Faculty Inquiry Partnership Program

Final Report
Spring 2010

Submitted by
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Appendices

Acknowledgements

Successful implementation of a project of the scale of the Faculty Inquiry Partnership requires tremendous effort and ongoing collaboration from a range of key stakeholders, resource people and participants. Just as it takes a village to raise a child, it takes a campus (or two) to create a successful new program. This was certainly the case with FIPP.

The first FIPP cohort was established at El Camino College, through Basic Skills Initiative Funding. The proposal for FIPP was developed over several years through the tireless efforts of the On Course Task Force which included Ruth Banda-Ralph (First Year Experience/Learning Communities), Matt Kline (English as a Second Language), David Vakil (Astronomy/Academic Senate) and, especially, Rose Ann Cerofeci (English/Reading) and Donna Manno (Staff Development) who provided consistent, creative leadership for the project to maintain momentum. The proposal was refined and successfully shepherded through the funding process by campus leaders who are deeply committed to student success, including Barbara Jaffe (Academic Affairs/Humanities), Sara Blake (English), and Suzanne Gates (English). Dr. Thomas Fallo (President) and Dr. Francisco Arce (Vice President, Academic Affairs) took the ultimate risk by generously funding the program.

Dr. Francisco Arce's suggestion to expand FIPP to the Compton Educational Center was the starting point for the establishment of the Faculty Inquiry Partnership Program detailed in this report. Saul Panski (History/Academic Senate), with his deep commitment to innovation, quality, and student success, provided essential leadership for the establishment of the program. Leadership from Mr. Panski as well as from Dr. Lawrence Cox (Provost/CEO) and deans Keith Curry, Susie Dever, Wanda Morris and Rodney Murray led to the creation of the first cohort of forty-two participating faculty. It is thanks to Vice President Barbara Perez's support and initiative that a second cohort of faculty will benefit from FIPP in fall 2010.

Many thanks to those who assisted in the implementation of the program, including Lisa Davalos and Lillie Johnson (Academic Affairs), Stella Luna (Business Services), David McDonald (S & B Food Service), and James Ho and Rudy Ramos (Information Technology Services). El Camino College's Institutional Research team -- Irene Graff, Mike Wilson and Carolyn Pineda -- made important contributions to both the implementation of the program and the process of assessing outcomes. This report would have been possible without their guidance, persistence, and many hours of hard work.

The Faculty Inquiry Partnership Program is an outgrowth of at least four years of tireless planning. In that time, I have had the privilege to work with and learn from two of the most extraordinary educators, Rose Ann Cerofeci and Donna Manno. Our collaboration started with a shared dream for student success. Their insights into learning and their unflagging energy are an important source of inspiration for me and have had an indelible impact on El Camino College.

The ultimate goal of this report is to highlight the courageous work of the participants of the Compton Educational Center Faculty Inquiry Partnership Program. Their overwhelming desire to discover innovative ways to support student success motivated them to participate in this intensive and rigorous program. As participants in the program, they were constantly challenged to take risks, experiment, try something new, and increase their work load. Their commitment to the college community and their unwavering dedication to students' learning and academic success are an inspiration. My hope is that this report will do justice to the impact they are having in their classrooms, on their colleagues, and at El Camino College. I am grateful for the opportunity to serve with them in our shared mission to help students achieve their full potential.

Kristie Daniel-DiGregorio, FIPP Faculty Coordinator

Executive Summary

During the spring semester 2010, forty-two faculty members representing a variety of disciplines and each of the academic divisions at the El Camino College Compton Educational Center had a unique opportunity to participate in the Faculty Inquiry Partnership Program (FIPP). Participants brought significant teaching experience to the program. The average years teaching at Compton Educational Center was 16 (high = 39 years, low = 1 year) and the average years of overall teaching experience was 21 (high = 40 years, low = 2 years).

As part of the program, faculty completed the On Course I workshop, which has been proven to dramatically improve student academic success and retention. Faculty were trained in dozens of innovative strategies -- representing the best practices in higher education, business and psychology – for developing active, responsible and successful learners. What makes FIPP particularly unique is that the training was followed by the program's ongoing cycle of learning, based on David A. Kolb's experiential learning model. The Faculty Inquiry Partnership Learning Cycle is summarized below.

Faculty Inquiry Partnership Program Learning Cycle

Collaborative Inquiry consisted of the On Course I workshop, the FIPP partnerships, workshops and roundtables. Faculty reported that the three-day intensive On Course I workshop was highly effective. *They unanimously indicated they would recommend the training to a colleague and rated the workshop 9.3 out of 10, using the following scale: 1=poor, 10=excellent*. A participant explained, "I really loved the opportunity to feel like part of a learning-teaching community." Fourteen participants agreed to serve as On Course Ambassadors and established goals for how they will introduce On Course strategies to their students and colleagues. These participants have contributed to the center's regional and national profile because the Compton Educational Center is now identified on the On Course website as among the institutions developing active and responsible learner. As further evidence of FIPP participants' leadership, *more than one third of the participants at the spring 2010 On Course II workshop at El Camino College were from Compton.*

Faculty participated in four FIPP Collaborative Workshops. They reported appreciating the opportunity to exchange ideas and to learn how their colleagues were using and adapting On Course-related strategies. Comments also suggested that the workshops helped maintain the enthusiasm for teaching and student learning which was generated at the On Course I workshop. *On a scale of 1-10 (1 = poor; 10 = excellent), the workshops averaged 9 and 9.6*. A representative comment from a participant identified what they appreciated most from the workshop, "The variety! Different participants have been SO VERY creative, used so much energy and interest to utilize some of the strategies we've learned in FIPP."

FIPP is designed to promote interdisciplinary collaboration among faculty, so each participant was paired with a colleague from a discipline different from their own. During the semester, they had the opportunity to work together at the FIPP Collaborative Workshops and were expected to maintain ongoing contact to support each other's progress, assist in problem-solving and serve as a sounding board as they integrated new strategies into their teaching.

Planning consisted of Proposed Implementation Plans (PIPs), course design and the FIPP Collaborative Workshops. PIPs were developed collaboratively by FIPP partners as they outlined which five On Course-related strategies they would implement during the semester, in which courses, and how they would adapt the strategies to fit their content. In order to maximize effective collaboration and the ability to evaluate the implementation of new strategies, each partnership chose the same five activities. Forty-one of the forty-two faculty who completed the On Course workshop submitted PIPs. By developing their PIPs, participants made tremendous strides in their course design before the semester had even begun. Because they were proposed plans, PIPs were designed to be flexible, so FIPP Collaborative Workshops provided an avenue for further development and refinement of the plans.

Implementation, one of the key steps in the FIPP Learning Cycle, required participants to adapt what they had learned during the On Course workshop and to integrate at least five new strategies into their teaching. The goals of the program are ambitious and include transforming campus culture, developing innovative approaches to student success, and helping students achieve their full potential by becoming active and responsible learners. As a result of this comprehensive approach to student success, faculty were required to implement at least one strategy from each of the five domains of influence:

1. classroom activities (e.g., case studies, jigsaw, think-pair-share)
2. creating a classroom environment (e.g., seating arrangements, group work)
3. setting classroom expectations (e.g., student contract, goal setting)
4. providing feedback and evaluation (e.g., student surveys, test review)
5. designing homework and other out-of-classroom learning experiences (e.g., field trips, library research).

To promote accountability and participants' steady progress during the implementation process, milestones were established as deadlines for participants' progress toward the completion of program requirements.

Activity reports were one of the most substantial outputs of the program. Thirty (30) participants submitted a total of 128 activity reports. The reporting process facilitated deep and critical reflection on teaching and student learning. Reports will be used to create a clearinghouse of resources for other faculty on the El Camino Staff Development website.

Assessment occurred throughout the program because the program was designed to enhance participants' skills implementing assessment tools and utilizing feedback and evaluation. Assessment consisted of student surveys (assessing the effectiveness of the implementation of On Course-related strategies), student feedback and evaluation (faculty-designed strategies in which students assessed their own learning and/or the instructor's teaching) and pre- and post-assessments of FIPP participants' learning (designed to study faculty experiences and potential faculty outcomes of the program).

During the spring semester, 2010, 1770 FIPP Student Surveys were administered to Compton Educational Center students. Twenty-nine (29) FIPP participants administered eighty-nine (89) sets of surveys. Student surveys provide overwhelming evidence that FIPP achieved its goal of facilitating deeper learning and student success through active learning. *Of the students who were surveyed, 90-92% agreed or somewhat agreed that the new strategies implemented by their instructors would contribute to their success as students and that they facilitated their understanding, active involvement, interest and attention as they learned*. It is also noteworthy that *90% of students recommended that their instructor use the strategy again*. As educators, it can be challenging – and intimidating – to effectively implement a new strategy the first time. Student feedback suggests that the risks taken by FIPP participants to innovate in their teaching positively impacted students.

Student comments on surveys provided strong evidence that students were developing the personal qualities associated with success in which faculty were trained at the On Course workshop, including personal responsibility, self-motivation, and self-management. In addition, students reported benefitting from active and collaborative learning opportunities. Students' comments illustrate a renewed sense of engagement in their learning and help illustrate why On Course has been proven to improve success and retention.

Personal Responsibility: From the FIPP strategies, students noted a sense of clarity about the need to take ownership of creating success for themselves and reaching their academic goals as well as a deeper commitment to being personally responsible.
- What I had learned in this story is that we have to learn to be more responsible for our lives, especially in our education, because nobody is going to worry about our future.
- Wow, a contract. This makes me feel obligated.
- I like this class because I think it helped me to be more responsible and to stop blaming others for my actions.

Self-Motivation: Students identified a greater sense of motivation to engage both with the course content and in their own progress as students. They described how motivation influences beliefs and behaviors and, ultimately, outcomes.
- The activity or strategy I participated in helped me in terms of motivation and coming to class to participate and to stay productive in all my classes.
- It helped me out because I know that I am committed to a challenge in my life that I have to accomplish. It gave me more effort to want to achieve.

Self-Management: Students noted an increased awareness of the efforts that were required for them to succeed and a sense of determination to increase their effort.
- I think that this particular activity helped me in many ways…my experience with this activity helped me remember where I stand as a student and kept me on track, which really helped me overcome my goals.

- The handouts gave me as a student a reality check. It made me realized I need to step my game up and be honest with myself.
- Preparing is always good. Had I not been in the class, I wouldn't have prepared myself.

Active learning: Student comments illustrate the variety of benefits of being in a classroom that requires them to adopt an active role in their learning process: they asserted that active learning increases their interest, their learning, and their long-term effectiveness as learners.
- The strategy was a success because of several reasons: 1) it allowed me to actively participate in class. 2) I was able to interact with my colleagues, and 3) it enabled the class to simultaneously enjoy while learning the material. I greatly hope that this method of teaching is applied more often.
- History doesn't really interest me that much, however, this exercise kept my interest. I am happy we did it and because of it I am a little more interested in the constitution and what's in it.

Collaborative learning: Students reported that collaborative learning leads to an increased interest in the material, a deeper sense of responsibility to complete their work, enhanced learning through exposure to a variety of perspectives, a better understanding of the content, and, perhaps most importantly, deeper learning.   Students suggest it may also have residual effects because it encourages students to network and continue to collaborate throughout the semester.
- I liked the activity because you are putting your knowledge into practice by teaching and explaining the material to others.
- I love the groups because sometimes students can explain subjects and easier to understand than a teacher at times.
- It keeps you involved and you have to learn the material because you have to go back to your group and explain. So you are forced to be prepared.

FIPP is designed to promote active and responsible learning. *Faculty surveys provide evidence of an increase in active learning, a decrease in disruptive behaviors and more frequent assessment of student learning.*   First, faculty responses indicated a substantial increase in students' active involvement in the classroom. Seventy-one percent of faculty reported that their students "always" or "frequently" engaged in active learning in the pre-program survey. This increased to 81% in the post-program survey. Fifteen percent more faculty believed their students are "always" actively involved in their learning in the post-program survey, compared to the pre-program survey. The faculty role in promoting active learning also seems to have increased as well: 100% of faculty reported that they "always" or "frequently" promote active learning, an increase of 11%.

Second, progress in developing responsible learners echoed the increases in active learning. In the post-program survey, 70% of faculty indicated that their students "always" or "frequently" take responsibility for their learning and success, an increase of 10%.

The largest change was in faculty members' satisfaction in their ability to address difficult student behaviors: 96% of faculty agreed that they "always" or "frequently" feel satisfied, an increase of 20%. Perhaps a noted 8% decrease in the number of faculty reporting that they "always" experienced difficult behaviors and negative attitudes in the classroom contributed to this trend. The surveys also reflected an increase in faculty reporting "always" or "frequently" assessing student learning and requiring out-of-classroom experiences.

Respondents unanimously reported that their teaching had been positively impacted by FIPP. Nearly all participants (93%) reported that they have incorporated more strategies for enhancing students' sense of responsibility for their education and more strategies for actively engaging students in the learning process

(89%). Similarly, most believe they have enhanced their skills assessing student learning and a substantial number (77%) expanded their professional network to collaborate with more colleagues outside their discipline.

Faculty comments also provide strong evidence the FIPP successfully met participants' goals and expectations for their involvement. The elements of the program they found most helpful are described below.

Increased quantity and quality of teaching strategies. Participants noted that their repertoire of strategies for student learning has expanded and that the program provided tools to address a variety of learning styles.
- It helped me learn and understand different strategies that can be used in the classroom to promote retention and success among students.
- Learned new motivational strategies that appealed to a variety of learning styles.

Building community and providing an exchange of ideas. Faculty appreciated the opportunity to establish cross-disciplinary connections with and learn from colleagues, the presenter and coordinator.
- The ongoing support from the FIPP Roundtables and monthly meetings in trying these "new techniques" in the classrooms and the feedback/sharing from colleagues.
- The chance to sit with other professors who are working in various disciplines at Compton really made me feel much more tied to the school as a whole.

Increased self-awareness as an educator. The program provided a stimulus for self-evaluation and for taking a personal inventory.
- One of the greatest tools that I learned in FIPP was to be able to recognize my own strengths and weaknesses and work within them. They both serve a purpose and have helped me grow as an instructor.

Increased motivation and commitment. Faculty noted that the program encouraged them to work harder and strengthened their commitment to student success.
- It is empowering me in order to do an extra mile to assist students to achieve their learning goals.
- With the creation of student success teams and mid-term check, it not only held my students accountable but it also held me accountable to keep better track of grades, assignments, and keep me on track with my syllabus.

Development of active and responsible learners. Faculty participants believe that the program has equipped them to develop active, responsible learners and to promote students' self-efficacy.
- Finding a more positive vocabulary to use in order to hold students responsible for their success/failure.
- Student-centered learning to help students become more aware of the abilities that they have not yet explored.

Participants noted that the program was a source of energy and motivation for them. Interestingly, their comments suggest that the program provided a much needed source of replenishing their energy when, for example, they described the program as "re-invigorating" and "revitalizing." Participants reported that the program provided a learning experience which they described as expanding, informative, enriching, stimulating, educational, resourceful, and a forum for "sharing of excellent ideas." Some suggested that, through the learning experience, a paradigm shift was occurring. FIPP was described as expanding, a game changer, thought-provoking, eye-opening, and out of the box. Faculty described the program as not only

educational but challenging and rigorous.   Finally, the collaborative nature of the program was among its salient qualities and faculty noted the program was collegial and supportive.

Recommendations for Further Faculty Development. Recommendations from participants included the following:

- More intermediate deadlines. Feedback suggests that the established milestones may need to be communicated, tracked and incentivized differently to further help participants pace their implementation of strategies.
- More teaching strategies. In addition to general requests for more strategies, faculty specifically requested more case studies since a number of FIPP participants incorporated case studies into their teaching which sometimes caused repetition. In addition, faculty requested teaching resources such as chimes or CDs of music.
- More collaboration. Faculty suggested the possibility of blending FIPP events to expand the collaboration to include El Camino College and Compton Educational Center faculty.
- More time to implement strategies. Faculty requested an extended time frame for the implementation phase of the program.

Additional suggestions are described below.

Further Assessment of Program Outcomes, including:
- Investigate student and section data for FIPP participants, both before and after their participation in FIPP. Data collected would include retention, success, persistence, course series progression, time to goal (e.g., college-level courses), course repeat patterns, financial aid status, degrees and transfers, first-generation, and SES (via application).
- For future FIPP cohorts, collect information about the extent (i.e., frequencies) each participant implemented the strategies and in which sections they administered them. In addition, a follow-up survey can be administered to the first cohort of FIPP participants.
- Consider inviting a small subgroup of participants to conduct a quasi-experimental control-group study to determine if the new engagement activities are positively associated with student learning.

Improved Processing of Student Surveys.
- Develop a tracking form to enhance cooperation, monitor progress of surveys, communicate deadlines and save time.
- Develop a more efficient system for processing surveys, including pre-printing faculty names on student surveys and using color coding and organizers.
- Revise student surveys to request first-generation status and to improve clarity of instructions and questions.
- Scale back the number of student surveys completed by each instructor to two surveys and the number of faculty surveys from three to two.

Ongoing FIPP Activities at Compton Center.
- As a new cohort begins in fall, 2010, the former FIPP participants can provide leadership by establishing a formal mentoring program, convening a panel of past participants for a FIPP Collaborative Workshop, investigating opportunities for collaboration between the two groups, and for organizing a "graduation" to present awards of recognition for those who completed the program.
- Former FIPP participants should be encouraged to present workshops at Compton and at national conferences (such as the On Course National Conference).

- Create a leadership team to organize opportunities to support FIPP participants' ongoing professional development as well as to train colleagues who have not yet participated in FIPP.

Improve Faculty Progress and Accountability for Future FIPP Cohorts
- Provide FIPP handbook and orientation at On Course I Workshop, including a tool to track progress, program overview and deadlines, sample reports, guidelines for student surveys and other resources.
- Require faculty to track and report their progress toward completion of program requirements. Progress may be more effectively sustained if faculty are tracking and reporting their progress with a tool that will be required as part of the final report.
- Integrate milestones with financial incentives. The FIPP Acknowledgement of Participation has been revised to note that the stipend is dependent upon completion of program requirements by established deadlines.

