

2023-24 Program Review

Program Name: Professional Development

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Academic Year: 2023-2024

Status:

Updated on: 9/28/23

1. Description of Program (200-400 words)

This is the first Program Review for Professional Development at CSM. Though many other programs and offices on campus are involved in professional development (notably the Office of Equity and the Distance Education Program), the “Professional Development Program” is understood here to encompass the work of the Professional Development Faculty Coordinator (PDFC), as well as any future personnel hired to support professional development specifically.

Professional development (hereafter "PD") has grown as a priority at CSM and other community colleges across the state. Just about every external initiative and grant brings with it a need for PD (including, just to name a few, Guided Pathways, AB705, Dual Enrollment, Hispanic Serving Institution grant, AANAPISI grant, Strong Workforce, and Dual Enrollment). PD also figures prominently in CSM's own Mission and Values, Solidarity Statement, and strategic planning. “Growth, both personal and professional,” is one of our shared values, vital to realizing our Mission of “creating access and inclusion,” “fostering academic excellence,” and “ensuring equitable outcomes.” In the words of our Solidarity Statement, PD is called to help “create a campus culture that is anti-racist and equity-advancing.” A central theme of our strategic planning process is the “need for well-resourced professional development opportunities to support our priorities.” In addition, there is a growing awareness at CSM and beyond of the need to provide targeted PD for Classified Professionals, Managers, and Adjunct/Part-time Faculty, whose professional development needs have often been neglected in the CA community college system.

The PD Program resides within the Academic Support and Learning Technologies Division, and also receives direction from Academic Senate, through its sub-committee, the Committee on Teaching and Learning (CTL). The PDFC co-chairs the CTL, as part of her role. The PDFC also coordinates the following PD programming:

- 4 college Flex Days per year (The PDFC also collaborates with the district and colleges to coordinate 2 District Flex Days per year.)
- the New Faculty Institute (NFI), a year-long orientation program for new, full-time faculty members that meets once per month
- the College 1 Faculty Institute, a 2-day summer institute on supporting first-year, first-generation college students. The Institute also provides collaboration space for instructors teaching College 1 and supports them through biweekly meetings and poster session event coordination in the Fall.
- The Redesign for Equity and Accessibility Lab (REAL), a course design institute for faculty supported with a grant from the State Chancellor’s Office, currently in

planning/application stage, that starts in Spring '24 and will provide weekly workshops or check-ins to three faculty cohorts over three semesters, to support course revisions and contributions to campus course design tools and resources

2. Results of Previous Program Review (200-500 words)

- a) N/A. This is the first Program Review for Professional Development.
- b) N/A
- c) N/A

3. Current Program Review (200-400 words)

We currently have two main sources of data to assess PD and its impact on students and employees:

- Data on student experience of College 1 (our first-year experience course, which is supported by the PDFC with a 2-day College 1 Faculty Institute, biweekly support meetings, and other coordination support).
- Data on employee experience of our PD programming

I will address each set of data separately.

Data on Student Experience of College 1

a) **Student population equity:**

Findings	Analysis	Resources	Plans to Address Opportunity Gaps
<p>1. Though College 1 enrolls a significantly higher percentage of Latine and first gen students than the campus as a whole, levels are still not back to where they were pre-pandemic. Numbers from other BIPOC groups are low compared to campus averages.</p>	<p>College 1 is cohorted to Promise Scholars and therefore likely to reflect the demographics of that program. A decline in Latine and first gen students may also reflect the disproportionate impact of the pandemic on low-income students of color. The course was recently renovated to incorporate a more equity and identity focused curriculum. More, though, should be done to advertise the benefits of College 1 to our DI groups (and make sure College 1 is serving those students well, as addressed in the next finding).</p>	<ul style="list-style-type: none"> • An increased budget for promotion of the College 1 Poster Session Event and for creating flyers and video clips to promote the course. 	<ul style="list-style-type: none"> • Actively recruit people who identify as BIPOC and first-gen to teach. • Advertise College 1 and the updates that were made to the curriculum to incorporate a focus on identity formation. • Leverage College 1 Poster Session Event as a great opportunity to spread word about the course.

