Cañada College

Professional Learning Plan

**2017-2018
Prototype**

Contents

Process for developing Cañada College's Professional Learning Plan:

In the Spring of 2014, a Planning and Budgeting Council (PBC) Taskforce recommended an integrated college-wide vision and coordination for Professional Learning. This taskforce collected ideas about Professional Learning from ASGC, PBC, Classified Senate, and ACES. The shift to college-wide professional learning supported AB2558 legislation which "established the Community College Professional Development Program." In order to build a Professional Learning Program at Cañada, individuals from various groups on campus formed a Professional Development Plan Task Force (to later become Professional Learning) to review sample professional learning plans and discuss the role of professional learning at Cañada in the Spring 2015. In addition, the College hired a temporary Director of Professional Development and Innovation in the Fall of 2015. During the Spring 2016, the Director of Professional Development and Innovation visited multiple committees throughout campus (including all shared governance committees) and Divisions to collect more information on what professional learning means to the College as well as what a college-wide Professional Learning Program should look like. The Director of PD also reviewed notes from the Task Force, existing professional learning plans, and research-based articles.

A team of faculty, Classified Professionals, and administration from the college reviewed qualitative data from the PD Director-led discussions and research-based information in order to create Cañada's Professional Learning Framework which was approved by PBC in November of 2016. The Framework defines Professional Learning at Cañada including a mission, vision, values, and core concepts. This Framework also marked the shift in terminology from Professional Development to Professional Learning*.

As the College engages in developing a new Educational Master Plan (EMP), the Professional Learning Committee has discussed the ways in which professional learning has an opportunity to help impact change within the college through aligning the Professional Learning Plan with the EMP. This includes submitting strategic initiatives related to the three goal areas of the EMP: Student Completion/Success, Community Connections, and Organizational Development. Additionally, the goals and objectives within the Professional Learning Plan reflect the goals within the EMP.

In the Fall 2016, the College received input from an Institutional Effectiveness Partnership Initiative (IEPI) Partnership Resource Team (PRT). This team met with representatives from existing College Professional Learning committees and teams in order to provide a [Menu of Options (MOO) for the College](). In addition, the College's newly appointed Professional Learning Committee began meeting. This committee - made up of representatives from faculty, Classified Professionals, management, administration, and student senate - reviewed the information from previous work completed on campus while also considering the Cañada Professional Learning Framework and recommendations from the PRT MOO. In order to ensure the Professional Learning Plan aligned with the Professional Learning Framework (the College's definition of professional learning), the committee organized College-wide professional learning goals based on the core concepts of professional learning at Cañada which are reflected in the Professional Learning Framework: Professional Learning & Teaching; Communication & Collaboration; Career & Personal Growth & Learning.

In addition to reviewing previous contributions from the College community, the Professional Learning Committee also solicited feedback from the campus on the Professional Learning Plan draft through the Participatory Governance Process, open forums, and an anonymous online survey. The Committee used this feedback to make revisions in developing a comprehensive Professional Learning Plan for the 2017-18 academic year.

This short-term, prototype cycle allows for use of ongoing feedback throughout the first version of the College's Professional Learning Plan. Furthermore, the Professional Learning Committee will develop a needs assessment based on the plan in order to create a 2017-18 Professional Learning Program of activities that will meet the Cañada College Community's needs. The Professional Learning Plan will be revised in the Spring 2018 based on feedback, feasibility, and funding.

The 2017-18 plan received Cañada College approval through PBC on May 17, 2017.

*Cañada is adopting the term Professional Learning as the overarching concept for a college-wide program. This supports a holistic approach to addressing the professional needs throughout the College. It also encourages Cañada faculty, staff, and administrators to "learn, in a way that shapes their practice, from a diverse range of activities, from formal PD programs, through interaction with work colleagues, to experiences outside work, in differing combinations and permutations of experiences" (Webster-Wright, 2009, p. 705). References to Professional Development throughout the document are indications of the College's shift in terminology (from Professional Development to Professional Learning) and/or direct statements from other documentation, organizations, and committees. Previous College documentation regarding Professional Learning may be under the term Professional Development. In addition, the District uses the terminology Professional Development instead of Professional Learning.

Webster-Wright, A. (2009). Reframing professional development through understanding authentic professional learning.

Review of educational research, *79*(2), 702-739.