Conclusion FIPP participants emphasized the importance of programs like FIPP and the need to continue to offer them. Representative of the sentiment among FIPP participants, one faculty member commented, "Please keep 'em coming! FIPP is deeply needed for educators and for the impact that we will be able to have on the future through our students." Another participant captured the overall goal of the program when they noted, "I will carry the thoughts and concepts introduced in the manuals and the workshop with me as long as I teach. The whole purpose of the course was the help us empower our students. Being students ourselves in the course, [FIPP] empowered us."

Faculty Inquiry Partnership Program Final Report

During the spring semester 2010, faculty at the El Camino College Compton Educational Center had a unique opportunity to participate in the Faculty Inquiry Partnership Program (FIPP). As part of the program, faculty completed the On Course I workshop, which is a data-driven approach to student success and retention. What makes FIPP particularly unique is that, following the On Course workshop, faculty engaged in a semester of ongoing training, mentoring, and collaboration with a colleague from a discipline different from their own. Each participant was responsible for adapting what they had learned during the On Course workshop in order to integrate at least five new strategies into their teaching. The focus of the program is to transform campus culture, develop innovative approaches to student success, and to help students achieve their full potential by becoming active and responsible learners.

This final report contains an overview of the program's design, establishment of the program, description of the outcomes, and recommendations for further faculty development.

I. Program Design

Unlike typical training programs or professional conferences, the Faculty Inquiry Partnership Program is designed to facilitate learning in an ongoing way through interdisciplinary collaboration. David A. Kolb's experiential learning model emphasizes an ongoing learning process which is grounded in concrete experience and includes reflection, generalization, and application [Kolb, D.A. (1984) Experiential Learning, Englewood Cliffs, NJ: Prentice Hall]. Similarly, there are several components which are envisioned as part of the Faculty Inquiry Partnership Program's ongoing cycle of learning and which include collaborative inquiry, planning, implementation, assessment, and reflection.

Faculty Inquiry Partnership Program Learning Cycle

A. Collaborative Inquiry: On Course I, Partner, FIPP Wkshps & Rndtbles

B. Planning: PIP, Course Design, FIPP Wkshps

C. Implementation: 5 Strategies

D. Assessment: Student Surveys, Student Feedbk & Evaluation, FIPP Participants' Learning

E. Reflection: Activity Reports FIPP Wkshps

A. Collaborative Inquiry has three main components, including the On Course I workshop, FIPP Partners, and FIPP Collaborative Workshops and Roundtable Discussions.

1. On Course I Workshop. The training is highly experiential and designed to provide faculty with dozens of innovative strategies – representing the best practices in higher education, business and psychology -- for developing active, responsible and successful learners. One participant noted, On Course "builds on the cutting edge teaching philosophies in my graduate program." The purpose of the workshop is "to provide educators with
- learner-centered structures for helping students *learn more deeply*, and
- strategies for helping students become *active and responsible learners* who can thrive in a learner-centered environment" (On Course Workshop Workbook, pg. 5).

The training is research-based and data driven. The On Course strategies are proven to improve student academic success and retention at two- and four-year institutions across the U.S. (see Appendix A: On Course I Workshop for an overview of the data or consult www.oncourseworkshop.com for complete reports from individual institutions).

Throughout the training, workshop participants were engaged with colleagues from a variety of disciplines to increase their effectiveness in facilitating active learning and in guiding students to develop the qualities associated with success in college, work and life. These qualities include:
- personal responsibility,
- self-motivation,
- self-management,
- interdependence,
- self-awareness,
- life-long learning,
- emotional intelligence, and
- self-esteem.

A complete description of the "Choices of Successful Students" is provided in Appendix A: On Course I Workshop.

2. FIPP Partners. FIPP is designed to promote interdisciplinary collaboration among faculty. In the On Course training, faculty discover that, regardless of the differences in their content knowledge, there is much they have in common when they have a shared goal of enhancing student learning and success.

Before the conclusion of the On Course training, each FIPP participant was paired with a colleague from a discipline different from their own. Partners participated in a planning session on the final day of training, during which they agreed on the same five On Course-related strategies that they would use or adapt in the upcoming semester.

During the semester, partners had the opportunity to work together at the monthly FIPP Collaborative Workshops (described below) and were expected to maintain ongoing contact to support each other's progress, assist in problem-solving and serve as a sounding board as they integrated new strategies into their teaching.

3. FIPP Collaborative Workshops and Roundtable Discussions. FIPP is designed to provide ongoing training and support to encourage faculty to move beyond learning about new strategies to actually integrating what they've learned into their regular practice. Throughout the spring 2010 semester, participants were required to attend four FIPP Collaborative Workshops (see Appendix B: FIPP Collaborative Workshops).   During the workshops, faculty participated in a variety of activities, including:

- Making brief presentations to the group about strategies they implemented in their teaching, their assessment of the effectiveness of the strategies and any necessary revisions;
- Exchanging ideas and engaging in problem-solving with their partner and/or within a small group;
- Learning about resources such as websites and professional development opportunities; and
- Utilizing tools for goal-setting, planning next actions and monitoring progress to support their efforts completing the FIPP requirements.

In addition, optional Roundtable Discussions were scheduled twice during the semester. Roundtables were designed to afford the participants additional access to the FIPP Coordinator because her primary assignment is in Torrance, not Compton. They were scheduled at a midpoint in between FIPP Collaborative Workshops to encourage faculty to maintain momentum as they implemented their strategies. The Roundtable Discussions provided a more informal forum for FIPP participants to discuss their progress, questions, or problems and to seek mentoring from their colleagues and the FIPP Coordinator.

B. Planning has three main components, including Proposed Implementation Plans (PIPs), Course Design and FIPP Collaborative Workshops.

1. Proposed Implementation Plans (PIPs). The goal of the interdisciplinary partnerships was to deepen participants' learning by collaborating with a fellow participant to implement five On Course-inspired strategies. In order to maximize effective collaboration and the ability to evaluate the implementation of new strategies, each partnership chose the same five activities. Faculty chose *one* strategy from *each* of the following five domains of influence, which were identified and discussed in the On Course I workshop and created a specific plan for how they would integrate the strategies into their teaching:

1. classroom activities (e.g., case studies, jigsaw, think-pair-share)
2. creating a classroom environment (e.g., seating arrangements, group work)
3. setting classroom expectations (e.g., student contract, goal setting)
4. providing feedback and evaluation (e.g., student surveys, test review)
5. designing homework and other out-of-classroom learning experiences (e.g., field trips, library research)

Faculty began work on the PIPs during a planning session on the final day of the On Course I workshop when they were provided a worksheet for drafting their PIP (see Appendix C: Proposed Implementation Plans).   PIPs were due a week later -- the week before the beginning of classes – so that, even before the semester began, faculty had collaborated with a partner to design a plan for implementing the strategies they learned in the On Course I workshop. Copies of the Proposed Implementation Plan and a summary of all of the PIPs are provided in Appendix C: Proposed Implementation Plans.

2. Course Design. With their Proposed Implementation Plans as a guide, faculty created specific lesson plans and determined how they would adapt the On Course strategies to their content, teaching style, and to accommodate their students' needs.

3. FIPP Collaborative Workshops. As noted, the ongoing workshops were designed to provide resources (websites, case studies, sample assignments and lesson plans), planning tools (goal setting worksheets, next actions lists, and progress reports) and time for planning with FIPP partners or in small groups. Workshop evaluations, agendas, PowerPoint presentations, progress reports, tools and resources which were distributed to faculty at the workshops are provided in Appendix B: FIPP Collaborative Workshops.

C. Implementation. Faculty participants were required to implement five strategies into their teaching, as identified in the Proposed Implementation Plan. Faculty had flexibility to adapt their proposed plans as needed. Faculty determined for themselves which strategies they would implement (as long as they were in agreement with their partner), how they would implement the strategies, and in which courses the strategies would be implemented. The number of sections in which they'd implement a given strategy and whether they consistently implemented strategies in the same course sections were decided by the faculty.   As noted, participants were responsible for implementing at least one strategy from each of the following domains of influence:

1. classroom activities (e.g., case studies, jigsaw, think-pair-share)
2. creating a classroom environment (e.g., seating arrangements, group work)
3. setting classroom expectations (e.g., student contract, goal setting)
4. providing feedback and evaluation (e.g., student surveys, test review)
5. designing homework and other out-of-classroom learning experiences (e.g., field trips, library research).

To promote accountability and participants' steady progress during the implementation process, milestones were established for progress toward the completion of program requirements. The milestones were scheduled to coincide with FIPP Collaborative Workshops, they were reinforced in the lead-up to each workshop, and a progress report detailing progress for each individual participant was published at the workshops. Progress reports were an important source of information for the participants and the coordinator and effectively highlighted remaining work that needed to be completed (progress reports distributed at FIPP Collaborative Workshops are available in Appendix B: FIPP Collaborative Workshops; all progress reports, including the final report are in Appendix I: FIPP Progress Reports).

Milestones for FIPP Implementation Process

Milestones: *(minimum progress required by deadline)*	April 2, 2010 *(week 7)*	May 14, 2010 *(week 12)*	June 11, 2010 *(week 16)*
On Course-related strategies implemented	2	4	5
FIPP Student Surveys administered	1	2	3
FIPP Activity Reports submitted	2	4	5
Final Report submitted (consisting of three, on-line surveys: On Course Self-Assessment, FIPP Post-Program Survey, & Compton FIPP Feedback and Evaluation Survey)	N/A	N/A	1

D. Assessment. Given the growing emphasis on assessment and outcomes in higher education, the program was designed to enhance participants' skills implementing assessment tools and utilizing feedback and evaluation. The program required participants to assess their *students'* learning in two ways: 1) faculty were trained to implement student surveys assessing the effectiveness of the new strategies they were implementing in their classes and 2) faculty were required to design feedback and evaluation strategies in

which students assessed their own learning and/or the instructor's teaching. In order to assess FIPP *participants'* learning, faculty were asked to complete self-assessments at the beginning and the conclusion of FIPP.

1. Student Surveys. FIPP participants were required to survey students regarding three of the five strategies they implemented. Because FIPP places a strong emphasis on risk-taking and innovation, faculty were encouraged to view assessment and reporting as opportunities to further their learning and gather feedback. Assessment and reporting were not designed to evaluate or critique individual faculty in the program.

Participants were provided with surveys and guidelines for maximizing the benefit from the student feedback. Surveys noted that student responses were confidential and faculty participants were encouraged to explain that the feedback would not impact students' grades. Surveys asked students to indicate whether an activity or strategy:

- helped them understand the material or topic
- increased their interest in the material or topic
- will contribute to their success as a student
- helped keep their attention as they learned about the material or topic
- kept them actively involved in the material or topic
- should be used by the instructor again.

Students were also invited to comment on their experiences with the activity or strategy. See Appendix D: FIPP Student Surveys for the survey instrument as well as "Helpful Hints for Student Surveys" (guidelines for faculty for maximizing the benefit from the student feedback).

In most cases, faculty received numerical results and a compilation of student comments from the El Camino College Institutional Research office within two to three weeks of submitting their completed surveys. The goal was to return the results as quickly as possible so faculty could incorporate the feedback into their teaching during the semester.

2. Student Feedback and Evaluation. Of the five strategies faculty were required to implement, one was required to address feedback and evaluation. For example, faculty may have chosen to request feedback on their teaching or use a tool such as a grade tracker or a self-report instrument to invite students to evaluate their progress toward their goals in order to make any necessary adjustments. Sample tools which were shared with FIPP participants, are included in Appendix E: Sample Tools for Category 4: Providing Feedback and Evaluation.

3. FIPP Participants' Learning. Before FIPP commenced, participating faculty were asked to complete two assessments: the On Course Self-Assessment and the Pre-Program Survey (see Appendix F: FIPP Faculty Surveys for samples). The On Course Self-Assessment was designed as a pre- and post-test for students who are using the textbook, On Course: Strategies for Creating Success in College and in Life by Skip Downing, and provides feedback regarding whether students' current choices related to the eight qualities demonstrated by successful people (personal responsibility, self-motivation, self-management, interdependence, self-awareness, life-long learning, emotional intelligence, and self-esteem) promote or frustrate their ability to reach their goals. Most of the self-assessment questions are general in nature. For those specific to the student role, faculty were encouraged to consider their current work environment instead. The self-

assessment served the dual purposes of providing a baseline at the start of the program and of familiarizing faculty with the eight choices of successful students.

The second assessment that participants were asked to complete before the training was the Pre-Program Survey which asked faculty about the following topics:

- Active learning: Are their students' actively involved? Do they promote active learning? Provide examples.
- Difficult student behaviors: Do they experience such behaviors? Which are most challenging? How satisfied are they with their ability to address these behaviors?
- Student responsibility: Do their students take responsibility? Provide examples.
- Do they assess student learning? How?
- Do they require out-of-classroom learning experiences? If so, what kind?
- Faculty development: How often do they participate in faculty development? Do they collaborate with colleagues from other disciplines? How? Are they involved in interdisciplinary basic skills activities? If so, which ones?

E. Reflection. Faculty were encouraged to engage in reflection by developing Activity Reports and participating in FIPP Collaborative Workshops.

1. Activity Reports. For each strategy implemented, faculty were asked to develop an activity report in which they provided a specific lesson plan, analyzed the effectiveness of the strategy, evaluated whether they would utilize it again and suggested improvements to enhance its effectiveness. Because of the program's focus on collaborative inquiry, faculty were instructed to request feedback and suggestions from their FIPP partner before submitting their activity reports to the faculty coordinator. The faculty coordinator provided mentoring on report writing, editing, and preparing the report for publication on the ECC Staff Development website. Faculty were asked to provide the following information:

- Identifying details: Report Number, Name, Department, FIPP Partner, Section Number
- Name of Activity/Strategy and Category
- Briefly describe the activity/strategy, providing enough detail so that a colleague can replicate the activity/strategy, including introduction, set-up and supplies, directions, conclusion.
- What worked well?
- What would you change?
- Would you use the activity/strategy again? Why or why not?
- Please describe any student learning and/or changes that you observed after the implementation of the activity/strategy.

See Appendix G: FIPP Activity Reports for the report format and for sample activity reports from each of the five categories (classroom activities, classroom environment, classroom expectations, feedback and evaluation, homework and out-of-classroom learning). The sample reports, representative of the reports as a whole, provide evidence that faculty should be commended for their demonstrated commitment to continuous improvement, reflection, and innovation. Each report highlights successes as well as suggestions for improving the strategy. The vast majority of participants noted that they planned to use the strategy again, even if adjustments were required.

2. FIPP Collaborative Workshops. The FIPP collaborative workshops provided faculty multiple opportunities to reflect and report on their experiences implementing On Course-related strategies (see Appendix B: FIPP Collaborative Workshops). Individually, with their partner, in small groups and in large-group discussions,

faculty reflected on lesson planning, the process of adapting strategies for implementation, student learning and evaluating the effectiveness of initiatives.

II. Establishment of Compton Educational Center FIPP

The Faculty Inquiry Partnership Program was first established, through Basic Skills Initiative funds, at El Camino College in August, 2009. Given the potential of the program to promote cross-disciplinary collaboration and student success, it was proposed that a Faculty Inquiry Partnership Program be established at the Compton Educational Center beginning in January, 2010 (see Appendix H: Recruitment, Application and Selection for funding proposal and FIPP Information Sheet). At the request of Compton faculty leadership, a presentation was made to the Faculty Council regarding the On Course principles and the FIPP model. Faculty unanimously endorsed the proposal to establish FIPP at Compton.

In recruiting faculty participants for FIPP, priority was given to full-time instructors and the goal was to recruit from all academic disciplines. Recruitment was multi-pronged, utilizing information sessions as well as personal appeals from faculty leaders, the provost/CEO, vice presidents, deans, department chairs and the program coordinators. Interested faculty were asked to submit an application reporting how many years' teaching experience they have as well as an explanation of why the applicant was interested in participating in FIPP (See Appendix H: Recruitment, Application and Selection).

Recruiting goals for the program were met: program participants were drawn from all eight academic divisions and 21 departments. Eighty percent of participants are full-time instructors (34 full-timers out of a total of 42 participants). The table below summarizes participant characteristics and a complete listing of participants is provided in Appendix H: Recruitment, Application and Selection:

Compton Educational Center FIPP Participant Characteristics

Academic Division	Departments Represented	Number of Participating Faculty*
Behavioral & Social Sciences	Child Development, History, Human Development, Psychology, Sociology	10
Business	Business, Real Estate	3
Fine Arts	Dance	1
Health Sciences & Athletics	Nursing, Physical Education	8
Humanities	English, ESL, Library Information Science	9
Industry & Technology	Nutrition & Foods, Family & Consumer Studies	1
Mathematical Sciences	Mathematics	6
Natural Sciences	Anatomy, Biology, Chemistry, Geology, Microbiology	5

*Note: Total exceeds number of participants because an instructor holds assignments in two divisions.

Applications indicated the following regarding participants' teaching experience:
- Average years teaching at Compton Educational Center: 16 years (high = 39 years, low = 1 year)
- Average years teaching overall: 21 years (high = 3 faculty have taught 40 years, low = 2 years)

Faculty selected to participate in the program received a letter of welcome with details about the upcoming On Course workshop as well as an "Acknowledgment of Participation" which they were asked to sign and return (see Appendix H: Recruitment, Application, & Selection). The acknowledgement, similar to a contract, explained the requirements of the program and the fact that stipends were contingent upon full completion of the program.

