

	Sacramento City College Strategic Planning System Cross-Divisional Program Plan
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Professional Learning Center (PLC) Program Plan

Formerly the Staff Resource Center

Title

Professional Learning Center (PLC) Program Plan

Planning years

Academic years 2026-2027 through 2028-29

Plan Type

Cross-Divisional Program Plan

College Service Area

Instruction/Student Services

Collaborative Group(s)

Staff Development Committee
Distance Education (DE)
Hispanic Serving Institution (HSI)
Information Technology (IT)
Student Services
Media Production & Services
[Professional Learning Partners](#)
Instruction Office

Reference Documents

Documents referred to in this plan: The Center Proposal, SCC Strategic Plan, SCC Student Equity Executive Summary, CCCO Vision 2030, Flexible Calendar Program, Caring Campus Behavioral Commitments (see [Appendix B](#) for list)

Plan Authors

Norman Lorenz Ed.D., (PLC Faculty Coordinator, SLOAC Faculty Coordinator, Educational Studies & First Year Experience Faculty) [Proposed 26-29 Job Description](#)

Carmen Hirkala (PLC Assistant, Caring Campus Chair, Classified Senate President)

Date

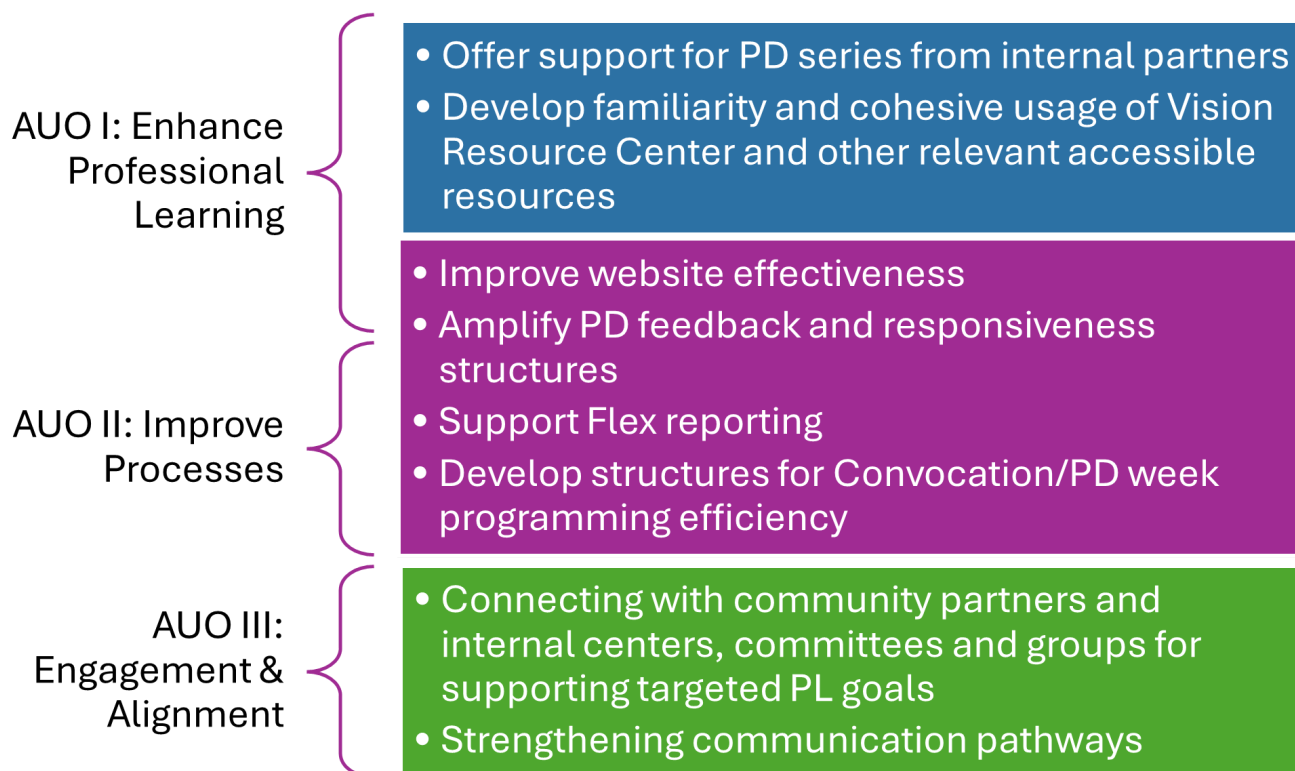
February 2026

Review Cycle

Three year, 2026-2029

Section I: Overview & Strategic Information

The Professional Learning Center (PLC) and allies are proud to present our overview and strategies for 2026-29! We have divided our main goals and strategies into four categories: Process Improvements, Professional Learning Opportunities, Engagement & Alignment and Innovative Shifts. This plan is intentionally aspirational and contingent upon adequate staffing, technological infrastructure, and cross-divisional collaboration.



While equity is not explicitly stated in this flow, equity is and must be integral to each of these arms of the PLC's strategies. Our professional learning is equity and student focused. Our goals with innovative shifts are to gather coordinator positions, professional learning offerings and the campus's professional development (PD) experiences within a unique learning management system aligned with the state chancellor's office. Our goal with Engagement & Alignment is to be a conduit for conversations around equity, and our process improvements are meant to provide clarity and to tie travel to equitable student outcomes.

The Professional Learning Center is a faculty-driven professional learning institution within Sacramento City College. The Professional Learning Center is coordinated by a PLC Coordinator who currently serves two-year terms, the second year upon mutual agreement. The Academic Senate in conjunction with the VPI and AVPESS every two years re-assess the call for

an PLC coordinator. That process is currently underway and a new PLC Coordinator call will come in March or April 2026.

The PLC is aided by a Professional Learning Center Assistant (PLCA), a permanent full-time classified professional position. As of Spring '23, the PLC also employs a single part-time temporary classified professional using Student Equity & Achievement Program (SEAP) funds.

In the past, the body of individuals supporting the PLC was broader, with an Administrative Assistant (which was reclassified to a Public Information Technician), Grant Coordination Clerk, and Clerk III supporting the area when it was under the Information Technology dean. The PLC views this diminishment of capacity to support the PLC's initiatives and general professional learning as a deficit, as post-pandemic the need for professional learning has expanded greatly to include a much larger focus on health and wellness, and now an ability to balance not just in-person pedagogy but pedagogy related to at least four methods of education, both online and in person, along with ever more complex state and federal legislative educational changes affecting student progress.

As further evidence of the diminished capacity to serve SCC employees, note from the 2020-2023 cycle's program plan "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 PLCA serve as liaison and build relationships with the classified senate, supervisors, and deans that supervise classified professionals, support classified onboarding needs, etc. The goal for this position is for greater emphasis on developing workshops, lectures, seminars, and special events and conferences for Classified Professionals and minimizing clerical/logistical tasks by shifting those tasks to a Clerk position with The Center."

We continue to note that the permanent full-time classified Clerk III position that was asked for in the last two program plan cycles has not materialized, nor a reclassification approved for the PLCA to meet the goals described for the position in the previous program plans. A new job description for a Program Support Specialist was created and has been reviewed by members of the Executive Team but seems to have stalled in moving forward in the approval processes. With the recent shift of the faculty coordinator position to 0.4 FTE from the previous 0.6 FTE load, it is imperative to the significant work this office offers the entire campus to continue requesting a permanent Clerk III position and Student Support Assistant to handle the workload of creating, planning, and executing professional learning and Convocation for all constituency groups. Until full-time positions can be filled, we respectfully believe that these two positions as classified temporary options are vital to supporting the professional learning interests of the entire campus. We further note that the Professional Learning (Staff Resource) Center appears to be the only center on campus that does not have a specialist and/or a supervisor tied to the area, which we have some concerns about.

The Professional Learning Center coordinates Convocation each Fall and Spring semester, as well as organizing Professional Development (FLEX) week that occurs the week of Convocation. The Professional Learning Center also assists with travel funding in so far as this area distributes Conference, Workshop, and Travel funds, and acts oftentimes as a hub for general information

for divisions on travel related issues, partially due to the area's proximity to Student Equity Achievement Program funds (SEAP).

