

**College of the Sequoias
Professional Learning Plan
2022 Revision**

**Sequoias Community College District
College of the Sequoias**

Visalia Campus
915 S. Mooney Blvd.
Visalia, CA 93277

Hanford Educational Center
925 13th Ave.
Hanford, CA 93230

Tulare College Center
4999 E. Bardsley Ave.
Tulare, CA 93274

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Purpose and Guiding Principles

College of the Sequoia's Professional Learning Plan will provide a framework to realize our vision and mission for professional learning and to accomplish system-wide and District goals by guiding professional learning decisions across our campuses, including identifying and aligning professional learning goals, specifying necessary actions to accomplish those goals, identifying key contributors, and specifying funding and other support resources.

Vision

The College of the Sequoias, in an environment of mutual respect, sees deep and consistent professional learning as a means to realize student success and achievement; to create a positive environment for students, staff, faculty, administration, and the community at large; to develop educational programs that meet civic, professional, economic, and workforce needs; and to become a leader for our community and region.

Guiding Principles

COS Professional Learning should be guided by the following principles. Professional learning opportunities that address one or more of these principles will be prioritized.

- i. Student-centered approaches
- ii. Discipline and service area recommended practices
- iii. Inclusive and accessible trainings
- iv. Dynamic and responsive needs-based learning opportunities
- v. Innovative and proactive learning opportunities
- vi. Cross-college, cross-functional, and interdisciplinary approaches
- vii. Assessment and reflection as essential components to learning
- viii. Opportunities that effectively communicate needs, opportunities, and importance to campus
- ix. Equitable incentives for employee participation

Framework for Professional Learning

The COS Professional Learning Plan is formed through an intentional and integrated planning process, one that reflects the needs of our campuses and community, the driving documents and processes of our college, and the guidance provided by the California community college system, including but not limited to:

- i. COS Vision Statement
- ii. COS Mission Statement
- iii. COS Model for Integrated Planning
- iv. COS Master Plan (2015 – 2025)
- v. COS Strategic Plan (2021 - 2025)
- vi. COS Student Equity Plan (2019 – 2022)
- vii. COS EEO Plan (2018)
- viii. Chancellor’s Office Vision for Success and memorandum guidance
- ix. Guidelines for Implementing the Flexible Calendar Program (revised 2007)
- x. ASCCC’s “Anti-Racism Education in California Community Colleges”
- xi. CCRC Guided Pathways (GP) Scale of Adoption Self-Assessment (SOAA) (revised 2017)
- xii. GQ Survey Results

Theory of Change

By prioritizing and offering intentional, varied, frequent, and equity-minded opportunities for professional learning and by integrating that learning into our college planning, we can create a rich landscape for faculty, staff, and administration to engage their curiosity and learning together. These learning opportunities will allow all COS employees to hone their expertise and to broaden their knowledge, encouraging a campus culture centered around learning. With a learning-centered culture engaged in iterative, continuous improvement, COS can arrive on and effectively walk the path toward equity and excellence in higher education.

Goals and Actions

Goals

The actions set forth in this plan work to address four main goals:

- I. Equity: To acknowledge and address the experiences and disproportionate gaps experienced by minoritized populations
- II. Excellence: To improve the quality of educational programs, student success, and teaching through iterative and recursive learning
- III. Communication: To improve the effectiveness of equity, excellence, and operational efforts by intentionally improving our District communications
- IV. Operations: To maintain and improve the necessary and effective operations of the college for the future

Each of these goals and their activities, as noted in the framework, are informed by COS's Master and Strategic Plans.

Actions

The actions identified below are intended to be more specific ways COS can accomplish its mission, vision, and plans and sustain professional learning goals. They represent opportunities for collective action undertaken by constituent groups, and they do not supplant individual faculty, staff, and administrative learning opportunities and needs. The planned outputs are specific and tangible results that can be expected from completing the action, and the stakeholders and support are identified bodies whose purpose and work may impact these actions. Those actions and outputs are, whenever possible, aligned with the framework documents. Actual responsible parties should, ideally, be determined through the shared governance and initiative process, allowing each body to annually decide how they will support professional learning through their work.

