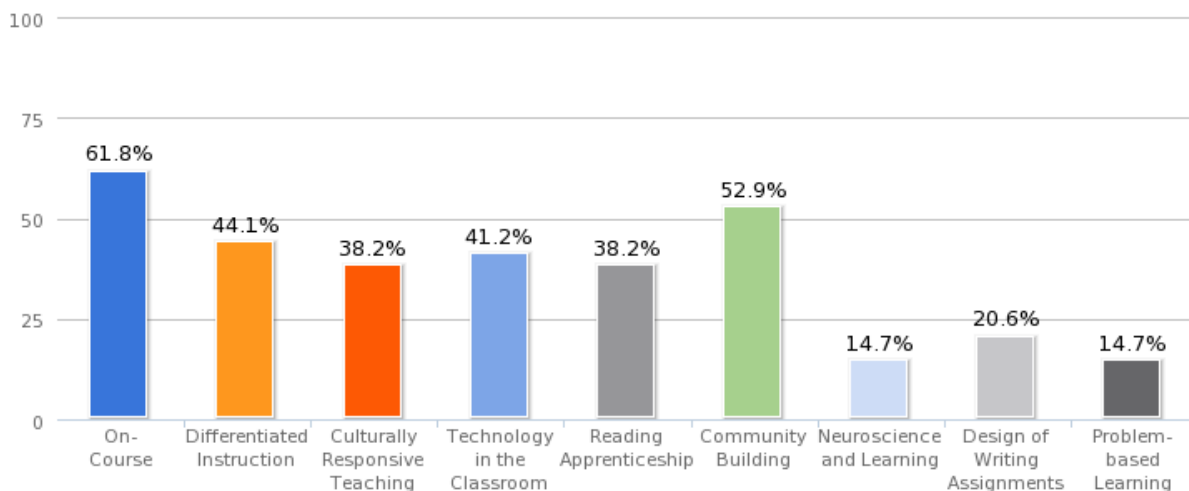


FSI Fall Follow-up Survey

Faculty Summer Institute (FSI) participants from years 2013 and 2014 were surveyed in Fall 2014 to gauge their implementation of the topics discussed in FSI and 34 instructors responded. Respondents were asked to identify the section in which they implemented the most tools/strategies presented in FSI. This item was meant to get the respondents to focus on one concrete example section and to make sure that it reflected the high water mark of their implementation for the semester.

Respondents were asked to identify which FSI domains they incorporated into their 'most implemented' section. Both On-Course and Community Building were incorporated by more than half of respondents in Fall 2014. None of the topics discussed in FSI 2014 showed less than 38% usage. Respondents were asked to indicate all of the FSI areas (e.g. Differentiated Instruction, On-Course, or Community Building) which have informed their one most implemented section and they appear to be pulling from multiple domains. On average, each respondent is using 3.26 different FSI areas in this one section.

2. In your most heavily implemented section (Sec. [question("value"), id="2"]), which FSI areas have you made use of? (Check all that apply.)



While FSI participants were only asked to identify one section, the hope is that the tools and strategies presented in FSI will be implemented in all appropriate courses. Almost 73% of respondents indicated that they were implementing FSI strategies into additional sections.

Respondents were asked to share what, if any, differences they have seen as a result of employing FSI strategies. The most common answers included increased engagement, participation, attendance, and assignment completion. Several respondents also seemed to be describing improvements in classroom culture, noting things like increased collaboration, "Sense of community", and collegiality. Several respondents also believed that the quality of the work students were submitting has improved as well. The full list of responses can be seen in Appendix A.