Our strategy for the PLC within this program plan cycle is to:

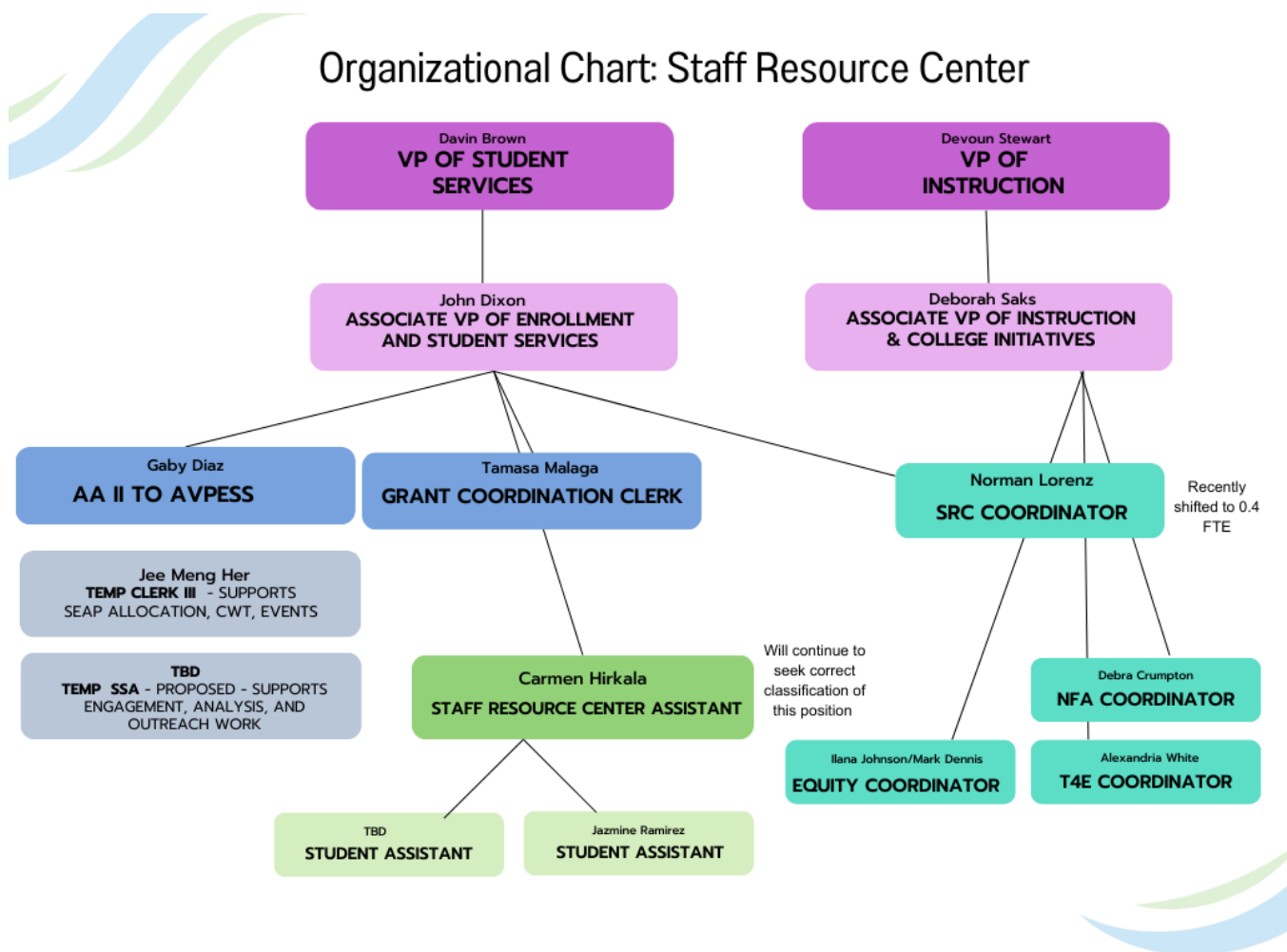
- Offer professional learning series for all employees in helping employees, departments, divisions, centers, constituency groups on campus to fulfill their career, personal and professional goals. These professional learning series will be student-centered and intentionally designed to be viewed via an equity lens. Even when the professional learning opportunity may seem personal in nature, such as wellness, we want to ensure that we understand that when we practice wellness, we are better able to show up for the students we serve, for example.
- Improve processes to make it easier for employees to engage in professional learning.
- Continue to press for a modular, adaptable collaborative space for infusing equity into programs, departments, divisions and centers that is specifically dedicated to professional learning experiences.
- Grow our outreach to reach more individuals including our community partners through professional learning opportunities, and act as a connective influence for many of the programs on campus by assisting them in supporting their own professional learning paths.
- Continue to strengthen our processes for providing an excellent user-friendly method of constituency members learning about professional development and learning opportunities through various digital and physical platforms.
- Develop more robust processes to analyze feedback from attendees of professional learning (PL) experiences and understand how those experiences support student success and utilize data to inform future PL offerings.
- Support ongoing and new initiatives and student-facing programs as well as academic instructional areas in developing area-specific professional development opportunities and promote outstanding inclusive programs making direct impacts on closing opportunity gaps for disproportionately-impacted students and systematically marginalized communities.

To honor the previous inclusion of the New Faculty Academy (NFA) and the Teachers for Equity (T4E) programs in this program plan, we've included some details about these programs here calling for their continuation and campus support, but do not include details about their functional needs assessment as this seems to fall outside of the current PLCs sphere of influence. The Professional Learning Center does not control nor dictate nor guide the T4E and NFA programs although this area can offer feedback when asked by those program coordinators. As these programs are under the support and direct guidance of the Vice President of Instruction's office, we kindly suggest integrating their needs and interests into the respective Instruction Office planning structures for future needs.

In terms of the T4E and NFA programs, the PLC will continue to support these programs in the ways they ask to be supported:

- As the NFA works to orient and mentor new faculty through the New Faculty Academy (NFA) program.
- As T4E continues its cohort-based model post-pandemic having adjusted to include the multiple pedagogical delivery methods we now employ at the college at the determination of the assigned faculty coordinator.

The current structure of the PLC is displayed in the chart below, along with requested supportive positions.



A. Program Description

The Professional Learning Center coordinates and curates Professional Development (PD) opportunities that benefit all employees and colleagues. Opportunities we provide help the

individual to learn and grow and revitalize their careers by engaging in PD that focuses on improving the experiences and outcomes of SCC students.

We offer PD around technology, universal design, accessibility, culturally-responsive teaching and learning, Open Educational Resources (OER), digital inclusion, basic needs/food scarcity, connection, intersectionality, collaboration, community, and more. Each PD opportunity receives a framing around the students we serve, in particular those students that are disproportionately impacted in line with the [Vision 2030](#) from the State Chancellor's Office. "State and philanthropic efforts will focus on securing resources for programs and initiatives supporting disproportionately impacted populations, such as underrepresented students of color, low-income students, students with disabilities, and justice-involved Californians." By curating and coordinating PD opportunities for the SCC family, we will help close opportunity gaps, move towards culturally-aligned equity practices, empower our students and community, and help actuate a cultural shift at SCC—the People's College! We heartily acknowledge that equity and social justice should be infused into everything that the PLC does.

B. Environmental Scan

The PLC views an environmental scan as an opportunity to unveil those factors that impact the program, and those obstacles that may arise as we adopt our strategy.

The major internal environmental factors that affect the PLC and how they affect the PLC are:

1. Student Equity and Achievement Program (SEAP) funding that is guided in distribution from our [SCC Student Equity Plan](#) with specific requirements/criteria. SEAP funds many initiatives including ESA/PEX for professional learning SCC facilitators, payment for outside facilitators, travel for employees, equipment, disposable materials utilized in events, and temporary classified positions. Without these funds, the PLC would not have the reach or ability it has to conduct professional learning for all. As SEAP funds become more consistently tied to other programs and initiatives, adjustments of the scope of the Professional Learning Center's offerings and expansive reach are part of that transition.
2. Institutional goals and guidance, such as SCC's [Mission, Vision and Values](#) and SCC's [strategic goals/plan](#). These help to align what the PLC does with what the direction the college is moving.
3. Professional Learning Partners are those partners that often need or provide professional learning opportunities for their users that can be broadened and offered to the whole SCC community. These include:
 - a. Strong Workforce
 - b. Makerspace
 - c. Distance Education/AI and UDL Team (COLT)
 - d. Office of Intervention
 - e. FYE
 - f. DSPS
 - g. Health & Wellness

- h. Facilities (Safety)
 - i. Standing, Advisory, and other AdHoc committees across campus
 - j. Faculty coordinators supporting various strategic areas of interest, such as FYE, AI, Equity, T4E, OER/ZTC, etc
4. Community partnerships are integral to the PLC. Many alumni are community leaders, and our students, whether former, current or future, are members of community organizations and businesses. Community partners are potential sources for facilitating professional learning opportunities. Developing partnerships with outside organizations requires investment of time, sustained focus, and resources that are more limited as fiscal impacts from current federal and state administrations on education call for value redistribution.
 5. Information Technology and Media Services is vital for the PLC's plan, including support for
 - a. Continuing to consider potential online reporting systems for professional development as required under the [Flexible Calendar Program](#). This could obfuscate the need for fillable PDFs and allow for integrated reflections for professional learning and tracking of professional learning over time.
 - b. Ongoing campus support for creating accessible spaces for hybrid and in-person professional learning and accessible, inclusive practices for event structure and planning.
 - c. Continuing support work for accessibility and accommodation options for PLC supported events, such as Convocation.
 - d. Expanding audio/visual and technology options for professional learning events.
 6. We work with the VPA's office for ADA accessibility needs for events, including Convocation. Staying up to date and adaptive to accommodation needs is paramount to providing equitable, accessible, unifying designed programming.
 7. Faculty Equity coordinators (T4E, NFA, Faculty Equity coordinator) help to align our work with an equity lens.
 8. Campus Operations Office team collaboration is paramount to determining locations, scheduling physical space for events, connecting with on logistics and availability of equipment and materials as well as appropriate staffing levels for various professional learning opportunities. Custodial support is essential to our physical onground experiences and oftentimes goes unappreciated and underfunded, affecting the campus as a whole.
 9. [The Center](#) proposal was built over several years with the help of the Achieving the Dream coaches, to build an intentional center for professional learning, but has never materialized. Part of [The Center](#) proposal aimed at finding a collaborative space for work such as T4E and NFA, as well as new programs for classified professionals and an NFA-like cohort model for faculty that were hired before NFA was institutionalized.
 10. Open channels of communication with executive leadership is necessary. We are working towards the college goals set by leadership. As such, consistent guidance (regular feedback and discussion) on how our ideas are aligning (or not!) with these goals is very helpful towards our shared progress.