Goal #1: Equity

Professional Learning Action	Planned Output	Alignment	Collaborators and Contributors
1.1 Seek and develop learning opportunities to improve equitable practices, including culturally responsive teaching and learning, curriculum revision, lesson planning, syllabus design, etc.	Consistent and iterative professional learning that explores multiple levels of equitable teaching, from the institution to the classroom.	SP: 3.1.3; SEP 1, 9, 10, 19	Academic Senate Office of Academic Services EEO EDAC Research Office HR Marketing & PR Budget Committee Board of Trustees
1.2 Determine and offer equitable incentives for participation.	More equitable incentives (stipends, comp. time, etc.) to encourage greater participation in professional learning and mentorship	SP: 4.3	Academic Senate FEC PACE COSTA COSAFA CSEA DGS Superintendent/President Office of Academic Services Office of Student Services Board of Trustees
1.3 Focus on accessibility across campus, specifically in trainings	Trainings always made available with closed captioning, live captioning, interpreters, recordings, etc. Trainings will address needs of students with disabilities	SP: 4.2.2, 4.3	AAC FEC PACE CHAP Marketing and PR Technology Services Media Office of Academic Services
1.4 Host regular EEO trainings that focus on transparency of hiring process	Improved and increased EEO training opportunities that	SP: 4.3, 4.3.1;	HR EDAC

procedures, employment opportunity publications, and equity narratives across all three campuses.	improve hiring procedures and results.	EEO Plan	EEO Office of Academic Services PACE Academic Divisions Division Deans COSTA COSAFA CSEA
1.5 Host in-house hiring training sessions for part-time employees whenever full-time faculty or staff positions are offered	Improved opportunities for part-time employees to learn about and successfully engage in hiring processes	SP: 4.3, 4.3.1	FEC PACE EEO COSTA COSAFA CSEA HR Office of Academic Services Office of Student Services Academic Divisions Division Deans
1.6 Support learning opportunities for LCT and ZCT course options, for example sabbaticals and IIPs	Increased opportunities to learn about LCT and ZCT options for all courses	SP: 2.1.4	FEC Library Academic Divisions Division Deans Office of Academic Services Board of Trustees
1.7 Reflect on and evaluate the effectiveness of AB 705 implementation, as departments, divisions, and as a college.	Increased understanding of and ways to improve student success in ESL, English, and mathematics pathways	SP: 2.3.1, 2.3.3; SEP 12	English Department Math Department ESL Department Division Deans FEC RPIE Office of Academic Services Board of Trustees

Goal 2: Excellence

<i>Professional Learning Action</i>	<i>Planned Output</i>	<i>Alignment</i>	<i>Collaborators and Contributors</i>
2.1 Improve and develop understanding of data literacy and its application.	Increased data literacy training opportunities, increased awareness and access to data, and improved use of data in decision-making processes	SP: 3.1.2, 3.2.4, 4.1.1, 4.1.2, 4.1.3	RPIE Technology Services Technology Committee ETC Outcomes and Assessment IPRC FEC
2.2 Implement mentorship and excellence programs that are interdisciplinary, both top-down and bottom-up.	Increased number of mentorships for faculty interested in learning new skills, concepts, teaching approaches, particularly new faculty in their service area.	SP: 2.1.1, 2.1.2	FEC PACE Academic Divisions Academic Deans DE Coordinators
2.3 Support and implement local extended professional learning opportunities (e.g., Equity Institute, Equity Projects, faculty inquiry groups (FIGs), retreats, tiered workshop series)	Increased availability of local, deep professional learning opportunities for our faculty	SP: 3.1, 3.1.2, 3.1.3, 4.3, 4.3.1	Academic Senate FEC DGS EDAC
2.4 Offering learning opportunities that represent research and effective practices in the field of teaching and learning, including disciplinary and interdisciplinary opportunities, and that reflect the needs of career and workforce development	Increased learning opportunities around improved pedagogical, andragogical, praxis, student-centered, service-oriented approaches, and career elements for students and programs	SP: 1.1.1, 2.1.1, 2.4.1, 2.4.2, 2.4.4	FEC DE Coordinators Office of Student Services Office of Academic Services Academic Divisions Division Deans Career Services
2.5 Offer learning opportunities to improve and develop dual/concurrent enrollment	Increased learning opportunities that focus on the particular needs	SP: 1.1.4, 2.2.4; SEP 3, 11	Dual Enrollment Coordinator Academic Divisions Academic Deans

