Planning years: 2020-21 through 2022-23
Plan Type: Program Plan
Title: Staff Resource Center for Professional Development (SRC) (working to identify new name to reflect enhanced focus on teaching and learning, relevant classified professional development with equity emphasized throughout
OPR: Student Services
Collaborative Group(s):
Staff Development Committee
Distance Education (DE)
Hispanic Serving Institution (HSI/SESI-STEM)
Information Technology (IT)
Student Services
Guided Pathways
Media Production & Services
Staff Development Committee
West Sacrament and Davis Centers

Reference documents:
Student and Equity and Achievement Program (SEAP)
SCC Goals
SCC Mission Statement
Education Code
AB 1840
Education Code

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Date: November 2019
REVIEW CYCLE: Three year, 2020-2023

SECTION I: Overview & Strategic Information

For this Program Plan, we start with the end of a three year goal in mind:

By the end of the third year, the goal is that the college will not need to explicitly name equity; that equity will become such an integral part of the college; it will become the SCC Way; it's what we do.

❖ Offering resources for employees to develop and fulfill career, personal, and professional needs and goals in support of student learning outcomes across all learning communities.

❖ Presenting programs that facilitate a culture of awareness and responsiveness to our diverse student population.

❖ Serving the college community by providing professional development opportunities in support of college goals and initiatives; including supporting the activities of other college programs.

❖ Facilitating the process of orienting and mentoring new faculty and staff in teaching, learning, and support services.

❖ Partnering with institutional initiatives including Student and Equity and Achievement Program (SEAP), Distance Education and Instructional Technology Development, Extended Opportunities Programs, (SCC EOPS), Hispanic Serving Institution, Students in a Global Economy and SESI/STEM (SCC SAGE and STEM Programs), Institutional Effectiveness Partnership, and Workforce Development to ensure that professional development considerations are integral to the colleges family of plans, and that activities are mutually supportive, and that resources are applied efficiently and effectively.

A. PROGRAM DESCRIPTION

The SRC provides professional development opportunities for faculty, staff, management, and student employees that support the college mission, vision, values, and goals. The Center creates a learner-centered environment by offering programs which promote Equity across the campus including the areas of institutional effectiveness, personal enrichment, teaching and learning, student services, instruction, and technology, to name a few. The Center promotes trainings that support services with the goal of improving and enhance student success and completion.

One objectives of The Center over the next three years is that through providing integrated and comprehensive PD, that the college will not need to explicitly name equity; it will become the SCC Way; it's what we do. In addition, The Center will:

● Become a recognized leader in providing professional development for all employees that will serve to improve student persistence, retention, and completion

● Increase employee engagement

Guiding Principles:

1. Consultation with stakeholders
2. Alignment & build upon existing efforts
3. Integration across the entire college
4. Data-informed decision-making
5. Embrace innovation

The Center leads Sacramento City College in Professional Development for student employees, classified professionals, faculty, and administrators, which is anchored in the equitizing of the college mission, vision, values, and goals. The Center operationalizes this through a community focused programming, as well as serving as a centralized resource for campus wide programs and efforts that aim to support students through a lens of social justice. The approach to fulfilling this work includes:

❖ Continued professional development utilizing campus feedback and recognized gaps in equity
❖ Comprehensive orientation and timely onboarding for staff, faculty, and managers
❖ Elevation of student voice for development of campus decision making
❖ Continued equity programming
❖ Hosting cross campus dialogue and programming efforts
❖ Cultivation and aligning of campus and community interests
❖ Development of bridged efforts between programs, depts and resources to close gaps
❖ Coordinate convocation with an equity focus

B. ENVIRONMENTAL SCAN

1) External environmental factors include:
   a. AB 705
   b. Guided Pathways Initiative
   c. CCCCO Vision for Success

2) Internal environmental factors include:
   a. Anticipate increased requests from departments for speakers and PD
   b. Categorical funding, with specific requirements/criteria, specifically SEAP
   c. Restructure of college governance structure
   d. Student Services reorganization

C. MULTI-YEAR DIRECTIONS AND STRATEGIES

Review and update charge of the Staff Development Committee to align with the new vision including the following core areas:

1) Convocation
2) Teachers4Equity (T4E)
3) Timely onboarding and orientation for all employees

Additional strategies include:

❖ University Collaboration - CSUS, USC, UCD, CSUDH
❖ Workshops including:
   ➢ *How to Work with Student Employees* - Are we just employing students or are we getting them on a path to complete? How do we become intentional working with

students in our offices? What are the outcomes we want for student workers? This series will provide strategies to support student workers so that we assist them with reaching their goals.