11. More transparency on travel is needed and use of CWT funds should have more direct meaning and oversight to the campus's overall professional development interests. This work can be something the Staff Development Committee can tackle to better align our practices with our campus and program goals.
12. The only fulltime employee that can provide continuity for this area is the Professional Learning Assistant. The current job description in no way meets the actual work levels, tasks or needs of a classified professional being asked to develop programming and oversee budgetary needs of a center. To meet the expanded scope and complexity of the PLC's work, reclassification to a specialist or supervisory level is aligned with institutional best practices and workload demands. We continue to run up against issues with workload restrictions that do not benefit the PLC area's goals and note that this is the only center on campus without a specialist position and/or supervisor attached to it.
13. Bandwidth: the capacity for the PLC to conduct business as usual post-pandemic has been reduced in terms of the staff available, especially given the requirement that we now must curate professional learning for multiple modalities of pedagogy (hybrid, asynchronous, synchronous online, in-person), and that we must conduct professional learning that is accessible (the ability to provide captioning or virtual interpreters require professional learning to be held in our hyflex rooms or rooms with the ability to manage both in-person and virtual attendees.)
14. Classified compensation for PD is an internal structural factor to get a more robust participation for PD. While faculty can enjoy ESA and PEX and salary advancement as methods to compensate them for some professional learning, they are also required by contract to engage in PD. Asking classified professionals to do PD when it is uncompensated and structures at SCC dissuade participation in PD for classified professionals is a heavy lift. We need a better mechanism of engaging our classified professionals in a meaningful way via professional learning that is structural change.
15. Bargaining units, LRCFT, LRSA, LRCEA and governance bodies Academic Senate and Classified Senate are all instrumental in changes to professional learning processes as part of the 10+1. For example, if we change the definition of what constitutes Professional Development (FLEX), we need to ensure the union buys into the process change, and the change is approved by the Academic Senate. The Classified Senate is also an entity that necessitates collaborative efforts for professional development experiences within their constitution.
16. Outreach program at SCC to help build bridges to community leaders that will offer professional learning at SCC.
17. Supporting new programming (such as City Scholars) with topically relevant professional development and learning and helping build bridges for continuing programs and areas in efforts to break down siloing tendencies.
18. Acting as a communication hub, intentionally or otherwise, for a plethora of requests for marketing, technical and engagement support can be meaningful but often time consuming, adding to the unrecognized work of this space.

Major external environmental factors that affect the PLC are:

1. The California Community College Chancellor's Office [Vision 2030](#)

2. Frequent institutional partners such as [Evergreen](#), [NCORE](#), [4CS](#), [Classified Leadership Institute](#), [RP Group](#) and [Achieving the Dream \(ATD\)](#). These are places where our employees have frequently gone for professional learning opportunities outside of SCC.
3. Other Los Rios colleges and their professional learning programs. It helps to align and provide opportunities for SCC employees that are open and curated by the ARC, FLC and CRC where possible. Many of our employees have taken advantage of professional learning via book clubs at other colleges, for example.
4. Outside facilitators for professional learning opportunities from the community.

C. Multi-year Directions and Strategies

Adhering to the categories that we build on from above, we will discuss directions and strategies for Professional Learning Opportunities, Process Improvements, Engagement & Alignment and Infrastructure. While we attempted to simplify the large number of things that the PLC works on into four categories, note that some individual specific elements may fit into multiple categories.

I. Professional Learning Opportunities

Offering professional learning opportunities is one of the core focuses of the PLC, and we name this AUO-I. This includes classified professional learning days, supporting conference travel, encouraging team travel with divisional, college service area support, sharing online external opportunities via the newsletter, and includes providing professional learning series opportunities.

Within the professional learning opportunities we offer, we are also acutely aware of the need for facilitation guidelines for those offering professional learning to make their events engaging and interactive.

To foster team travel that is intentional, we also aim to facilitate discussion throughout the year illuminating those conferences, institutes, workshops that during the academic year might entice a team to attend.

Offering professional learning from SCC employees requires mentoring of the employees in facilitation of PD. By mentoring our own SCC employees in facilitating professional learning, we foster within them the ability to take what they know and share it to the broader community college community.

Even a one-off session on professional learning can foster engagement and can provide incentive beyond monetarily. For example, a workshop on creating a non-disposable assignment might offer recognition for the best ideas, and the ideas that are generated can go into a repository of non-disposable assignments and be featured in the PLC newsletter.

But professional learning must also include series and sessions offered by those beyond SCC, especially our growing community partners. We have in the Sacramento region amazing talent and resources that we can draw on. Refer to the Engagement & Alignment section for some of these potential community partners. With outside facilitators, we can reflect recent developments in fields across the college and we can be in spaces where our students thrive outside of SCC.

Further specific elements and details can be accessed below via the timeline table.

Specific element of AUO-I: Professional Learning Opportunities	Academic Year		
	'26-27	'27-28	'28-29
T4E	Continue with new cohorts as needed.	Continue with new cohorts as needed.	Continue with new cohorts as needed.
NFA	Continue with new cohorts as needed.	Continue with new cohorts as needed.	Continue with new cohorts as needed.
Promotion and facilitation of professional learning opportunities	Work on ways to promote PD in a fashion that is uplifting and team-building, and continue developing facilitation guidelines to make PD engaging.	Continue to add methods for engagement and interactivity in all forms of PD (virtual, hybrid and in-person).	Based on data on participation for professional learning, adapt methods of engagement so that equity-focused professional learning reaches more.
Develop PD series and topically supportive programming for new initiatives/programs/grants and existing	Develop PD series options and topically supportive programming for subjects identified through Vision 2030, SCC Strategic plan, and Needs Assessment Survey. Integrate this work with existing programs and service areas on campus by	Continue cultivating strong topically relevant professional learning experiences available for constituency groups with input from AVPESS, VPI, and other leadership entities across campus. Review efficacy of programming and explore additional modalities or resources	Review and assess themes and topics, responding to any new legislation or interests that arise as the accreditation process is completed.

Specific element of AUO-I: Professional Learning Opportunities	Academic Year		
	'26-27	'27-28	'28-29
	reaching out to collaborate and create themes and other ways to emphasize topics.	for topics where further learning interest is identified.	
Logistical needs including collaboration and professional learning spaces physical and online	Move forward with Program Plan 20-23 and 23-26 physical implementation of adapting LRC 106 to a shared collaborative space for meetings, seminars, group work, etc that can include series experiences that are routinely scheduled. Space needs are modular/movable functional furniture (tables/chairs). Continue work with Zoom webinar.	Create robust scheduling around LRC 106 room for Professional Development (PD) using a scheduling app and use and refine any physical or online adjustments needed for collaborative accessible spaces for learning experiences. Provide training for use of the space with the goal of at least 75% utilization of space.	Review and access scheduling practices and adjust for maximum efficiency and holistic use of professional learning spaces online and in person, including working with employee resource groups and constituency leads for professional development requests.
Support familiarity of constituency groups with Vision Resource Center (VRC) from CCCCO and other Professional Learning repositories (e.g. Othering & Belonging Institute)	Develop comfort and experience within the PLC team to Vision Resource Center navigation and materials. Research and determine additional supportive connections that could be developed for more fluid consistent use. Share out and heavily encourage folks to try out VRC	Offer PD events and training structured around familiarizing and expanding use of VRC and other repositories for tracking professional learning online experiences	Continue to support and amplify PD opportunities and ease of use/functionality with VRC and other online learning experiences and gather feedback data on usage and efficacy.

II. Process Improvements

There are many processes involved with the PLC and those include travel, a website presence and Professional Development (FLEX) week planning. There are ample opportunities for improvement in many of these facets of the PLC, and improvement in PLC processes we name as AUO-II. The main devotion in this area is time. One of the core focuses for processes in the past has been the Professional Development (FLEX) reporting system, a system that has built-in evaluation (both short-term and long-term) and allows faculty to track over time the professional learning opportunities they've participated in. This has proven to be more difficult than initially expected from a technological and logistical standpoint, as well as raises discussions on maintaining of this system needing constant updates and changes, usability by the employee and supervising dean, and accessibility for screen readers and other support needs. These improvements may be possible as we further explore the Vision Resource Center as noted in AUO-I or with adoption of the Cornerstone Learning Management System (LMS) as noted further in this document in [Appendix D](#). Additionally, travel processes can be updated in a variety of ways including:

- Better model for travel - application like the sabbatical team does for teams and individual travel that we approve, more transparency on travel is needed
- Clearer path for travel forms, avoiding people booking something without having full funding first

Specific element of AUO-II: Process Improvements	Academic Year		
	'26-27	'27-28	'28-29
Website	Continue to streamline and update webpages routinely to provide further clarity on travel processes, evaluations forms, and other assessment tools to provide feedback for responsive decision making for future professional learning offerings.	Continue to look for ways to provide clarity in what the PLC offers via the website and look for ways to center facilitation guidance and center accessibility and equity in all PLC sponsored events and actions.	Continue to look for ways to provide clarity in what the PLC offers via the website and look for ways to continually improve on resources offered, including highlighting sustainability.
Travel Connection to Student	Working with PRIE, the Staff Development Committee (SDC) and	Continue to seek insight and feedback with a goal to bring these	Look for feedback and tie this connective structure to the Needs

Specific element of AUO-II: Process Improvements	Academic Year		
	'26-27	'27-28	'28-29
Success Parameters	campus leadership, develop a framework for directly connecting travel opportunities to professional learning experiences for campus and centering DI supportive experiences.	connective processes into practice.	Assessment and other “full loop” data analysis to help guide future practices.
Surveys, Evaluations, and Other Assessment Tools	In collaboration with the PRIE office and SDC Committee, support development or updating of evaluation and assessment tools to provide substantive data for evaluation and determination of efficacy of professional learning experiences tied to strategic goals and Vision 2030.	Further refinement of assessment tools as needed to support closing the loop on identification of needs, analysis, PD provided and determination if needs have been met for all constituency groups.	Further refinement of assessment tools as needed.
Convocation Committee	Identifying and taking note of previous difficulties of coalescing this group, develop a Convocation Committee with essential stakeholders and consider creating Fall/Spring templates.	Utilize committee member’s expertise and evaluate extending invitation to additional campus groups	Continue evaluating efficacy and reach and consider reaching out to sister campuses for comparison/collaboration.