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<p>2. The biggest Disproportionate Impact (DI) finding in student success rates was for our Latine students, students with disabilities, and low-income students.</p>	<p>We need to do a better job of supporting our Latine, disabled, and low income students to succeed, through PD, hiring, and strengthening faculty/counseling/library collaborations. We should strive for 100% completion.</p>	<ul style="list-style-type: none"> Funding to extend the Summer Institute to include a third day devoted to course design for equity and accessibility principles, as described in the right-hand column. 	<ul style="list-style-type: none"> Incorporate more course design for equity and accessibility principles (e.g., syllabus design, authentic assignments, and ungrading) into the College 1 Summer Institute and into ongoing check-in meetings. Strengthen the collaboration between faculty, counselors, and librarians, to identify students who need additional support.
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b) Modality equity data

Changes since last Program Review	Analysis of Gaps	Plans to Address Opportunity Gaps
<p>1. N/A</p>	<p>Success for our online IDST 110 courses was definitely lower (83.6%) than for our synchronous (91.3%) or hybrid (90.6%). I would love to see how this compares across the college. Fully online courses may not provide the structure or face-to-face contact that students (and faculty) need, or we just need to do more work to provide a hybrid or online course that provides students with the support they need.</p>	<p>-We have already stopped offering College 1 in a fully online modality, believing that the goals of the course (fostering a sense of community, orienting students to college expectations, fostering a growth mindset, etc.) are not fulfilled in an entirely online mode. We should also look hard at whether our hybrid courses are meeting these needs for students.</p> <p>-We have recently revised the course materials for College 1, including creating a model Canvas shell, which should help improve the quality of student experience. We should continue to build this model Canvas shell, ensuring that it is a model of inclusive and accessible course design.</p> <p>-Consider incorporating professional development on creating an inclusive online/hybrid course as part of the College 1 Summer Institute</p>

(c) Challenges and Opportunities:

College 1 serves a large number of our Promise Scholars and maintains a high percentage of Latine and first-generation college students. It has what I believe is a high percent success rate compared to other disciplines across the college. College 1 and the College 1 Summer Institute have the potential to be

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models for both equity-minded course design and professional development to support equity. We should continue to develop College 1 as a model for the campus by returning our enrollment of DI groups to pre-pandemic levels with better advertisement of the course and the College 1 Poster Session, improving our student success outcomes by expanding the equity focus of the College 1 Summer Institute, and by opening the College 1 Summer Institute to all faculty, not just faculty teaching College 1.

Data on Employee Experience of Flex Day PD:

Attendance records:

Flex Day	Opening Session Attendance	Attendance for all sessions (headcount)	Average feedback score across sessions in response to question: "The Takeaways from this Session met at least one of my PD goals." (scale of 1-5)
October 2022	99 (in-person only)	165	4.0
January 2023	176 (hybrid)	268	4.65
April 2023	70 (in-person only)	171	4.28
August 2023	109 (in-person only, keynote speaker)	204	4.63

a) Employee Population Equity

Findings	Analysis	Resources	Plans to Address Opportunity Gaps
<p>1. Attendance is well under 100%, but we have insufficient data to help us understand factors affecting attendance or other measures of "success."</p>	<p>There could be numerous factors explaining low levels of participation (e.g., transition to remote work, disconnect between programming and needs, PD communications, need for fostering a culture of continuous improvement). Without better data about participation, it's hard to assess. Hybrid sessions have double the attendance (see "modality equity findings" below).</p>	<ul style="list-style-type: none"> • Additional personnel to support better data tracking, event support, and communications for PD. • Badge scanning technology. 	<ul style="list-style-type: none"> • Improve attendance record keeping and data tracking with the Vision Resource Center (VRC), including experimenting with new attendance taking technology (like badge scanners). • Collect assessment data on our PD learning outcomes, using the VRC • Survey our campus PD needs at least once every two years • Foster a culture of continuous improvement through better communications (e.g. social media feed, shared calendar, newsletter, and

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<p>2. Although we have provided numerous equity-related PD at CSM (including our "Sum of Us" Flex Day series, New Faculty Institute, and our Redesign for Equity and Accessibility Lab (REAL)), we still have significant work to do in creating a culture of anti-racism and equity at CSM, as demonstrated in our climate surveys and student focus groups.</p>	<p>Some of the areas that need to be developed include intergroup dialog, LGBTQ awareness/support, unconscious bias, and microaggressions. We need intentional and levelled programming in these areas, recognizing that people are in different stages of learning. We also need to develop a feedback and learning outcomes assessment process to determine what is working. Finally, we should expand the trainings we have (College 1 Summer Institute, New Faculty Institute, REAL), in order to reach more faculty</p>	<ul style="list-style-type: none"> • Funds to bring in at least one external speaker/facilitator per semester (on top of the yearly keynote speaker typically funded through the President's Office) • Funds to support returning College 1 Summer Institute to its status pre-pandemic as a training that was available to all faculty (not just faculty teaching College 1), including compensation for faculty participants 	<p>website for PD information).</p> <ul style="list-style-type: none"> • Develop a DEIA PD pathway that incorporates all of the training we need, and in a levelled way. • Cultivate internal expertise in these areas, while periodically bringing in outside experts for facilitation or consultation • Expand the scope and target audience of the DEIA-related trainings we already have, including College 1 Summer Institute, New Faculty Institute, and Redesign for Equity and Accessibility Lab (REAL)
<p>3. We have insufficient PD opportunities inclusive of Classified Professionals, Adjunct Faculty, and Management, especially around onboarding and DEIA. This was a key</p>	<p>There are historical and structural reasons for the full-time faculty focus of PD in the CA community college system. CSM should lead the way by innovating in these areas, which will have a lasting impact on our students. We are currently lacking personnel, funding, and data to</p>	<ul style="list-style-type: none"> • Support from PRIE (already underway) to develop an effective PD needs assessment survey for all employee groups. • Personnel (likely a Director-level position down the road) to operationalize onboarding and DEIA related professional development pathways for all of our employees--pathways that could also take place 	<ul style="list-style-type: none"> • Implement campus-wide PD needs assessment survey and focus group interviews. • Design a curriculum for onboarding pathways for all of our employees (including Classified, Management, and Adjunct Faculty), and develop an action plan for putting the pathways into operation, once we have the necessary personnel.