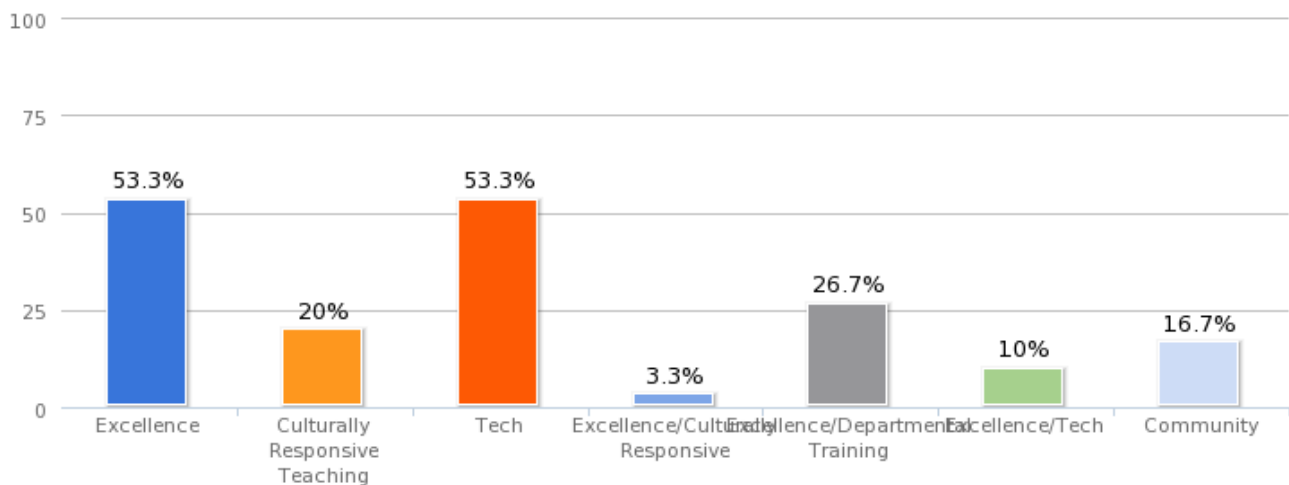
When asked about difficulties encountered when implementing the FSI strategies, several respondents indicated that they had not encountered any, and still others believed that they could benefit from additional practice. Many of the areas where respondents indicated that the Center could help fit into three categories:

- 1) Increased technological capacity (i.e. better wireless connection, classrooms with more technology available)
- 2) Additional/supplemental trainings (i.e. brown bag discussions, additional hands-on practice, online/CTE specific strategies)
- 3) Specific areas for individual improvement (i.e. instructor time management, implementing active strategies without losing course content)

The full list of responses can be seen in Appendix B.

Finally, respondents were asked about their attendance at Fall 2014 trainings/presentations put on by The Center. The offerings were grouped into seven strands. While frequency counts of strands attended appear to reveal a strong preference for the Excellence and Tech strands, those strands also offered the majority of sessions overall. The strands were as follows:

6. The Center has grouped its Fall 2014 activities into the following Strands. In which of these strands have you attended at least one activity? (Select all that may apply.)



- 1) **Excellence**, which included twelve sessions, including Reading for STEM, OnCourse Trainings, and New Faculty Orientation.
- 2) **Culturally responsive teaching**, which included a session on facilitating student success for men of color and a follow-up discussion after.
- 3) **Technology**, twenty two sessions, for example an Introduction to Prezi, Creative Uses of eCompanion, and Google Forms.
- 4) **Excellence/Culturally Responsive**, two sessions, Great Expectations in STEM and (re)Designing Office Hours.

- 5) **Excellence/Departmental Training**, one session called English-ESL Conversation (SS and CTE).
- 6) **Excellence/Tech**, two sessions, Distance Education Faculty Readiness Pilot and Flipped Classroom - From Theory to Practice
- 7) **Community**, one session called Nano Writers.

Respondents were also asked to indicate whether they visited a particular session and also whether it helped them implement something they learned in FSI or whether it helped them implement something new, unrelated to FSI. Respondents could say yes to any or all three of the options. Given the small number of respondents and the large number of offerings, the results can be part of the conversation about future sessions. Additionally, the sessions were open to all faculty, not just FSI attendees, so the responses to this survey are only a subset of session attendees.

Conclusions

Results of this survey are promising for addressing the goals of FSI. While the number of responses was small, 34 complete responses of 64 surveys sent, respondents indicate that they are implementing tools/strategies that they learned in FSI in their sections, and they are pulling from multiple FSI areas within those sections. Also, the majority of participants indicated that they are applying what they learned in FSI to sections beyond the one discussed in the survey.

Most respondents also indicated that they are seeing a payoff for their efforts, reporting improvements in attendance, engagement, assignment completion, etc. Also, of the respondents that suggested areas for which The Center could help them improve, most of the suggestions involved extensions of the training they received in FSI (i.e. technological improvements, additional practice of FSI skills, and ways to implement FSI strategies without losing content).

Appendix A.

5. In your "most-implemented section" above, (Sec. [question("value"), id="2"]), what differences have you seen as a result of employing FSI strategies?