III. Engagement & Alignment

Engagement mainly refers to increasing the reach of professional learning so that more are engaging in it, particularly when it comes to PD that is antiracist and centers on equity, as well as PD designed around the [Vision 2030](#) goals. Alignment means supporting the other organizations and constituency groups on campus with professional learning either as

facilitators or receivers. Beyond SCC, engagement and alignment means finding outside facilitators from community organizations.

Alignment within SCC means asking our partners and allies at SCC to provide biweekly input to our newsletters so their voice can reach a broader audience, for example. Many subcultures within SCC already offer PD regularly or can be supported in doing so: Strong Workforce, MESA, Cultural Engagement Centers, Tutoring Centers, CECs, campus shared governance committees, Global Studies program, Health Services, Puente, UMOJA, Rise, and Re-emerging Scholars Program, to name some.

Our third goal is labeled as AUO-III. It involves the use of temporary classified positions to support alignment as well as funds to support outside professional learning facilitators.

Building stronger community relationships in the communities our students are coming from such as non-profits, and community based organizations is important to our students and allows us as SCC employees to craft materials, resources and content that is more relative to their experiences.

While PLC is not responsible for outreach, we can work closely with the outreach experts at SCC to grow community partners that can offer professional learning for us. In alignment with Sacramento's diverse cultural landscape, we seek to build sustained partnerships and professional learning facilitators among local Sacramento organizations successfully working with Black and Brown students such as:

- The African Marketplace (Melanin Day School)
- Sojourner Truth Museum
- Sol Collective
- Roberts Family Development Center
- Fruitridge Community Collaborative
- Shakur Center
- Oak Park Community Center
- Rose Family Creative Development Center
- Les Simmons Center
- Food Literacy Center
- Three Sisters Gardens
- Yisrael Family Urban Farm
- Safe Black Space
- Black Lives Matter Sacramento
- Latino Center for Art and Culture
- Mother Natives
- NorCal Resist

Specifics for AUO-III can be found in the timeline table below.

Specific element of AUO-III: Engagement & Alignment	Academic Year		
	'26-27	'27-28	'28-29
Community partnerships	Meet with campus outreach specialists and program leads to come up with guidance to growing community partnerships and finding professional learning facilitators. Goal is to make connections and foster or enhance one new relationship.	Add one more community relationship in terms of professional learning facilitation.	Add one more community relationship in terms of professional learning facilitation.
PD for campus constituency groups and partnerships with faculty coordinators	Create a method for reaching out more consistently to student affinity spaces and faculty coordinators for additions to newsletter	Refine the process by including more campus areas and groups when possible.	By now the method of aligning within SCC is institutionalized, it is hoped, but may need another round of refinement.
Newsletter	Continue to work with Constant Contact to offer professional learning opportunities to SCC employees.	Continue to work with Constant Contact to offer professional learning opportunities to SCC employees.	Continue to work with Constant Contact to offer professional learning opportunities to SCC employees.

Section II: Review and Plan

This section reviews the accomplishments of the last year and then details objectives over the coming years. These align with the [SCC strategic goals](#) that were recently revised in Fall 2025.

Goal 1: Optimize student access, progress, momentum and success.

Goal 2: Ensure equitable academic achievement across all racial, ethnic, socioeconomic and gender groups.

Goal 3: Provide exemplary teaching and learning opportunities.

Goal 4: Provide exemplary workforce and career technical education programs that reflect the needs of the region we serve.

Goal 5: Foster an outstanding working and learning environment.

Goal 6: Create and promote a culture of environmental stewardship and sustainability at the college.

While the PLC focuses mainly on Goal 4 of this draft strategic plan, we also focus on professional learning that has at its core student success, equity, accessibility, and sustainability, so we touch upon Goals 1, 2, 3, and 6. Our professional learning opportunities are engaging and meant to foster relationship-building, so we also touch upon Goal 5.

A: Review of Accomplishments Over Previous Planning Cycle

The objectives that were listed in the last program plan cycle (the AUOs) include:

AUO1: Professional learning opportunities

Expected results: Develop portable professional learning series, certificated learning, incentivize learning and create facilitation guidelines when stipends are involved.

AUO2: Improving processes

Expected results: Improve the travel and SRC website. Implement the FLEX reporting system.

AUO3: Engagement and Alignment

Expected results: Engage in internal and external professional learning facilitators and support SCC’s subcultures in their own professional learning needs and offerings.

AUO4: Infrastructure

Expected results: Engage in internal and external professional learning facilitators and support SCC’s subcultures in their own professional learning needs and offerings.

23-26 goals (Old goals)	Comments on completion
Student Democracy Summit	In the Fall 2025, the BSS division hosted an Open Forum for Students on our Democracy. While specific summit details for Sacramento City College’s Student Democracy Summit weren’t published online, the college’s BSS division continues to prepare students through coursework and participation in campus governance, building the foundational civic engagement structures that support events like democracy form and civic learning initiatives. Additionally, the active Student Senate and assemblies reflect ongoing investment in student voice and participatory governance across campus.

Curiosity Convocation 2025	The Spring 2025 Convocation successfully launched the academic midyear under the theme <i>Curiosity 2.0: Blossoming Change</i> , focusing on sustainability, innovation, and student-centered learning. Campus leaders, including the Student Senate President, contributed to a program of inspiration and connection that reinforced shared goals for equitable learning and professional collaboration with Scott Shigeoka, author of <i>Seek</i> . The theme continues to be integrated across college disciplines.
Belonging Convocation 2026	The Spring 2026 Convocation continued this trajectory, adopting <i>Be the Change – A Journey Through Unified Belonging and Balanced Stewardship of Student Success</i> as its theme. The event emphasized cultural responsiveness, community partnerships, and practices that strengthen belonging—illuminating how SCC is embedding belonging into its professional learning and campus culture.
AI Development 25-26	Across the California Community Colleges system , including SCC, AI frameworks and professional learning and development efforts are expanding. The statewide AI Fellows program is building equitable AI education resources and pathways, and systemwide AI webinars and learning opportunities are ongoing through 2026. Locally, SCC, working alongside the Los Rios District Academic Senate are working in developing guidelines district wide. Meanwhile, SCC, with an AI Coordinator, has launched an AI in Education newsletter and AI resource hub for faculty and staff, reflecting proactive efforts to support ethical, inclusive AI integration in teaching and learning practices.
Incentivizing Participation	We did not incentivize participation beyond Professional Development (FLEX) obligations and via branding of events. In the next program plan cycle, we will continue to communicate with leadership to find creative ways we may be able to incentivize PD for Classified Professionals and will offer facilitation professional learning series to create more engaging and interactive PD.
Connecting travel to student success, equity, anti-racist, justice-informed praxis	We are building a mechanism for travel follow-up via the Professional Development (FLEX) reporting system.
Support PD across all new college initiatives/programs/grants	We have worked extensively with HSI-dual enrolment, cultural engagement centers, justice-informed language through the English Department, City Scholars and more to build

	intentional PD.
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In the last year of the previous program review cycle, we did the following with respect to these objectives in addition to other objectives that arose.

Professional Development and Learning Experiences and SRC Accomplishment Examples from 2025-2026:

- During Professional Development (FLEX) week each year, we offer a great suite of professional learning programming with daily professional learning for Fall '26 from Monday through Thursday of Professional Development (FLEX) week and an entire day of professional learning the week prior specifically designed for Classified Professionals in heavy collaboration with the Classified Senate. [Classified CORE Schedule](#)
- [Fall 25](#)
- [Spring 26](#)

B: Review of Accomplishments For Current Planning Cycle

The Administrative Unit Outcomes (AUOs) for the PLC for this program plan cycle are listed in the table below.