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<p>finding of our climate surveys and leadership retreat.</p>	<p>implement new PD in these areas, but should begin planning now.</p>	<p>over the summer, for example, when the PDFC and is not on contract.</p> <ul style="list-style-type: none"> Funds to support expanding New Faculty Institute to our new adjunct/part-time faculty 	<ul style="list-style-type: none"> Expand the New Faculty Institute to include adjunct/part-time faculty
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c) Modes of Delivery equity:

Hybrid modality has allowed many people to participate in Flex Days and other PD opportunities that would not normally have been able to participate. At the same time, we do not have data to show how well people are achieving our desired learning outcomes (not just whether people are attending or not).

Changes since last Program Review	Analysis of Gaps	Plans to Address Opportunity Gaps
<p>1. N/A</p>	<p>Hybrid appears to increase attendance and accessibility of PD offerings dramatically (Opening Day sessions offered in hybrid format had double the attendance of strictly in-person sessions). On the other hand, we lack data about the effectiveness of PD offered in different modalities or how PD in different modalities could be improved. We are also aware that hybrid modality sessions do not always go smoothly or work as well as strictly in-person or strictly online sessions.</p>	<ul style="list-style-type: none"> Continue to expand our hybrid offerings, but also provide a variety of modalities. Improve the quality of hybrid PD sessions and provide more support to hybrid session presenters. Collect assessment data on our PD learning outcomes across different modalities, to determine what works well.
<p>2. N/A</p>	<p>Big-name speakers often do not allow a hybrid modality. This creates a barrier for adjunct faculty to join.</p>	<ul style="list-style-type: none"> Permission for hybrid and recording is an important factor to consider when selecting keynote speakers.

(c) Challenges and Opportunities:

We have the opportunity to create a culture of continuous improvement on campus, in which professional learning is seen as an intrinsic part of everyone’s role in supporting students. We

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also have the opportunity to collaborate with the Office of Equity to leverage PD in the creation of a more anti-racist and inclusive campus. Both goals will mean creating more numerous, convenient, and relevant forms of professional learning, to serve *all* of our employee groups. It will also mean improving our data collection processes to ensure our PD is effective and responsive to campus needs. Finally, it will mean communicating PD opportunities more effectively (newsletter, shared calendar, social media presence, etc.) to get the word out.

The current PD Program is at capacity in personnel and underfunded in its budget. Building a truly innovative, integrated, and data-informed PD program at CSM will require additional funds and additional personnel. In the long run, this will mean hiring a Director of PD, who could oversee the various PD activities on campus and expand PD opportunities to all employee groups, including over the summer, when the PDFC is off contract.

4. Planning

a) Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment for 2023-2025:

SLOs/SAOs	Assessment Plan	Resources for SLO/SAO assessment
<p>1. SLO for College 1: Describe the difference between the high school and college environment and related student expectations. This is a relatively easy SLO to measure, and would be a starting point for a long-term College 1 assessment plan that would assess each of our SLOs.</p>	<p>I would like to implement a quiz across the sections of College 1 that would ask students to identify key differences in expectations between high school and college environments. Ideally, would be given at beginning and end of semester.</p>	<p>Would love feedback of PRIE on assessment quiz</p>
<p>2. Employee learning outcome for DEIA-related trainings: Employee is able to define a microaggression and identify strategies for counteracting them. This addresses a need that was identified in our anti-racism student surveys. If the training were provided in a hybrid modality, it would also meet our need to assess PD learning in different modalities.</p>	<p>I would like to provide a training on identifying microaggressions and have a before and after quiz to measure impact. By disaggregating by modality, could assess the effectiveness of different modalities in achieving our desired learning outcomes.</p>	<p>Would love feedback from PRIE on assessment quiz</p>

