



**Professional Development Plan
2024-2026**

Clovis Community College

Professional Development Plan 2021-2024

Introduction

Clovis Community College is known for its commitment to ongoing professional development for faculty members, classified professionals, administrators, and student employees/leaders to increase campus-wide student success. Past and current professional development efforts ensure a culture of collegiality and commitment to the College mission statement, “Creating Opportunities-One Student at a Time.”

Clovis Community College will become known for cultivating a vibrant culture of ongoing professional development. Every faculty member, classified professional, administrator, student employee/leader is inspired and supported in realizing their fullest potential to achieve Clovis Community College’s highest priority of supporting every student in successfully reaching their educational goals, thereby empowering our community through education as a force for equity and social justice.

The goal is to plan, develop, and deliver highly impactful professional growth and development resources and opportunities for all employees including evidence-based best practices in pedagogy, technology, leadership, job skills, and equity issues needed to support our students’ engagement, learning, and success. To successfully implement Guided Pathways, AB 705, Student Equity and Achievement, and the Community Colleges Chancellor’s Office (CCCCO) Vision for Success, robust professional development is necessary and essential.

The constituent groups at Clovis Community College spent considerable time crafting the mission and vision statements to communicate what it means to be a student, faculty, staff, or administrator at Clovis Community College. “Creating Opportunities, One Student at a Time” takes on multiple meanings. What opportunities are our students looking for? What opportunities do we reinforce, promote, or embrace at Clovis Community College? What other opportunities are available to our students that we have not thought of yet?

Each bullet point or characteristic listed in Clovis Community College’s mission statement requires continual professional development for our faculty, staff, and administrators to live and promote what Clovis Community College is all about and states it will do.

CLOVIS COMMUNITY COLLEGE MISSION STATEMENT:

Creating Opportunities – One Student at a Time

- We honor diversity and serve all students of our community.
- We promote opportunities for success and wellness through full access to programs and services, and we provide comprehensive student support to achieve equity.
- We foster critical, creative, and engaged thinking through education based on integrity, generosity, and accountability.
- We support student success along pathways to certificates, degrees, and transfer programs, preparing students for thriving futures.
- We build community partnerships to enhance student learning and success, thereby advancing economic vitality in the community.
- We engage in reflective research and innovation focused on learning and student success.

VISION STATEMENT

Clovis Community College is the college of choice for academic excellence, innovation, and student achievement.

The overarching goal is to continue to institutionalize a culture of ongoing professional development and growth, which includes employees staying relevant within their disciplines and respective roles on campus to foster increased student engagement, success, and retention. The commitment to professional development and learning, increased opportunities, and resources, as well as proactive outreach leads to the active engagement of a greater number of employees. Research states that, “Learner-centered and inclusive teaching helps to address inequities by having faculty engage in teaching practices that benefit all students, with disproportionate benefit to those who experience the greatest barriers in traditional higher education settings” (Schmid et al., 2016 p. 17).

Professional development opportunities for all employees of the college will translate to employees who are engaged, therefore increasing student success. In *Becoming a Student-Ready College: A New Culture of Leadership for Student Success*, Tia Brown McNair et al. (2016) reinforces the idea that, “A positive regard for all employees as educators and leaders can become an aspect of the character or ethos and value system of the campus” (p. 37). In essence, we’re all in this together.

Professional Development Goals

Goal #1: Provide professional development to help faculty incorporate new pedagogical practices into the (face-to-face and online) classroom.

Method	Sample Activities*	2021-2022	2022-2023	2023-2024
Develop and offer workshops/series that introduce and support teaching strategies/ pedagogies to increase student engagement.	Discipline Specific Strategy Workshops Distance Education Series Online Teacher Certification Training PD Book Club Adjunct workshops	Worked with Flex coordinator to participate in district cornerstone workgroup PD Book Club Active Learning Series	Distance Education Series PD Book Club Active Learning Series Positive Culture Development – Dr. Rios	Supporting Formerly Incarcerated Students Consulted with OER Committee regarding LibreTexts training

Goal #2: Provide professional development to help faculty and staff learn and become involved in the college processes and planning.