❖ Praxis Institutes
❖ Career Advancement Academy
➢ continuing faculty academy (incentivize via salary advancement)
❖ Incentivizing participation
❖ Travel follow-up
❖ Support PD across all new college initiatives/programs/grants including:
➢ *Guided Pathways* – 3-day Faculty Institute for all instructors of new Freshman Seminar course support the new First-Year-Experience
➢ Professional Learning Community -- throughout the semester (one time per month) for instructors of Freshman Seminar
➢ Starfish & Highpoint Technology Training
❖ Build upon City Ways from spring 2020 convocation
❖ Explore Revenue Generation:
➢ Unit-bearing PD
➢ Digitizing T4E
❖ Digitizing
➢ Create/purchase PD digital library
➢ *Technology Across the Campus* - The Center is committed to enhancing and supporting training effort across the campus through the use of chat and video tools and platforms for formal and informal meetings with each other and with students. These tools and platforms include but are not limited to Zoom, Cranium Café, and chat platforms. Wider use of these tools and platforms is supported in the design of the SCC OEI Improving Online Pathways grant, and both Zoom and Cranium Café are CCCCO system-supported or endorsed tools.
❖ Explore feasibility of Summer Equity/anti-racism educator certificate program – Week-long summer training for faculty and staff working with cultural and social justice learning communities and programming

Year 1
Phase one of the new Center
- Build upon City Ways from spring 2020 convocation
- Explore and enhance evaluation of The Center efforts
- Continue to build relationships across campus so thatThe Center serves as the college hub for all professional development; identify current campus efforts to build upon and expand equity and professional development
- Use findings to develop and operationalize programming and policy efforts focused on addressing recognized gaps in equity as its infused broadly across the college
- Explore feasibility of offering credit-bearing/salary advancement opportunities

Alignment, support and collaboration, by liaising pre-existing learning communities, while developing new ones
- Supporting departments in the development of (PLC) Professional Learning Communities

- Explore learning management system such as CornerStone and/or establishing a Canvas shell to increase PD offerings and document participation widely

Year 2
- begin working towards online courses for credit
- Community mapping and liaising with cultural engagement center

Year 3
- partnering with educational and community based programs to develop campus ability to be informed on community needs and engage community partnerships
- generate revenue from course offerings
- generate data between student learning outcomes and professional development outcomes

In addition, it is the vision that the Staff Resources Center Assistant position be refocused to work more deliberately on classified professional development. This includes having the SRCA serve as liaison and build relationships with the classified senate, supervisors, and deans that supervise classified professionals. The goal for this position is for greater emphasis on developing workshops, lectures, seminars, and special events and conferences and minimizing clerical/logistical tasks by shifting those tasks to a Clerk position with The Center.

SECTION II: Review and Plan

A: REVIEW OF ACCOMPLISHMENT OVER THE PREVIOUS PLANNING CYCLE

With the reorganization of Student Services, The Center is now connected to Student Services as well as connected to the Faculty Equity Coordinator roles. (See the Center organizational chart below). Along with the reorganization, professional development, including convocation has begun to integrate more across Instruction and Student Services including Guided Pathways, Student Success, technology, and HSI.

