dr. Gat reviewed the Committee FPD Member Duties and Consensus document. She noted the following:
        - if you miss more than two meetings, provide a substitute to attend
        - watch side conversations

        Dr. Gat announced FPD training will be held at the next meeting. She reiterated the significant responsibility the committee is charged with in relation to faculty pay. She asked members to review FPD guidelines and to take membership responsibility seriously.

        Dr. Gat asked members to address faculty at division meetings to encourage continued FPD activity evaluations via SurveyMonkey. Members agreed to add the survey link to the FPD online calendar and forms & documents pages.

        Members discussed a process needed to review evaluations. A Program Evaluation Subcommittee was created; Mark Hoffer and Harish Rao will present an overview report every 4-8 weeks.

        Dr. Gat reminded members the term *FLEX* is outdated and to use the proper term - *Faculty Professional Development*. She reported the issue is going to the Board of Governors in September, and then will require an additional approval.

        Dr. Gat led discussion regarding the Consensus Workshop report. Dr. Tom O'Neil reported the suggested process was rejected by the Distance Education and Technology Committee, and the Student Learning Outcomes Committee. After thorough discussion, consensus among members is the FPD committee uses a consensus model that works well, and to continue the existing process.

b. Fall Welcome Back Day Evaluation – attachment
Members discussed the Fall Welcome Back Day Evaluation report, and noted more positive comments this year. Faculty seemed energized by various changes. Ms. Rona Brynin noted numerous requests for CCC Confer at other times. Members discussed the need for flexibility for online activities.

Mr. Rick Shaw mentioned the possibility of building a small survey engine into the website to house a survey to be taken at the end of the activity. He will check with Mr. Greg Krynen and report back. Dr. Tom O'Neil suggested keeping the Distance Education and Technology Committee in the loop.

Dr. O'Neil noted Palmdale Welcome Back was not part of the Evaluation. Members reported significant positive feedback from the Palmdale activity. Ms. Jackie Lott will tally and report canvas results at the next FPD meeting.

c. 2012-2013 FPD Program Survey – attachment
Members discussed the 2012-2013 FPD Program Survey. Mr. Jack Halliday suggested offering more activities during intersession. It was clarified that adjunct faculty may not claim FPD credit for office hours, as it is not professional development but part of job duties. Mr. Mark Hoffer noted the gray areas regarding Honors contract options. It was suggested the FPD committee gear the program to faculty interests.

Dr. Gat acknowledged and thanked Rae Agahari, Mark Hoffer and Rona Brynin for their contributions to Welcome Back Day.

d. 2013-2014 FPD Goals
Focus #1 – attachment
Members were advised to look at FPD committee goals in comparison with the Educational Master Plan, as the two should be connected. Ms. LaDonna Trimble directed members to find themselves within the chart, and to address areas that are not identified. Dr. Gat reminded members the focus is to become better in the classroom, increase student retention and support student success. She will monitor and report her findings from the Board of Governors and Chancellor's office regarding Goals #1 and #2.

Dr. Gat explained the significant amount of time needed to build the 2013-2014 program and calendar, and noted several facilitators made changes in dates and times after the program and calendar projects were in place, creating more work. Dr. Gat discussed the need to tighten the program, and charged members to work this year to streamline faculty professional development processes. Members identified and discussed the need for more online opportunities. Members discussed a push for Faculty Academy Standard 1 opportunities, as well as opportunities during intersession. Dr. Gat asked members to email suggestions to her regarding her updated form for FPD presentations.

e. Meeting with President Ed Knudson
Dr. Gat discussed a meeting she had with President Ed Knudson. Mr. Knudson shared an idea to hold a *Welcome Back Week* prior to the start of the Fall 2014 semester, and to make it non-mandatory. Faculty Professional Development activities would be held each day – either ½ or one full day. Mr. Knudson would like to see the day and activities offered to be *fun*; members suggested making the day more of a retreat.

Dr. Gat explained Welcome Back Day belongs to the President, and he determines how the event is structured. The committee must approve any changes to the FPD program in relation to the day.

Members addressed complaints that Welcome Back Day is too long. Mr. Harish Rao noted commuters appreciate the opportunity complete a great portion of their obligation in one day.

f. FPD Website Update Review: http://www.avc.edu/administration/organizations/fpd/documents.html
   - FPD Mission Statement
   - Forms and Documents
   - Standard 3 Guidelines
   - Online Opportunities
   - 2013-2014 FPD Handbook

6. ACTION ITEMS
    a. Approval Request for FPD Credit for Non-Shared Governance Committees
        - Associate Degree Curriculum Committee – attachment

        - Nursing Faculty Committee – attachment

        Discussion was made regarding the aforementioned requests for FPD Credit for the Associate Degree Curriculum Committee and Nursing Faculty Committee. In reviewing proposal packets, the FPD committee agreed it appeared to be standard job duties as required by Title 5. It was noted nursing faculty already receive release time for Welcome Back Day.

        Both requests were tabled. Dr. Gat directed members to review the proposal packets for reconsideration at the next FPD meeting.

8. OTHER
    - Review/Approve Flex Plans

9. ADJOURNMENT
    The Faculty Professional Development Committee meeting of September 11, 2013 was adjourned at 3:29 p.m. by Dr. Irit Gat, Co-Chair.

MEMBERS PRESENT			
Dr. Irit Gat	Dr. Magdalena Caproiu	Mark Hoffer	Melanie Parker
Rae Agahari	Rosa Fuller	Jackie Lott	Harish Rao
Dr. Liette Bohler	Dr. Lee Grishman	Ty Mettler	Rick Shaw
Rona Brynin	Jack Halliday	Dr. Tom O'Neil	LaDonna Trimble

Approved: September 19, 2013 Faculty Professional Development Meeting

Faculty Professional Development Committee

Duties of FPD Committee Members

1. Attend bi-monthly committee meetings:
   - no cell phones
   - if you miss more than two meetings – please provide a substitute to attend
2. Recognize and understand State regulations in regards to faculty professional development.
3. Survey faculty annually to determine more critical needs and interests in regards to professional development.
4. Develop a series of presentations to address those needs and interests.

   a. Request presentation proposals from faculty and staff.

   b. Approve/develop presentations for FPD program each academic year.
5. Peer review and approve faculty plans and contracts.
6. Evaluate annually the effectiveness of the program and participant accountability.

   a. Address concerns and suggestions noted from evaluations.
7. Report to constituents, if applicable.

   * take informational updates to your divisions via meetings and e-mails
8. Assist FPD Committee Chair in the tasks necessary for implementation of the flexible calendar program.

Committee Decision Models

Notes

Community college committees use various decision models, three of which are described below. There are advantages and disadvantages to each model. Many collegewide shared- or participatory-governance committees operate by consensus, which is good practice in part because it tends to facilitate a feeling of fairness in the process and to produce results with the widest buy-in across constituency groups, but developing consensus sometimes takes considerable time. Majority vote yields a clear-cut decision relatively quickly, but may obscure the opinions and viewpoints of dissenting members. A mixed model allows committees to adopt majority rule for some decisions and consensus for others, but the situations to which each model applies must be carefully defined and the rules must be applied consistently.

Consensus

Consensus is a way to arrive at a shared understanding and a mutually agreeable path of action for the greater good. A formal process of achieving consensus ideally requires serious consideration of the positions of all members. Attention should be given to dissenting opinions, so that issues can be fully examined. However, consensus does not mean unanimity: Dissent on minor points, or even mild dissent on a major point, is to be expected. As long as all representatives have had a chance to speak their minds, a few dissenting opinions should not keep the group from finding a solution acceptable enough for the committee to move forward.

Majority Vote

Majority vote is a decision rule that selects the alternative that has the support of a more than half the votes. If there are more than two choices on which to vote, a committee can elect instead to use plurality, a decision rule that selects the option with the most votes.

Mixed Model

Some committees find that a mixed model for decision-making, in which consensus applies in certain prescribed situations and majority rule applies in others, works best for them. It is important that committees reach a careful, proactive conclusion on which decision model is to be used for which situations, that those situations are mutually exclusive, and that the rule is thereafter applied

consistently. For instance, a committee may use consensus for most decisions, but reserve majority vote for one or two specific types of decisions.

Note that using majority vote as a fallback method to resolve a lack of consensus is not an appropriate application of the mixed model. Most of the time, such an approach merely serves to undermine members' confidence in the collaborative decision-making process.

This workshop focuses on the application of consensus in participatory-governance committees at AVC. I have seen this approach work extremely well in committees at all levels, from college councils and budget committees down to departmental workshops, but in my judgment it is especially useful in the collegial consultation required in the California community colleges.

For a rich trove of additional information on consensus, I recommend that the Library acquire Lawrence E. Susskind, Sarah McKearnen, and Jennifer Thomas-Lamar, *The Consensus Building Handbook* (Sage, 1999). This is the best single-volume practical treatment of consensus I have seen, and I have borrowed liberally from it for this workshop. The following is Susskind's take on the advantages of the consensus approach over the most common alternative:

> *We believe that something greater than a bare majority achieved through voting is almost always more desirable than majority rule. Moreover, the formalism of parliamentary procedure is particularly unsatisfying and often counterproductive, getting in the way of common sense solutions. It relies on insider knowledge of the rules of the game. It does not tap the full range of facilitative skills of group leaders. And, it typically leaves many stakeholders (often something just short of a majority) angry and disappointed, with little or nothing to show for their efforts.*
> —*Susskind et al*

I. Definition of Group Consensus
   A. Consensus does NOT mean:
      1. Unanimity (though striving for unanimity is fine)
      2. This solution is the top choice of all members.
      3. Majority opinion
      4. Silence of some members so that the rest can move on
   B. Consensus DOES mean:
      1. All members have been given the meaningful opportunity to speak about the proposed

recommendation (or solution, conclusion, choice, decision, or other result).

2. The group has considered the interests of all in good faith.

3. Overwhelming agreement on the recommendation: All members can live with the recommendation. (But see "Overwhelming Level of Support" on page 8 below.)

4. Once the group has made its recommendation, all members agree not to try to block, obstruct, sabotage, or undermine it.

II. Thinking about Consensus: Distinguishing between Interests and Positions

A. Positions represent the territory someone stakes out in a discussion—what he or she says ought to be done. Positions (unlike, say, beliefs) might well change after new information is received or circumstances alter.

B. Interests are more stable than positions, and comprise the needs or desires that underlie those positions.

III. Helpful Steps on the Road to Consensus

Note: This section assumes that the applicable committee is the appropriate body to make a recommendation on the issue that has come before it.

A. At the first meeting of every year, agree on the ground rules for its meetings and other work, including the decision model to be followed (consensus in this case), responsibilities of the convener and members (including minutes and other documentation, communication with constituents, etc.), behavioral expectations during meetings, and so on.

B. For each major issue, the group should:

1. Determine the timeframe within which a recommendation is required, if any.

2. Ensure that all members understand the issue before the committee reasonably well. Any member who does not feel sufficiently well informed should ask for clarification of all sides of the issue from members who do.

3. If appropriate, determine the essential criteria for a good solution (e.g., organization, cost, scale, scope, acceptance), and ensure that all members understand and buy into those criteria.

C. It is best practice for members of each college-wide participatory-governance committee to adopt an institutional perspective, rather than a narrow

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departmental, functional, or constituency-specific one, in considering issues that come before it.

D. The convener, chair, or other facilitator bears substantial responsibility for the success of consensus-building. A well-trained facilitator should:
   1. Keep the discussion on track according to the agenda, in order to reach a decision in the timeline required.
   2. Remind the group of the ground rules, and take corrective action when someone violates them.
   3. Adopt a neutral or nonpartisan stance, or at least set aside his or her preferences during deliberations, to facilitate open discussion by all participants. A neutral stance, however, must be balanced with the need to guide the deliberations in a productive direction.

E. Constructive Deliberations (Adapted from Susskind et al)
   1. Every member should strive to maintain a problem-solving orientation, even in the face of strong differences and personal antagonism. It is in everyone's best interest to live by the committee version of the Golden Rule: Behave as you would like others to behave.
   2. Every member should express concerns or disagreement in an unconditionally constructive manner. That is, there should be a premium on reason-giving and explanation. Those who disagree with the direction in which the discussion is headed should always explain the basis for their disagreement.
   3. Every member should be fully present at each meeting (i.e., not texting, checking email, playing solitaire, and the like) and attend to every speaker. Each should listen in a meaningful way, open to altering his or her position while still maintaining the interests of his or her constituency and the College as a whole.
   4. Every member who finds it necessary to disagree at any point should disagree without being disagreeable. Interrupting, rolling eyes, and steamrolling others with your voice are examples of being disagreeable.
   5. Organize subcommittees whenever necessary to gather information and draft options or preliminary proposals between meetings, both to improve the product and to optimize the efficient use of everyone's time in the main meetings by focusing the discussion. (Identification of alternative solutions—a

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"larger pie"—that will permit more participants to join in the consensus is important, especially in the early going.) Such subcommittees should have a clear task, preferably conveyed in writing.