Alignment with AB2558 and Accreditation Standards

AB2558 Summary

This bill originated as a result of recommendations from the 2011 California Community Colleges Student Success Initiative Professional Development Committee. It highlights the importance of cross-campus professional learning recognizing that all employees play a role in student success. In addition, it acknowledges the many factors involved in maintaining an environment in which employees can refine and learn new skills and knowledge to help better serve our students. These skills and knowledge include technology, college operations, instruction, innovative practices, and other skills to ensure students' needs and goals are met. The bill was passed on September 19, 2014 and includes the following sections

AB2558 Bill

Existing law establishes the Community College Faculty and Staff Development Fund, to be administered by the Board of Governors of the California Community Colleges, for purposes of providing state general funds to community colleges for supporting locally developed and implemented faculty and staff development programs. Existing law requires the board of governors to annually allocate funds appropriated for these purposes to each community college district whose chief executive officer has submitted to the Chancellor of the California Community Colleges an affidavit that includes specified information. Existing law limits the allocation a community college district can receive from the Community College Faculty and Staff Development Fund to a maximum of 2% of the community college district's fiscal year revenues for the prior fiscal year.

This bill would eliminate the Community College Faculty and Staff Development Fund and instead establish the Community College Professional Development Program. The bill would require any funding appropriated for this program to be allocated, in accordance with rules and regulations adopted by the board of governors, to community college districts that provide professional development opportunities for both faculty and staff. The bill would require community college districts receiving this funding to include the employee's time used participating in the Community College Professional Development Program in the employee's contractually obligated hours. The bill would also make nonsubstantive changes to these provisions.

Section 87150

There is hereby established the Community College Professional Development Program, to be administered by the board of governors, the purpose of which is to provide state general funds to community colleges for supporting locally developed and implemented faculty and staff development programs.

Section 87151

The board of governors shall annually allocate funds, when appropriated for purposes of this article, only to a community college district whose chief executive officer has submitted to the chancellor an affidavit that includes all of the following:

(a) A statement that each campus within the community college district has an advisory committee, composed of administrators, faculty, and staff representatives, which has assisted in the assessment of the faculty and staff development needs and in the design of the plan to meet those needs.

(b) A campus human development resources plan has been completed for the current and subsequent fiscal years.

(c) A report of the actual expenditures for faculty and staff development for the preceding year.

Section 87152

(a) Any funding appropriated for purposes of this article shall be allocated to the community college districts that provide professional development opportunities to both faculty and staff. Funding shall be disbursed in accordance with rules and regulations adopted by the board of governors.

(b) Community college districts that receive funding pursuant to this section shall include the employee's time used participating in the Community College Professional Development Program in the employee's contractually obligated hours.

Accreditation standard

This plan meets the Accrediting Commission for Community and Junior Colleges' (ACCJC) Standard III, section A – 14:

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

College Mission and Vision

Cañada College Mission Statement
Cañada College provides our community with a learning-centered environment, ensuring that students from diverse backgrounds have the opportunity to achieve their educational goals by providing transfer, career/technical, and basic skills programs, and lifelong learning. The college cultivates in its students the ability to think critically and creatively, communicate effectively, reason quantitatively to make analytical judgments, and understand and appreciate different points of view within a diverse community.

Cañada College Vision
Cañada College is committed to being a preeminent institution of learning, renowned for its quality of academic life, its diverse culture and practice of personal support and development, extraordinary student success, and its dynamic, innovative programs that prepare students for the university, the modern workplace, and the global community.

Cañada Professional Learning Framework

Statement of Intention

The intention of the Cañada Professional Learning Framework is to provide the foundation for a comprehensive professional learning program that meets the college's needs through supporting existing campus-wide professional learning opportunities and creating a path for further campus-wide professional efforts.

Mission: To actively engage faculty, staff, and administrators in Professional Learning that supports our changing student population, strengthens our diverse campus community, and promotes personal growth and professional learning,

Vision: Our vision is to foster an ongoing community of lifelong learning that embraces and responds to change through promoting innovative and equitable practices campus wide.