Outcome AUO	Expected results	Progress to date
AUO-I: Professional learning opportunities	Develop professional learning series, strengthen collaborative unifying PD efforts, and expand familiarity with CCCCO Vision Resource Center(VRC).	We have been able to continue thematic approaches to our Convocation events throughout the following semester and have developed an informal series with Rosalinda Salazar based on her Awe Work over the past 4 semesters that has been met with appreciation, and additional requests from attendees. A Linguistic Justice series from the English Dept has also helped us move towards continued efforts in series development. Thematic structuring of PD throughout the semester from Convocation has helped us build the foundation for more

		structured series options for the future. Movement of employee offices out of LRC 105 has occurred and once it is no longer being used for temporary office space for City Scholars teams can then be available for Summer 26 for transitioning to planned collaborative, connective dedicated professional growth space. VRC has been shared in all professional development and learning newsletters and familiarity sessions will be planned in upcoming PD Week for August 26.
AUO-II: Improving processes	Continue improvements and clarifying efforts for travel, professional learning experience feedback and other assessment processes.	Staff Development Committee discussions in Executive Council may lead to clarification of the committee's work in professional learning assessment and PD planning, including stronger usage of the Needs Assessment. Forms and other components of the webpages continue to be adjusted as we learn more about how people fill out submissions for providing PD. Facilitator guidance documents are updated and enhanced every semester for continuous work towards improving communication of accessibility and cultural responsiveness.
AUO-III: Engagement & Alignment	Engage in internal and external professional learning facilitators and support SCC's subcultures in their own professional learning needs and offerings. Continue to create partnerships with faculty coordinators and leaders in other disciplines and spaces on campus.	Outside speakers brought in for Convocation (Scott Shigeoka Sp25) along with several of our cultural affinity spaces we have worked with allows us to gain insight and perspectives that feed innovative experiences for students and staff alike. Opportunities like the Student Forum for Democracy in Fall 2025, RISE Center's Open House, opening of the Disability Cultural Center, and other student serving events where the professional Learning Center can promote faculty, classified, and administrator engagement are significant ways the PLC helps build connections and increase campus community atmosphere.
AUO-IV: Innovative Shifts	See Section III	Proposal pending Program Plan Spring 26

SECTION IV: ANNUAL PROCEDURES AND RESOURCE REQUESTS FOR THE PLANNING YEAR (Totals are approximated for 3 years)

Required annually

Review of last year's resource use:

We took a very cautious approach to spending in 25-26 being asked to scale back in May 2025 from our projected SEAP funding allocation for the coming fiscal year and focused our energy on internal support of developing facilitators on campus for professional learning experiences and building our team. We were able to hire a Clerk III who has experience in operations and facilities, which has proved advantageous for all our event logistics, continued to cultivate excellent student assistants in the space, and increased our flexibility on accessible resources for supporting accommodations for all constituency groups. Marketing tools, hybrid event resources and other necessary purchases outlined in the 25-26 Update were handled in a timely manner as soon as funding was made available. Funding was also redirected to helping advance a long standing goal of moving permanent position's office spaces out of LRC 106 so that it can finally be available after many years of dreaming to be utilized as a professional development centralized space for interpersonal development and connections that powers our strategically planning Goal 4 and 5. We are thrilled to finally have the opportunity to bring this vision to light and work towards engaging the campus through faculty coordinators, facilitators, constituency leadership, employee resource groups, program leads, and other equity engaged groups in meaningful, deliberate professional growth work.

Procedure	Timeline	Responsible persons	Resource Requirements	Funding Source(s) ¹
AUO-I: professional learning opportunities	3 year timeframe - plan to spend consistently throughout each fiscal year if possible.	PLC coordinator, PLC assistant, guided by AVPESS	Funding is needed to provide facilitators with compensation for offering professional learning, and a hybrid space where accessible PD can be	\$8,000 internal facilitators \$12,000 external speakers/facilitators \$13,000 hybrid

¹ All funding sources requested are SEAP. CDF funds for CWT, office supplies, student help, etc are outside of these requests. Alternative options for funding would be welcome.

Procedure	Timeline	Responsible persons	Resource Requirements	Funding Source(s) ¹
			offered, remotely and in-person. Funding is needed to engage outside PD facilitators, and to send intentional SEAP focused individuals and teams to conferences. Funding is also requested for limited supplies for historically partnering programs T4E and NFA for learning materials. This does not cover ESA/PEX or other funding for these programs.	space furniture for LRC 106 -tables/chairs (3 tables -12 chairs) \$10,000 intentional travel \$15,000 for Zoom webinar (x3 years) \$3,000 T4E² supplies \$3,000 NFA supplies \$6,000 PLC supplies
AUO-II: Improve processes	We hope to hire an SSA to help handle the adjusted workload from the 0.2 FTE reduction for the SRC Coordinator in early Fall 2026	PLC coordinator and PLC Assistant guided by AVPESS	For some process improvements and engagement needs (AUO-III) we require the use of temp classified professionals	*\$ 45,800 - Clerk III 20 hrs/wk *\$46,500 - SSA 16 hrs/week <i>*this includes benefits/salary for 3 yrs</i>

² T4E and NFA funds mentioned here are for supplies and minimal refreshment options only and **does not** cover ESA/PEX costs.

Procedure	Timeline	Responsible persons	Resource Requirements	Funding Source(s) ¹
AUO-III: Engagement & Alignment	These purchases are needed at the beginning of every Fall semester for applications and dispersed throughout the fiscal years for other resources	PLC coordinator and PLC Assistant guided by AVPESS	Constant Contact newsletter app Service Agreements with outside community partners Engagement online software apps Printing/Marketing	\$7,000 \$5,500 \$4,000 \$3,000
Subtotal for AUO-I-III for 3 years with 6% buffer(AUO-I) built into one time purchase of furniture to account for fluid market/tariffs, etc			Note that this budget request is relatively close to the 2023 request for only 1 year at \$170,000	\$182,800

APPENDIX A: Synergy with PRIE and SDC

We will work with the PRIE office to help measure the efficacy of our learning opportunities and help offer insight into how better the Staff Development Committee (SDC) can support the PLC for analysis and setting actionable goals for topics and thematic focus for future Professional Development and Learning Week offerings.

APPENDIX B: Reference Documents

[SCC Strategic Plan](#)

[Center Proposal](#)

[Convocation Committee](#)

[SEAP Allocation for PLC for '22-23](#)

[General Caring Campus Behavioral Commitments](#) (SCC curated versions on [website](#))

[Caring Campus Fortifies Vision of Success](#)

[The Othering and Belonging Institute](#)

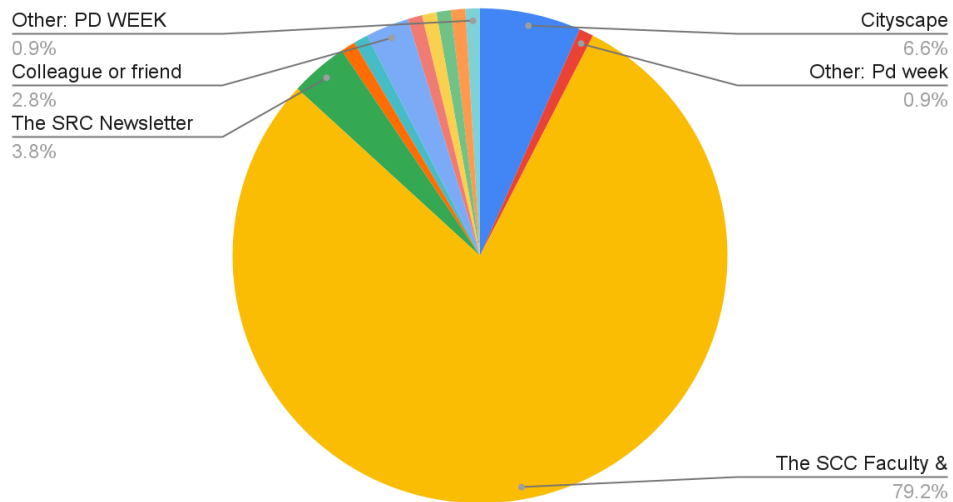
[The CCCCCO Vision Resource Center](#)

[CCCCCO Vision 2030](#)

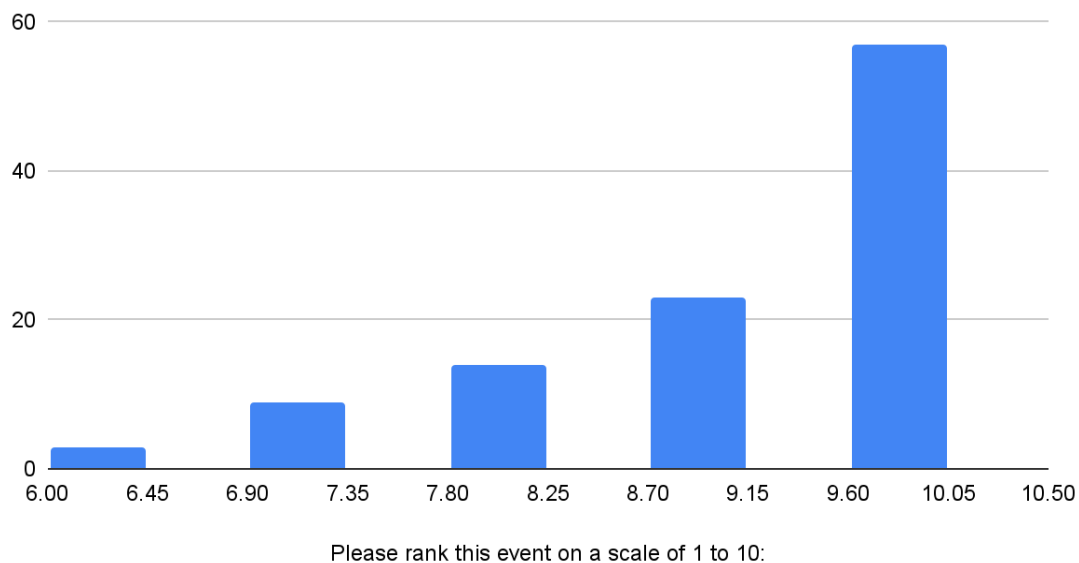
[SCC Student Equity Plan 2025-2028](#)