6. When appropriate, brainstorm to expand the range of options considered.
   a. The best way to encourage creative, productive brainstorming is to adopt a formal ground rule to withhold criticism when alternatives are suggested during designated brainstorming sessions. Withholding criticism in this instance is an indication of neither support nor agreement.
   b. *Every member should adopt the following attitude during brainstorming: "Yes, and..." not "Yes, but...."*
   c. Record all suggested ideas in a comprehensive list that can be seen by everyone.
   d. After brainstorming, if the committee established essential criteria for a good solution up front (see above), then members should evaluate alternatives according to those criteria. Start by ruling out any alternatives that fail to meet the criteria, either in immediately obvious ways or after some reflection by the committee.
   e. The final recommendation might involve combining or modifying the remaining alternatives to elicit consensus.
7. Consensus building is more likely to emerge if viewed as a group enterprise. All members should avoid attributing or claiming authorship of specific ideas or packages.
8. Whenever a member in good faith remains opposed to the current draft of a recommendation approaching consensus, then he or she should always be ready to identify concrete changes that will help him or her join in the consensus.

F. Decisions (Adapted from Susskind et al)
   1. As discussion on a given recommendation proceeds, the convener should periodically ask whether members can think of any "improvements" to the proposed agreement. Such an approach is more positive and productive than asking for objections.
   2. Straw polls (which are NOT the same as votes) can be helpful for testing the scope of agreement along the way. Each time such a straw poll is used, it is important for the convener to explain that the results

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are intended not to seek commitments, but to explore the level of agreement that has been reached.

a. One commonly used, efficient straw poll technique is the Fist-to-Five.

    i. At a suitable point in the discussion of a proposed recommendation, the convener asks for a show of hands as follows, and records the results:

      (A) 5 Fingers: This is a wonderful recommendation; I support it enthusiastically, and will happily advocate it to my constituents!

      (B) 4 Fingers: This is a strong recommendation; I support it fully, and will urge my constituents to do the same.

      (C) 3 Fingers: I might not agree entirely with this recommendation, but I support going forward with it for the good of the College, with no further discussion needed, and will tell my constituents that it represents the best solution available to us.

      (D) 2 Fingers: I have a few minor issues with the recommendation as it stands, and would like answers to a few specific questions before joining a consensus.

      (E) 1 Finger: I have numerous minor or medium-sized issues with the recommendation as it stands, and have some concrete suggestions for changes to improve it.

      (F) Fist: I have one or more major objections to the recommendation, cannot live with it as it stands, and will be happy to share my reasons with the group.

    ii. Interpreting the results

      (A) If all hands show three fingers or more, then the group has reached consensus.

      (B) If any hands show two fingers, then the group should answer the applicable questions, and, after discussion, make any minor changes in the

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recommendation that the group regards as warranted.

(C) If any hands show one finger, then the group should entertain the applicable concrete suggestions, discuss them, and make any changes in the recommendation that the group regards as warranted.

(D) If any hands show a fist, then the group should listen to the reasons, discuss them, and make any changes in the recommendation that the group regards as warranted.

(E) After all such issues have been addressed, the convener may call for another Fist-to-Five poll, and the cycle may continue.

3. In the vast majority of cases, a group that follows the steps above will be able to reach consensus, even on contentious issues. The process might well have taken longer than the traditional up-or-down vote, but the result will typically produce greater satisfaction among participants, their constituents, and the College community than a vote would have produced.

4. Sometimes, however, even after all concerns have been heard and the rest of the group has reached consensus on a recommendation based in part on consideration of those concerns, a very small proportion of the members finds it impossible to join in the consensus on that recommendation within the required timeframe for a decision.

     a. Prior to making its final decision, the group should make one final attempt to satisfy the concerns of the holdout(s), usually by asking those who "cannot live with" the current recommendation to make a concrete suggestion for a modification that would make it possible for them to join in the consensus, without making it impossible for anyone who has already expressed support for it. If incorporating the suggestion(s) makes it possible for all to join in the consensus, then the final recommendation can go forward.

     b. The College, under the leadership of the College Coordinating Council, should adopt one of the following practices for resolving cases in which such a final attempt to reach consensus fails:

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        i.   Overwhelming Level of Support: Settle for an overwhelming level of support for the recommendation that goes as far as possible toward meeting the interests of all. In part because the size of committees varies so much, it is difficult to specify a percentage of support that would constitute an overwhelming endorsement in every case, but in my judgment and that of Susskind et al, it would be hard to claim consensus if fewer than nine of the members in a committee of at least 10 joined in it.

       ii.   Back to the Drawing Board: Send the proposal back to the originating person or body, with a summary of the most recent state of the discussion, either for further work to address the remaining objections before coming back to the committee, or for a peaceful burial.

      iii.   Another practice that fits the College's needs and culture.

5. Documentation
   a. Documentation and dissemination of the final recommendation in the minutes or meeting summary are crucial.
   b. Documentation of the discussion and process that led to that decision is very useful in gaining the campus community's understanding of the decision.

Fall 2013 Welcome Back Day Evaluation

SurveyMonkey

1. Please rate the General Session (8:15 am – 9:25 am):

	Response Percent	Response Count
Very Good	39.7%	52
Good	45.8%	60
Fair	13.7%	18
Poor	0.0%	0
Very Poor	0.8%	1
answered question		131
skipped question		9

2. Session I - Select the session you attended from 9:45 am – 11:15 am:

	Response Percent	Response Count
Integrated Planning	32.5%	41
Understanding Your Health Benefits	21.4%	27
Career Counseling Tools for Faculty	13.5%	17
Student Discipline	32.5%	41
answered question		126
skipped question		14

3. Please rate Session I:

	Very High	High	Neither High or Low	Low	Very Low	Rating Count
Overall quality of Session I:	35.8% (48)	**41.8% (56)**	19.4% (26)	1.5% (2)	1.5% (2)	134
Its overall value to your professional development:	30.1% (37)	**41.5% (51)**	23.6% (29)	2.4% (3)	2.4% (3)	123
					answered question	135
					skipped question	5

4. Session II- Select the session you attended from11:30 am – 1:00 pm:

		Response Percent	Response Count
Andragogy In Online Education		21.9%	28
Changes Coming with Student Success Rask Force Recommendations		22.7%	29
Faculty Professional Development Overview		41.4%	53
Are We There Yet? Learning Outcomes, Integrated Planning and Continuous Quality Improvement		14.1%	18
		answered question	128
		skipped question	12

5. Please rate Session II:

	Very Low	Low	Neither Low or High	High	Very High	Rating Count
Overall quality of Session II:	4.5% (6)	1.5% (2)	25.0% (33)	40.9% (54)	28.0% (37)	132
Its overall value to your professional development:	5.8% (7)	2.5% (3)	23.3% (28)	43.3% (52)	25.0% (30)	120
					answered question	133
					skipped question	7

6. Session III - Select the session you attended from 2:15 pm – 3:45 pm:

		Response Percent	Response Count
Integrated Planning		9.3%	11
Understanding Your Health Benefits		37.3%	44
Student Success Begins With You		16.1%	19
Student Success Strategies		37.3%	44
		answered question	118
		skipped question	22

7. Please rate Session III:

	Very High	High	Neither High or Low	Low	Very Low	Rating Count
Overall quality of Session III:	32.5% (39)	**44.2% (53)**	20.8% (25)	0.8% (1)	1.7% (2)	120
Its overall value to your professional development:	30.3% (33)	**41.3% (45)**	22.9% (25)	0.9% (1)	4.6% (5)	109
					answered question	121
					skipped question	19

8. Overall, how would you rate the AVC Welcome Back Day Program?

		Response Percent	Response Count
Very Low		2.2%	3
Low		1.5%	2
Neither Low or High		24.4%	33
High		48.1%	65
Very High		23.7%	32
	answered question		135
	skipped question		5

9. Please provide any additional feedback:

	Response Count
	71
answered question	71
skipped question	69

Q9. Please provide any additional feedback:

1	My view of welcome back day is that for the most part it is a serious waste of my time. The student discipline session turned to a personal bitch session with one faculty member on a mission to attack the Sheriffs dept. The session on Faculty development session was inneffective and a seriously lacking session. The Health benefits session was usefull though doesnt do anything for my "professional Development". I thimk that overall the FPD leaves alot to be desired for development of faculty and is simply a filler for the non instructional time we spend on campus.	Sep 4, 2013 1:14 PM
2	Very informative and worthwhile; hope for the spring it is as informative and helpful	Aug 30, 2013 7:31 PM
3	Very informative and worthwhile; hope for the spring it is as informative and helpful	Aug 30, 2013 7:31 PM
4	I get good and useful information from the workshops.	Aug 30, 2013 4:04 PM
5	Was not able to attend as I am only adjunct and have a day job. Perhaps once in a while you can have stuff on a Saturday.	Aug 30, 2013 2:47 PM
6	How can we overcome students signing up and not staying the full term of the class?	Aug 30, 2013 12:58 PM
7	As a new faculty member, I found many of the presentations difficult. Most presenters seemed to begin in the middle of a conversation--referencing prior years. Without this background information, I found it difficult to fully benefit from the presentations.	Aug 30, 2013 12:26 PM
8	One of the most beneficial ever!	Aug 30, 2013 8:38 AM
9	Good day. Everyone did a good job and put forth an appreciated effort.	Aug 29, 2013 9:25 PM
10	Offer more workshops about teaching methods and techniques for student-centered classroom. Could we have workshops in the same building?	Aug 29, 2013 9:17 PM
11	Again a complete waste of time	Aug 29, 2013 8:05 PM
12	It will be nice if we have options to do half day or all day (may be 8 hours is too long for somebody).	Aug 29, 2013 4:45 PM
13	It will be nice if we have options to do half day or all day (may be 8 hours is too long for somebody).	Aug 29, 2013 4:45 PM
14	Thank you for doing good job for us.	Aug 29, 2013 4:23 PM
15	Longer faculty meetings, less of the other.	Aug 29, 2013 4:07 PM
16	Attendance is for FLEX hours	Aug 27, 2013 3:44 PM
17	The day was too long. It feels like institutional violence to be made to sit, compliant and attentive, for 9 hours. It was awful. It drains the life out of us. I'd rather a letter that explains the important information without the exercise in discipline. This should be voluntary and part of Fac PD, not mandatory. I would come for a few hours, skip a session when I needed a break, and would have	Aug 23, 2013 12:20 PM

Q9. Please provide any additional feedback:

been a much better contributor to the effort. As it stands, the policy for fac who do not participate in Welcome Back Is punitive. We have a set number of required PD hours, and as faculty, we are obliged to complete those hours; dictating when I must participate and setting your priorities over my own for professional development illustrates your lack of recognition of my professionalism.

18	Please, speakers must guard against allowing one or two persons from the audience dominate the comments during the presentation. This is so very important. Thank you.	Aug 23, 2013 8:39 AM
19	Very beneficial and interesting. Lunch was also very nice!!!	Aug 22, 2013 6:12 PM
20	I love that you offer this. It was a really informative day.	Aug 21, 2013 6:35 PM
21	All sessions were very useful for additional knowledge.	Aug 21, 2013 6:32 PM
22	Would like to see WBD optional in both Fall and Spring.	Aug 21, 2013 4:19 PM
23	Wonderful picnic...food good and gave faculty a chance to network and see others with whom they do not have the chance to interact with during the year. Great gesture and way to start the semester.	Aug 21, 2013 11:46 AM
24	Thus was a successful day! Thank you!	Aug 21, 2013 9:04 AM
25	I was not very Interested in any of the sessions offered...spring session 2013 offerings were much better....	Aug 21, 2013 8:09 AM
26	Good session and great opportunity to meet new leaders. Enjoyable and appreciated lunch.	Aug 21, 2013 7:22 AM
27	I also enjoyed the BBQ lunch with the opportunity to meet our new president.	Aug 21, 2013 6:17 AM
28	Love the free lunch!	Aug 20, 2013 11:24 PM
29	The one gentleman who gave the counseling first session and assisting students was a little scattered. Could have talked a bit more about what AVC has to offer students.	Aug 20, 2013 10:59 PM
30	Thanks to the President for the lunch. The staff would benefit from a session on retirement funds--403b, 457b, etc.	Aug 20, 2013 9:59 PM
31	Than you for the sessions and the dinner.	Aug 20, 2013 7:02 PM
32	Too many breakout sessions. Two would be better. I felt pressured to hurry back and forth to and from them. What about hosting one big session in which a number of topics are assigned to each table, and faculty and pick and choose on the spot which ones to attend?	Aug 20, 2013 5:35 PM
33	Have as many sessions in the new health and science building as possible. Very comfortable	Aug 20, 2013 5:23 PM
34	The sessions were well received and pertinent to the instructors. The speakers were well versed with their subjects.	Aug 20, 2013 5:14 PM