The Center Organizational Chart
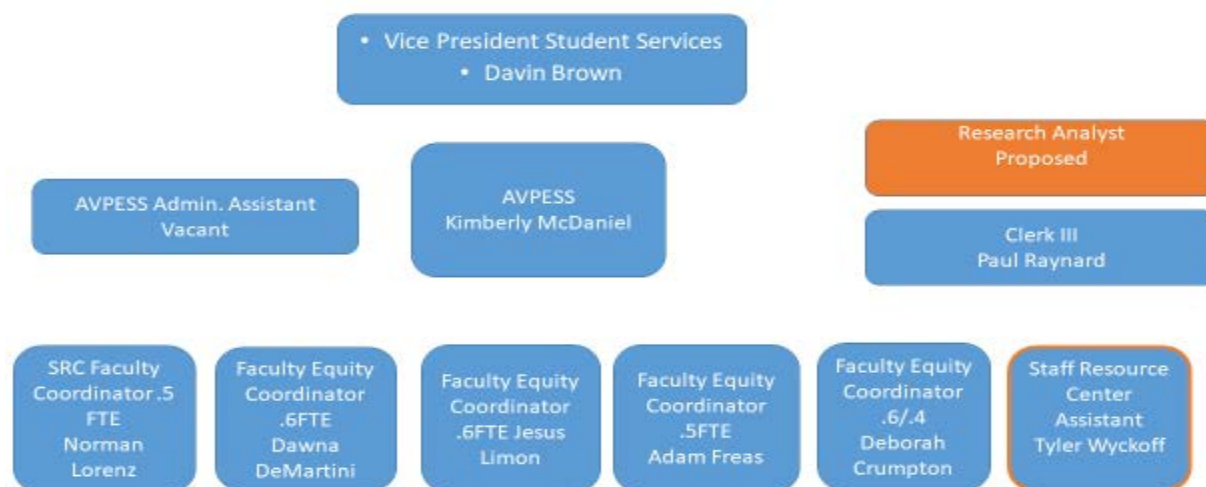
SCC Goal A. Deliver programs and services that demonstrate a commitment to equity and high quality teaching and learning in support of student success and achievement.		
Outcome (AUO/SLO) *(formerly called objectives)*	**Expected results**	**Progress to date**
Increased workshops that address classroom instruction and service delivery techniques that focus on teaching and learning, and service support.	See archives	**PD WEEK & CONVOCATION ARCHIVES** **Fall 2018** **Distance Ed / Online / Hybrid / Canvas –** • Collaboration in Canvas: Creating Learning Communities in Your Class • Online Instruction and OER with Nutrition Instructors • Teaching Online: A Roundtable Discussion • Making Canvas Course Content ADA Accessible • Creating Accessible Course Content • Online Teaching Workshop Series • Online Teaching Workshop Series • Canvas Quizzes • Backward Design in Your Online Course • Canvas Quizzes • Making Your Online Materials ADA Accessible • Screencasting for Canvas • Making Your Online Materials ADA Accessible • Making Your Materials Accessible • Developing and Deploying Rubrics **Teaching & Learning –** • Teaching Styles in Community College

- Clearing a Path from Start to Finish: Developing an Equity Mindset and Practice that Improves African American Student Success
- Fear and Loathing in the Classroom
- Teaching at the Davis Center
- Connecting Reading Lab to Your Course
- Empowering Collegiality and Student Success: Healthy Sexuality Education
- Teaching Critical Basic Skills in Sociology
- Instructional Strategies for Student Engagement
- Redesigning Our Classrooms as Antiracist Writing Assessment Ecologies (1st of 2)
- Redesigning Our Classrooms as Antiracist Writing Assessment Ecologies (2nd of 2)
- Problematizing the Nature of Judgment as a Practice in Writing Intensive Courses
- LGBTQIA Safe Space Training
- SCC OER Institute
- Starting the New Year Right: Listening to Students on Opening Day and Beyond
- The Power of Connection and Compassion

Spring 2019
Distance Ed / Online / Hybrid / Canvas –
- Ally – Accessible Content
- Making Canvas Course Content ADA Accessible
- Ally – Accessible Content
- Ally – Accessible Content
- Ally – Accessible Content
- Ally – Accessible Content
- Making Course Content ADA Accessible
- Making Course Content ADA Accessible
- Making Course Content ADA Accessible
- Making Course Content ADA Accessible
- Making Course Content ADA Accessible
- Getting Captions for Your Videos
- Ally – The Accessibility Checker
- Making Canvas Course Content ADA Accessible
- Getting Captions for Your Video
- Ally – The Accessibility Checker
- Making Canvas Course Content ADA Accessible
- Ally – The Accessibility Checker
- Making Canvas Course Content ADA Accessible
- Ally – The Accessibility Checker
- Making Canvas Course Content ADA Accessible
- Making Your Online Materials ADA Accessible
- Developing and Deploying Rubrics

Teaching & Learning –
- Supporting Undocumented Students
- Equity 101
- Advancing Equity
- Engaging African American Students, Part 1
- Advancing Equity
- Equity 101
- Engaging African American Students, Part 2
- Engaging Equity, Supporting Women & Gender Studies
- Spring Equity PD Series with Dr. Bettina Love: Equity Tool of the Trade
- Spring Equity PD Series with Dr. Bettina Love: The Umoja Student Cipher
- Symposium on Research to Practice: Addressing Inequity in Higher Education
- Healing Racialized Trauma in Self and Others Workshop
- RIDA Workshop (1 & 2)
- RIDA Workshop (3)
- RIDA Workshop (4)
- Getting Your Syllabus Ready for Fall
- The Classified Voice in Equity Work
- Best Practices Showcase

