Empowering Faculty through Professional Development to Improve Student Learning and Undergraduate Retention

Patricia I. Mulcahy-Ernt, Ph.D.
President Neil Salonen
University of Bridgeport

Presentation for the 2010 Title III and Title V Project Directors’ Meeting
Washington, DC
March 30, 2010
Introduction

- President Neil Salonen
  - President of the University of Bridgeport

- Patricia Mulcahy-Ernt, Ph.D.
  - Professor of Education &
  - Director of the Center for
  - Excellence in Learning and Teaching

- University of Bridgeport
- Bridgeport, CT
Title III Grant at the University of Bridgeport

- Strengthening Institutions Program
  - The purpose of the Title III, Part A Programs is to provide grants to eligible institutions of higher education to enable them to improve their academic programs, institutional management, and fiscal stability, in order to increase their self-sufficiency and strengthen their capacity to make a substantial contribution to the higher education resources of the Nation.

- October 1, 2008 – September 30, 2013
Title III Funding

“The purpose of these programs is to provide funds to eligible institutions of higher education to increase their self-sufficiency by improving their academic programs, institutional management and fiscal stability.”

Institution’s Key Goals for Title III

**Academic Program Goals:**
- Increase the percentage of students who persist from first to second year.
- Increase the percentage of students who pass developmental Math and English with a “C” or better and transition into college-level courses.
- Increase the percentage of full-time and adjunct faculty that participate in training and thereby increase their use of instructional technology in the classroom.
- Increase the number of classrooms and student study areas updated with current technology.

**Institutional Management Goal:**
- Integrate enhanced technology for:
  - *Retention Alert* with web-based student information “Web-Advisor” to improve academic success and retention, and
  - Implement the online registration functionality of Web-Advisor.

**Fiscal Stability Goal:**
- Strengthen financial stability by improving persistence to graduation rates.

Presentation Topics

- Academic and Social Contexts for the Title III Grant at the University of Bridgeport
- Description of the Title III Professional Development Program
  - Program Design
  - Implementation
  - Evaluation
- Implications for the Wider University Community

Professional Development Program

- Implementation
- Academic & Social Contexts
- Design
- Evaluation

Academic and Social Contexts for the Title III Grant

- Enrollment
- Retention-Graduation
- Needy Student Requirement
- Educational & General Expenditures

Academic and Social Contexts

Contexts for University of Bridgeport’s Title III Grant

- **Enrollment**
  - Minority (Black, American Indian, Asian, Hispanic): 30%
  - Other (White, Other, Unknown) 44 States & DC, PR & VI
  - International 80 Countries: 34%

- **Retention – Graduation**
  - Freshmen Retention Rate: 52%
  - Six Year Graduation Rate: 43%

- **Needy Student Requirement**
  - Percentage of Pell Grant Recipients: 59%
  - Median Federal Pell Grant Percentage: 25%

- **Educational & General Expenditures Requirement**
  - Average E&G per FTE Student: $23,215
  - Threshold E&G per FTE Student: $43,037
Enrollment 1992-2008

Pattern of Growth for Minority, International and Other Students

FALL ENROLLMENT

UB Office of Institutional Research
3/10/10

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Retention-Graduation Percentages, 1992-2008

- Freshman Retention Rate
- Six Year Graduation Rate
### Retention Rate, Percentage of Pells Grant Recipients, & Average E & G Per FTE

<table>
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<tr>
<th>Year</th>
<th>Retention Freshmen</th>
<th>Rate (%)</th>
<th>Pells %</th>
<th>Threshold</th>
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<td>293</td>
<td>66.89</td>
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<td>2009</td>
<td>196</td>
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<td>58.8</td>
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#### E&G Expenditures Per FTE

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<th>E&amp;G Expenditures Per FTE</th>
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<tr>
<td>2004</td>
<td>$19,504</td>
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<td>$19,973</td>
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<td>2006</td>
<td>$21,524</td>
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<td>2007</td>
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<td>2008</td>
<td>$35,801</td>
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<td>2009</td>
<td>$37,105</td>
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03/10/10

Average E & G Per FTE Student

![Graph showing average E & G per FTE student from 2003 to 2007.]( UB: threshold; Threshold: UB )
University of Bridgeport’s Commitment

- University of Bridgeport’s Mission and Commitment to the Community
- Commitment of the Faculty to the Students
- Passion for Serving the Underserved
- Commitment of the Administration to Faculty

The academic goals in Math and English are to increase by 10% the number of developmental math and English students passing with a “C” or better from 32% to 42% in math and from 70% to 80% in English by September 30, 2013.