Values: We respect and recognize our campus community members are both learners and educators. Professional learning serves as the vehicle for personal and professional growth and transformation. Professional learning at Cañada embraces the following values:

- Professionalism, leadership, and collaboration
- Creativity, ingenuity, and innovation
- Inclusion, social justice, and sustainability
- High academic standards, integrity, and expertise

Core Concepts:

Professional Learning and Teaching

- Expand job-related skills and expertise, including knowledge of regulations, policies, and discipline-specific content and pedagogies
- Renew and refresh workplace strengths and morale
- Develop methods for meeting varied student needs in and out of the classroom
- Explore technology as a tool for efficiency and innovation
- Introduce new resources and innovative practices for serving students
- Expand/Develop new skills or practices to enhance institutional goals

Communication and Collaboration

- Embrace and model a community of lifelong learning
- Share and implement integrated, campus-wide, district-wide, state-wide, and nation-wide learning experiences
- Acknowledge and celebrate strengths and achievements
- Create innovative approaches for working with one another (faculty, staff, administration, and students) through community building and mentoring
- Provide opportunities for information sharing, feedback, follow-up, and networking
- Support engagement in campus-wide opportunities (i.e. shared-governance, flex days and division meetings)

Career and Personal Growth and Learning

- Promote health and wellness, including work-life balance and managing stress
- Support setting and meeting individual professional goals
- Cultivate individual potential for growth and leadership within the organization and possible career advancement and leadership
- Engage in mentoring and networking in order to build personal knowledge and promote career growth

Cañada Professional Learning Committees and Work Groups

Cañada Professional Learning Committee

Membership:

Committee members include 2 faculty, 2 Classified Professionals, 2 ASCC representatives, 1 administrator, and the Director of Professional Development and Innovation. The Committee structure was determined through Participatory Governance. Membership was approved by PBC and members appointed through governance bodies (administrator was appointed by the College Cabinet.)

2016-17 Committee Members:

Mallory Stevens – CBOT Faculty (Academic Senate Rep)

Chrissy Kincer – Division Assistant for Counseling (Classified Senate Rep)

Chantal Sosa – Admissions and Records Assistant (Classified Senate Rep)

Ben Yeh – ASCC Student Representative

Michelle Marquez – Vice President of Administrative Services (Administrative Rep)

Erin Moore – Director of Professional Development and Innovation

This committee meets monthly. Meetings focus on developing, implementing, assessing, and updating the Campus-wide Professional Learning Program which involves:

- Providing input and feedback on the Professional Learning Plan
- Aligning the Professional Learning Plan and campus-wide activities with the Professional Learning Framework
- Setting and assessing campus-wide professional learning goals
- Determining campus-wide professional learning needs through a needs assessment
- Planning themes and activities (including Flex Days) according to the campus-wide Professional Learning Framework, Plan, and employee needs
- Evaluating professional learning activities based on participant feedback
- Collaborating with other on-campus professional learning (ACES, Communities of Practice, Faculty Professional Development Committee, Classified Professional Development Work Group, Grant-funded Professional Development, Faculty Coordinators of Instructional Assessment and Online Instruction)
- Identifying additional tasks and responsibilities related to professional learning

Faculty Professional Development Committee
- Allocates faculty professional development funds to faculty for conference/professional meeting attendance, short- and long-term projects, and extended leaves
- Determines application and approval processes for faculty to request Professional Development Program funds while maintaining AFT contract guidelines for Faculty Professional Development
- Reviews faculty Professional Development applications
- Collect evidence of objectives met for Professional Development leaves

Classified Professional Development Work Group
- Allocates Classified Staff professional development funds to Classified Professionals for conference and workshop opportunities and Cañada tuition reimbursement
- Determines application and approval processes for Classified Professionals to request PD funds for attending conferences and workshops and tuition reimbursements
- Coordinates application and approval processes with District and local guidelines
- Reviews Classified Staff conference and workshop PD applications

Communities of Practice
- Discuss best practices for different areas within campus:
  - Case Managers
  - Program Managers
  - Student Support
  - Instructional Support
  - Administrative Support
  - Administrators and Supervisors
- Determine needs within individual communities
- Collaborate with colleagues
- Learn from one another within a supportive community

ACES Inquiry
- Increase awareness and understanding of equity and how disproportionate impact affects students' engagement, performance, and persistence.
- Increase their individual sense of agency and ability to act for student equity at the college
- Increase ability to collaboratively work with colleagues across campus to further student success and equity
- Increase skills in identifying problem areas, conducting studies developing and implementing interventions that address inequitable educational conditions
- Create opportunities to share findings of studies and projects broadly across campus

