

**Student Success Task Force  
Professional Development Summit  
Chancellor's Office, California Community Colleges  
Academic Affairs Division**

## **Introduction and Overview**

In January 2011, the California Community Colleges Board of Governors embarked on a 12-month strategic planning process to improve student success. Pursuant to Senate Bill 1143 (Chapter 409, Statutes of 2010), the Board of Governors created the Student Success Task Force. The resulting 20-member Task Force was composed of a diverse group of community college leaders, faculty, students, researchers, staff, and external stakeholders. The California Community Colleges Student Success Task Force report has been written and presented to the Legislature. The Student Success Task Force report contains recommendations aimed at improving the educational outcomes of students and the workforce preparedness of the State. There are 22 recommendations contained in the report. Taken together, the recommendations would strengthen the community college system by expanding those structures and programs that work and realign resources with what matters most: student achievement.

One set of recommendations address the revitalizing and re-visioning of **professional development** in the California Community Colleges. The Academic Affairs Division has been assigned to develop activities to implement this and several other recommendation areas. Recommendation 6, Revitalize and Re-envision Professional Development has 2 objectives as follows:

*6.1. Create a continuum of mandatory professional development opportunities*

*6.2. Direct professional development resources toward improving basic skills instruction and support services.*

## **Focus**

Professional development generally refers to skills and knowledge attained for both personal development and career advancement and to ongoing learning opportunities available to faculty, administrators and other education personnel through their colleges and districts. Effective professional development is often seen as vital to college success and faculty and staff satisfaction, but it has also been criticized for its cost, often vaguely determined goals, and for the lack of data on resulting faculty and college improvement that characterizes many efforts.

Professional development encompasses many types of facilitated learning opportunities, ranging from college degrees to formal coursework, conferences and informal learning opportunities situated in practice. There are a variety of approaches to professional development, including consultation, coaching, community of practice, lesson study,

mentoring, reflective supervision and technical assistance. Professional development may also come in the form of pre-service or in-service professional development programs.

Some examples of approaches to professional development include

- **Case Study Method** - The case method is a teaching approach that consists in presenting the students with a case, putting them in the role of a decision maker facing a problem.
- **Consultation** - to assist an individual or group of individuals to clarify and address immediate concerns by following a systematic problem-solving process.
- **Coaching** - to enhance a person's competencies in a specific skill area by providing a process of observation, reflection, and action.
- **Community of Practice** - to improve professional practice by engaging in shared inquiry and learning with people who have a common goal.
- **Lesson Study** - to solve practical dilemmas related to intervention or instruction through participation with other professionals in systematically examining practice.
- **Mentoring** - to promote an individual's awareness and refinement of his or her own professional development by providing and recommending structured opportunities for reflection and observation.
- **Reflective Supervision** - to support, develop, and ultimately evaluate the performance of employees through a process of inquiry that encourages their understanding and articulation of the rationale for their own practices.
- **Technical Assistance** - to assist individuals and their organization to improve by offering resources and information, supporting networking and change efforts.

With colleges today facing an array of complex challenges—from working with an increasingly diverse population of students, to integrating new technology in the classroom, to meeting rigorous academic standards and goals—observers continue to stress the need for faculty to be able to enhance and build on their instructional knowledge.

### **Advisory Committee and Summit**

The Academic Affairs Division is forming an advisory committee to address the tasks associated with revitalizing and re-envisioning professional development. The committee will consist of representatives from all segments of the system; faculty, administration, and staff. The committee will meet in September, October, and November to discuss issues related to professional development. The initial 2-day in-person meeting will be held at California State Polytechnic University, Pomona's Kellogg West Conference Center in Pomona, California on September 12-13, 2012, and will be followed up with two subsequent partial one day virtual meetings conducted via technology in October and November.

### **Outcomes**

Establish a set of activities, resources, and criterion to implement the two objectives of the Student Success Task Force in Recommendation 6.

### **Participants**

- College Trustees
- Chief Executive Officers
- Chief Instructional Officers
- Chief Student Services Officers
- Chief Human Resources Officers
- Chief Information Systems Officers
- Academic Senate (Academic/Career Technical Education/Full-time/Part-time Faculty)
- Flex Calendar Coordinators
- California Community Colleges Staff Development Officers
- Librarians
- Learning Resources Directors and Coordinators
- Tutoring Center Coordinators
- Distance Education Coordinators
- Telecommunications Technology Infrastructure Program (TTIP) Technology Projects Directors
- Classified Staff
- Career Technical Education Administrators
- Basic Skills Initiative Professional Development Project