Q9. Please provide any additional feedback:

|		
35	It seems that the general session is always and only about thanking other people. It's like lets pat our backs before we start the semester.	Aug 20, 2013 4:55 PM
36	I have been an adjunct for FIVE years and just yesterday learned we have a perfectly beautiful pool going to waste. We discussed wellness and fitness in the meeting. How about making that pool available for faculty to use for fitness during the days and evenings?	Aug 20, 2013 4:48 PM
37	Always a good event with worthwhile information.	Aug 20, 2013 4:08 PM
38	Always a good event with worthwhile information.	Aug 20, 2013 4:07 PM
39	Great job!	Aug 20, 2013 3:53 PM
40	No fun. Lunch was the best part.	Aug 20, 2013 3:38 PM
41	HR needs to be an active participants in these sessions...ex. Leave...explain leave options for faculty.	Aug 20, 2013 3:35 PM
42	The very low to very high is in a different order for questions 3, 5, 7.	Aug 20, 2013 3:04 PM
43	The day started on a very positive note....LOVE the new President and he was very upbeat. In our division we were VERY disappointed that neither the Academic Senate President or the Union President made mention of the Scholar in Residence (Ed Beyer). It was certainly a missed opportunity.	Aug 20, 2013 2:55 PM
44	There was not enough room for the division meeting and several people had to sit on the floor or stand during the meeting. With the college being closed, a bigger room that actually fits the staff would be much appreciated!	Aug 20, 2013 2:50 PM
45	Thanks to Mr. Knudson for lunch. It made the day infinitely better!	Aug 20, 2013 2:34 PM
46	Sitting on the concrete steps of LH1 for 1 1/2 hours was very unpleasant.	Aug 20, 2013 2:29 PM
47	How about a future sessions from Greg Krynen on the most important changes to Blackboard?	Aug 20, 2013 2:27 PM
48	I would not switch the response pattern between question 4 and 5	Aug 20, 2013 2:24 PM
49	1. The break out sessions are too long. 2. Provide facutly either with individual time, or group time with our colleagues. 3. Provide opportunities for 'other' work to be accomplished and/or discussed. 4. Think outside the box on these sessions.	Aug 20, 2013 2:22 PM
50	Keeping speakers to their time limits was good.	Aug 20, 2013 2:21 PM
51	Iam not sure that I am any more professionally developed than I was before. Please bring back the SLO action plans writing session in the afternoon. It may not have been popular, but at least it was a valuable use of time. It is so rare that we are able to get so many faculty (full-time and adjunct) together and we should use that time to analyze our SLO data and make plans for the future. It helps us reach our goals for accreditation as well.	Aug 20, 2013 1:44 PM
52	I learned at least one important new thing from every session that I attended.	Aug 20, 2013 1:24 PM

Q9. Please provide any additional feedback:

53	The facilitator for the Androgogy session was excellent. I learned so much from her and will definitely take a Professional Development session offered by her in the future!	Aug 20, 2013 1:24 PM
54	Also attended Division meeting - very good!!	Aug 20, 2013 1:17 PM
55	I was very appreciative of the lunch provided. Also, it was a pleasure to focus on the positive this year.	Aug 20, 2013 12:56 PM
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57	I was happy that speakers stuck to schedule.	Aug 20, 2013 12:42 PM
58	I arrived late (9:00) due to child commitments. I had to leave at 2:00 to pick up the same child. What I did see was very informative. I neglected to sign in anywhere, so I will attend others. Thanks for lunch.	Aug 20, 2013 12:27 PM
59	Info on discipline and plagiarism very beneficial.	Aug 20, 2013 12:23 PM
60	It was well organized, well run, and had a positive tone. The lunch and jazz band were awesome too.	Aug 20, 2013 12:17 PM
61	There was not enough information provided for adjunct faculty -(on health benefits). Thank you.	Aug 20, 2013 12:15 PM
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63	I attended the grade book seminar on Thursday, it would have been a useful topic for future events.	Aug 20, 2013 11:51 AM
64	excellent lunch	Aug 20, 2013 11:38 AM
65	The Welcome Back Day doesn't provide much new information and much in-depth information in the sessions. Most of what is covered could be discussed at the Faculty meeting or in a separate FPD presentation. FPD events in general during the academic year don't really connect to my teaching and I don't see the benefits to having to attend presentations that have nothing to do with the content I teach or with actual teaching. I would rather have the extra two weeks back in the calendar to spend that time in the classroom.	Aug 20, 2013 11:29 AM
66	The rating chart for Session II is arranged in opposite order from the options provided for the other sessions. Data may be incorrect if readers do not notice the change.	Aug 20, 2013 11:21 AM
67	The breakout sessions seem to cover the same material each year. Also, we see many of the same presenters. Do faculty members request to present on this day? Is the flex committee interested in new topics and presenters? Perhaps a call could go out to mix it up a little next year... Additionally, the length of each session seems too long for most topics. I find myself only getting a good 15-30 minutes worth of useful information in each session.	Aug 20, 2013 11:10 AM
68	Lunch was appreciated.	Aug 20, 2013 10:58 AM

Q9. Please provide any additional feedback:

69	Please check this form, the high and low switched places in one section and people may accidentally select low when they meant to select high. The sessions were far, far too long. 45 minute sessions would have been much better. An hour and a half is just too long. There were no bathrooms open around the lecture halls. You had to walk an extremely long distance to find a bathroom. Big issue.	Aug 20, 2013 10:52 AM
70	Thank you. Excellent job.	Aug 20, 2013 10:44 AM
71	Thank you. Excellent job.	Aug 20, 2013 10:43 AM

Q1 Please rate the General Session (8:15 am – 9:25 am):

Answered: 131   Skipped: 9
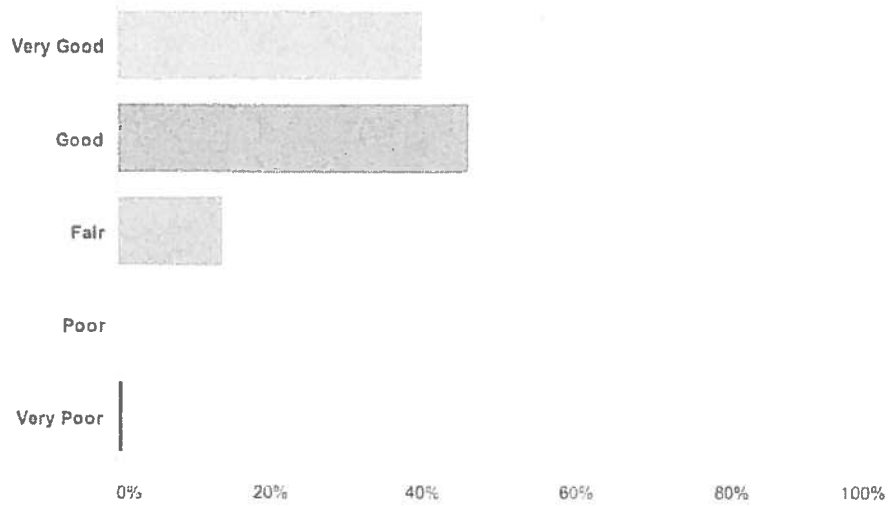
Answer Choices	Responses	
Very Good	39.69%	52
Good	45.80%	60
Fair	13.74%	18
Poor	0%	0
Very Poor	0.76%	1
Total		131

Fall 2013 Welcome Back Day Evaluation

Q2 Session I - Select the session you attended from 9:45 am – 11:15 am:

Answered: 126   Skipped: 14
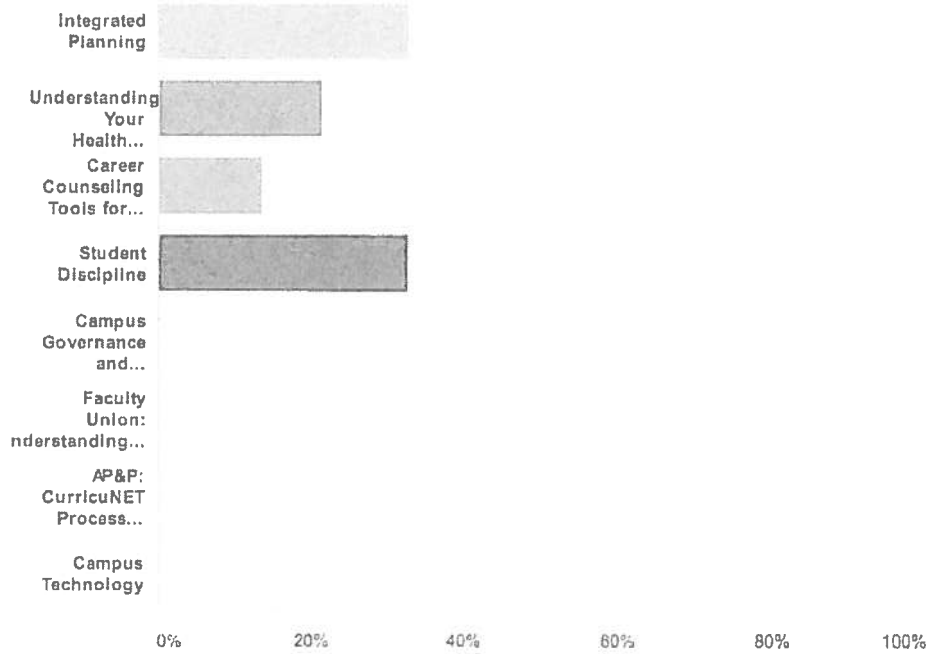
Answer Choices	Responses	
Integrated Planning	32.54%	41
Understanding Your Health Benefits	21.43%	27
Career Counseling Tools for Faculty	13.49%	17
Student Discipline	32.54%	41
Campus Governance and Leadership	0%	0
Faculty Union: Understanding Your STRS Compenstaion Benefits and Know Your Rights	0%	0
AP&P: CurricuNET Process Requirements / SB 1440: Transfer Degree Update	0%	0
Campus Technology	0%	0
Total		126

Q3 Please rate Session I:

Answered: 135   Skipped: 5

Very High   High   Neither High or Low   Low   Very Low
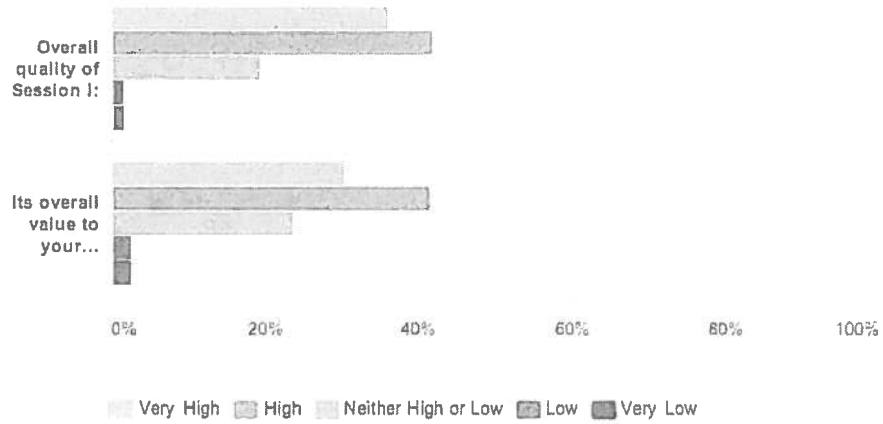
	Very High	High	Neither High or Low	Low	Very Low	Total
Overall quality of Session I:	35.82% 48	41.79% 56	19.40% 26	1.49% 2	1.49% 2	134
Its overall value to your professional development:	30.08% 37	41.46% 51	23.58% 29	2.44% 3	2.44% 3	123

Q4 Session II- Select the session you attended from11:30 am – 1:00 pm:

Answered: 128   Skipped: 12
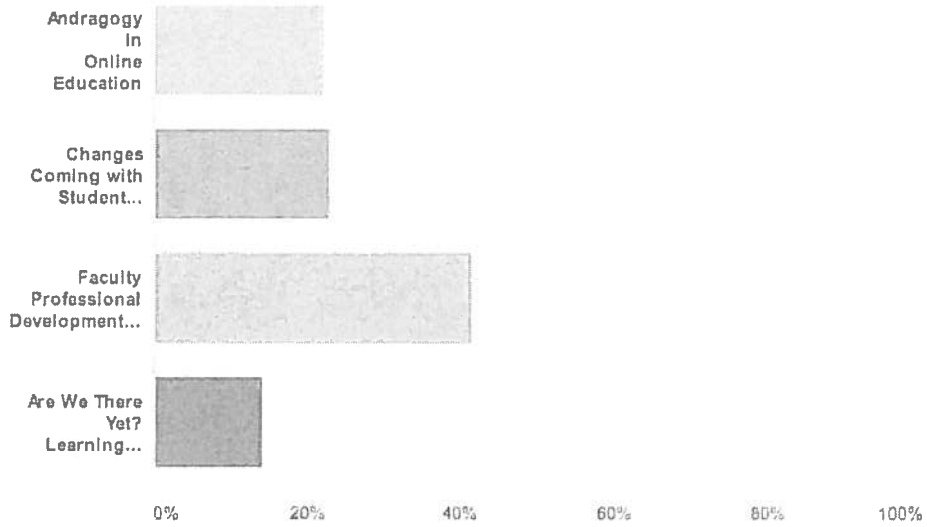
Answer Choices	Responses	
Andragogy In Online Education	21.88%	28
Changes Coming with Student Success Rask Force Recommendations	22.66%	29
Faculty Professional Development Overview	41.41%	53
Are We There Yet? Learning Outcomes, Integrated Planning and Continuous Quality Improvement	14.06%	18
Total		128

Q5 Please rate Session II:

Answered: 133   Skipped: 7

Very Low   Low   Neither Low or High   High   Very High
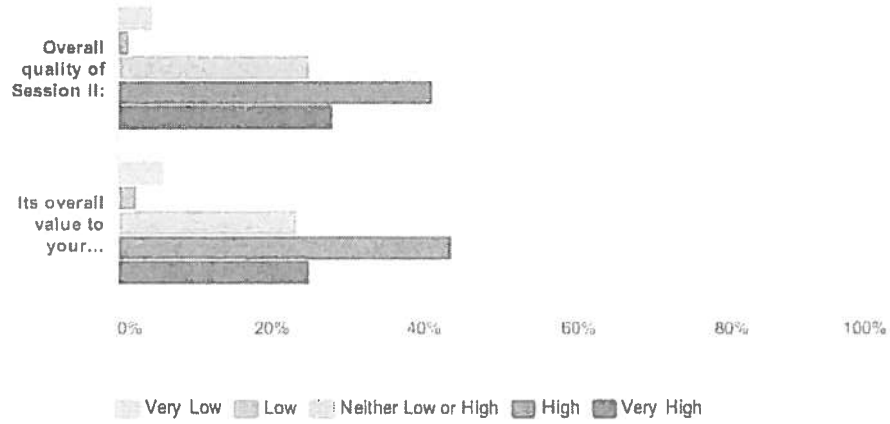
	Very Low	Low	Neither Low or High	High	Very High	Total
Overall quality of Session II:	4.55% 6	1.52% 2	25% 33	40.91% 54	28.03% 37	132
Its overall value to your professional development:	5.83% 7	2.50% 3	23.33% 28	43.33% 52	25% 30	120

Q6 Session III - Select the session you attended from 2:15 pm – 3:45 pm:

Answered: 118   Skipped: 22
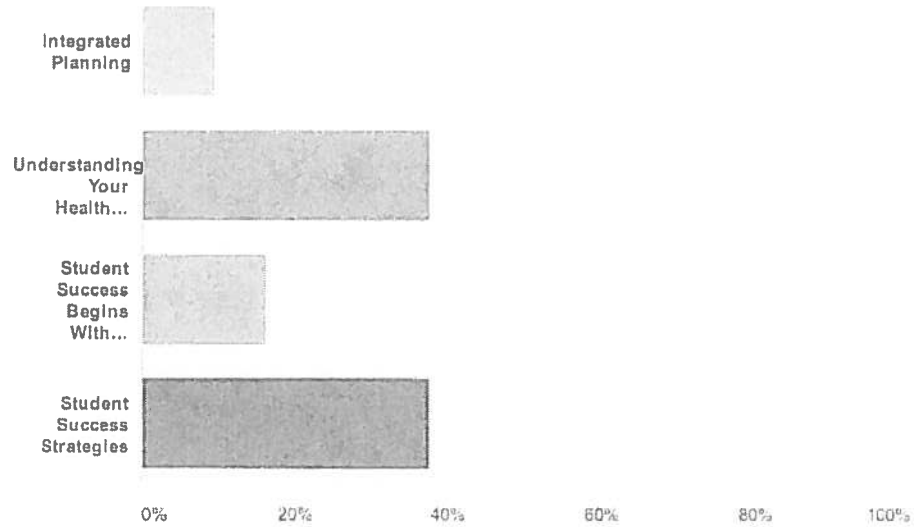
Answer Choices	Responses	
Integrated Planning	9.32%	11
Understanding Your Health Benefits	37.29%	44
Student Success Begins With You	16.10%	19
Student Success Strategies	37.29%	44
Total		118

Q7 Please rate Session III:

Answered: 121   Skipped: 19

Very High　　High　　Neither High or Low　　Low　　Very Low

	Very High	High	Neither High or Low	Low	Very Low	Total
Overall quality of Session III:	32.50% 39	44.17% 53	20.83% 25	0.83% 1	1.67% 2	120
Its overall value to your professional development:	30.28% 33	41.28% 45	22.94% 25	0.92% 1	4.59% 5	109

Q8 Overall, how would you rate the AVC Welcome Back Day Program?

Answered: 135   Skipped: 5
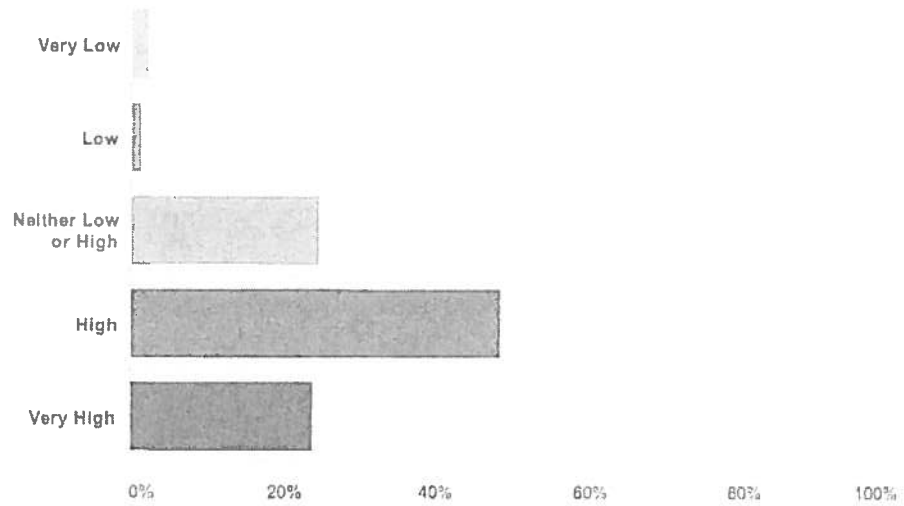
Answer Choices	Responses	
Very Low	2.22%	3
Low	1.48%	2
Neither Low or High	24.44%	33
High	48.15%	65
Very High	23.70%	32
Total		135

Q9 Please provide any additional feedback:

Answered: 71   Skipped: 69

#	Responses	Date
1	My view of welcome back day is that for the most part it is a serious waste of my time. The student discipline session turned to a personal bitch session with one faculty member on a mission to attack the Sheriffs dept. The session on Faculty development session was inneffective and a seriously lacking session. The Health benefits session was usefull though doesnt do anything for my "professional Development". I thimk that overall the FPD leaves alot to be desired for development of faculty and is simply a filler for the non Instructional time we spend on campus.	9/4/2013 1:14 PM
2	Very informative and worthwhile; hope for the spring it is as informative and helpful	8/30/2013 7:31 PM
3	Very informative and worthwhile; hope for the spring It is as Informative and helpful	8/30/2013 7:31 PM
4	I get good and useful Information from the workshops.	8/30/2013 4:04 PM
5	Was not able to attend as I am only adjunct and have a day job. Perhaps once in a while you can have stuff on a Saturday.	8/30/2013 2:47 PM
6	How can we overcome students signing up and not staying the full term of the class?	8/30/2013 12:58 PM
7	As a new faculty member, I found many of the presentations difficult. Most presenters seemed to begin in the middle of a conversation—referencing prior years. Without this background Information, I found it difficult to fully benefit from the presentations.	8/30/2013 12:26 PM
8	One of the most beneficial ever!	8/30/2013 8:38 AM
9	Good day . Everyone did a good job and put forth an appreciated effort.	8/29/2013 9:25 PM
10	Offer more workshops about teaching methods and techniques for student-centered classroom. Could we have workshops In the same building?	8/29/2013 9:17 PM
11	Again a complete waste of time	8/29/2013 8:05 PM
12	It will be nice If we have options to do half day or all day (may be 8 hours is too long for somebody).	8/29/2013 4:45 PM
13	It will be nice If we have options to do half day or all day (may be 8 hours is too long for somebody).	8/29/2013 4:45 PM
14	Thank you for doing good job for us.	8/29/2013 4:23 PM
15	Longer faculty meetings, less of the other.	8/29/2013 4:07 PM
16	Attendance is for FLEX hours	8/27/2013 3:44 PM
17	The day was too long. It feels like Institutional violence to be made to sit, compliant and attentive, for 9 hours. It was awful. It drains the life out of us. I'd rather a letter that explains the important Information without the exercise in discipline. This should be voluntary and part of Fac PD, not mandatory. I would come for a few hours, skip a session when I needed a break, and would have been a much better contributor to the effort. As It stands, the policy for fac who do not participate in Welcome Back Is punitive. We have a set number of required PD hours, and as faculty, we are obliged to complete those hours; dictating when I must participate and setting your priorities over my own for professional development illustrates your lack of recognition of my professionalism.	8/23/2013 12:20 PM
18	Please, speakers must guard against allowing one or two persons from the audience dominate the comments during the presentation. This Is so very Important. Thank you.	8/23/2013 8:39 AM
19	Very beneficial and Interesting. Lunch was also very nicell!!	8/22/2013 6:12 PM
20	I love that you offer this. It was a really informative day.	8/21/2013 6:35 PM
21	All sessions were very useful for additional knowledge.	8/21/2013 6:32 PM
22	Would like to see WBD optional In both Fall and Spring.	8/21/2013 4:19 PM
23	Wonderful picnic...food good and gave faculty a chance to network and see others with whom they do not have the chance to interact with during the year. Great gesture and way to start the semester.	8/21/2013 11:46 AM
24	Thus was a successful day! Thank you!	8/21/2013 9:04 AM
25	I was not very interested In any of the sessions offered...spring session 2013 offerings were much better....	8/21/2013 8:09 AM
26	Good session and great opportunity to meet new leaders. Enjoyable and appreciated lunch.	8/21/2013 7:22 AM
27	I also enjoyed the BBQ lunch with the opportunity to meet our new president.	8/21/2013 6:17 AM
28	Love the free lunch!	8/20/2013 11:24 PM

29	The one gentleman who gave the counseling first session and assisting students was a little scattered. Could have talked a bit more about what AVC has to offer students.	8/20/2013 10:59 PM
30	Thanks to the President for the lunch. The staff would benefit from a session on retirement funds—403b, 457b, etc.	8/20/2013 9:59 PM
31	Than you for the sessions and the dinner.	8/20/2013 7:02 PM
32	Too many breakout sessions. Two would be better. I felt pressured to hurry back and forth to and from them. What about hosting one big session in which a number of topics are assigned to each table, and faculty and pick and choose on the spot which ones to attend?	8/20/2013 5:35 PM
33	Have as many sessions in the new health and science building as possible. Very comfortable	8/20/2013 5:23 PM
34	The sessions were well received and pertinent to the instructors. The speakers were well versed with their subjects.	8/20/2013 5:14 PM
35	It seems that the general session is always and only about thanking other people. It's like lets pat our backs before we start the semester.	8/20/2013 4:55 PM
36	I have been an adjunct for FIVE years and just yesterday learned we have a perfectly beautiful pool going to waste. We discussed wellness and fitness in the meeting. How about making that pool available for faculty to use for fitness during the days and evenings?	8/20/2013 4:48 PM
37	Always a good event with worthwhile information.	8/20/2013 4:08 PM
38	Always a good event with worthwhile information.	8/20/2013 4:07 PM
39	Great job!	8/20/2013 3:53 PM
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70	Thank you. Excellent job.	8/20/2013 10:44 AM
71	Thank you. Excellent job.	8/20/2013 10:43 AM

Faculty Professional Development Spring 2013   SurveyMonkey

1. Please rate the overall quality of presentations based on subject:

	Poor	Moderate	Adequate	Excellent	n/a	Rating Count
Technology/training	6.0% (7)	12.0% (14)	25.6% (30)	**46.2% (54)**	10.3% (12)	117
Institutional related topics	6.1% (7)	14.8% (17)	**40.9% (47)**	28.7% (33)	9.6% (11)	115
Teaching methods/strategies	7.9% (9)	14.9% (17)	29.8% (34)	**37.7% (43)**	9.6% (11)	114
Recreation	13.9% (16)	10.4% (12)	20.9% (24)	24.3% (28)	**30.4% (35)**	115
					answered question	117
					skipped question	2

2. How have FLEX presentations benefited you in personal or professional growth?

	Response Count
	96
answered question	96
skipped question	23
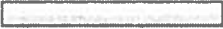
3. Were your able to meet your Standard I and Standard II needs based on the offerings available?

		Response Percent	Response Count
Yes		87.2%	102
No (please specify)		12.8%	15
	answered question		117
	skipped question		2

4. Would you be interested in FLEX events at the Palmdale Center?

	Response Percent	Response Count
Yes	24.6%	28
No	75.4%	86
answered question		114
skipped question		5

5. What days would best suit your schedule for attending FLEX events?

	Response Percent	Response Count
Monday	37.2%	42
Tuesday	37.2%	42
Wednesday	40.7%	46
Thursday	48.7%	55
Friday	69.9%	79
Saturday	33.6%	38
Sunday	12.4%	14
answered question		113
skipped question		6

6. What time frames would best suit your schedule for attending FLEX events?

		Response Percent	Response Count
Morning 8:00 A.M.-10:59 A.M.		21.9%	25
Noon 11:00 A.M.-1:59 P.M.		23.7%	27
Early Evening 2:00 P.M.-5:59 P.M.		46.5%	53
Night 6:00 P.M.-10:00 P.M.		66.7%	76
	answered question		114
	skipped question		5

7. What improvements would you suggest to the FLEX program?

	Response Count
	80
answered question	80
skipped question	39

Q2. How have FLEX presentations benefited you in personal or professional growth?