The overall goal is to improve the retention rate at the university by at least 10% by September 30, 2013 through the multiple paths of faculty professional development, faculty instructional support, and student support.
The Center for Excellence in Learning and Teaching (CELT) is a place where faculty can come and share ideas, learning and teaching strategies and research about “best practices” with colleagues.

Professional development features both best practices and research about effective learning and teaching.

The Center for Excellence in Learning and Teaching (CELT) is a place where faculty receive the latest instructional technology professional development, consultation, and support for integration of technology into their curricula.

Professional Development Program

- Implementation
- Academic & Social Contexts
- Design
- Evaluation

The Design

Selection of Faculty
Learning Community Model
Faculty Menu of Choices
UB Title III Grant  Activity Objectives

- Increase by 19% full-time faculty that complete professional development in the CELT as compared to a baseline of 0 in 2007-08.
- Increase by 3% adjunct faculty that complete professional development workshops as compared to a baseline of 0 in 2007-08.
- Increase by 19% full-time faculty that complete training on the Retention Alert software as compared to a baseline of 0 in 2007-08.
- Increase by 3% adjunct faculty that complete training on the Retention Alert and software as compared to a baseline of 0 in 2007-08.

Performance Indicator

- **Full-time faculty**
  - 2008-2009: 12
  - 2009-2010: 11

- **Adjunct faculty**
  - 2008-2009: 6
  - 2009-2010: 8

Faculty participate in on-going book discussions:

Faculty Development Menu of Choices

- Faculty can choose from a variety of topics for the book discussions:
  - Effective teaching,
  - Learning styles,
  - Student learning assessment,
  - Student learning strategies,
  - Course syllabi.

- Faculty select workshops in instructional technology, including
  - SmartBoards,
  - BlackBoard,
  - Podcasting,
  - Wimba.

  - Faculty participate in workshops in Retention Alert.

Faculty Development Menu of Choices (continued)

- Faculty select presentations from the Invited Speaker Series: (2009-2010 Topics)
  - “The Psychology Behind Meeting the Variety of Learning Styles in College”
  - “Retaining Talent: How Colleges Can Retain their Promising Students”
  - “The Learning Strategies our International Students Prefer”
  - “Best Practices in the Teaching of Students with Exceptionalities”
  - “Helping Students Manage Academic Anxiety and Stress”
  - “Where are We on Retention?”

- Faculty attend our annual Summer Institute.
Project Name/Leader/Target Deadline

PAD #2: Professional Development Plan (Queenan & Brillon, 2009)

Goals (Note Alignment with the Title III Grant Goals)

PAD #2

The goal of this activity is to create and implement Faculty Professional Development through the Center for Excellence in Learning and Teaching (CELT) for the Spring 2009 and Summer 2009 semesters.

The five-year goals in the Title III grant that address this activity are the following:

- By Sept. 30, 2013, fifty-four (54) full-time and thirty-six (36) adjunct undergraduate faculty will have completed twelve (12) hours of professional development through workshops in the CELT from 0 (Fall 2008) to 94% full time faculty and 17% adjuncts (Fall 2013).
- By Sept. 30, 2013, increase the percentage of students who successfully complete developmental math and English (achieving a grade of “C” or better) from 32% (Fall 2007) to 42% (Fall 2013) in math and from 70% (Fall 2007) to 80% (Fall 2013) in English.
- By Sept. 30, 2013, increase the retention rate by 10% from 52% to 62%.

- This project activity will focus on the first year of the grant by providing faculty development to 12 full-time faculty and 6 adjunct faculty.

Project Activity Descriptions (PADs) continued

- Tasks

- Timelines

- Print and Non-Print Resources

- Budget

- Evaluation

PAD Tasks

PAD #2

- Review Title III grant for University strengths, weaknesses, and faculty development suggested.
- Review Advisory Board minutes for faculty development topics suggested.
- Examine faculty development plans at various universities.
- Review initial literature on faculty development, particularly for first year studies and unprepared students.
- Create a faculty development plan that incorporates best features of #3 and #4, above.
- Review Faculty Development Plan with the Title III Advisory Committee.
- Order *Teaching Unprepared Students: Strategies for Promoting Success and Retention in Higher Education* as the primary text for discussions in the faculty development series.
- Contact key faculty for scheduling advice and schedule faculty development.
- Create faculty assessment forms for faculty development offerings.
- Order materials for faculty development.
- Deliver faculty development.
- Obtain faculty assessment of faculty development offerings.

