



# Faculty Professional Learning: Supporting Faculty to Succeed

**ADAPT: Student Centered Digital Showcase  
December 1st, 2021**

# *Every Learner Everywhere: What we do*

## 1 OUR MISSION

*The Every Learner Everywhere Network's mission is to help higher education institutions improve and ensure more equitable student outcomes through advances in digital learning, particularly among poverty-impacted, racially minoritized, and first-generation students*

## 2 OUR FOCUS

The network and its partners focuses on helping colleges and universities as they implement **adaptive courseware in first-year, foundational courses**, which have been identified by institutions as vital for student retention and success.

## 3 WHY THIS FOCUS?

Foundational courses (first-year, introductory, credit-bearing) continue to have low completion rates and present serious barriers to student success.

***“Adaptive systems have the radical potential to shift education in the service of students by providing a student-centric design based on individual student skill and outcome attainment.”***

*– Lou Pugliese, EdPlus,  
Arizona State University*

# A Faculty Driven Process



- Fit well into an existing focus on closing achievement and completion gaps.
- Understood the importance of a faculty driven process to increase buy-in
- Saw an opportunity to create a learning community

# The Story of Tri-C: **Onboarding Faculty**



## Disciplines Using Adaptive Courseware

- Intro to Business
- Intro to Biological Chemistry
- Anatomy and Physiology
- Microbiology
- Intro to Inorganic Chemistry
- General Chemistry
- Microeconomics
- Algebra
- Psychology
- Physics



# The Story of Tri-C: Adaptive Courseware Resource Site

Developed a Blackboard site as a central point of info-sharing:

- Announcements and updates
- Vendor demonstrations
- Faculty Learning Community (FLC) sessions
- Courseware guides, rubrics and syllabus statements

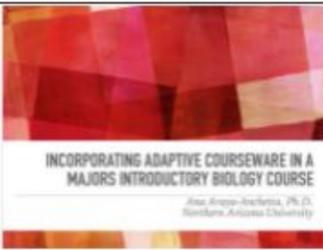
**From: Design with Adaptive Courseware Workshop**

Select the image to open the full PDF:

 Design	 Approach	 The Digital Promise - Data
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**From: Incorporating Adaptive Courseware Presentations**

Select the image to open the presentation:

 Biology	 Chemistry	 College Algebra
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## Adaptive Courseware Guide

Attached Files: Adaptive Courseware Information Guide\_9.10.20.docx (205.214 KB)

 Updated: 09.10.20

# The Story of Tri-C: Adaptive Courseware Resource Site

## **Link to ALEKS Webinar FIRST TIME USERS Today, October 3**

Posted on: Thursday, October 3, 2019 9:24:54 AM EDT

### **New ALEKS users (first time pilots): 1.5 hours**

If this is your first time using ALEKS, we would love to connect you with your ALEKS implementation manager to ensure that your course setup will help you meet your pilot goals.

We look forward to:

1. Reviewing course setup options and settings
2. Setting your students up for success in the first few weeks
3. Addressing student questions
4. Introduction to ALEKS Reports and Insights
5. Q&A

## **Link to ALEKS Webinar EXPERIENCED USERS Today, October 2**

Posted on: Wednesday, October 2, 2019 8:56:36 AM EDT

### **TODAY, OCTOBER 2**

### **Experienced ALEKS users (looking to learn more): 1 hour**

Please join ALEKS implementation managers to review pilot best practices. We value the opportunity to help you personalize your ALEKS course to work for your students, your teaching approach and your course format.