Faculty Coordinators of Instructional Assessment and Online Instruction

- Share expertise in assessment by collaborating with the Professional Learning Program to provide assessment workshops
- Promote a culture in which faculty colleagues' use of technology is facilitated in ways that improve student learning
- Collaborate with the Instructional Technologist and Professional Learning Director to ensure the best possible training for faculty

Leading from the Middle (Professional Learning Framework Team)

- Analyze campus-wide Professional Learning data
- Determine a format for the Professional Learning Framework
- Draft, collect feedback and revise Cañada's Professional Learning Framework
- Present the Professional Learning Framework Final Draft to PBC for approval (Framework approved Nov. 2016.)
- Share learning from Leading from the Middle Academy and framework development with the Campus-wide Professional Learning Committee and other groups on campus

College and District Professional Learning/Development Opportunities

Strategic goals #1 and #3 in SMCCD's Strategic Plan identifies professional development as significant to "increasing student outcomes" and expanding technology. In addition, Professional Learning is part of Cañada's Educational Master Plan (EMP) Goal of Organizational Development. Both the District and College offer a variety of opportunities to support professional learning.

Flex Day

SMCCD is part of the state's Flexible Calendar Program which is a time "for employees to conduct staff, student, and instructional improvement" (Title 5, section 55720). SMCCD has two types of Flex Days: District and College. District Flex Days occur once a year, usually in August. All other Flex Days are held at each college. District and College activities provide in-service professional learning opportunities in the form of workshops, drop-in sessions, discussions, division and department meetings, lectures, panels, and many other activities to support faculty, staff, and administrators in their professional learning.

Cañada Professional Learning Opportunities

Cañada offers the following programs to support the professional learning for its employees:

ACES Inquiry

The ACES INQUIRY PROJECTS is a college-wide professional learning system for faculty, staff, and administrators to inquire into key equity issues and through a data-informed process, in collaboration with the office of Planning, Research, and Institutional Effectiveness, create assessable plans to support all students including Black and Hispanic as well as other student groups facing higher rates of disproportionate impact.

Communities of Practice

Communities of Practice at Cañada College were formed to establish a community of similar and shared responsibilities and a forum for the discussion of collaboration and best practices. The purpose of Communities of Practice at Cañada College is to develop the members' capabilities and to build and exchange knowledge. What holds the Communities of Practice at Cañada College together is the passion, commitment, and identification of the collective experience and expertise of its members. It is the intention of the Communities of Practice to develop a campus-wide plan to identify professional development needs and schedule meetings of staff members with similar areas of responsibilities and duties to meet these needs.

Instructional Technology

The Instructional Technology Team offers trainings in multiple modalities (workshops, one-on-one, virtual, and online) on using Canvas for online teaching and TracDat for recording and managing assessment data. Additional trainings will be offered on assessment, online pedagogy, and other online teaching and assessment-related topics.

Professional Learning Network

All employees at Cañada are eligible to become members of the state's Professional Learning Network (PLN). The PLN offers resources, a calendar of statewide events, forums, and access to Lynda.com, Grovo, and Skill Soft. PLN members have opportunities to create their own professional learning goals while developing an online network and completing online professional learning opportunities.

SMCCCD Professional Development Opportunities

The District has established the following programs to support the professional development of employees:

Tuition Reimbursement
Classified Professionals have the opportunity for the District to cover much of the cost toward an Associate's, Bachelor's, or Master's Degree. This pilot program reinforces the importance of modeling life-long learning while supporting Classified Professionals in their educational and career goals.

Professional Development Academy
Each semester, the District offers a variety of workshops for District employees to maintain the mission "to consistently attract, retain, train, and develop a skilled and diverse workforce." These opportunities have been arranged through collaboration with Community, Continuing, and Corporate Education.

Coordinated Leadership Program
Through funding secured by District Human Resources, managers from throughout the District have the opportunity to participate in a District-wide Leadership Summit. This summit provides administrators and managers with resources, planning and inter-campus networking opportunities.

Museum of Tolerance
Each semester, the District sends representatives to the Museum of Tolerance in Los Angeles. Attendees receive "Tools for Tolerance for Professionals" training, which involves interactive learning experiences. In addition, attendees meet upon returning to debrief and discuss potential follow-up opportunities to bring back to individual campuses or for collaboration between campuses.