Method	Sample Activities*	2021-2022	2022-2023	2023-2024
Hold planning sessions /retreats to provide opportunities for faculty and staff to engage in the college planning process.	Strategic Plan Revision Retreats Accreditation	Adjunct workshops	Positive Culture Development	Professional Development Committee members participated in the drafting of Vision 2035

Goal #3: Provide professional development to increase awareness and to support diversity, equity, and inclusion efforts across the campus.

Method	Sample Activities*	2021-2022	2022-2023	2023-2024
Host and participate in webinars, workshops, sessions that have a focus on equity and diversity.	USC Alliance on Equity and Diversity Training Dr. Lasana Hotep Workshops RSS Consulting Workshops	None due to COVID	Victor Rios presentations	A Community Supporting Formerly Incarcerated Students

Goal #4: Provide professional development for Student Services Faculty and Staff to improve student success, retention, transfer, and degree/certificate attainment.

Method	Sample Activities*	2021-2022	2022-2023	2023-2024
Develop and offer workshops for Student Services Faculty	On Course Workshops Discipline / Area specific workshops	None due to COVID	PD Book Club – various topics were read and discussed.	DSP&S Support Services

Goal #5: Provide support for a Faculty Teaching and Learning Center (on campus and online).

Method	Sample Activities*	2021-2022	2022-2023	2023-2024
Create a “hub” or teaching and learning area on campus and online.	Teacher’s Toolbox PD Website / Videos Cornerstone	None due to COVID	Books were purchased for PD Book Club. Ann Brandon has the library of books in office.	Online Teaching Certificate Collaborate with the Flex Day Committee (Flex Day)

Goal #6: To establish and maintain channels of communication amongst all campus programs in the development of appropriate classified professional development and learning activities.

Method	Sample Activities*	2021-2022	2022-2023	2023-2024
Create a process of communication and dissemination of information for professional development opportunities.	Identify resources (grants, programs, etc.) that provide professional development opportunities. Include Classified Professionals, when appropriate, when applying for and writing grants to ensure funding for professional development and learning opportunities.	None due to COVID	Dr. Victor Rios was brought to the campus via a grant to support campus wide culture development. All staff were invited to attend one of two sessions in person.	No activities scheduled

Goal #7: Use data effectively to identify professional development needs for faculty, classified professionals, and administrators.

Method	Sample Activities*	2021-2022	2022-2023	2023-2024
Create a campus-wide survey to identify needs and wants for professional development opportunities.	Work with The Office of Institutional Research to create a needs survey.	The committee sent out a survey to the instructional faculty.	The committee worked on development of a survey to send out to staff. Survey was under development. Was not completed.	New committee working on understanding of purpose and goals. New survey will be developed. Timing of survey will be September, 2024.

College Plans Supporting Professional Development Activities

Professional development is an integral part of Clovis Community College, and it is weaved throughout the various college plans to provide opportunities for success for students, faculty, and staff.

[Strategic Plan](#)

Although professional development opportunities can positively impact and mesh with Clovis Community College's 2021-2024 Strategic Plan's goals, the areas where professional development opportunities are seamless include:

1.0 Access: Create Opportunities and Remove Barriers

1.5 Develop targeted marketing and communication to support college goals

- 1.5.e, Explore new tools to improve proactive communication with students
- 1.5.e.1 Implementation and increased use of text messaging solution
- 1.5.e.2 Professional development on best ways to communicate with students documented

2.0 Student-Centered Curriculum: Develop and Teach Equitable and Inspiring Curriculum

2.1 Maintain focus on providing a quality education

- 2.1.b Create an interactive, engaging, and equitable learning environment in all teaching modalities