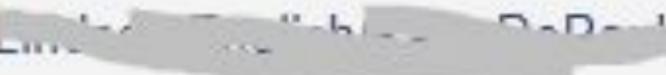
We look forward to sharing:

1. Best practices for monitoring student pacing and progress
2. How to hold your students accountable and motivated with time and topic goals
3. How to talk to students about knowledge checks
4. Using ALEKS reports and our new Insights feature to inform your class time
5. Extras- how to load your own resources, implementing corequisites and additional assignment types

# The Story of Tri-C: Adaptive Courseware Resource Site

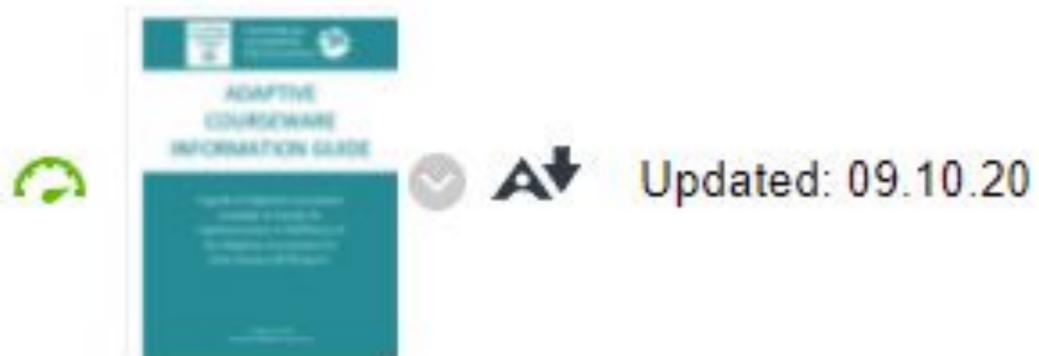
## ESU Time Form

Attached Files:  FY19-20 Noninstructional Assignment Request Form.xlsx  (25.358 KB)

1. Faculty need to complete the attached form and submit it to your associate dean.
2. See attached form; the non-instructional assignment form to submit to your associate dean/admin for processing.
  - a. Complete the "Grant Funded Assignment" section and charge for 1 ESU to:
    - i. Fund: 
    - ii. Org: 
    - iii. Prog: 
    - iv. Grant Manager: 

## Adaptive Courseware Guide

Attached Files:  Adaptive Courseware Information Guide\_9.10.20.docx   (205.214 KB)



# The Story of Tri-C: Adaptive Courseware Resource Site



## Designing with Adaptive Workshop

Attached Files:   ID Design with Adaptive workshop.pptx   (20.207 MB)

PPT file from the 8/1/19 site visit workshop on designing with adaptive courseware.



## Instructional Design Consultation Strategies

Link to Google Doc from Susan Adams (instructional designer with ATD) on instructional designer strategies when working with faculty on adaptive courseware.



## Syllabus Statement Samples

Attached Files:   Syllabus Statement Example.docx   (12.372 KB)

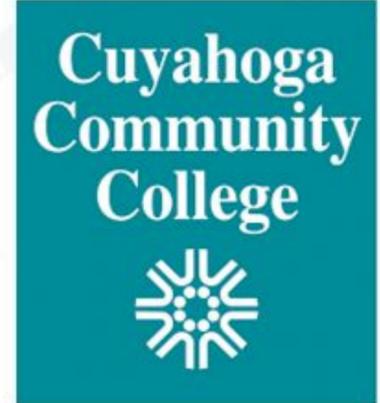
Attached is the sample syllabus statement drafted by Susan Adams for ALEKS as well as a general statement for adaptive technology.

# The Story of Tri-C: **Faculty Learning Communities (FLCs)**

- A Faculty Learning Community (FLC) is a peer-led group of faculty members who engage in an active, collaborative programming, structured to provide encouragement, support, and reflection.
- Each FLC focused on a question, a set of problems, or a passion about a topic, as members deepen their knowledge and expertise in the chosen area by interacting on an ongoing basis.
- Rotated to different campuses for in-person interaction and discussion
- CLEs would help facilitate and lead sessions



# The Faculty Experience: Michele Hampton, Business Administration



## FACULTY LEARNING COMMUNITY



### Comprised of 18 faculty members and 2 administrative co-leads

- ▶ ART 1010
  - ▶ BADM 1020
  - ▶ BIO 1100, BIO 2331
  - ▶ CHEM 1010, CHEM 1300, CHEM 2300
  - ▶ ECON 2000, ECON 2010
  - ▶ MATH 0955
  - ▶ PSY 1010
- 
- ▶ BADM 2151
  - ▶ ECON 1210

