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Implications of the Strong Workforce Faculty Institute on Cultural Proficiency and Data Literacy Professional Development Programs for Community College Instructors

A dissertation proposal submitted in partial satisfaction of the requirements for the degree of Doctor of Education

in

Educational Leadership

by

Tina Ngo Bartel

Committee in charge:

California State University San Marcos
Professor Brooke Soles, Chair
Professor Manuel Vargas

University of California San Diego
Professor Alan Daly

2022

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The dissertation of Tina Ngo Bartel is approved, and it is acceptable in quality and form for publication on microfilm and electronically:

University of California San Diego

California State University San Marcos

2022

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ACKNOWLEDGMENTS

It has been a year since I lost two very important people in my life. All this time, I have been thinking about how to best honor their memories. While I may never be able to fully express what a privilege it was to be their friend, the least I could do is dedicate this study to them and let others know what amazing human beings they were.

I met my best friend, **Julie Mai Nguyen**, in my first year of middle school. We did not hit it off. Whenever she told the story of how we met, she said that she thought Doris Yu, Grace Yu, Linda Le–our future best friends–and I were "stuck up." However, she quickly won us over and we became inseparable ever since. What I remember most about her was her infectious and adorable laugh. She had a mischievous nature and would burst into laughter at her own jokes or whenever she got away with something. She taught me how to have fun. For more than 20 years, she was at every major milestone in my life. She was my maid of honor and she never missed calling me at midnight every year to wish me a happy birthday. She was the sister I never had. Everyone who met her felt the same way.

The last time I saw Mai was at her baby shower/gender reveal party on June 19, 2021. Before the party, she told me that she had not been feeling well for a month and thought about cancelling the party, but she pressed on. Despite her pain, she still smiled and celebrated with everyone. We found out that she would have a baby girl and wanted our girls to be best friends–just like we were. That night, my water broke, and I gave birth the following day to my beautiful daughter, Mina Allen Bartel. I texted Mai a play-by-play of everything I went through, but I soon stopped receiving messages from her. She was hospitalized and fell into a coma. She had leukemia. Her baby did not make it.

I still have not fully processed her passing, but like before, she gives me a reason to return to my hometown. Doris, Grace, Linda, and I regularly go to see her, but my heart aches knowing that she will never meet Mina. Shortly after Mai's passing, I lost another friend who left an incredible mark on my life.

I met my mentor and friend, **George Eiskamp**, at a mock interview hosted by our alma mater, the Graduate School of International Relations and Pacific Studies (IR/PS)—now known as the School of Global Policy and Strategy—at UCSD in 2011. George hired me to help run his startup company GroundMetrics, Inc. and taught me everything I know about business operations. I owe much of my professional success to George. Even after I left his company, George continued to mentor me and came up with opportunities for us to work together.

When I was pregnant with Mina, George was my biggest cheerleader and, again, mentor. He made me look forward to becoming a mother. I still remember how animatedly he told me about how he and his wife Cami sleep trained their daughter Sydney. He taught me what to expect as a parent. He taught me how to raise a strong, independent daughter. He also offered to let me use his swimming pool while I was pregnant because he knew I had difficulty finding a comfortable place to swim. On the day before Mai's baby shower/gender reveal party, George made his family leave the house for a few hours so I could have the swimming pool all to myself. It was the first time during the pregnancy that I felt like myself again.

I stayed home after giving birth to Mina and avoided visitors for a few months. During the week I planned on visiting George to introduce him to Mina, our mutual friend called to let me know that he had passed away due to an unexpected heart condition. My biggest regret was not reaching out to him sooner. It was too late. More than anything, I wish that George could have met my daughter and that we could have had one more chat. Every time I spoke to George,

I was inspired about life. It was my honor to have known him and I hope that I can be as good as a mother to Mina as he was a father to Sydney.

For those of you who made it this far in the dedication, I thank you for letting me share these memories.

In addition to remembering Mai and George, I would like to take this opportunity to express gratitude to the people who helped me throughout my doctoral journey. I would like to acknowledge my friends and colleagues at the community colleges who gave me inspiration for my dissertation. I would like to thank **Mollie Smith** who entrusted me with developing the Strong Workforce Faculty Institute. At the time, a program with that much complexity had not been done regionally, but she believed that I could take on the challenge. She continues to mentor me, and I am grateful that my work at the community colleges gave me a lifelong friend like Mollie and many others.

There were other important community college colleagues, including, but not limited to **Ben Gamboa**, **Danene Brown**, and **Molly Ash**, who I continue to rely on for this work. Without their counsel, I would not be able to navigate the various interest groups in higher education and be successful in my projects. I am extremely thankful for their support these past five years, and I am grateful that I could turn to them whenever I need guidance—professionally or personally.

I would be remiss if I did not acknowledge my former supervisor, **Zhenya Lindstrom**, who brought me into the community college system. I will never forget her words, “I am here to remove barriers.” That was the first time in five years that I had a supervisor who completely and relentlessly supported my goals. I strive to model my management style after hers and become a leader like her in the community college system.

I would like to also thank **Robert Chu** and **John Edwards** who helped me execute the Strong Workforce Faculty Institute. Without them, our Center of Excellence for the San Diego and Imperial Counties Community Colleges would not be the success that it is today. I owe many of my accomplishments to them and their hard work.

I am very grateful to my friend **John Huynh** who encouraged me to get my doctorate at a time when I doubted my capabilities. I still remember our conversation at an airport lounge where he said that he would be waiting for an invitation to my graduation. I am also deeply indebted to my friend, classmate, and former coworker, **Franklin Garrett**, who inspired me to sign up for the Joint Doctoral Program (JDP) in Educational Leadership. For years, Franklin and I discussed various doctoral programs that we were interested in, but the timing was never right. One day, over an impromptu dinner at a random diner, Franklin told me that he planned to apply to the JDP, and that was it. That dinner changed my life. I was excited to work with Franklin again; not only did he teach me how to work more efficiently with software programs, but Franklin also offered his feedback and insights on my dissertation drafts. He always made me feel like I was not going through this program alone and encouraged me to continue whenever I wanted to quit.

I must also extend my gratitude to my committee members, **Dr. Alan Daly** and **Dr. Manuel Vargas,** and dissertation committee chair, **Dr. Brooke Soles**. While on sabbatical, Dr. Daly stepped in to replace a member who could no longer participate on my dissertation committee. Dr. Vargas took time before his vacation to ensure that I could defend my dissertation according to my intended timeline. Additionally, Dr. Daly and Dr. Vargas helped me realize that my dissertation was not simply an evaluation, but a study that could contribute to existing literature on professional development programs for instructors. Working with Dr. Soles

helped me understand what a culturally proficient instructor truly looks like. Despite her tremendous workload, she committed to meeting with me regularly and reviewing my dissertation drafts according to my schedule. She provided clear guidance throughout the process and constantly took time to have thoughtful and meaningful discussions with me. I always looked forward to our conversations; our meetings were by far the best part of my experience in the JDP. I am very fortunate to have a dissertation committee chair as dedicated and responsive as Dr. Soles.

I would also like to make a special mention to **Melissa Wolf**. This past year has not been easy for me and without her I would not have been able to complete this program. She helped me find resources whenever I needed them and was patient with me whenever I asked questions that could have been simply answered by looking at our student handbook.

This dedication page cannot be complete without me acknowledging my mother **Dori Tran** and brother **Scott Ngo** for raising me to be a resilient and hardworking individual.

Last, but most important of all, I would like to thank my husband, **Benjamin Allen Bartel**, for his love and support in our nine years of marriage. Without him, I would not be where I am today, and I *definitely* would not have completed my dissertation. He has not once complained about the sleepless nights or diaper changes this past year and always asked me what he could do to support my efforts. My mother-in-law **Eveline**, father-in-law **Larry**, and sister-in-law **Nancy** often joked about how lucky Ben is to have married me, but truth be told, I am the lucky one. I am grateful to them for raising such a caring, patient, and loving individual.

VITA

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ABSTRACT OF THE DISSERTATION

Implications of the Strong Workforce Faculty Institute on Cultural Proficiency and Data Literacy Professional Development Programs for Community College Instructors

by

Tina Ngo Bartel

Doctor of Education in Educational Leadership

University of California San Diego, 2022
California State University San Marcos, 2022

Professor Brooke Soles, Chair

This dissertation examines the efficacy of a professional development program in developing data literate and culturally proficient community college instructors. Existing research suggests that there is a need for high-quality professional development (Mukai, 2013) in Cultural Proficiency (Lindsey et al., 2018; Welborn et al., 2022) and data literacy (Phillips & Horowitz, 2017) for community college instructors to make continuous improvements (Temponi, 2005) in the classroom. As such, the Regional Consortium for the San Diego and Imperial

Counties Community Colleges executed the inaugural Strong Workforce Faculty Institute in 2020—a professional development program aimed at 1) fostering strong collaboration and engagement among faculty, researchers, and deans; 2) encouraging self-reflection, inquiry, and research-based decision-making; and 3) inspiring teaching and learning from a culturally inclusive perspective (Regional Consortium, 2020). The first cohort began with 245 full-time and adjunct instructors in February 2020 and ended with 223 program completers in September 2020—a 91 percent completion rate. This study examines the conditions necessary for a professional development program to effectively train instructors to use student outcomes data for continuous improvements in culturally diverse classrooms (Parkhouse et al., 2019) and assesses to what extent the program met its goals and contributed to participants' learning (Chyung, 2015; Mukai, 2013). Using mixed-methods research, this study analyzes quantitative data from survey responses and supplements the findings with qualitative information from interviews with participants (Klassen et al., 2012). The findings will be used to improve future iterations of the Strong Workforce Faculty Institute specifically and to inform community college instructor professional development more broadly.

Keywords: Strong Workforce Program, instructor professional development, community college, stipends, data literacy, Cultural Proficiency

CHAPTER I: INTRODUCTION

Problem Statement

Due to globalization, companies employ multinational, multigenerational, and multicultural teams and have customers with different demands and preferences from around the world (Rosenzweig, 1998; Tomlinson, 1999). To better serve the market needs of a diverse customer base, employers need a well-educated and diverse workforce (Okoro & Washington, 2012). However, not all ethnic and racial groups have the opportunities for academic success. The community college system plays a significant role in educating students from a variety of backgrounds, yet community colleges often suffer from high attrition and non-completion rates (Belfield & Bailey, 2011; Beshara-Blauth, 2018; Grubb, 2002; Isserles, 2021; Marcotte et al., 2005; Phillips & Horowitz, 2017). Community colleges enroll nearly 40 percent of undergraduate students across the nation and serve a population of students that is arguably more diverse than any other postsecondary education system in the United States (Phillips & Horowitz, 2017). However, approximately one-third of students enrolled in two-year institutions complete their program within four years, and for Black, Latinx, and Native American students, that completion rate drops to 24 percent (Phillips & Horowitz, 2017). In short, community colleges often struggle with retaining students of color and helping them successfully complete courses or programs that lead to a certificate or a degree (Phillips & Horowitz, 2017).

Consequently, low retention and completion rates negatively affect the local economies that community colleges are expected to serve (Belfield & Bailey, 2011; Grubb, 1999; Phillips & Horowitz, 2017). According to Grubb (1999), the “sub-baccalaureate labor market” tends to be local: Employers partner with local institutions to fill positions that require less than a bachelor’s degree and “students search for employment almost entirely with the local community” (Grubb,

1999, p. 13-14). Increased academic success at the community colleges supports human capital development and increases the talent pool in local economies (Intl, 2014; Phillips, 1977; Siegfried et al., 2007). Not improving the academic success of community college students limits employers from hiring local talent, which causes them to increase their sourcing costs as they look for talent elsewhere (Lee, 2019; Siegfried et al., 2007). Furthermore, increased academic success for students tends to lead to increased economic success: Empirical studies support the commonly held belief that individuals with high levels of educational attainment earn more than those without (Grubb, 2002; Kane & Rouse, 1999; Marcotte et al., 2005; Sanchez & Laanan, 1998). Students with an associate degree earn 15 to 25 percent more in income than their counterparts with only a high school diploma (Grubb, 2002; Kane & Rouse, 1999; Marcotte et al., 2005). Also, whether students earned an associate degree or took a few classes, community college students obtained an increase in earnings (Marcotte et al., 2005). As residents increase their earnings, they also increase their expenditures and support their local economies (Haskins, 2017; Steinacker, 2005). If academic success for racial and ethnic minority populations ultimately benefits local economies, then the community college system must address low retention and completion rates as diversity becomes increasingly important in the 21st century workplace (Beshara-Blauth, 2018; Okoro & Washington, 2012; Phillips & Horowitz, 2017; Rosenzweig, 1998; Tomlinson, 1999).

Federal, state, and local governments attempted to increase course retention and completion by requiring educational institutions collect and report on student outcomes data (Beshara-Blauth, 2018; Peterson, 2007; Phillips & Horowitz, 2017). The professional development programs from these initiatives heavily focused on how to collect, synthesize, and report on student data (Phillips & Horowitz, 2017). While well-intended, the resulting number of

data sources, dashboards, and reports surrounding accountability metrics overwhelmed educators, causing them to perceive data as a tool for punitive purposes instead of continuous improvement efforts (Beshara-Blauth, 2018; Phillips & Horowitz, 2017). As a result, there is apprehension among community college educators, particularly instructors, regarding data usage (Phillips & Horowitz, 2017). As Phillips and Horowitz (2017) argue, there is no lack of data or professional development programs in the community college system. Rather, there is a lack of implementation efficacy, according to these authors. Consequently, there is a need for professional development that effectively trains instructors how to use data and make continuous improvements in the classroom to serve culturally diverse student populations (Beshara-Blauth, 2018; Peterson, 2007; Phillips & Horowitz, 2017; Temponi, 2005).

Purpose of the Study

There are many definitions for professional development, however, this study defines instructor professional development as "the formal learning experiences of instructors designed to increase the learning outcomes of students" (Mukai, 2013, p. 8). While a significant body of research exists for professional development programs in general, prior studies found that professional development aimed at helping instructors succeed in culturally diverse classrooms differed so greatly that no specific trends explained how one program might perform better than another (Mukai, 2013; Parkhouse et al., 2019). Therefore, the purpose of this study is to identify what conditions are necessary for a professional development program to effectively train instructors on how to use student outcomes data to serve culturally diverse students and make continuous improvements in the classroom (Beshara-Blauth, 2018; Peterson, 2007; Phillips & Horowitz, 2017; Temponi, 2005).

Effective Components in Professional Development Programs from the Literature Review

Existing research suggests that professional development programs should include guided reflection (Gorski & Dalton, 2020; Liu, 2015), team-based training (Gast et al., 2017; Liu, 2015; Parkhouse et al., 2019), and stipends (Darling-Hammond et al., 2017; Ingvarson et al., 2005) in their implementation strategies as well as Cultural Proficiency (Gorski & Dalton, 2020; Lindsey et al., 2018; Welborn et al., 2022), data literacy (Beshara-Blauth, 2018; Phillips & Horowitz, 2017), and continuous improvement (Penuel et al., 2020; Temponi, 2005) in their content. **Guided reflection** allows professional development participants to constantly analyze, question, and critique assumptions about long-established systems and preconceived notions about various groups of people (Gorski & Dalton, 2020; Liu, 2015; Parkhouse et al., 2019). **Team-based training** suggests that participants in professional development programs can learn more effectively as a group or cohort than as individuals because members of a team collaborate, share ideas, and collectively search for solutions to common challenges (Gast et al., 2017; Liu, 2015; Margalef García, 2011; Parkhouse et al., 2019; Roblin & Margalef, 2013). **Stipends** for time spent in professional development programs are more effective than requiring mandatory participation (which may negatively impact participants' learning) because voluntary participants are more motivated to learn (Herman, 2013; Kennedy, 2016; Odden et al., 2002; Parkhouse et al., 2019). **Cultural Proficiency** refers to the values and behaviors of individuals and policies and practices of organizations that enable them to interact effectively in culturally diverse environments (Cross, 1989; Lindsey et al., 2018, Soles, 2019; Soles et al., 2020; Welborn et al., 2022). **Data literacy** refers to "the ability to understand and use data effectively to inform decisions" (Mandinach & Gummer, 2013, p. 30). **Continuous improvement** is the continual process of "problem-finding and subsequent problem-solving" (Crow et al., 2019, p. 4). Chapter

2 of this study further elaborates on each implementation strategy and content; however, the literature review suggests that little information exists on the efficacy of professional development programs that incorporate *all* these components. To further complicate the process of identifying effective programs, prior studies found that professional development programs aimed at improving instructors' teaching and learning practices for culturally diverse students are often met with resistance (Parkhouse et al., 2019). For example, instructors may believe that they are already culturally proficient and do not need to change or that they have taught their subjects for years and found no issues with their instructional practices (Parkhouse et al., 2019; Zozakiewicz & Rodriguez, 2007). Understanding the underlying belief systems behind instructors' reluctance to participate in such professional development programs requires an understanding of the Culturally Proficient Framework.

Conceptual Framework

The Culturally Proficient Framework (Appendix C) explains that there are four Barriers to Cultural Proficiency, which include being resistant to change, being unaware of the need to adapt, not acknowledging systemic oppression, and benefiting from a sense of privilege and entitlement (Lindsey et al., 2018; Welborn et al., 2022). Instructors who resist change, such as initiatives for evidence-based decision-making, generally suspect that change would be used for punitive purposes, such as evaluating their performance (Beshara-Blauth, 2018; Phillips & Horowitz, 2017). Instructors are unaware of the need to adapt if they believe that their long-established teaching methods have been effective so far (Parkhouse et al., 2019; Zozakiewicz & Rodriguez, 2007). Instructors do not acknowledge systemic oppression if they do not see evidence of disproportionate student outcomes in their courses (Phillips & Horowitz, 2017). And finally, instructors benefit from a sense of privilege and entitlement because they blame poor

student outcomes on forces outside of the classroom, which are out of their control (Lindsey et al., 2018; Phillips & Horowitz, 2017; Welborn et al., 2022). Understanding these underlying beliefs and perspectives is essential in designing programs that address instructors' Barriers to Cultural Proficiency.

Context of Study, Positionality, and Proximity

In February 2020, the Regional Consortium for the San Diego and Imperial Counties Community Colleges launched a formal professional development program for instructors to assess their teaching practices and address low course retention and completion rates (Regional Consortium, 2020). As a state-sponsored organization, the Regional Consortium funds initiatives that support all 10 community colleges in California's San Diego-Imperial region (Regional Consortium, 2022). The Regional Consortium named the professional development program, "Strong Workforce Faculty Institute," after its funding source, the Strong Workforce Program (SWP)—an initiative by the California Community Colleges Board of Governors to focus on data-driven outcomes in Career Technical Education or Career Education (CTE/CE) programs (California Community Colleges Chancellor's Office, n.d.). I oversee regionwide data and research projects for these colleges, and as a result, the Regional Consortium requested that I take the lead and provide a general design for the Strong Workforce Faculty Institute. At the time, I had no experience in designing instructor professional development programs. However, I just started the Joint Doctoral Program in Educational Leadership at the University of California San Diego and California State University San Marcos and learned about the Culturally Proficient Framework (Appendix C). Consequently, I designed the program with my colleagues to address the Barriers to Cultural Proficiency: resistance to change, unawareness of the need to

adapt, non-admission of systemic oppression, and position of privilege and entitlement (Lindsey et al., 2018; Welborn et al., 2022).

For instructors who resisted change (Lindsey et al., 2018; Welborn et al., 2022), such as using student outcomes data for evidence-based decision-making because they feared that the information will be used punitively against them, the Regional Consortium assured community college instructors that, as a third-party organization, they had no authority over performance evaluations (Beshara-Blauth, 2018; Phillips & Horowitz, 2017). Additionally, the Regional Consortium asked instructors to sign letters of commitment, which confirmed this relationship in writing (Phillips & Horowitz, 2017). For instructors who were unaware of the need to adapt and change their long-established teaching practices (Lindsey et al., 2018; Welborn et al., 2022), the Regional Consortium required participants to complete a Faculty Institute Assignment (Appendix D) to receive a $2,000 stipend (Herman, 2013; Odden et al., 2002). The assignment included a series of guided reflection questions that prompted participants to reflect, analyze, and revise instructional materials and practices to become more culturally proficient (Lindsey et al., 2018; Parkhouse et al., 2019; Welborn et al., 2022). The Regional Consortium also used the stipends to solicit participation from instructors who thought they were already culturally proficient and did not need to change because they had several years of teaching experience (Parkhouse et al., 2019; Zozakiewicz & Rodriguez, 2007). For instructors who did not acknowledge systemic oppression because they did not see such evidence (Lindsey et al., 2018; Welborn et al., 2022), the Regional Consortium provided funding for each college's institutional research office to compile data dashboards and reports for the participants' previous courses (Beshara-Blauth, 2018; Phillips & Horowitz, 2017). These data resources included course-level outcomes data (e.g., enrollment, retention, completion) by student demographics (e.g., gender,

age, ethnicity). The guided reflection questions in the Faculty Institute Assignment prompted participants to explore the data and discover disproportionate student outcomes for themselves, which also helped them become aware of the need to adapt their teaching practices for culturally diverse students (Beshara-Blauth, 2018; Lindsey et al., 2018; Phillips & Horowitz, 2017; Welborn et al., 2022). For instructors who benefited from a sense of entitlement and blamed poor student outcomes on forces outside of the classroom (Lindsey et al., 2018; Welborn et al., 2022), the Regional Consortium also required that instructors participate in the professional development program as a cohort (Gast et al., 2017). In this team-based training format, participants met monthly to complete reflection questions in the assignment, shared their realizations of disproportionate outcomes, and collectively searched for solutions that they had control over in the classroom (Gast et al., 2017; Liu, 2015; Margalef García, 2011; Parkhouse et al., 2019; Roblin & Margalef, 2013). At the end of the assignment, participants developed an action plan, detailing how they would use what they learned in the professional development program for continuous improvement in the classroom (Crow et al., 2019; Temponi, 2005). In summary, the Strong Workforce Faculty Institute's program design incorporated guided reflection, team-based training, and stipends in its implementation strategies as well as data literacy, Cultural Proficiency, and continuous improvement in its content (Figure 1).

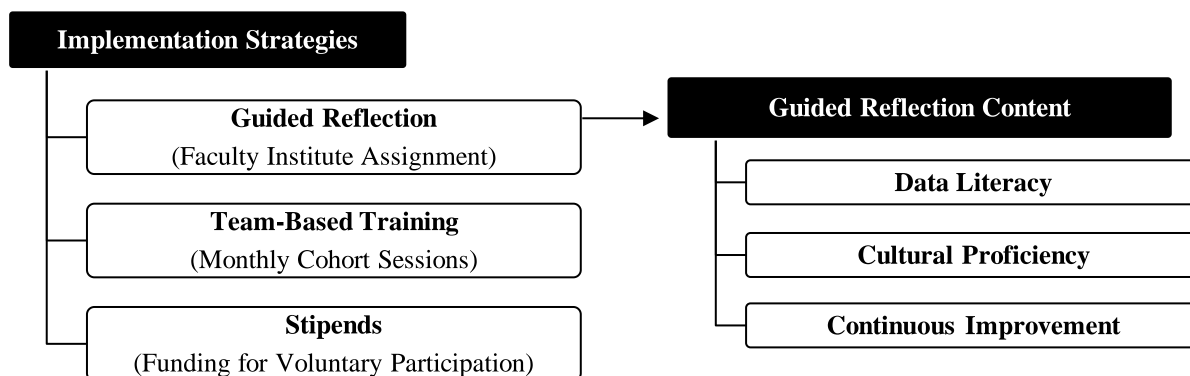


Figure 1. Program Design for the Strong Workforce Faculty Institute

After a year of planning, organizing, and using political strategies such as persuading, bargaining, negotiating, and mediating (Kezar, 2008) across different interest groups from the 10 community colleges, 245 community college instructors agreed to participate in the Strong Workforce Faculty Institute in February 2020. By September 2020, 223 participants completed the program, resulting in 91 percent completion rate despite the COVID-19 pandemic.

A cursory glance at these figures suggests that the Strong Workforce Faculty Institute was a successful professional development program and a worthwhile investment for the Regional Consortium. However, the Strong Workforce Faculty Institute is a grant-funded program, and like other grant-funded programs, it runs the risk of discontinuation if the grant is no longer available and there is no proper evaluation of its impact (Freedman et al., 2013). Therefore, this study examines the conditions necessary for a professional development program to effectively train instructors to use student outcomes data for continuous improvements in culturally diverse classrooms and evaluates the impact of the Strong Workforce Faculty Institute on instructor learning.