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<p>3. Faculty can design an assignment that is both equity and accessibility minded. This would be a measure of the impact of our Redesign for Equity and Accessibility Lab (REAL) and efforts to cultivate culturally responsive pedagogy and practices.</p>	<p>Faculty participating in REAL will be revising an assignment to be more equity and accessibility-minded. Long-term, we would be assessing the impact of these revisions on student success data. In the short term, we could also create a rubric and assess whether the revised assignments follow equity and high-impact practices (as defined in scholarship of teaching and learning).</p>	<p>Will be working with PRIE to develop assessment plan for REAL</p>
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b) Program goals

Goal	Actions	Measurable Outcomes	Timeline	Responsible Party	Support Needed
<p>1. Improve data gathering about our PD needs, attendance, and effectiveness</p>	<ul style="list-style-type: none"> -expand use of Vision Resource Center for data tracking -develop better attendance tracking methods -implement feedback surveys that assess PD learning outcomes across modalities and employee groups -develop an effective PD needs assessment tool and focus group plan 	<ul style="list-style-type: none"> -Accurate data on PD attendance by employee group, identity, modality, etc. -Data that includes actual learning outcomes assessment for PD activities -Data on PD needs across the college 	<p>Year 1: Improve attendance tracking practices and implement needs assessment survey</p> <p>Year 2: Improve learning outcomes assessment of PD, conduct focus groups on PD needs across employee groups around DEIA and onboarding</p>	<p>PDFC, CTL, PRIE</p>	<ul style="list-style-type: none"> -A Student Assistant, to support with PD data collection and reporting -Support of PRIE (already underway) with PD needs assessment survey and focus group interviews
<p>2. Better promote College 1 and strengthen its equity focus.</p>	<ul style="list-style-type: none"> -Implement an SLO assessment plan for College 1 -Strengthen equity focus of College 1 Summer Institute -Strengthen counseling/faculty/librarian collaborations to better support students 	<ul style="list-style-type: none"> -Better student success outcomes for College 1 -Larger enrollment of DII groups in College 1 	<p>Year 1: Implement SLO assessment plan for College 1 and expand promotion of the Poster Session</p> <p>Year 2: Expand the College 1 Faculty Institute to incorporate more equity-related PD; strengthen counselor/faculty/librarian</p>	<p>PDFC, College 1 Faculty</p>	<ul style="list-style-type: none"> -Additional funds to support better marketing of the College 1 Poster Session Event

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	-Better promote College 1 and its Poster Session Event		librarian collaboration		
3. In collaboration with campus partners, expand use of PD to support DEIA learning needs, across all employee groups	-Develop an equity framework to guide our pedagogy and practices (starting with REAL Roadmap, on course design, and building from there) -Develop an equity pathway for all employee groups, with the support of external speakers/facilitators/consultants -Open existing DEIA-related trainings to more employee groups (e.g., New Faculty Institute, College 1 Institute, REAL)	-Equity framework that could be shared widely with campus -List/pathway of regularly available programming for employees that would include trainings on microaggressions, for example, that are not currently offered	Year 1: Use PD assessment survey and focus group interviews to identify PD gaps around equity and inclusion Year 2: Design curriculum for a regularly offered DEIA series, with support of partners and consultation of external experts Open existing DEIA-related trainings to more employee groups (e.g., New Faculty Institute, College 1 Institute, REAL)	PDFC, Office of Equity, Educational Equity Committee, CTL	-Funds to bring in at least 2 additional speakers/facilitators/consultants per year -Student assistant to support with DEIA event coordination -Funds to extend College 1 Institute to all faculty (not just faculty teaching College 1) -Funds to extend New Faculty Institute to all new faculty
4. In collaboration with campus partners, develop a plan to support onboarding needs for all employee groups, including a mentorship program.	-Use PD needs assessment data and focus group interviews to identify onboarding needs Construct a plan to deliver onboarding support for all employee groups, including a mentorship program.	-Spreadsheet with data compiled on onboarding needs across campus -A plan to implement onboarding trainings that has the support of the campus community and includes a mentorship component.	Year 1: Use PD assessment survey and focus group interviews to identify PD gaps around onboarding. Year 2: Conduct research into onboarding/mentorship programs and construct a plan to deliver onboarding support for all employee groups	PDFC, Classified Senate, IAC, VPs Executive Cabinet	-Funds to bring in an external speaker/facilitator/consultant on onboarding/mentorship.
5. Improve communications around PD opportunities across	-Launch a PD newsletter, possibly inside the VRC -Provide training on use of the VRC	-Monthly PD newsletter -Social media presence for CSM PD	Year 1: Launch a monthly PD newsletter and social media feed Year 2:	PDFC, DE team	-Student Assistant to support with PD communications -Support from Marketing/Communications with developing a

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campus, to help foster a culture of continuous improvement	-Develop a workflow process for updating and building out the PD website	-Expansion of the PD website to provide tools and resources	Thorough overhaul of the PD website	newsletter, social media presence, and expanded website for PD
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