APPENDIX C: Professional Development Week and Convocation Spring 2026 Data

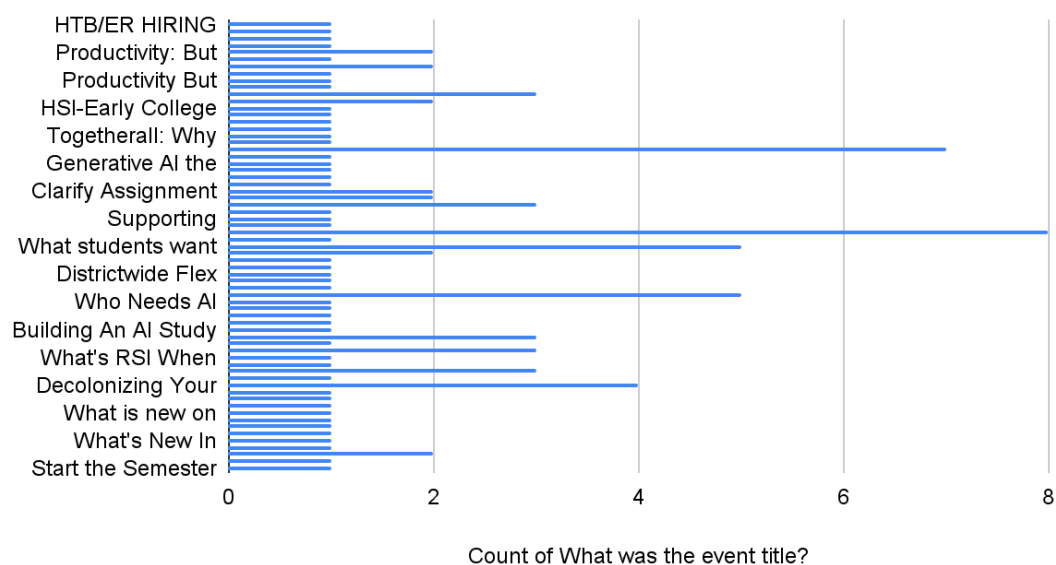
How attendees found out about PD Week events:



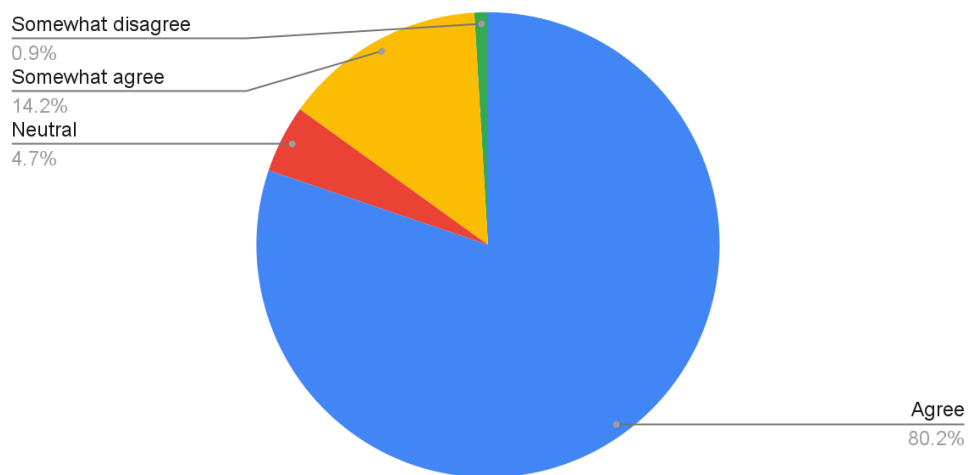
Please rank this PD Week event on a scale of 1 to 10:



What was the title of the event you attended?



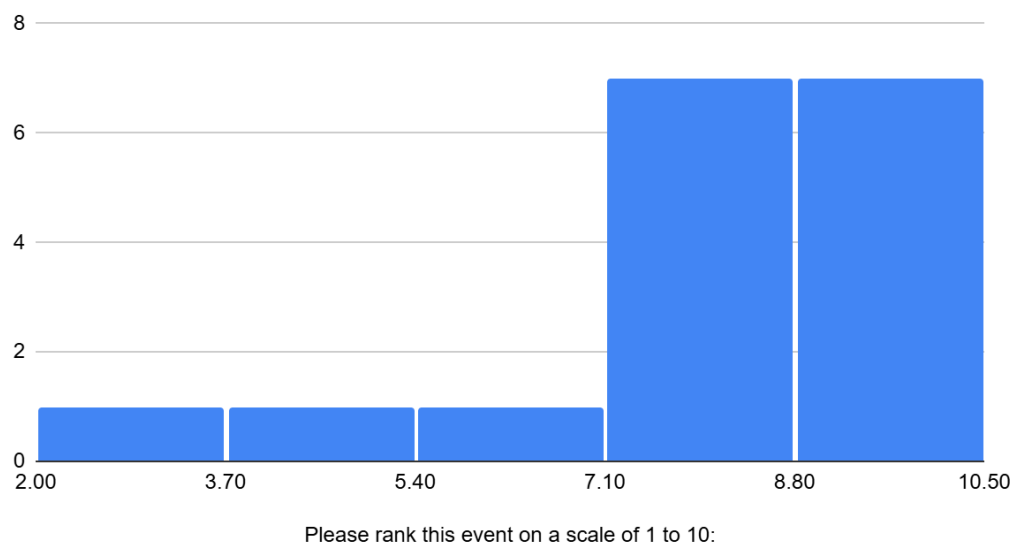
Ratings on the Event (I would recommend this workshop to a colleague.)



106 evaluations received for 17 events of a total of 37 PD events offered during PD Week Spring 2026

54% events had no evaluations provided

Please rank this event (Convocation) on a scale of 1 to 10:



Total Convocation Attendance: ~ 429 employees
Approximately: 154 Zoom attendees
275 In-person attendees

Sample size: 16 employees provided an evaluation - 3.73% total attendees evaluated

APPENDIX D: Innovative Vision for Professional Learning at SCC

Infrastructure represents the physical component of the PLC, currently housed in LRC106. There were plans to reformulate this space as collaborative in the Center proposal that was written with the help of the Achieving the Dream (ATD) organization. However, the college did not sustain the ATD relationship. Consequently, the Center has never materialized fully. We are currently seeing the creation of a podcast space for employees but need to continue to create a pedagogical Makerspace working with distance education and the A/V team along with the other [PL partners](#). This goal of the PLC is to redefine collaborative space.

Three-Year Professional Development Strategic Plan

Cornerstone Platform Integration for Pedagogical Excellence and Student Success

Vision Resource Center | California Community Colleges Chancellor's Office

Executive Summary

This three-year strategic plan establishes a comprehensive framework for utilizing the Cornerstone Professional Learning and Development Platform across all disciplines with [professional learning partners](#) college wide to systematically improve pedagogical practices, enhance Canvas course quality, and measurably impact student success metrics including accessibility, enrollment, engagement, retention, course progress, persistence, and graduation rates.

Plan Overview

Mission

To create a culture of continuous professional learning that empowers faculty and staff to develop evidence-based pedagogical practices within Canvas, resulting in measurable improvements in student access, engagement, and success.

Core Objectives

1. Establish structured participation pathways in Cornerstone professional learning
 2. Implement robust documentation and tracking systems for professional development
 3. Develop pedagogical competencies aligned with student success outcomes
 4. Create feedback loops connecting professional learning to student achievement data
 5. Build sustainable communities of practice across employee groups
-

Key Features:

- Detailed quarter-by-quarter implementation roadmap for all three years
- Specific participation requirements for each employee group (faculty, counselors, administrators, classified professionals)
- Robust documentation framework at both individual and institutional levels
- Direct connections between professional learning and the seven student success metrics you identified (accessibility, enrollment, engagement, retention, course progress, persistence, and graduation)
- Evidence-based impact chains showing how training leads to practice changes that improve outcomes
- Scalable from foundational training in Year 1 to sustainability and institutionalization by Year 3
- Assessment and continuous improvement structures with specific success indicators

Year 1: Foundation Building (Year 1)

Quarter 1: Infrastructure & Assessment

Participation Framework

Faculty Engagement

- Establish baseline Canvas course quality standards using accessibility and design rubrics
- Conduct needs assessment survey across all employee groups (faculty, counselors, administrators, classified professionals)
- Identify early adopters and professional learning champions
- Create Cornerstone user accounts and onboarding protocols for all eligible employees

Documentation Systems

- Implement digital badging system within Cornerstone for completed learning pathways
- Establish individual Professional Learning Plans (PLPs) linked to institutional goals
- Create integration between Cornerstone and HR systems for tracking professional development hours
- Develop Canvas course quality self-assessment tool

Target Metrics Baseline

- Canvas course accessibility compliance rate
- Course enrollment conversion rates
- Student engagement metrics (logins, assignment completion, discussion participation)
- Course completion rates by modality
- Term-to-term persistence rates
- Degree/certificate completion rates

Professional Learning Offerings

Core Modules (Required for all teaching faculty)

1. Universal Design for Learning (UDL) in Canvas (8 hours)
2. Accessibility Fundamentals & WCAG 2.1 AA Standards (6 hours)
3. Equity-Minded Course Design (8 hours)
4. Engagement Strategies for Online and Hybrid Learning (6 hours)