For this study to be effective, I was cognizant of my dual role as the project lead and program evaluator and divorced myself from desired outcomes whenever possible (Coghlan & Brannick, 2010; Mukai, 2013). I also used "member checking" (Alkin, 2011, p. 184; Mukai, 2013, p. 20) to offset bias and mixed-methods research to strengthen the validity of my findings (Mukai, 2013; Rossi et al., 2004).

Methods Overview and Research Questions

This study employs a multi-phased, mixed-methods research design, which includes a quantitative analysis of survey responses followed by a qualitative analysis of interview transcripts (Bryman, 2006; Creswell & Creswell, 2018; Mukai, 2013; Rossi et al., 2004). In

phase 1 of the study, I sent individualized emails to 223 program completers, asking them to complete a survey (Appendix A), and received 86 survey responses (Barriball et al., 1999; Muñoz-Leiva et al., 2010; Wan, 2019). The survey asked survey respondents if they would like to participate in follow-up interviews, or phase 2 of the study. Twenty-three phase 1 participants opted into participating in phase 2. I randomly selected six participants to conduct semi-structured interviews with (Kvale & Brinkmann, 2009; Leech, 2002; Yin, 2018). Findings from the surveys and interviews discuss whether the Strong Workforce Faculty Institute produced its desired outcomes (Alkin, 2011; Cronbach, 1963; Mukai, 2013); whether the program contributed to participants' learning (Chyung, 2015; Guskey, 2000; Mukai, 2013); and whether the program design met the conditions necessary to effectively train instructors in Cultural Proficiency and data literacy (Beshara-Blauth, 2018; Lindsey et al., 2018; Peterson, 2007; Phillips & Horowitz, 2017; Temponi, 2005). In other words, this study addresses the following research questions:

1. To what extent did the Strong Workforce Faculty Institute meet its intended goals?
2. To what extent did the Strong Workforce Faculty Institute contribute to participants' learning?
3. What implications does the Strong Workforce Faculty Institute have on future professional development programs for community college instructors?

Answers to these questions offer important insights to improve the Strong Workforce Faculty Institute specifically (Wayne et al., 2008) and inform instructor professional development in social studies generally (Mukai, 2013).

Significance of the Study

Ultimately, the goal of the Strong Workforce Faculty Institute was to help instructors discern what evidence is actionable and make continuous improvements toward reducing

inequities for community college students (Lindsey et al., 2018; Phillips & Horowitz, 2017; Welborn et al., 2022). Instructors who adopt a culturally proficient approach to their instruction could then continue to enact organizational change at the institutional level where bigger systems of oppression are at play (Lindsey et al., 2018; Soles, 2019; Welborn et al., 2022). The community colleges have a societal obligation to ensure that their students have access to education *and* opportunities for success—especially students from disproportionately impacted groups (Belfield & Bailey, 2011; Grubb, 2002; Marcotte et al., 2005). Education is often touted as the "great equalizer" in the war against inequality of opportunity and poverty in America (Holmes & Zajacova, 2014), and it is widely believed that as long as an individual has intelligence and perseverance, then anyone can rise to the ranks of the elite (Dwyer, 2019). However, this perception of a "meritocracy" in the United States conflicts with the reality that many community college students face (Dwyer, 2019; Liu, 2011). Without the option to go to community college, "moderate-income, minority, and other 'non-traditional' students" (Grubb, 1999, p. 13-14) may not obtain any postsecondary education. Belfield and Bailey (2011) found that students from low socioeconomic backgrounds experienced positive "changes in health status, well-being, criminal activity and incarceration, and welfare reliance" (p. 46-47) after obtaining a community college education. Additionally, due to their low (and oftentimes nonexistent) tuition rates, community colleges attract students from low-income households who are also the first generation in their family to go to college (Phillips & Horowitz, 2017).

Individual merit alone does not necessarily provide a direct pathway to the elite (Dwyer, 2019; Robles et al., 2013; Zamudio et al., 2011). Today's American elite consists of well-educated parents who value education and invest significant resources in education for their children, making this status increasingly difficult to obtain—especially for outsiders ("A

Hereditary Meritocracy," 2015; Robles et al., 2013; Zamudio et al., 2011). Robles et al. (2013) explain that if everyone started the race to the elite at the same line, then of course an individual with grit and talent would fare much better than an individual who did not put forth any effort. However, people begin the race to academic and economic success from different starting lines (Dwyer, 2019). Working-class and well-off White Americans have a head start in life when compared to people of color, most of whom begin far behind White individuals' starting lines (Robles et al., 2013; Dwyer, 2019). In short, the children of America's elite are already ahead—they have social and educational advantages that they would not have had if they were not born among the elite—while children from socioeconomically disadvantaged backgrounds are in a perpetual state of catching up to the elite (Delpit, 2012; Robles et al., 2013; Zamudio et al., 2011). The United States must address this "achievement gap," and the community colleges should be at the frontline, ensuring that minority and low-income students have the opportunity to begin the race closer to the starting line, so that they can succeed academically and economically. By increasing their educational attainment and ultimately increasing their wealth, individuals who participate in welfare programs stop relying on government assistance and contribute directly to the economy (Belfield & Bailey, 2011). Additionally, incarceration rates are lower for individuals with a college education than those without; therefore, supporting students of color in their academic success ultimately benefits society (Belfield & Bailey, 2011).

The perception of a meritocracy perpetuates society's belief in the "dominant narrative" that certain people of color are lazy and would advance academically and economically if they simply put in the effort (Robles et al., 2013; Zamudio et al., 2011). As Zamudio et al. (2011) explain, traditional education tends to blame the individual student (which includes their culture and familial circumstances) for their academic failures instead of "questioning the validity of the

principle of meritocracy in a structurally unequal society" (p. 14). However, if instructors do not assume some responsibility for students' academic progress and simply blame the students' upbringing, then they contribute to the issue and exacerbate the challenges that these students experience (Delpit, 2012; Love, 2016; Love, 2017; Love, 2019).

Training instructors to become more culturally proficient leads to higher retention and completion rates for all students—not just the mainstream, dominant group. Cultural Proficiency also directly combats "intersectionality"—a phenomenon where multiple social identities intersect, and oppression is compounded due to labels and stereotypes assigned to those social identities (Harris & Leonardo, 2018). Professional development programs that provide tools for instructors to train others on Cultural Proficiency would lead to more culturally proficient students, which, in turn, would lead to a more culturally proficient society (Kumashiro, 2000). Lack of training causes institutions or systems to develop without a foundation of cultural understanding, which could have dire consequences for children (who then become adults)—specifically those in minority ethnic groups (Cross, 1989). Similar to how professional development in Cultural Proficiency and data literacy can guide educators in questioning their deeply rooted beliefs and correcting their internal biases, Kumashiro (2000) contends that education positively benefits students and society overall when educators teach students to question existing ideas and not accept information at face value.

Social justice is never-ending work because new groups constantly emerge (Kumashiro, 2000), and the education system will need to adapt to students' evolving needs to increase retention and completion, if the United States desires to maintain a foothold in the world economy. Developing Cultural Proficiency is a continuous process, and institutions must have the ability to adapt to changes over time (Lindsey et al., 2018; Welborn et al., 2022). Individuals

must recognize their own cultures, beliefs, and values before recognizing others. As we change, so do others.

CHAPTER II: LITERATURE REVIEW

This study explores the conditions necessary for a professional development program to effectively train instructors to use student outcomes data for continuous improvements in culturally diverse classrooms (Beshara-Blauth, 2018; Peterson, 2007; Phillips & Horowitz, 2017; Temponi, 2005). Consequently, this chapter provides an overview of instructor professional development programs, training content (Cultural Proficiency, data literacy, and continuous improvement), and implementation strategies (guided reflection, team-based training, and stipends) found in existing studies.

Instructor Professional Development

Since the 1980s, scholars have developed and revised the definition of professional development (Darling-Hammond & Sykes, 1999; Guskey, 2002; Mukai, 2013; Opfer & Pedder, 2011; Sparks & Loucks-Horsley, 1989). Professional development has been broadly defined as the formal and informal learning experiences throughout an individual's career (Desimone, 2009; Fullan, 1991; Mukai, 2013) or any activity that helps paid staff improve their institutions or schools' performance (Little, 1987; Mukai, 2013). This study adopts Mukai's (2013) definition of teacher professional development, which is "the formal learning experiences of instructors designed to increase the learning outcomes of students" (p. 8). Professional development can be broadly grouped into five models: 1) individually guided staff development, 2) observation or assessment, 3) development or improvement process, 4) inquiry, and 5) training (Mukai, 2013; Sparks & Loucks-Horsley, 1989). In an individually guided staff development, teachers or instructors determine the curriculum and learning goals and proceed to meet them through self-directed learning (Mukai, 2013; Sparks & Loucks-Horsley, 1989). In an observation or assessment model, supervisors or other stakeholders observe instructors and provide feedback

and suggestions for improvement (Mukai, 2013; Sparks & Loucks-Horsley, 1989). In a development or improvement process model, instructors participate in some aspect of the school improvement process (e.g., curriculum development) and learn from their engagement in the process (Mukai, 2013; Sparks & Loucks-Horsley, 1989). In an inquiry model, instructors inquire about their teaching practices either individually or in groups and seek to find objective answers to their questions (Mukai, 2013; Sparks & Loucks-Horsley, 1989). In a training model, instructors participate in formal training sessions (e.g., workshops) that have preset objectives and learning outcomes (Mukai, 2013; Sparks & Loucks-Horsley, 1989).

Critical Elements for Instructor Learning in Professional Development Programs

While various models exist for professional development, scholars stress the importance of evaluating participants' overall learning when evaluating professional development programs (Chyung 2015; Guskey, 2000; Mukai, 2013). For instructor professional development programs, learning refers to the acquired knowledge and skills that contribute to curriculum development and/or teaching and learning practices (Gast et al., 2017; Guskey, 2000). Evaluating the efficacy of a professional development program requires an analysis of how the program impacted participants' learning (Chyung, 2015; Guskey, 2000; Mukai, 2013). Assessing if a professional development program encompasses the following five critical elements helps determine to what extent the program contributed to participants' learning: 1) content focus, 2) active learning, 3) coherence, 4) collective participation, and 5) follow-up sessions (Chyung, 2015; Guskey, 2000; Mukai, 2013). **Content focus** indicates that the professional development program provided participants with the opportunity to learn new content (Garet et al., 2001; Mukai, 2013). **Active learning** signifies that the professional development program allowed participants to engage interactively with speakers and among each other (Mukai, 2013; Wilson & Berne, 1999).

Coherence means that participants found that the goals of the professional development aligned with their own teaching and learning goals (Mukai, 2013; Penuel et al., 2020). **Collective participation** indicates that participants from the same college, grade, or subject collectively participated in the professional development (Desimone, 2009; Garet et al., 2001; Little, 1993; Mukai, 2013). **Follow-up sessions** indicate that participants found additional, follow-up training sessions immediately after the initial professional development to be impactful on their instructor/teacher knowledge (Mukai, 2013; Penuel et al., 2007).

Instructor Professional Development Content

Broadly speaking, content taught in instructor professional development programs can be grouped into three categories: 1) subject matter knowledge or the subject that the instructor teaches; 2) pedagogical knowledge or how the subject is taught; and 3) curricular knowledge or the use of related instructional materials and how those materials are used as part of instructors' teaching strategies (Mukai, 2013; Shulman, 1986). Existing literature on professional development content for community college instructors varied greatly in scope and breath that this literature review could not capture them all (Herman, 2013; MacPhail et al., 2018; Mukai, 2013; Parkhouse et al., 2019). However, the purpose of this study is to identify what conditions are necessary for a professional development program to effectively train instructors on how to serve culturally diverse students and use student outcomes data to make continuous improvements in the classroom (Beshara-Blauth, 2018; Lindsey et al., 2018; Peterson, 2007; Phillips & Horowitz, 2017; Temponi, 2005; Welborn et al., 2022). Hence, this literature review explores **Cultural Proficiency** (Gorski & Dalton, 2020; Lindsey et al., 2018; Welborn et al., 2022) as the necessary framework in instructor professional development programs and discusses how **data literacy** (Beshara-Blauth, 2018; Phillips & Horowitz, 2017) and **continuous**

improvement (Penuel et al., 2020; Temponi, 2005) are tools for instructors to continually make culturally proficient and data-driven decisions in their courses.

Culturally Proficient Framework

Research suggests that training in Cultural Proficiency would develop instructors' ability to differentiate teaching and learning practices to meet the needs of diverse students (Gorski & Dalton, 2020; Lindsey et al., 2018; Welborn et al., 2022). The Culturally Proficient Framework (Appendix C) describes Cultural Proficiency as a paradigm shift with three levels (cultural precompetence, cultural competence, and cultural proficiency) from viewing cultural differences as a problem—or point of contention—to viewing cultural differences as valuable opportunities to interact and learn from other cultures (Lindsey et al., 2018; Welborn, 2022). For example, individuals and groups see cultural differences as a problem when they claim to be unbiased or "colorblind" (Parkhouse et al., 2019; Singleton & Linton, 2006; Singleton, 2014; Zamudio et al., 2011), and tend to believe that if systems worked as they should, then "all people—regardless of race or culture—would be served with equal effectiveness" (Cross, 1989, p.15). However, while this view is—in many cases—well-intended, assuming services or programs designed for one group is applicable for all "render them virtually useless to all but the most assimilated people of color" (Cross, 1989, p. 15). In other words, society needs to reframe the perception so that cultural differences are not seen as problems to be solved, but rather, as valuable contributions to meaningful conversations and solutions to societal problems (Cross, 1989; Kumashiro, 2000; Lindsey et al., 2018; Parkhouse et al., 2019; Singleton & Linton, 2006; Welborn et al., 2022).

Cultural Proficiency in education is more important than ever as globalization increases and demographics change in the United States. The U.S. Census Bureau projects that minority racial groups will become the majority by 2045, effectively converting the United States into a

"majority-minority" country (Colby & Ortman, 2017; Craig & Richeson, 2014; Powell, 2001). Cultural Proficiency is especially important for community colleges because they primarily serve first-generation college students and students from communities of color (Phillips & Horowitz, 2017). Students from two-year colleges already have significantly higher attrition rates than students from four-year institutions, and attrition rates for ethnic minority students tend to be higher than the overall average (Mohammadi, 1994; Tinto, 1997). Parkhouse et al. (2019) argue that "students from marginalized communities show higher rates of academic achievement, motivation, self-confidence, and self-efficacy" when their instructors are well trained in fostering an inclusive and equitable classroom environment (p. 416). Without culturally proficient instruction, academic performance of students of color suffer because the classroom is no longer a "safe space" for students to learn (Chaves, 2006; Jaasma & Koper, 1999; Tinto, 1997). Courses taught from a non-inclusive and inequitable lens exacerbate challenges that students from marginalized communities already experience, causing difficulties to exist both inside and outside of the classroom (Cross, 1989; Lindsey et al., 2018; Parkhouse et al., 2019; Singleton, 2014; Singleton & Linton, 2006; Tinto, 1997; Welborn et al., 2022; Zamudio et al., 2011). Therefore, community college instructors must create "a culturally proficient environment [that] acknowledges and responds to both individual and group differences" (Lindsey et al., 2018, p. 27) in their classrooms. Community college classrooms must serve as a safe space where faculty and students can interact socially and intellectually (Chaves, 2006; Tinto, 1997). Because community colleges serve students from different socioeconomic backgrounds, cultures, and academic preparation, the classroom may be the only commonality they share with instructors and other students (Chaves, 2006). To develop a safe environment for culturally diverse students, instructors must be able to understand that "culture" is more inclusive than just race or gender

(Kumashiro, 2000; Lindsey et al., 2018; Welborn et al., 2022). Yet society often interprets culture as the combination of thoughts, communication styles, actions, customs, beliefs, values, and institutions of various racial, ethnic, religious, or social groups (Cross, 1989). As a result, people have been historically classified into separate groups such as Blacks, Whites, Asians, Latinos, and so on (Kumashiro, 2000; Lindsey et al., 2018; Singleton, 2014; Singleton & Linton, 2006; Welborn et al., 2022; Zamudio et al., 2011). However, people are much more complex, and their cultures cannot be understood by simple labels, stereotypes, or other social constructs (Harris & Leonardo, 2018; Kumashiro, 2000; Payne & Smith, 2018; Zamudio et al., 2011). Labels provide an incomplete picture of people as individuals (Kumashiro, 2000). Regardless of the attempts to update them, labels constantly become outdated and inaccurate because, as humans, we constantly evolve and reinvent our identities (Harris & Leonardo, 2018; Kumashiro, 2000; Payne & Smith, 2018).

Cultural Proficiency requires an "inside-out" approach and self-reflection of internal biases (Cross, 1989; Lindsey et al., 2018; Welborn et al., 2022). Because people have been grouped into certain labels for so long, we may assume we know who they are based on inference and stereotypes (Kumashiro, 2000). However, this assumption is based on partial information and not first-hand knowledge (Kumashiro, 2000). As McIntosh (1989) and Lorde (1997) argue, until we genuinely want to learn about others and listen to their experiences and struggles, we will not be able to recognize, identify, and move beyond systemic oppressions to create a culturally proficient society. In other words, individuals must reflect on their own misunderstandings, treatment, and knowledge of others to become culturally proficient (Cross, 1989; Kumashiro, 2000; Lindsey et al., 2018; Singleton, 2014; Singleton & Linton, 2006; Welborn et al., 2022; Zamudio et al., 2011). This level of Cultural Proficiency requires

"laboring," which is a process of examining one's perceptions or biases and challenging existing ideas—essentially *unlearning* what has been taught about certain groups and individuals through stereotypical narratives (Kumashiro, 2000). However, many instructors struggle to take personal and professional responsibility when students from marginalized communities do not do well in their courses (Lindsey et al., 2018; Singleton & Linton, 2006; Welborn et al., 2022). While student retention and completion begin in the classroom (Jaasma & Koper, 1999; Tinto, 1997), instructors tend to shift the blame to external forces instead of examining their teaching and learning practices (Singleton & Linton, 2006). Instructors tend to blame external forces when they see little evidence suggesting that their courses should be adjusted to meet students' diverse learning needs (Lindsey et al., 2018; Phillips & Horowitz, 2017; Welborn et al., 2022). This habit of blaming outside forces perpetuates the dominant narrative or stereotypes that justify the poor academic performance of students of color (Zamudio et al., 2011). Instructors who are not culturally proficient benefit from a sense of privilege and entitlement because they decide to blame poor student outcomes on forces out of their control (Lindsey et al., 2018; Phillips & Horowitz, 2017; Welborn et al., 2022).

The Culturally Proficient Framework (Appendix C) explains that benefitting from a sense of privilege and entitlement is one of the Barriers to Cultural Proficiency (Lindsey et al., 2018; Welborn et al., 2022). Barriers to Cultural Proficiency include being resistant to change, being unaware of the need to adapt, not acknowledging systemic oppression, and benefiting from a sense of privilege and entitlement (Lindsey et al., 2018; Welborn et al., 2022). Community college instructors may resist change because they do not necessarily associate poor student outcomes with their courses (Lindsey et al., 2018; Phillips & Horowitz, 2017; Welborn et al., 2022). Community college instructors often insist that students leave when they have completed

enough coursework to obtain employment or advance in their current jobs (Grubb, 1999; Phillips & Horowitz, 2017). For years, this anecdote served as justification for low completion rates (Bahr, 2019; Grubb, 1999; Marcotte et al., 2005). However, the California community college system began tracking these “skills-builders,” which are students who take a few courses and stop attending community college, and found that wage gain and employment outcomes for skills-builders were not as significant as the anecdotes claimed (Phillips & Horowitz, 2017). Without training on how to properly interpret student outcomes data, instructors will continue to use anecdotes to explain poor student outcomes (Phillips & Horowitz, 2017). Consequently, they will continue to be unaware of the need to adapt and not acknowledge systemic oppression because they do not see evidence of disproportionate student outcomes in their own courses (Cross, 1989; Lindsey et al., 2018; Parkhouse et al., 2019; Singleton & Linton, 2006; Tinto, 1997; Welborn et al., 2022; Zamudio et al., 2011). Therefore, before community college instructors can become culturally proficient, they need to examine course data for themselves and assess whether poor student outcomes are due to their teaching practices (Phillips & Horowitz, 2017).

Using Data Literacy to Remove Barriers to Cultural Proficiency

Understanding student outcomes data requires a certain level of data literacy skills. Data literacy is broadly defined as “the ability to understand and use data effectively to inform decisions” (Mandinach & Gummer, 2013, p. 30). Community college instructors have the opportunity to analyze student retention and completion data due to federal, state, and local governments’ demand for data-demonstrated results in education (Beshara-Blauth, 2018; Peterson, 2007; Phillips & Horowitz, 2017). For the California community colleges, student retention is generally measured by the percentage of students who enrolled in a course, did not

withdraw, and received a valid grade—typically "A-F" (California Community Colleges Chancellor's Office, n.d.). Student completion is generally measured by the percentage of students who enrolled in a course, did not withdraw, and received a passing grade—typically "A-C" or "pass" (California Community Colleges Chancellor's Office, n.d.). Initiatives such as Completion by Design (CBD), Achieving the Dream, Voluntary Framework of Accountability (VFA), National Benchmarking Project (NBP), Institutional Effectiveness Partnership Initiative (IEPI), and many more resulted from policies to make educators more data literate and address poor student outcomes (Beshara-Blauth, 2018; Peterson, 2007; Phillips & Horowitz, 2017). However, these initiatives generated copious amounts of data—which overwhelmed educators—and focused on data policies and practices at the institutional level (Beshara-Blauth, 2018; Peterson, 2007; Phillips & Horowitz, 2017). Because these initiatives emphasized the need for "institutional effectiveness" (Ewell, 2010), community colleges naturally analyzed performance indicators such as institution-wide completion or graduation rates, credential attainment, and employment outcomes (Beshara-Blauth, 2018). These measures were so far removed from the classroom that their resulting professional development programs did not directly benefit instructors' teaching and learning strategies (Phillips & Horowitz, 2017). Disproportionate student outcomes may have been clear at the institutional level, but not at the classroom level (Phillips & Horowitz, 2017). As Singleton and Linton (2006) and Lindsey et al. (2018) explain, not all instructors are ready to accept that poor student performance may be a result of their teaching practices. Instructors may be unaware of their need to adapt when they do not see evidence of disproportionate teaching practices and have other explanations for low student retention and completion rates (Phillips & Horowitz, 2017). Simply focusing on institutional data instead of course-level data allowed instructors to shift the blame to external forces or events

outside of the classroom that are out of their control (Phillips & Horowitz, 2017; Singleton & Linton, 2006). Consequently, despite governmental pressure for data-informed decision-making, community colleges continued to struggle to institutionalize an evidence-based culture among instructors (Beshara-Blauth, 2018; Phillips, 2017; Temponi, 2005).

As previously mentioned, one of the Barriers to Cultural Proficiency that colleges face is instructors' resistance to change (Lindsey et al., 2018; Welborn et al., 2022). Resistance to change could also explain community college instructors' reluctance to rely on data for pedagogical choices (Phillips & Horowitz, 2017). Community colleges have a systemic resistance to evidence-based decision-making because they lack the capacity to 1) narrow down seemingly endless amounts of data into actionable information; 2) communicate the data to instructors succinctly and explicitly; and 3) help instructors better understand how the data relates to actual problems that are relevant to them (Beshara-Blauth, 2018; Peterson, 2007; Phillips & Horowitz, 2017). To address these challenges, researchers on campus can disaggregate institutional data into course-level data to help instructors better associate student outcomes with their courses (Phillips & Horowitz, 2017). Course-specific data allow instructors to directly examine if there is evidence of disproportionate student outcomes in their classes (Phillips & Horowitz, 2017). Training instructors to be more data literate by examining the results of their teaching practices in their courses is one step towards Cultural Proficiency (Phillips & Horowitz, 2017).

