

Clovis Community College

Professional Development Plan

2025-2028



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Introduction

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

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

The purpose is to plan, develop, deliver, and assess highly impactful professional development resources and opportunities for all employees, incorporating evidence-based best practices in pedagogy, technology, leadership, and job skills. Through this plan, we will address equity issues to support students' engagement, learning, and success while contributing to the successful implementation of the college’s efforts, including Achieving the Dream, Competency-Based Education, Guided Pathways, the Student Equity and Achievement Plan, and the California Community Colleges Chancellor’s Office (CCCCO) Vision 2030.

CLOVIS COMMUNITY COLLEGE MISSION STATEMENT:

Creating Opportunities – One Student at a Time

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

VISION STATEMENT

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

Clovis Community College Strategic Goals

1. Access: Create Opportunities and Remove Barriers
2. Student-Centered Curriculum: Develop and Teach Equitable and Inspiring Curriculum
3. Supporting Student Success: Provide Equitable and Comprehensive Services
4. Community & Partnerships: Create, Develop, and Strengthen Relationships
5. Resources & Facilities: Expand and Enhance the Campus Environment
6. Institutional Effectiveness: Foster a Collegial, Collaborative, and Inclusive College Environment

Professional Development Focus Areas and Outcomes

The college will focus professional development efforts on the following areas that align with our strategic plan and reflect our commitment to fostering an inclusive and innovative learning environment. These areas have been carefully chosen to address the evolving needs of our institution, support student success, and empower all employees to thrive in their roles.

Areas of Focus

- Support a Faculty Teaching and Learning Center (on campus and online) to enhance instructional excellence and collaboration.
- Establish and maintain channels of communication among all campus programs to ensure the development of relevant and impactful professional development activities.
- Use data effectively to identify professional development gaps and needs for stakeholders, which include faculty, classified professionals, administrators, and students.
- Provide resources that enable stakeholders to access meaningful professional development opportunities, fostering growth and institutional effectiveness.

Annual Review

(To be completed yearly and presented to College Council to assess how the college focused on each of these areas.)

Areas of Focus	2025-2026	2026-2027	2027-2028
Support a Faculty Teaching and Learning Center (on campus and online) to enhance instructional excellence and collaboration.			
Establish and maintain channels of communication among all campus programs to ensure the development of relevant and impactful professional development activities.			
Use data effectively to identify professional development gaps and needs for faculty, classified professionals, and administrators.			

Areas of Focus	2025-2026	2026-2027	2027-2028
Provide resources that enable faculty and staff to access meaningful professional development opportunities, fostering growth and institutional effectiveness.			

Integration into Clovis Community College's Plans and Vision 2030

Professional development at Clovis Community College not only supports the college's mission and goals but also drives institutional improvement aligned with the California Community College Chancellor's Vision 2030. It strengthens initiatives that promote equity in student success, access, and support. By fostering a strong foundation, our professional development efforts empower students to achieve baccalaureate attainment and enhance their opportunities for a living wage through equitable access to our institution and the fair allocation of resources. Finally, the college uses the standards of ACCJC to determine how to offer, assess, and improve professional development. [See Standard 3A and evaluation criteria.](#)

Professional Development Actors & Accessing Professional Development

Professional development on campus is organized by committees and individuals, and there are several roles that assist in organizing these opportunities. If a faculty member is interested in requesting or participating in a professional development opportunity, here are the individuals they may approach.