Supplemental Pathways (Elective)

- Canvas Advanced Features and Integrations (4 hours)
- Creating Accessible Course Materials (4 hours)
- Data-Informed Instructional Adjustments (4 hours)

Quarter 2: Launch & Early Implementation

Participation Requirements

Full-Time Faculty: 12 hours minimum professional learning (core modules) **Part-Time Faculty:** 8 hours minimum (prioritized core content) **Counselors & Student Services:** 8 hours (student success focus) **Administrators:** 6 hours (leadership for pedagogy) **Classified Professionals:** 4 hours (role-specific support)

Documentation Process

- Monthly submission of learning artifacts to Cornerstone portfolio
- Peer observation partnerships established (minimum 2 per semester)
- Canvas course improvement plans developed and submitted
- Pre/post self-assessment of pedagogical competencies

Community Building

- Launch monthly Canvas Pedagogy Community of Practice (CoP)
- Establish discipline-specific peer learning groups
- Create mentorship program pairing experienced and new faculty

Quarter 3-4: Implementation & Iteration

Advanced Learning Pathways

Accessibility Leadership Track (20 hours)

- Advanced accessibility remediation techniques
- Assistive technology integration
- Accessible assessment design
- Leading accessibility initiatives

Engagement & Retention Specialist Track (20 hours)

- Early alert system optimization
- Proactive outreach strategies
- Motivational course design elements
- Learning analytics for intervention

Equity-Centered Pedagogy Track (20 hours)

- Culturally responsive teaching practices
- Anti-deficit framing in course design
- Inclusive assessment practices
- Disaggregated data analysis

Documentation Enhancement

- Quarterly reflection essays on pedagogical growth
- Student feedback integration into professional learning plans
- Canvas course redesign portfolios
- Evidence of student outcome improvements

Year 2: Deepening Practice & Measurable Impact

Quarter 1: Data Integration & Analysis

Participation Expansion

Required Professional Learning

- All faculty complete at least one advanced track (20 hours)
- Participate in action research projects connecting pedagogy to student outcomes
- Lead or co-lead at least one professional learning session
- Engage in cross-disciplinary collaboration on course design

Documentation Evolution

- Launch comprehensive professional learning transcript system
- Implement micro-credentialing for specialized competencies
- Create showcases of exemplary Canvas courses with documented student success data
- Develop case studies linking specific pedagogical changes to outcome improvements

Professional Learning Offerings

New Core Modules

1. Learning Analytics & Student Success Intervention (8 hours)
2. Collaborative Learning Design for Canvas (6 hours)
3. Assessment for Learning & Growth Mindset (8 hours)
4. Mobile-First & Multi-Modal Content Design (4 hours)

Impact-Focused Pathways

- Completion Coaching in the Digital Classroom (16 hours)
- Accessibility Champion Certification (24 hours)
- Student Engagement Innovation Lab (20 hours)

Quarter 2-3: Scaling Excellence

Participation Strategies

Learning Communities

- Cohort-based course redesign teams (6-8 faculty per cohort)
- Monthly Canvas optimization workshops
- Quarterly cross-campus learning symposia
- Annual professional learning showcase and awards

Documentation Requirements

- Portfolio evidence of Canvas course improvements with before/after comparisons
- Student success data analysis demonstrating impact
- Peer review documentation of course accessibility and design quality
- Innovation proposals for new pedagogical approaches

Leadership Development

- Train 25% of faculty as professional learning facilitators
- Establish department-level pedagogy leads
- Create Canvas course design mentorship program
- Develop student success data coaches

Quarter 4: Assessment & Refinement

Mid-Plan Review

Outcome Analysis

- Compare Year 2 vs. baseline data on all target metrics
- Analyze participation rates and completion of professional learning pathways
- Survey employee satisfaction with professional development offerings
- Identify high-leverage practices showing strongest student impact

Adjustments

- Refine professional learning offerings based on efficacy data
 - Expand high-impact modules and pathways
 - Address participation gaps in specific employee groups
 - Strengthen connections between learning and measurable outcomes
-

Year 3: Sustainability & Institutionalization

Quarter 1: Culture Embedding

Participation Integration

Comprehensive Engagement Model

- Professional learning embedded in evaluation processes
- Canvas course quality standards incorporated into hiring and onboarding
- Required professional development for promotion and advancement
- Student success metrics tied to departmental planning

Documentation as Standard Practice

- Professional learning portfolios required for tenure review
- Annual pedagogical innovation reports
- Continuous improvement plans based on student data
- Cross-institutional sharing of effective practices

Advanced Professional Learning

Master Teacher Certification Program (40 hours)

- Comprehensive pedagogy, accessibility, and student success training

- Action research project with published results
- Mentorship of 5+ colleagues
- Demonstrated excellence in student outcomes

Innovation Incubator

- Experimental pedagogy pilot programs
- Emerging technology integration (AI, VR/AR, adaptive learning)
- Cross-institutional collaboration projects
- Grant-funded innovation initiatives

Quarter 2-3: Scaling & Sharing

Statewide Contribution

Cornerstone Content Development

- Faculty create shareable modules for statewide use
- Best practice case studies published in Cornerstone
- Webinar series on high-impact practices
- Regional professional learning conferences

Peer Leadership

- 50% of faculty actively contributing to professional learning ecosystem
- Department-embedded professional development
- New faculty comprehensive onboarding program
- Ongoing coaching and support structures

Documentation Excellence

Comprehensive Professional Learning Records

- Individual learning transcripts showing 3-year progression
- Digital badge portfolios demonstrating competency pathways
- Published research on pedagogy-to-outcomes connections
- Recognition and awards for professional learning leadership

Quarter 4: Long-Term Vision

Sustainability Planning

Institutionalization Strategies

- Professional learning budget allocations secured
- Release time and compensation structures for facilitators
- Integration with academic planning and program review
- Ongoing assessment and continuous improvement cycles

Future Directions

- Year 4-5 strategic plan development
 - Emerging pedagogical trends integration
 - Technology evolution responsiveness
 - Equity and access advancement
-

Employee Group Specific Pathways

Full-Time Faculty

Year 1 Requirements (20 hours)

- Core accessibility and UDL training (14 hours)
- Equity-minded pedagogy (8 hours)
- Canvas course self-assessment and improvement plan
- One peer observation cycle

Year 2 Requirements (24 hours)

- One advanced track completion (20 hours)
- Data analysis and intervention strategies (8 hours)
- Action research project initiation
- Lead one professional learning session

Year 3 Requirements (24 hours)

- Master Teacher Certification pathway or specialized innovation project
- Publish/present on pedagogical practices
- Mentor 2+ colleagues
- Documented student success improvements

Part-Time Faculty

Year 1 Requirements (12 hours)

- Core accessibility fundamentals (6 hours)
- Canvas essentials for engagement (6 hours)
- Access to mentorship and support resources

Year 2 Requirements (12 hours)

- One specialized module (engagement, assessment, or accessibility) (8 hours)
- Participate in Canvas community of practice
- Course improvement documentation

Year 3 Requirements (12 hours)

- Advanced topic of choice (8 hours)

- Option to contribute to professional learning community
- Recognition pathway for teaching excellence

Counselors & Student Services

Year 1 Requirements (12 hours)

- Student success data literacy (6 hours)
- Early alert and intervention systems (6 hours)
- Canvas integration for student services
- Case management in digital environment

Year 2 Requirements (16 hours)

- Equity-minded student support practices (8 hours)
- Technology tools for advising and counseling (4 hours)
- Collaborative course-student services integration (4 hours)
- Student success campaign development

Year 3 Requirements (16 hours)

- Leadership in holistic student support
- Data-driven intervention strategies
- Cross-functional team collaboration
- Student success innovation projects

Administrators

Year 1 Requirements (10 hours)

- Leadership for pedagogical excellence (6 hours)
- Understanding learning analytics and outcomes (4 hours)
- Resource allocation for professional learning
- Creating culture of continuous improvement

Year 2 Requirements (12 hours)

- Data-informed decision making (6 hours)
- Supporting faculty innovation (4 hours)
- Accessibility compliance and leadership (4 hours)
- Strategic planning for student success

Year 3 Requirements (12 hours)

- Change management for pedagogical transformation
- Institutional assessment and accountability
- Scaling effective practices
- Visionary leadership development

Classified Professionals

Year 1 Requirements (6 hours)

- Role-specific Canvas support training
- Accessibility awareness and support
- Student-facing communication excellence

Year 2 Requirements (8 hours)

- Technology tools for student support
- Equity-minded student interaction
- Data literacy for student success

Year 3 Requirements (8 hours)

- Advanced role-specific competencies
 - Cross-functional collaboration
 - Student success contribution recognition
-

Documentation Framework

Individual Level

Professional Learning Portfolio Components

1. Learning Record

- Cornerstone course completions with dates and hours
- Digital badges earned
- Certificates of completion
- Conference and workshop attendance

2. Application Evidence

- Canvas course improvement artifacts (before/after screenshots)
- Student feedback on course changes
- Accessibility remediation documentation
- Instructional innovation examples

3. Reflection & Growth

- Quarterly reflection essays on pedagogical development
- Goal setting and progress monitoring
- Peer feedback and observation notes
- Self-assessment of competency growth

4. Impact Documentation

- Student success data trends in courses
- Comparison data (accessibility scores, engagement metrics, completion rates)
- Student testimonials and feedback