Using Cultural Proficiency and Data Literacy for Continuous Improvement

As instructors identify gaps in their teaching methods by analyzing student outcomes data in their courses, they can use that information to make continuous improvements in their instruction to better serve culturally diverse student populations (Cross, 1989; Lindsey et al.,

2018; Parkhouse et al., 2019; Singleton & Linton, 2006; Tinto, 1997; Welborn et al., 2022; Zamudio et al., 2011). *Continuous improvement* refers to the continual process of "problem-finding and subsequent problem-solving" (Crow et al., 2019, p. 4). Continuous improvement is similar in concept to improvement science (Bryk et al., 2015), design-based implementation research (Fishman et al., 2013), practice-embedded education research (Snow, 2015), and community-based design research (Bang et al., 2016). These ideas have in common the "research-to-practice" (Penuel et al., 2020, p. 628) model where an individual or group identifies a problem, develops an intervention to address the problem, implements the intervention, examines the intervention's effectiveness, identifies ways to improve the intervention, and repeats the process (Penuel et al., 2020). Continuous improvement serves as a tool of culturally proficient instruction (Crow et al., 2019; Penuel et al., 2020; Temponi, 2005). In the continuous improvement process, instructors identify disproportionate student outcomes (i.e., the problem) for certain student groups (e.g., students of color), revise their teaching approach to better suit the needs of these students, assess the effectiveness of the approach, identify areas of improvement, and make changes according to the information acquired (Penuel et al., 2020).

In summary, this literature review discussed the interconnectedness of Cultural Proficiency, data literacy, and continuous improvement as training content for instructor professional development. In addition to determining what should be taught to instructors, this literature review also explores the strategies used in implementing professional development programs, which is further elaborated below.

Professional Development Implementation Strategies

A significant body of research exists on how to execute instructor professional development programs (Mukai, 2013; Parkhouse et al., 2019). In general, there are three modes

of delivery (Mukai, 2013). First, instructors can learn directly from professionals who provide training and guidance (Joyce & Calhoun, 2010; Mukai, 2013). Second, instructors can learn digitally on virtual platforms (Cuban, 2001; MacKnight, 2000; Moe & Chubb 2009; Mukai, 2013; Sawchuk, 2009). Last, instructors can collaborate and cooperatively learn together and from each other (Joyce & Calhoun, 2010; Mukai, 2013; Showers & Joyce, 1996). These modes of delivery are not mutually exclusive, and professional development coordinators may use a combination of digital and collaborative modes, for example, to deliver training content to instructors (Mukai, 2013; Parkhouse et al., 2019). Additionally, professional development coordinators may employ a variety of implementation strategies to execute their training programs (Mukai, 2013; Parkhouse et al., 2019). This literature review does not capture all implementation strategies but focuses on three commonly found implementation strategies in instructor professional development programs: **guided reflection** (Gorski & Dalton, 2020; Liu, 2015), **team-based training** (Gast et al., 2017; Liu, 2015; Parkhouse et al., 2019), and **stipends** (Darling-Hammond et al., 2017; Herman, 2013; Ingvarson et al., 2005).

Guided Reflection for Transformative Learning

Scholars argue that learning is limited when it is not coupled with reflection or reflective learning activities (Moine-Dershimer & Kent, 1999; Mukai, 2013). Reflection can be described as a cyclical process of reflecting, planning, and acting (Ledwith, 2005). Prior studies found that reflective learning activities consistently encourage instructors to examine their internal biases (Gorski & Dalton, 2020; Pang, 2005), assess their positionalities related to privilege and entitlement (Acquah & Commins, 2015; Gorski & Dalton, 2020; Nieto, 2000), develop understandings of oppression (Gorski & Dalton, 2020; Morley & Fook, 2005), reduce their deficit views of students from marginalized communities (Collay, 2014; Gorski & Dalton, 2020;

Saito & Khong, 2017), and strengthen their commitment to educational justice (Gorski & Dalton, 2020; Grant & Sleeter, 2010). As Cross (1989) and Lindsey et al. (2018) argue, achieving Cultural Proficiency requires an "inside-out" approach and self-reflection of internal biases. This type of *critical reflection* refers to the process of "questioning the validity of long-taken-for-granted beliefs" (Liu, 2015; p. 145) and challenging long-established assumptions in oneself, education, and society. Critically reflecting on one's own misunderstandings, treatment, and knowledge of others to become culturally proficient is a part of *transformative learning* (Liu, 2015; Mezirow, 1997). Transformative learning is the continual process of changing our preconceived notions and establishing new understandings, attitudes, and behaviors (Liu, 2015; Mezirow, 1997). The process of consistently and critically reflecting upon oneself, education, and society ultimately can lead to culturally proficient instruction and a more just schooling for all students (Gorski & Dalton, 2020; Liu, 2015).

Despite the benefits of reflection for transformative learning, most learners have a difficult time reflecting critically about structural oppression if not explicitly prompted to do so (Gorski & Dalton, 2020; Liu, 2015; Ryan & Ryan, 2013). Prior studies found that engaging instructors in critical reflection is a difficult endeavor; instructors often do not find critical reflection compelling or important unless it is linked to practical teaching strategies (Gorski & Dalton, 2020; Liu, 2015). When given broad instructions to just reflect, instructors may reflect on practical changes in the classroom, but not on an unjust system resulting from dominant and repressive forms of authority (Gorski & Dalton, 2020; Liu, 2015). Without *guided reflection*, instructors "may resist in engaging in critical reflection because it could force them to examine or reveal unpleasant aspects of themselves" (Gorski & Dalton, 2020, p. 366). Similarly, asking instructors to simply reflect and examine student outcomes data without structured guidance

assumes that instructors and researchers agree on how evidence-based decision-making is practiced (Farley-Ripple et al., 2018). As Farley-Ripple et al. (2018) explain, 1) research should be used in conjunction with other "working knowledge" to inform educational decision-making, 2) research is interpreted differently by different people under different contexts and circumstances, and 3) training should be provided on *how* to use data for decision-making purposes (p. 236). Without guiding questions to reflect on collectively, instructors and researchers may differ in opinion of what student data are useful, what are quality data, and what problems should be addressed (Farley-Ripple et al., 2018). Therefore, reflection in professional development programs must be structured and purposeful—carefully prompted by guiding questions that encourage instructors to examine their internal biases and if disproportionate student outcomes were a result of their teaching and learning practices (Acquah & Commins, 2015; Farley-Ripple et al., 2018; Gorski & Dalton, 2020; Liu, 2015; Liu & Milman, 2010; Nieto, 2000; Pang, 2005; Ryan & Ryan, 2013).

Team-based Training and Stipends for Voluntary Participation

In addition to structured and guided reflection, effective professional development programs also have team-based training where a group of instructors support and encourage each other in the learning process (Gast et al., 2017; Liu, 2015). Prior studies found that team-based training helped instructors improve their teaching practices, increase their teaching knowledge, and change their attitudes and ideologies, which supports their development in Cultural Proficiency (Deni & Malakolunthu, 2013; Dickerson et al., 2014; Gast et al., 2017; Green et al., 2013; Lindsey et al., 2018; Norton et al., 2011; Welborn et al., 2022). In team-based professional development, instructors with varying experiences and backgrounds collaborate, share resources, discuss common challenges, and explore solutions to support their students (Deni &

Malakolunthu, 2013; Gast et al., 2017). This is particularly important in higher education as community college instructors tend to be practitioners or industry experts and are not often trained as teachers (Gast et al., 2017; Herman, 2013; MacPhail et al., 2018). However, not all professional development programs include team-based training (Gast et al., 2017), and community college instructors have the autonomy to select from a wide variety of professional development programs to fulfill their professional development requirements from their colleges (Phillips & Horowitz, 2017). Given that community college faculty often argue they are given responsibilities that take them away from instruction (Ast, 1999; MacPhail et al., 2018), instructors do not respond well when colleges add professional development to a growing list of responsibilities (Ast, 1999; Beshara-Blauth, 2018; MacPhail et al., 2018; Phillips & Horowitz, 2007). More specifically, professional development programs aimed at improving instructors' teaching and learning practices for culturally diverse students are often met with resistance (Parkhouse et al., 2019; Phillips & Horowitz, 2007). Some instructors tend to believe that their subject matter (e.g., business) is objective and not related to Cultural Proficiency while others believe that they are already culturally proficient and do not need to change (Parkhouse et al., 2019; Zozakiewicz & Rodriguez, 2007). Additionally, instructors who have taught their subjects for years and found no issues may be skeptical of professional development programs intended to modify their instruction (Parkhouse et al., 2019; Morine-Dershimer & Kent, 1999; Zozakiewicz & Rodriguez, 2007). Learning and applying new teaching strategies often entails abandoning old practices, which may be particularly difficult for veteran instructors (Kennedy, 2016; Parkhouse et al., 2019). With so many professional development initiatives available for community college instructors, a program must be compelling enough to solicit their participation (Desimone, 2009; Kennedy, 2016; Parkhouse et al., 2019). To encourage faculty

members to select professional development programs that require a higher level of commitment and rigor than others, professional development program coordinators could compensate them for their participation or use funds for time release (Ingvarson et al., 2005). Put differently, instead of making professional development mandatory, which tends to lower participants' motivation to learn (Parkhouse et al., 2019), professional development coordinators could use stipends to encourage instructors' voluntary participation (Darling-Hammond et al., 2017). Stipends for time spent in professional development programs have been found to be much more effective than requiring mandatory participation because voluntary participants are more motivated to learn (Herman, 2013; Kennedy, 2016; MacPhail et al., 2018; Odden et al., 2002; Parkhouse et al., 2019).

Summary

Although a significant body of research exists for instructor professional development programs (Herman, 2013; Parkhouse et al., 2019), professional development aimed at helping instructors succeed in culturally diverse classrooms in these studies differed so greatly that no specific trends explained how one program might perform better than another (Mukai, 2013; Parkhouse et al., 2019). Thus, this literature review explored content (Cultural Proficiency, data literacy, and continuous improvement) and implementation strategies (guided reflection, team-based training, and stipends) that professional development coordinators could employ to help instructors use student outcomes data for continuous improvements in culturally diverse classrooms (Beshara-Blauth, 2018; Peterson, 2007; Phillips & Horowitz, 2017; Temponi, 2005). The following chapters examine how a professional development program that incorporated the implementation strategies and content found in the literature review achieved these objectives and contributed to participants' learning.

CHAPTER III: METHODS

Existing research suggests that culturally proficient instructors can assess their efficacy in teaching diverse student populations by reflecting on their teaching practices (Lindsey et al., 2018; Welborn et al., 2022) and analyzing student outcomes (Phillips & Horowitz, 2017) to make continuous improvements in their courses (Crow et al., 2019; Temponi, 2005), which ultimately improves student outcomes (Phillips & Horowitz, 2017). However, few studies examine the efficacy of instructor professional development programs that incorporate all the implementation strategies (guided reflection, team-based training, and stipends) and content (Cultural Proficiency, data literacy, and continuous improvement) found in the literature review (Parkhouse et al., 2019). To address that knowledge gap, this study assesses the Strong Workforce Faculty Institute, which is a professional development program for community college instructors that incorporates all these concepts. Using a multi-phased, mixed-methods research approach, this study analyzes survey (quantitative) data and supplements the findings with interview (qualitative) data collected directly from the participants. This chapter provides information about the context of the study, research questions, research design, survey instrument, interview protocol, site selection, participants, data collection methods, data analysis, and limitations and biases of the research.

Context of Study

In 2019, the Regional Consortium for the San Diego and Imperial Counties Community Colleges expressed interest in funding and developing a formal professional development program for instructors to assess their teaching practices and address low retention and completion rates (Regional Consortium, 2020). The Regional Consortium is a state-sponsored organization that funds initiatives that support all 10 community colleges in California's San

Diego-Imperial region (Regional Consortium, 2022). The Regional Consortium named the professional development program, “Strong Workforce Faculty Institute,” after its funding source, the Strong Workforce Program (SWP)—an initiative by the California Community Colleges Board of Governors to focus on data-driven outcomes for Career Education/Career Technical Education (CE/CTE) (California Community Colleges Chancellor’s Office, n.d.). I oversee regionwide data and research projects for these colleges, and as a result, the Regional Consortium requested that I take the lead and provide a general design for the Strong Workforce Faculty Institute. At the time, I had no experience in designing instructor professional development programs. To be successful in this task, I formed a project team from interest groups (Kezar, 2008) that would benefit from the professional development program and the funding that came with it—namely instructors, institutional researchers, and CE/CTE deans who were responsible for SWP initiatives at their colleges. Additionally, I just started the Joint Doctoral Program in Educational Leadership at the University of California San Diego and California State University San Marcos and learned about the Culturally Proficient Framework (Appendix C). Together, we designed the Strong Workforce Faculty Institute to address the Barriers to Cultural Proficiency: resistance to change, unawareness of the need to adapt, non-admission of systemic oppression, and position of privilege and entitlement (Lindsey et al., 2018; Welborn et al., 2022).

Addressing Barriers to Cultural Proficiency

For instructors who resisted change (Lindsey et al., 2018; Welborn et al., 2022), such as using student outcomes data for evidence-based decision-making because they feared that the information will be used punitively against them, the Regional Consortium assured community college instructors that, as a third-party organization, they had no authority over performance

evaluations (Beshara-Blauth, 2018; Phillips & Horowitz, 2017). The Regional Consortium also explained that the instructors' information would not be shared with anyone outside of the professional development program, and asked participants to sign letters of commitment, which confirmed this relationship in writing (Phillips & Horowitz, 2017). For instructors who thought they were already culturally proficient and did not need to change because they had several years of teaching experience (Parkhouse et al., 2019; Zozakiewicz & Rodriguez, 2007), the CE/CTE deans encouraged their voluntary participation by explaining that the Regional Consortium offered $2,000 stipends exclusively to program completers, which elevated the importance of the program (Darling-Hammond et al., 2017; Herman, 2013; Kennedy, 2016; MacPhail et al., 2018; Odden et al., 2002; Parkhouse et al., 2019).

For instructors who 1) were unaware of the need to adapt and change their long-established teaching practices, 2) did not acknowledge system oppression because they did not see such evidence, and/or 3) benefited from a sense of entitlement and blamed poor student outcomes on forces outside of the classroom (Lindsey et al., 2018; Welborn et al., 2022), the Regional Consortium required participants to complete a Faculty Institute Assignment (Appendix D) to receive the $2,000 stipend (Herman, 2013; Odden et al., 2002). The assignment included a series of guided reflection questions that prompted participants to reflect, analyze, and revise instructional materials and practices to become more culturally proficient and data-driven (Beshara-Blauth, 2018; Lindsey et al., 2018; Phillips & Horowitz, 2017; Welborn et al., 2022).

The assignment had five sections of guided reflection: 1) Enrollment, Retention, and Completion; 2) Student Engagement and Characteristics; 3) Course Materials; 4) Classroom Policies and Assessments; and 5) Action Plan (Figure 2).

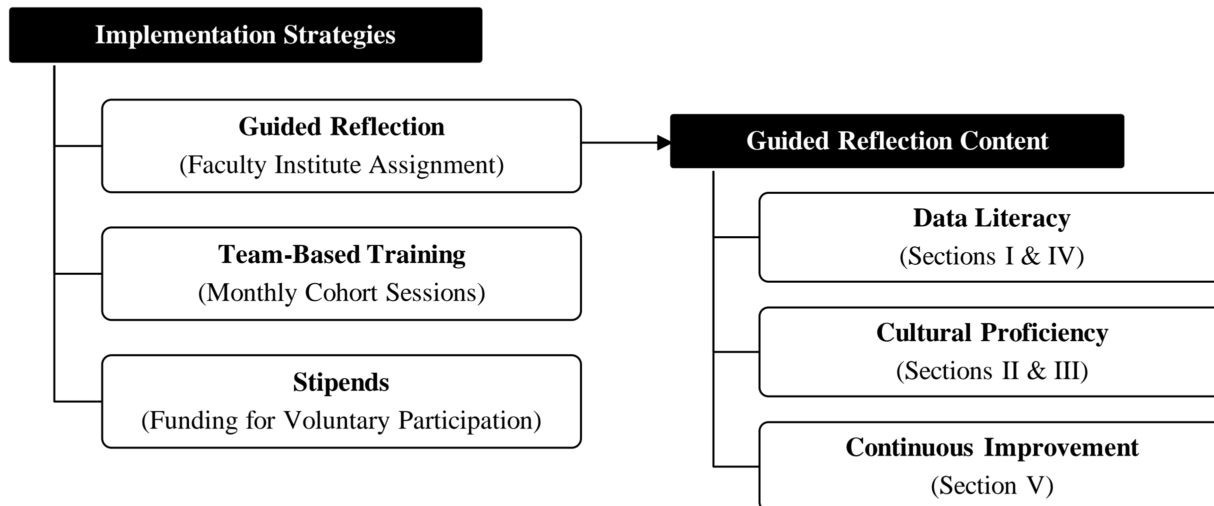


Figure 2. Program Design and Faculty Institute Assignment Sections

To help instructors complete the assignment, the Regional Consortium funded each college's institutional research office to compile data dashboards and reports for their Strong Workforce Faculty Institute participants (Beshara-Blauth, 2018; Phillips & Horowitz, 2017). These data resources included course-level outcomes data (e.g., enrollment, retention, completion) by student demographics (e.g., gender, age, ethnicity). The guided reflection questions in the Faculty Institute Assignment prompted participants to explore the data and discover disproportionate student outcomes for themselves, which ultimately helped them question their prior knowledge and examine their teaching practices for culturally diverse students (Beshara-Blauth, 2018; Lindsey et al., 2018; Phillips & Horowitz, 2017).

The first and fourth sections developed participants' data literacy skills by prompting them to review data that were meaningful to them and had practical application to their work (Farley-Ripple et al., 2018; Lavis et al., 2003; Phillips & Horowitz, 2017). The first section asked participants to compare student enrollment, retention, and completion rates of a course they previously taught with the overall enrollment, retention, and completion rates of their college. The first section also asked participants to compare rates among different student

populations based on their demographics (e.g., ethnicity/race, gender, age) and reflect on why one population (e.g., students of color) may have higher or lower enrollment, retention, and completion rates than others in their courses. The fourth section expanded participants' data literacy skills by helping them understand how student outcomes data relate to their teaching and learning practices (Phillips & Horowitz, 2017). The fourth section asked participants about their disciplinary and assessment policies and whether they saw trends in their pedagogical choices such as correlation between student dropout dates and the timing of their assignments.

The second and third sections introduced participants to Cultural Proficiency (Lindsey et al., 2018; Welborn et al., 2022). The second section asked participants about their pedagogical choices, including how they engaged or connected with their students on the first day of class, and requested that participants share their teaching strategies with one another. The third section asked participants to review their existing course materials (e.g., syllabus, assignments) and determine what kind of tone and language were used with their students. After sharing their impressions with their colleagues, participants would then discuss about whether they would adopt their peers' pedagogical choices and make any changes to their course materials to better suit culturally diverse students.

The fifth and final section introduced participants to the concept of continuous improvement (Temponi, 2005) and prompted participants to create an action plan based on what they learned in the previous four sections. Participants identified areas of improvement in their courses, developed an intervention to address the identified problems, determined how they would measure the effectiveness of their intervention, and explained how they would improve future attempts if the first time they implemented the intervention was not as successful as they expected (Crow et al., 2019; Temponi, 2005). Put differently, participants detailed how they

would use what they learned in the professional development program for continuous improvement in the classroom (Crow et al., 2019; Temponi, 2005).

To complete the assignment, participants met monthly with their college's cohort of 20 to 25 instructors to collaborate and cooperatively learn together and from each other (Gast et al., 2017; Joyce & Calhoun, 2010; Mukai, 2013; Showers & Joyce, 1996). The monthly sessions ranged between one and two hours and no members outside of the college participated to encourage "courageous conversations" (Singleton & Linton, 2006) about trends in student outcomes data that may have resulted from participants' pedagogical choices (Phillips & Horowitz, 2017). The assignment prompted participants to share their data findings and teaching methods with one another and encouraged them to deepen conversations and open debates about cultural, racial, and socioeconomical differences, which educators often avoid discussing (Little, 1993; Mukai, 2013; Phillips & Horowitz, 2017). In this team-based training format, participants completed reflection questions in the assignment, shared their realizations of disproportionate outcomes, and collectively searched for solutions that they had control over in the classroom (Gast et al., 2017; Liu, 2015; Margalef García, 2011; Parkhouse et al., 2019; Roblin & Margalef, 2013).

Proximity and Positionality

After a year of planning, organizing, and using political strategies such as persuading, bargaining, negotiating, and mediating (Kezar, 2008) across different interest groups from the 10 community colleges, 245 community college instructors signed up for the Strong Workforce Faculty Institute in February 2020. By September 2020, 223 participants completed the program, resulting in 91 percent completion rate despite the COVID-19 pandemic.

A cursory glance at these figures suggests that the Strong Workforce Faculty Institute was a successful professional development program and a worthwhile investment for the Regional Consortium. However, the Strong Workforce Faculty Institute is a grant-funded program, and like other grant-funded programs, it runs the risk of discontinuation if the grant is no longer available and there is no proper evaluation of its impact (Freedman et al., 2013; Kirkpatrick & Kirkpatrick, 1998). Therefore, this study examines the efficacy of the Strong Workforce Faculty Institute and the conditions necessary for a professional development program to effectively train instructors to use student outcomes data for continuous improvement in culturally diverse classrooms.

As the project lead and program evaluator, I was cognizant of my dual role and divorced myself from desired outcomes whenever possible throughout the data collection and analysis process (Coghlan & Brannick, 2010; Mukai, 2013). I used "member checking" (Alkin, 2011, p. 184; Mukai, 2013, p. 20) to offset bias and mixed-methods research to strengthen the validity of my findings (Mukai, 2013; Rossi et al., 2004), which are elaborated below.

Research Questions

The purpose of an evaluation is to assess whether a program produced its desired outcomes (Alkin, 2011; Chyung, 2015; Cronbach, 1963; Mukai, 2013) and to determine what improvements are necessary (Mukai, 2013; Tyler, 1942). As the project lead for the Strong Workforce Faculty Institute, I am responsible for developing the program design and incorporating improvements for future iterations. Therefore, this study assesses the efficacy of the Strong Workforce Faculty Institute—specifically, the extent to which the professional development program achieved its intended goals (Alkin, 2011; Cronbach, 1963; Mukai, 2013; West, 2007). Additionally, this research validates whether the program design contributed to

participants' learning (Chyung, 2015; Guskey, 2000; Mukai, 2013) and discusses whether the program design met the conditions to effectively train instructors in using student outcomes data for continuous improvement in culturally diverse classrooms (Beshara-Blauth, 2018; Peterson, 2007; Phillips & Horowitz, 2017; Temponi, 2005). With these objectives in mind, this study addresses the following research questions:

1. To what extent did the Strong Workforce Faculty Institute meet its intended goals?
2. To what extent did the Strong Workforce Faculty Institute contribute to participants' learning?
3. What implications does the Strong Workforce Faculty Institute have on future professional development programs for community college instructors?

Answers to these questions offer important insights for improving the Strong Workforce Faculty Institute specifically (Wayne et al., 2008) and informing instructor professional development in social studies generally (Mukai, 2013).

Research Design

This program evaluation study employs a mixed-methods research design—a set of analytical techniques applied to quantitative and qualitative data, mixing the two forms of data concurrently and sequentially in a single or multi-phase project (Creswell & Clark, 2017). Conducting either quantitative or qualitative methods in isolation may yield a partial understanding of a studied phenomenon; therefore, this study examines both quantitative and qualitative data to form a comprehensive analysis of the participants' experiences (Greene, 2007; Pledger, 2018). For this study, I used an *explanatory sequential* mixed-methods design, which is a research design consisting of at least two phases (Bryman, 2006; Creswell & Creswell, 2018). In the first phase, I collected survey responses and analyzed quantitative data. In the second

phase, I conducted interviews and examined qualitative data for further insight about the quantitative analysis (Bryman, 2006; Creswell & Creswell, 2018). In other words, I analyzed quantitative data and supplemented the findings with qualitative information (Bryman, 2006; Creswell & Creswell, 2018). I drew qualitative and quantitative data directly from the program participants (Mukai, 2013; Rossi et al., 2004) and examined their reported perspectives and behaviors after participating in the Strong Workforce Faculty Institute. Table 1 summarizes the phases, data instrumentation, and data collection goals.