Role	Description
Teaching and Learning Coach	<p>Name: Ann Brandon</p> <p>The Clovis Community College Teaching and Learning Coach, Faculty Coordinator, will provide campus-wide support for the planning and implementation of ongoing professional development for faculty that supports the strategic goals of the college and Vision for Success goals. The Teaching and Learning Coach will support the college's efforts to continue to institutionalize a culture that embraces diversity and inclusion, values creativity, and promotes student engagement to support student retention and success. The Teaching and Learning Coach will provide professional development support for both full-time and adjunct faculty.</p>
Instructional Design Coordinator	<p>Name: Tracy Stuntz</p> <p>The Clovis Community College Instructional Designer provides support for faculty in enhancing the quality of teaching and learning by collaborating with faculty to design, develop, and implement effective, accessible, and engaging instructional materials and courses. They focus on integrating evidence-based teaching practices and leveraging educational technology, such as learning management systems like Canvas, to support online, hybrid, and in-person instruction. Instructional designers ensure compliance with accessibility standards and promote equity by creating inclusive materials that address the diverse needs of students. Additionally, they support institutional initiatives such as Guided Pathways and Competency-Based Education, evaluate courses using frameworks like the Online Education Initiative (OEI) Course Design Rubric, and assist in developing Open Educational Resources (OER) to reduce costs for students.</p>
Distance Education Coordinator	<p>Name: Jenna Irish</p> <p>Facilitates the instructional design and development of projects in support of distance education offerings and services at Clovis Community College. Responsible for providing leadership on campus in promoting effective distance education pedagogies through the development of ongoing training and professional development opportunities for faculty, students, and staff. Also plays an instrumental role in attending and/or serving on relevant committees and participating in projects related to distance education at the College.</p>

Diversity, Equity, Inclusion, and Accessibility Coordinator	<p>Name: Diana Chandara</p> <p>The Clovis Community College Diversity, Equity and Inclusion (DEI) Faculty Coordinator will provide campus-wide leadership and support for diversity, equity, and inclusion plans, initiatives, and activities at our college. The DEI Coordinator will provide a bridge between what we hope to change, what we are learning in workshops and professional development, and the plans we are developing and implementing to create meaningful and sustainable change for a more equitable educational experiences at Clovis Community College.</p>
Open Educational Resource Initiative Liaison	<p>Name: Stephanie Coffman</p> <p>Open Educational Resources or OER are learning, teaching and research materials in any format and medium that reside in the public domain or are under copyright that have been released under an open license, that permit no-cost access, re-use, re-purpose, adaptation and redistribution by others. Faculty are encouraged to consider cost when choosing material for students, and the Academic Senate recommends using free and low-cost textbooks.</p>

Professional Development Spaces and Committees

The Center for Teaching and Learning	<p>The Center for Teaching and Learning is both a physical and digital space. The Teaching and Learning Coach and the DEI Coordinator have faculty hours in the Teaching and Learning Center located at the Herndon Campus in Room HC 110. It has developed various Canvas courses that faculty can use to access additional training for Distance Education policies and course tools. Clovis Community College's Center for Teaching and Learning encourages faculty to avail themselves of the many resources developed by our library and the OER Committee</p>
Professional Development Committee	<p>The Professional Development Committee makes recommendations on the direction of college-wide professional development activities that support the college's strategic goals and the professional development goals of employees.</p>

Student Success and Equity Committee	The Student Success and Equity Committee coordinates initiatives and makes recommendations on college-wide planning. Develop, monitor, and evaluate the effectiveness of the Student Equity and Achievement Plan, review and evaluate annual student success and equity data, recommend support programs, training, services and strategies that promote student equity
Salary Advancement Committee	Evaluate requests for education and make recommendations for salary class advancement by faculty to the College President.
Student Activities	The Student Activities and Programs Advisory provides guidance and support for the development, implementation, and evaluation of student activities and programs.
Flex Committee	The Flex Committee coordinates and evaluates sessions offered for faculty flex days, which are days set aside per the faculty contract. Contact Scott Phillips for questions and offerings.

Accessing Professional Development

The California Community Colleges Chancellor's Office, The Academic Senate for California Community Colleges, the State Center Community College District, and Clovis Community College provide a diverse array of free and impactful professional development opportunities.

The California Community Colleges Chancellor's Office

The CCCCCO offers free professional development through the [Vision Resource Center](#). The VRC has on-demand training and scheduled webinars on a variety of topics for system employees. The CCCCCO also offers a series of free [webinars](#) for all employees of the system to learn more about the system. Finally, all employees can access specific [webinars](#) on Generative AI.