programs, including improve relationships with K12 schools	of dual/concurrent enrollment programs		Counseling Research Office Dual Enrollment Districts
2.6 Offer learning opportunities to improve and develop teaching in Distance Education, such as conferences and FLEX trainings	Increased learning opportunities that focus on the needs of instructors teaching in online, hybrid, and hyflex formats.	SP: 3.1, 3.1.2, 3.1.3, 4.3, 4.3.1	DE Coordinators Academic Divisions Academic Deans FEC
2.7 Improve quality, relevancy, and variety of staff trainings	Increased staff participation in professional learning opportunities relevant to their duties and interests	SP: 3.1.3, 4.3.1; SEP 9, 10	FEC PACE CSEA Division Deans Office of Academic Services Office of Student Services Office of Administrative Services
2.8 Seek and develop learning opportunities for peer tutoring and mentoring programs, including embedded tutoring and supplemental instruction (SI)	Increased support for student success and engagement across the District	SP: 2.3.2, 2.4.4, 3.2.5; SEP 8, 21	Academic Senate Academic Divisions Academic Support Services Division Deans Office of Academic Services Office of Student Support Services

Goal 3: Communication

Professional Learning Action	Planned Output	Alignment	Collaborators and Contributors
3.1 Examine current communication practices and establish consistent and regular communication standards	District information, particularly regarding professional learning, will be clearer, accessible, and less overwhelming	SP: 4.1.2, 4.2.1, 4.2.3	Academic Senate and subcommittees DGS and subcommittees Marketing & PR Provosts for district campuses Classified staff
3.2 Identify new—and support current—methods for including and amplifying student voice on campus and in decision-making processes (<i>The Campus</i> , Tell a Giant, student committee members, etc.)	An amplified and supported student voice, one that can help us improve the college and identify opportunities for professional learning	SP: 3.1.4; SEP: 19, 21	Academic Divisions Technology Services Office of Student Services Division Deans Marketing & PR Student Senate All committees and subcommittees Student employees
3.3 Develop and utilize a centralized, district-wide professional learning calendar	All faculty, staff, and administration can be aware of and access professional learning opportunities offered anytime on campus	SP: 3.1.3, 4.3.1	FEC Facilities Marketing & PR Technology Services PACE Academic Divisions Office of Academic Services Student Senate CHAP
3.4 Identify an online service or program software, preferably an existing service, as a centralized location for communications and recorded trainings (e.g., Sharepoint, the website, OneDrive, etc.)	Centralized location will be determined and maintained in order to save communications and professional learning opportunities for later use by faculty, staff, and administrators.	SP: 4.2.1, 4.2.2, 4.2.3	HR Media Services Technology Services Technology Committee Marketing & PR FEC

			PACE ETC Office of Academic Services AAC O&A IPRC
3.5 Offer trainings on interdepartmental communication and processes (e.g., AdobeSign, Facilities requests, etc.)	Broader understanding and use of interdepartmental communication to improve District operations	SP: 3.2.3,4.2.1, 4.2.2	Marketing & PR FEC PACE Facilities Media Services Technology Services Office of Student Services Office of Academic Services Academic Divisions Academic Deans