Table 1. Summary of Data Collection Phases, Instrumentation, Methods, and Goals

Phase	Data Instrumentation	Method	Length	Data Collection Goals and Actuals
1	Surveys (Appendix A)	Quantitative	Approx. 15 to 20 minutes	Goal: 30 survey responses from 223 program completers across 10 community colleges in the region Actual: 86 survey responses
2	Interviews (Appendix B)	Qualitative	Approx. 45 minutes to 1 hour	Goal: 6 interviews with 6 participants randomly selected from phase 1 Actual: 6 interviews

Survey Instrument

For the quantitative analysis (phase 1), I programmed a survey instrument (Appendix A) into Qualtrics, an online browser-based survey program, to solicit responses from Strong Workforce Faculty Institute participants. The goal of the survey was to obtain a minimum of 30 fully completed survey responses, which is the minimum requirement for a base sample size to provide adequate estimates and correlation analyses (Creswell & Clark, 2017). The online survey format allowed participants to respond candidly to survey questions from a convenient and private location to reduce *social desirability bias*, which is the likelihood that participants will respond in a way that appears favorable to others (Fowler, 2009). Only I had access to the survey

data collected through Qualtrics, which was stored on my password-protected laptop with updated anti-virus and cybersecurity software. Participants' identifying information such as email addresses were kept in a separate file and secured in the same manner as the collected data. The estimated time to complete the survey was between 15 and 20 minutes.

I researched questionnaires from other studies (Soles & Maduli-Williams, 2019; Mukai, 2013) to develop the survey instrument (Appendix A). Because the survey instrument was new and had not been used in prior studies, I conducted a pilot survey with institutional researchers at the 10 San Diego and Imperial Counties Community Colleges. These researchers worked directly with the Strong Workforce Faculty Institute participants, so they had insight on how community college instructors may have interpreted the questions. I revised the survey according to their feedback before distributing it to the Strong Workforce Faculty Institute program completers.

The survey addressed the following research questions: 1) To what extent did the Strong Workforce Faculty Institute meet its intended goals? and 2) To what extent did the Strong Workforce Faculty Institute contribute to participants' learning? To determine whether the program met its intended goals (research question #1), I developed Likert scale statements for each goal. A Likert scale measures "'attitude' in a scientifically accepted and validated manner" with participants indicating "their level of agreement (from strongly disagree to strongly agree) with a given statement" (Joshi et al., 2015, p. 397). For example, one of the intended goals was to "foster strong collaboration and engagement among faculty, researchers, and deans" (Regional Consortium, 2020). To determine if that goal was met, I developed the following Likert scale statements: "I continue to request data from my institutional researchers after completing the Faculty Institute" and "I maintain a close working relationship with my Career Education Dean."

Table 2 lists the program's intended goals and their Likert scale statements for research question #1. Additionally, "Q#_#" in Table 4 notes where the Likert scale statement was used in the survey instrument. For example, "Q3_1" was the first Likert scale statement in the third survey question.

Table 2. Likert Scale Statements for Research Question #1

Goal	Likert Scale Statement
1. Foster strong collaboration and engagement among faculty, researchers, and deans	Q3_3 I continue to request data from my institutional researchers after completing the Faculty Institute
	Q3_4 I maintain a close working relationship with my Career Education Dean
2. Encourage self-reflection, inquiry, and research-based decision-making	Q3_2 I continue to use student outcomes data to inform my teaching methods
3. Inspire teaching and learning from a culturally inclusive perspective	Q3_1 My ability to meet the learning needs of culturally diverse students has increased

To determine if the Strong Workforce Faculty Institute contributed to participants' learning (research question #2), I developed a Likert scale statement for each of Mukai's (2013) five critical elements in professional development programs: 1) content focus, 2) active learning, 3) coherence, 4) collective participation, and 5) follow-up sessions. Mukai (2013) explained that these five elements are critical to evaluating a professional development program's success in contributing to participants' learning. For example, *content focus* indicates that a professional development program provided participants with the opportunity to learn new content (Garet et al., 2001; Mukai, 2013). Consequently, the Likert scale statement for content focus was "I learned new teaching strategies during the monthly meetings with my faculty cohort, researchers, and Career Education Dean." Table 3 lists the five critical elements and their corresponding Likert scale statements for research question #2.

Table 3. Likert Scale Statements for Research Question #2

Key Critical Element for Participants' Learning	Likert Scale Statement
1. Content Focus	Q5_2 I learned new teaching strategies during the monthly meetings with my faculty cohort, researchers, and Career Education Dean
2. Active Learning	Q5_3 During the monthly meetings, I felt engaged in conversations with my faculty cohort, researchers, and Career Education Dean
3. Coherence	Q5_4 The goals of the program aligned with my own teaching and learning goals
4. Collective Participation	Q5_5 Instructors in my cohort collectively participated in the program
5. Follow-up Sessions	Q3_5 I can connect what I learn from other professional development programs with what I learned in the Faculty Institute

Interview Protocol

For the qualitative analysis (phase 2), I conducted six semi-structured, in-depth interviews, using an interview protocol (Appendix B) that I developed from the research questions (Kvale & Brinkmann, 2009; Leech, 2002; Maxwell, 2012). I held the synchronous interviews over Zoom—an internet-based video conferencing software program—which allowed me to obtain qualitative data from participants in a timely and cost-effective manner (O'Connor et al., 2008). Qualitative data derived from the interview transcripts provided valuable insight into the survey responses because the semi-structured interviews allowed participants to elaborate on their perspectives and experiences, which could not be captured through survey data alone (Kvale & Brinkmann, 2009; Leech, 2002; Yin, 2018). Because the interview questions have not been used in prior studies, I solicited feedback from the institutional researchers at the 10 San Diego and Imperial Counties Community Colleges and made revisions where necessary. The interview protocol had a combination of descriptive, structural, and contrast open-ended

questions to assist with answering this study's research questions (Creswell & Clark, 2017; Mukai, 2013). Table 4 lists the interview questions and how they aligned with the research questions. Q1, Q2, and Q4 of the interview protocol addressed research question #1, Q3 addressed research question #2, and Q5 and Q6 addressed both research questions.

Table 4. Interview Questions Developed from Research Questions

Research Question	Interview Questions
1. To what extent did the Strong Workforce Faculty Institute meet its intended goals?	Q1. How would you describe your relationship with the institutional researchers or the institutional research office at your campus before and after the Faculty Institute? Q2. How would you describe your relationship with the Career Education Dean before and after the Faculty Institute? Q4. To what extent have you been able to use student outcomes data (e.g., enrollment, retention, and completion rates) to inform your decisions in the classroom after the Faculty Institute? Q5. How has the Faculty Institute impacted your teaching knowledge and practices? Q6. Did you discover anything while completing the Faculty Institute assignment, which was also known as the "online form," that you did not know before?
2. To what extent did the Strong Workforce Faculty Institute contribute to participants' learning?	Q3. Could you please describe your experience in the monthly meetings with your faculty cohort, institutional researchers, and Career Education Dean? Can you remember any particularly engaging conversations? Q5. How has the Faculty Institute impacted your teaching knowledge and practices? Q6. Did you discover anything while completing the Faculty Institute assignment, which was also known as the "online form," that you did not know before?

I did not want to limit participants to predetermined responses (Creswell & Clark, 2017), so I specifically did not ask them if they became more culturally proficient (Lindsey et al., 2018; Welborn et al., 2022), data literate (Beshara-Blauth, 2018; Lavis et al., 2003; Phillips &

Horowitz, 2017), or likely to use continuous improvement in their pedagogy (Crow et al., 2019; Temponi, 2005) as a result of their participation in the professional development program. If the Strong Workforce Faculty Institute actually accomplished these objectives, then the interview participants would share such insights in their narratives (Creswell & Clark, 2017). Narratives result from *narrative thinking*, which is the process of recounting stories and reflecting on the most salient points (Kim, 2016). Narrative thinking allows participants to reflect on how past actions may have led to certain outcomes and imagine how future actions could affect intended outcomes (Kim, 2016). To encourage narrative thinking in the interviews, I built rapport with interviewees by explaining that their input will help improve future iterations of the Strong Workforce Faculty Institute (Leech, 2002; Spradley, 1979). I also prompted participants to provide an account of their experiences and supported them in recounting their story in a cohesive manner (Kvale & Brinkmann, 2009).

Site Selection and Participants

Ten San Diego and Imperial Counties Community Colleges participated in the Strong Workforce Faculty Institute: Cuyamaca College, Grossmont College, Imperial Valley College, MiraCosta College, Palomar College, San Diego City College, San Diego College of Continuing Education, San Diego Mesa College, San Diego Miramar College, and Southwestern College. These colleges are located in the southern border region of California, which borders Mexico and spans across San Diego County and Imperial County. Together, they enrolled 241,214 students in program year 2018-2019—45 percent of these students identified as Latinx, 31 percent as White, 11 percent as Asian, five percent as Black, and eight percent as other race/ethnicity as indicated in Figure 3 (Cal-PASS Plus, n.d.).

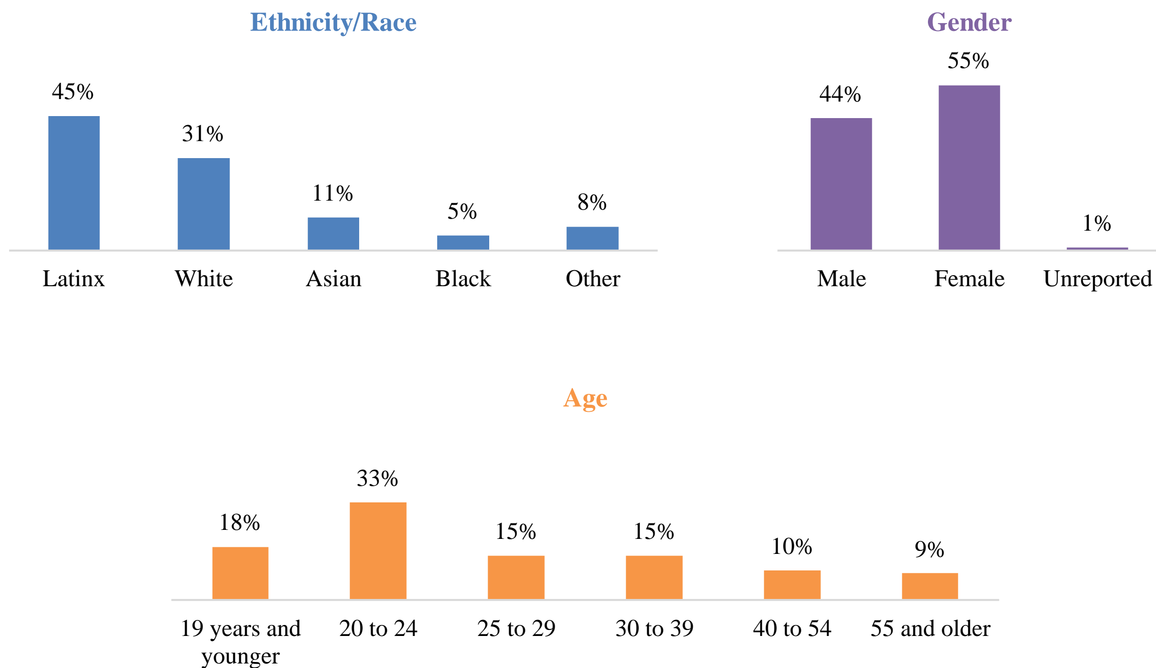


Figure 3. Student Demographics in the San Diego & Imperial Counties Community Colleges

In February 2020, each college recruited 20 to 25 instructors for the Strong Workforce Faculty Institute, totaling 245 participants. Participants included 69 percent full-time faculty members and 31 percent adjunct faculty members. Sixty-one percent taught Career Education/Career Technical Education (CE/CTE) or vocational courses, and 39 percent taught other courses in general education. Of the 245 participants who began the program, 91 percent (223 participants) completed the Faculty Institute Assignment by September 2020. The participants targeted for this study included all 223 Strong Workforce Faculty Institute program completers; the selection process for this study did not discriminate against any participant's background (e.g., race/ethnicity, gender, age).

Data Collection Methods

Instead of a broadcast message (i.e., mass email) to the 223 participants who completed the Strong Workforce Faculty Institute, I sent individual emails requesting voluntary

participation in phase 1 of the research because personalized invitations were less likely to be blocked by spam filters and more likely to increase survey response rates than a mass email (Barriball et al., 1999; Muñoz-Leiva et al., 2010; Wan, 2019). To increase their motivation to participate, I emphasized the importance of the study and the individual's response, which would remain confidential (Kittleson, 1997; Wan, 2019). I also informed participants how long it would take to complete the survey, when their responses were due, and where they could find help if they encountered any challenges with the survey to reduce the number of participants who would not submit survey responses due to frustrations with technical difficulties (Wan, 2019). I also sent a follow-up email reminding participants to complete the survey a week before closing the online survey as reminders tend to significantly increase survey response rates (Kittleson, 1997; Wan, 2019). The email invitation to participate and survey instrument are provided in Appendix A.

In addition to collecting responses for the quantitative data analysis, I used the survey instrument to solicit participation in interviews, or phase 2 of this study (Gobo & Mauceri, 2014). The end of the survey asked respondents if they would be interested in participating in follow-up interviews for the study, which allowed me to draw a sample of phase 2 participants from phase 1 participants (Creswell & Clark, 2017). While qualitative research does not require a standardized number of participants for adequate data collection and analysis (Given, 2008; Creswell & Clark, 2017; Seidman, 2013), I limited interview participation to six interviewees and randomly selected from survey respondents who agreed to participate in follow-up interviews. More than six respondents opted to participate; therefore, I kept a secondary, backup list and replaced individuals who ultimately decided not to participate in phase 2 from the initial, randomized list. I emailed, scheduled, and conducted one-on-one interviews with phase 2

participants within a month after the survey closed. Participants selected pseudonyms to ensure confidentiality of the qualitative data (Saldaña, 2016). Interviews ranged from 45 minutes to one hour, and I compensated participants for their time with a $20 gift card, which is more than the $15 per hour minimum wage for the City of San Diego (The City of San Diego, 2021). Figure 4 illustrates the data collection process for phase 1 and phase 2.

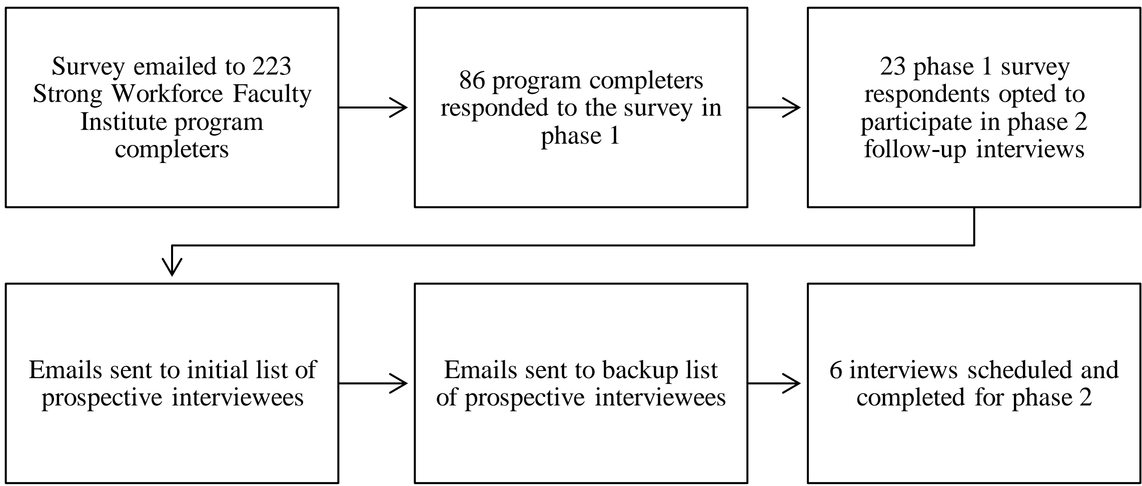


Figure 4. Data Collection Process for Phase 1 and Phase 2 of Study

Survey Participants

To solicit a high response rate for phase 1 of the study, 223 Strong Workforce Faculty Institute program completers received individualized emails with personalized communication that directed them to the survey link. Consequently, 86 participants fully completed the survey, which exceeded the minimum number of 30 responses required for the base sample size to provide adequate estimates and correlation analyses (Creswell & Clark, 2017). This response rate (38.6 percent) was higher than the average 33 percent identified in existing studies regarding survey research methods (Nayak & Narayan, 2019).

The survey asked respondents about their background information, including the number of years they have been a community college instructor, their full-time or part-time (adjunct) faculty status, their gender, and their race/ethnicity. Of the 86 Strong Workforce Faculty Institute program completers who voluntarily completed the survey, 51 respondents reported having more than 10 years of experience as California community college instructors, 22 respondents had five to 10 years of experience, and 13 had two to five years of experience. In terms of their full-time or part-time (adjunct) faculty member status, 29 respondents were part-time instructors, 51 were full-time instructors, and six reported that they were no longer instructors at the college where they participated in the Strong Workforce Faculty Institute. Seventeen respondents selected male as their gender, 60 selected female, and five preferred not to state their gender. No respondent identified as nonbinary. Forty-four respondents self-identified as White, non-Hispanic; 30 self-identified as Black, Indigenous, and people of color (BIPOC); and nine preferred not to answer. Table 5 summarizes the background information that respondents provided in the survey.

Interview Participants

Twenty-three participants in phase 1 opted to participate in phase 2 of the study. While I randomly selected participants to interview, their backgrounds generally reflected the survey respondents. For example, four (or 67 percent) of the six interview participants identified as female and two (or 33 percent) identified as male. Comparatively, 73 percent of survey respondents identified as female and 21 percent as male. Sixty-seven percent of the interview participants were full-time instructors compared to 59 percent of survey respondents, and half identified as White, non-Hispanic compared to 53 percent of survey respondents. While the survey did not ask respondents to provide their field of instruction, half of the interview participants identified as Career Technical Education instructors and the other half identified as

non-CTE instructors. Table 6 summarizes the interview participants' background information and includes pseudonyms to ensure confidentiality of the data (Given, 2008; Saldaña, 2016).

Table 5. Survey Participants' Background Information

Background Demographics		*f*	%
Number of Years as a California Community College Instructor	Fewer than 2 years	0	0
	2 to 5 years	13	15
	5 to 10 years	22	26
	More than 10 years	51	59
Full-time or Part-time (Adjunct) Faculty Status	Part-time	29	34
	Full-time	51	59
	No longer employed as an instructor	6	7
Gender	Male	17	21
	Female	60	73
	Nonbinary	0	0
	Prefer not to state	5	6
Race/Ethnicity	American Indian or Alaska Native	0	0
	Asian or Asian American	5	6
	Black or African American, non-Hispanic	6	7
	Hawaiian or Other Pacific Islander	0	0
	Hispanic or Latino	17	20
	Middle Eastern/North African/Arab	2	2
	White, non-Hispanic	44	53
	Prefer not to answer	9	11

Table 6. Interview Participants' Pseudonyms and Background Information

Participant	Pseudonym	Gender	Race/Ethnicity	CTE/Non-CTE	Full-time or Part-time
1	Annabel	Female	White, Non-Hispanic	Non-CTE	Full-time
2	Jason	Male	Asian and White, Non-Hispanic	CTE	Full-time
3	Kim	Female	White, Non-Hispanic	Non-CTE	Part-time
4	Lisa	Female	Hispanic or Latino	Non-CTE	Full-time
5	Melissa	Female	White, Non-Hispanic	CTE	Part-time
6	Travis	Male	Hispanic or Latino	CTE	Full-time

Quantitative Data Analysis

This multi-phase, mixed-methods study analyzed participants' self-reported data. In phase 1 of the study, participants provided categorical data in response to the survey's Likert scale statements. "As the name implies, categorical data are comprised of categories or names of things" to be analyzed (Halter, 2020, p. 7). In this case, participants selected categories that represented their level of agreement to statements on a four-point Likert scale (1 = strongly disagree, 4 = strongly agree) and categories that reflected their backgrounds (1 = full-time instructor, 2 = part-time instructor), for example. Using a statistical software program, JASP, I conducted Chi-squared tests to determine if any significant relationships existed between these variables (Halter, 2020). Chi-squared tests that resulted in p-values less than 0.05 indicated statistically significant relationships; these relationships were subsequently analyzed for effect size (Halter, 2020). The effect size helps determine the level of magnitude of the relationships and is determined by Cramer's V values (Halter, 2020). A Cramer's V value of 0.1 indicates a small effect, 0.3 indicates a medium effect, and 0.5 indicates a large effect (Halter, 2020).

While the survey asked participants about their length of time as an instructor, part-time or full-time status, gender, and racial/ethnic background, the only variable that had a statistically significant relationship with survey responses was participants' part-time or full-time status. The other variables (years of experience, gender, and ethnicity) did not have a statistically significant relationship with their survey responses. Part-time or full-time instructor status had a medium (Cramer's V = 0.3) to large (Cramer's V = 0.5) effect on the following statements: "My ability to meet the learning needs of culturally diverse students has increased" (Q3_1), "The resources provided during the Faculty Institute were useful in improving student outcomes" (Q5_6), "I continue to request data from my institutional researchers after completing the Faculty Institute"

(Q3_3), “I learned new teaching strategies in monthly meetings with my faculty cohort, researchers, and Career Education Dean” (Q5_2), “The goals of the program aligned with my own teaching and learning goals” (Q5_4), and “I would recommend this program to other faculty members” (Q5_1). Table 7 summarizes these statements and their effect sizes in ascending order.

Table 7. Significant Relationships with Full-time or Part-time Status by Effect Size

Likert Scale Statements	Cramer’s V (Effect Size)
My ability to meet the learning needs of culturally diverse students has increased (Q3_1)	0.315
The resources provided during the Faculty Institute were useful in improving student outcomes (Q5_6)	0.321
I continue to request data from my institutional researchers after completing the Faculty Institute (Q3_3)	0.383
I learned new teaching strategies in monthly meetings with my faculty cohort, researchers, and Career Education Dean (Q5_2)	0.423
The goals of the program aligned with my own teaching and learning goals (Q5_4)	0.448
I would recommend this program to other faculty members (Q5_1)	0.513

In addition to examining the effect that variables had on one another, I also analyzed correlations among participants’ responses to the Likert scale statements (Halter, 2020). Using JASP, I looked for Spearman’s rho values that were at least 0.40 (which indicated that there was at least a moderate correlation between responses) and ignored values below 0.40 because they represented weak or no correlation (Halter, 2020). Among the 11 Likert scale statements shown in Table 8, there were 30 moderate correlations (Table 9) and five strong correlations (Table 10). Analyses of six statistically significant relationships (Table 7) and five strong correlations (Table 10) are included in Chapter IV of this study.

Table 8. Likert Scale Statements by Survey Question Number

Survey Question #	Likert Scale Statement
Q3_1	My ability to meet the learning needs of culturally diverse students has increased.
Q3_2	I continue to use student outcomes data to inform my teaching methods
Q3_3	I continue to request data from my institutional researchers after completing the Faculty Institute
Q3_4	I maintain a close working relationship with my Career Education Dean
Q3_5	I can connect what I learn from other professional development programs with what I learned in the Faculty Institute
Q5_1	I would recommend this program to other faculty members
Q5_2	I learned new teaching strategies during the monthly meetings with my faculty cohort, researchers, and Career Education Dean
Q5_3	During the monthly meetings, I felt engaged in conversations with my faculty cohort, researchers, and Career Education Deans
Q5_4	The goals of the program aligned with my own teaching and learning goals
Q5_5	Instructors in my cohort collectively participated in the program
Q5_6	The resources provided during the Faculty Institute were useful in improving student outcomes

Table 9. Likert Scale Statements with Moderate Correlations

				Spearman's rho
1.	Q3_1	-	Q3_2	0.401
2.	Q3_1	-	Q3_3	0.515
3.	Q3_1	-	Q3_4	0.406
4.	Q3_1	-	Q3_5	0.531
5.	Q3_1	-	Q5_1	0.518
6.	Q3_1	-	Q5_3	0.476
7.	Q3_1	-	Q5_4	0.432
8.	Q3_1	-	Q5_5	0.408
9.	Q3_2	-	Q3_3	0.469
10.	Q3_2	-	Q3_5	0.502
11.	Q3_2	-	Q5_4	0.403
12.	Q3_2	-	Q5_6	0.428
13.	Q3_3	-	Q3_4	0.474
14.	Q3_3	-	Q5_4	0.426
15.	Q3_5	-	Q5_1	0.497
16.	Q3_5	-	Q5_2	0.439
17.	Q3_5	-	Q5_3	0.476
18.	Q3_5	-	Q5_4	0.436
19.	Q3_5	-	Q5_6	0.573
20.	Q5_1	-	Q5_2	0.588
21.	Q5_1	-	Q5_3	0.544
22.	Q5_1	-	Q5_5	0.440
23.	Q5_2	-	Q5_4	0.432
24.	Q5_2	-	Q5_5	0.499
25.	Q5_2	-	Q5_6	0.485
26.	Q5_3	-	Q5_4	0.484
27.	Q5_3	-	Q5_5	0.529
28.	Q5_3	-	Q5_6	0.552
29.	Q5_4	-	Q5_5	0.480
30.	Q5_5	-	Q5_6	0.566

Table 10. Likert Scale Statements with Strong Correlations (Spearman's rho > 0.6).

