

Aim 1: Program Considerations for Faculty, Staff, and Peer Mentor Professional Development

Guiding Questions	Important Considerations
1. Identifying the gap/need <i>When you consider the Connect, Reflect, Learn, Act framework, what gaps do you observe in your current professional development programming?</i> <i>What evidence can you use to help identify the gap?</i> <i>What topic areas related to supporting transfer students are addressed in current professional development and what gaps do you observe? (Topic areas: mechanics of transfer, student characteristics, student experience)</i>	- Inventory and analyze current professional development programs and other efforts across campus related to transfer student support. - Consider multiple audiences who interact with and support transfer students, including instructors, advisors and peer mentors. - Address all topic areas for all audiences in some way, even if not traditionally addressed in professional development for your population. - Identify the overall change that is needed to improve success for STEM transfer students, and then consider how you might 'move the needle' in that direction. - Gather information from your target audience (faculty, advisors, and/or peer mentors) to determine their current knowledge and skill related to understanding transfer student needs and supporting their success
2. Learning Goals <i>What are the learning goals you hope to achieve with this programming? What do you hope participants will gain?</i> <i>How do these learning goals help to bridge the gap identified in section 1?</i> <i>What topic areas are important to address? (see topic areas in section 1)</i>	- Consider how the new learning goals integrate with current programming goals. - Refer to existing scholarship and research about transfer student success and professional development practices.
3. Activity Context – Institutional <i>What campus characteristics should be considered in designing and implementing the activity?</i> <i>What campus partners may want to collaborate on this activity? Are these new or existing collaborations?</i> <i>How is professional development currently implemented?</i> <i>What student characteristics are important to consider in designing and implementing the activity?</i>	- Consider the relationships between the institutions that students transfer between and how that influences their experience. - Reach out to existing campus partners that can partner to offer the activity, provide resources to supplement the activity, or promote the activity. - Consider current institutional culture around engaging in professional development and if it is required, encouraged, or optional. - Gather data about student characteristics, experiences, and outcomes on your campus and use this to inform the design the professional development.
4. Activity Context – Participant <i>Who is the target audience (e.g. professional STEM advisors, new faculty at</i>	- Determine what participants already know and what are the gaps in their knowledge. - Consider the responsibilities that faculty/advisors/peer leaders have and how

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<i>the 2-year institution, etc.)? If appropriate for others, who else could attend?</i> • <i>What participant characteristics are important to consider in designing and implementing the activity?</i> • <i>What may be the motivation for participants to attend? Is attendance required? Why or why not?</i>	they interact with and support transfer students. • Consider what will motivate participants to participate and learn more (e.g. large number of transfer students in their classes, campus value on inclusive teaching, certificate for attending, etc.).
5. Activity context – Facilitation • <i>What activities will allow participants to achieve the specified learning goals?</i> • <i>What resources will be needed?</i> • <i>What context and preparation will be needed for an external facilitator?</i>	• Use inclusive workshop pedagogies and facilitation approaches. • Design the activity to ensure that participants can share their own ideas and experiences. • Use multiple media forms to engage participants more broadly. • Ask participants for input to shape future activities/events including food, ice breakers, speakers, topics.
6. Activity Context – Logistics • <i>Will this be a stand-alone activity or integrated into another event?</i> • <i>How will you advertise?</i> • <i>What is the ideal number of participants?</i> • <i>What are considerations related to the timing of the activity?</i>	• Use multiple avenues to advertise including newsletters, emails, list serves, targeted messages, calendars. • Ask participants to register for activities to get information for activity planning purposes and to affirm their intention to attend.
7. Evaluation • <i>What sources of evidence will you gather to understand the efficacy of your activity?</i> • <i>How will you use feedback and evaluation data to inform future work?</i>	• Consider multiple sources including surveys, focus groups, after session chats, artifacts from activities, questions from participants, website analytics, etc.
8. Access • <i>What can you offer to make the activity/event more accessible for everyone?</i>	• Provide a meal or snack. • Hold sessions in spaces physically accessible to all. • Upload relevant portions of activity to shared online platform for synchronous viewing if possible. • Record presentations to share with individuals that cannot attend. • Hold sessions in computer lab or provide laptops.
9. Sustainability • <i>How can this programming become embedded and sustainable?</i>	• Lay groundwork and build relationships now that will sustain this programming for the long term. • Try to pilot programming using the same level of resources that will be available long term (e.g. do not offer an honorarium for a guest speaker if that cannot be maintained in the future).