- Course quality rubric scores over time

Institutional Level

Aggregate Tracking Systems

1. Participation Metrics

- Professional learning hours by employee group
- Pathway completion rates
- Badge/credential attainment
- Community of practice engagement

2. Pedagogical Quality Indicators

- Canvas course accessibility compliance rates
- Course design quality scores (using standardized rubric)
- Adoption rates of evidence-based practices
- Technology integration sophistication

3. Student Success Outcomes

- **Accessibility:** % of courses meeting WCAG 2.1 AA standards, assistive technology compatibility scores
- **Enrollment:** Course fill rates, waitlist trends, student demand indicators
- **Engagement:** Canvas analytics (logins, page views, assignment submissions, discussion posts)
- **Retention:** Week-2, mid-term, and end-of-term retention rates
- **Course Progress:** Assignment completion rates, on-time submission rates, continuous engagement metrics
- **Persistence:** Term-to-term continuation rates, return rates after stop-out
- **Graduation:** On-time completion rates, degree/certificate attainment, transfer rates

4. Correlation Analysis

- Professional learning hours correlated with student outcome improvements
- Specific pathway completion linked to targeted metrics
- Department/division comparative analysis
- Longitudinal trend analysis

Reporting Structure

Monthly

- Professional learning participation dashboards
- Cornerstone engagement metrics
- Upcoming learning opportunities

Quarterly

- Student success metrics by course and instructor
- Professional learning impact reports

- Community of practice highlights
- Innovation showcase

Annually

- Comprehensive professional learning participation report
 - Student outcome trends with year-over-year comparisons
 - Return on investment analysis for professional development
 - Strategic plan progress assessment
 - Recognition of exemplary practice and leadership
-

Connection to Student Success Metrics

Accessibility Impact Chain

Professional Learning → Pedagogical Practice → Student Outcome

1. **Training:** Accessibility fundamentals, WCAG standards, remediation techniques
2. **Practice:** Course accessibility audits, content remediation, caption addition, alt-text creation, accessible document design
3. **Outcomes:**
 - Increased course accessibility compliance (target: 95% by Year 3)
 - Improved outcomes for students with disabilities
 - Reduced accommodation delays
 - Enhanced universal design benefiting all students

Enrollment Impact Chain

1. **Training:** Marketing student-ready courses, clear course expectations, welcoming first-day experiences
2. **Practice:** Comprehensive syllabi, welcome videos, early communication, transparent course design
3. **Outcomes:**
 - Increased course fill rates (target: +10% by Year 3)
 - Reduced early drops
 - Improved student satisfaction scores
 - Positive word-of-mouth enrollment

Engagement Impact Chain

1. **Training:** Interactive learning design, discussion facilitation, timely feedback, multimedia integration
2. **Practice:** Weekly engagement activities, responsive communication, diverse content types, student choice elements
3. **Outcomes:**
 - Increased Canvas activity metrics (target: +25% average logins by Year 3)

- Higher assignment completion rates (target: +15% by Year 3)
- Improved discussion quality and participation
- Enhanced student-instructor connection

Retention Impact Chain

1. **Training:** Early alert systems, proactive outreach, motivational design, culturally responsive teaching
2. **Practice:** Week 1 & 2 engagement checks, mid-term interventions, growth mindset feedback, flexible support
3. **Outcomes:**
 - Reduced first-week attrition (target: -50% by Year 3)
 - Improved mid-term retention (target: +10% by Year 3)
 - Decreased late withdrawals
 - Increased course completion rates

Course Progress Impact Chain

1. **Training:** Scaffolded learning design, formative assessment, mastery-based progression, clear pathways
2. **Practice:** Modularized content, checkpoint assessments, visible learning paths, regular feedback loops
3. **Outcomes:**
 - Improved on-time assignment completion (target: +20% by Year 3)
 - Reduced incomplete grades
 - Enhanced learning momentum
 - Better preparation for subsequent courses

Persistence Impact Chain

1. **Training:** Belonging and connection, academic mindset development, goal alignment, support integration
2. **Practice:** Community building, success skill development, academic planning integration, holistic support
3. **Outcomes:**
 - Increased fall-to-spring persistence (target: +8% by Year 3)
 - Improved term-to-term continuation (target: +12% by Year 3)
 - Reduced stop-out rates
 - Enhanced long-term student commitment

Graduation Impact Chain

1. **Training:** Backward design from completion, milestone mapping, progress monitoring, completion coaching
2. **Practice:** Clear program pathways, regular progress check-ins, celebration of milestones, completion resources
3. **Outcomes:**
 - Increased 3-year completion rates (target: +15% by Year 3)

- Improved on-time graduation (target: +10% by Year 3)
 - Enhanced transfer readiness
 - Better career/further education preparation
-

Assessment & Continuous Improvement

Evaluation Framework

Level 1: Participation

- Track completion rates of professional learning pathways
- Monitor attendance and engagement in communities of practice
- Measure satisfaction with Cornerstone offerings

Level 2: Learning

- Pre/post competency assessments
- Demonstration of skill acquisition through portfolio artifacts
- Peer evaluation of pedagogical improvements

Level 3: Application

- Canvas course quality rubric scores over time
- Evidence of evidence-based practices implementation
- Student feedback on course improvements

Level 4: Impact

- Student success metric improvements in courses taught by professional learning participants
- Comparative analysis (participants vs. non-participants)
- Institutional-level trend analysis on all target metrics

Data Collection Methods

Quantitative

- Canvas analytics and reporting tools
- Student information system data extracts
- Professional learning management system reports
- Accessibility compliance scanning tools
- Survey instruments (Likert scales, frequency measures)

Qualitative

- Student focus groups and interviews
- Faculty reflection essays and narratives
- Case studies of exceptional practice

- Peer observation feedback
- Open-ended survey responses

Reporting & Accountability

Shared Governance

- Quarterly reports to Academic Senate
- Annual presentation to Board of Trustees
- Regular updates to curriculum and professional development committees
- Department/division-level data sharing for planning

External Accountability

- Chancellor's Office reporting on professional development participation
- Vision Resource Center utilization reports
- Accreditation evidence of continuous improvement
- Grant reporting for funded initiatives

Transparency & Access

- Public-facing professional learning dashboard
- Anonymized best practice sharing
- Celebration of innovation and excellence
- Student-facing communication about course quality initiatives

Resource Requirements

Technology Infrastructure

- Cornerstone platform licenses and support
- Canvas analytics and reporting tools
- Accessibility scanning and remediation tools
- Learning management for professional development
- Portfolio and badging systems

Human Resources

- Professional learning coordinator (1.0 FTE)
- Accessibility specialist (0.5 FTE)
- Instructional designers (2.0 FTE)
- Faculty facilitators (release time equivalent to 3.0 FTE)
- Data analyst (0.5 FTE)

Financial Resources Plan

Year 1: \$250,000 (infrastructure, initial training, tool acquisition) **Year 2:** \$200,000 (scaling, advanced pathways, compensation) **Year 3:** \$180,000 (sustainability, innovation, recognition)

Professional Learning Time

- Faculty contract hours for professional development
 - Flex day allocation for collective learning
 - Release time for professional learning leaders
 - Compensation for part-time faculty participation
 - Classified professional development time
-

Success Indicators

Year 1 Targets

- 100% of employee groups have Cornerstone access and accounts
- 80% of full-time faculty complete core accessibility training
- 60% of part-time faculty complete Canvas essentials
- Baseline student success metrics established for all target areas
- 25 faculty trained as professional learning facilitators

Year 2 Targets

- 90% of courses meet minimum accessibility standards
- 50% of faculty complete at least one advanced pathway
- Measurable improvements in 4+ student success metric areas
- 100% participation in communities of practice
- Published case studies documenting pedagogy-to-outcomes connections

Year 3 Targets

- 95% of courses meet WCAG 2.1 AA accessibility standards
 - 30% of faculty achieve Master Teacher certification or equivalent
 - Documented improvements in all 7 student success target areas
 - Sustainable professional learning culture embedded institutionally
 - Regional/statewide recognition for pedagogical excellence
-

Conclusion

This three-year plan provides a comprehensive, systematic approach to leveraging the Cornerstone Professional Learning and Development Platform to transform pedagogical practices toward contributing to the improvement of student success outcomes. By establishing clear participation

expectations, robust documentation systems, and direct connections between professional learning and measurable student impact, this plan creates a roadmap for sustainable excellence.

The success of this initiative depends on:

- **Committed leadership** providing resources and accountability
- **Engaged faculty and staff** dedicating time and effort to growth
- **Data-informed decision making** connecting practice to outcomes
- **Collaborative culture** sharing effective practices across the institution
- **Student-centered focus** keeping student success as the ultimate goal

Through systematic professional learning, thoughtful documentation, and continuous improvement, this plan will position our institution as a leader in pedagogical innovation and student success within the California Community College system.

Procedure	Timeline	Responsible persons	Resource Requirements	Funding Source(s) ³
PROPOSED AUO_IV: Section III Cornerstone Implementation, Year 1	26-27	SRC Coord with AVPI, Workforce	Grants (See Financial Plan)	250,000
Year 2	27-28	SRC Coord with AVPI, Workforce	Grants (See Financial Plan)	200,000
Year 3	28-29	SRC Coord with AVPI, Workforce	Grants (See Financial Plan)	180,000
			Total Cost of AUO IV for 3 years:	\$630,000

³ All funding sources requested are SEAP. CDF funds for CWT, office supplies, student help, etc are outside of these requests. Alternative options for funding would be welcome.