3.0 Supporting Student Success: Provide Equitable and Comprehensive Services

3.1 Enhance collaboration between student services and instruction

- 3.1.a Enhance collaboration to support guided pathways
- 3.1.c Expand guided pathway Student Success Teams
- 3.1.d Develop a First Year Experience program

3.2 Expand student services support programs to promote diversity, equity, and inclusion, and retention

- 3.2.d Develop international student program

3.4 Expand student activities to support student engagement and inclusion

- 3.4.c Expand cultural programming that promotes diversity, equity, and inclusion

5.0 Resources & Facilities: Expand and Enhance the Campus Environment

5.6 Support professional development for all employees

- 5.6.a Provide professional development to support college goals
- 5.6.b Provide professional development to support changing technology requirements
- 5.6.c Provide professional development to support improved teaching pedagogy and student equity
- 5.6.d Provide funding for discipline-specific professional development subject to availability of funds

6.0 Institutional Effectiveness: Foster a Collegial, Collaborative, and Inclusive College Environment

6.1 Use data to support dialogue, planning, and decision-making

6.1.e Provide data literacy training and continue to support college wide data discussions

6.3.d Provide opportunities to meet new employees, foster relationships, and maintain our inclusive, collegial, collaborative culture

Guided Pathways

Professional development is also an integral part of Guided Pathways, especially in the fourth pillar, [“Ensuring that Students Are Learning.”](#) Although each sub-point underneath pillar number four is relevant, professional development opportunities tie especially well with:

b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively.

e. Results of learning outcomes assessments are used to improve teaching and learning through program review (UP Planning), professional development, and other intentional campus efforts.

g. The college assesses the effectiveness of educational practice (e.g., using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.

In addition to the sub-points listed above, there are several equity considerations for pillar #4 that need to be a focus of professional development activities to remove barriers for student success. The list includes, but is not limited to:

- Ensure that underrepresented students participate in program-relevant active and experiential learning opportunities.
- Support faculty to make curricular and pedagogical changes to better align course assignments with program learning outcomes and support learning outcome success for underrepresented students.
- Create and provide opportunities for faculty, classified professionals, and administrators to advance equity-minded teaching and advising practices at the college.
- Disaggregate, disseminate, and discuss data focusing on equity gaps college-wide in order to improve student success, retention, and completion.

Vision for Success Goals

Professional development opportunities will help meet and exceed the college’s vision for success goals.

Goal 1: Completion

Goal 2: Transfer

Goal 3: Unit Accumulation

Goal 4: Workforce

Goal 5: Equity

Student success and achievement are measured in each goal. Professional development opportunities focused on effective teaching / instructional practices training, [culturally responsive teaching](#) training, equity and diversity training, online teacher training, analyzing data training, and frontline worker training will empower the college’s faculty, classified professionals, and administrators to help students achieve their academic goals leading them to degrees and the workforce.

[Student Equity Plan / Diversity, Equity, and Inclusion](#)

The college’s commitment to identifying and reducing equity barriers is outlined in the Student Equity Plan. Its foundational and overarching tenets are:

Research and Inquiry

- Research and inquiry about stellar models that focus on the success of minority male community college students. Clovis Community College will target models that specifically assist male students to excel academically and provide social and cultural awareness and professional development.

Intervention and Student Support

- In addition to the many student and instructional support services offered at Clovis Community College, the Student Success and Equity Committee continues to support and select projects that provide new and/or enhanced support services to students to improve retention, transfer level English and math completion, degree and certificate completion, transfer achievement, while reducing equity gaps.

In addition to the overarching tenets, the goal areas of Access, Retention, Transfer Level English and Math Completion, Student Awards (Certificate and Degree), and Transfer will require significant professional development opportunities for faculty, classified professionals, and administration to meet and exceed the goals for student success and achievement.

[Accreditation](#)

Standard III.A.14:

“The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.”