#	Statement	Correlated Statement	Spearman's rho
1.	My ability to meet the learning needs of culturally diverse students has increased (Q3_1)	The resources provided during the Faculty Institute were useful in improving student outcomes (Q5_6)	0.615
2.	I would recommend this program to other faculty members (Q5_1)	The goals of the program aligned with my own teaching and learning goals (Q5_4)	0.633
3.	I would recommend this program to other faculty members (Q5_1)	The resources provided during the Faculty Institute were useful in improving student outcomes (Q5_6)	0.654
4.	The goals of the program aligned with my own teaching and learning goal (Q5_4)	The resources provided during the Faculty Institute were useful in improving student outcomes (Q5_6)	0.660
5.	I learned new teaching strategies during the monthly meetings with my faculty cohort, researchers, and Career Education Dean (Q5_2)	During the monthly meetings, I felt engaged in conversations with my faculty cohort, researchers, and Career Education Deans (Q5_3)	0.698

Qualitative Data Analysis

For phase 2, I conducted a qualitative analysis of interview data (Saldaña, 2016). I transcribed the interviews and wrote analytical memos about the information shared (Saldaña, 2016). Writing reflective, analytical memos helped me identify emergent patterns in the qualitative data (Saldaña, 2016). I coded and assigned meaning to participants' statements by hand and then I used a qualitative data analytical software (Roam Research) to organize the information into categories or key themes (Saldaña, 2016). For the qualitative data analysis, I examined both deductive and inductive codes (Boyatzis, 1998; Kezar, 2008; Saldaña, 2016; Thomas, 2006). Deductive codes are codes derived from theory or the literature review and inductive codes are codes that emerge from detailed readings of raw data (Boyatzis, 1998; Kezar, 2008; Thomas, 2006). To identify emerging themes, patterns, or concepts from inductive codes, I focused on 1) the number of individuals who discussed the theme, 2) the amount of time they discussed the theme, and 3) the level of significance they placed on the theme (Kezar, 2008). I removed identifying information from the analysis; however, their background information (e.g.,

gender, full-time or part-time status) may provide readers with clues regarding the participants' identities (Kezar, 2008).

Limitations and Biases

There are limitations in this study. The analyses relied on participants' reported experiences and perceptions after the Strong Workforce Faculty Institute to answer the research questions; however, instructors participated in the Strong Workforce Faculty Institute in 2020 and the study occurred in 2022. Therefore, respondents may not fully remember their beliefs and behaviors before participating in the Strong Workforce Faculty Institute (Ingvarson et al., 2005). As for the qualitative analysis, the sample size of interviewees was limited to six participants. The experiences of six interviewees did not cover the experiences of all participants in the professional development program (Mukai, 2013). While attempts were made to analyze and code the interviews as objectively as possible, qualitative research is by nature subjective and influenced by researcher bias (Kvale & Brinkmann, 2009). Furthermore, an evaluation is inherently a political process and may be subjected to advocacy bias (Mukai, 2013; Rossi et al., 2004). My positionality and role in the community college system could contribute to these biases. As previously mentioned, the Regional Consortium tasked me with developing the program design for the Strong Workforce Faculty Institute. While I did not actually implement the professional development program at each college, I still have an interest in understanding what was effective and what could be improved for future programs. For this reason, I used a mixed-methods research design to strengthen the validity of my findings and offset bias when both the qualitative and quantitative analyses were congruent (Creswell & Creswell, 2018; Mukai, 2013; Rossi et al., 2004). Additionally, to combat my bias, I used "member validation" (Kvale & Brinkmann, 2009) or "member checking" (Alkin, 2011, p. 184; Mukai, 2013, p. 20)

where I confirmed my interpretations of what was said with the interviewees' understanding of their statements. I was also cognizant of my dual role as the project lead and program evaluator and divorced myself from desired outcomes whenever possible (Coghlan & Brannick, 2010; Mukai, 2013; West, 2007).

Despite my potential bias, I believe that my intimate knowledge of the program as an internal evaluator added to the evaluative findings (Alkin, 2011; Mukai, 2013). As the Director of the Center of Excellence for the San Diego and Imperial Counties Community Colleges, I am responsible for identifying and responding to regional data and research needs. As such, I must conduct a proper evaluation of regional investments and support the Regional Consortium in its role as a steward of public funds. While it may be unclear if internal evaluations are more likely to be of higher technical quality than external evaluations (Mukai, 2013; Rossi et al., 2004), internal evaluations may have more direct impact on organizational decisions and programmatic changes (Mukai, 2013). As the evaluator and project lead, I strive to implement changes and make internal improvements based on evidence found in this study (Creswell & Clark, 2017; Mukai, 2013). I understand that the outcomes of the evaluation could be affected by events and experiences independent of the Strong Workforce Faculty Institute and that the evaluative findings were made with varying degrees of confidence and not with certainty (Mukai, 2013; Rossi et al., 2004).

CHAPTER IV: FINDINGS

This chapter explores the findings derived from the multi-phased, mixed-methods study to answer the following research questions: 1) To what extent did the Strong Workforce Faculty Institute meet its intended goals? and 2) To what extent did the Strong Workforce Faculty Institute contribute to participants' learning? This chapter discusses findings from the quantitative analysis and provides supplemental information derived from the qualitative data.

Accomplishment of Intended Goals (Research Question #1)

To determine if the Strong Workforce Faculty Institute met its intended goals (research question #1), the survey asked participants to provide their level of agreement with the following outcomes as a result of their participation in the program: "I continue to request data from my institutional researchers after completing the Faculty Institute" (Q3_3), "I maintain a close working relationship with my Career Education Dean" (Q3_4), "I continue to use student outcomes data to inform my teaching methods" (Q3_2), and "My ability to meet the learning needs of culturally diverse students has increased" (Q3_1). These statements aligned with the goals of the Strong Workforce Faculty Institute, which were to 1) foster strong collaboration and engagement among faculty, researchers, and deans; 2) encourage self-reflection, inquiry, and research-based decision-making; and 3) inspire teaching and learning from a culturally inclusive perspective.

Goal #1: Collaboration and Engagement Among Faculty, Researchers, and Deans

For goal #1, only 64 percent of respondents strongly agreed or agreed that they continue to request data from their institutional researchers after completing the Strong Workforce Faculty Institute, and only 70 percent strongly agreed or agreed that they maintain a close working

relationship with their Career Education Dean (Figure 5). These two statements had the lowest levels of agreement out of 11 Likert scale statements in the survey (Figure 5 and Figure 6).

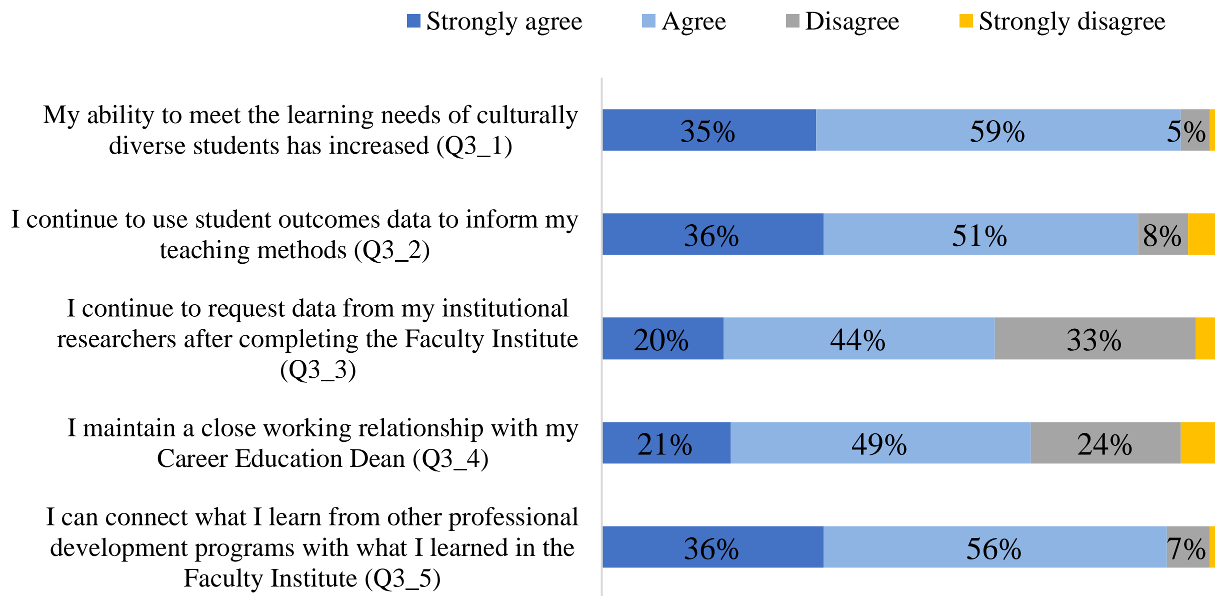


Figure 5. Respondents' Level of Agreement with the Results of Their Participation

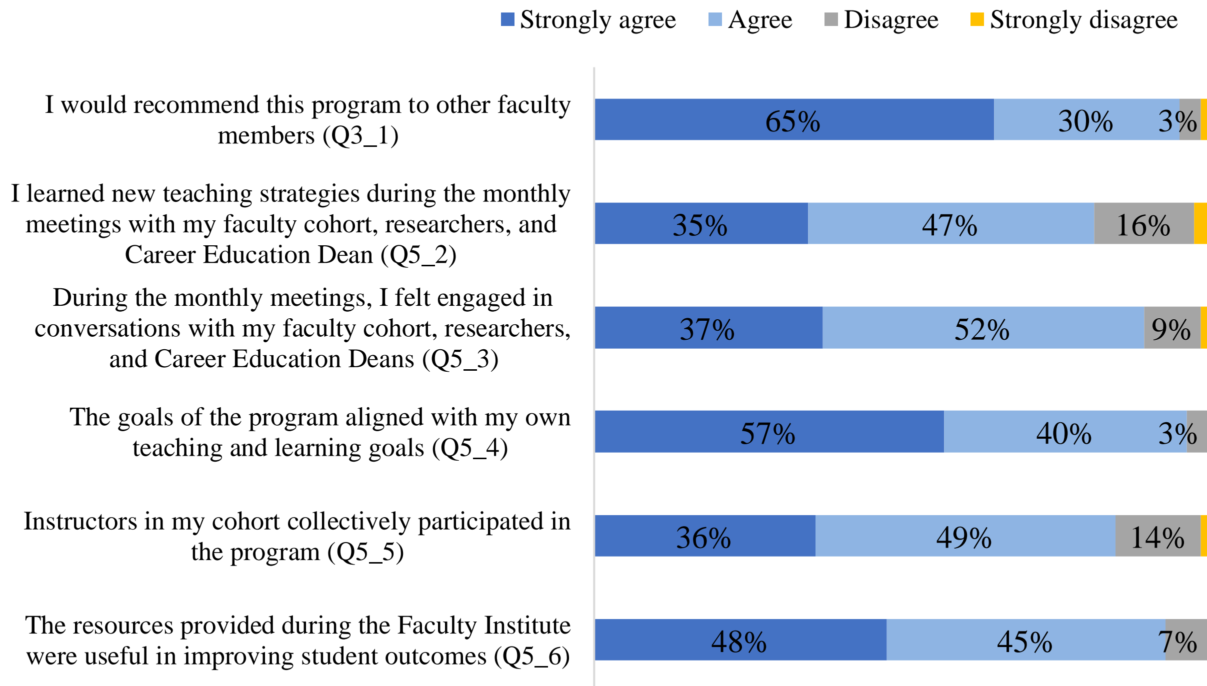


Figure 6. Respondents' Level of Agreement with Statements About the Faculty Institute

After identifying that there were statistically significant relationships between participants' part-time/full-time instructor status and their survey responses (Table 7), the quantitative analysis found that part-time instructors were more likely than full-time instructors to disagree with the statement, "I continue to request data from my institutional researchers after completing the Faculty Institute" (Q3_3): 52 percent of part-time instructors disagreed compared to 22 percent of full-time instructors (Table 11). This suggests that the Strong Workforce Faculty Institute could improve its efforts in meeting goal #1 especially for part-time instructors who were more likely than full-time instructors to not continue requesting data from their institutional researchers after completing the program.

Table 11. Percentage of "Disagree" Statements by Part-time or Full-time Status

Statement	Part-time	Full-time
I continue to request data from my institutional researchers after completing the Faculty Institute (Q3_3)	52%	22%
My ability to meet the learning needs of culturally diverse students has increased (Q3_1)	0%	6%

While the quantitative data suggest that the Strong Workforce Faculty Institute could improve its efforts in fostering relationships between instructors and their institutional researchers and deans, qualitative data from the interviews suggest that the program did meet goal #1. When asked to describe their relationship before and after the professional development program, all six interviewees explained that they had no relationship or a limited relationship with their institutional researchers before participating in the Strong Workforce Faculty Institute (Table 12). The program helped participants develop a relationship with their institutional research offices: Annabel now uses the office "as a resource," Jason said that their "relationship continued" after the program, Kim used them to look "at data different points" that she did not consider before, Lisa said that they "now work together very closely," Melissa "felt really

comfortable approaching them" for data, and Travis "felt more connected with them" because of his participation in the program (Table 12).

Table 12. Interview Quotes Describing Participants' Relationships with Researchers

Pseudonym	Interview Quotes
Annabel	"Before the Institute, I knew that the [research] office existed, but after the Institute, I got to meet them in person and communicate a lot more. I now use them as a resource."
Jason	"Prior the Institute, there was no relationship. I never had any interaction with them directly. Only indirect interaction … They were really helpful during the Institute. Any additional information you want, they would query that for you. After fostering that relationship with them, that relationship continued."
Kim	"I had no relationship with that department beforehand, so it was really great because since [completing the Faculty Institute], I have used them to help me with looking at different data points and things like that, but it wasn't anything I had considered before [the program]."
Lisa	"I don't know if I met my researcher before the Faculty Institute. I probably met her, but I didn't have a relationship with her. Afterward, I got to know her a lot better and now we work together very closely."
Melissa	"Before, I didn't really know them and I would say there was no relationship, and after, I felt really comfortable approaching them. I felt comfortable getting my questions answered. They were friendly, and I enjoyed the professionalism and the accessibility that they offered."
Travis	"After the Institute, I felt more connected with them because I did some work with them in my own courses. As I was going through the process, I started asking them for other data for things in general that I was curious about."

Additionally, five out of six interview participants shared that they also had little to no relationship with their Career Education Deans prior to the Strong Workforce Faculty Institute but developed a relationship because of their participation in the program (Table 13). Travis already had a relationship with his Career Education Dean but made a note to share that his dean "was involved in the process—asking questions to the faculty and checking in with the faculty" to confirm that the Strong Workforce Faculty Institute fostered collaboration and engagement between the deans and instructors (Table 13).

Table 13. Interview Quotes Describing Participants' Relationships with Deans

Pseudonym	Interview Quotes
Annabel	"I got to know him a lot better. I interacted with him a few times. He organized a few things around campus that I participated, but through the communication in the Faculty Institute, through the cohort, we got to know each other a lot better."
Jason	"Our dean at the time, I had a relationship with … who since has retired. Our new dean I don't have a before and after relationship with, but both deans supported and encouraged participation in this. The support is there to continue the work."
Kim	"I didn't know her. I didn't have a relationship with her until this, the Faculty Institute, after the Strong Workforce Faculty Institute, I worked with her every year since. That's been really amazing to have her support."
Lisa	"The dean that took us through [the Faculty Institute], I had only met him a few times at other meetings. We were friendly, but I feel like, again, over the period of time through the Faculty Institute, I developed a good working relationship with him."
Melissa	"Overall, my experience with the project was positive. I am remembering my experience with [my Career Education Dean]. The pervasive sense of accessibility… it felt like the outreach was proactive and instead of needing to go seek someone, I felt seen and supported."
Travis	"I had worked with [my Career Education Dean] before and when this Institute came to fruition … One thing I noticed from [my Career Education Dean] was that he was involved in the process—asking questions to the faculty and checking in with the faculty."

To summarize, there is substantial information in the qualitative data that demonstrates that the Strong Workforce Faculty Institute fostered a relationship among instructors, researchers, and dean that did not exist before the program, which is not captured in the quantitative data.

Goal #2: Self-reflection, Inquiry, and Research-based Decision-making

The quantitative survey data analysis suggests that the Strong Workforce Faculty Institute met its goal #2 of encouraging self-reflection, inquiry, and research-based decision-making: 87 percent of survey respondents strongly agreed or agreed that they continued to use student outcomes data to inform their teaching methods (Figure 5). Unlike goal #1, part-time or full-time instructor status did not impact participants' survey responses to goal #2; there was no statistically significant relationship between participants' part-time or full-time status and their level of agreement with the statement, "I continue to use student outcomes data to inform my teaching methods" (Q3_2). Qualitative data from the interviews provide more information about how participants used student outcomes data to change their teaching practices. When asked how

the Strong Workforce Faculty Institute impacted her teaching knowledge and practices, Annabel said that she began welcoming her "students to the classroom as a direct result of the Institute." This entailed "creating a welcome for the students, sending welcoming emails to the students, sending surveys, [and creating] a liquid syllabus [for] students [to] get information about the class before the class opened up." Annabel also said that she "used Canvas to check in with students, when they didn't complete assignments, [and] would check in with them and ask them what's going on." These changes resulted from her reflection experiences with the data from her courses. She found that she had low retention and completion rates for BIPOC men, but it was "not just men of color, [she found] disproportionately impacted students in success in STEM, in math, and in physics. The percentage of degrees [awarded] for women were really bad." As seen in Table 14, reflection- and data-driven teaching practices like Annabel's were prevalent in the qualitative data. Put differently, information from the interviews suggests that the Strong Workforce Faculty Institute met goal #2 and increased participants' competencies in data literacy.

As Annabel went through the guided reflection process in the Strong Workforce Faculty Institute, she thought a lot "about what [she] could do to improve those numbers." The desire for continuous improvement was prevalent throughout the interviews. Jason kept asking himself, "What can I do to increase enrollments or increase success?" (Table 14). Travis shared that he continued to ask his institutional researchers for data to assess how well his interventions improved student outcomes: "I could just call my institutional researchers and say, 'Could you show me what happened in that class?' and that I think is the neatest thing. I could have evidence of me being effective and me not being effective" (Table 14). Table 14 provides additional

quotes from interview participants who explained how their teaching practices changed because of their participation in the Strong Workforce Faculty Institute.

Table 14. Interview Quotes Describing Participants' Changes in Teaching Practices

Pseudonym	Interview Quotes
Jason	"I wasn't aware—really looking at others' situations and where they're coming from. You can try to put yourself in someone else's shoes and you can only imagine so much and looking at different groups across the board … Kind of looking at those groups and saying, 'What can I do to increase enrollments or increase success?' Thinking of new methods of what to do. It's something I care about. I chose this career for passion … The low success rates that I noticed—I wouldn't have noticed otherwise—20- to 25-year-olds had much lower success rates than any other age group … One of the things I learned and implemented from others is being intrusive. [I sent a] direct message via Canvas and if not, then direct email: 'I noticed you didn't submit, I was hoping you're aware of these were due. Is there anything I could do to assist?' That intrusiveness wasn't there before the Institute. Before, you as a student have a right to fail. Taking a step back from there. Something else is going on. Just letting them know that 'I see you. I see that you're not doing well or you're not completing these.'"
Kim	"This isn't working for my students to be this rigid, so I really had to take an honest look at the ways in which I was contributing to barriers in passing my class. All of that kind of came together and I changed a lot of practices in my class, like late work. I was recognizing that as I finished the Institute, families were getting sick, my students were also essential workers. The value of class wasn't as important anymore because parents were out of jobs, and it was up to my students to provide to their families. I'm teaching in very different ways because of the data and taking a hard look at first-generation college students' success rates in my class."
Lisa	"Specifically, I learned that I had a huge gap for African American males. I had a low retention and success rate. I started to do more research on what particular practices people used to engage those particular communities, all [disproportionately impacted] populations. I changed my syllabus completely. I rewrote it with asset language rather than deficit language."
Melissa	"Sometimes we get lessons and curriculum that work, and we think that 'it's working, so I'm going to keep using it.' I think it's great that every once in a while, to infuse your teaching with new ideas, and be relevant. One of my goals is to not be a talking head. It was how I experienced college, but it's not the way I want my students to experience college."
Travis	"I never really looked at data before and I really care about my students. Seeing the data, to this day, it bugs me that the two students dropped out. It really hit me at the core of my teaching. I'm always saying that I care about my students. But those two students, and they dropped out and I didn't even notice. That made me really aware. I want to connect more to my students … after the pandemic, I taught a couple of online courses and during the pandemic too, and I made sure that I made constant contact, emails, office hours, and I talked a lot to the students … I did a more wraparound style."

To support continuous improvement efforts, the end of the Faculty Institute Assignment (Appendix D) required participants to complete an action plan, detailing interventions or changes they would make in their courses. While interview participants had every intent to assess the results of their action plans, at the time of the interviews, they shared that they had not done so yet. Annabel explained that it had been a while since she last saw what she wrote: "I think my

action plan has 10 bullet points in it. I'm trying to remember. It seems like such a long time ago." Lisa shared a similar experience: "I haven't been able to go back and track the action plan and see if they improved retention and success." Melissa said that the Strong Workforce Faculty Institute should "keep that momentum going" and follow-up with participants' action plans.

In summary, while the quantitative and qualitative data suggest that the Strong Workforce Faculty Institute accomplished its goal #2 of encouraging self-reflection, inquiry, and research-based decision-making, the qualitative data suggest that the program could conduct more follow-up on participants' action plans or continuous improvement efforts

Goal #3: Teaching and Learning from a Culturally Inclusive Perspective

Overall survey responses suggest that the Strong Workforce Faculty Institute met its goal #3 of inspiring teaching and learning from a culturally inclusive perspective. Only six percent of survey respondents disagreed that their ability to meet the learning needs of culturally diverse students increased after participating in the Strong Workforce Faculty Institute (Table 11); however, the only participants who disagreed were full-time instructors. In other words, part-time instructors were more likely than full-time instructors to agree that the professional development program met goal #3.

The extent to which the Strong Workforce Faculty Institute met goal #3 also depended on whether participants found that the resources provided during the program was useful in improving student outcomes (Q5_6). There was a strong correlation between those who said that their ability to meet the learning needs of culturally diverse students increased because of their participation (Q3_1) and those who reported that the resources provided during the program were useful in improving student outcomes (Q5_6) (Table 10). Interviews with participants provide insight as to why these two statements had such a strong correlation. All six interviewees

explained that the institutional researchers at their colleges provided them with data dashboards specific to their courses and how to interpret the information to answer reflective questions in the Faculty Institute Assignment. As Kim explained, "It was eye-opening that I have a lot of information at my fingertips … Exposed to those services helped me understand how I could use the information in my work." Interview participants explained that they never received such training before and did not know that such data resources existed. As a result, their ability to meet the learning needs of culturally diverse students increased because they used these resources to examine equity gaps in their student outcomes data. To further support this finding, Table 15 provides quotes from interview participants who explained how their competencies in Cultural Proficiency increased because of their participation in the Strong Workforce Faculty Institute.