		  Survey and Statistic Results
Expand professional learning communities	Identify and align existing professional learning communities	See archives

Outcomes of T4E

Teachers for Equity (T4E) is a professional learning community providing development opportunities to faculty who work directly with students. The objective of T4E is to create an equity-focused teaching and learning community by providing a space for faculty to engage in work fostering student equity in the classroom and supporting environment. Faculty who participate in T4E are placed into year-long cohorts of approximately ten to twelve. The first cohort of T4E members who participated from Spring 2016 through Fall 2016, comprised fourteen faculty participants from various disciplines. Student course success data for this faculty cohort indicate that, in general, the overall student course success rate for the cohort increased following faculty's participation in T4E.

The average course success rate of the cohort in the three fall terms before faculty's T4E participation (including Fall 2013, Fall 2014, and Fall 2015) was 70.62%, and the average course success rate of the cohort in the two fall terms after their participation (including Fall 2017 and Fall 2018) was 75.37%. This 4.75% percentage point increase is not unexpected, as the college's overall course success rate has been steadily rising during the same time period. In particular, the course success rate for African American students—a disproportionately impacted student group with respect to course success—was examined more closely. The percentage point gap between course success for African American students of T4E participants and the success for all students in the college decreased from 9.64% (during Fall 2013, Fall 2014, and Fall 2015) to 3.90% (during Fall 2017 and Fall 2018). Overall the course success rates of African American students have improved for this cohort's participation in T4E.

Note:

Data analysis provided by PRIE. Data for subsequent T4E cohorts are forthcoming as additional data are needed from the current academic year to provide a more comprehensive analysis.

These responses are drawn from a survey administered during Fall 2019 to former RIDA participants. 2011

SCC Goal B.

Align processes and practices to assist students in moving from first enrollment to goal completion.

Outcomes of NFA

New Faculty Academy (NFA) is a professional development opportunity for both full-time and part-time faculty who are new to teaching at SCC. The Fall 2017 cohort comprised twelve faculty members from various disciplines, including the following areas: advanced technology behavioral and social sciences; business and computer information science; learning resources; mathematics, statistics, and engineering; and science and allied health. Student course success data for this faculty cohort indicate that, in general, the overall student course success rate for the cohort increased following faculty's participation in T4E. The average course success rate of the cohort during the fall term before faculty's NFA participation (Fall 2016) was 74.06%, and the average course success rate of the cohort in fall terms after their participation (Fall 2018) was 76.81%. This 2.75% percentage point increase is not unexpected, as the college's overall course success rate has been steadily rising during the same time period. Course success rates for the following student groups improved (from Fall 2016 to Fall 2018) following the faculty's participation in NFA: Hispanic/ Latino (8.71% point improvement), White (5.87% point improvement), and Multi-race (5.12% improvement). Course success rates for the following student groups did not improve (from Fall 2016 to Fall 2018) following the faculty's participation in NFA: African American (21.66% point decrease) and Asian (3% point decrease).

Note:

Data analysis provided by PRIE. Data for subsequent NFA cohorts are forthcoming as additional data are needed from the current academic year to provide a more comprehensive analysis.

SCC Goal C.

Support employee engagement and organizational effectiveness by providing an excellent working environment.

Outcome (AUO/SLO) *(formerly called objectives)*	Expected results	Progress to date
New Faculty Academy		See above
Classified Professional Orientation		Classified Orientation – Friday, April 5, 2019 (8:00am – 1:30pm) Focus on equity, college service, and participatory decision-making.
Teachers 4 Equity		See above

Outcome (AUO/SLO) *(formerly called objectives)*	Expected results	Progress to date
SESI Professional Learning Community		See archives

SCC Goal D.

Provide a college environment that embraces equity and diversity and reduces disproportionate impacts between student populations.