1	I have been able, among other things, to begin preparing electronic course materials for my classes for next semester. Once I learn how to set up and launch the materials for students use, at their convenience, I will eliminate the necessity of constantly printing paper copies of all materials.	May 21, 2013 9:40 PM
2	When I actually walk away with some knowledge about something I didn't know, or am enlightened about some global tradition that creates a new awareness within me that I can take back to my classroom.	May 21, 2013 5:32 PM
3	By keeping me up to date on software and other technologies to aid in getting my students information and introducing me to other faculty members so there's a feeling of support.	May 21, 2013 1:50 PM
4	I used the School opener as my FLEX time. It is very beneficial because I am made aware of wht is going on at the college. It gives me insight to areas that I am otherwise not connected to. Being an adjunct faculty member I feel like I am out of the loop. This brings me back in. I also find some of the seminars are also things I can use in my classroom or share with my students.	May 21, 2013 8:27 AM
5	For the most part they don't benefit me. While I enjoy attending AVSOMC and faculty recognition day, most of the Standard 1 FLEX is not very helpful.	May 20, 2013 8:14 PM
6	A few have allowed me to meet other instructors in a more meaningful way.	May 18, 2013 8:26 AM
7	I go to what fits into my schedule and not what interests me...don't have time for that and they are not scheduled when I am available.	May 17, 2013 8:33 PM
8	Given me more tools to use for teaching or helped me see if there are areas where I am not up to date.	May 17, 2013 12:48 PM
9	they help keep me in touch with other professionals. keep relevant information flowing to my students and add to the safety required at the college.	May 16, 2013 8:27 AM
10	Being involved in the Motown concert allowed me to deepen relationships with staff members as well as deepen my knowledge of the Motown genre. Also attending the division meetings always helps me to stay current on what is happening in the VAPA division.	May 15, 2013 2:13 PM
11	I really enjoyed the FLEX that was done using Music as part of the classroom environment and curriculm.	May 15, 2013 12:17 PM
12	They haven't. I'm obligated to take them, so I fulfill the obligation.	May 15, 2013 10:45 AM
13	Rarely. Mostly a waste of time.	May 15, 2013 10:00 AM
14	Continued learning	May 15, 2013 8:13 AM
15	Via sharing of new teaching methods including technology	May 14, 2013 10:05 PM
16	enhanced general knowledge/ updates	May 14, 2013 9:34 PM
17	I have learned a lot about the inner workings of the college, and of other programs we offer. As an adjunct who comes to campus usually one night a week, I don't interact with other instructors much.	May 14, 2013 8:39 PM

Q2. How have FLEX presentations benefited you in personal or professional growth?

18	ONE	May 14, 2013 8:29 PM
19	I have been able to apply technology to my classes that I had previously not used. I also applied several new ideas into my teaching styles. I have learned a great deal about the college and previously unknown functions.	May 14, 2013 7:03 PM
20	They have helped me learn new topics and expand that which I already know.	May 14, 2013 6:28 PM
21	Yes. It did bring some awareness with students and community.	May 14, 2013 4:02 PM
22	There is always something learned so it is a positive experience. Sometimes it is just learning more things about what is on campus.	May 14, 2013 3:17 PM
23	Not at all, really. I am required by other credential/licensing to attend Professional workshops, which more than adequately meet my needs. FLEX is just extra un--paid work for me.	May 14, 2013 2:01 PM
24	Very much.	May 14, 2013 1:01 PM
25	Presentations have been a benefit to me by allowing me to grow both professionally and personally. Faculty Academy events help keep me up to date in teaching and campus requirements. CC events help me by expanding my knowledge is certain subjects as well as allowing me to see what other faculty members are doing.	May 14, 2013 12:39 PM
26	Increased multicultural understanding.	May 14, 2013 11:58 AM
27	I get a lot more out of events I attend off campus that are better presented, more relevant and more related to my profession/discipline	May 14, 2013 11:50 AM
28	I apply some of the strategies learned in Flex presentations to my teaching.	May 14, 2013 11:38 AM
29	Expands knowledge base.	May 14, 2013 10:45 AM
30	Keeps me informed of current trends in my field.	May 14, 2013 10:07 AM
31	Overall they haven't benefited me personally, how and what I teach, or how it impacts any of my students. I would venture to say that FLEX has run its course and is a waste of time. If this college had any courage, it would return to an 18 week schedule so the instructors can get through their semester materials without having to worry about making useless hours count for nothing. FLEX has become just another bothersome requirement of the faculty to where teaching has become the "other duties as assigned" as stated in the faculty contract. To much of the faculty at this college uses FLEX as a pathetic social event. We no longer need to signify the profits of a flexible calendar but instead need to be liberated from it.	May 14, 2013 7:51 AM
32	When able to attend, and related to my subject area, presentations have been moderately interesting. Many times I find that the material is not new to me. Outside conferences tend to be more beneficial.	May 14, 2013 7:13 AM
33	Highlighting accreditation.	May 14, 2013 6:00 AM
34	On campus help for student who are academically challenged.	May 13, 2013 11:14 PM

Q2. How have FLEX presentations benefited you in personal or professional growth?

35	I absolutely detest the FLEX program. I will always do my own professional development. I do not need the state and a cliquish committee telling me how improve my teaching. I don't think my personal development projects should be judged/deemed acceptable by others outside of my discipline based on personal and uninformed likes and dislikes. I wish I could just teach the extra week.	May 13, 2013 11:13 PM
36	Yes	May 13, 2013 9:06 PM
37	It is very useful to know the basic needs at community colleges. Especially, as an adjunct professor, I have had the big benefit to get Flex credits through this website without spending too much time traveling because I am living 70 miles away from the campus.	May 13, 2013 8:41 PM
38	I gained a little more understanding of the SLO/PLO process. I learned some strategies for informal assessing of students i.e., CATs. I was introduced to different types of formative assessments.	May 13, 2013 8:35 PM
39	Not really. Mostly a waste of time.	May 13, 2013 7:57 PM
40	It helps me to interact with faculty in other disciplines so that we understand better what we all do for the students.	May 13, 2013 7:10 PM
41	Improved the use of technology and related items in the classroom.	May 13, 2013 5:22 PM
42	I always learn something of interest in the FLEX sessions.	May 13, 2013 5:22 PM
43	I have learned much from the FLEX presentations. I especially like the training sessions.	May 13, 2013 5:00 PM
44	Some presentations have been very good. I think the Flex is should be cut down as a program. I believe we have the latitude to do that. I find it hard to manage Flex and all other requirements I need to fulfill in my job.	May 13, 2013 4:53 PM
45	Gained knowledge of strategies for student success and became more proficient in using microsoft program.	May 13, 2013 4:35 PM
46	The technology training , learning about new teaching strategies, evaluating and improving courses' content, and students'success strategies helped to imrove teaching and working with students as well to improve my overal knowledge and skills.	May 13, 2013 4:32 PM
47	It helped me enhance my teaching.	May 13, 2013 4:24 PM
48	I am getting better with blackboard and other programs.	May 13, 2013 3:29 PM
49	Absolutely not at all	May 13, 2013 2:56 PM
50	Absolutely not at all	May 13, 2013 2:55 PM
51	Pedigogical topics like retention and exam construction to address diverse learning styles	May 13, 2013 2:48 PM
52	I have enjoyed learning about new topics and expanding personal knowledge. The interdisciplinary topics are the best part of FLEX because it reinforces	May 13, 2013 2:39 PM

different perspectives across disciplines.

53	I have improved in the following areas: public speaking skills instructional methods cooperative learning techniques content development	May 13, 2013 2:36 PM
54	the technology events have enabled me to provide more ways to communicate with my online students.	May 13, 2013 2:31 PM
55	Not that I can definitely see, but some FLEX has helped me understand students better, I think.	May 13, 2013 2:27 PM
56	Instructional improvement	May 13, 2013 2:25 PM
57	I enjoy learning about other subject areas and how they look at theory and practice.	May 13, 2013 2:01 PM
58	Very little. If I want to learn about this topics, most of the are no interest to me. I do them because I have to. I would rather work another week. Most of flex feeds on the egos of those presenting.	May 13, 2013 1:44 PM
59	It has exposed me to other approaches or ways of doing effective teaching in the classroom. It has also allowed me to get to know the other types of research my fellow faculty are actively pursuing.	May 13, 2013 1:24 PM
60	I learn and am able to apply more of what I learn when I attend technical training sessions. I enjoy listening to teaching methods and strategies from fellow instructors in differing divisions than my own. Areas of work/role crossover is what interests me the most; to discover how an English instructor may address a project or issue that I, as part of the BCSED Division, may handle in a slightly different manner such as how term papers are assigned.	May 13, 2013 1:21 PM
61	N/A	May 13, 2013 1:12 PM
62	Basically I had technophobia before. I was turning in vinegar instead of wine, the one being open to much air and continuously attacked by oxidation and the other closed to much information and instead taking time for better fermentation. By opening the computer, I feel like bombarded by unnecessary information thus hiding sometimes the necessary ones . So, I am learning how to spare time in avoiding reading everything, a.s.w. I am trying to get the benefit of the technology though It is rapidly changing more rapid than my life can catch up with it. All other FLEX presentations had equally somehow benefited my teaching.	May 13, 2013 1:05 PM
63	Improved my technical skills.	May 13, 2013 1:04 PM
64	Would like more entertainment type rather than educational type	May 13, 2013 12:57 PM
65	Learned about tools I can use for my class, such as Adobe Acrobat. Learned about how the school operates.	May 13, 2013 12:28 PM
66	Very little if any.	May 13, 2013 12:17 PM
67	Learning from my colleagues has always been an excellent and positive professional experience. I have learned how to be a better instructor, and now	May 13, 2013 12:16 PM

Q2. How have FLEX presentations benefited you in personal or professional growth?

	I'm aware of the different learning styles. Also, I have learned about how to report the SLOs data I have collected.	
68	The FLEX presentations have not benefited my professional growth. However, my personal growth is enhanced through the concerts offered.	May 13, 2013 12:15 PM
69	No. As an adjunct teaching on four campuses, I find it exceedingly difficult and disruptive to a tightly packed schedule to make additional hour and a half-long drives simply to check off a box on "development."	May 13, 2013 12:14 PM
70	Tech training offered online are very convenient.	May 13, 2013 12:08 PM
71	I have learned several new techniques to try in the classroom I have met other faculty and administration that I was not aware of their areas of expertise and have new knowledge of several campus resources I have made new professional connections and broadened my support network on campus	May 13, 2013 12:07 PM
72	Allows me a window into different disciplines, gives me ideas I can apply in my own area, helps me stay informed regarding institutional issues; it all provokes thought	May 13, 2013 12:03 PM
73	I think they benefit me greatly...although I don't believe you offer enough in the evening for the adjuncts.	May 13, 2013 11:58 AM
74	I felt it aided in revealing the connections between a variety of subject content areas.	May 13, 2013 11:58 AM
75	Greater insight into educational processes and quantitative measures of student success	May 13, 2013 11:58 AM
76	none	May 13, 2013 11:56 AM
77	Broadened my horizons personally and professionally, added depth to my understanding of the world, gave me a chance to observe and interact with others on the campus, furthered my appreciation for what others do in and out of the classrooms.	May 13, 2013 11:52 AM
78	Flex keeps me informed about the changes taking place in our department. It also keeps me updated on the prevention of communicable diseases that may be spread in the classroom.	May 13, 2013 11:51 AM
79	None of the presentations have met either personal or professional growth as an academic. They reflect marginal professional practices. The one item this semester that I believed would be appropriate to professional growth was cancelled.	May 13, 2013 11:44 AM
80	technology training benifits both professional and personal	May 13, 2013 11:44 AM
81	Standard 4 tends to be the most useful in my professional growth.	May 13, 2013 11:43 AM
82	For Language Art Dept-American Sign Language, other FLEX presentations do not benefitted me in any ways.	May 13, 2013 11:40 AM
83	At times, discussing the aspects of teaching with other instructors has been	May 13, 2013 11:40 AM

Q2. How have FLEX presentations benefited you in personal or professional growth?

wonderful for my own approaches to the classroom (both online and in-person): classroom assignments, ideologies, retention and visual techniques.

84	Addressing the needs of incoming students, and remediation	May 13, 2013 11:40 AM
85	Units completed.	May 13, 2013 11:28 AM
86	Able to use ideas and strategies in the classroom	May 13, 2013 11:25 AM
87	I keep up with technology that I can use in my courses.	May 13, 2013 11:15 AM
88	Yes	May 13, 2013 11:14 AM
89	yes however the ones I was most interested in conflicted with my work schedule since offered in the middle of the day.	May 13, 2013 11:13 AM
90	The Standard I events (non-Welcome-Back) have been excellent. AP&P workshops were really helpful. I basically started writing my transfer degree during the workshop and it's just kind of snowball from there. Sign language workshop has been an eye-opening education on deaf culture. I learned a lot from both workshops. The one Standard II event that I attended was horrible, there was no real thesis or goal in the presentation. One of the presenter (out of 3 co-presenter) played a book on tape for 30 minutes and we just sat there listening. And then, contrary to my expectation, we did not discuss anything about what we just listened to. So what's the point to those 30 minutes of collective silence? I learned nothing. Whether this reflects most Standard II events I can't say because I only went to that one.	May 13, 2013 11:11 AM
91	I see personal/professional growth within myself in the aspect of understanding students in the classroom and the many health or mental health concerns they may have that affects the students ability to learn or stay on task with assignments. I am becoming a more understanding individual and instructor.	May 13, 2013 11:09 AM
92	They have given me additional information on how to use technology in my classroom; they have provided me with insight into the workings of the college; they have inspired me to try new approaches and techniques in my classes; they have broadened my scope relating to other disciplines and inspired me to move beyond boundaries, in my teaching.	May 13, 2013 11:09 AM
93	I do this anyway.	May 13, 2013 11:07 AM
94	I've gotten new ideas, and resources I can use in my classroom. Some were also just enjoyable from a personal standpoint.	May 13, 2013 11:05 AM
95	The presentations have allowed me time to keep current on college policies, procedures, SLOs and CurricUNET.	May 13, 2013 10:59 AM
96	I have got more information. I met with other faculty. We exchange ideas, ask questions.	May 13, 2013 10:58 AM

Q3. Were your able to meet your Standard I and Standard II needs based on the offerings available?