[Professional Development Committee](#)

The Professional Development Committee was tasked, with help from the Professional Development Coordinator, to review college-wide plans and create a professional development plan that supports the goals, pillars, standards, strands, or components outlined in these plans.

Members

2019-2021

Administrative Representative	Monica Chahal, Vice President of Instruction -Co-chair
Administrative Representative	Jacqueline Ruvalcaba, Director of DSP&S

Academic Senate Representative	Tiffany Sarkisian, Faculty - Co-chair
Academic Senate Representative	Cindy Walker-Cumbie
Classified Senate Representative	Caryss Johnson
Classified Senate Representative	Cathy Carrion-Ostos
Resource	Tracy Stuntz, Instructional Designer
Resource	Ann Brandon, PD Coordinator
Resource	Gurdeep He'bert, Dean of Student Services

2021-2023

Administrative Representative	Monica Chahal, Vice President of Instruction, Co-chair
Administrative Representative	Jacqueline Ruvalcaba, Director of DSP&S
Academic Senate Representative	Cindy Walker-Cumbie
Academic Senate Representative	Ann Brandon, Co-chair
Classified Senate Representative	Jake Rosenbery
Classified Senate Representative	Vicki Cockrell
Resource	Tracy Stuntz Instructional Designer
Resource	Gurdeep He'bert, Dean of Student Services
Resource	

2023-2024

Administrative Representative	Ruben Diaz, Dean of Instruction, Co-chair
Administrative Representative	James Ortez, Dean of Instruction, Co-chair
Academic Senate Representative	Jordan Anderson, Co-chair
Academic Senate Representative	Dawn Hart/Edgar Parrilla
Classified Senate Representative	Heather Golden
Classified Senate Representative	Leslie Hernandez
Resource	Tracy Stuntz Instructional Designer
Resource	Gurdeep He'bert, Dean of Student Services
Resource	Scott Phillips, Faculty Grant Coordinator

Purpose

The Professional Development Committee makes recommendations on the direction of college-wide professional development activities that support the college's strategic goals and the professional development goals of employees.

- Plan, implement, and assess college-wide professional development opportunities that support employee professional development needs and college-wide activities
- Collaborate with and support the Guided Pathways and Student Success Committee in developing activities
- Monitor college and district professional development activities and make recommendations on activities to support the college's strategic goals
- Advise and support the Academic Senate FLEX committee in developing FLEX Day activities

- Advise and support Classified Senate in developing professional development activities
- Advise and support District-wide professional development opportunities.
- Conduct employee surveys to determine professional development needs

Title V Grant

The Title V Grant (2020-2025) **P**roviding **O**pportunities **D**esigned to **E**ducate and **R**ecognize student success program is designed to increase success for all students, but primarily focusing on the success of Clovis Community College's Hispanic population in STEM. Two of the grant's three components fit directly with the goals of the professional development plan.

* **Component Two: Strategies to Increase Course Success and STEM Program Completion** to improve collaborative instructional and student services support through a Community of Practice, data analysis, active learning strategies, culturally responsive pedagogy, and ongoing classroom teaching innovation.

* **Component Three: Professional Development and Sustainability Strategies** to improve classroom instructional services to minoritized populations and enhance student support system, supported Professional Development activities will lead to sustainable outcomes that will drive long term and ongoing innovation at CCC.

Classified Professionals Professional Development

Classified professionals are integral to the success of the students, faculty, and administration. The State Center Community College District has a robust schedule of professional development opportunities for classified professionals throughout the district, and the college's Classified Senate continues to set up training opportunities and workshops. In addition, classified professionals participate in onboarding within their departments and are eager to find professional development opportunities through grants and programs to enhance skills to serve the needs of the students.

Adjunct Faculty Professional Development

Adjunct faculty are invited to professional development opportunities on campus on a regular basis. When funding is available through various grants or programs, payment is offered for participation.