During the winter session, participants received the following resources to help them prepare for the On Course Training and FIPP: letter of welcome asking faculty to complete the On Course self-assessment; the agenda for On Course I workshop; a bio for the workshop facilitator, Dr. Jonathan Brennan, as well as his article, from Tomorrow's Professor, entitled, "Are Your Students On Course to Graduation?"; and copies of <u>On Course: Strategies for Creating Success in College and in Life</u> and <u>On Course Facilitator's Manual</u>. Samples are provided in Appendix H: Recruitment, Application, & Selection.

III. Description of Outcomes and Outputs

A. Collaborative Inquiry

Forty-two faculty participants completed the intensive, three-day On Course I workshop at Compton Educational Center on January 26-28, 2010. The attendees *unanimously* indicated they would recommend the training to a colleague and rated the workshop <u>9.3 out of 10</u>, using the following scale: 1=poor, 10=excellent (see Appendix A: On Course I Workshop). Participant comments included:

- This is a great opportunity to meet other faculty, have fun and learn at same time.
- The information was presented in a relaxed manner that motivated each person to participate in the sessions.
- Very inspiring and very organized.
- I really loved the opportunity to feel like part of a learning-teaching community.
- My interest was maintained and even enhanced with each passing day's session.

Fourteen participants agreed to serve as On Course Ambassadors whose mission is "to introduce our students and colleagues to On Course strategies and thereby transform our colleges and universities into learner-centered institutions that empower students to become active, responsible learners. Our ultimate goal is to bring about a significant increase in student academic success and retention." On Course Ambassadors establish goals for how they will introduce On Course strategies to their students and colleagues. By agreeing to serve as ambassadors, the FIPP participants listed below have established, for the first time, the Compton Educational Center as among the institutions implementing strategies for student success and developing active learners. Through their willingness to adopt leadership roles, these participants contribute to the center's regional and national profile.

National On Course Ambassadors (Compton Educational Center)

NAME	DISCIPLINE
1. Eddie Boatwright	Biology
2. Saundra Bosfield	Nursing
3. Diane Elaine Collins	Contemporary Health/Physical Education
4. Judy Crozier	English
5. Annaruth Garcia	Business

6. H. Frances Hayes-Cushenberry	Nursing
7. Vanessa Haynes	Human Development/Sociology
8. Vijay Kanase	Nursing
9. Victoria Martinez-Weitzel	Human Development
10. Robert Morgan	Real Estate
11. Georgia Moten	English
12. Estina Pratt	Library Science Information
13. Dovard Ross	Business
14. Elizabeth Ann Sweeny	Nursing

An additional measure of how positively the faculty valued the training is the fact that twenty participants indicated that they would be interested in completing the On Course II workshop. At the end of the spring semester 2010, El Camino College offered the training and Compton Educational Center FIPP participants were well-represented, comprising more than one-third of the total number of participants (10 of 29 total workshop participants).

Evaluations from the FIPP Collaborative Workshops indicated that faculty appreciated the opportunity to exchange ideas and to learn how their colleagues were using and adapting On Course-related strategies. Comments also suggested that the workshops helped maintain the enthusiasm for teaching and student learning which was generated at the On Course I workshop. On a scale of 1-10 (1 = poor; 10 = excellent), the workshops averaged 9 and 9.6. Sample comments are provided below.

- The variety! Different participants have been SO VERY creative, used so much energy and interest to utilize some of the strategies we've learned in FIPP.
- The workshop provided for a great deal of sharing information, techniques and thoughts.
- Thanks for ongoing investment in the faculty to assist us to improve our teaching strategies and ultimately the success of our students.
- This is a huge project and it covered all the aspects of how to improve ourselves and our students. It was really a perfect project.
- Thank you! Most of us come to our classroom without teaching credentials. So, this workshop increases our awareness about the right methods to do things.

B. Planning.
Of the forty-two faculty who completed the On Course I workshop all except one developed and submitted a Proposed Implementation Plan. As evidenced in Appendix C: Proposed Implementation Plans, some partners committed to implementing strategies in very similar formats while others adapted strategies to their content. Because the PIPs were *proposed* plans, FIPP participants were encouraged to view them as flexible and able to be adapted as the semester progressed.

C. Implementation.
Working individually and in collaboration with their FIPP partner, participants implemented their chosen strategies throughout the semester. FIPP Collaborative Workshops and Roundtables provided an opportunity for participants to share their experiences and seek input and feedback on the implemented strategies. Student surveys were an additional source of feedback on the effectiveness of the strategies.

Thirty participants submitted a total of 128 Activity Reports, detailing their experiences implementing strategies. *In other words, students enrolled in classes at the Compton Educational Center experienced at least 128 new or revised strategies for encouraging active and responsible learning as a result of the efforts of FIPP participants.* (The actual number of strategies implemented is higher since some participants reported implementing more than five strategies and/or strategies for which they did not submit activity reports.)

An additional output from the implementation process was the participants' collaborative development of the Faculty Inquiry Partnership Program On-the-Spot-Affirmation. FIPP is designed to build a community of educators who share a commitment to developing active and responsible learners. To further this goal, discussion at one of the FIPP Collaborative Workshops yielded the idea of creating a tool, similar to the Applause program at El Camino College, for recognizing colleagues for service excellence (see Appendix B: FIPP Collaborative Workshops). A two-part form invites FIPP participants to recognize another member of FIPP for making a difference, providing outstanding service, demonstrating excellence, and/or being dedicated to the success of students, and/or other faculty. Space is provided for comments and the name of the nominator. One copy of the form was provided to the FIPP nominee "on the spot" and the other to the faculty coordinator so the participant could be recognized publically. Participants used the tools to recognize their FIPP partners, to thank colleagues for their guidance and suggestions, and for being role models in their efforts to enhance student success.

D. Assessment.

1. Student Surveys: Quantitative Data. During spring semester 2010, 1770 surveys were administered to Compton Educational Center students. Twenty-nine (29) FIPP participants administered eighty-nine (89) sets of surveys. As the chart below demonstrates, faculty were particularly likely to survey students regarding classroom activities, followed by classroom expectations, classroom environment, homework and out-of-classroom experiences, with feedback and evaluation as a distant sixth. The reason for this may have been that the survey questions were more relevant to some strategies and their corresponding categories than others. The frequencies were as follows:

Breakdown of Student Surveys, By Category

Category	Number of Completed Surveys
I, Classroom Activities	697
II, Classroom Environment	348
III, Classroom Expectations	391
IV, Feedback and Evaluation	99
V, Homework and Out-of-Classroom Experiences	216

An examination of the results, combining all five categories, indicates that students were most likely to agree with the statement for question 1, this activity or strategy "helped me to *understand* the material or topic (74% agreed) and with question 5 indicating that the activity "kept me *actively involved* in the material or topic." The vast majority (90-92%) of students agreed or somewhat agreed with each of the statements on the survey. In addition to question 1, focusing on *understanding*, and question 5, focusing on *active involvement*, students overwhelmingly agreed that the strategies also increased their *interest* (question 2), will *contribute to their success* (question 3), and *kept their attention* (question 4).

Given the fact that the program was designed facilitate deeper learning and student success through active learning, these results provide evidence that the program achieved its goals. It is also noteworthy that question 6, a summary question, "I recommend that my teacher use this activity or strategy again," garnered

an impressive 90% of the students agreeing or somewhat agreeing with the statement. As educators, it can be challenging – and intimidating -- to effectively implement a new strategy for the first time. Student feedback suggests that the risks taken by the FIPP participants to innovate in their teaching positively impacted students.

All FIPP Student Surveys, Spring 2010: Responses for All Categories Combined (n=1770)
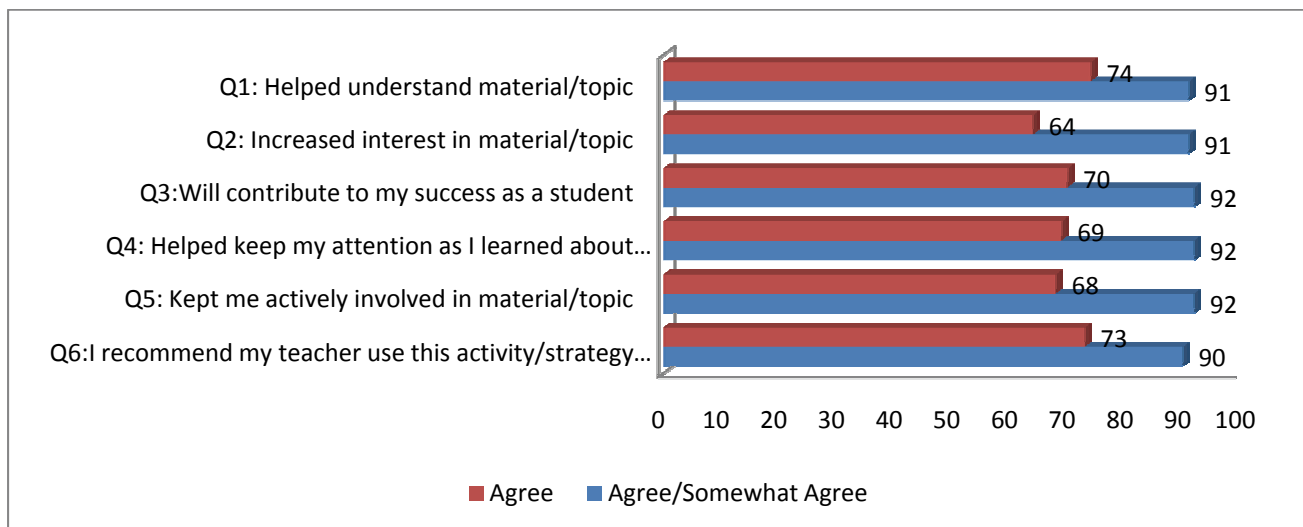
Examining the overall results by category suggests that, for strategies related to classroom environment and classroom activities, students were mostly likely to agree or somewhat agree with the statement. This suggests that the strategies were either most effective or most relevant to the student survey questions.

Shaded percentages in the chart below indicate that, for that category, 1) the question garnered the highest combination of "agree" or "somewhat agree" responses or 2) the question earned the highest percentage of responses of "agree." Responses have been rounded to the nearest whole number. The same data is also presented graphically.

All FIPP Student Surveys, Spring 2010: Responses by Category (n=1770)

Category	Q1: Helped understand		Q2: Increased interest		Q3: Contribute to success		Q4: Kept attention		Q5: Kept actively involved		Q6: Recommend use again	
	A/SA	A	A/SA	A	A/SA	A	A/SA	A	A/SA	A	A/SA	A
1: Class. Activities	89%	73%	93%	67%	92%	70%	94%	74%	94%	71%	90%	77%
2: Class. Environ.	96%	80%	94%	70%	94%	70%	94%	69%	95%	66%	92%	69%
3: Class. Expect.	92%	70%	86%	86%	92%	69%	88%	63%	90%	59%	92%	68%
4: Feedbk/Eval	87%	74%	87%	58%	92%	72%	87%	65%	88%	70%	86%	72%
5: Homework	91%	75%	90%	65%	92%	75%	93%	65%	91%	70%	87%	76%

KEY: A/SA = Agree OR Somewhat Agree; A=Agree

"Agree" or "Somewhat Agree" Responses, by Category

2. Student Surveys: Qualitative Data. In addition to likert-style questions, students had the option to provide comments about their experiences. *The comments were overwhelming positive and provided evidence that students were developing the personal qualities associated with success in which faculty were trained at the On Course workshop, including personal responsibility, self-motivation and self-management. In addition, students reported benefitting from active and collaborative learning opportunities.* Students' comments illustrate a renewed sense of engagement in their learning and help illustrate why On Course has been proven to improve success and retention.

Personal Responsibility: The On Course training provides faculty with tools to help their student adopt an internal locus of control, viewing their outcomes and experiences as the result of the beliefs and behaviors that they choose. Reflecting on their experiences with the On Course-related strategies in their classes, students noted a sense of clarity about the need to take ownership of creating success for themselves and reaching their academic goals. Their comments indicated that they felt a deeper commitment to being personally responsible.

- The activity showed me that teachers aren't playing with assignments. They want them when they're done. And if we, the students, don't get it done, it's our mistake
- What I had learned in this story is that we have to learn to be more responsible for our lives, especially in our education, because nobody is going to worry about our future.
- I think it was really interesting. The assignment will help me in my success throughout my whole life not only educationally, but professionally too. So I won't turn a paper late and get a bad grade
- Wow, a contract. This makes me feel obligated.
- I like this class because I think it helped me to be more responsible and to stop blaming others for my actions.

- This activity made a more responsible person out of me. It made me think differently when it comes to chores and dealing with problems.

Self-Motivation: Successful students are goal-oriented, take initiative, and demonstrate a strong commitment to the beliefs and behaviors that will help them reach their goals. In their discussion of the On Course-related strategies, students identified a greater sense of motivation to engage both with the course content and in their own progress as a student. They described how motivation influences beliefs and behaviors and, ultimately, outcomes.

- Keeping track of my affirmations kept me in check with my success as a student. One of my affirmations was to keep my eating and emotions in check, thus being healthy.
- The activity or strategy I participated in helped me in terms of motivation and coming to class to participate and to stay productive in all my classes.
- It helped me out because I know that I am committed to a challenge in my life that I have to accomplish. It gave me more effort to want to achieve.
- I really like reading this type of history - something to learn. This reinforces my commitment to keep me on course toward my goals.
- I actually enjoyed this activity. I saw myself more involved in the material we were discussing. I think this would be a good thing to do throughout the rest of the semester.
- I now know the meaning of the words really well and more interested about the words.

Self-Management: Students who have goals but are unable to manage their actions effectively have difficulty reaching those goals. One of the unique features of the On Course training is that it provides faculty with the tools to shift students from passive participants in the learning environment to seeing their own choices as critical to their success. Students noted an increased awareness of the efforts that were required for them to succeed and a sense of determination to increase their effort.

- Having a calendar for class is very helpful. It keeps you updated and you can study ahead of time. We should have calendars for every class!
- I think that this particular activity helped me in many ways…my experience with this activity helped me remember where I stand as a student and kept me on track, which really helped me overcome my goals.
- The handouts gave me as a student a reality check. It made me realized I need to step my game up and be honest with myself.
- The experience of homework is necessary because it help me study and it also increase my academic productivity.
- This activity helped me to be clear on what's needed to finish the course.
- Preparing is always good. Had I not been in the class, I wouldn't have prepared myself.

Active learning: Through the On Course training, faculty participants learned how to utilize a number of research-based strategies for engaging students as active learners. Student comments illustrate the variety of benefits of being in a classroom that requires them to adopt an active role in their learning process: they asserted that active learning increases their interest, their learning, and their long-term effectiveness as learners.

- Active learning creates engaged learning.
- I found this exercise well done. It kept my focus and attention and made me learn things.

- The strategy was a success because of several reasons: 1) it allowed me to actively participate in class. 2) I was able to interact with my colleagues. 3) it enabled the class to simultaneously enjoy while learning the material. I greatly hope that this method of teaching is applied more often.
- This activity helped me participate with the class. Career planning is a difficult decision and learning more about it like this activity makes it interesting. It was a good exercise.
- History doesn't really interest me that much, however, this exercise kept my interest. I am happy we did it and because of it I am a little more interested in the constitution and what's in it.
- I definitely recommend for the teacher to use this strategy again because it was really interesting and is not only going to help me in this class but for the rest of my life to look for accurate information on the internet.
- I thought having the fitness walks was a pretty good idea because you can't have good nutrition without exercise, they work hand-in-hand.

Collaborative learning: Providing opportunities for students to collaborate and learn from their peers is one of the most effective ways to encourage active learning. Students identified a number of benefits of collaborative learning, including an increased interest in the material, a deeper sense of responsibility to complete their work, enhanced learning through exposure to a variety of perspectives, a better understanding of the content, and, perhaps most importantly, deeper learning. Students suggest that an opportunity to engage in collaborative learning has residual effects because it encourages students to network and continue to collaborate throughout the semester.
- It was very helpful doing it in a group because we got to discuss it, which helped my memory.
- Working in groups allows everyone to include their input, hence making the subject matter more interesting.
- I liked the activity because you are putting your knowledge into practice by teaching and explaining the material to others.
- I liked learning from the group practice because I believe it's crucial to learn from different people. Everyone has something important to bring to the table in group settings.
- I thought it was more fun than just sitting around and being lectured for 2 hours. I actually remembered the bones because of the interaction with my classmates.
- I learned that working together in a group, we can see how many different varieties of answers from these different groups. It helps others get along also, getting to know one another.
- I think this was a good strategy for everyone, because it gives us a chance to meet each other and help one another with class work.
- I love the groups because sometimes students can explain subjects and easier to understand than a teacher at times.
- It does help because some of us students may not have understood and another student has. So if we all have different answers, the ones who have the same we go by that.
- It keeps you involved and you have to learn the material because you have to go back to your group and explain. So you are forced to be prepared.
- I am a person that would prefer independent work over group work just because it helps me get my thoughts together. But I found the jigsaw activity very helpful because it helped me see the things I missed that others caught.
- I really enjoyed this strategy because I could express my opinions to the group. I'm very shy to speak in big groups. I enjoyed the mini group better.
- This strategy got all the students to participate and get involved with the activity.
- Very interesting to hear the minds of my classmates that are working in the same field as I am.

Although students' comments were overwhelmingly positive, some comments reflected concerns or questions. For example, some students indicated a reluctance to change their approach to learning by engaging in active learning through strategies such as group work or case studies. Other students lacked clarity about how the activities were relevant to the course content or felt instructions for the activity could have been clearer.

- This has not helped me at all personally. I am more of a person that can lock things in my memory.
- Although the case study was interesting to do, it did not contribute to my understanding of the syllabus. I thought it was completely irrelevant to the syllabus and the course in general.
- I think the exercise needs to be thought out more in depth. It was a bit confusing understanding the exercise but effective.
- I think that this assignment should have been in the lab so that the teacher could have walked us through the right steps.
- Could be a little more organized. It was a nice exercise except for the repeat questions and everyone answering the same one or none at all.