PAD Print Resources

- Literature on faculty development and unprepared students.

- References (Print and non-print), including web resources

PAD #2

- Websites on faculty development:
  - http://www.edci.purdue.edu/vanfossen/InstructionalObjectives.html
  - http://edtech.tennessee.edu/~bobannon/objectives.html
  - http://edtech.tennessee.edu/~bobannon/lesson_plan.html
  - http://edtech.tennessee.edu/~bobannon/writing_objectives.html
  - http://www.highered.nysed.gov/bpss/Writing_Performance_Objectives.htm
  - http://www.officeport.com/edu/blooms.htm
  - http://www.phy.ilstu.edu/ptefiles/311content/testconstruction/write_objectives.html
  - http://www.rfwp.com/samples/bloomchart.jpg
  - http://www.sac.sa.edu.au/Library/Library/Topics/thinking_skills/images/concept_map.gif
  - http://www.mscd.edu/~ssac/workshop/images/blooms_rose.jpg
  - http://www.ohr.wisc.edu/grants/InstitutionalFacultyDevelopmentPlan.html
  - http://valenciacc.edu/calendar/calendar.cfm?catid=37
  - http://facultydevelopment.csuci.edu/

PAD #2
- Photocopying of faculty development “menu” 5 pages @ $7.50
- 25 copies of *Teaching Unprepared Students: Strategies for Promoting Success and Retention in Higher Education* @ $22.45 (less $7.41 (33%) bulk discount = $15.04) = $376.00 + shipping (estimated at $37.60) = $413.60
- Workshop supplies $116.00
- Speaker (Student Exceptionalities) @ $500.00
- Refreshments for 20 technology workshops, 6 group discussions, and 2 speaker series sessions @$5.00= $140.00
- Speakers for 4 summer sessions @$250=$1,000.00

Professional Development Program

- Implementation
- Academic & Social Contexts
- Design
- Evaluation

Implementation

Technology

Retention

Best Practices in Learning and Teaching

Strands for Professional Development

Implementation

Three on-going strands:

- Utilization of Technology for Instruction and Advising (SmartClassrooms & Retention Alert)
- Strategies for Improving Retention
- Best Practices for Learning and Teaching
Implementation Venues

- Book Discussions
- Workshops
- Invited Speaker Series

Sample:
  - Spring 2009 Semester (February - May) (Minimum of 8)
    1) Menu of Choices for Technology Workshops
    2) Forums of Discussion about Best Practices
    3) Small Group Learning Communities

  - Summer 2009 Institute (3 Days: May & June)
    1) Guest Speakers for a “Best Practices” Forum
    2) Discussion and Reflection in Small Group Learning Communities

Book Discussions & Workshops

- Agendas
  - Objectives (Participants in this workshop will...)
  - List of Resources
- Learning Links
- Evaluation Forms
  - Alignment of Statements with Objectives
  - Likert Scale Agreement/Disagreement
  - “Survey Monkey” Evaluations
- Faculty Sign-in Sheets

Mulcahy-Ernt, P. & Salonen (2010). 34
Multi-tiered Evaluation Model

Title III Advisory Committee
Faculty Feedback
External Evaluator

Evaluation for the Title III Grant

- Formative & Summative
- Qualitative & Quantitative Data
- Immediate Feedback with Questionnaires
- Three-Month Follow-up Surveys

- External Evaluator
  - Three-Month Reports
  - Site Visit Observation
  - Interviews
    - Faculty
    - Administrators
    - CELT Staff

Types of Data

- Summary of Tallies of Hours on Sign-In Sheets
- Faculty Perception of Use of Professional Development Topics
  - Immediate Feedback
  - Three-Month Follow-up
- Retention Data
- Student Grades in Courses
- Comparison to Baseline Data

Impact of the Professional Development Program: Implications of Change within the University Community

- Cross-campus dialogue
- Pedagogical change
- Empowering faculty

Implications within the Greater Bridgeport Community

- Re-engineering student services
- Impact on the local community
- Change in perception about university-community relations

Questions?
Contact Information

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126 Park Avenue
Bridgeport, CT 06604
Acknowledgements

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Acknowledgement for assistance in compiling data for this presentation is extended to Barbara Gabianelli, Executive Assistant to the President for Planning and Institutional Research, University of Bridgeport.