Professional Development Coordinator

A Professional Development Coordinator role is a two-year appointment through the process overseen by the Clovis Community College Academic Senate and Administration. The Professional Development Coordinator reports to the Vice President of Instruction and ideally, administration provides a portion of time for administrative support. The Professional Development Coordinator receives release time to carry out essential duties.

Past and Ongoing Professional Development Opportunities / Activities*

The professional development opportunities listed below are example activities that are not all inclusive, but a sampling of opportunities the college has or has had available. The Professional Development Plan is a living document where all Clovis Community College committees will have the opportunity to contribute to the activities provided.

- On Course Workshop Sessions (engaging teaching and learning, diversity, frontline staff, student leaders) 2012-2021
- Active Learning Series
- Distance Education Series
- New Faculty Institute
- CRUSH Coaching
- Online Teacher Training/Certification
- FLEX Day / FLEX sessions throughout the year
- Professional Development Book Club
- Training/workshops/retreats on college planning and processes
- Data workshops
- Accreditation workshops/retreats
- Diversity and Equity workshops (Lasana Hotep / U.S.C. Alliance)
- Teacher Toolbox
- MEGA Conference (SCCCD)
- Discipline / area specific professional development
- Classified Professional Development training and workshops provided by the District
- Administrators, Classified Professionals, and Faculty participating in workshops, conferences, classes, and webinars for their own professional growth and learning.

References

- Schmid, M. E., Gillian-Daniel, D. L., Kraemer, S., & Kueppers, M. (2016). Promoting Student Academic Achievement Through Faculty Development about Inclusive Teaching. *Change: The Magazine of Higher Learning*, 48(5), 16–25.
<https://doi.org/10.1080/00091383.2016.1227672>
- Thomas, Jr., M., McDonald, N., Cooper, M.A., Albertine, S., McNair, T.B. (2016). *Becoming a Student-Ready College: A New Culture of Leadership for Student Success*. Wiley.

Professional Development Goals	Strategic Plan	Guided Pathways	Vision for Success	Title V: PODER	Student Equity Plan	Accreditation
<p>Goal #1: Provide professional development to help faculty incorporate new pedagogical practices into the (face-to-face and online) classroom.</p>	<p>2.0 Student-Centered Curriculum: Develop and Teach Equitable and Inspiring Curriculum</p> <p>2.1 Maintain focus on providing a quality education</p> <p>2.1.b Create an interactive, engaging, and equitable learning environment in all teaching modalities</p> <p>2.1.b.1. Professional development training offered</p> <p>2.1.b.2 Department discussions documented</p> <p>5.4 Utilize technology to improve college processes and support student learning</p> <p>5.0 Resources & Facilities: Expand and Enhance the Campus Environment</p> <p>5.6 Support professional development for all employees</p>	<p>Pillar 4: Ensuring that Students Are Learning</p> <p>b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively.</p>	<p>Goal 1: Completion</p>	<p><u>Component Two:</u> Strategies to Increase Course Success and STEM Program Completion to improve collaborative instructional and student services support through a Community of Practice, data analysis, active learning strategies, culturally responsive pedagogy, and ongoing classroom teaching innovation.</p>	<p>Intervention and Student Support</p>	<p>Standard II.A.7</p> <p>Standard III.A.8</p> <p>Standard III.A.14</p> <p>Standard III.C.4</p>