3. Student Surveys: Additional Outcomes. In their activity reports, FIPP participants identified positive outcomes of implementing the student surveys. First, they commented that the process taught them about how to effectively administer student surveys, including allowing sufficient time for students to respond, explaining survey purpose, and the value of acknowledging students' time and effort in completing the surveys. Second, they reported that students appreciated being invited to provide feedback and offer their input about factors that affected their learning. It is possible these two outcomes are related: as faculty became more adept at helping students view the value of the assessment process, students' enthusiasm increased.

4. Activity Reports. Activity reports represent one of the most substantial outputs of FIPP. *Thirty (30) participants submitted a total of 128 activity reports*. The reporting process facilitates deep and critical reflection on teaching and student learning. (See Section I. E. 1. for overview of topics addressed in Activity Reports and Appendix G for Activity Report form and sample Activity Reports.)   Reports will be used to create a clearinghouse of resources for other faculty on the El Camino Staff Development website. Faculty will be able to search for strategies, tools and resources by:

- category (classroom activity, classroom environment, classroom expectations, feedback/evaluation and homework/out-of-class experiences),
- strategy (student contract, group work, case studies, tracking forms), and
- name and discipline of the instructor who submitted the report.

The website will be a resource for:
- future FIPP participants seeking ideas for how to use or adapt strategies from the On Course training,
- any faculty interested in strategies for promoting active learning, and
- faculty seeking ideas for developing responsible learners.

Examples of strategies for each of the categories are included in the table below.

Sample Strategies Implemented by FIPP Participants, By Category

Classroom Activities	Classroom Environment	Classroom Expectations	Feedback and Evaluation	Homework and Out-of-Class Experiences
case studies, letter to myself, jigsaw, calendars and 32-day commit-ments, The Graduation Game: 3-Foot Tosses	buddy system, success teams, scavenger hunt, pair-share, group work, case studies, large group seating arrangements, telephone tree, The Puzzle: Teamwork, major support groups	tracking forms, student contracts, to do list, wise choices, case studies, student-generated goals for attendance, silent Socratic method, calendars, success teams constitution, self-management tools, quiz debriefs	self-evaluations, case studies, Jeopardy-style test review, student surveys, grade tracker, making course corrections, student-generated quiz, language of responsibility	Internet search, space mission project, disaster kits and plans, case studies, calendars and goals, library assignment, self-esteem: timeless wisdom, visit to Natural History Museum, novel analysis: write your own quiz, professional workshop attendance, oral interview project

5. Faculty Surveys: Quantitative Data. As noted, faculty were asked to complete a pre- and post-program survey asking about their approach to teaching and student behaviors. Thirty-five (35) faculty completed the pre-program survey and twenty-seven (27) completed the post-program survey, including 20 full-time and 7 part-time faculty.

FIPP is designed to promote active and responsible learning. *As summarized in the table below, the faculty surveys provide evidence of an increase in active learning, a decrease in disruptive behaviors and more frequent assessment of student learning*.   First, faculty responses indicated a substantial increase in students' active involvement in the classroom. Seventy-one percent of faculty reported that their students "always" or "frequently" engaged in active learning in the pre-program survey. This increased to 81% in the post-program survey. Fifteen percent more faculty believed their students are "always" actively involved in their learning. The faculty role in promoting active learning also seems to have increased as well: 100% of faculty reported that they "always" or "frequently" promote active learning, an increase of 11%.

Second, progress in developing responsible learners echoed the increases in active learning. In the post-program survey, 70% of faculty indicated that their students "always" or "frequently" take responsibility for their learning and success, an increase of 10%.

The largest change was in faculty members' satisfaction in their ability to address difficult student behaviors: 96% of faculty agreed that they "always" or "frequently" feel satisfied, an increase of 20%. Perhaps a noted 8% decrease in the number of faculty reporting that they "always" experienced difficult behaviors and negative attitudes in the classroom contributed to this trend.

The surveys also reflected an increase in faculty reporting always or frequently assessing student learning and requiring out-of-classroom experiences.

Pre-Program & Post-Program Surveys: Student Characteristics & Teaching Approaches

Question	CEC Pre-Test		CEC-Post-Test		Change From Pre-Test to Post-Test	
	"Always"	"Always" or "Frequently"	"Always"	"Always" or "Frequently"	"Always"	"Always" or "Frequently"
The **students** in my classes **are actively involved** in their learning experience.	26%	71%	41%	81%	15%	10%
I **promote active learning** in my classroom.	71%	89%	78%	100%	7%	11%
I experience **difficult student behavior and negative attitudes** in my classroom.*	3%	14%	4%	11%	-8%	-3%
I feel **satisfied with my ability** to address these difficult student behaviors and negative attitudes.	33%	76%	52%	96%	19%	20%
My **students take responsibility** for their learning and success.	11%	60%	15%	70%	4%	10%
I **assess student learning** during the semester.	52%	87%	74%	93%	22%	6%
I **require out-of-class learning experiences** each semester.	50%	80%	67%	85%	17%	5%

<u>Note</u>: Most common answers re: difficult behaviors on Pre-Test were periodically (20%) or rarely (54%), totaling 74%; on Post-Test were periodically (30%) or rarely (56%), totaling 85%.

Further support for the effectiveness of the program on participant's teaching comes from participants' assessment of changes they experienced as a result of their involvement in FIPP. *Respondents unanimously reported that their teaching had been positively impacted by FIPP. Nearly all (93%) reported that they have incorporated more strategies for enhancing students' sense of responsibility for their education and more strategies for actively engaging students in the learning process (89%). Similarly, most believe they have enhanced their skills assessing student learning and a substantial number (77%) expanded their professional network to collaborate with more colleagues outside their discipline.* The results are summarized in the table and graph, below.

Post-Program Survey: FIPP Outcomes for Faculty Participants

Question		CEC	
	Response:	"Strongly Agree"	"Strongly Agree" or "Agree"
My skills related to **assessing student learning** have increased.		50%	92%
I have increased the number of **strategies I utilize to actively engage students** in their learning.		56%	89%
I have increased the number of **strategies I utilize to encourage students to accept personal responsibility** for their education.		67%	93%
There has been an increase in the number of **faculty from other disciplines with whom I have worked** closely.		27%	77%
My teaching has been positively impacted.		67%	100%

Post-Program Survey: FIPP Outcomes for Faculty Participants
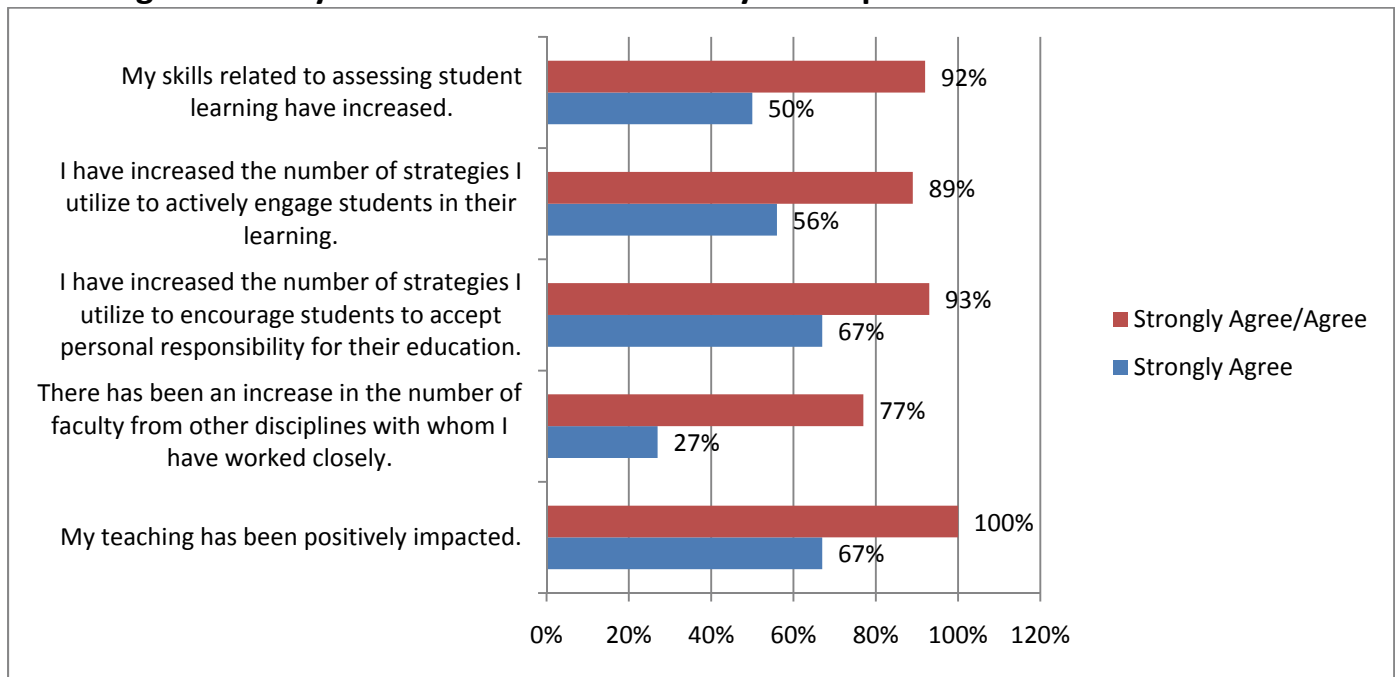
On Course Self-Assessment

Eighteen faculty participants completed the pre-test for the On Course self-assessment in January, before beginning the program. Twenty-seven completed the post-test in June, at the conclusion of the program. Comparison data is limited to the twelve participants who completed both assessments. The data shows a slight increase in scores at the end of the program, but the sample is so small that it is not possible to draw meaningful conclusions. With the exception of "employing interdependence," respondents' scores at the beginning and the end of the program suggest that their choices usually keep them on course to their goals. The data is summarized in Appendix F: Faculty Surveys.

6. Faculty Surveys: Qualitative Data.

Student Characteristics and Teaching Approaches

In addition to providing quantitative responses related to student characteristics and teaching approaches on the pre-program survey, faculty also discussed the types of active learning strategies they utilized and described student choices which detract from or contribute to students' success (results are summarized in Appendix F: Faculty Surveys). The types of active learning strategies used by faculty before FIPP can be categorized into four areas: class discussion, group projects, class presentations, and practice or applying course concepts.

In their discussion of difficult student behaviors and attitudes, most comments focused on behaviors which fell into four areas including lacking self-motivation ("lack of attention, commitment, dedication"), self-awareness (engaging self-defeating behaviors such as talking in class), self-management (poor class attendance) and personal responsibility ("excuses"). Only one-third of the comments related to students' negative attitudes and beliefs and could be characterized as directed at themselves (low self-esteem) or at others (blaming instructor, class, or college).

When discussing the student choices which contribute to students' success, the most common recurring themes were that students demonstrated self-motivation, by taking initiative and exceeding expectations and

requirements and that they demonstrated self-management, by being punctual in class and in completing course work. In addition, faculty noted that successful students participated actively and demonstrated interdependence. Finally, faculty commented that their successful students strive to develop their self-awareness and that they engage in lifelong learning.

Faculty Goals for FIPP Experiences and Outcomes

At the beginning of the program, participants were asked why they chose to participate in FIPP and what experiences and outcomes they hoped to gain from their involvement in the Faculty Inquiry Partnership Program. Overwhelmingly, participants noted being motivated by their desire to improve student learning, success and retention. They noted that, in addition to helping students learn course content, it is important to help students develop the transferrable skills, for example, those related to motivation, attitude, emotional wellness and self-esteem. One participant summed up the sentiment expressed by many faculty, "As teachers, we have tremendous responsibilities to help students grow academically, personally, and emotionally."

Participants reported being drawn to FIPP to improve their teaching. As one participant asserted, "there is always room for improvement." Faculty anticipated that the program would provide an opportunity for them to expand their repertoire of "creative and innovative" strategies and techniques for promoting student learning. One participant explained, "I chose to participate in FIPP because I found it offers a plethora of elements instructors can use to help students be more successful." In particular, participants looked forward to the opportunity to collaborate and learn from colleagues. They identified networking and exchanging ideas with those from other disciplines and building relationships as being among the elements of FIPP that drew them to the program. Finally, faculty remarked on personal outcomes they hoped to achieve including motivation, confidence, and increased self-awareness.

Faculty Experiences and Outcomes

At the conclusion of the program, participants were required to complete an online survey evaluating and providing feedback on the program. *Analysis of the data provides strong evidence that FIPP successfully met participants' goals and expectations for their involvement*. Faculty comments related to aspects of the program they found most helpful yielded a number of themes, summarized below.

Theme	Faculty Comments: Aspects of FIPP Faculty Found Most Helpful
Increased quantity and quality of teaching strategies. Participants noted that their repertoire of strategies for student learning had expanded and that the program provided tools to address a variety of learning styles.	• Provided me with tools to help keep my students on course. • Opportunity to try new instructional techniques. • New teaching methods/ideas to enhance classroom teaching. • FIPP helped with strategies that I was already using in class – to reinforce them and to find a better way of being able to use them. • It helped me learn and understand different strategies that can be used in the classroom to promote retention and success among students. • Learned new techniques (and practiced them) to use in the classroom for students to enjoy active learning. • Learned new motivational strategies that appealed to a variety of learning styles. • It helped me remember that there are many different learning styles.

Building community and providing an exchange of ideas. Faculty appreciated the opportunity to establish cross-disciplinary connections with and learn from colleagues, the presenter and coordinator.	• Exchange of teaching strategies and styles. • Building interdisciplinary collegial relationships. • Assistance from other faculty in developing activities. • Established a sense of camaraderie within the faculty at El Camino College, Compton Center. • The chance to sit with other professors who are working in various disciplines at Compton really made me feel much more tied to the school as a whole. • Network with colleague who have the same interests and mindset on using "On Course" strategies in the classroom. • The ongoing support from the FIPP Roundtables and monthly meetings in trying these "new techniques" in the classrooms and the feedback/sharing from colleagues. • The sharing across disciplines was an added "plus" because colleagues can provide so much insight into situations, strategies, or concerns.
Increased self-awareness as an educator. The program provided a stimulus for self-evaluation and for taking a personal inventory.	• Finding tools to more effectively assess what is working and not working in the classroom. • Being provided the opportunity to implement what I was "relearning" in a manner that allowed for feedback, adjustments, and allowing for the process of time itself to be a facilitator of my own learning as I implemented the strategies. • Helped me reflect on my own teaching methods and to make changes that would assist the students in learning. • To rethink and reevaluate my methods. • One of the greatest tools that I learned in FIPP was to be able to recognize my own strengths and weaknesses and work within them. They both serve a purpose and have helped me grow as an instructor.
Increased motivation and commitment. Faculty noted that the program encouraged them to work harder and strengthened their commitment to student success.	• It motivated me to do more for the students. • It is empowering me in order to do an extra mile to assist students to achieve their learning goals. • With the creation of student success teams and mid-term check, it not only held my students accountable but it also held me accountable to keep better track of grades, assignments, and keep me on track with my syllabus.
Development of active and responsible learners. Faculty participants believe that the program has equipped them to develop active, responsible learners and to promote students' self-efficacy.	• Finding a more positive vocabulary to use in order to hold students responsible for their success/failure. • It reinforced my philosophy of teaching the students to be responsible for their learning and success. • Activities and strategies for teachers that empower students to become active learners. • Student-centered learning to help students become more aware of the abilities that they have not yet explored. • Methods to empower the students to succeed in the classroom.

When participants were asked to describe FIPP in three words the recurring themes included motivation, learning, collaboration, and rigor. Participants noted that the program was a source of energy and motivation

for them. In addition to these words, participants used words such as empowering, invigorating, rewarding, engaging, invigorating, and enthusiastic to describe the program. Interestingly, participants' comments suggested that the program provided a much needed source of replenishing their energy when, for example, they described the program as "re-invigorating" and "revitalizing." A participant commented, "It revived me as I was running out of ideas to get students motivated." One of the participants underscored the importance of the energy educators bring to their work by noting, "Our attitudes and teaching materials are also important in the classroom environment."

Participants reported that the program provided a learning experience which they described as expanding, informative, enriching, stimulating, educational, resourceful, and a forum for "sharing of excellent ideas." Some suggested that, through the learning experience, a paradigm shift was occurring. FIPP was described as expanding, a game changer, thought-provoking, eye-opening, and out of the box. Some found it not only educational but challenging and rigorous.

Finally, the collaborative nature of the program was among its salient qualities and faculty noted the program was collegial and supportive.

IV. Recommendations for Further Faculty Development

FIPP participants were asked for their recommendations for what could be changed to improve the Faculty Inquiry Partnership Program. Several commented that there was nothing to improve about the program. As might be expected, there was a mix of contradictory suggestions regarding the length of the On Course training and the quantity of collaborative workshops, reports and student surveys. Approximately equal numbers of faculty requested more as requested fewer of the trainings, reports and surveys. Other suggestions for improvement, from the faculty, are summarized below.

More intermediate deadlines. The program incorporated milestones which were deadlines for progress throughout the semester. These were reinforced in workshops and frequent communication with faculty. Faculty comments suggest that these may need to be communicated, tracked and incentivized differently to further help participants pace their implementation of strategies.	• Create a separate deadline for each strategy that is going to be used in class to avoid procrastination. • Require that the deadlines for individual activity reports be set earlier (one date per report) so that people do not fall behind, as I did and have to submit more than one at a time. This would help us to stay on track and remember what we did during the activity.
More teaching strategies. In addition to general requests for more strategies, faculty specifically requested more case studies since a number of FIPP participants incorporated case studies into their teaching which sometimes caused repetition. In addition, faculty requested teaching resources such as chimes or CDs of music.	• I would have liked if there were more options in the [case studies]. By the time I chose to use them, the students had already seen them in other classes.
More collaboration. Faculty suggested the possibility of blending FIPP events to expand the collaboration to include El Camino College and Compton Educational Center faculty.	• More personal experiences from participants about successes and failures in the classroom. • Mix participants from both sites in training session/meetings.