1	I work two jobs and most of these are at time I am unable to attend (for the most part)	May 21, 2013 5:32 PM
2	Yes, but you can only type in this box if you click No. The number of cancellations and time/day changes was very frustrating and made it very difficult to complete my requirements. Presenters need to be very aware of how their "flakiness" affects the rest of us. If you can't commit, don't sign up to present FLEX.	May 20, 2013 8:14 PM
3	For adjunct faculty only on campus one day a week it can be tough. More events outside tech training made avaiable through CCC would be great!	May 17, 2013 8:37 AM
4	Most of my standard II needs were filled by Standard I events. There needs to be more Standard II available.	May 14, 2013 11:58 AM
5	Anything I think I might like is never at a time I can attend. at 7pm at night I'm not going back to campus. Many faculty don't live in town if you finish early you have sit around for an event and its not practical to drive out on off days for events that may or may not be any good.	May 14, 2013 11:50 AM
6	Just load up on Standard I and carry it over to Standard II. Plus, sooooooo many presentations that you could have the time to fit into your schedule were CANCELED. How wonderful!	May 14, 2013 7:51 AM
7	I was able to meet it, but it's very challenging without a FLEX week in place. It brings me to school on too many weekends which should be counted more as overtime than Professional Development. If I'm going to have to travel to earn, I'd rather go to a conference or something I'm interested in and have that count as Standard 1.	May 13, 2013 7:57 PM
8	Not the first semester. Okay this one. There seems to be less offerings this year, and a lot of cancellations.	May 13, 2013 2:27 PM
9	These offerings were plentiful.	May 13, 2013 2:01 PM
10	I did not believe that there was sufficient Standard II events for the year, thus I needed to carry down hours from Standard I. Furthermore, I believe that there needs to be some type of change in the criteria. Offerings some Flex events that clearly would qualify for either a Standard I or II, yet not submitted in time for the Chancellor's review would ONLY qualify for Standard IV just doesn't seem logical. Thus, can the Flex committee please think outside the box and come up with a mechanism for these scenarios.	May 13, 2013 1:12 PM
11	I was able to meet my Standard 1 and had many hours left over to meet my Standard 2 needs; but because of my schedule, I wasn't able to attend the Standard 2 offerings as I was planning.	May 13, 2013 12:16 PM
12	See above.	May 13, 2013 12:14 PM
13	Yes but as stated above...more workshops in the evening. Most of the adjuncts work their 50-60 hour a week jobs below and teach at night for the pure love of teaching...I would prefer a little more offerings in the evenings.	May 13, 2013 11:58 AM

Q3. Were your able to meet your Standard I and Standard II needs based on the offerings available?

14	Adjunct offerings are an insult to adjuncts. The number of offerings and accessability seems to reflect the idea that professinal and personal growth revolves around full-time faculty. The schedule presumes that all adjunct have no other work committments and can easily attend any session. Professinal growth means advancing in your field, in your profession as a professor...having a session on hypnosis as meeting personal growth...how will this kind of growth make a difference to the efficacy of our profession? How will these kinds of sessions be the kinds of opportunities for improving instruction or the academic success, which seems to be low according to some reports recently filtered through our divisions...?	May 13, 2013 11:44 AM
15	Times offered not convenient	May 13, 2013 11:33 AM

Q7. What improvements would you suggest to the FLEX program?

1	• I would like to see an email sent out towards the beginning of each semester that clearly stated all events that qualify for the Standard 1 flex events. * I would like to see every email sent out from FLEX to AVC instructors, to include attachments of both flex forms that instructors have to fill out each semester.	May 23, 2013 5:38 AM
2	More evening events for adjunct to attend that meet the standard I.	May 22, 2013 3:26 PM
3	Sending out electronic updates and reminders of the most salient programs being offered.	May 21, 2013 9:40 PM
4	A broader variety of events offered and alternate times. As adjunct and working two jobs, it's difficult to say how it could be improved for me. On the other hand, many of the programs work well, I'm just unable to attend. Why is the web site learning page no longer offered. On line opportunities would be helpful for those of us with multiple jobs. thanks	May 21, 2013 5:32 PM
5	I like this form which is a great improvement. Otherwise, I think the FLEX programs presented in the past are done very well.	May 21, 2013 8:27 AM
6	I'm not sure.... I'm glad that we have FLEX but the process is a little frustrating.	May 20, 2013 8:14 PM
7	Our program runs 5 days a week, most of us up at 0430 each morning and staying up to 10 on a weeknight is a problem. Fri nights are best or earlier in the afternoon, but 2 is too earlier, classes still in session.	May 18, 2013 8:26 AM
8	Wish we didn't have to do it in the first place. It's all about the money for the school...students could really use another week in the classroom.	May 17, 2013 8:33 PM
9	Meeting which train instructors how to better work with special needs students and what to do in an emergency.	May 17, 2013 12:48 PM
10	More events made available through CCC would be awesome.	May 17, 2013 8:37 AM
11	More diverse offerings. Persuade more faculty members to present. It seems that a handful of presenters are responsible for a majority of the offerings. Also, schedule more activities during January.	May 16, 2013 8:53 AM
12	None at this time	May 15, 2013 12:17 PM
13	cancel it and continue to pay educators for teaching	May 15, 2013 10:45 AM
14	Disband the program.	May 15, 2013 10:00 AM
15	More on literature	May 15, 2013 8:13 AM
16	More Standard 1 and technology training classes at night for those of us who are adjunct and work other jobs during the day.	May 14, 2013 10:05 PM
17	Keep up the variety!	May 14, 2013 8:39 PM
18	More open discussions with how to deal with student discipline or how to maintain their attention and motivation.	May 14, 2013 6:28 PM
19	I think more hands-on activities would help to participate.	May 14, 2013 4:02 PM

Q7. What improvements would you suggest to the FLEX program?

20	Continue to offer education on power point and blackboard in afternoon hours (2p-5p). Coordinate CalSTRS informational sessions. More education on the technology in the classroom...like clickers, importing small videos. Education on the use of Excell.	May 14, 2013 3:17 PM
21	TEchnical instructions : for MAC technology users ..to interface with the AVC system. More ART & CULTURAL activities which qualify for Standard 1 More activities on TUES (evenings) or WED/ THURS....noon or 7 pm	May 14, 2013 2:01 PM
22	None.	May 14, 2013 1:01 PM
23	Fewer SLO events. We are doing SLOs in division meetings and we get more done than at other events or on Welcome Back Days. I always want to leave when we have to go to SLO workshops.	May 14, 2013 12:39 PM
24	Anything that is done for an administrative purpose, such as program review, SLO coordination, and committee work, should be standard I. These activities are directly responsible for personal increase in knowledge and competence in important areas of concern to teaching faculty. Furthermore, the present standard 3 and 4 credit allotment does not adequately compensate us for the effort and work involved in these duties.	May 14, 2013 11:58 AM
25	Let us count off campus events that are actually professional development. We are isolated in the AV. It is important to get out of this void and go to more culturally rich areas and professionally relevant events so we can bring it back and bridge that gap.	May 14, 2013 11:50 AM
26	More presentations on the topic of online teaching using Blackboard. I would like to hear from other instructors as to how they are doing it.	May 14, 2013 11:38 AM
27	More flex events during intersession.	May 14, 2013 10:45 AM
28	Abolish it!!!!!!!!!!!!!	May 14, 2013 7:51 AM
29	Many flex opportunities are during my day job or while I'm teaching. Many offerings have little to do with my academic subject.	May 14, 2013 7:13 AM
30	More interesting teaching techniques and innovation.	May 14, 2013 6:00 AM
31	Have a website and blog for Flex topics covered.	May 13, 2013 11:14 PM
32	Lobby the state to have it discontinued.	May 13, 2013 11:13 PM
33	More creation about online flex credits, the programs related students' learning motivations, teaching techniques, etc.	May 13, 2013 8:41 PM
34	It is hard for me to attend workshops during the day because of my work schedule. I am able to attend in the evenings Monday - Wednesday and Fridays or weekend days (I will teach on Thursday nights next semester). I would like to get more training in technology and evaluating student learning.	May 13, 2013 8:35 PM
35	Give us an option of a Flex week. This college goes way too far past any state minimum requirement for FLEX. It's too complicated, it's often a waste of time, I would prefer to come in during the week before Spring Starts and pound out	May 13, 2013 7:57 PM

Q7. What improvements would you suggest to the FLEX program?

FLEX and lesson planning than having to use up all my Fridays and many Saturdays to come. Some of us have families and a life and making it so that we have to use up weekends has a very negative impact on them. The one positive note to this is that Greg Krynen is a nice guy and easy to learn computer related items from.

36	Offer more classes in the afternoon during the week or earlier in the evening. I am teaching long hours and makes it difficult to attend the morning and late evening ones.	May 13, 2013 7:10 PM
37	More related to individual subject areas. VAPA (DM)	May 13, 2013 5:22 PM
38	None, keep up the good work.	May 13, 2013 5:22 PM
39	Make it a smaller commitment.	May 13, 2013 4:53 PM
40	More presentations regarding teaching strategies related to learning theories and historical development of different courses.	May 13, 2013 4:32 PM
41	I enjoyed FLEX events very much.	May 13, 2013 4:24 PM
42	None	May 13, 2013 3:36 PM
43	Stop all the SLO and PLO garbage and put together interesting presentations in which professors who actually do research can share that with their colleagues. But we will be forced to continue to do the SLO/PLO crap because that's all that the FLEX committee puts on the schedule, probably at the direction of the administration, which has no one in it that has EVER done any substantive scholarly research.	May 13, 2013 2:56 PM
44	Stop all the SLO and PLO garbage and put together interesting presentations in which professors who actually do research can share that with their colleagues. But we will be forced to continue to do the SLO/PLO crap because that's all that the FLEX committee puts on the schedule, probably at the direction of the administration, which has no one in it that has EVER done any substantive scholarly research.	May 13, 2013 2:55 PM
45	Have more educators to address diverse student population, faculty are still annoyed by diverse students and are obsessed with a UNIVERSITY mentality. Faculty need to learn multiple discipline tactics and areas of commomality. Thank you FLEX /FPD committee	May 13, 2013 2:48 PM
46	Technology training needs to become mandatory for ALL faculty, full and part time included. We still have people on this campus who don't use any instructional technology in the classroom and it is ridiculous. Mandatory training on WEAVE and CurricuNet also needs to be implemented and not a choice, otherwise you will continue to have faculty who excuse themselves from responsibility for SLOs and curriculum updates on the basis of not knowing how to use the platform required. Many of our adjuncts are completely disconnected from curriculum issues because they aren't informed or given any orientation to the college prior to teaching. The work we do regarding accredidation is so critically important and more emphasis should be put in that area and the hours should be mandatory so we all have accurate information. Maybe this could be	May 13, 2013 2:39 PM

done at Welcome Back Day. We still have faculty that sign in and leave FLEX events or they bring work with them to do while attending the event. Not sure what can be done about it, but when you are presenting and you see colleagues completely disconnected from the event they are getting paid to attend, it is clear some folks just don't respect the FLEX program or their fellow instructors.

47   This semester too many flex events were scheduled on a Friday. I am not interested in driving 45 minutes to an hour for a flex event. I will only attend a campus flex event if I am on campus that particular day.   May 13, 2013 2:36 PM

48   more Friday day or evening events as many faculty do not teach on Fridays   May 13, 2013 2:31 PM

49   more, and less cancellations   May 13, 2013 2:27 PM

50   Discourage late night options. Start more activities at 5pm or 6pm rather than 7-10 pm Make the back to school days shorter with only a half hour for lunch, so commuters can go home before the traffic.   May 13, 2013 2:01 PM

51   Ended. Let's go back to work another week.   May 13, 2013 1:44 PM

52   Allow faculty to provide presentations on their current research interests. This would include allowing OFF campus activites.   May 13, 2013 1:24 PM

53   Lighten up. There was a wide gamut of Flex offerings, yet due to the changes in policy(ies), Flex programs don't seem as enjoyable. Furthermore, should you be part of a group of presenters, the cost-reward is not the same. I much rather just attend than present as my time is not rewarded in Flex hours. I am not trying to be cruel, yet rather state what I believe is reality: there is an obviously drop in the number of those individuals wishing to present for Flex credit. Are two (2) of the issues I mentioned a direct correlation to the drop in participation...I believe so.   May 13, 2013 1:12 PM

54   We probably need some flex presentations about why there should be trillions over trillions over trillions of galaxies, of solar systems and of millions of planets, if God was/is only interested in revealing himself as a.o. Ahuramazda, Elohim, Yaahowe, Adonay, Mithra or Sol Invictus, Trinity, including Jesus-born-from-virgin-Maria, Allah whose eventual revelation-language should have been and should remain Arabic in a tiny planet considered by the planetarily racists to b? e the only habitat of those beings considered to be the only images of the same considered as being their respective God! Science-respecting theologians should come and tell us if God could be also worshiped elsewhere as being different from whom he actually is who-he-is for each of all the religions on Earth. If so, when would then the existing religions be ready to come together to change their respective radical CREDO formulations to be compatible will all other possible creeds: MUTATIS MUTANDA   May 13, 2013 1:05 PM

55   1. Sixty hours of FLEX is just plain ridiculous. No other college in California, the U.S. for that matter, has this many hours. This should be drastically trimmed down. 2. Technology/Training events are always during the school day. This means that people who teach during the day almost never get to attend these events. Please also schedule these events during the evening so others can attend as well.   May 13, 2013 12:17 PM

56   None at this time.   May 13, 2013 12:16 PM

Q7. What improvements would you suggest to the FLEX program?