Count	Response
1	15% improvement
1	A few students more "On Course"
1	Attendance
1	Better test and quiz scores and better assignment participation.
1	Happy classroom environment
1	In most cases, it helps shape the community in the classroom.
1	Increased student participation. Sense of community.
1	More engagement and involvement in class activities
1	More facility with the routines
1	More student engagement and collaboration!
1	More success on assignments so better completion rates.
1	Strong connection between students and excellent attendance/retention
1	Students have a deeper understanding of the material covered in class.
1	Students more engaged
1	The students are more engaged, more participative.
1	ability to read difficult passages seemed to increase, as did confidence
1	better close-reading and argument analysis
1	better papers, better class environment. Not better class participation, though.
1	less attrition, more participation and better grades
1	more engagement and less fear about speaking in class
1	none
1	pacing of the course

Count**Response**

- 1 this semester, not too much
- 1 My students wrote much better Common Essays than before. I'm sure it's due in part to the strategies.
- 1 Bigger gap in grades. Went from 8% A to 30% A but way too many Fails for students who won't use technology
- 1 I have seen a huge difference in making sure to implementing social learning strategies. I feel the students really understand the information when they are given opportunities to talk about the information being taught.
- 1 Because of changes to written assignments (scaffolded paper), students seem to present better, more organized and well written papers and adhere to APA formatting guidelines much better.
- 1 I can't say that I've seen any changes in student performance or engagement, to be honest. In a couple of cases I isolated key terms and used FSI-inspired tools to convey them, but my students showed no tangible improvement or grasp of those issues. That doesn't mean much to me, but it is what I found in my limited experiment.
- 1 It is easier for students to ask questions, either because they are asking a peer, or they are asking me but not in front of the entire class.
- 1 Student confidence increased when they were able to discuss concepts with their classmates (think, pair, share)
- 1 My confidence level as an instructor has improved and my interest in trying new techniques has increased...both of which I think translate into a better overall learning experience for my students.
- 1 In the end-of-class survey, students reported getting more out of the active learning than the passive learning (lectures) approaches.
- 1 higher engagement, better collegial relationships and rapport, more consistent completion of assignments, more easily understood assignments and rubrics
- 1 Students in 21A (the "most-implemented section") did much better on the Common Essay than did students in 21B.

Appendix B.

Q4 “If you have encountered difficulties in implementing strategies learned in FSI in your "most-implemented section" above, please share how The Center could help alleviate them below.”

CountResponse

- | Count | Response |
|-------|--|
| 1 | Be assigned to a classroom with technology -- preferably with computer and overhead projector. |
| 1 | I don't recall encountering any notable difficulties. |
| 1 | I have no difficulty till now. |
| 1 | Instructor time management/grading speed |
| 1 | No |
| 1 | Perhaps some part of the training could be focused on the challenges of teaching CTE courses. |
| 1 | Strategies worked fine |
| 1 | Wireless network is difficult to access. |
| 1 | brown bag discussion |
| 1 | id like to know how to download videos so that if the link breaks, I can have the video |
| 1 | more dialogue with colleagues about implementation |
| 1 | no real difficulties to report--just continuing to fine tune |
| 1 | I just need more practice; rookie mistakes. And I did need better understanding of "Reader Apprenticeship" ideas, but I plan to read the free textbook given to me over the break. |
| 1 | because my foreign students have no real indoctrination into american culture, they were somewhat lost in the media I class |
| 1 | I think the Center offers enough support, but with teaching 4 sections and department meetings I have been lax in taking advantage of the Center. |
| 1 | It has been challenging to balance between more active learning lessons and getting n all the materials into the same class. I found myself covering less material and rethinking the reading load. |
| 1 | The two biggest challenges have been the lack of time between FSI and the fall term to prepare, and managing the added time needed for several of the things I wanted to try. Not sure the Center can help with either of those, really. |
| 1 | How to make the appropriate instructional/lecture adjustment to a content rich psychology course, but still adequately prepare the student for learning outcomes. |
| 1 | Have more hands-on time during the FSI so that practices can be established during FSI. Otherwise there was lag time between start of classes and FSI sessions and by then impetus for change was lost. |
| 1 | Help to reach students who are motivated to come to class, participating, trying but still not doing homework so not passing. |
| 1 | I was teaching on-ground when I completed the FSI. I am now teaching online. It might have been helpful to offer a workshop of "How to transition from on-ground to online" |

DRAFT