Professional Development Goals	Strategic Plan	Guided Pathways	Vision for Success	Title V: PODER	Student Equity Plan	Accreditation
	<p>5.6.c Provide professional development to support improved teaching pedagogy and student equity</p> <p>5.6.c.1 Professional development about teaching pedagogy and student equity provided</p>					
<p>Goal #2: Provide professional development to help faculty and staff learn and become involved in the college processes and planning.</p>	<p>6.0 Institutional Effectiveness: Foster a Collegial, Collaborative, and Inclusive College Environment</p> <p>6.3.c Continue to foster the long-standing culture of collegiality, collaboration, and inclusion</p> <p>6.3.c.1 Continue to develop norms and expectations of proactive communication</p> <p>6.3.d Provide opportunities to meet new employees, foster relationships, and maintain our inclusive, collegial, collaborative culture</p> <p>6.3.d.1 Employee events held.</p>	<p>Pillar 4: Ensuring that Students Are Learning</p> <p>e. Results of learning outcomes assessments are used to improve teaching and learning through program review (UP Planning), professional development, and other intentional campus efforts.</p>			<p>Intervention and Student Support</p>	<p>Standard III.A.8</p> <p>Standard III.A.14</p> <p>Standard IV.A.1</p> <p>Standard IV.A.2</p>

Professional Development Goals	Strategic Plan	Guided Pathways	Vision for Success	Title V: PODER	Student Equity Plan	Accreditation
	<p>6.3.d.2 Continue to offer college wide retreats</p> <p>6.3.d.3 Continue to provide New Faculty Institute</p>					
<p>Goal #3: Provide professional development to increase awareness and support for diversity, equity, and sociopolitical issues across the campus.</p>	<p>3.0 Supporting Student Success: Provide Equitable and Comprehensive Services</p> <p>3.2 Expand student services support programs to promote diversity, equity, and inclusion, and retention</p> <p>3.2.b, Based on data analysis, develop targeted retention strategies to support underserved student groups</p> <p>3.2.b.1 Student focus groups held</p> <p>3.2.b.2 Student services reviewed/revised to reflect student input</p>		<p>Goal 5: Equity</p>	<p>Component Two: Strategies to Increase Course Success and STEM Program Completion to improve collaborative instructional and student services support through a Community of Practice, data analysis, active learning strategies, culturally responsive pedagogy, and ongoing classroom teaching innovation.</p>	<p>Intervention and Student Support</p>	<p>Standard I.B.1</p> <p>Standard II.A.7</p> <p>Standard III.A.8</p> <p>Standard III.A.12</p> <p>Standard III.A.14</p>

Professional Development Goals	Strategic Plan	Guided Pathways	Vision for Success	Title V: PODER	Student Equity Plan	Accreditation
	<p>3.4 Expand student activities to support student engagement and inclusion</p> <p>3.4.c, Expand cultural programming that promotes diversity, equity, and inclusion</p> <p>3.4.c.1 Cultural programming included in college planning documents</p> <p>3.4.c.2 Number of events held</p>			<p>* <u>Component Three:</u> Professional Development and Sustainability Strategies to improve classroom instructional services to minoritized populations and enhance student support system, supported Professional Development activities will lead to sustainable outcomes that will drive long term and ongoing innovation at CCC.</p>		

Professional Development Goals	Strategic Plan	Guided Pathways	Vision for Success	Title V: PODER	Student Equity Plan	Accreditation
<p>Goal #4: Provide professional development for Student Services Faculty to improve student success, retention, transfer, and degree/certificate attainment</p>	<p>3.0 Supporting Student Success: Provide Equitable and Comprehensive Services</p> <p>3.2 Expand student services support programs to promote diversity, equity, and inclusion, and retention</p> <p>3.2.a , Expand college-wide data analysis with focus on retention and equity</p> <p>3.2.a.1 Increased fall to spring retention rates, with focus on disproportionately impacted students</p> <p>3.2.a.2 Decreased number of students on academic probation</p> <p>3.2.b , Based on data analysis, develop targeted retention strategies to support underserved student groups</p> <p>3.2.b.1 Student focus groups held</p>		<p>Goal 1: Completion</p> <p>Goal 2: Transfer</p> <p>Goal 3: Unit Accumulation</p>		<p>Intervention and Student Support</p>	<p>Standard III.C.5</p> <p>Standard III.C.6</p> <p>Standard III.A.14</p>