More time to implement strategies. Faculty requested a longer timeframe for the implementation phase of the program.	• Longer time is needed to thoughtfully implement the strategies, so we can achieve the desired outcomes. • More time for those of us who were teaching accelerated classes. • It would be great if we could do FIPP activities over the course of several semesters in different classes to see if there is long term effectiveness, or if the classes are just as effective with different classes, students, subject, etc.

In addition to suggestions from faculty participants, recommendations for improvement have been developed by the FIPP Faculty Coordinator, through collaboration with the FIPP Working Team (Rose Ann Cerofeci, El Camino College FIPP Faculty Coordinator; Irene Graff, Director, Institutional Research; Donna Manno, Coordinator, Staff Development; Cynthia Mosqueda, Faculty Coordinator/Counselor, First Year Experience).

Suggestions for Assessing Program Outcomes.
As presented in this report, there is substantial evidence for the effectiveness of the program. There are additional avenues for investigating the impact of the program on student outcomes. Additional possibilities for investigating the impact of the program on student outcomes, as described by Irene Graff, Director of Institutional Research, include:

- Investigate student and section data for FIPP participants, both before and after their participation in FIPP. Data collected would include retention, success, persistence, course series progression, time to goal (e.g., college-level courses), course repeat patterns, financial aid status, degrees and transfers, first-generation, and SES (via application).
- For future FIPP cohorts, collect information about the extent (i.e., frequencies) each participant implemented the strategies and in which sections they administered them. In addition, a follow-up survey can be administered to the first cohort of FIPP partcipants.
- Consider inviting a small subgroup of participants to conduct a quasi-experimental control-group study to determine if the new engagement activities are positively associated with student learning.

Suggestions for Improved Processing of Student Surveys.
A tremendous number of surveys were processed during the 2010 spring semester – a total of 1770 surveys. Significant time was required of Institutional Research to process student surveys and of the faculty coordinator to track and monitor the processing of student surveys. To improve the system, a FIPP Tracking Form for Student Surveys (see Appendix D: Student Surveys) was designed and piloted at the end of spring semester. The form has the following purposes:

- Emphasize shared responsibilities of faculty, coordinator and IR staff. To obtain accurate findings, collaborative effort is required from each stakeholder group (faculty, faculty coordinator, IR staff).
- Document progress of surveys through multi-step process.
- Clearly communicate deadlines for submitting student surveys and when faculty can realistically expect to receive results.
- Save time and minimize confusion by clearly labeling surveys with identifying information (eg, faculty name, category).

In addition, the faculty coordinator and Institutional Research are collaborating on the following initiatives:
- developing a more efficient system for processing surveys, including pre-printing faculty names on student surveys and using color coding and organizers,
- revising student surveys to request first-generation status and to improve clarity of instructions and questions, and
- reducing the number of student surveys completed by each instructor to two surveys and the number of faculty surveys from three to two.

Suggestions for Ongoing FIPP Activities at Compton Center
A significant number of Compton Center faculty successfully completed the FIPP program in spring, 2010 – 26 of 42 participants completed 75-100% of the requirements (See Appendix I: FIPP Progress Reports). In addition, 10 participants completed the On Course II workshop in June, 2010. These groups represent potential leadership for institutionalizing FIPP.

As a new cohort begins in fall, 2010, the former FIPP participants can provide leadership by establishing a formal mentoring program, convening a panel of past participants for a FIPP Collaborative Workshop, investigating opportunities for collaboration between the two groups, and for organizing a "graduation" to present awards of recognition for those who completed the program.

Former FIPP participants can also be a resource for the campus by presenting workshops at Compton and national conferences (such as the On Course National Conference which will be held in Long Beach in April, 2011). Institutionalization of the program can be supported by creating a leadership team to organize opportunities to support FIPP participants' ongoing professional development as well as to train colleagues who have not yet participated in FIPP on strategies for developing active and responsible learners.

Suggestions to Improve Faculty Progress and Accountability for Future FIPP Cohorts
1. Provide FIPP Handbook and Orientation at On Course I Workshop. For the fall 2010 FIPP program, each participant will receive a handbook with the following sections and content:

1. Progress-To-Date: Tool for monitoring progress toward completion of FIPP program requirements which will be maintained by each participant.
2. Info & Documentation: Program overview listing all dates and deadlines and photo roster of all FIPP participants.
3. FIPP Reports: Sample forms (Proposed Implementation Plan and Activity Report) will be provided, along with instructions and samples from previous participants.
4. Student Surveys: Helpful Hints for Student Surveys, FIPP Tracking Form for Student Surveys, as well as all student surveys faculty will need for the semester.
5. Handouts & Resources: Sample tools for implementing On Course-related strategies.

2. Require faculty to track and report their progress toward completion of program requirements. During the spring semester 2010, the faculty coordinator tracked progress and provided updates online and at FIPP Collaborative Workshops (see Appendix B: FIPP Collaborative Workshops). As a result, participants' awareness of their progress may have been periodic (at monthly workshops) rather than ongoing (throughout the semester). On Course principles emphasize an internal rather than external locus of control. Similarly, progress may be more effectively sustained if faculty were also tracking and reporting their progress with a tool that will be required as part of the final report.

3. Integrate milestones with financial incentives. During the spring semester 2010, stipends were dependent on faculty completing all requirements of the program by the end of the semester. Despite the fact that milestones were established as intermediate deadlines, in the final weeks of the semester, approximately two-thirds of faculty had not yet completed a majority of the requirements. Just as when students complete major projects under time pressure, the final rush to complete the program requirements affected the quality of the submissions. To encourage faculty to maintain steady progress toward completing the program requirements, the FIPP Acknowledgement of Participation has been revised to note that the stipend is dependent upon completion of program requirements *by established deadlines*.

V. Conclusion

Perhaps the most appropriate way to conclude is with participants' comments about the importance of programs like FIPP and the need to continue to offer them.

> "Please keep 'em coming! FIPP is deeply needed for educators and for the impact that we will be able to have on the future through our students."

> "Consider providing the FIPP as required staff development for all full-time faculty on both campuses. Conduct annual follow-up meetings to connect and reconnect with each other until we have truly permeated the atmosphere of both campuses with an attitude and corresponding actions that support ongoing learning for students and faculty."

> "It is very important to continue to offer this type of staff development for our faculty. It allows us to reflect on our own practices and to institute changes in our classes that could only help our students. If there is something similar for classified staff to get them to better serve the students then I think we should offer that too."

> "I want to comment on how important it is for adjuncts to participate in this program. Depending on classes that are being offered and budget cuts, a student may never see an adjunct on campus after the semester they are in class with the adjunct. It is important that the adjunct makes as much of a difference and affects students as much as possible in the little time they are given on campus."

Finally, one participant captured the overall goal of the program,

> "I will carry the thoughts and concepts introduced in the manuals and the workshop with me as long as I teach. The whole purpose of the course was the help us empower our students. Being students ourselves in the course, [FIPP] empowered us."

Appendix A:
On Course I Workshop
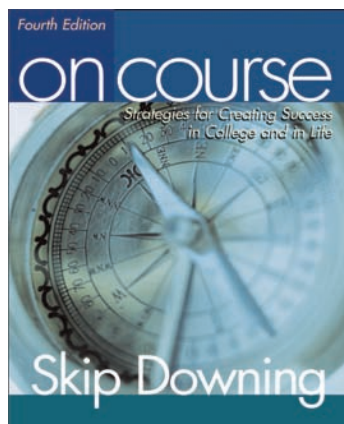
Increased Retention with *On Course*

Colleges and universities using the *On Course* text are significantly improving retention of their first-year students. Here's data from On Course programs at colleges and universities around the country.*

Legend:
- Students not using *On Course*
- Students using *On Course*

On Course Increased Retention ↓

Institution	Not using	Using	Increased Retention
Baltimore City Comm College (MD): Developmental English Students	51%	77%	+26%
Univ of North Carolina Greensboro (NC): Probationary Students	53%	72%	+19%
Mission College (CA): Basic Skills Students: Combined Reading, Writing, Math & ESL	65%	87%	+22%
Illinois Valley Comm Coll (IL): First-Time, Full-Time Students after 4 semesters	31%	49%	+18%
Northeastern OK A&M College (OK): Reading and Composition Students	73%	96%	+23%
Mt. Hood Comm College (OR): First-Year Students	53%	80%	+27%

(x-axis: 10 20 30 40 50 60 70 80 90 100)

* Studies conducted by individual institutions. To read their complete reports, see www.OnCourseWorkshop.com/Data.htm

Choices of Successful Students

Successful students…	Struggling students…
1. …accept **PERSONAL RESPONSIBILITY**, seeing themselves as the primary cause of their outcomes and experiences.	1. …see themselves as Victims, believing that what happens to them is determined primarily by external forces such as fate, luck, and powerful others.
2. …discover **SELF-MOTIVATION**, creating positive energy in their lives by discovering personally valuable goals and dreams.	2. …have difficulty sustaining motivation, often feeling depressed, frustrated, and/or resentful about a lack of purpose in their lives.
3. …master **SELF-MANAGEMENT**, consistently planning and taking purposeful actions in pursuit of their goals and dreams.	3. …seldom identify specific actions needed to accomplish a desired outcome. And when they do, they tend to procrastinate.
4. …employ **INTERDEPENDENCE**, building mutually supportive relationships that help them achieve their goals and dreams (while helping others do the same).	4. …are solitary, seldom requesting, even rejecting offers of assistance from those who could help.
5. ….gain **SELF-AWARENESS**, consciously employing behaviors, beliefs, and attitudes that keep them on course.	5. …make important choices unconsciously, being directed by self-sabotaging habits and outdated life scripts.
6. …adopt **LIFELONG LEARNING**, finding valuable lessons and wisdom in nearly every experience they have.	6. …resist learning new ideas and skills, viewing learning as fearful or boring rather than as mental play.
7. …develop **EMOTIONAL INTELLIGENCE**, effectively managing their emotions in support of their goals and dreams.	7. …live at the mercy of strong emotions such as anger, depression, anxiety, overwhelm or a need for instant gratification.
8. …**BELIEVE IN THEMSELVES**, seeing themselves as capable, lovable and unconditionally worthy human beings.	8. …doubt their competence and personal value, feeling inadequate to create their desired outcomes and experiences.

Faculty Inquiry Partnership Program
Interdisciplinary Partners
Spring 2010

1. Carmela Aguilar (ESL) & Rosemary Most (Child Development)
2. Ronny Alpern (Math) & Saul Panski (History)
3. Silvia Arroyo (Counseling) & Nasir Shaikh (Math)
4. Eddie Boatwright (Biological Sciences) & Frances Hayes-Cushenberry (Nursing)
5. Saundra Bosfield (Nursing) & Shemiran Lazar (ESL)
6. Leonard Clark (Geology) & Elizabeth Ann Sweeney (Nursing)
7. Diane Collins (Health) & Annaruth Garcia (Business)
8. Aurora Cortez-Perez (ESL) & Eyob Wallano (Anatomy/Microbiology)
9. Judy Crozier (Developmental English) & Nikki Williams (Sociology/English)
10. Essie French Preston (Counseling/Psychology) & Lalo Mendoza (Physical Education)
11. Vanessa Haynes (Counseling/Sociology/Human Development) & Bill Keig (Math)
12. Vijay Kanase (Nursing) & Dovard Ross (Business)
13. Mario Macareno (Counseling) & Hung Wu (Chemistry)
14. Victoria Martinez (Counseling/Human Development) & Toni Wasserberger (English)
15. Zenaida Mitu (Nursing) & Alexander My (Counseling/Human Development)
16. Bob Morgan (Real Estate) & Mohamad Tavakkoli (Math)
17. Georgia Moten (English) & Don Roach (Math)
18. Abiodun Osanyinpeju (Biological Sciences) & Frances Williams (Nutrition/Family Studies)
19. Marjeritta Phillips (Dance Education) & Shirley Thomas (Nursing)
20. Estina Pratt (Library) & Pam West (Childhood Education)
21. Chelvi Subramaniam (English) & Jose Villalobos (Math)

Program Date: January 26-28,2010	**Presenter(s):** Johnathan Brennan
Program # & Title:	PD 230abc On Course I Workshop (CEC FIPP)

Number Attended = 44   **Number Responded** = 31

My overall rating of the value I received from this workshop:

<div align="center">

Poor   Excellent   **Average =** 9.3

</div>

				0	0	2	4	6	16
1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

A. Specific strategies I commit to implementing include…

- Class participation
- Jigsaw Exercise Use/Adapt – Participation in the case studies – Affirmation whisper
- Do group activities in class to engage students in decision making
- Tracking Form – 32 Commitment Form – Reflection Periods – Out of classroom learning experiences – Think, Pair, Case Studies
- Use jigsaw, puzzle, on-task list, tracking.
- Self esteem – self awareness, self management, personal responsibilities (all 8)
- Group activity – puzzle – recreation – music
- Jigsaw, 32 day commitment, wise choices, most all of them
- Personal responsibility with students, identify personal affirmation to be read aloud prior to the beginning of each class session.
- Puzzle teams, silent Socratic dialog, affirmation whisper, music writing, music drawing of goal, obstacle experience
- Affirmation (affirmation whisper) – jigsaw – puzzle – case studies
- Tapping in on the Students Inner Qualities of Successful Students focusing on personal responsibility and self motivation
- Increasing students' self motivation – lifelong learning – have students set goals and set priorities – increase their self esteem
- Instill the concept of assuming personal responsibility with all my students and associates.
- Personal responsibility model; Language of Responsibility; Self-motivation affirmations; Self management tools eg. Next action, 32 day commitment; success learn meetings; life-long learning ie. Silent Socratic Dialogue; the Jigsaw, Disputing Your Inner Critic; Affirmation whisper.
- Reflections, DAPP, Puzzles and jigsaws, tracking forms
- Jigsaw and case studies
- I will do pairs and group activities more often. I will break big tasks into smaller steps and assess tasks learned by students.
- Anger control, breaks with music… etc.
- Quite frankly – I'm going to try every strategy that was presented to us at least once and with different classes – you never know what's going to work.
- Classroom policies/rules, feedback/evaluation/classroom environment/modeling/others
- Jigsaw, Wise Choice, Process the Late Paper

- Have student groups each teach one chapter from "On Course" to the class.
- 1) Helping students work together (interdependence) in teams for assignment 2) Help student motivation/desire to do well and not give up or settle
- Jigsaw – calendar – responsibility model
- Building personal responsibility, instituting motivation, etc. Instill all/if not most of the tools and strategies to increase student success
- Guiding Wise Choices – Increased self-evaluation
- Case study, scavenger hunt, contract
- The 7 domains of influence
- Group work, case studies

B. What I liked best about the workshop content and/or facilitation…
- Keep you motivated
- The exercise in the evening – it was very relaxing and allowed me to get in touch with myself
- Chat with colleagues and getting to know them better. Food was great, healthy.
- Very proactive and pro-participation. Although some participants did not like the activities ("games" is what they called them) I found them rewarding. I learned the strategies hands-on. Very good to have a workbook and text.
- Helped find ease in working with peers
- Very adequate
- I'm not so good with writing on the spot like this – probably better with a more thoughtful response after I digest it. The whole training is good like the FIPP partnership – the follow-up – not let us fly solo
- The information was presented in a relaxed manner that motivated each person to participate in the sessions.
- I really loved the opportunity to feel like part of a learning-teaching community.
- It was <u>fun!</u> With music, jokes, stories, and games, etc.
- "Affirmation whisper" The evening networking social allowed me to get in touch with myself especially the drawing to music exercise
- The concepts are real and can actually be implemented without any funding or special tools
- Both with equal enjoyment
- Knowledge of facilitator, Jonathan was GREAT guided our experiences and learning with mastery; my interest was maintained and even enhanced with each passing day's session.
- Reflections, DAPP, aaha moments, puzzle and jigsaw puzzle, track forms, wise choice process ideas and workbook
- Personal responsibility – Self motivation – Self management – Emotional intelligence
- It is always good to hear what other teaching strategies are implemented by other instructors. I really learned strategies I will implement in my classroom.
- Group Activities
- Content – many of the activities I already do some version of them – but its good and useful to see them with a twist and getting feedback from other colleagues.
- Very inspiring and very organized – empowering students by having them take responsibility for their actions – develop goals – self awareness – time-management – etc.
- Emotional intelligence – content; you did use music, chimes, humor, stories which are great for facilitation

- The various strategies/methods on pages 22, 27, 37, 43, 49, 54, 66 and 72
- Breaking us into small groups, setting achievable goals, focus on ourselves and role playing
- Teaching strategies – active learning
- Collaborative works with peers
- It was very regimented, on track, on time
- Assessing emotional intelligence
- Interacting with colleagues from other disciplines
- Collegiality
- The eight inner qualities

C. Ways I think the workshop content and/or facilitation could be improved…
- More outside events and activities
- Shorten the quiet exercise time
- Other than focusing on helping students succeed in college and in life - Topics to help faculty and administration should be included; we also have problems and baggage. We need support.
- Three days is a bit tiring. I recommend four days, leaving by 3pm. The optional evening would be better offered on a separate day so more of the On Course Participants could be present.
- Everything was wonderful
- Nothing
- Afternoon nap – food too rich – need light stuff – everyone wanted to sleep in afternoon – like in kindergarten ½ cat nap with blankets/pillows (or exercise). The walk was good.
- It could be improved with more Q & A sessions.
- It was a lot of material – don't know if we could make it a longer training session. Will there be an "On Course II" at Compton as Follow-up?
- The sessions are really long; they could be shortened with more days involved. Also what about helping the instructors cope? The focus is all about the students, the instructors need help too to cope with professional/personal problems.
- It's not broke!!
- Keep as is!
- Assignments directions need to be said slower and explained with more detail. Allow more time to understand and digest info before beginning. Transitions need to be clearer.
- It is a perfect workshop
- I really enjoyed the way we were kept on course.
- 100% performed exhibited
- It was just the right mix of groups and individual work
- Sometimes, activities were left to us to reach our own conclusions. I expected Jonathan to give us his precious conclusions.
- I think it is excellent!
- I found it very tough to focus over a 3-day period for so many hours. Being diabetic causes me to be very drowsy at times, and very tough to focus.
- Better seats since we have to sit all day. Longer breaks and encourage some walking particularly in afternoon to prevent sleepiness.
- The movement – change seats, going outside; collaboration and strategies worked well.
- It was excellent.