Summary of Findings for Research Question #1

To summarize, the quantitative data suggest that the Strong Workforce Faculty Institute did not accomplish goal #1 of fostering collaboration among instructors, researchers, and deans, but the qualitative data suggest that the program did meet goal #1. The extent to which the professional development program met goal #1 differed according to the participants' part-time or full-time instructor status. The quantitative and qualitative data support the findings that the Strong Workforce Faculty Institute met its goal #2 of encouraging self-reflection, inquiry, and research-based decision-making and goal #3 of inspiring teaching and learning from a culturally inclusive perspective. The extent to which the professional development program met goal #2 did not differ according to the participants' part-time or full-time instructor status or any other variables. The extent to which the Strong Workforce Faculty Institute met goal #3 depended on

participants' part-time or full-time status and whether they found the resources provided in the program to be useful in improving student outcomes.

Table 15. Interview Quotes Describing Participants' Development in Cultural Proficiency

Pseudonym	Interview Quotes
Annabel	"Definitely started paying more attention to different population groups. I think that before the Institute, I had a feeling like, that this group of students is not doing as well as others. After I analyzed the data, my target population—I need to make some changes to improve outcomes of men of color. I started paying a lot more attention—not just—trying to get to know my students. It's often hard to tell who your students are especially online. I started implementing surveys to get to know my students and I began to check in more with them."
Jason	"it's a different lens that I'm able to view things through. The Institute changed my perspective on things … On anything I assign to, changes to curriculum, suggestions to faculty. It's given me a different filter in how I implement and run [our training] program … It's a male dominated field, but we wanted to promote and foster a culture that allows more women to come into the program. Women who come into the program are more successful. There is a data gap because there were fewer women, the n is smaller, but it allowed me to speak to the women in the program: 'This is sheer statistic. You're going to be more successful than they [men] are.' … The lens is more diverse. There's more diversity whether there's gender, race, or diversity. It gave me a different lens to work with."
Lisa	"It was a completely eye-opening experience for me. I always thought of myself as the cool teacher and I do all the cool stuff and then I looked at my equity gaps and without that data, it's impossible to know that I had disproportionate student outcomes. It revolutionized the way that I taught … I had the opportunity to use that data and the research out there, and everything I learned about equity and completely changed my classes. I completely redesigned my courses online, and now I'm back in person and continued my changes. I refuse to go back to what I used to do."
Melissa	"I sought out examples of scientists that were not your typical scientists. Middle-class white male—that's usually what you see when you will see … most scientists … because those are most prominent in the media. I sought out examples of women and non-white, non-males because I have enough of those … I didn't want to specifically target out a certain look, but I did want the students to see people who represented them in the class materials."
Travis	"One of the things I noticed with my own data. For some reason, African American students, I don't have a lot of them. I had three of them in one class and I ended up with one at the end and I couldn't figure out why. I went back and found out that they dropped off after the season was over. I don't know if it was my mistake, but now I'm more conscious—when I kept teaching after the Institute, I was more conscious of getting to know my students during the class: What do you outside of class? What are your activities? Do you participate in any sports? Are you really busy? What do you do outside of the class? What they were experiencing and not just in my class, but other activities in my class. Because I didn't know what happened, I wanted to know what happened during the class."

Contribution to Participants' Learning (Research Question #2)

To determine whether the Strong Workforce Faculty Institute actually contributed to participants' learning (research question #2), the survey asked respondents to provide their level of agreement (from strongly disagree to strongly agree) with the following statements: "I learned

new teaching strategies during the monthly meetings with my faculty cohort, researchers, and Career Education Dean" (Q5_2), "During the monthly meetings, I felt engaged in conversations with my faculty cohort, researchers, and Career Education Dean" (Q5_3), "The goals of the program aligned with my own teaching and learning goals" (Q5_4), "Instructors in my cohort collectively participated in the program" (Q5_5), and "I can connect what I learn from other professional development programs with what I learned in the Faculty Institute" (Q3_5). These statements reflect Mukai's (2013) critical elements for participants' learning in professional development programs, which are content focus, active learning, coherence, collective participation, and follow-up sessions, respectively, and are further elaborated below.

Critical Element #1 Content Focus

Content focus indicates that the professional development program provided participants with the opportunity to learn new content (Garet et al., 2001; Mukai, 2013). As previously shown in Figure 6, 82 percent of survey respondents strongly agreed or agreed with the statement, "I learned new teaching strategies during the monthly meetings with my faculty cohort, researchers, and Career Education Dean" (Q5_2), which suggests that the Strong Workforce Faculty Institute met critical element #1 (Garet et al., 2001; Mukai, 2013). According to the quantitative analysis, part-time instructors (38 percent) were more likely than full-time instructors (33 percent) to strongly agree that they learned new teaching strategies in the monthly meetings with their faculty cohort, researchers, and Career Education Dean (Q5_2) (Table 16).

Additionally, part-time instructors were also more likely than full-time instructors to strongly agree that 1) they would recommend the program to other faculty members (Q5_1); 2) they learned new teaching strategies in the monthly meetings (Q5_2); 3) the goals of the program aligned with their teaching and learning goals (Q5_4); and 4) the resources provided during the

Strong Workforce Faculty Institute were useful in improving student outcomes (Q5_6) (Table 16). These findings suggest that part-time instructors were more likely than full-time instructors to indicate that the professional development program contributed to their learning.

Table 16. Percentage of "Strongly Agree" Statements by Part-time or Full-time Status

Statement	Part-time	Full-time
I would recommend this program to other faculty members (Q5_1)	72%	65%
I learned new teaching strategies in the monthly meetings with my faculty cohort, researchers, and Career Education Dean (Q5_2)	38%	33%
The goals of the program aligned with my own teaching and learning goals (Q5_4)	62%	59%
The resources provided during the Faculty Institute were useful in improving student outcomes (Q5_6)	62%	41%

The qualitative data also indicate that the Strong Workforce Faculty Institute had a content focus (critical element #1) that allowed participants to learn new information. According to the interviews, participants revealed that they were unaware of the data resources available at their institutional research offices and did not review course-level student outcomes data before the Strong Workforce Faculty Institute. Lisa's recollection of that process reflected the other interview participants' experiences: "Without that data, it's impossible to know that I had disproportionate student outcomes. It revolutionized the way I taught … It made me think what it meant to think about your class in an equity mindset." As Travis also explained, "I am more conscious of me looking at my performance and my data. When I'm looking at people evaluating me as a professor, this is what I'm looking for because I saw the data." In other words, participants examined equity gaps in their student outcomes data by working with and learning from researchers in the Strong Workforce Faculty Institute.

Interview participants also said that they learned and incorporated new teaching practices in their courses such as revising course materials (e.g., photos, videos) to include more diversity, conducting surveys and interviews to better understand and connect with students, persistently

checking in on students, welcoming students to their courses before they begin, and becoming more flexible with deadlines or removing them entirely. Not all participants removed deadlines from their course requirements, and as Lisa explained, most instructors are not aware that eliminating deadlines was allowed: "Talking to my fellow faculty helped me understand that that was a possibility. It never occurred to me. It's a hard thing to give up. Deadlines. Now, I fully understand and I'm fully behind it. Unless you understand why it's important to do that, it's really hard to think about. It's hard to have the thought that you could even do that."

In summary, both the quantitative and qualitative data confirm that the Strong Workforce Faculty Institute met critical element #1 (content focus) and provided participants with the opportunity to learn new content (Garet et al., 2001; Mukai, 2013).

Critical Element #2 Active Learning

Active learning signifies that the professional development program allowed participants to engage interactively with speakers and among each other (Mukai, 2013; Wilson & Berne, 1999). As previously shown in Figure 6, 89 percent of survey respondents strongly agreed or agreed with the statement, "During the monthly meetings, I felt engaged in conversations with my faculty cohort, researchers, and Career Education Dean" (Q5_3), which suggests that the Strong Workforce Faculty Institute met critical element #2 (Garet et al., 2001; Mukai, 2013). Part-time or full-time instructor status did not have an impact on participants' level of agreement with this statement; however, as identified in Chapter III, the strongest correlation in the data was between Q5_2 (content focus) and Q5_3 (active learning). In other words, if participants agreed that they learned new teaching strategies in the monthly meetings (Q5_2), then they also agreed that they felt engaged in conversations with their faculty cohort, researchers, and Career Education Dean during the monthly meetings (Q5_3), and vice versa (Table 10).

When asked to elaborate on their experiences in the monthly meetings, five out of six interview participants could specifically recall engaging conversations with their peers, institutional researchers, and speakers. Annabel said that she talked "about similar things with other departments [and] got different points of views with all these issues;" Jason shared that he "created a group with two other participants … to reflect with each other and bounce ideas off each other;" Kim found that "the speakers were great and they were motivating;" Lisa said "it was exciting to hear about different things in the classroom;" and Travis recalled "everyone being supportive with each other" during the pandemic (Table 17).

Table 17. Interview Quotes Describing Participants' Experiences with Active Learning

Pseudonym	Interview Quotes
Annabel	"The cohort was a good size. Some of the meetings had two to three people. It was really nice talking about similar things with other departments. I got different points of views with all these issues. I would ask how someone [else] would approach it, what challenges are they facing."
Jason	"We would meet via Zoom and collaborate on the different collaborations and discussions: 'This is what I'm seeing. Are you seeing this?' And being able to bounce ideas off of each other: 'What do we do next? Here's the data and I see that enrollment is low in this group and success is low in this group, what do we do?' It was really beneficial to reflect with each other and bounce ideas off each other. We had such different perspectives."
Kim	"It was organized well regionally and then within our campus. The speakers were great, and they were motivating, so I really enjoyed that piece. I enjoyed getting together. What I remember the most was the in-person event. Whenever we can get back in person, I would love for it to continue. It was really infectious. It was a great space, and it was really nice to hear from other folks who are doing amazing things on their campuses."
Lisa	"The conversations that I remember being very engaging was about teaching. Our dean was especially good at listening and facilitating and not dominating. It was exciting to hear about different things in the classroom. It helped us think about our action plans, what were the best practices and how others"
Travis	"I remember the first Faculty Institute was through the pandemic. We asked, 'How are we going to do this?' This changed our design and what we were going to do. 'How are we going to get together and do this?' We were not used to the remote environment … I remember everyone being supportive with each other."

To summarize, the quantitative and qualitative data suggest that the Strong Workforce Faculty Institute met critical element #2 (active learning) and allowed participants to engage interactively with speakers and among each other (Mukai, 2013; Wilson & Berne, 1999).

Critical Element #3 Coherence

Professional development programs contribute to participants' learning if there is coherence or alignment with their learning goals (Mukai, 2013; Penuel et al., 2020). As previously shown in Figure 6, "The goals of the program aligned with my own teaching and learning goals" (Q5_4) had the highest level of agreement among participants, with 97 percent of survey respondents strongly agreeing or agreeing with this statement, which suggests that the Strong Workforce Faculty Institute met critical element #3 (Mukai, 2013; Penuel et al., 2020), but the extent to which participants found coherence differed slightly based on their part-time or full-time instructor status: 61 percent of part-time instructors were more likely than 59 percent of full-time instructors to strongly agree that the goals of the program aligned with their own teaching and learning goals (Q5_4).

The qualitative data suggest that the Strong Workforce Faculty Institute had individual and collective coherence. As an individual, Kim found that the program aligned with her goals because it gave her the knowledge to do what she always wanted to do as an instructor: "I wanted to make an impact outside of the classroom and I didn't know how to do that, but this [program] helped me navigate the system to do that." Collectively, interview participants found that the program not only aligned with their goals, but also the goals of their peers or cohort. Josh said this alignment allowed him to find coherence with other colleagues: "The most beneficial part of that experience was that I created a group with two other participants … we created an informal cohort." Kim explained that the shared alignment helped her feel more connected to her institution: "The Strong Workforce Faculty Institute also helped me to get out of this sense of isolation within higher ed. I was doing my own thing, and this helped me become closer to my colleagues, to the campus, to my colleagues who were part of the Institute, to research, to the

dean … I felt a little more confident, you know, I now had people in my college who worked on similar goals. They were interested in similar things."

According to the quantitative analysis, survey respondents who reported that the program aligned with their teaching and learning goals also found that the resources provided in the Strong Workforce Faculty Institute were useful in improving student outcomes and would recommend the program to their peers. In other words, "The goals of the program aligned with my own teaching and learning goals" (Q5_4) had strong correlations with "I would recommend this program to other faculty members" (Q5_1) and "The resources provided during the Faculty Institute were useful in improving student outcomes" (Q5_6) (Figure 7).

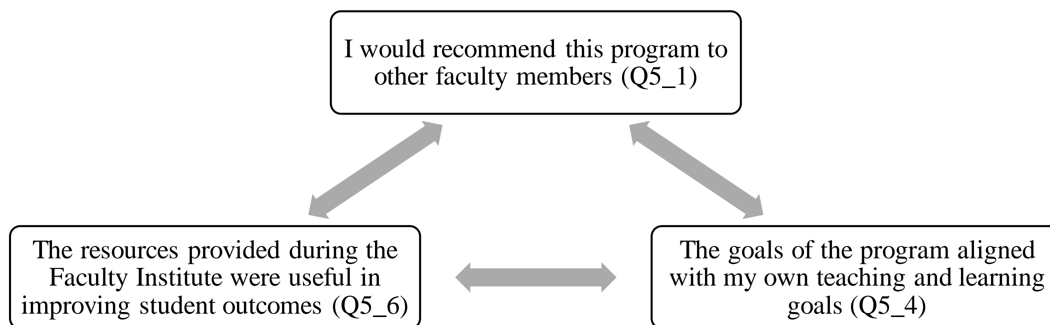


Figure 7. Strong Correlations Among Q5_1, Q5_4, and Q5_6

The qualitative data provide insight regarding these correlations. As previously mentioned, interview participants explained that the institutional researchers at their colleges provided them with data dashboards specific to their courses and how to interpret the information to answer reflective questions in the Faculty Institute Assignment. The interviewees shared that they never received such training before. For example, Jason said, "The low success rates that I noticed—I wouldn't have noticed otherwise—20- to 25-year-olds had much lower success rates than any other age group" (Table 14). Similarly, Travis lamented, "I never really looked at data before and I really care about my students. Seeing the data, to this day, it bugs me that the two

students dropped out. It really hit me at the core of my teaching. I'm always saying that I care about my students. But those two students, and they dropped out and I didn't even notice" (Table 14). As a result, their ability to meet the learning needs of culturally diverse students increased because they used these resources to examine equity gaps in their student outcomes data. As Annabel explained, "After I analyzed the data, my target population—I need to make some changes to improve outcomes of men of color. I started paying a lot more attention" (Table 15). Lisa also began using the resources in her teaching practices: "I always thought of myself as the cool teacher and I do all the cool stuff and then I looked at my equity gaps and without that data, it's impossible to know that I had disproportionate student outcomes. It revolutionized the way that I taught" (Table 15).

If interview participants found that the program aligned with their goals and the resources were useful in improving student outcomes, then not surprisingly, they also recommended that other instructors participate in the Strong Workforce Faculty Institute (Figure 7). Annabel recommended that instructors participate in the professional development program because it was "a really good model." She also believed that programs like the Strong Workforce Faculty Institute would lead to systemwide change because instructors learn how to use student outcomes data in their pedagogy and consequently share that skill with their colleagues: "You could train other people and they become seeds for this college and then they train other colleges. [Data-driven teaching practices] will become a common practice so it's natural instead of people who are not math or quantitative say, 'Ah, data it's so scary,' but doing this makes it easier to interpret."

To summarize, the Strong Workforce Faculty Institute met critical element #3 (coherence) and aligned with participants' goals, according to the quantitative and qualitative data.

Critical Element #4 Collective Participation

Collective participation indicates that participants from the same college, grade, or subject collectively participated in the professional development (Desimone, 2009; Garet et al., 2001; Little, 1993; Mukai, 2013). As previously shown in Figure 5, 85 percent of survey respondents strongly agreed or agreed with the statement, "Instructors in my cohort collectively participated in the program" (Q5_5), suggesting that Strong Workforce Faculty Institute met critical element #4 (Desimone, 2009; Garet et al., 2001; Little, 1993; Mukai, 2013). According to the quantitative analysis, part-time or full-time instructor status did not have an impact on participants' level of agreement with Q5_5 and there were no strong correlations with other statements.

The qualitative data provide more insight into participants' shared experiences with their cohort. When asked to recall the monthly meetings with their cohort, institutional researchers, and Career Education Deans, Annabel remembered having engaging conversations despite completing the program two years ago: "The cohort was a good size. Some of the meetings had two to three people. It was really nice talking about similar things with other departments. I got different points of views with all these issues. I would ask how someone in psychology would approach it—what challenges are they facing." Similarly, Lisa said, "I remember really looking forward to those meetings. It was one of the first times where I had been in a mentee-mentor type of cohort professional development …We now do them all the time." Kim "got experience working with faculty on campus and classified staff in different departments" and Jason agreed

that "it was cool to meet people outside of the immediate department and foster that relationship regardless of the data." In short, the Strong Workforce Faculty Institute met critical element #4 (collective participation).

Critical Element #5 Follow-up Sessions

Professional development programs successfully contribute to participants' learning if they found that follow-up training sessions immediately after the initial program impacted their instructor/teacher knowledge (Mukai, 2013; Penuel et al., 2020). As previously shown in Figure 6, 92 percent of survey respondents strongly agreed or agreed with the statement, "I can connect what I learn from other professional development programs with what I learned in the Faculty Institute" (Q3_5), suggesting that Strong Workforce Faculty Institute met critical element #5 (Mukai, 2013; Penuel et al., 2020). Part-time or full-time instructor status did not have an impact on participants' level of agreement with Q3_5, however, and Q3_5 did not strongly correlate with other statements.

The qualitative data provide more information about how the program helped participants find meaning in follow-up sessions. Lisa said that "as a professional development coordinator, [she] was able to share [teaching practices] with everyone [and teach them] how to change their syllabus." Melissa explained that she continued her learning: "I leveraged that time to immerse myself in several professional development programs." Kim shared that what she learned in the Strong Workforce Faculty Institute connected with other equity-related professional development programs: "I did change … I was being informed by the data and [learning about] de-colonizing your teaching practices. This was kind of happening at the same time. It was compounding and I was recognizing that there were different practices that I hold."

Not only could participants connect what they learned from the program with other professional development opportunities, but they also adopted concepts from the Strong Workforce Faculty Institute for programs that they themselves created. For example, after developing a relationship with her Career Education Dean, Annabel was inspired to create a new program to address low retention rates by helping students obtain employment on campus: "I initially came to [my dean] with an idea as we were finishing up the Strong Workforce Faculty Institute and [my dean] was completely onboard. I did a pilot program for new first-generation college students, connecting them to jobs on campus." Lisa also developed a program with inspiration from the Strong Workforce Faculty Institute: "We adapted the materials from the Faculty Institute and started our own data coaching program … I was able to work with the dean at the time, and we did a mini replica of the Faculty Institute … I think we're in our sixth iteration of the program. We've been able to train over 100 people through the program."

Beyond connecting what they learned from the Strong Workforce Faculty Institute with other professional development experiences and developing new programs, interview participants also had suggestions for improvements of the current program. Jason proposed that the Strong Workforce Faculty Institute reconvene prior cohorts for institutional change, "shifting focus away from the individual and on to the institution." This new cohort of instructors who completed the program would create "a broader impact" because they already learned how to use student outcomes data to address inequities at their community colleges.

Summary of Findings for Research Question #2

In summary, the quantitative and qualitative data suggest that the Strong Workforce Faculty Institute effectively contributed to participants' learning because it met five critical elements in professional development programs. The Strong Workforce Faculty Institute 1)

allowed participants to learn new content, 2) engaged participants in active learning, 3) aligned with participants' learning goals, 4) had instructors collectively participate, and 5) helped participants connect what they learned in other professional development opportunities with what they learned in the Strong Workforce Faculty Institute. The extent to which the Strong Workforce Faculty Institute met critical elements #1 (content focus) and #3 (coherence) differed according to part-time and full-time instructor status. The extent to which the Strong Workforce Faculty Institute met critical element #2 (active learning) depended on element #1 (content focus). There were no statistically significant relationships or strong correlations for critical elements #4 (collective participation) and #5 (follow-up sessions) to indicate how the Strong Workforce Faculty Institute affected participants differently.

Importance of Stipends

A significant portion of the Regional Consortium's investment went into stipends for instructors who completed the Faculty Institute Assignment (Appendix D). When asked about how important the stipend was in their decision to participate in the Strong Workforce Faculty Institute, 43 percent and 37 percent of all survey respondents reported "very important" and "important," respectively (Figure 8).

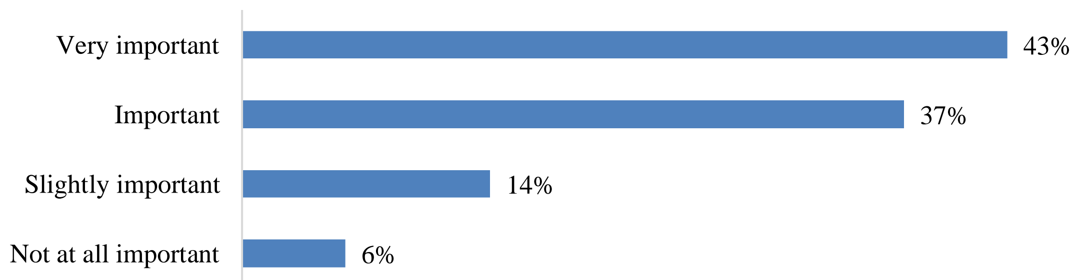


Figure 8. Stipends' Level of Importance in Instructors' Decision to Participate (n=86)

All six interviewees highly recommended that the Regional Consortium continue to fund stipends for future cohorts. They emphasized that continuing to provide the stipend was very

important in soliciting participation due to the breadth of professional development opportunities available for instructors. Annabel shared that the "mini–Faculty Institute" data coaching program at her college also offered stipends to encourage participation, and as a result, 100 instructors completed her program. Jason, Kim, and Lisa emphasized that they would not have participated in the Strong Workforce Faculty Institute without the stipend. They all agreed that the program aligned with their interests but needed the compensation to justify the opportunity costs. Jason said, "The justification on my own end is that if I'm going to devote my own time … taking time away from the family … There has to be a return on investment … I didn't have any interaction with people who were *only* there for the stipend. [They] were there for the mindset for teaching." Similarly, Lisa explained that the stipend was the primary reason she participated in the program:

> It's the only reason that I did it. It's literally the reason. I am so busy and swamped that I want to do everything … There's something different about your time being valued. That was a huge draw for me. I would definitely say continue to offer the program and continue to offer compensation. It was a generous amount too and I'm a tenured faculty member with a contract, and I think for adjuncts, it's an even bigger draw because of their schedules and they don't have the same schedules that we do.

Kim echoed this opinion and said that as a part-time instructor, she would not have been able to participate without the stipend: "As associate faculty, we are especially stretched. We are in front of students the most and we have the least amount of time to take on projects that we would like to. Oftentimes, [the projects] are paid. When I heard about the stipend, this is something that I am interested in doing and having that stipend would help me commit. I wouldn't have been able to commit to the Institute [without it]. I wouldn't have considered to do it."

Five out of six interview participants stated that the stipends were particularly important for adjunct or part-time instructors because they do not have a full-time load (i.e., full-time

employment) at their college and would financially benefit from the stipend. However, when I analyzed contingency tables and conducted Chi-Squared tests for the survey responses, there was no statistically significant relationship between full-time or part-time status and the level of importance of the stipend. In short, the stipend was similarly important to both groups; full-time and part-time status did not have an effect on how participants valued the stipend.

Summary

To summarize, 1) the Strong Workforce Faculty Institute met two out of its three intended goals (research question #1) and could use improvement in fostering collaboration and engagement among faculty, researchers, and deans, especially for part-time instructors who were more likely than full-time instructors to not continue requesting data from their institutional researchers after completing the program; 2) while the data suggest that the Strong Workforce Faculty increased participants' competencies in Cultural Proficiency, data literacy, and continuous improvement (e.g., they reported that their ability to meeting the learning needs of culturally diverse students increased and that they continued to use student outcomes data to inform their teaching methods), part-time instructors were more likely than full-time instructors to agree that the professional development program contributed to their overall learning (research question #2); 3) participants who found that the resources (e.g., course-level data dashboards) provided during the Strong Workforce Faculty Institute were useful in improving student outcomes were also the ones who found that their ability to meet the learning needs of culturally diverse students increased as a result of their participation in the program; 4) despite claims in the interviews that stipends were more beneficial to part-time instructors than full-time instructors, stipends were important for all participants, regardless of part-time or full-time status; and 5) according to the qualitative data, guided reflection and team-based training

primarily contributed to participants' learning, suggesting that these implementation strategies were essential in the professional development program.