Current Professional Learning Funding

Senate Bill AB 2558 has not identified a funding source for college-wide professional learning. Professional learning is funded through a variety of sources including grants, state categorical programs, SMCCCD, and College funds. The College's Academic Committee for Equity and Success (ACES) allocates funding for professional learning through the ACES Inquiry projects.   In addition, some of the grants received within the college identify funding for professional learning. Grant managers determine the best methods for allocating professional learning funds from the grant with opportunities for collaborating with other grant managers in order to maximize professional learning efforts.

The College has recently received funding through participating in the Institutional Effectiveness Partnership Initiative (IEPI). This funding will be used to meet the goals and objectives of the Professional Learning Plan. This includes branding the Professional Learning Program, providing resources and materials for a program of activities, offering potential compensation for various opportunities and other costs associated with a Professional Learning Program. The IEPI funds are one-time funds. The College will work secure other funding for Professional Learning in order to sustain an ongoing Professional Learning Program.

Percentage	Description	IEPI Objective
20%	Space, Branding, & Marketing	Establish a professional learning program for the college that aligns with the Cañada Professional Learning Framework.
40%	Resources, facilitators, materials, refreshments	
30%	Compensation	Develop a Professional Learning Plan for Cañada College that reflects campus-interests and needs
10%	Other expenses	

PD Funding breakdown

Employee Group	Funding Source	Amount	Focus
Faculty	SMCCCD	$170,000	Professional development
Classified	SMCCCD	$20,000	Professional development & tuition reimbursement
		$1,250	County Training Courses for SMCCD
Management	SMCCCD	$10,000	Professional development
Faculty	Student Equity	$30,000	ACES Inquiry Projects
All College	College	$50,000	Flex
All College	SMCCCD	$50,000	Professional Development Academy
Classified	SMCCCD	Funding based on annual state allocation	Tuition Reimbursement

Faculty Professional Development Funds

Faculty have the opportunity to apply to participate in professional development opportunities through the Faculty Professional Development funds. The Faculty Professional Development Committee reviews applications from faculty in order to allocate funds. This includes conference/workshop attendance, ongoing institutes and academies, and sabbaticals. The [Faculty Professional Development webpage](#) outlines specific criteria and the application process for Faculty Professional Development Funds.

Classified Professional Development Funds

Classified Professionals have the opportunity to attend professional learning opportunities through the Classified Professional Development Funds. These include conference and workshop attendance as well as Cañada Tuition reimbursement. These funds are also allocated every-other-year for applicants from Classified Staff to attend the California Community Colleges Classified Senate's Classified Leadership Institute. The Classified Professional Development Work Group reviews applications from Classified Professionals in order to allocate funds. The [Classified Professional Development webpage](#) outlines specific criteria and application process for Classified Professional Development Funds.

Management Professional Development Funds

Managers have the opportunity to attend professional learning opportunities through Management Professional Development Funds. These include conference and workshop attendance, and ongoing institutes and academies. The Management Professional Development webpage outlines the process for managers to receive professional development funds.

Goals, Objectives, Strategies, Timeline, and Measurable Outcomes

Goal 1: Establish a dedicated space, resources, and program of activities for ongoing campus-wide professional learning.				
Core Concept	Objective	Strategies/Activities	Timeline (completed by)	Performance Metric / Evidence of Completion /Institutionalization
Learning & Teaching	Identify college-wide needs for programming	Administer needs assessment Identify role(s) for faculty leadership Research and apply models and methods for implementing PL	Beginning Fall 2017 Spring 2017 – Spring 2018	Assessment distributed throughout campus Fall of odd years Data collected and organized
Communication & Collaboration	Identify a space and branding for College-wide Professional Learning Program.	Determine budget Determine branding and update space Distribute information to campus Determine faculty/staff/administration personnel needs to support the program Develop budget for activities, resources, materials, personnel	End of Fall 2017 End of Fall 2017 Ongoing beginning Spring 2017	Budget for the 2017-18 year is set Branding approved and space identified Calendar of activities