57   Improving the FLEX program is difficult without improving the seminars/workshops offered. A lot of the seminars/workshops look good on paper, but the actual presentation of the material lacks significantly. I am not sure how to improve the presenters themselves, unless we have some flex events on how to present a seminar/workshop.
   May 13, 2013 12:15 PM

58   Please consider again the "benefit" to students in requiring faculty to complete training that does not support our classes instead of offering them office hours for additional help.
   May 13, 2013 12:14 PM

59   DOING GREAT AS IS!
   May 13, 2013 12:07 PM

60   More offerings in varied time slots/ trying to spread out topics and Standards among a variety of days and times. (I realize this is dependent upon presenters' schedules, but as much as possible, this would be helpful.)   More opportunities to spend in real work and dialog regarding SLOs, PLOs, Program Review, institutional planning
   May 13, 2013 12:03 PM

61   Please see comments below!
   May 13, 2013 11:58 AM

62   None;
   May 13, 2013 11:58 AM

63   Let us schedule our own schedule
   May 13, 2013 11:56 AM

64   Allow for a wider variety of events. If an event is turned down for approval, give specifics as to why it did not meet the criteria for an approved presentation.
   May 13, 2013 11:52 AM

65   More events that involve social interaction. I get plenty of "how to" and very focused and applied developmental activities already.
   May 13, 2013 11:48 AM

66   More options for standard 1
   May 13, 2013 11:44 AM

67   More team building and stress relieving. Perhaps the trips to foreign countries. they were fun while being informative and educational. They promoted team building. Diversity through understanding of other cultiures.
   May 13, 2013 11:43 AM

68   Something related to Deaf Studies, ASL...
   May 13, 2013 11:40 AM

69   More pedagogy centered presentations. My biggest gripe is that in order for me to meet the required FLEX hours at times, I find I am losing time to grade student essays, research lecture material and prep my classes. I would rather teach an extra week of classes then focus on FLEX during the semester. Though I do enjoy the educational value of FLEX events. It would be nice if FLEX was structured so that panel and paper abstracts/topics could be voted on prior to scheduling. Most importantly, I think heavily promoting panel ideas and topics that span the college curriculum would be more beneficial to staff and students (for example: "Creative Writing in the Sciences," or "Using Mathmatical Logic to Write an Essay," etc.)
   May 13, 2013 11:40 AM

70   I can't think of any
   May 13, 2013 11:40 AM

71   On-line course to meet obligations
   May 13, 2013 11:33 AM

72   More variety. Different times of the week. I have classes from 7 - 10 pm Tues -
   May 13, 2013 11:28 AM

Q7. What improvements would you suggest to the FLEX program?

Thurs. Cannot make the 6 - 9 pm events.

73	Delete the use of "FLEX" and use "professional development". It confuses newer employees. Offer the same presentation during the semester, based on demand. For example, send a survey and ask if employees want a specific presentation offered more than once, at different times/on different days, so more of them can attend.	May 13, 2013 11:15 AM
74	Make more of them to pick from.	May 13, 2013 11:14 AM
75	The scheduling of Greg Krynen's Technical Training sessions: I notice that the Technical Training sessions are done in the day time this semester. Could we change that in the Fall? i.e. mix it up a bit and offer night or evening training sessions? I would love to take those classes but I couldn't because I am always teaching.	May 13, 2013 11:11 AM
76	None	May 13, 2013 11:09 AM
77	I think it is very well constructed. I have always enjoyed the flex offerings that I have attended.	May 13, 2013 11:09 AM
78	Organize a study abroad flex program for the faculty. Visit colleges in Mexico etc.	May 13, 2013 11:07 AM
79	Can't think of anything at this time.	May 13, 2013 11:05 AM
80	I think, it was well done. Thank you.	May 13, 2013 10:58 AM

2013 – 2014 FPD GOALS

1. Changes programs for 2014-2015. (accept fewer)

   a. new deadlines for HR – must end programs end April except theater (discussion David Newby)

   b. scheduling issues & amount of editing time

   c. form revision – on-line via google docs

2. Wait to see what happens with student success initiative-chancellor's office rec #6 (8 specific recs) for Sept approval to Board of Governors

3. FPD **subcommittee to help call or email faculty** needing additional documentation or clarification on final plants

4. Spring – attend division meetings to give information and answer questions- FPD committee help/volunteers

5. Get more feedback during year on programs – see survey monkey posted- *let faculty know at your division meetings.*

   *subcommittee to check with Meeta Goal for updates on occasion and report to full committee

6. Communicate to all faculty and especially adjunct can use ST 1 for salary advancement IF NOT used hours for FPD credit (see our website for info) _ *see #4 can do it then….*

7. Review FAQ page-see if needs updating/changes/additions
   *add brief historical overview?
   *subcommittee to bring to full committee

Approval Request for FPD Credit for
Non-Shared Governance Committees

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Committee chairs may request approval of the committee by **submitting this form and appropriate documentation to the Academic Senate office by the 8th week of the semester.** The FPD Committee will review the request and determine if the committee meets the criteria established by the committee and based on the State Chancellor's Office professional development requirements.

Date: 8/19/13

Committee: Nursing Faculty

Committee Chair: Dr. Karen Cowell   Ext./phone: 6402

Frequency of Meetings: Monthly   Length of Meetings: 1.5 hours

Committee's Purpose: To serve as the communicating agent regarding curricular and administrative issues between the Nursing Faculty and students, The Academic Senate, Dean, VP for Academic Affairs, President of the College, Adjunct Faculty and Community agencies.

Current Member List: Victoria Beatty, Bonnell Curry, Debra Dickinson, Linda Harmon, Sandra Hughes, Sandra Robinson, Casey Scudmore, Susan Snyder, Marianne Stewart, Elizabeth Sundberg, Denise Walker, Candace Martin, Annette Jones

Please attach a copy of the most recent agenda and minutes.

5/30/13

BRNAD NURSING FACULTY MEETING MINUTES

ANTELOPE VALLEY COLLEGE

Health Sciences
March 4, 2013 3:30pm

Present: K. Cowell, Hilda Barkate, Vickie Beatty, Yesenia Cota, Bonnie Curry, Debra Dickinson, Linda Harmon, Sandra Hughes, Sandy Robinson, Susie Snyder, Marianne Stewart, Liz Sundberg, Casey Scudmore (Recorder) Denise Walker.

Student representatives: Jason Barker

Start time: 1530   End time: 1720

Agenda Item	Presenter	Discussion	Action
Minutes of October 15, 2012		No discussion	Approved
2012/2013 attrition/retention grant-budget update	K Cowell	balance$1600 conference/$19876 equipment/$1064 supply	Faculty to identify needs for student success and communicate these to Liz
COADN conference	Liz	• Now 6th board member on BRN, still short 3 public members new computer system-BREEZE individuals can log application and complaint many students violating policy by calling and using cell phones during test break, Pearsonvue confiscates phone and student does not get results listed as violation and BRN disciplines-can't write for the exam for 1 year • Traffic violation-increase from $300 for reporting dui without aggravation-confess and write it up, will be able to submit application case by case basis • Admission criteria and scoring: Feasibility study-new private programs may startup military experience-teach to the level of LVN, use for admission see handout for pre-screening enrollment criteria-give points for specific criteria based on certain criteria-successful in decreasing attrition according to Riverside and Saddleback TEAS alone has little effect on attrition very good indicator is science GPA-should be 3.0, ours is 2.5 also number of attempts at science-goal is state to track must be careful with disproportionate impact or not receiving transcript students would have to apply every semester for enrollment may take a random percentage from the pool to avoid disproportionate impact readmitted students would need a different plan (Sandy) San Diego uses a checklist and students provide the	Faculty to consider current and possible changes to admission criteria

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		information for the criteria, many programs using points for admission have to provide an equivalent way for students to enter the program-can use points as a way to have minimum criteria can increase probability of success-document disproportionate impact and have a written action plan • Rep from NO-ADN (national org) volunteer org to voice concerns from ADN programs-address no clinical sites to ADN and use of IOM to say BSN by 2020 and ADN needs voices heard-need chapter in CA-we could join $400\college, conference in Reno in Nov-need a budget for this-current budget $200 for surveymonkey, $100 CO-ADN magazine teaching and learning magazine, networking opportunities, scholarships	
Attrition	K Cowell	Continue to encourage students to work with Kaplan and come to class	K Cowell to look at impact of increasing probability of success
Self-study report	Liz	Tips for self-study report-Fall 2015 • Summary of minutes at end of year-attrition etc what did we do, easier to refer back and review Need to look at report this Spring since last full visit need to review standardized procedures with students, even staff RNs do not understand frequent turnover of directors • Transfer model curriculum-change curriculum to the courses that are accepted by CSU to help students be successful in transfer **1:5 ratio update-wonderful in NS200 helpful to the LVNs time spent and bringing them forward to where they need to be. • extra opportunities for skills, lack experience and don't know how to work in clinical, many graduated several years ago and have never been in a hospital, lacking a great deal to be successful-BP, Pulses, Respiratory, basic skills-lacking clinical judgment-have increased time in post-conference require much direction-need to increase clinical hours in transition course or admit into 2nd semester? Would have to offer a different course for the 30 unit option students-teach at the same time, require different number of clinical hours-can't require more than 2 semesters-has to be same for all • Another grant for LVNs? consider this for 1:5 ratio in 4th Fall 2013? no comments from generic students that are in the 1:10 group	Consider 1:5 ratio in 4th semester for LVN transition students if obtain an additional grant

2

Computer access for students	• HS213 computers have arrived-software is not working properly and then computers can be placed-additional laptops can be locked up • HS205 computer desks will be ordered-for IV simulators	
CLOSED SESSION Course Reports	• course reports- NS110-no exams 54 students NS 111-56 students-9 below 70, 3 in low 60s NS 120- 42 students, all passing NS 121-21 students, 2 not passing NS122-20 students, 35% not passing, 3 probably not make it NS 230- 40students, 2 low 60s NS 231-38 students, 8 Ds, 1F NS 232-27 students, all passing NS 240-no assignments yet NS241-average 65% on first quiz, first test today	
Integrating VN faculty with NS faculty	• 2 full time faculty need to be integrated into RN program simulation lab specialist tech position reviewed as a group-previously discussed to hire a classified person in-skills lab duties added • Annette agreed to take this position-will be able to add skills lab hours- to attend a level 1 simulation training in June setup and breakdown simulation equipment-see specialist list handout-no Sunday hours • Candi-Fall 2013 to be placed in 1st semester, move others to 4th who are willing	A schedule to be discussed with Dr. Cowell and Liz

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ASSOCIATE DEGREE NURSING FACULTY MEETING MINUTES
ANTELOPE VALLEY COLLEGE
Health Sciences
April 15, 2013 3:30pm

Present: Stirlie Cox, Bonnie Curry (recorder), Debra Dickinson, Linda Harmon, Sandra Hughes, Sandy Robinson (entered 3:45), Casey Scudmore, Susie Snyder, Marianne Stewart, Liz Sundberg, Denise Walker, Dr. Karen Cowell (chair). Absent: Vickie Beatty due to conference.