CHAPTER V: DISCUSSION

This chapter addresses the final research question for this study: What implications does the Strong Workforce Faculty Institute have on professional development programs for community college instructors? This chapter discusses how findings from this study offer important insights to improve the Strong Workforce Faculty Institute specifically (Wayne et al., 2008) and inform community college instructor professional development in social studies generally (Mukai, 2013). It ends with limitations of the research and implications for future research.

Improving the Strong Workforce Faculty Institute

In 2020, the Regional Consortium for the San Diego and Imperial Counties Community Colleges committed to investing in the Strong Workforce Faculty Institute and improving future iterations of the professional development program (Regional Consortium, 2022). Doing so requires a thorough evaluation of their investment. There are "four distinct dimensions to be investigated when evaluating the impact of a training program: (1) reaction, (2) learning, (3) behavioral change, and (4) results" (Chyung, 2015, p. 78). Consequently, this study investigated these four dimensions. First, in terms of *reaction*, participants in the study provided a considerable amount of positive feedback regarding their experiences in the Strong Workforce Faculty Institute: Participants encouraged their peers to participate in future cohorts and adopted concepts from the Strong Workforce Faculty Institute for their own programs. Second, in terms of *learning*, this study found that the Strong Workforce Faculty Institute met five critical elements (content focus, active learning, coherence, collective participation, and follow-up sessions) that determine whether a professional development program contributed to participants' learning (Mukai, 2013). Participants found that the goals of the program aligned

with their teaching and learning goals and, as a result, they can connect what they learned in the Strong Workforce Faculty Institute with what they learn in other professional development opportunities. Third, in terms of *behavioral change*, participants reported that they use student outcomes data to inform their teaching methods and their ability to meet the learning needs of culturally diverse students increased after participating in the program. Last, in terms of *results*, the Strong Workforce Faculty Institute clearly met two of its three intended goals; however, the quantitative and qualitative data had differing results regarding whether the program met its goal of fostering strong collaboration and engagement among instructors, researchers, and deans. To address this discrepancy in future studies, I will revise the survey language to reflect the stated goals more closely. For example, the statement "I continue to request data from my institutional researchers after completing the Faculty Institute" could be revised to "I developed a collaborative relationship with the institutional researcher(s) at my college" (Table 18). The former statement implies that instructors continually requested data after the Strong Workforce Faculty Institute, which may not be necessary if institutional researchers provided resources for instructors to access information without making formal requests. The qualitative data support this assumption. Lisa explained that she could access the student outcomes data dashboards at any time and did not need to continually make formal data requests to her institutional research office: "Having something like the dashboard to look at different classes, even if you look at the programs overall, it's very informative and dig into it and find a lot of information … it gave faculty a lot of power to look at stuff yourself … Now that there's a dashboard, I could go there myself or if I want more information, I could go there." Thus, simply matching the survey language with the language written in the program's goals reduces misunderstandings of what is being evaluated. Statements to be revised in the survey are provided in Table 18.

Table 18. Revised Statements for the Survey

Goal	Former Statement	Revised Statement
Foster strong collaboration and engagement among faculty, researchers, and dean	I continue to request data from my institutional researchers after completing the Faculty Institute	I developed a collaborative relationship with the institutional researcher(s) at my college
	I maintain a close working relationship with my Career Education Dean	I developed a collaborative relationship with the Career Education Dean at my college

Additionally, the survey asked participants about their full-time and part-time status, but not their field of instruction. The statistical analyses indicated a significant relationship between part-time/full-time status and participants' survey responses. A similar relationship may be found for Career Technical Education and non-CTE fields. Thus, the next version of the survey should also ask if participants taught CTE or non-CTE courses to determine if their field of instruction affected their experiences in the professional development program. This analysis is especially important for the Regional Consortium because funding for the Strong Workforce Faculty Institute stemmed from the Strong Workforce Program, which specifically supports Career Technical Education in the California Community Colleges (California Community Colleges Chancellor's Office, n.d.). Therefore, in addition to improving the program itself, this study also identifies areas of improvement for the future iterations of the survey.

Informing Community College Instructor Professional Development

Existing research suggests that there is a need to determine what conditions must be met for a professional development program to effectively help instructors succeed in culturally diverse classrooms (Mukai, 2013; Parkhouse et al., 2019). While various studies describe the effectiveness of guided reflection, team-based training, and stipends in professional development programs, few analyze the effectiveness of professional development programs that combine all these implementation strategies to address Barriers to Cultural Proficiency (Gast et al., 2017; Lindsey et al., 2018; Liu, 2015; Margalef García, 2011; Odden et al., 2002; Parkhouse et al.,

2019; Roblin & Margalef, 2013; Welborn et al., 2022). This study could inform future professional development programs for community college instructors because the Strong Workforce Faculty Institute utilized guided reflection, team-based training, and stipends; effectively met its goals; and contributed to participants' learning. Professional development coordinators with difficulty overcoming Barriers to Cultural Proficiency could incorporate implementation strategies (guided reflection, team-based training, stipends) and content (Cultural Proficiency, data literacy, continuous improvement) from the Strong Workforce Faculty Institute's into their program designs. The program design for the Strong Workforce Faculty Institute addressed the Barriers to Cultural Proficiency—being resistant to change, being unaware of the need to adapt, not acknowledging systemic oppression, and benefitting from sense of entitlement and privilege (Lindsey et al., 2018; Welborn et al., 2022): As Travis explained, for instructors who were resistant to change, the stipends motivated "them over the threshold." The program helped Melissa and other instructors who were unaware of the need to adapt to "be cognizant of these things." The Strong Workforce Faculty Institute also taught instructors like Lisa who did not acknowledge systemic oppression and benefitted from a sense of entitlement and privilege "how culturally responsive teaching and level of comfort of a student has in the classroom affects their ability to learn."

Furthermore, the findings from this study indicate that a program such as the Strong Workforce Faculty Institute could contribute to instructors' teaching and learning goals, regardless of background. Aside from part-time or full-time faculty status, the other variables (community college instructor experience, gender, and race/ethnicity) did not have a statistically significant effect on the participants' responses to the survey. These results suggest that community college instructors with varying cultural and demographic backgrounds can benefit

from participating in a professional development program similar to the Strong Workforce Faculty Institute. Many community college instructors are subject matter experts and are not formally trained on how to teach students, especially those from culturally diverse populations (Herman, 2013; MacPhail et al., 2018; Wallin, 2007). As Melissa explained, community college instructors tend to gravitate toward teaching practices that they are familiar with and do not regularly adjust or adapt their instruction for specific students: “Sometimes we get lessons and curriculum that work, and we think that ‘it’s working, so I’m going to keep using it’” (Table 14). For all interview participants, their experiences in the Strong Workforce Faculty Institute led them to analyze their student outcomes data and adjust their former teaching and learning practices with a culturally inclusive lens. This was only possible because, as Travis explained, the program broke down “silos” across departments within an institution as instructors worked with researchers and administrators. Prior to the Strong Workforce Faculty Institute, participants did not have a relationship with their institutional research office or Career Education Deans. After the Strong Workforce Faculty Institute, instructors became much more comfortable engaging and collaborating with their researchers and deans.

Implications for Practice and Policy

This study has implications for future policies and funding practices. Prior studies found that part-time, adjunct, or associate instructors are “as effective as full-time faculty in terms of meeting student outcomes. Students learn as much, perform as well, and are as likely to be retained when taught by part-time faculty as when taught by full-time faculty” (Wallin, 2007. p. 68); however, despite their importance in the community college system, they do not necessarily “have access to the same information and resources as full-time faculty” (Wallin, 2007, p. 68). The quantitative analysis identified that part-time instructors were more likely than full-time

instructors to benefit from the professional development program. However, due to their varying commitments, many instructors could only participate in such an intensive professional development program because of the stipends. As Lisa explained, it was "literally the reason" she participated. Therefore, to support the professional development needs of part-time instructors, the community colleges could standardize funding stipends (whenever possible) as part of the program design in future professional development opportunities.

In addition to funding stipends for professional development, testimonies from the interviews and results from the quantitative analyses suggest that the Strong Workforce Faculty Institute is a worthwhile investment for the community colleges. While the Regional Consortium intends to continue supporting the Strong Workforce Faculty Institute, it is ultimately a grant-funded program. If the California Community Colleges Chancellor's Office decides to reduce Strong Workforce Program funds, then the Regional Consortium may be forced to contract the size of future cohorts or eliminate the program entirely. This would not only be detrimental to the San Diego and Imperial Counties Community Colleges, but also to the California Community Colleges as a whole because the Strong Workforce Faculty Institute addresses systemwide challenges (Beshara-Blauth, 2018; Peterson, 2007; Phillips & Horowitz, 2017; Temponi, 2005). For years, federal, state, and local governments funded initiatives to make educators more data literate to address poor student outcomes; however, the resulting professional development programs were so far removed from the classroom that disproportionate student outcomes persisted (Beshara-Blauth, 2018; Peterson, 2007; Phillips & Horowitz, 2017). The Strong Workforce Faculty Institute trained instructors how to use student outcomes data to support the academic needs of culturally diverse students—an objective that prior investments had difficulty completing (Beshara-Blauth, 2018; Peterson, 2007; Phillips &

Horowitz, 2017). This achievement addresses systemwide challenges because instructors who adopt a culturally proficient approach to their instruction could also enact organizational change at the institutional level where bigger systems of oppression are at play (Lindsey et al., 2018; Soles, 2019; Welborn et al., 2022). The interview participants alluded to this as well: Lisa explained that the Strong Workforce Faculty Institute program completers could be “seeds” that enact change at their colleges, and Jason had hopes that prior cohorts can collectively make “a broader impact” beyond the classroom.

Limitations of the Research

Although this study informs future iterations of the Strong Workforce Faculty Institute and provides insight for professional development programs, there are still limitations to consider. Participants responded to the survey nearly two years after they completed the Strong Workforce Faculty Institute. This study cannot account for experiences between completing the program in September 2020 and participating in the study in April 2022 that may have affected their responses to the surveys and interviews. Now that the survey instrument has been created for this study, this research will be replicated immediately after the second Strong Workforce Faculty Institute cohort ends in September 2022 to ensure that the data are captured in a timely manner. As the project lead for the Strong Workforce Faculty Institute, I can ask instructors from the second cohort to complete the survey immediately after they complete the program, which may lead to a higher response rate than the inaugural cohort. I can also revise the study to address weaknesses in the research. For example, it is important that future studies capture data from not only program completers, but also from instructors who did not complete the Strong Workforce Faculty Institute. The survey focused only on program completers, which may explain the considerable amount of positive feedback. However, 22 out of 245 instructors did not

complete the Strong Workforce Faculty Institute and understanding non-completers' experiences will only further improve the program for future cohorts.

Implications for Research

Given the nature of the research, this study measured impact on practice rather than impact on student learning outcomes (Ingvarson et al., 2005). However, based on their responses to the survey, the Strong Workforce Faculty Institute participants believed that the professional development program positively affected student outcomes. While this is a positive perception from program completers, to confirm the validity of the Strong Workforce Faculty Institute's impact on actual student outcomes data, the community colleges must analyze courses from instructors who completed the program compared to courses from instructors who did not complete the program. Should the opportunity present itself in the future, I would like to analyze student outcomes data of courses taught by Strong Workforce Faculty Institute program completers and compare them with other courses over time. In other words, I would like to conduct a longitudinal analysis to determine the impact of this professional development program on student outcomes such as course retention and completion.

It is also important to note that the COVID-19 pandemic presented unforeseeable challenges in the program implementation and evaluation process. The Strong Workforce Faculty Institute was originally designed to be an in-person professional development program, yet the colleges had to conduct their monthly sessions in a virtual format because of the pandemic. While the implementation did not go as planned, future studies comparing virtual, in-person, and hybrid versions of the Strong Workforce Faculty Institute may provide further insight on how to best conduct professional development programs for community college instructors.

Conclusion

My intent was to accomplish two goals with this study. First, I wanted to close a research gap: Prior studies have limited information regarding the effectiveness of a professional development program that incorporated all implementation strategies (guided reflection, team-based training, and stipends) and content (Cultural Proficiency, data literacy, and continuous improvement) found in the literature review. Second, I wanted to assess the efficacy of the Strong Workforce Faculty Institute in meeting its intended goals and contributing to participants' learning, which would assist the Regional Consortium with evaluating their investment.

I contend that the findings from this study can be used to inform other professional development efforts to support culturally diverse students not only in instruction, but in other areas of the community college system such as student support services. In addition to evaluating and improving the Strong Workforce Faculty Institute for future cohorts of instructors, the Regional Consortium asked me to design and evaluate a similar professional development program for community college counselors. Based on this study's results, I will ensure that the professional development program include, at minimum, guided reflection, team-based training, and stipends as tools to develop participants' culturally proficient, data-driven, and continuous improvement practices. Additionally, I will adapt this study to evaluate new endeavors and investments, whenever possible, to assist the Regional Consortium in meeting its responsibility as a steward of public funds.

APPENDIX A: INVITATION TO PARTICIPATE AND EVALUATION SURVEY

Email subject line: Strong Workforce Faculty Institute Evaluation Survey

Dear [name of Faculty Institute participant],

Thank you for your participation in the inaugural cohort of the Strong Workforce Faculty Institute. As the project lead, I am conducting an evaluation study to determine whether the Faculty Institute met its intended goals and/or contributed to your overall learning. Your feedback is incredibly important as it will help improve the Faculty Institute for future cohorts.

Your responses will be kept confidential and reported anonymously. Participation in this study is entirely voluntary. There will be no negative repercussions should you decline to participate. The survey will take approximately 15 to 20 minutes to complete.

If you would like to participate, please click on this link to complete the online survey by March 31, 2022: [Qualtrics survey link].

Please let me know if you have any questions or concerns.

Respectfully,

Tina Ngo Bartel
tngobartel@miracosta.edu

Strong Workforce Faculty Institute Evaluation Survey

1. How long have you been an instructor in the California community college system?
    a. Fewer than 2 years
    b. 2 to 5 years
    c. 5 to 10 years
    d. More than 10 years

2. Are you currently a full-time or adjunct instructor at the college where you participated in the Faculty Institute?
    a. Yes, I am an adjunct instructor
    b. Yes, I am a full-time instructor
    c. No, I am no longer employed at the community college where I participated in the Faculty Institute
    d. Other, please specify: ___________

3. To what extent do you agree or disagree with the following statements?

As a result of my participation in the Faculty Institute…

	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
My ability to meet the learning needs of culturally diverse students has increased (1)				
I continue to use student outcomes data to inform my teaching methods (2)				
I continue to request data from my institutional researchers after completing the Faculty Institute (3)				
I maintain a close working relationship with my Career Education Dean (4)				
I can connect what I learn from other professional development programs with what I learned in the Faculty Institute (5)				

4. How important was the stipend in your decision to participate in the Faculty Institute?
    a. Very important
    b. Important
    c. Slightly important
    d. Not at all important

5. To what extent do you agree or disagree with the following statements about the Faculty Institute?

	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
I would recommend this program to other faculty members (1)				
I learned new teaching strategies during the monthly meetings with my faculty cohort, researchers, and Career Education Dean (2)				
During the monthly meetings, I felt engaged in conversations with my faculty cohort, researchers, and Career Education Deans (3)				
The goals of the program aligned with my own teaching and learning goals (4)				
Instructors in my cohort collectively participated in the program (5)				
The resources provided during the Faculty Institute were useful in improving student outcomes (6)				

6. Do you have any additional information you would like to provide about your experience in the program? Your feedback will help us continuously improve the Faculty Institute.

7. Would you be willing to participate in an interview about your experience in the Faculty Institute at your college? Interviewees will receive a $20 gift card. If you are willing, please include your information below and we will reach out to you. If you are not interested, then you may skip this question.

First name	
Last name	
Email address	
Phone number	

Demographic Section (Optional)

The following questions are optional and will be used in aggregate for the analysis. No individual identifiable information will be shared. If you prefer not to answer those questions, click on the submit button at the end of the survey.

8. What is your gender?
    a. Male
    b. Female
    c. Non-binary/third gender
    d. Prefer to self-describe: _____
    e. Prefer not to state

9. What racial/ethnic group(s) do you best identify with? Select all that apply.
    f. **American Indian or Alaska Native** (A person having origins in any of the original peoples of North, Central and South American, and who maintains tribal affiliation or community attachment.)
    g. **Asian or Asian American** (A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Taiwan, Thailand and Vietnam.)
    h. **Black or African American, non-Hispanic** (A person having any origins in any of the Sub-Saharan racial groups of Africa.)
    i. **Hawaiian or Other Pacific Islander** (A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.)
    j. **Hispanic or Latino** (A person of Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race.)
    k. **Middle Eastern/North African/Arab** (A person having origins in any of the original peoples of the Middle East and/or North Africa, including, for example, Algeria, Egypt, Syria, Iraq, Iran, Lebanon, Saudi Arabia, etc.)
    l. **White, non-Hispanic** (A person having origins of any of the peoples of Europe.)
    m. Prefer to self-describe: _______
    n. Prefer not to answer

Closing Page

Thank you for your participation in the Faculty Institute evaluation survey!
Your response has been recorded and will help us with the future development of the program.

APPENDIX B: INTERVIEW PROTOCOL

Date	
Interview Time	
Interviewee Name (Pseudonym)	
Interviewee Job Title	
College	

Introduction

Thank you for agreeing to participate in this interview. The purpose of this evaluation study is to determine if the Strong Workforce Faculty Institute met its intended goals and contributed to your overall learning.

Your interview data will be kept confidential, available only to me for analysis purposes. Only I will listen to and transcribe the information you provide. The Zoom recording will be destroyed following the final analysis; no later than December 31, 2023.

Your participation is entirely voluntary and may be withdrawn at any time. If the length of the interview becomes inconvenient, you may stop at any time. There are no consequences if you decide not to participate.

Interview Questions

1. How would you describe your relationship with the institutional researchers or the institutional research office at your campus before and after the Faculty Institute?

2. How would you describe your relationship with the Career Education Dean before and after the Faculty Institute?

3. Could you please describe your experience in the monthly meetings with your faculty cohort, institutional researchers, and Career Education Dean? Can you remember any particularly engaging conversations?

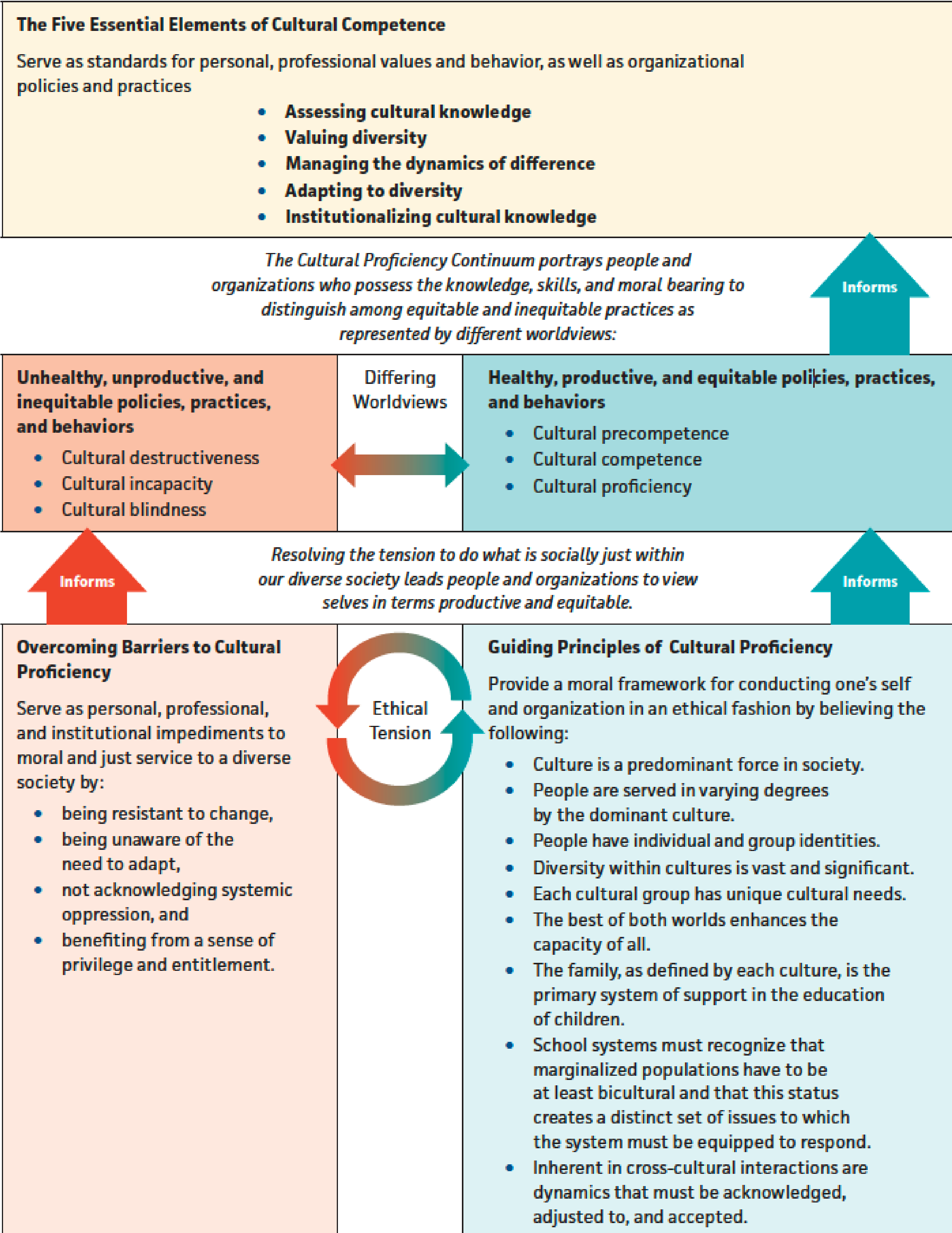
4. To what extent have you been able to use student outcomes data (e.g., enrollment, retention, and completion rates) to inform your decisions in the classroom after the Faculty Institute?

5. How has the Faculty Institute impacted your teaching knowledge and practices?

6. Did you discover anything while completing the Faculty Institute assignment, which was also known as the "online form," that you did not know before?

7. Do you have any final thoughts you would like to share regarding the topics presented, the interview process, and/or the study itself?

APPENDIX C: THE CULTURALLY PROFICIENT FRAMEWORK



APPENDIX D: FACULTY INSTITUTE ASSIGNMENT

STRONG WORKFORCE FACULTY INSTITUTE:

RETHINKING THE STUDENT EXPERIENCE FOR RETENTION AND SUCCESS

An institute hosted by the San Diego-Imperial Regional Consortium

Printed or PDF Version of the Online Form: For Reference Only

This document is a resource for participants of the Strong Workforce Faculty Institute—a professional learning opportunity for faculty in the San Diego and Imperial Counties Community Colleges. Participants of the Institute are expected to complete an online form, which includes investigative research and reflection questions as well as prompts for an in-classroom action plan. Faculty may use this printed or PDF version of the online form as a reference to review the questions in advance.

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Online Form Instructions

Make sure that you have reliable internet before you begin the online form. Please use a laptop or tablet to view and complete the online form. The format and layout will not populate properly on a cellphone. Use a copy of the printed version of the online form to keep track of your answers in case technical issues arise.

As a participant of the Strong Workforce Faculty Institute, you will work collaboratively with researchers and deans assigned to the Institute to better understand, and connect with, your students. Institute participants are expected to complete an online form, which has two parts:

1) investigative research and reflection
2) an action plan to implement your ideas in the classroom

The investigative research consists of quantitative and qualitative questions about your courses and students. You will fill out each section to the best of your ability, using data/information provided by your institution's researchers and your own knowledge of your courses/students. These are Sections I through IV of the online form.

The action plan is what you plan to change in the classroom based on what you have learned during the investigative research. You will determine your own timeline and activities in the action plan, after consulting your dean and researchers. This is Section V of the online form.