Goal 1 (cont.): Establish a dedicated space, resources, and program of activities for ongoing campus-wide professional learning.				
Core Concept	Objective	Strategies/Activities	Timeline (completed by)	Performance Metric / Evidence of Completion /Institutionalization
Communication & Collaboration	a. Formalize a process for Flex Day Planning	Draft a process and timeline Vet process through Academic and Classified Senates	End of Fall 2017	Process published on Flex Day Webpage and distributed to campus
Career & Personal Growth & Learning	b. Provide resources and a calendar of events	Administer needs assessment Review needs assessment data Research and apply models and methods for implementing PL Coordinate PD/PL opportunities with SMCCD HR	Beginning Fall 2017 Beginning Fall 2017 Spring 2017 – Spring 2018 End of Spring 2017	Assessment distributed throughout campus Research-based program of activities developed Resources and materials purchased, promotional materials distributed, personnel identified

Goal 2:

Implement an ongoing College-wide professional learning program that engages campus constituents while creating opportunities for innovative practices that promote student success.

Goal	Objective	Strategies/Activities	Timeline	Performance Metric / Evidence of Completion /Institutionalization
Learning & Teaching	a. Provide employees with opportunities to learn and develop strategies that promote innovation to benefit students	Expand and coordinate learning opportunities and communities that promote learning from one another in the following areas: Faculty pedagogical discussions Tools for workplace efficiency Exploration of innovative practices Technology Social Justice and Diversity Basic Skills College Operations Leadership Assessment Online instruction Coordinate PD/PL opportunities with SMCCD HR	End of Spring 2018	Increase campus response of Strongly Agree to Q 17 on the Participatory Governance Survey by 3% each year the survey is distributed On a 3-point Likert-type scale, feedback will indicate that the sessions are average to meaningful (2.5 average). Participation by a minimum of 60 different employees Increase participation at Cañada workshops by 5%

Goal 2 (cont.):

Implement an ongoing College-wide professional learning program that engages campus constituents while creating opportunities for innovative practices that promote student success.				
Goal	b. Objective	Strategies/Activities	Timeline	Performance Metric / Evidence of Completion /Institutionalization
Learning & Teaching	c. Expand technology skills through workshops and exploring resources	Series of technology workshops Tech Tip Tuesdays (once-a-month) Integrating technology in the classroom Instructional Technology programs	End of Spring 2018	Increase campus response of Strongly Agree to Q 16 on the Participatory Governance Survey by 3% each year the survey is distributed On a 3-point Likert-type scale, feedback will indicate that the sessions are average to meaningful (2.5 average). Participation of a minimum of 60 different employees participating
Communication & Collaboration	d. Offer opportunities for inter-departmental networking in order for colleagues to explore how the college operates	Informal meet & greets Collaborative meetings (activities and projects) Conversations with colleagues Departmental sharing at meetings	Fall 2017 – Spring 2018	One meet and greet per semester Three conversations with colleagues per semester Meet & greet and conversations with

				colleagues receive average to meaningful feedback on a 3-point Likert-type scale (2.5 average)
Career & Personal Growth & Learning	e. Promote resources for personalized learning	California Community Colleges Professional Learning Network Grovo Skillsoft Lynda.com Workshops & courses Wellness opportunities Trainings to access professional learning funding Other resources and opportunities	Spring 2018	Increase Cañada PLN membership by 50% (from 48 to 72) Offer 2 wellness opportunities each semester Offer 1 training on accessing PL funding each semester On a 3-point Likert-type scale, feedback will indicate that the sessions are average to meaningful (2.5 average). Resource library 100 webpage hits according to Google analytics

Assessment and Evaluation of Plan

- The Professional Learning Committee will assess the Professional Learning Plan at the end of the 2017-18 Academic Year using the following information:
- Data from Flex Feedback Surveys
- Evaluation of campus-wide Professional Learning events
- Mid-year feedback from Divisions and Shared Governance Committees on the overall impact of the Professional Learning Plan
- Re-evaluation of the alignment between the Professional Learning Plan and Educational Master Plan
- Additional Professional Learning proposals and programs that meet the needs of the College

The College will have the opportunity to review data and provide input on revisions to the Professional Learning Plan during Senate, Planning and Budgeting Council, Cabinet and Division Meetings in the Spring of 2018. In addition, the data and recommendations will be made available on the Professional Learning Plan webpage.

Upon making the revisions to the Professional Learning Plan, the Committee will seek feedback on the updated Plan from the Academic and Classified Senates, Cabinet, Divisions, and greater campus through visiting meetings and an anonymous campus-wide feedback survey. The updated plan will receive final PBC approval in May 2018.