Agenda Item	Presenter	Discussion	Action
1. Open Session Minutes of March 15th deferred			
2. 2012-13 Attrition/retention grant-Budget update	Dr. Cowell	Attrition grant: there is no money for next year. There will be carry over money from this year. The actual amount is not yet determined but estimated $20,000-$22,000 to be carried through to next year. Discussed spending the money by continuing to offer 1 to 5 ratio of instructor to LVN transfer students in the med/surg portion of fourth semester clinical. The cost is estimated at $16,500 so could fund for 2 sections of 5 weeks.	Faculty in favor of using the grant money in this manner.
3. Report from Psychiatric Nursing Conference	Denise Walker	Denise reported on the sessions she attended. She reported that the conference was very good and had a lot of updated and new information. One particular item is that there will be some changes in classification of some disorders.	Denise will compile a summary of some of the main points from the conference and have that available for the faculty.
4. Schedule	Liz Sundberg	Liz distributed the Fall 2013 schedule. Discussion regarding Annette's schedule as Skills lab coordinator/simulation technician. She will be non-instructional Faculty at 30 hrs/week contact with students, 1 hr planning, 5 hours office hours. Other discussion regarding which clinical units to use for which courses and what rotations to schedule the 1 to 5 ratio.	Liz will revise schedule based on discussion.
5. Other items a. PRMC Nurse's Day	Dr. Cowell	May 6th 6pm at PRMC Jane Fry, Linda Lawson, Jeannie Reinsberger will present a panel discussion, the same topic presented in September at AVC. Students are asked to present projects also.	.
b. Student Success Advisor		Stirlie Cox position as Student Success Advisor will no longer be funded after this semester. Dr. Zimmernan's office will continue to offer referrals to Kaiser to students with mental health issues.	
c. Perkins Outcome		There will be funding for a Counselor for Vocational Programs. The focus is on keeping students on track with general education requirements. The funding is at $3,500.00 for one year.	

d. Flipped Classroom		The presentation will be held April 29th at 3:30 in HS 217 for one hour. Afterwards Casey will offer information on using Blackboard for classroom testing.
e. Advisory Meeting	Liz Sundberg	Discussed list of people to invite.
5. Closed Session Course Reports	Faculty	NS 110: Started with 54. All completed the course. NS 111: Started with 57. Three students have dropped. Currently 9 students are below 70%. 5 Students have OSD. All satisfactory clinic. NS 120: deferred NS 121: first 8 week 21 students all passed; currently have 20 students. Have piloted computer testing and clinical evaluations on Blackboard. Have implemented student leader role in OB. NS 230: 63 students all passed. NS 231: First 8 weeks 37 students all passed (range 87%-73%). Kaplan scores ranged from 13-18 out of 20 points. 9 students were OSD. There were 4 clinical groups with one 1:5 instructor to LVN ratio. Community: HDMG went well; AV Clinic not so well-students were assigned to medical assistants vs RNs. Pulled students from area. Plan to resolve problem for next rotation. NS 232: First 8 weeks 27 students all passed. Kaplan testing done everyone did greater than 50%. 240: 3 students currently not passing. 241: 24 students currently not passing after 2 tests.
Adjournment		Adjourned at 1730.

Associate Degree Nursing Faculty Meeting
Monday, April 15, 2013; 3:30 pm in **HS 217**

1. Open Session (Student representatives can attend this portion of the meeting)
    a. Minutes of April 15, 2013 meeting

2. 2012-13 attrition/retention grant—budget update

3. Report from Psychiatric Nursing Conference (Denise Walker)

4. Fall 2013 schedule (Liz)

5. Closed session
    a. Course reports
    b. Other items

Agenda sent 4/8/13

Associate Degree Nursing Faculty Meeting
Monday, March 4, 2013; 3:30 pm in **HS 217**

1. Open Session (Student representatives can attend this portion of the meeting)
   a. Minutes of October 15, 2012 meeting

   b. Integrating VN faculty with NS faculty

   c. Fall 2013 schedule (Liz)

2. 2012-13 attrition/retention grant—budget update

3. Other items

4. Closed session
   a. Course reports
   b. Purchasing guidelines

Agenda sent 2/26/13

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Date: _8/19/13_

Committee: _Associate Degree Curriculum Committee_

Committee Chair: _Elizabeth Sundberg_ Ext./phone: _6414_

Frequency of Meetings: _Monthly_ Length of Meetings: _2 hours_

Committee's Purpose: _Its duties are to plan, organize and evaluate the components of the nursing curriculum for ASN._

Current Member List: _Victoria Beatty, Bonnell Curry, Debra Dickinson, Linda Harmon, Sandra Hughes, Sandy Robinson, Casey Scudmore, Susan Snyder, Marianne Stewart, Elizabeth Sundberg, Denise Walker, Candace Martin, Annette Jones_

*Please attach a copy of the most recent agenda and minutes.

5 30/13

ANTELOPE VALLEY COLLEGE
ADN CURRICULUM MEETING
AUGUST 26, 2013
HS 205
3:30 PM

AGENDA

1. APPROVAL OF MINUTES FROM MAY 20, 2013 (BONNIE)

2. CMAP WEBEX

3. PROGRAM REVIEW

4. CORS, COURSE PROPOSALS, SLOS AND FORMATIVE EVALUATIONS

5. CARE PLAN FORMAT (MARIANNE, BONNIE, DEBRA, CANDY, VICKIE)

6. LVN CURRICULUM

7. NCLEX (VICKIE)

8. NEXT MEETING – SEPTEMBER 23, 2013

ANTELOPE VALLEY COLLEGE
ADN CURRICULUM MEETING
MAY 20, 2013
HS 194
3:30 PM

AGENDA

1. APPROVAL OF MINUTES FROM APRIL 22, 2013 (DEBRA)

2. CORS, COURSE PROPOSALS, SLOS AND FORMATIVE EVALUATIONS

3. CARE PLAN FORMAT

4. KAPLAN - BENCHMARK

5. NEXT MEETING – AUGUST 26, 2013

CURRICULUM MEETING MINUTES
ANTELOPE VALLEY COLLEGE
Health Sciences Room HS 194
April 22, 2013 3:30pm

Present: Vickie Beatty, Bonnie Curry, Debra Dickinson (recorder), Linda Harmon, Sandra Hughes, Sandy Robinson, Casey Scudmore, Susie Snyder, Marianne Stewart, Elizabeth Sundberg (Chair), Denise Walker

Agenda Item	Presenter	Discussion	Action
Approval of minutes from March 25, 2013	Liz	Correction: change "Curriculum" from "AND" at heading. Change topic of "Kaplan" to "Skills Lab."	Linda moved to approve with corrections. Sandy seconded. All in favor.
Transfer Model Curriculum (TMC)	Liz	Recommendation to change units in courses in the new curriculum to match the TMC units to avoid having to changes in the future. Need to change to have a total of 70 units. Change speech class back to Com 101. Philosophy 105 is acceptable (same as Philosophy 120). Need to change to a total of 36 nursing units from the current total of 40.5. Need to decrease 1.5 units in theory and 3 units in clinical. No change to NS 232 since it was already decreased in units from current curriculum. Reviewed all new curriculum units in lecture and clinic. TMC Conference call at 0900 on Thursday. Liz encouraged everyone to attend. Electronic mail was sent from Dr. Cowell regarding this.	1st semester lecture changed from 4.5 units to 4 units. 2nd semester Medical Surgical I clinic changed from 4 units to 3 units and Obstetrics lecture from 2 units to 1.5 units. 3rd semester Medical Surgical II clinic changed from 4 units to 3 units. 4th semester Medical Surgical III clinic changed from 4 units to 3 units and Pediatrics lecture from 2.5 units to 2 units. Total now 18 lecture units and 18 clinical units.
Course of Record (CORs), Course Proposals, SLOs and Formative Evaluations	Liz	Everyone should have the new curriculum CORs on Curricunet and write Student Learning Outcomes (SLOs). SLOs need to be checked to assure we are measuring what we intend to measure. Theory exams should be reflected in SLOs as well as clinical components.	Linda will put them into the form if we send the SLOs to her.
	Linda	For the current curriculum Linda reviewed to SLOs for all professional courses. Regular courses will be released July 1 for review. Faculty should do a non-substantial update. Review and check with Linda. Linda stated the selections for prerequisites and drop down menus for Course Proposals should be: AA/AS, CSU only-vocational/occupational, no material fee, course repeatability, Category A & I. Link objectives to the methods of evaluation.	Send Linda the updated book list for current courses and she will update the COR.

Topic	Presenter	Discussion	Action
	Liz	Formative Evaluations for new courses are categories of Roles of Practitioner, Manager, Teacher, and Scholar. A sample form was reviewed and it was decided to keep the format the same for each course and faculty will modify it to meet course objectives.	Vickie will reformat the current sample formative evaluation and send it out to everyone for faculty to adapt for each course and develop a summative evaluation as well.
New Curriculum Courses	Liz	Changes needed to be made to the new curriculum course numbers already suggested due to the use of those course numbers in the past.	New course numbers will have an "A" added. Such as NS 101A for Fundamentals.
		Discussed if transfer students could be required to take the three Medical Surgical courses, Mental Health and Professional course.	Liz will investigate requirements and discuss at next meeting.
		Discussed the number of weeks for courses in clinic and keeping one instructor for the whole eight weeks.	Further discussion will occur at next meeting.
Care Plan Format for new Curriculum	Liz	Discussed what format we be used in new curriculum instead of Orem's Self Care Theory. Needs to meld with the curriculum. Faculty agreed to a form of nursing process.	Vickie will bring ideas from concept curriculum.
Kaplan	Liz	Bench mark of 50th percentile ranking for proficiency of Kaplan exam. Students not at the bench mark need to remediate. Need to assure faculty is consistent with remediation and points applied to clinical grade.	Liz will bring paperwork from last Kaplan meeting to next meeting for further discussion and clarity.
Informational items: Flipped classroom	Liz	Liz reminded faculty of The Flipped Classroom DVD webinar on April 29th at 3:30 pm in room HS 217.	
Testing on Blackboard	Casey	Casey will present how to set up computerized testing on Blackboard for nursing courses. She has spearheaded this in NS 121 with about 50% of the students testing online with good results and positive feedback from students. Students may test on laptops or tablets.	Faculty may bring questions to set up sample exam.
Next meeting	Liz	May 20, 2013 at 3:30 p.m. Room HS 194.	Adjourned at 5:27 p.m.

ADN NURSING CURRICULUM MEETING MINUTES
ANTELOPE VALLEY COLLEGE
Health Sciences
March 25, 2013 3:30pm

Present: Vickie Beatty, Bonnie Curry, Debra Dickinson, Linda Harmon, Sandra Hughes, Debra Dickinson, Linda Harmon, Sandra Hughes, Sandy Robinson, Susie Snyder, Marianne Stewart, Elizabeth Sundberg, Denise Walker (Recorder).

Student representatives: Jason Barker

Start time: 1550   End time: 1820

Agenda Item	Presenter	Discussion	Action
Minutes of: March 25, 2013		Edit – 1/29/13 –Med/Surg III reviewed by Liz Sundberg, Marianne Stewart and Casey Scudmore 2/25/13 – Above 50th percentile (integrated) – Okay Predictor – 60th percentile – Okay Okay as written	Approved with corrections
Old Courses	Linda Harmon	Non substantial and review text/materials may be put in new courses – Materials fee pending on old courses SLO'S must be reviewed at same time as course Send to SLO Committee SLO and COR should be on same schedule	SLO – Hard copy to be forwarded to SLO committee
New Course Numbers	Liz Sundberg	NS 101 - Fundamentals NS 102 - OB NS 103 – Med/Surg I NS 201 – Mental Health NS 202 – Med/Surg II NS 203 - Peds NS 204 – Med/Surg III NS 205 - Professional NS 200 - Transition Liz Sundberg to review hours for each course Pre-requisite - Math	Liz Sundberg to clarify if old course numbers can be repeated
Fundamentals	Instructors	Discussed concurrent enrollment of NS Clinic – Not a Co-requisite Discussed Transfer Model Curriculum course requirements Discussed adding Math as a pre-requisite.	Collective input on amendments/edits

Course	Name	Notes	Action
OB – NS 102		Reviewed/edited/discussed collective course requisites/descriptions Course name, requisites, description, objectives, content Reviewed/discussed/edited - collectively	
Professional		Teaching to be added to Post-partum Professional nursing/Teaching – Methods of Evaluation On-line quizzing and case studies Delete proctor and unproctored Methods of Evaluation change – Broader Scope recommended versus specifics Kaplan – "keep simple approach.	Amend as discussed
Med/Surg I		Amend "supervision of instructor" to "guidance of instructor". Professional role – End of Life – "supportive care" used Written assignments to be referenced in "written". Prepare for simulation to be listed under – "other" Methods of instruction – OK. Recommend – On-line quizzing and case studies to be used in lieu of Prep-U & Kaplan.	
Mental Health		Amendments to course name, requisites, description, objectives, content Application of theory to clinical practice – to be added	
	Liz Sundberg	Example forthcoming	
Med/Surg II		"In collaboration with instructor" – to be added to course objectives Discussed NCLEX content being threaded throughout program Professionalism – Add licensure and professionalism responsibilities	
	Linda Harmon	Discussed self-study modules in each course – Methods of Evaluation – to be sent	
Peds		Amendments to course requisites, description, objectives, content "In collaboration" to be added.	
	Linda Harmon	Scans competencies to be completed for each course	

	Reading/writing life skills for working	Amend as collectively discussed
	"Application and professional licensure and responsibilities" to be added	
	Reading/writing/at assignments and methods of evaluation to be reworked.	
	Reviewed, edited, discussed course requisites, description, objectives, content collectively – corrections to be completed and resubmitted.	
Professionalism	Course: Requisites, description, objectives content, reviewed, discussed, edited collectively	
	Corrections to be made and resubmitted	
	Community/Theory added as own topic	
	Assignments and methods of evaluation to be reworked.	
	Re-workings to be completed and brought to next meeting.	
Formative Eval Template	Provided for review Exceeds expectations to be removed N/S/U to be utilized Comments encouraged	
Advisory Meeting	Meeting dates discussed – 5/28 or 5/30 Date set for 5/30/13 – 0900 to 1100	
Program Evaluation & Planning	Date set for Mon. 5/6/13 AT 3:30 P	
Keys	DVD's Medroom Cabinets Thermometers	Bonnie Curry to send template Faculty to continue to work on these items

		Amend as discussed
Golden ticket	Discussed adding to Summative Evals Students to be responsible Add to summative Evals (Golden Ticket – discussed and signed off)	
Skills Lab	Discussed skills lab hours IV Push – 4th Semester IV Start – 2nd Semester Discussed PO Meds check-offs/self-study modules/syringe pumps/central line dressing changes/safety/communication Discussed Simulation hours/schedules	Hours/schedules to be revisited