- Need to have a mike (cordless)
- Days are a bit long
- Reduce to 2 days

D. I'd also like to say or ask…
- Is there anyway to incorporate economics and college and classroom environments?
- Material could have been covered in two days
- Thank you for sharing
- Thank you
- The workshops are too long. 8 hours are too many.
- Maybe in future
- How do we get to On Course II?
- The presenter did an excellent job!! Hats off!!!
- On Course Rocks! Thanks, everyone! I will never think of music or even life in the same way. I will whole heartedly recommend this workshop to other educators.
- Thank you for all you have done for us!
- Thank you for a wonderful course/workshop. I will indeed use some of the information with my students – because my ultimate goal is to promote "Student Success"
- The presentation was great and I'm sure most people could at least implement one thing from it.
- Can On Course be applied to the business environment? Such as company training.
- It was very disappointing to see and hear some faculty /faculty leaders continue to talk, have side bars long conversations with others as the facilitator Jonathan was speaking. This occurred each day. Other faculty (some) did not silence their cell phones, which rang at different times or they talked on cell phone. These were all unnecessary distraction and disrespectful to the facilitator and participants!
- Excellent info
- Thank you very much
- Thanks for taking the time from your precious time to empower others. Please continue sharing your knowledge. You are greatly appreciated!
- Thank you very much and continue to help on training others in your future.
- Professor Brennan and his team were excellent and very very gracious. Can I contact any of you in the future?
- Thank you for bringing this to ECC-Compton Center
- Because I am a diabetic and assume others may be too, we need more diabetic friendly lunches ☺
- This is a great opportunity to meet other faculty, have fun and learn at same time.
- The structure of the course is exemplary because there isn't a lot of direction/instruction.
- Thanks

I will recommend this workshop to other educators   **Yes** = 30   **No** = 0
I would like to take an On Course II Workshop   **Yes** = 20   **No** = 4   **Not sure** = 3
                                                                                        Not yet = 1

If I may share your response with others, please print your name:

Eddie Boatwright	Lalo Mendoza	Elizabeth Ann Sweeney
Sandra Bosfield	Zenaida Mitu	Eyob Wallano
Judy Crozier	Georgia Moten	Nikki Williams

Appendix B:
FIPP Collaborative Workshops

CEC FIPP Workshop Feedback: April 2nd

1. **My overall rating of the value I received from this workshop:**
    Average = 9; Rating scale = Poor   0 1 2 3 4 5 6 7 8 9 10   Excellent

2. **What I liked best about the workshop content and/or facilitation…**
- New ideas – using music and quotes
- Kristie's explanation on every single details for this course. I enjoyed teachers' demos.
- The sharing of strategies.
- Great ideas.
- Presentation from my peers.
- Was outstanding
- I learned what other participants have done and are doing.
- Presentations by faculty members
- Ideas exchange
- Food, formation of tables chairs, examples by faculty
- Discussion of applying the jigsaw
- The ideas exchange
- Presentations
- The variety! Different participants have been SO VERY creative, used so much energy and interest to utilize some of the strategies we've learned in FIPP.
- Collegiality, progress report, classroom experiences with strategies
- Great ideas
- It gave us a chance to voice ideas about student success
- Presented some ideas I could use in class
- Sharing activities
- Getting new ideas – seeing how others adapt strategies
- Sharing
- The presentation providing formal evidence directly

3. **Ways I think the workshop content and/or facilitation can be improved are….**
- Include time to meet with partners
- The progress report's print was too small for these old eyes.
- N/A (2)
- Great!
- Give us time to work with each other
- More ideas exchange
- Increase follow-up sessions to 3 hrs (from 2 hrs)
- Less hours, content is repetitive
- We need to have time with our partners
- This is good
- To be submitted report form
- None but sharing other ideas

4. **I'd also like to say or ask….**
- This is great – great to network with colleagues
- Thank you –

- Real good workshop
- This is good getting together and sharing
- The workshop provided for a great deal of sharing information, techniques and thoughts.
- More handouts of how people are doing things.
- Next meeting pairs and pair square
- Great workshop!
- Thanks for ongoing investment in the faculty to assist us to improve our teaching strategies and ultimately the success of our students.
- Unfortunately, I was paired with an individual who did not follow up with the work.
- How can we find out more about being videotaped for On Course?
- Thanks
- Thank you
- Thank you for providing this opportunity
- Can't wait to use info in my class the 2nd 8 wks

CEC FIPP Workshop Feedback: May 14th

1. **My overall rating of the value I received from this workshop:**
   Average = 9.6; Rating scale = Poor   0 1 2 3 4 5 6 7 8 9 10   Excellent

2. **What I liked best about the workshop content and/or facilitation…**
- Kristie's attitude! Upbeat ☺
- Kristie is a great educator and facilitator. She enjoys what she is doing because she is talented and comes to her job thoroughly prepared. Most importantly, she is a great listener and gives immediate feedback.
- Team discussion.
- Sharing about teaching situations.
- Interaction in small group.
- Sharing discussion.
- Listening to my colleagues' experiences.

3. **Ways I think the workshop content and/or facilitation can be improved are….**
- This is a huge project and it covered all the aspects of how to improve ourselves and our students. It was really a perfect project.
- More sharing.
- None.
- Discussion/comments on anything going in on classes with strategies.

4. **I'd also like to say or ask….**
- For much more FIPP!
- Thank you! Most of us come to our classroom without teaching credentials. So, this workshop increases our awareness about the right methods to do things.
- For additional survey forms.
- Thanks!
- Great experience! Thanks! I plan to register for On Course II June 2010.

FIPP Collaborative Workshop
Wednesday, February 10th, 2010

1. Assessment and Reporting
    a. Student Surveys
    b. Activity Reports: http://www.elcamino.edu/administration/staffdev/index.asp
       From ECC website, click on Faculty & Staff, then Staff Development. Link to form is on the Staff Development page.

2. Ideas Exchange: Partner Sharing re: PIPs

3. Working Session: What are my 3-foot tosses?

Important Info and Resources

212 Degrees video: http://www.simpletruths.com/movies.asp

REQUIRED FIPP Collaborative Workshops: March 5, April 2, & May 14, 12:00-2:00 pm, CEC Staff Lounge

OPTIONAL Roundtable Discussions:
Wednesday, Feb 24th 12:15-2:00, CEC Staff Lounge

FIPP
Collaborative Workshop
Wednesday, February 10, 2010

Please
sit with your FIPP partner

Affirmation Whisper

If you are sitting:
- Display your name (nametag backwards or write name & place on **left** in front of you).
- Relax. Close your eyes.

If you are standing:
- Have your affirmation ready (or memorized): I am a _____, _____, and _____ woman/man.
- Replace "I am" with "(Colleague's name/You) are."
- WHISPER in LEFT ear.

At 1st chime: switch roles.
At 2nd chime: be seated for period of silence.
When music stops: time for comments.

Collaborative Inquiry — OCI, Partner FIPP Wkshps

Planning — PIP, course design, FIPP Wkshps

Imple-mentation: — 5 Strategies

Assessmnt: — Student Surveys, Feedback & Evaluation

Reflection — Activity Reports, FIPP Wkshps
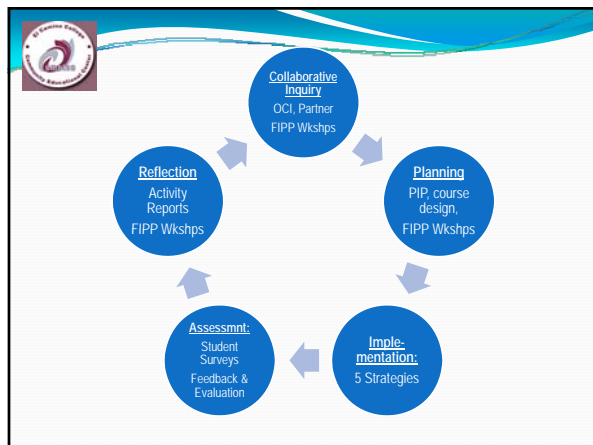
Agenda

- Assessment and Reporting
  - Student Surveys
  - Activity Reports
- Ideas Exchange: Partner Sharing re: PIPs
- Working Session: What are my 3-foot tosses?

Assessment & Reporting:
Student Surveys

- Each instructor: 3 Student Surveys
- Purposes
- Helpful Hints
  - General Information
  - Care & Feeding of Scannable Forms
    - Jaime Rodriguez, Institutional Research
- Distribution
  - Take envelope and approximate number for first survey ONLY (each stack = approx. 25 surveys).

Assessment & Reporting:
Activity Reports

- Each instructor: 5 Activity Reports
- Purposes
- Access via ECC website: www.elcamino.edu.
- Suggested milestones:
  - March 5 (week 3)
  - April 2 (week 7)
  - May 14 (week 12)
- Questions?

Ideas Exchange
32-Day Commitment

http://www.212movie.com/

- To get what we've never had, we have to do what we've never done.
- One extra degree makes all the difference.
- What 3-foot toss will I choose each DAY to increase my effort by ONE DEGREE and go from GOOD to GREAT?

Ideas Exchange
Partner Sharing re: PIPs

- PIP Summary: 1 Copy per <u>PAIR</u>

- FIPP: Through interdisciplinary collaboration, enhance student success and retention by developing **active & responsible learners**.

- ☑ Active learning
- ☑ Student responsibility

Ideas Exchange
Partner Sharing re: PIPs

- <u>Pair A:</u> Briefly describe strategies you've chosen in the five categories.
- <u>Pair B:</u> Listen actively. Ask **thoughtful questions** (remember the Silent Socratic Activity).
- <u>Goals:</u> Exchange of ideas. Practice active listening. Clarify, expand, & revise ideas.
- 1st 15 minutes is **fully focused** on Pair A.
- At chime, switch and next 15 minutes is **fully focused** on Pair B.

1-minute Debrief

- Comments?
- What did you learn?
- Questions?

Working Session:
What are my 3-foot tosses?

- The DAPPS Rule
- Dated
- Achievable
- Personal
- Positive
- Specific

Working Session:
What are my 3-foot tosses?

- My FIPP Plan
  - Adapted from "My Life Plan," On Course, pages 66 & 67.

Got DAPPS?

- By 2/24, I will prepare lesson plan adapting jigsaw to my course content and ask for feedback from at least one colleague (my partner, a colleague from my department, at FIPP roundtable discussion). I will implement jigsaw before the next FIPP collaborative workshop.

Got DAPPS?

- By the next FIPP collaborative workshop, I will adapt a feedback tool (e.g., Making Course Corrections, Quiz Debrief, Grade Tracker) to fit my course and share with my partner. I will choose dates to discuss assignment in class, for submission and for student surveys.

Wrap-Up

- REQUIRED Collaborative Workshops: March 5, April 2, & May 14, 12:00-2:00 pm, CEC Staff Lounge

- OPTIONAL Roundtable Discussions:
- Wednesday, Feb 24th 12:15-2:00, CEC Staff Lounge

My FIPP Plan

My Life Role: **Member of FIPP**

My DREAM in this Role:

My <u>Long-Term Goals</u> in this Role (<u>deadline: end of spring semester 2010</u>)

Check to see if your goals meet the DAPPS Rule: Is the goal…	dated?	achievable?	positive?	personal?	specific?
<u>Goal 1:</u> By June 11, 2010, implement **5 On Course I-inspired strategies**, at least one from each of the five domains of influence (workbook, pg. 13).	☑	☑	☑	☑	☑
<u>Goal 2:</u> By June 11, 2010, complete **5 Activity Reports** (one for each strategy).	☑	☑	☑	☑	☑
<u>Goal 3:</u> By June 11, 2010, implement **3 Student Surveys** (one for each of the five strategies).	☑	☑	☑	☑	☑
Additional FIPP Goals for spring 2010 (Optional):					

My <u>Short-term Goals</u> in this Role (What 3-foot tosses will help me reach my long-term goals?)

Check to see if your goal meets the DAPPS Rule: Is the goal…	dated?	achievable?	positive?	personal?	specific?
Goal 1:					
Goal 2:					
Goal 3:					
Goal 4:					

FIPP Collaborative Workshop
Friday, March 5th, 2010

1. Affirmation Whisper

2. News and Other Helpful Information
    a. Student Surveys & Helpful Hints *(please include your name when returning surveys)*
    b. CEC On Course Ambassadors
    c. On Course II: June 21-24, 2010 (details TBA). More info at: www.oncourseworkshop.com
    d. Ongoing affirmations
    e. April Collaborative Workshop
    f. Next Roundtable Discussion

3. FIPP Pre-Program Survey: Preliminary Themes and Trends

4. Ideas Exchange
    Elizabeth Ann Sweeney: The Case of the Late Paper
    Vanessa Haynes: Success Contracts
    Alexander My

5. Working Session
    Pair-Share Progress Reports
    What are my "Next Actions"?

Upcoming FIPP Collaborative Workshops and Suggested Milestones:
April 2, 12-2, CEC Staff Lounge
- Total Strategies Implemented: 2-3
- Total Student Surveys: 1-2
- Total Activity Reports Submitted: at least 2-3

May 14, 12-2, CEC Staff Lounge
- Total Strategies Implemented: 3-4
- Total Student Surveys: 2-3
- Total Activity Reports Submitted: 3-4

June 11th, Deadline to have completed the following:
- Total Strategies Implemented: 5
- Total Student Surveys: 3
- Total Activity Reports Submitted: 5
- Final Report (Details TBA)

Slide 1

FIPP

Collaborative Workshop

Friday March 5, 2010

Please

Choose the same table as your FIPP partner

Slide 2

Affirmation Whisper

If you are sitting:
- Display your name (nametag backwards or write name & place on **left** in front of you).
- Relax. Close your eyes.

If you are standing:
- Have your affirmation ready (or memorized): I am a ____, ____, and ____ woman/man.
- Replace "<u>I am</u>" with "(<u>Colleague's name/You</u>) are."
- WHISPER in LEFT ear.

At 1st chime: switch roles.
At 2nd chime: be seated for period of silence.
When music stops: time for comments.

Slide 3

- **Collaborative Inquiry** — OCI, Partner FIPP Wkshps
- **Planning** — PIP, course design, FIPP Wkshps
- **Imple-mentation:** — 5 Strategies
- **Assessmnt:** — Student Surveys, Feedback & Evaluation
- **Reflection** — Activity Reports, FIPP Wkshps

Slide 4
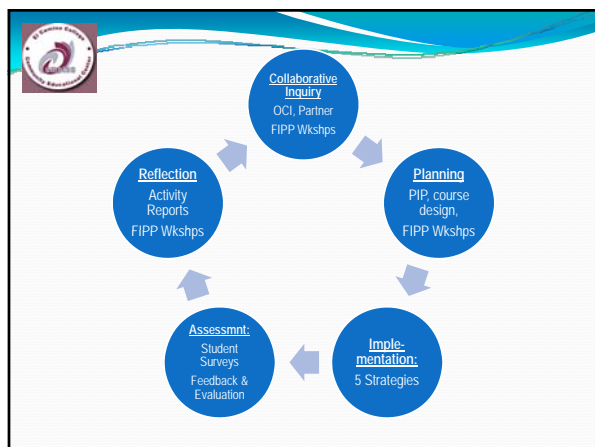
Agenda

- <u>News & Other Helpful Information</u>
- <u>Ideas Exchange:</u>
  - Individual Progress Reports:
    - Elizabeth Ann Sweeney: The Case of the Late Paper
    - Vanessa Haynes: Success Contracts
    - Alexander My
- <u>Working Session:</u>
  - Pair-Square Progress Reports
  - What are my "Next Actions"?

Slide 5

News & Other Helpful Information

- Student Surveys & "Helpful Hints" Handout
- CEC On Course Ambassadors
- On Course II: June 21-24, 2010
- Ongoing Affirmations
- Upcoming Workshops
  - April Collaborative Workshop
  - Next Roundtable Discussion

Slide 6

Ideas Exchange

- FIPP: Through interdisciplinary collaboration, enhance student success and retention by developing **active & responsible learners**.

- ☑ Active learning
- ☑ Student responsibility

Ideas Exchange

- Individual Progress Reports:
  - Elizabeth Ann Sweeney: The Case of the Late Paper
  - Vanessa Haynes: Success Contracts
  - Alexander My

- Briefly describe activity/strategy
- What worked well?
- What would you change?
- Would you use activity again? Why or why not?
- Describe any student learning or changes.

Working Session: Progress Reports

- A word about updated PIPs….

Working Session: Progress Reports

- Pair A:
1. **Briefly discuss your progress to date**. Specifically address:
   - Planning/Implementation: Strategies in 5 categories
   - Assessment: Student Surveys
   - Reflection: Activity Reports
2. **Briefly discuss any challenges**.
3. **Identify Next Actions.**

- Pair B: Listen actively. Ask **thoughtful questions** (remember the Silent Socratic Activity).

- Goals: Exchange of ideas. Practice active listening. Clarify, expand, & revise ideas.

1-minute Debrief

- Comments?
- What did you learn?
- Questions?

PAIR-SQUARE PROGRESS REPORTING

Group Members' Names: _____

1. Choose a RECORDER.
2. Each person identifies which strategy they're using for each category (see examples).
3. Each person briefly describes MOST SUCCESSFUL strategy so far, identifying key ingredient to the success of the strategy.

