Second Tuesday of the Month
November 11, 2025
12:30pm to 1:30 pm
Location: 13-337

Join Zoom Meeting: **https://smccd.zoom.us/j/87815878562?pwd=O86HyuNnbmLATa8bSbsFPq66ilmIdw.1**
Meeting ID: 878 1587 8562
Passcode: 979542

MINUTES

Tri-chairs:

- ASLT Division Dean: Anniqua Rana
- Faculty Rep: Ellen Young
- Classified Rep:

Professional Development Plan 2024-27
October 14, 2025 Minutes. And the recording Passcode: zJm+a.68

AGENDA

Item	Time	Presenters
Welcome and introductions Neve Willis – Student representative Chanel Odell – Student representative **Cañada College Land and Labor Acknowledgement**	10 min	PDPC chairs Please introduce yourself and share what you'd like to cover today
January Flex day January Flex: https://smccd-czqfp.formstack.com/forms/canadaflexdayproposal Darla Cooper presentation (April flex?)	20 min	Theme alignment: District Day prior is AI-focused. Local day can use AI as an umbrella (opening session by Rance) while allowing varied sessions that carry AI-related follow-ups into divisions throughout spring. Current proposal landscape: Limited AI-specific sessions on the local day to date; Ellen needs more official Formstack submissions (email threads ≠ proposals). In flight / proposed ideas: Opening: Rance—"state of AI at the college" + prompts for program-level follow-ups, especially student impact. NotebookLM (close learning gaps via public/OER sources); Gemini as needed. ESL Technology Support session (with student co-presenters). De-escalation training in partnership with Cabrillo College (Michiko coordinating contract with Eli). Privilege, Solidarity & Accountability; SOGI 2.0 (Equity/EPAC proposals). Fun with SLOs/PLOs; Business Faculty welcome. Library highlights: Archive Project (PTK/Jessica), Controlled Digital Lending, improving library instruction alignment with faculty needs. Walk-and-Talk / Nature Journaling & community-building plant activity (Ellen ↔ Michiko).

		Student voice/theme question: Student reps asked whether AI is truly the top student priority versus safety/privilege/SOGI de-escalation needs. Suggestion: keep AI context via opening but not force it as the sole theme for the day given current proposal mix Classified PD Access & Formats Challenges: Classified staff often cannot leave desks; January attendance especially hard. Improvements proposed: Record key sessions; provide 10-minute mini-video "how-to" versions alongside full sessions. Offer asynchronous or shorter alternatives without diminishing value. Build a PD "micro-learning" library (and track usage analytics to guide future PD). Repeat "How to Apply for PD Funds" workshop (Lilian & team) in April; include a conference list plus "how to ask your supervisor for time" tips. Student access: Make recorded resources viewable to Student Senate and, where appropriate, broader student audiences (to improve info flow). April Flex Keynote: Dr. Cooper (student success/transfer) Proposal to invite Dr. Cooper to speak on barriers to student success and cross-program supports (counseling, services, faculty). Student climate concerns: Student rep shared urgent perceptions that the college may feel less inclusive for Black/African American and Hispanic communities than sister colleges; urged that any keynote be preceded by listening to impacted students (e.g., BSU) and grounded in SEAP data and actionable campus linking (Michiko & Karen can connect data). Committee agreed to center community voices and combine expert talk with action planning.
Value_Creation_Framework_Presentation Plan Assessment Framework Promoting and Assessing Value Creation and Networks: A conceptual Framework STUDENT PERSPECTIVE Spring 2025 ZTC/LTC Student Survey. Student Modality Survey response- see note below Post your comments here	20-min	**Why use it:** Annual "Year-1" feedback on the PD plan isn't that meaningful; you need time for changes to take hold. The framework gives a better way to show how PD creates value over time—not just headcounts. **How it works (stages):** 1. **Immediate value:** what happened (e.g., sessions held, attendance, quick "this was helpful" reactions). 2. **Potential value:** what people *could* do with what they learned (capability gained). 3. **Applied value (practice):** evidence that people actually changed how they work/teach. 4. **Realized value (impact):** downstream results—especially on **student outcomes**. *(Plus context-setting stories to explain conditions, supports, and constraints.)* **What to capture:** Clear narratives from all stakeholders (faculty, classified, students), and simple structures to collect evidence at each stage (not just surveys). **Student voice & data inputs:** Use the **ZTC/LTC student survey** and the **Student Modality survey** as part of the evidence chain linking PD → teaching practices → student experience/results.