The CCCCO also supports the [Online Network of Educators](#), CVC @ One. CVC @ One provides inclusive instructional resources, and a supportive network in service of staff, faculty, and administrators in the California Community College system.

Academic Senate for California Community Colleges

The Academic Senate for California Community Colleges, ASCCC, offers many resources for faculty and managers on topics related to the 10+1. These free resources and webinars can be accessed on the ASCCC [website](#).

State Center Community College District

The State Center Community College District, SCCCDC, offers free professional development to all district employees and can be accessed on their [website](#).

[Classified Professionals Steering Committee](#) provides Management and Classified Professionals of the State Center Community College District professional and personal growth opportunities. They also host the Classified Mega Conference, which takes place annually.

Clovis Community College

[Flexible Calendar Activities](#)

Clovis Community College holds one flexible schedule day at the beginning of each semester known as “flex day.” Flex Day is organized by the Flex Day Committee.

[Flex Day Committee Operating Agreement](#)

Academic Senate Standing Committee -Brown Act

California Community Colleges offer a Flexible Calendar program that consists of some staff development activities to be done in lieu of regular instruction. Clovis Community College holds one flexible schedule day at the beginning of each semester known as “Flex Day” and additional activities during each semester after Flex Day Clovis faculty are required to complete 300 minutes (5 hours) of Flexible Calendar professional development activities on or after Flex Day Flex Day is organized by the Flex Day Committee and offers professional development activities for faculty that can also be attended by classified professionals and/or administrators.

Classified Funding

Classified professionals are supported in professional development requests through an allocated funding source. They are encouraged to attend professional development that is personal and benefits the campus (like leadership conferences, etc.) The form to apply for funding is emailed from the Classified Senate President at the beginning of each semester.

Here are the steps for applying for funding:

1. Before applying for funding, please contact your supervisor. All travel and dates must be approved before applying.
2. Complete the [Professional Development form](#).
3. Once this form is complete, it is reviewed by a group of classified professionals.

4. Conference funding is limited and may not be available for all applications. The maximum amount for each activity will be \$2,500.

Faculty Professional Development Funds

The Faculty Professional Development Funding Committee supports the continued development of faculty through the approval of professional development funds for travel and conferences. This funding is allotted for faculty to use for discipline-specific opportunities such as conferences. The form to apply for funding is on the [Clovis Community College website](#)

Here are the steps for applying for funding:

1. Before applying for funding, please contact your dean. All travel and dates must be approved by your dean.
2. Complete the [Professional Development form](#).
3. Once this form is complete and approved by the Professional Development Committee, faculty will still need to submit a Travel and Conference Request and other required documentation to their dean. You should receive a budget number to add to the travel and conference form when you get approval.
4. Conference funding is limited and may not be available for all applications

Assessing Professional Development

Assessing the success of professional development includes determining whether the needs of the institution are met through offerings and the effectiveness of the offerings. Clovis Community College assesses the needs of the campus, as well as the strength of the offerings in contributing to course outcomes and student completion.

To comprehensively assess professional development, those who offer training sessions or courses will use the surveys below. Data collected will be available to those who are offering the training, and they will be aggregated each semester based on type (i.e. level 1-4) to assess the efficacy of our offerings.

Assessing Need

The Professional Development Committee assesses professional development needs through the review of institutional data, including the following:

- Analyze student success and equity data to identify gaps that professional development can address.
- Develop and distribute regular surveys to identify the professional development needs and preferences of all employee groups.

- Feedback on existing offerings that include questions about current professional development activities and areas where participants feel more support is needed.

Assessing Offerings

Professional development offerings are evaluated using the Kirkpatrick Model, which provides four levels of assessment. Each professional development session is assessed at one of these levels to measure its effectiveness. The level of assessment may include participant reactions or point to specific behavioral or pedagogical changes that were implemented after attending sessions. At the institutional level, we aggregate and analyze the results across all four levels to gain a comprehensive understanding of the impact of our professional development efforts. This approach ensures both session-specific insights and an overall evaluation of how our professional development supports institutional goals.