Classroom Activity	Classroom Environment	Classroom Expectations	Feedback & Evaluation	Homework & Out-of-Class Learning	Student Surveys
Example: Jigsaw, student letters to themselves, case study.	Example: Success groups, phone lists, group projects.	Example: student contract, Tracking Form, learning goals.	Example: Quiz Debrief, Making Course Corrections, Course evaluation.	Example: Grade tracker, Planner, Next Actions List.	

Classroom Activity	Classroom Environment	Classroom Expectations	Feedback & Evaluation	Homework & Out-of-Class Learning	Student Surveys
Strategy:	Strategy:	Strategy:	Strategy:	Strategy:	Survey 1 Date: ____ ☐ Surveys Administered ☐ Surveys Submitted
Date: ____ ☐ Strategy Implemented ☐ Activity Report Submitted	Date: ____ ☐ Strategy Implemented ☐ Activity Report Submitted	Date: ____ ☐ Strategy Implemented ☐ Activity Report Submitted	Date: ____ ☐ Strategy Implemented ☐ Activity Report Submitted	Date: ____ ☐ Strategy Implemented ☐ Activity Report Submitted	Survey 2 Date: ____ ☐ Surveys Administered ☐ Surveys Submitted
Next Actions: (list below)	**Next Actions:** (list below)	**Next Actions:** (list below)	**Next Actions:** (list below)	**Next Actions:** (list below)	Survey 3 Date: ____ ☐ Surveys Administered ☐ Surveys Submitted
					Next Actions: (list below)

FIPP Collaborative Workshop ◆ Friday, April 2nd 2010

- **<u>Required Milestones for Today's Workshop:</u>**
- Minimum Strategies Implemented: 2
- Minimum Student Surveys: 1
- Minimum Activity Reports Submitted: 2

1. News and Other Helpful Information
   a. Student Surveys & Helpful Hints
      i. Surveys available in Vice President Barbara Perez's office
      ii. Include your name, confirm Office Use is completed
   b. Activity Reports
      i. Available on ECC Staff Development website
      ii. Include category; FIPP partner reviews before submitting; will be posted online
   c. On Course II: June 21-24, 2010
      i. Priority registration for FIPP participants – see sign-up
      ii. More info at: www.oncourseworkshop.com
   d. CEC FIPP Fall 2010
      i. Recruiting strategies; one colleague
   e. The Purchased Paper
   f. Next Stop YouTube? FIPP video taping at ECC
   g. Building Community: From Affirmation **Whisper** to **On-the-Spot** Affirmations
2. Progress Update
   a. 3-foot toss = approximately 50% complete
   b. Progress Report as of 3.31.10
3. Ideas Exchange
   a. Bill Keig: Solar Mission Project
   b. Victoria Martinez & Toni Wasserberger: Feedback and Evaluation
   c. Zenaida Mitu: Jigsaw
   d. Georgia Moten: Student Responsibility and Active Learning
4. Working Session
   a. Pair-Square Progress Reports
   b. What are my "Next Actions"?

Upcoming FIPP Collaborative Workshops and Required Milestones:
May 14, 12-2, CEC Staff Lounge
- Strategies: 4; Student Surveys: 2; Activity Reports: 4
June 11th, Deadline to have completed the following:
- Strategies: 5; Student Surveys: 3; Activity Reports: 5; Final Report (details TBA)

CEC FIPP PROGRESS REPORT AS OF 3.31.10

Compton FIPP

PARTICIPANTS			FIPP ASSESSMENT AND REPORTING									
Last Name	First Initial	PIP	AR 1: Class. Activity	AR 2: Class Environ.	AR 3: Class Expect.	AR 4: Feedback and Eval	AR 5: Homewk and Out-of-Class	St. Survey #1	St. Survey #2	St. Survey #3	Final Report	% OF OVERALL REPORTING COMPLETED
Aguilar	C.	1										10%
Alpern	R.	1						1				20%
Arroyo	S.	1										10%
Boatwright	E.	1										10%
Bosfield	S.	1										10%
Clark	L.	1										10%
Collins	D.	1										10%
Cortez-Perez	A.	1										10%
Crozier	J.	1										10%
French-Preston	E.	1	1	1	1			1				50%
Garcia	A.	1										10%
Hayes-Cushenberry	F.	1										10%
Haynes	V.	1		1	1			1	1			50%
Kanase	V.	1		1								20%
Keig	W.	1		1	1	1		1	1			60%
Lazar	S.	1										10%
Martinez	V.	1						1				20%
Mendoza	L.	1										10%
Mitu	Z.	1		1								20%
Morgan	R.	1										10%
Most	R.	1										10%
Moten	G.	1						1				20%
My	A.	1	1	1	1		1	1	1	1		80%
Osanyinpeju	A.	1	1	1				1	1			50%
Panski	S.	1			2	1						40%
Phillips	M.	1										10%
Pratt	E.	1										10%
Roach	D.	1	1					1				30%
Ross	D.	1										10%
Shaikh	M.											0%
Subramaniam	T.	1										10%
Sweeney	E.	1	1	1				1	1			50%
Tavakkoli	M.	1						1				20%
Thomas	S.	1										10%
Villalobos	J.	1										10%
Wallano	E.	1						1	1	1		40%
Wasserberger	T.	1										10%
West	P.	1										10%
Williams	F.	1										10%
Williams	N.	1										10%
Wu	H.	1										10%

Slide 1

FIPP
Collaborative Workshop
Friday April 2nd

SIT WITH YOUR FIPP PARTNER

Slide 2

NEWS & HELPFUL INFO

- Student Surveys
- Activity Reports
- On Course II: June 21-24
- CEC FIPP Fall 2010

Slide 3

NEWS & HELPFUL INFO

- The Purchased Paper
- Next Stop YouTube?
- Building Community:
  - From Affirmation **Whisper** to **On-the-Spot** Affirmations

Slide 4

PROGRESS UPDATE

- 3-foot toss = approximately 50% complete
- Report = progress as of 3.31.10

Slide 5

Required Milestones: **TODAY**

- Strategies Implemented: 2
- Student Surveys: 1
- Activity Reports Submitted: 2

Slide 6

Required Milestones: **MAY 14**

- Strategies Implemented: 4
- Student Surveys: 2
- Activity Reports Submitted: 4

Required Milestones: __JUNE 11__

- Strategies Implemented: 5
- Student Surveys: 3
- Activity Reports Submitted: 5
- Final Report (details TBA)

Ideas Exchange

- FIPP: Through interdisciplinary collaboration, enhance student success and retention by developing **active & responsible learners**.

- ☑ Active learning
- ☑ Student responsibility

Ideas Exchange

- Briefly describe activity/strategy
- What worked well?
- What would you change?
- Would you use activity again? Why or why not?
- Describe any student learning or changes.

IDEAS EXCHANGE

- Zenaida Mitu: Jigsaw
- Bill Keig: Solar Mission Project
- Victoria Martinez & Toni Wasserberger: Feedback & Eval
- Georgia Moten: Student Responsibility & Active Learning

Pair-Square Progress Reports

- __SET UP:__
- Pair = Your FIPP partner
- Square = Join one other FIPP pair
- Choose group recorder/reporter
  - (1 person or 2)

Pair-Square Progress Reports

- __YOUR MISSION:__
1. Each person identifies which strategy they're using for each category (see examples).
2. Each person briefly describes MOST SUCCESSFUL strategy so far, identifying key ingredient to the success of the strategy.
3. **Choose ONE "Most Successful Strategy" to share with the group.**
4. What are __MY__ "Next Actions"?

Workshop Evaluations

Possible Discussion Topics

- OUR GOAL: Improve student success and retention through **active learning** and **student responsibility**.
- Your Perspectives on Active Learning and Student Responsibility
- Successes: Progress, What's Working
- Challenges: Forks in the Road, Where You Need Help Input or Feedback
- Other ideas or suggestions?

Faculty Inquiry Partnership Program

ON-THE-SPOT AFFIRMATION

This is your opportunity to recognize another member of FIPP for

- making a difference,
- providing outstanding service,
- demonstrating excellence, and/or
- being dedicated to the success of students, and/or other faculty.

FIPP Member's Name: _____

Reason for the On-The-Spot Affirmation:

_____

_____

_____

_____

_____

_____

_____

_____

Optional: Your Name: _____

Give WHITE copy to your FIPP colleague and submit YELLOW copy to the FIPP Coordinator.

Thank you for making a difference by recognizing your colleague!

THE PURCHASED PAPER

One dark Thursday evening in December, freshman basketball star **EDGAR ALLEN** told his roommate, "You might as well start looking for a new roommate, **BILLY**. I'm as good as gone."

Edgar's string of bad luck had started that afternoon. First, **COACH LONG** had cancelled basketball practice because the water main in the gym had burst. Then, he'd announced that the holiday basketball tournament, originally scheduled that weekend on their campus, would be moved to another college 200 miles away. Their team would be leaving for the new tournament site by bus the next morning at 8:00 a.m., and they wouldn't be back until late Sunday night.

What a disaster! Edgar thought. He'd planned to spend the entire weekend, except for game times, working at the library on his final English paper. It was due on Monday, but there was no way Edgar could picture himself writing a passing paper on a road trip. And he needed at least a C to pass English and stay eligible for basketball. Without his basketball scholarship, Edgar knew he wouldn't be coming back next semester. He'd probably be working at Wal-Mart. **MRS. ALLEN**, Edgar's mom, had just bought a new car, and she made it perfectly clear she couldn't help Edgar with his tuition.

Panicked, Edgar called **PROFESSOR PINE** immediately to tell her that he wouldn't be able to get his English paper done on time because he'd be away all weekend at the tournament. He begged her for an extension. "I'm sorry, Edgar. I warned everyone weeks ago that I have to turn in my final grades on Tuesday. If I don't have your paper when I leave here on Monday, you'll get a zero. I guess you've got an important choice to make!"

"That's no choice," Edgar told Billy, "I'll lose my scholarship whatever I do. If I stay here to write the paper, Coach Long will throw me off the team. If I go to the tournament, I'll flunk English, and then I'll be outta here anyway. I am *totally* screwed." "Hey man," Billy countered, "I keep saying, you gotta wise up to rise up. Don't you know it's the 21st Century? No one writes their own papers anymore. There are thousands of papers for sale on the Internet. I'll even find you one."

All weekend at the tournament, though, Edgar kept telling himself he was *not* going to turn in a purchased paper. He'd write it himself even if he had to stay up all Sunday night. But when he got back to his room late Sunday night, propped on his desk was the paper that Billy had found for him. Edgar put the paper back on Billy's desk, and then spent hours trying to write his own. Finally, he surrendered to a deep sleep. In the morning, he retrieved the paper from Billy's desk, thinking, "Just this one time!"

It took Professor Pine about 5 minutes of searching the Internet to find the essay that Edgar had given her. She liked Edgar and knew he was under a lot of pressure. If she didn't count this plagiarized paper, he'd get a C– in English and would keep his scholarship. As she pondered what to do, Coach Long called her home and asked if she could possibly give Edgar a break just this once. That did it! She didn't even ask if the coach was aware that Edgar had turned in a plagiarized paper. All she knew was, he had some nerve pressuring her to give one of his players special treatment. When she hung up, Professor Pine wrote a zero on Edgar's paper and put an F on the final grade report.

* * * * *

Listed below are the characters in this story. Rank them in order of their <u>responsibility for Edgar's failing grade in English</u>. Give a different score to each character. Be prepared to explain your choices.

Most responsible ⬅ *1 2 3 4 5 6* ➡ *Least responsible*

___ Edgar Allen, the English student   ___ Billy, the roommate   ___ Coach Long
___ Mrs. Allen, Edgar's mother   ___ Professor Pine   ___ Seller of essay on Internet

Diving Deeper: Is there someone not mentioned in the story who may also bear responsibility for Edgar Allen's failing grade?

JIGSAW MODEL

OBJECTIVES:

1. HIV AIDS
2. Pathogenesis of HIV AIDS
3. Systematic Complications and Opportunistic Infections
4. Drug Therapy for AIDS
5. Tuberculosis and HIV
6. Prevention of HIV
7. Health Education for HIV-AIDS

STEP A: HOME GROUPS

1	2	3
4		
5	6	7

1	2	3
4		
5	6	7

1	2	3
4		
5	6	7

1	2	3
4		
5	6	7

1	2	3
4		
5	6	

(#6 WILL ANSWER ALSO OBJECTIVE #7)

STEP B: EXPERT GROUPS

1	1	1
1		1

2	2	2
2		2

3	3	3
3		3

4	4	4
4		4

5	5	5
5		

6	6	6
6		6

7	7	7
7		6

(#6 WILL JOIN & ANSWER
OBJECTIVE #7)

STEP C: HOME GROUPS

```
┌─────────────────────────┐        ┌─────────────────────────┐
│ 1          2          3 │        │ 1          2          3 │
│                         │        │                         │
│ 4                       │        │ 4                       │
│                         │        │                         │
│ 5          6          7 │        │ 5          6          7 │
└─────────────────────────┘        └─────────────────────────┘

┌─────────────────────────┐        ┌─────────────────────────┐
│ 1          2          3 │        │ 1          2          3 │
│                         │        │                         │
│ 4                       │        │ 4                       │
│                         │        │                         │
│ 5          6          7 │        │ 5          6          7 │
└─────────────────────────┘        └─────────────────────────┘

          ┌─────────────────────────┐
          │ 1          2          3 │
          │                         │
          │ 4                       │
          │                         │
          │ 5          6            │
          └─────────────────────────┘
```

FIPP Collaborative Workshop ◆ Friday, May 14th 2010

- **Required Milestones for Today's Workshop:**
- Minimum Strategies Implemented: 4
- Minimum Student Surveys: 2
- Minimum Activity Reports Submitted: 4

6. News and Other Helpful Information
    a. Student Surveys & Helpful Hints
        i. UPDATED surveys available in Vice President Barbara Perez's office – **throw away "old" surveys**
        ii. Include your name, confirm Office Use is completed
        iii. Reading your results (hug an Institutional Researcher when you see them!)
    b. Activity Reports
        i. Available on ECC Staff Development website
        ii. Include category; FIPP partner reviews before submitting; will be posted online
    c. On Course II: June 21-24, 2010
        i. Priority registration for FIPP participants – see sign-up by Monday, May 17th
        ii. More info at: www.oncourseworkshop.com
    d. CEC FIPP Fall 2010
        i. Recruiting strategies; one colleague
    e. Building Community: From Affirmation **Whisper** to **On-the-Spot** Affirmations
    f. Let them eat cake?

7. Classroom Tool: A Fork in the Road: http://www.youtube.com/watch?v=oRBchZLkQR0

8. Progress Update
    a. 3-foot toss = approximately 60% complete
    b. Progress Report as of 5.14.10

9. Working Session
    a. Pair-Square Progress Reports
    b. What are my "Next Actions"?

Upcoming Required Milestones:
June 11th, Deadline to have completed the following:
- Strategies: 5; Student Surveys: 3; Activity Reports: 5; Final Report (details TBA)

CEC FIPP PROGRESS REPORT AS OF 5.14.10

Shaded = Activity Reports and/or Student Survey COMPLETE; Submit changes to Kristie

Compton FIPP

Last Name	First Initial	PIP	AR 1: Class. Activity	AR 2: Class Environ.	AR 3: Class Expect.	AR 4: Feedback and Eval	AR 5: Homewk and Out-of-Class	St. Survey #1	St. Survey #2	St. Survey #3	Final Report	% OF OVERALL REPORTING COMPLETED
Aguilar	C.	1	1			1	1	1	1			60%
Alpern	R.	1		1				1	1	1		50%
Arroyo	S.	1						1				20%
Boatwright	E.	1										10%
Bosfield	S.	1										10%
Clark	L.	1						1	1			30%
Collins	D.	1						1	1	1		40%
Cortez-Perez	A.	1						1				20%
Crozier	J.	1						1	1	1		40%
French-Preston	E.	1	1	1	1	1	1	1	1	1		90%
Garcia	A.	1										10%
Hayes-Cushenberry	F.	1										10%
Haynes	V.	1	1	1	1		1	1	1	1		80%
Kanase	V.	1		1								20%
Keig	W.	1		1	1	1		1	1	1		70%
Lazar	S.	1						1	1			30%
Martinez	V.	1						1	1	1		40%
Mendoza	L.	1						1	1			30%
Mitu	Z.	1	1	1		draft		1	1	1		60%
Morgan	R.	1										10%
Most	R.	1						1	1			30%
Moten	G.	1		draft	draft	1	draft	1				30%
My	A.	1	1	1	1	1	1	1	1	1		90%
Osanyinpeju	A.	1	1	1				1	1			50%
Panski	S.	1	1	1	2	1	1	1	1			90%
Phillips	M.	1										10%
Pratt	E.	1										10%
Roach	D.	1	1	1	1	1	1	1	1	1		90%
Ross	D.	1										10%
Shaikh	M.											0%
Subramaniam	T.	1						1	1	1		40%
Sweeney	E.	1	1	1	2	1	1	1	1	1		100%
Tavakkoli	M.	1						1	1	1		40%
Thomas	S.	1										10%
Villalobos	J.	1										10%
Wallano	E.	1	draft					1	1	1		40%
Wasserberger	T.	1										10%
West	P.	1										10%
Williams	F.	1						1				20%
Williams	N.	1						1				20%
Wu	H.	1										10%

FIPP
Collaborative Workshop
Friday May 14th

SIT WITH YOUR FIPP PARTNER
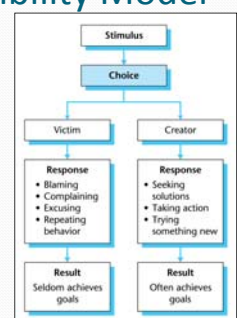
Forks in the Road of Life

CHOICE

Responsibility Model

Choices at the Fork:
3 minute discussion.

- What <u>BELIEFS</u> and <u>BEHAVIORS</u> did the characters make at the fork in the road?
- Think of two real-world examples of how you or others respond this same way.