		Example given: Admin/faculty using **AI** to offload busy work (with FERPA care) → frees time for direct student support (applied value) → aim to see improved student experience/success (realized value). **Next steps:** Keep the topic on the agenda; continue weaving student perspectives into assessment; bring accessibility/UDL into the same value-creation lens at a future meeting.
Accessibility and Universal Design	10 min	Max
		Ellen

Parking Lot / Future Topics
- Accessibility & UDL (with Max)
- Modality Survey deep dive (DEAC/Tech)
- Conference **highlights** panel (e.g., **Colegas**) and encouraging Classified PD travel
- Nature journaling / campus walk-and-talk logistics
- Communication channels for PD "micro-learning" + website integration

Flex days: https://canadacollege.edu/professional-dev/flexday.php
- Friday, January 9th: Due December 5th, 2025
- Thursday, April 16th: Due March 13th, 2026
- August 2026: Due May 15th, 2026

Next meeting

- December 9, 2025
- January 13, 2026
- February 10, 2026
- March 10, 2026
- April 14, 2026
- May 12, 2026

Overview Student Modality Preferences Survey

The Fall 2024 Student Modality Preferences Survey provides essential, data-driven insights into how students at Cañada College and across SMCCCD are selecting and experiencing course modalities. These findings directly reinforce the goals of Cañada's Professional Development Plan 2024–2027, particularly the focus on Quality Online Teaching & Learning (QOTL), Canvas training, and equity-minded online pedagogy. With 1,437 districtwide respondents (314 from Cañada), the results offer a strong empirical foundation for strengthening online teaching quality.

1. Survey Data Justifies Expanding QOTL Training

The survey confirms that students rely heavily on online and hybrid courses for flexibility, work schedules, transportation needs, and caregiving responsibilities. This trend underscores that high-quality online teaching is fundamental to student success. The PD Plan's call to scale QOTL certification and support faculty in online pedagogy is directly supported by these findings.

2. Student Needs Align With QOTL Competencies

Survey responses highlight areas where students experience difficulty in online classes—navigation, course organization, unclear due dates, and inconsistent communication across classes. These concerns map directly onto QOTL competencies, including:

- Clear course structure and modular design
- Regular and Substantive Interaction (RSI)
- Accessible and Universal Design for Learning (UDL) practices
- Clear and consistent instructor communication

The survey confirms that strengthening these skills through PD will meaningfully improve the student experience.

3. Equity Gaps Identified in Survey Results Support Equity-Focused PD

The PD Plan prioritizes equity in teaching and learning, particularly for disproportionately impacted groups. Survey variations across working students, student parents, multilingual learners, and older students indicate differing modality needs and barriers. Expanding QOTL and Canvas PD helps address these disparities through:

- scaffolding and clarity
- multimodal instructional design
- culturally responsive and inclusive online practices

This directly supports the PD Plan's commitment to equity.

4. Findings Guide PD Priorities in First-Year Success and AB 1705 Courses

Survey data provides insight into modality-related barriers in gateway courses, informing targeted PD for Math, English, and high-enrollment online courses. The PD Plan's emphasis on structured, coordinated support for first-year students is strengthened by student feedback indicating what helps them persist in online and hybrid environments.

5. Survey Establishes a Baseline for Institutionalizing Online Quality

The PD Plan calls for institutionalizing consistent, high-quality online teaching across departments. The survey provides a baseline from which to measure improvement as QOTL expands, Canvas support is embedded, and PD interventions are implemented. It supports ongoing evaluation and continuous improvement.

Conclusion

The Student Modality Preferences Survey offers compelling evidence that high-quality online teaching is central to student success at Cañada. It validates the PD Plan's strategic direction—expanding QOTL, strengthening Canvas training, integrating equity-based practices, and improving support for first-year and gateway students. By aligning PD initiatives with this data, the college can ensure that professional development is responsive, equitable, and directly tied to student needs.