Prior to each section's due date, **you are expected to meet with the dean and researcher(s) assigned to the Institute from your college.** Consult your dean and researcher(s) for more information (time, date, location) about the monthly meetings.

The following timeline outlines the milestones for the Institute:

Due Date	Milestone
Feb 28, 2020	First (kickoff) in-person professional learning event
Mar 31, 2020	Section I due
Apr 30, 2020	Section II and Section III due
May 29, 2020	Section IV due
Jul 31, 2020	Section V due
Sep 25, 2020	Second in-person professional learning event

Faculty, researchers, and deans are expected to continue their collaboration beyond the second in-person professional learning event on September 25, 2020. Your college may have internal deadlines in addition to the ones listed above. Consult your dean and researcher(s) for more information.

As you fill out the online form, please keep the goals of the Faculty Institute in mind:

- Foster strong collaboration and engagement among faculty, researchers, and deans
- Encourage self-reflection, inquiry, and research-based decision-making
- Inspire teaching and learning from a culturally inclusive perspective

The information you provide in the online form will **not** be shared publicly. The only people who have access to the form are you, your assigned dean and researcher(s), the Regional Consortium, and the San Diego-Imperial Center of Excellence for Labor Market Research.

The online form will automatically save your responses as you click through the forward and backward arrows. If you need help with the online form, contact sandiego-imperial@coeccc.net.

Section I: Enrollment, Retention, and Success

INSTRUCTIONS:

1. Prior to starting this section, you must meet with your institutional researcher(s) to determine what course data is available for you to analyze.
2. In this section, you will be asked to provide the demographic breakdown of students who enrolled, retained and succeeded in one course that you previously taught.
3. Your college's overall student demographic breakdown is provided as an example of how to fill in the fields.
4. You may use data from one section or multiple sections of the course you choose to analyze. The timeframe in which data is collected or is available for your course may not necessarily match the timeframe for the data provided for your college. For example, you may use only one term's worth of data or three years' worth of data in your responses. **The purpose of this exercise is to not compare "apples to apples," but to reflect on trends that you see in your course**.
5. You may choose to repeat this exercise/section with other courses that you teach; however, **for the purpose of this online form, you are expected to provide information for only one (1) course.** Any other analysis should be done outside of this form.
6. You do not need to include the number of students (n=) that you use to calculate your percentages. You may keep track of those numbers in a separate spreadsheet.
7. If there is not enough data for your course(s), enter "N/A."
8. You are encouraged to talk to your fellow faculty, researchers, and deans as you complete this form; however, you are responsible for writing your own responses.
9. Use a copy of the printed version of the online form to keep track of your answers in case technical issues arise.

ENROLLMENT RATES BY DEMOGRAPHIC

1. For each demographic below (i.e., race/ethnicity, gender, age group), what percentage of students enrolled in your course(s) fall into each category?

   As you fill in the tables below with your percentages, **please keep in mind which demographics in your course are higher or lower compared to your overall college.**

Race/Ethnicity	% of Students Enrolled in Your Course(s)	Community College Overall (Example)
African American	%	5%
American Indian/Alaska Native	%	0%
Asian	%	12%
Filipino/a	%	7%
Hispanic	%	28%
Pacific Islander	%	1%
Two or More Races	%	6%

White	%	37%
Other, unreported or N/A	%	3%

Gender	% of Students Enrolled in Your Course(s)	Community College Overall (Example)
Male	%	55%
Female	%	45%
Other, unreported, or N/A	%	N/A

Age Group	% of Students Enrolled in Your Course(s)	Community College Overall (Example)
19 or younger	%	20%
20-24	%	32%
25-29	%	18%
30-34	%	10%
35-39	%	6%
40 and older	%	13%
Other, unreported or N/A	%	N/A

2. Looking at the demographic breakdown of students enrolled in your course(s) compared to the students at your college, please answer the following open-ended questions. Please note that these questions are intended for you to share your observations. There are no right or wrong answers.

   a. What enrollment trends do you see among the different demographics? Are there any ethnic/racial groups at your institution that are not enrolled in your course?
   Are you surprised by any of these trends, or are they what you expected? Why do you think these trends exist?

   b. After analyzing your course enrollments, what follow-up questions do you have? What else would you like to know about your students? What next steps could you take to obtain the answers to your questions?

c. Are you interested in increasing the enrollment of a specific demographic? If so, what information, support, or training would you need to help you increase that demographic's enrollment rates? What would be your next steps?

COURSE RETENTION RATES BY DEMOGRAPHIC

3. For each demographic below, **what percentage of students enrolled in your course(s) did not withdraw and received a valid grade** (i.e., course retention rate)? A valid grade is typically any grade A-F.

   As you fill in the tables below with your percentages**,** please keep in mind which demographics in your course are higher or lower compared to your overall college.

Race/Ethnicity	% of Students Enrolled in Your Course(s) Who Did Not Withdraw and Received a Valid Grade (Course Retention Rate)	Community College Overall (Example Course Retention Rate)
African American	%	85%
American Indian/Alaska Native	%	91%
Asian	%	91%
Filipino/a	%	89%
Hispanic	%	88%
Pacific Islander	%	88%
Two or More Races	%	89%
White	%	91%
Other, unreported or N/A	%	92%

Gender	% of Students Enrolled in Your Course(s) Who Did Not Withdraw and Received a Valid Grade (Course Retention Rate)	Community College Overall (Example Course Retention Rate)

Male	%	89%
Female	%	90%
Other, unreported, or N/A	%	N/A

Age Group	% of Students Enrolled in Your Course(s) Who Did Not Withdraw and Received a Valid Grade (Course Retention Rate)	Community College Overall (Example Course Retention Rate)
19 or younger	%	91%
20-24	%	88%
25-29	%	89%
30-34	%	90%
35-39	%	91%
40 and older	%	91%
Other, unreported or N/A	%	N/A

4. Looking at the course retention rates of students enrolled in your course compared to the students at your college, please answer the following open-ended questions. Please note that these questions are intended for you to share your observations. There are no right or wrong answers.

    a. What retention trends do you see among the different demographics? Do you notice any similarities among the students who retained or withdrew? Are you surprised by any of these trends, or are they what you expected? Why do you think these trends exist?

    b. After analyzing your course retention rates, what follow-up questions do you have? What else would you like to know about your students? What next steps could you take to obtain the answers to your questions?

    c. Are you interested in increasing the retention rates of a specific demographic? If so, what information, support, or training would you need to help you increase that demographic's retention rates? What would be your next steps?

COURSE SUCCESS RATES BY DEMOGRAPHIC

5. For each demographic below, **what percentage of students enrolled in your course(s) earned a passing or satisfactory grade** (i.e., course success rate)? A passing grade is typically any grade A-C or "pass."

   As you fill in the tables below with your percentages**,** please keep in mind which demographics in your course are higher or lower compared to your overall college.

Race/Ethnicity	% of Students Enrolled in Your Course(s) Who Earned a Passing Grade (Course Success Rate)	Community College Overall (Example Course Success Rate)
African American	%	65%
American Indian/Alaska Native	%	81%
Asian	%	82%
Filipino/a	%	77%
Hispanic	%	72%
Pacific Islander	%	83%
Two or More Races	%	75%
White	%	81%
Other, unreported or N/A	%	N/A

Gender	% of Students Enrolled in Your Course(s) Who Earned a Passing Grade (Course Success Rate)	Community College Overall (Example Course Success Rate)
Male	%	76%
Female	%	78%
Other, unreported, or N/A	%	N/A

Age Group	% of Students Enrolled in Your Course(s) that Earned a Passing Grade (Course Success Rate)	Community College Overall (Example Course Success Rate)
19 or younger	%	76%
20-24	%	72%
25-29	%	77%
30-34	%	81%
35-39	%	83%
40 and older	%	85%
Other, unreported or N/A	%	N/A

6. Looking at the course retention and success rates of students enrolled in your course compared to your college overall, please answer the following open-ended questions. Please note that these questions are intended for you to share your observations. There are no right or wrong answers.

    a. What is your grade distribution across the different demographics? In other words, what demographics are getting A's, B's, and C's in your course? Are you surprised by any of these trends, or are they what you expected? Why do you think these trends exist?

    b. Do you have any demographics with a high retention rate, but low success rate? Conversely, do you have any demographics with a low retention rate, but high success rate? If so, why do you think these trends exist?

    c. After analyzing your course retention and success rates, what follow-up questions do you have? What else would you like to know about your students? What next steps could you take to obtain the answers to your questions?

    d. Are you interested in increasing the course success rates of a specific demographic? If so, what information, support, or training would you need to help you increase that demographic's success rates? What would be your next steps?

If Applicable Section: Longitudinal Analysis (Due with Sections II & III)

INSTRUCTIONS:

1. In this part of the section, you will review enrollment, retention, and success for courses that you have taught for more than one term.
2. Prior to starting, you must meet with your institutional researcher(s) to determine what course data is available for you to analyze.
3. If you have **not** taught more than one term, then enter "N/A" for all questions in this part of the section.
4. You are encouraged to discuss your answers with your fellow faculty, researchers, and deans. However, you are responsible for writing your own responses.
5. Use a copy of the printed version of the online form to keep track of your answers in case technical issues arise.

1. Do you see differences in enrollments, course retention, and course success/completion due to your **course format** (e.g., fully on campus/in-person, fully online, or hybrid)? Are you surprised by any of these trends, or are they what you expected? Why do you think these trends exist?

2. Do you see differences in enrollments, course retention, and course success/completion between **different terms**? For example, do your courses have higher attendance in the spring term compared to the fall term? Are you surprised by any of these trends, or are they what you expected? Why do you think these trends exist?

3. Do you see differences in enrollments, course retention, and course success/completion when the course is offered in the evening versus in the morning or in the afternoon? Are you surprised by any of these trends, or are they what you expected? Why do you think these trends exist?

4. Do you see differences in enrollments, course retention, and course success/completion depending on **different course lengths** (e.g., 4-week intersession, 6 weeks, 8 weeks, 12 weeks, 16 weeks, 18+ weeks)? Are you surprised by any of these trends, or are they what you expected? Why do you think these trends exist?

Section II: Student Engagement and Characteristics

INSTRUCTIONS:
1. In this part of Section II, you will be asked to reflect on how you engage with your students in general.
2. You do not need data or research to answer these questions.
3. Select the answer that is closest to your own practices.
4. You are encouraged to discuss your answers with your peers, researchers, and deans. In fact, some questions will ask you to engage with your fellow faculty members. However, you are responsible for writing your own responses.
5. Use a copy of the printed version of the online form to keep track of your answers in case technical issues arise.

STUDENT ENGAGEMENT

1. How do you generally engage with your students **before** the first day of class? Select the answer that is closest to your own practice.
   a. I allow students to access the learning system (e.g., Blackboard, Canvas) so they can review course materials, but I do not send them an email before the first day of class.
   b. I email students a welcome letter, course website, syllabus, and other logistics.
   c. I email students an assignment, which is due on/before the first day of class.
   d. I do not communicate with students prior to the first day of class.
   e. Other, please specify: ____________________

2. How do you generally engage with your students **during** the first day of class? Select the answer that is closest to your own practice.
   a. I provide an orientation of the class (e.g., review the syllabus, set course expectations).
   b. I ask students to introduce themselves and/or do icebreakers, and then I provide an orientation of the class.
   c. I provide an orientation of the class and then I start teaching the material (i.e., dive into the course material).
   d. Other, please specify: ____________________

3. Pick one (or more) fellow faculty member(s)—preferably a peer who is also participating in the Institute—and share how you engage with students prior and during the first day of class. What do you do similarly or differently? Are there any ideas that you would adopt? Why or why not?

4. How do you get to know, or connect with, students enrolled in your course? Select the answer that is closest to your own practice.
   a. I give my students a survey to respond to about their interests, why they enrolled in my course, etc.
   b. I have one-on-one conversations with my students.
   c. I have my students submit a reflection essay or an assignment about their intent, background, etc.
   d. I get to know them during the icebreakers in class.
   e. Other, please specify: ____________________

5. Pick one (or more) fellow faculty member(s)—preferably a peer who is also participating in the Institute—and share how you connect with students. What do you do similarly or differently? Are there any ideas that you would adopt? Why or why not?

INSTRUCTIONS:

1. In this part of Section II, you will be asked to reflect on the *types* of students you previously taught.
2. Take time to reflect and answer each question to the best of your ability.
3. You and/or your institution may have captured information about student characteristics, but you do not necessarily need data or research to answer these questions.
4. You are encouraged to discuss your answers with your peers, researchers, and deans. In fact, some questions will ask you to engage with your fellow faculty members. However, you are responsible for writing your <u>own</u> responses.
5. Use a copy of the printed version of the online form to keep track of your answers in case technical issues arise.

STUDENT CHARACTERISTICS

1. Have you ever taught students with any of the following characteristics? Select "Yes," "No," or "I don't know/data not available."

Characteristic	Response
Students who have part- or full-time jobs	Yes ↓ No I don't know/data not available
Students who depend on third-party or public transportation	↓
English-language learners	↓
Students with disabilities	↓
First-generation students	↓
Homeless students	↓
Single parents	↓
Veterans	↓
Students who are currently, or were previously, in the foster care system	↓
Students with long commutes (e.g., out-of-county residents)	↓

Economically disadvantaged students	↓
Students who receive(d) financial aid	↓
Students who participated in Extended Opportunity Programs and Services (EOPS)	↓

2. A. How do you find out about your students' backgrounds or characteristics (above)? What methods or strategies do you use to learn more about your students beyond what they do in the classroom?

   B. If you selected "No" or "I don't know/data not available" for **all** student characteristics above, what next steps could you take to get to know your students beyond what they do in the classroom?

3. A. For each characteristic that you selected "Yes" for (above), what methods or strategies do you apply in the classroom to retain these types of students or to help them complete your course? What could you do more or less of?

   B. If you selected "No" or "I don't know/data not available" for **all** student characteristics above, what methods or strategies do you apply in the classroom that could help these types of students with course retention or completion?

4. Pick one (or more) fellow faculty member(s)—preferably a peer who is also participating in the Institute—and share how you learn about your students' backgrounds and how your methods and strategies may help these types of students with course retention and completion. What do you do similarly or differently? Are there any ideas that you would adopt? Why or why not?

5. After reflecting on your student engagement practices, what follow-up questions do you have? What student characteristics would you like to know more about in your courses? What next steps could you take to obtain the answers to your questions? What information, training, or support would you need to complete your next steps?

Section III: Course Materials

INSTRUCTIONS:

1. Now that you reviewed student demographics and characteristics—Section I and Section II, respectively—this section will ask you to reflect on the language used in your course materials, specifically the syllabus.
2. Please have a recent syllabus in hand as you reflect and answer each question.
3. You do not need data or research to answer these questions.
4. You may choose to repeat this exercise/section for other materials in your course (e.g., assignments); however, **for the purpose of this online form, you are only expected to provide information about your syllabus.**
5. You are encouraged to discuss your answers with your fellow faculty, researchers, and deans. However, you are responsible for writing your own responses.
6. Use a copy of the printed version of the online form to keep track of your answers in case technical issues arise.

With your syllabus (or someone else's syllabus) in hand, please answer the following questions as objectively as possible:

1. *First impression*: How are you, as the reader, greeted? What are the first messages students might receive from this document? How does the document make you feel (e.g., overwhelmed, empowered, tired, excited, confused)?

2. *Message*: From your point of view as the reader, is the purpose/goal of the document well-articulated? What needs to be clarified, elaborated, or illustrated to help students understand? Does the document add more clarity or is it likely to make students feel overwhelmed?

3. *Language*: What technical or "specialized" language is used? Is there limited academic jargon or does the student need a glossary to understand the contents?

4. *Tone*: How would you describe the tone of the document? Is it respectful, encouraging, and supportive? Is it motivational and non-threatening? Does the tone convey a sense of belonging? How do you think students might respond to the tone?

5. *Resources*: Does the document share additional contact information or resources if the student has questions or needs additional help? Does the document convey a willingness to help students succeed?

6. *Assumptions*: Does the document make assumptions about what students should know? Does it convey high expectations for students?

7. *Disproportionate impact*: How might one student group benefit from this document over another?

8. *Conclusion and follow-up*: How does the document conclude? Are there any “next steps”? Are expected actions clearly communicated? What questions are left unanswered?

(These prompts were adopted from the Center for Urban Education at the University of Southern California Rossier School of Education. Student Equity Planning Institute. 2019.)

9. Now, with **your** syllabus in hand, to what extent do you agree or disagree with the following statements?

My syllabus…	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
Conveys the message of a welcoming academic environment for: • students of any demographic (e.g., gender, ethnicity/race, age) • students with any characteristic (e.g., dependent on public transportation)						
Has a caring and encouraging tone that encourages students of any demographic or characteristic to participate in the course.						
Validates that all students have the potential to successfully complete the course.						
Articulates the message that the instructor will play an active role in the student’s success in the course.						

10. Is there language in your syllabus that you plan to revise after this exercise? Why or why not? What next steps could you take to revise your syllabus or other course material? What information, training, or support would you need to complete your next steps?

Section IV: Classroom Policies and Assessments

INSTRUCTIONS:

1. In this part of the section, you will be asked to reflect on your classroom policies and assessments.
2. You do not need data or research to answer questions in this part of the section.
3. Select the answer that is closest to your own practices.
4. You are encouraged to discuss your answers with your peers, researchers, and deans. In fact, some questions will ask you to engage with your fellow faculty members. However, **you are responsible for writing your own responses.**
5. Use a copy of the printed version of the online form to keep track of your answers in case technical issues arise.

CLASSROOM POLICIES

1. How do you **initially** respond when a student is absent? Select the answer that is closest to your own practice.
    a. I mark them as absent
    b. I ask them if they would like to withdraw from the class
    c. I contact the student or ask them directly why they were absent
    d. I deduct points from their overall grade
    e. I do nothing / I do not penalize them
    f. Other, please specify: ____________________

2. How do you respond when a student is **consistently** absent? Select the answer that is closest to your own practice.
    a. I mark them as absent
    b. I ask them if they would like to withdraw from the class
    c. I contact the student or ask them directly why they were absent
    d. I deduct points from their overall grade
    e. I do nothing / I do not penalize them
    f. Other, please specify: ____________________

3. How do you **initially** respond when a student is late to class? Select the answer that is closest to your own practice.
    a. I mark them as absent
    b. I ask them if they would like to withdraw from the class
    c. I deny entry to prevent disruption to the class (e.g., lock the doors)
    d. I invite them to participate in the current class activity
    e. I do nothing / I do not penalize them
    f. I deduct points from their overall grade
    g. Other, please specify: ____________________

4. How do you respond when students are **consistently** late to class? Select the answer that is closest to your own practice.
    a. I mark them as absent
    b. I ask them if they would like to withdraw from the class
    c. I deny entry to prevent disruption to the class (e.g., lock the doors)
    d. I invite them to participate in the current class activity
    e. I do nothing / I do not penalize them

f. I deduct points from their overall grade
g. Other, please specify: ____________________

5. How do you **initially** respond to students who do not finish assignments completely or on time? Select the answer that is closest to your own practice.
    a. I talk to them and determine if I should give them an extension
    b. I do not accept the assignment and give them no points
    c. I accept the assignment but take points off the grade (i.e., late penalty)
    d. I ask them if they would like to withdraw from the class
    e. Other, please specify: ____________________

6. How do you respond to students who **consistently** do not finish assignments completely or on time? Select the answer that is closest to your own practice.
    a. I talk to them and determine if I should give them an extension
    b. I do not accept the assignment and give them no points
    c. I accept the assignment but take points off the grade (i.e., late penalty)
    d. I ask them if they would like to withdraw from the class
    e. Other, please specify: ____________________

7. How do you **initially** respond to students who do not successfully pass an exam (or another major assessment)? Select the answer that is closest to your own practice.
    a. I talk to them and determine if they should retake the exam
    b. I give them the grade based on their performance
    c. I ask them if they would like to withdraw from the class
    d. Other, please specify: ____________________

8. How do you respond to students who **consistently** do not successfully pass an exam (or another major assessment)? Select the answer that is closest to your own practice.
    a. I talk to them and determine if they should retake the assessment
    b. I give them the grade based on their performance
    c. I ask them if they would like to withdraw from the class
    d. Other, please specify: ____________________

9. Pick one (or more) fellow faculty member(s)—preferably a peer who is also participating in the Institute—and share your attendance, tardiness, and assessment policies. What do you do similarly or differently? Are there any ideas that you would adopt? Why or why not?

10. Thinking about the different student demographics and characteristics you explored in Section I and Section II, respectively, are your classroom policies conducive to the success of these types of students? Why or why not?

INSTRUCTIONS:

1. In this part of the section, you will reflect on the timing of your assessments with the number of students remaining in your class throughout the term.
2. Refer to one course section to answer these questions. You and/or your institution may have captured data on student attendance.
3. You may repeat this exercise with other course sections to determine if trends exist; however, **for the purpose of this online form, you are only expected to provide information about one section.**
4. You are encouraged to discuss your answers with your fellow faculty, researchers, and deans. However, you are responsible for writing your own responses.
5. Use a copy of the printed version of the online form to keep track of your answers in case technical issues arise.

ASSESSMENT ANALYSIS

1. What assessments do you incorporate in your class to capture your students' progress? Populate the table below with the assessment type (e.g., quizzes, team projects, homework assignments, exams, essays), the weight of each assessment (e.g., 50% of total grade), and the number of times that assessment is given in a term.

Assessment Type	Weight of Each Assessment	Number of Assessments

2. If the above question does not apply to you, please explain your assessment strategy and how you determine students' grades.

3. Fill out the table with the timing of your assessments and the number of students who remain in your class during that week. An example is provided below.

Example Assessment Timeline

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Assessment	Assignment #1	Assignment #2		Midterm		Assignment #3	Final project	Final exam
Number of Students Remaining in the Course	30	29	29	29	26	21	20	20

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Assessment												
Number of Students Remaining in the Course												

5. Do you see trends regarding the timing of student drop outs and due dates of major assessments?
Are you surprised by any of these trends, or are they what you expected? Why do you think these trends exist?
Are there any adjustments that you can make to major assessments to improve student retention? Why or why not?

Section V: Action Plan

INSTRUCTIONS:

1. Now that you completed the investigative research and reflection questions of the online form (Section I through Section IV), this section will ask you to develop an action plan in your classroom.
2. Think about what you are able to accomplish specifically in your own classroom.
3. You can refer to your answers in the previous sections (using the printed version of this online form) to help you answer this section's questions.
4. You are encouraged to discuss this section with your fellow faculty, researchers, and deans as you complete this form. However, you are responsible for writing your own responses.
5. Use a copy of the printed version of the online form to keep track of your answers in case technical issues arise.

1. **Statement of Need**
   Based on what you learned in Section I through Section IV of this online form, what challenge(s) or issue(s) would you like to address with your action plan?

2. **Proposed Action Plan**
   Based on what you learned in Section I through Section IV, what intervention do you plan to apply in the classroom to improve the retention and success rates of your students?
   For example:
   a) Did you find any enrollment, retention, and success trends that you would like to address in your action plan (Section I)?
   b) Are there student engagement and/or teaching and learning strategies that you would like to test in your classroom in order to better connect with your students (Section II)?
   c) Is there a need for you to revise your syllabus and other course materials to incorporate equity-minded language (Section III)?
   d) Are there changes you would like to make in your classroom tardiness, attendance, and assessment policies that would increase the retention and success of students from any background (Section IV)?

3. **Project Timeline**
   What activities do you plan to complete to accomplish your action plan? When will they be completed by?
   List your activities and their respective due dates in the table below.

Description of Activity	Due Date

4. **Metrics**
   How will you measure the effectiveness of your intervention or action plan? What metrics do you plan to track?
   How will you track those metrics? How will you use the information to improve future attempts if the first time you implement the intervention is not as successful as you would like?

5. **Alignment with Other Initiatives**
   How will your action plan align with other initiatives at your colleges (e.g., Guided Pathways, integrated/equity plan, college master plan)?
   If you are unfamiliar with other initiatives occurring at your college, consult your dean.

6. **Risks**
   What risks may complicate the execution of your action plan? What solutions can help minimize potential risks?

7. **Sustainability Plan**
   How do you plan to sustain your action plan or intervention?
   Do you plan to review results after the first implementation, adjust your action plan accordingly, and implement the intervention again at another time?
   What types of information, training, or support would you need to sustain your action plan or intervention?

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