Professional Development Goals	Strategic Plan	Guided Pathways	Vision for Success	Title V: PODER	Student Equity Plan	Accreditation
	<p>3.2.b.2 Student services reviewed/revised to reflect student input</p> <p>6.0 Institutional Effectiveness: Foster a Collegial, Collaborative, and Inclusive College Environment</p> <p>6.1 Use data to support dialogue, planning, and decision-making</p> <p>6.1.c , Analyze the impact of significant external events on student retention and success</p> <p>6.1.c.1 Research on the effects of COVID on student retention and success completed</p>					
<p>Goal #5: Provide support for a Faculty Teaching and Learning Center (on campus and online).</p>	<p>2.0 Student-Centered Curriculum: Develop and Teach Equitable and Inspiring Curriculum</p> <p>2.1 Maintain focus on providing a quality education</p>				<p>Intervention and Student Support</p>	<p>Standard II.A.7</p> <p>Standard III.A.8</p> <p>Standard III.A.14</p>

Professional Development Goals	Strategic Plan	Guided Pathways	Vision for Success	Title V: PODER	Student Equity Plan	Accreditation
	<p>2.1.b Create an interactive, engaging, and equitable learning environment in all teaching modalities</p> <p>2.1.b.1. Professional development training offered</p> <p>2.1.b.2 Department discussions documented</p> <p>5.0 Resources & Facilities: Expand and Enhance the Campus Environment</p> <p>5.6 Support professional development for all employees</p> <p>5.6.c Provide professional development to support improved teaching pedagogy and student equity</p> <p>5.6.c.1 Professional development about teaching pedagogy and student equity provided</p>					

Professional Development Goals	Strategic Plan	Guided Pathways	Vision for Success	Title V: PODER	Student Equity Plan	Accreditation
<p>Goal #6: To establish and maintain channels of communication amongst all campus programs in the development of appropriate classified professional development and learning activities.</p>	<p>1.0 Access: Create Opportunities and Remove Barriers</p> <p>1.5 Develop targeted marketing and communication to support college goals</p> <p>1.5.e , Explore new tools to improve proactive communication with students</p> <p>1.5.e.1 Implementation and increased use of text messaging solution</p> <p>1.5.e.2 Professional development on best ways to communicate with students documented</p> <p>3.0 Supporting Student Success: Provide Equitable and Comprehensive Services</p> <p>3.1 Enhance collaboration between student services and instruction</p> <p>3.1.a Enhance collaboration to support guided pathways</p>				<p>Intervention and Student Support</p>	<p>Standard III.A.9</p> <p>Standard III.A.12</p> <p>Standard III.A.14</p>

Professional Development Goals	Strategic Plan	Guided Pathways	Vision for Success	Title V: PODER	Student Equity Plan	Accreditation
	<p>3.1.a.1. Integrated activities, events and training for both student services and instruction provided</p> <p>3.1.a.2 Collaboration between student services and instruction in grants, student success initiatives, and in committees</p> <p>3.1.b , Improve communication to increase awareness and provide timely student support</p> <p>3.1.b.1. Increase the number of students referred by faculty for support services</p> <p>3.1.b.2. Expand calendar events on website</p> <p>3.1.c , Expand guided pathway Student Success Teams</p> <p>3.1.d , Develop a First Year Experience program</p> <p>3.1.d.1 Student Success Teams designed and implemented</p>					

Professional Development Goals	Strategic Plan	Guided Pathways	Vision for Success	Title V: PODER	Student Equity Plan	Accreditation
	<p>6.0 Institutional Effectiveness: Foster a Collegial, Collaborative, and Inclusive College Environment</p> <p>6.3 Continue to foster the long-standing culture of collegiality, collaboration, and inclusion</p> <p>6.3.b , Continue to provide information college-wide regarding college policies, processes, and resource decisions</p> <p>6.3.b.1. College-wide communication provided in a variety of formats</p> <p>6.3.c Promote individual responsibility for proactive communication college wide ,</p> <p>6.3.c.1. Continue to develop norms and expectation of proactive communication</p>					