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Goal 4: Operations

Professional Learning Action	Planned Output	Alignment	Collaborators and Contributors
4.1 Use NeoGov platform to offer all employee onboarding before they arrive on campus	Differentiated onboard materials available to new faculty, staff, and administration immediately after hiring is confirmed, including welcome videos, linked trainings, etc.	SP: 4.3.1	HR Academic Senate DGS Office of Academic Services Office of Students Services COSTA CSEA COSAFA President/Superintendent’s Office Board of Trustees Academic Divisions PACE
4.2 Implement more extensive faculty, staff, and administration orientations, leveraging effective practices (e.g., facilities New Employee Orientation Program, Convocation activities, ROPES Course, etc.)	More extensive, frequent, recursive, and continuous orientation opportunities exist to assist all COS employees.	SP: 4.3.1	FEC PACE Facilities and Safety Council Academic Divisions Office of Academic Services COSTA CSEA COSAFA
4.3 Create a schedule of “routine trainings” for faculty and staff	A centralized schedule of routine trainings for faculty, staff, and administration to reference for recursive trainings vital to effective operations	SP: 4.3.1	HR FEC Facilities and Safety Council PACE
4.4 Prioritize and engage in trainings to extend and maintain certifications necessary to maintain COS	Consistently engage in professional learning that keeps COS current and effective in its operations;	SP: 4.3.1	HR Facilities and Safety Council PACE

operations (e.g., sexual harassment, safety, POST, etc.)			
4.5 Develop a pathway for technology procurement (hardware and software)	Institutionalized method to approve, reject, or change District technology to augment instruction, student services, and other District functions	SP: 3.2.2, 4.1.3, 4.1.4, 4.2.1	ETC DECOS DE Coordinators Academic Senate Academic Deans Division Chairs Office of Academic Services
4.6 Use SLO, PLO, ILO, Program Review, and other District assessments to create targeted professional learning opportunities	Improved types of and engagement in professional learning opportunities offered to faculty, staff, and administration	SP: 3.1.1, 3.1.2, 3.1.3, 4.1.2, 4.3.1; GP: Pillar 4, D & F	Academic Deans Student Services Deans Administrative Deans PACE FEC

Review Process

In order for district-wide professional learning to keep at pace with changing institutional needs, the COS Professional Learning Plan should be revised the year following the revision of the Strategic Plan. The new Strategic Plan will help identify new campus-wide objectives and actions that will influence professional learning needs and, thus, our plans for professional learning.

In the year the Professional Learning Plan is to be revised, a Professional Learning Review Taskforce should be formed, and that taskforce should include the following members in order to accurately represent campus constituents:

- Dean of Human Resources
- FEC Co-Chairs
- PACE classified representative
- EDAC representative
- ETC/DECOS representative
- Facilities and Safety Council representative
- Any additional representatives to ensure campus-wide perspective and input

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Glossary

AAC = Access and Ability Center

ASCCC = Academic Senate for California Community Colleges

CHAP = Cultural Historical Awareness Program

COSAFA = College of the Sequoias Adjunct Faculty Association

COSTA = College of the Sequoias Teachers Association

CSEA = California School Employees Association

DE = Distance Education

DECOS = Distance Education Committee at College of the Sequoias

DGS = District Governance Senate

EDAC = Equity and Diversity Action Committee

EEO = Equal Employment Opportunity

ETC = Education Technology Committee

FEC = Faculty Enrichment Committee

GP = Guided Pathways

GQ = Giant Questionnaire

HR = Human Resources

IC = Instructional Council

ILO = Institutional Learning Outcomes

IPRC = Institutional Program Review Committee

LTC = Low Textbook Cost

O&A = Outcomes and Assessment Committee

PACE = Professional Association of Classified Employees

PLO = Program Learning Outcomes

PR = Public Relations

RPIE = Research, Planning, and Institutional Effectiveness

SEP = Student Equity Plan

SLO = Student Learning Outcomes

SP = Strategic Plan

ZTC = Zero Textbook Cost

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