How is this model used?

Facilitators will contact institutional research to choose the level of assessment they wish to use for their sessions. Facilitators can add additional questions if they choose. The survey results will be available to facilitators and will be aggregated with other sessions that choose a similar level of assessment. This allows the college to measure the effectiveness of professional development offered across the campus.

Overview of the Kirkpatrick Model for Professional Development Assessment

Level 1: Reaction

Level 1 measures how participants feel about the training. The purpose of the level 1 assessment is to receive immediate feedback on whether the training met expectations and whether the participant would engage in the training again. This type of feedback measures the engagement, relevance, and overall impression of the participant.

Level 2: Learning

Level 2 evaluates the knowledge, skills, or attitudes participants have acquired as a result of the training. The goal of this assessment is to determine whether participants gained new skills or knowledge and whether this new understanding influenced or altered any previously held assumptions or attitudes.

Level 3: Behavior

Level 3 assesses how participants apply the knowledge or skills they gained during training in their work environment. The aim of this evaluation is to determine whether participants have implemented new behaviors and whether these changes are leading to improved performance or practices in their day-to-day roles.

Level 4: Results

Level 4 measures the broader impact of professional development on the educational environment. The purpose is to examine whether there are measurable improvements, like increased course success, retention, or persistence. The goal is to determine how the training has contributed to the college's educational objectives and overall success.

Most surveys will be designed for Levels 1 & 2 evaluation, with a goal of incorporating 3 & 4 whenever possible. Survey results for large events will include application questions and be broken out by constituency groups for each group's review and feedback.

Question Banks

I. Level 1: Reaction

Level 1 measures how participants feel about the training. The purpose of the level 1 assessment is to receive immediate feedback on whether the training met expectations and whether the participant would engage in the training again. This type of feedback measures the engagement, relevance, and overall impression of the participant.

	Survey Items	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
Engagement	The content and delivery of the training were engaging.					
Relevance	The training provided practical skills or knowledge that you can apply in your work.					
Relevance	I found the quality of the materials (handouts, slides, resources) provided during the training to be high.					
Impression	I would recommend					

	Survey Items	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
	this training to others.					

II. Level 2: Learning

Level 2 evaluates the knowledge, skills, or attitudes participants have acquired as a result of the training. The goal of this assessment is to determine whether participants gained new skills or knowledge and whether this new understanding influenced or altered any previously held assumptions or attitudes.

	Survey Items	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
Knowledge	The training improved my understanding of the subject matter.					
Knowledge	The training helped clarify complex concepts that I previously struggled with.					
Skills	I have acquired new skills that are directly applicable to my daily responsibilities.					
Attitude	The training helped me rethink previously held assumptions or beliefs about this subject.					

III. Level 3: Behavior

Level 3 assesses how participants apply the knowledge or skills they gained during training in their work environment. The aim of this evaluation is to determine whether participants have implemented new behaviors and whether these changes are leading to improved performance or practices in their day-to-day roles.

	Survey Items	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
Changes in Behavior	As a result of this training, I have made or will make specific changes to my work.					
Application of Knowledge	Since the training, I have taken on tasks that require the new skills or knowledge I gained.					
Application of Knowledge	I have received feedback or recognition for using the skills and knowledge gained from the training.					

IV. Level 4: Results

Level 4 measures the broader impact of professional development on the educational environment. The purpose is to examine whether there are measurable improvements, like increased course success, retention, or persistence. The goal is to determine how the training has contributed to the college's educational objectives and overall success.