### Logistics

- ▶ Met monthly
- ▶ Provided updates and lessons learned
  - Syllabus statements, intro videos, data, functionality, class activities
- ▶ Requested discussions to solve college resource issues as they arise (bookstore, assessment)
- ▶ Faculty were paired with an instructional designer and technologist from the Center for Learning Excellence (CLE) across the four campuses

## BUSINESS & ECONOMICS ADAPTIVE COURSE LOGISTICS

### Courseware

- ▶ McGraw-Hill CONNECT using inclusive access model
- ▶ Deep integration link with Blackboard
- ▶ Courseware costs \$76 or \$87

### Application of Adaptive Technology

- ▶ Adaptive technology with immediate remediation used as homework to reinforce concepts
- ▶ Used as simulations to apply concepts
- ▶ Custom-created Recharge assignments
- ▶ Content for Economics classes presented using videos

### Data

- ▶ Illume - Degree Persistence Metric
- ▶ College Dashboard Development (course level, section level)
- ▶ CONNECT Dashboards

## BUSINESS & ECONOMICS STUDENT FEEDBACK



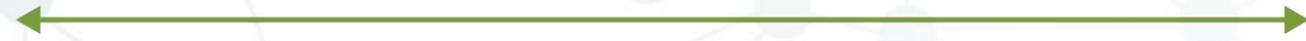
*“Teaching online, she [the professor] did a really nice mix, but I guess this year she had this in place even before COVID. It was a really nice mix of video content. She had a little quiz at the end of to ascertain where you were, in terms of the content and your understanding. Those were very helpful because I was able to say ‘I don’t really get that topic; so I need to go over that again.’ She also opened up a section on McGraw-Hill that allows you to customize quizzes for yourself based on the chapters. Those were extremely helpful because when I realized, ‘Well, this topic I’m not getting’, I could just go and do a random customization of this chapter on McGraw-Hill, and it really helped me a lot.”*

*“I tended to struggle with the ABA assignments. However, I enjoyed how it made me think about the material in a real-life situation.”*

*“I appreciated the grade updates. It is very helpful to see the update and to remind myself to check my grades often.”*



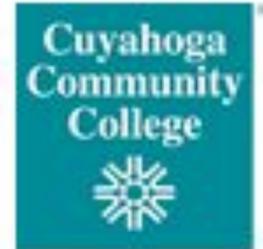
# The ID and IT Experience: Success & Challenges



- Faculty commitment to a new experience
  - Adaptive
  - FLC
- Cross-Campus Collaboration
- Support after implementation
- Courseware changes/modifications



# The Evolving Role of the FLC at Scale



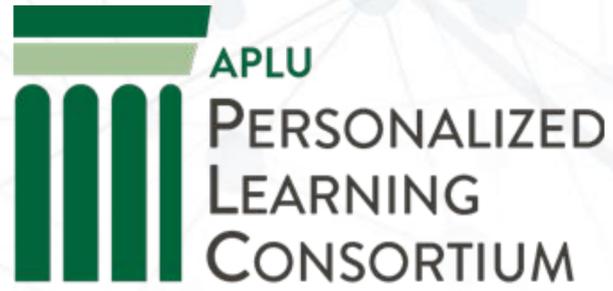
## BUSINESS & ECONOMICS COURSE SCALING

Course	Term				
	Summer 2020	Fall 2020	Spring 2021	Summer 2021	Fall 2021
Business Law	60	60	60	90	60
Introduction to Business	120	330	270	90	570
Macroeconomics	30	90	60	60	42
Microeconomics	60	90	90	---	42
Survey of Economics	---	60	60	30	42
	270	630	540	270	754

Resources provided for 13 adjunct faculty members - Master course shells created for each class including CONNECT sites, Blackboard sites and course calendars

# Q & A





**Thank You**

every learner  
←————→  
everywhere