Outcome (AUO/SLO) *(formerly called objectives)*	Expected results	Progress to date
Equity infused workshops, seminars, and meetings		**Fall 2018** • Clearing a Path from Start to Finish: Developing an Equity Mindset and Practice that Improves African American Student Success • Instructional Strategies for Student Engagement • Problematizing the Nature of Judgment as a Practice in Writing Intensive Courses • Starting the New Year Right: Listening to Students on Opening Day and Beyond • The Power of Connection and Compassion **Spring 2019** • Supporting Undocumented Students • Equity 101 • Advancing Equity • Engaging African American Students, Part 1 • Advancing Equity • Equity 101 • Engaging African American Students, Part 2 • Engaging Equity, Supporting Women & Gender Studies • Spring Equity PD Series with Dr. Bettina Love: Equity Tool of the Trade • Spring Equity PD Series with Dr. Bettina Love: The Umoja Student Cipher • Symposium on Research to Practice: Addressing Inequity in Higher Education • Healing Racialized Trauma in Self and Others Workshop • The Classified Voice in Equity Work • Civility, Fragility, and Disruption • Cultivating Practitioner Purpose: Observing Conversations & Engaging Your Approach (SCC Equity Tools of the Trade Series) • Equity Eco-Systems (SCC Summer Equity Institute)
Guided Pathways		**Fall 2018** • Guided Pathways Workplan Update • Guided Pathways Design Team Retreat • Defining the Role of a Guided Pathways Liaison • Developing (or Re-thinking) Your Guided Pathways Leadership Structure **Spring 2019** • Equitizing Guided Pathways • SCC Student Data to Support Guided Pathways Work

SCC Goal E.

Enhance connections to the Sacramento region with a focus on serving the community, including meeting workforce needs.

Outcome (AUO/SLO) *(formerly called objectives)*	Expected results	Progress to date
Regional focus		See archives

UNIT OUTCOMES: ADMINISTRATIVE UNIT OUTCOMES (AUOs) or STUDENT LEARNING OUTCOMES (SLOs) FOR THE PLANNING CURRENT CYCLE
List the AUOs and/or SLOs that will result from the work of the program in the planning year. These outcomes should align with and support the College Goals. Most Program Plans will have only AUOs. Others will have a mix of AUOs and SLOs.

AUO1: Expand relevant professional development for classified professionals (SCC Goal A, C, D)
Expected results: Increase in the # of PD opportunities/programs offered specifically for classified professionals
AUO2: Enhance focus on efforts that impact may course success (SCC Goal A, B, C, D)
Expected results: Equity Coordinators working more closely with at least 2 departments on campus
Expected results: Continue to engage in systematic process of inquiry (campus climate surveys, focus groups, etc.) (SCC Goal A, C D)
Expected results: Provide data collection and analysis workshops for staff, with a focus on student services and retention outcomes; at least 10 participants in each workshop
AUO3: Continue to provide orientation for all new employees (SCC Goal A, C, D)
Expected results: develop new employee survey to assess and improve the orientation experience
AUO4: Increase participation in Center events (SCC Goal A, C, D)
Expected results: Increase in participation over time (the next 3 years) with Year 1 serving as a baseline
AUO5: Identify and institutionalize professional learning communities (SCC Goal A, C, D)
Expected results: PLC's identified and inventoried; the development of new PLC's on the horizon

SECTION III: ANNUAL PROCEDURES AND RESOURCE REQUESTS FOR THE PLANNING YEAR:

Review of last year's resource use:
Resources were used to support positions including the Staff Resource Center Assistant and the Staff Resource Center Faculty Coordinator as well professional development across the campus.

Resource needs for the coming planning year: State the resources (human, financial, facilities, and IT) needed to implement program objectives.

In the upcoming year, The Center is requesting:
- the use of LRC 109 once vacated by the IT Department. Expanding to include this room will allow for employee engagement and study/library space that does not interfere with The Center employees. In addition, the anticipated increase in PD across the college necessitates more space. Lastly, this space should be equipped to accommodate Zoom meetings for the college.
- request for the Research Analyst funded by Student Equity and Achievement Program (SEAP) funds to directly report to the area administrator, Associate Vice President of Equity and Student Success. There is a need to better evaluate PD efforts, particularly the relationship to student learning and persistence. In addition, though positional-related, the need to assess efforts funded by the $5.7M SEAP budget requires significant interface between the AVPESS and researcher. Finally, The Center administrator now leads college efforts specific to enrollment management which requires access to data on a continuous basis. Strengthening the research efforts specific to The Center and college enrollment management objectives and SEAP evaluation may serve to enhance institutional success.

Funding sources:

The Center if funded by multiple funding streams including LRCEA PD funds, SEAP funds, general fund dollars, and CCCCO professional development funds.

- request continued SEAP funding to support Faculty Equity Coordinators for through the first two years of the plan at the equivalent FTE
- request continued SEAP funding in the amount of $80,000 to support Faculty Equity Coordinator trainings/presentations and costs associated with travel, speakers, and college equity-focused PD

Resources:

https://www.lacitycollege.edu/Faculty-Staff/Teaching-Learning-Center/Teaching-Learning-Center

http://www.lsche.net/?page_id=1173