Level 4	Level 4 items	Rankings	Rankings	Rankings	Rankings	NA
Pre-Survey Items	Survey Items	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
Impact on organizational or educational outcomes	I am aware of the metrics my program is tracking and how to improve those metrics.					
	I am aware of challenges to success or					

Level 4	Level 4 items	Rankings	Rankings	Rankings	Rankings	NA
	satisfaction with the people I serve (students, clients, colleagues).					
	I have specific areas of my work that I would like to improve in.					
Post-Survey Items	Survey Items	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
Impact on organizational or educational outcomes	Since the training, there are improvements in the specific metrics my program is tracking.					
Impact on organizational or educational outcomes	I have observed an increase in the success or satisfaction of the people I serve (students, clients, colleagues) because of applying what I learned.					
Impact on organizational or educational outcomes	The training has led to noticeable improvements in the quality of my work.					

Professional development facilitators have the option of choosing from these question banks. In addition, they may add their own questions and add from the open-ended items below.

Open-ended items
Level 1: Reaction
<ol style="list-style-type: none"> 1. What aspects of the training did you find most engaging or helpful? 2. Were there any parts of the training that you felt could be improved? If so, please describe. 3. How could this training be more relevant or beneficial to your role?
Level 2: Learning
<ol style="list-style-type: none"> 1. What new knowledge, skills, or concepts did you gain from this training? 2. Were there any topics or skills that you wish had been covered more thoroughly? Please explain. 3. How has your understanding or perspective on the subject matter changed as a result of this training?
Level 3: Behavior
<ol style="list-style-type: none"> 1. How have you applied the skills or knowledge you gained from the training in your work or daily tasks? 2. Can you describe a specific situation where the training helped you perform a task or overcome a challenge? 3. What factors have helped or hindered you in using what you learned from the training?
Level 4: Results
<ol style="list-style-type: none"> 1. What impact, if any, has this training had on your overall performance or the success of your team/organization? 2. How has this training contributed to improvements in key areas such as productivity, quality, or efficiency? 3. In what ways do you think this training has helped your organization achieve its goals or objectives?

Sample instructions for participants: Please take a few minutes to provide feedback based on your experience participating in the <insert activity title> training offered. Your responses are voluntary and will be aggregated to inform the effectiveness of professional development opportunities engaged in.

Plans and Policies Guiding Professional Development

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

Vision 2030

The California Community College Chancellor's Office indicates the goals and directions for the system in Vision 2030. As described on the Chancellor's Office website, the system "will achieve the three goals of equity in success, equity in access and equity in support, through the 12 actions described in three strategic directions – Equitable Baccalaureate Attainment, Equitable Workforce and Economic Development and Generative AI (GenAI) and the Future of Learning. These directions will guide the system in its mission to make equity gains while acknowledging decades of systemic barriers and the impact on disinvested communities. The priority actions below are grouped with the strategic direction most supported, but each will also positively impact the other two strategic directions." [See the California Community College Chancellor's Office Vision 2030](#)

Student Equity Plan

The Clovis Community College Student Equity Plan focuses on increasing access, course and degree completion, transfer rates, and closing the achievement gap in success for underrepresented students. The intent of this process is to conduct a self-evaluation and identify achievement gaps that need to be addressed to improve student success. Goals and activities will be developed to address disparities in student outcomes.

Please see the [Clovis Community College Student Equity Plan](#)

Accreditation

Professional development criteria is outlined in the [ACCJC accreditation standards](#). ACCJC asks colleges in Standard 3: Infrastructure and Resources to do the following:

3.2 The institution supports its employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs.

Review Criteria:

- The institution has methods to identify employees' professional learning needs relevant to educational services and operational functions, including professional learning opportunities designed to support institutional efforts to close student achievement gaps.

- The institution evaluates its training and professional learning offerings and uses the results to improve effectiveness in supporting employee needs. Possible Sources of Evidence Could Include:

- Policies, schedules, resources, agendas, or other artifacts related to employee orientation, onboarding, and ongoing professional learning processes
- Employee handbooks/manuals
- Records of professional development opportunities offered, evaluation of impact, and use of data to inform offerings and resources for professional learning
- Sample presentations or other artifacts from trainings related to job functions and/or other professional development events (equity and diversity training; technology use and cybersecurity trainings; federal or state-mandated trainings, etc.)