Professional Development Goals	Strategic Plan	Guided Pathways	Vision for Success	Title V: PODER	Student Equity Plan	Accreditation
<p>Goal #7: Use data effectively to identify professional development needs for faculty, classified professionals, and administrators.</p>	<p>6.0 Institutional Effectiveness: Foster a Collegial, Collaborative, and Inclusive College Environment</p> <p>6.1 Use data to support dialogue, planning, and decision-making</p> <p>6.1.a , Develop a comprehensive approach to data analysis, incorporating both qualitative and quantitative data into decision making and planning</p> <p>6.1.a.1 Office of Institutional Research agenda/plan developed and implemented</p> <p>6.1.a.2 Increased number of qualitative research projects</p> <p>6.1.a.3 Continued use of data to inform decision making and planning</p> <p>6.1.b , Expand data analysis to promote equity</p>	<p>Pillar 4: Ensuring that Students Are Learning</p> <p>g. The college assesses the effectiveness of educational practice (e.g., using CCSSE or SENSE, etc.) and use the results to create targeted professional development.</p>		<p>* Component Two: Strategies to Increase Course Success and STEM Program Completion to improve collaborative instructional and student services support through a Community of Practice, data analysis, active learning strategies, culturally responsive pedagogy, and ongoing classroom teaching innovation.</p>	<p>Research and Inquiry</p>	<p>Standard III.A.14</p>

Professional Development Goals	Strategic Plan	Guided Pathways	Vision for Success	Title V: PODER	Student Equity Plan	Accreditation
	<p>6.1.b.1 Continued focus on disaggregating data to promote equity in UP Plans.</p> <p>6.1.b.2 Continued use of CUE Equity and Data tools in Institutional Effectiveness Advisory.</p> <p>6.1.c , Analyze the impact of significant external events on student retention and success</p> <p>6.1.c.1 Research on the effects of COVID on student retention and success completed</p> <p>6.1.d , Enhance data reports to include simple, accessible charts</p> <p>6.1.d.1 Continued development of accessible and easy to use Tableau dashboards</p> <p>Continued implementation of infographics to simplify data</p>					

Professional Development Goals	Strategic Plan	Guided Pathways	Vision for Success	Title V: PODER	Student Equity Plan	Accreditation
	<p>6.1.e , Provide data literacy training and continue to support College wide data discussions</p> <p>6.1.e.1 Training sessions provided to improve data literacy</p>					

Goals to consider for the 2024-2027 plan

1. Provide professional development to help faculty incorporate new teaching strategies into the (face-to-face, hybrid, and online) classroom.
2. Provide professional development opportunities to help faculty and staff share, learn, and become involved in the college processes and planning.
3. Provide professional development to increase awareness and to support diversity, equity, and inclusion efforts across the campus. **(Consider removing due to overlap with DEIA Committee)**
4. Provide professional development opportunities for all faculty and staff to share and learn about strategies for improving student success, retention, transfer, and degree/certificate attainment.
5. Provide support for a faculty teaching and Learning Center (on campus and online). **(Potentially part of intranet)**
6. To establish and maintain channels of communication amongst all campus programs in the development of appropriate classified professional development and learning activities. **(Can this be supported through district level classified leadership academy?)**
7. Use data effectively to identify professional development needs for faculty, classified professionals, and administrators.

Professional Development Committee

Addendum to PD committee plan

The Professional Development committee met on April 4, 2024, and again on April 25, 2024, to complete the 2022-2024 PD committee plan. The plan presented on March 7, 2024, to the College Council was not completed due to the changeover of the members of the committee. The current committee completed the present plan and requests a two-year extension to complete the next cycle. The committee is planning on completing and presenting the full 2024-2026 plan by fall, 2024.