Pair-Square Progress Reports

- <u>SET UP:</u>
- Pair = Your FIPP partner
- Square = Join one other FIPP pair
- Choose group recorder/reporter – 1 person or 2
- Choose timekeeper

Pair-Square Progress Reports

- YOUR MISSION:
1. Each person identifies which strategy they're using for each category (see examples).
2. Each person briefly describes MOST SUCCESSFUL strategy so far, identifying key ingredient to the success of the strategy.
3. **Choose ONE "Most Successful Strategy" to share with the group.**
4. What are <u>MY</u> "Next Actions"?

Workshop Evaluations

Appendix C:
Proposed Implementation Plans

Proposed Implementation Plan (PIP) Worksheet
Faculty Inquiry Partnership Program
Funded by El Camino College Superintendant/President Thomas Fallo

As a FIPP participant, you will have the opportunity to deepen your learning by partnering with a fellow participant to implement five On Course I-inspired strategies during the spring 2010 semester. Each partnership will choose the same five activities for effective collaboration and evaluation. You will choose *one* strategy from *each* of the following five areas:
1. classroom activities
2. creating a classroom environment
3. setting classroom expectations
4. providing feedback and evaluation
5. designing homework and other out-of-classroom learning experiences

Please use this worksheet throughout the training to take notes on how you might use or adapt strategies from the On Course I workshop for your teaching. Identify under which category they fall to ensure a balance of strategies for implementation in the fall.

I.   **Classroom Activities**
         (e.g., case studies, jigsaw, think-pair-square)

II.   **Classroom Environment**
         (e.g., seating arrangements, group work)

III.   Classroom Expectations
     (e.g., student contract, goal setting)

IV.   Feedback & Evaluation
     (e.g., student surveys, test review)

V.   Homework / Out-of-classroom Experiences
     (e.g., field trips, library research)

ECC Compton Educational Center
Faculty Inquiry Partnership Program

Proposed Implementation Plan
(updated 1.26.10)

This report must be submitted by **Friday, February 5, 2010 by 5pm**. Return form electronically to kdaniel@elcamino.edu. (Click on gray boxes above to answer questions. Save completed document in Word. Attach Word file in an email to Kristie.)

Submitted by: _____

FIPP Partner: _____

Please describe the five strategies – one strategy from each category – which you plan to implement this spring. Please include 1) how you will use or adapt the strategy for your classes, 2) when you will use the strategy and 3) in which course you plan to use it.

6. Classroom Activities (e.g., case studies, jigsaw, think-pair-share)

7. Creating a Classroom Environment (e.g., seating arrangements, group work)

8. Setting Classroom Expectations (e.g., student contract, goal setting)

9. Providing Feedback and Evaluation (e.g., student surveys, test review)

10. Designing Homework and Other Out-of-Classroom Learning Experiences (e.g., field trips, library research)

Thank you for your participation.

FIPP Proposed Implementation Plans (PIPs), Grouped by Pairs, Updated 3.24.10

Pair	First	Last	Dept	Classroom Activities	Classroom Environment	Classroom Expecations	Feedback & Eval	Homework & Out-of-Classroom Learning
1	Carmela	Aguilar	ESL	Students write a letter to themselves about how learning English (Child Development) will assist them to achieve their life goals and dreams. Professor will collect letters and return them at the end of the semester. ESL 51B and ESL 3A	At the end of every class hour, students will be given five minutes to reflect on what happened in class. They will write their reflections in a journal and they will revisit them at the end of the semester. ESL 3A	Using the Tracking Form, students will track their progress in meeting the requirements of the out-of-classroom learning experiences (see #5). ESL 51B and ESL 3A	Students will use Wise-Choice Process when they ask for advice about a problem or concern or when they have to make a decision pertaining to their education. ESL 51B and ESL 3A	Students choose a different activity per week from the following to enrich their learning. Then they will write a brief statement about their experience. 1. Visit library, 2. Visit tutor. 3. Visit Language lab, 4. Attend Office Hr. ESL 51B and ESL 3A
	Rosemary	Most	Child Dev.	Students will write a letter to themselves about how Infant/Toddler development is related to their life goals & dreams. Collect the letters at the beginning of the term and return at end of term.	During class discussion, students will reflect on developmental concepts/theories by verbally expressing their thoughts/feelings/asking questions. Students will receive points throughout the term for their reflections.	Using a tracking form, students will track their outside of classroom learning activities/experiences (related to #5)	Using a Wise Choice Process when students ask for advice/express concerns about a problem/issue or make excuses for not/fulfilling a responsibility. This will be applied throughout the term.	Student will select a weekly activity, behavior, and/or action outside of class which supports infant/toddler development.
2	Ronny	Alpern	Math	Students were given word problems that represented different types of mathematical formulae and solutions during week 3 of the semester. A student survey on the usefulness of this activity has been completed and submitted.	Students signed a phone list for mutual assistance and support during the first week of the session and were asked to keep and bring a calendar to class on a daily basis to record dates for quizzes and the type of homework assigned. Students will also be placed into groups for collaborative learning during week 6 of the semester and will be surveyed to see if they find such a framework more conducive to student learning.	Students were given the Quiz Debrief form after the first quiz in week 2 and will be given a second Quiz Debrief in week 7 after the second quiz. Students will then be surveyed to see if the debriefing process helped them do better on the second quiz. Results will be submitted for tabulation.	Students will be asked to complete the Making Course Corrections form in week 8 and will be surveyed in week 10 to determine whether this has helped them focus on what needs to be done to complete the class with the grade that they want. Results will be submitted for tabulation.	Students will be given the Grade Tracker form in week 6 and will be asked to determine and evaluate what grade they should get before the end of week 12 and the deadline for dropping the course with a "W." Conferences will be held with individual students to help them decide which course of action to take.
	Saul	Panski	History	JIGSAW: I will apply this technique in History 1A #9236 to help students learn the various articles of the Constitution and report back to the class as experts.	I will have students volunteer for a classroom phone list and encourage students to select a phone partner to ask questions and keep up to date on work missed or not completely understood; pairing students. I will also require them to bring a calendar to class every day to track important dates for assignments, exams, and other course events. I will implement both of these strategies in History 1A #9243 (FYE) and History 1A #9236. I will also ask students to indicate "what they learned today" at the end of class, and will ask theis question periodically throughout the course.	I will have students complete two Making Course Corrections analyses and have them also maintain a Grade Tracking Sheet. I will also ask them to complete at least two Quiz Debiefs. I will have students do the Making Course Corrections exercise after the firt quiz and before the last date to obtain a "W." The Quiz Debriefs will be after the first and second course exams. Grarde Tracking will be ongoing. These strategies will be implemented in both History 1A #9243 (FYE) and History 1A #9236.	I will have students write brief anonymous paragraphs on what is working and what is not working in the course and ask for suggestions on how to improve success and responsibility of both the instructor and students. 3rd, 6th, 9th, 12th week (Sections #9243, 9236)	I will ask studetns to maintain a Next Actions Sheet to help them implement the necessary behaviors to do well on coursework outside of the classroom environment. (History 1A #9243, 9236)

FIPP Proposed Implementation Plans (PIPs), Grouped by Pairs, Updated 3.24.10

Pair	First	Last	Dept	Classroom Activities	Classroom Environment	Classroom Expectations	Feedback & Eval	Homework & Out-of-Classroom Learning
3	Silvia	Arroyo	Counseling	Students will form groups of three to four and present topics pertaining to class content in Human Development and Educational Planning (HD 8). Topics are: (a) Time Management; (b) Developing Self-Discipline; (c) The Power of Choice etc.	Group presentations.	Add contract to syllabus and have them sign it by the second class meeting.	(a) pass out surveys by the second class meeting and at the last day of class, (b) ask students for feedback about class expectations.	(a) assign students to visit the Transfer Center and discuss what they learned, (b) take class to the Library for a presentation by the librarian and a tour.
	Nasir	Shaikh	Math				(b) ask students for feedback about class expectations.	
4	Eddie	Boatwright	Bio. Sci.	My partner and I will used the "Jigsaw" strategy. For Nursing I will use the Home Group of fours with the Nursing Process: 1st group will do (a) Assessment; 2nd group will do (b) Nursing Diagnosis; 3rd group will do (c) Goal setting and 4th group will do Implementation and Planning.	In Nursing, students will be placed in a semi-circle classroom environment to create a more cohesive environment because of the "face-to-face" interaction and create stronger team members and players.	Expectations: In A&P, students will identify organ and system functions; case studies will be used to assist students with identifying "Pathology" of the organ systems and a series of questions will be asked to identify the etiology of the "Pathology". In Nursing, students will master skills to promote safe and competence as a Health care provider: they develop critical thinking skills through "case studies" and demonstration of skills in the "Skills Lab".	Homework and out-of-classroom Learning: My partner and I will use 32 day commitment and research papers. In Nursing, students will spend 1-2 hours per day in the Nursing Skills Lab to promote competency. In A&P, students will be required to write a 2 page research paper on any medical condition which is personal or a medical condition will promote enuthiasm and motivation for learning about the condition.	
	Frances	Hayes-Cushenberry	Nursing	See partner, above.	See partner, above.	See partner, above.	See partner, above.	See partner, above.
5	Saundra	Bosfield	Nursing	Role play, case studies, jigsaw activity, and classroom instructions	Group work, scavenger hunt (objectives: learn where services are and what services are available on campus; and learn to work in a group)	Discuss the college student handbook, go over policies and rules, discuss the mission statement of the college, have students write what they expect to receive from the class (besides a letter grade). Have students write their own objectives and how they intend to achieve them	Before the class ends allow students to discuss at least five things they have learned, and ask questions that were not asked earlier.	Case studies, documentation on case studies, and use of the library to read and discuss journals.
	Shemiran	Lazar	ESL	A. Jigsaw: Students will be given a reading passage that can be divided into segments: 1. topic sentence 2. supporting details 3. examples 4. concluding sentence B. When: 1st 8-week session – Spring 2010 C. Course: ESL 3D (Advanced Reading and Writing) – section # 9684	A. Group Work: - Post quotations "that express the value of interdependence." Post quotations about "the value of taking persistent steps toward a personally meaningful goal". B. When: 2nd 8-week session – Spring 2010 C. Course: ESL 3C (Intermediate Reading and Writing) – section # 9682	A. Student Contract: Have students create a COURSE CONSTITUTION, Helping them take responsibility for their behaviors. B. When: 2nd 8-week session – Spring 2010 C. Course: ESL 3C (Intermediate Reading and Writing) – section # 9682 9684	A. Group Work: Do the LANGUAGE OF RESPONSIBILITY exercise. B. When: 1st 8-week session – Spring 2010 C. Course: ESL 3D (Advanced Reading and Writing) – section # 9684	A. Home Assignment: Assign students to write and report about one of their most satisfying or uplifting experiences. B. When: 1st 8-week session – Spring 2010 C. Course: ESL 3D (Advanced Reading and Writing) – section # 9684. Note: The activities in all sections 1- 5 will be adapted and used based on students' interests and abilities.
6	Leonard	Clark	Geology	The Late Paper (personal responsibility).	Responsibility Model (p. 18). Language of Responsibility (p. 20)	Monthly Calendar (p. 30) "goal for class."	Language of Responsibility (p. 20). Perform student review = evaluate calendar	Museum of Natural History, NCRA Group project. The two tasks promote personal responsibility & interdependence

FIPP Proposed Implementation Plans (PIPs), Grouped by Pairs, Updated 3.24.10

Pair	First	Last	Dept	Classroom Activities	Classroom Environment	Classroom Expecations	Feedback & Eval	Homework & Out-of-Classroom Learning
	Elizabeth Ann	Sweeney	Nursing	See partner, above.	See partner, above.	See partner, above.	See partner, above.	See partner, above.
7	Diane	Collins	Health	Use the "Late Paper" case study to encourage students to use their critical thinking skills when analyzing case studies and other assignments that require written and verbal reports. The Guide Journal strategy will be used help students learn how to extract a meaning from their classroom and other experience that they may have not thought of here-to-fore. We intend to use the Tracking Form with the student to keep track of and focus on their objectives and goals they would like to accomplish this semester.	Recognition provides a confidence builder for the students. Recognition such as a letter of praise announced in the presence of their peers. Provide tutors for students who might require help with their assignments. Equally important, bilingual assistance will be provided when needed.	Provide (No-Question asked Coupons, students will be ask to choose their own chapters.	Lifelong Learning Strategy would be; write a letter for themselves; asking the students what they have learned in the course.	Assign students to go to library and research on a recent article about a successful story/person, students will write why the story was successful.
	Annaruth	Garcia	Business	See partner, above.	See partner, above.	See partner, above.	See partner, above.	See partner, above.
8	Aurora	Cortez-Perez	ESL	A jigsaw activity will be implemented for ESL and Anatomy courses during the spring 2010. Students will be given a list of activities to be prioritized according to their needs.	Students will be placed in groups or success teams and will be asked to coordinate responsibilities to achieve their desired goal. Students will be given an assignment, so they may help each other to advance the learning concepts. Then they will be assessed individually.	Create course contract stipulating responsibilities for both teacher and students.	Use a series of quizzes to review and to check understanding of the topics taught in class. Example: Their understanding will be assessed with quizzes of yes/no questions and answers.	Here, the 32 day commitment will be implemented.
	Eyob	Wallano	Anatomy/ Microbiolo gy	See partner, above.	See partner, above.	See partner, above.	See partner, above.	See partner, above.

Pair	First	Last	Dept	Classroom Activities	Classroom Environment	Classroom Expecations	Feedback & Eval	Homework & Out-of-Classroom Learning
9	Judy	Crozier	Developmental English	English A Day 1: 3 foot toss- What is success in this class? In life? This is a pass/no pass class – but learning what it takes to get an A will set the tone for the rest of your college career. In English A you will obtain the foundation to the writing you will do throughout college. Writing is rewriting much as in the 3 foot toss. Do not attempt to Win Big on the first try. Small, calculated steps. Homework PSLO's (Personal Student Learning Outcomes) handout – Journal write – what does success in this class mean to you – what does it look like? (Percentages – let's do math in English, attempt only C's leaves no wiggle room for life's little foibles. Attempting and getting A's allows for the hiccups in life.) English A Day 2: Case Study: The Late Paper- who is responsible? We have five major papers (and a bunch of little in class and out of class papers) and various due dates for rough drafts, second drafts and final drafts. Critical Reading – learning opportunity on both The Late Paper and The Pursuit paper. Papers can be	English A Day 1 - Announcement - Success Team – get to know your fellow classmates – and by March 2nd class pick one to three classmates to be on your Success Team. If you prefer to work alone – then I will be your teammate. Exchange phone numbers, emails, addresses. These teammates you will share your PSLO's with and track your progress. If you are sick, they will bring you homework. If you lose your ride to school you will help each other get here. By Feb 25th you will fill out your list of teammates and success team outcomes and experiences AND your success team constitution.	Ten Minute On Time Critical Thinking Assignment. This assignment is an in-class writing assignment wherein the students only have the first Ten Minutes of class to complete it. If they arrive on time or early they get the full ten minutes. If they arrive late they get little to no time. This assignment cannot be made up. This is to motivate the students to arrive on time and be ready to work. Like a surprise quiz there will be no notice when this assignment will happen. They get an Advertisement and a sheet of paper to write on. They need to think critically and discuss in writing the Ad. The Instructor marks arrival time and signs off when assignment time is up.	Pre assessment is the PSLO's what the students hope to gain from the class. The mid-term assessment are the grading rubrics for each paper and bringing them to the teacher / student conference. As well as Success Team meeting mid-term. The post evaluation survey is a final Success Team meeting and survey. See number 5 for other evaluations. Mid Term – Case Study pg 88 The Procrastinators – Success Team Meeting – have you been on-time with your assignments.	Self Empowerment- the students get to pick their own novel. By March 2nd they need to select and get approval from Instructor on their choice of novel (within reason – hence instructor approval). They make a 32 day commitment with their Success Team to read 5-10 pages a day. March 30th they evaluate the number of pages read and make a new commitment to read more pages for the next 32 days. The next threshold is April 29th, where again they evaluate. If they complete a book they can review it (begin the process). If not they go on to the next commitment more pages for another 32 days until June 1st wherein they must have completed the novel. And June 1st the rough draft for the book review is due.
	Nikki	Williams	Sociology/ English	English C: 3 foot toss- What is success in this class? In life? Its difficult to get the students to realize that just because they are starting off with the most remedial English class they will soon make progress in little steps. English A Day 2: Case Study; The Late Paper- who is responsible? Even though we do not have papers to write in this class- it is very important that they keep up with the grammar work and come to class as the works build on itself.	Success Team – By the third class meeting students will be placed in groups that they will work with every semester- they will always sit with their group members when each class begins. Exchange phone numbers, emails, addresses. These teammates will now become responsible for each other- they will be each others connection to the class--If you are sick, they will bring you homework. This will lend itself to doing a lot of class work utilizing the jigsaw puzzle. As they get to know each other better- they will come to rely on each other and trust each other. This should foster wanting to work hard for each other. Jigsaw- parts of speech; sentence types, sentence errors.	Ten Minute On Time Critical Thinking Assignment. This assignment is an in-class writing assignment wherein the students only have the first Ten Minutes of class to complete it. If they arrive on time or early they get the full ten minutes. If they arrive late they get little to no time. This assignment cannot be made up. This is to motivate the students to arrive on time and be ready to work. Like a surprise quiz there will be no noticed when this assignment will happen. Students will have to write one sentence daily that utilizes every part of speech. As they progress with their writing skills the sentences will start to make more sense and it will become routine for them to write more developed sentences.	Pre assessment is the PSLO's what the students hope to gain from the class. The mid-term assessment are the grading rubrics for each paper and bringing them to the teacher / student conference. As well as Success Team meeting mid-term. The post evaluation survey is a final Success Team meeting and survey. See number 5 for other evaluations. Mid Term – Case Study pg 88 The Procrastinators – Success Team Meeting – have you been on-time with your assignments.	Self Empowerment- choose your own novel for novel analysis. They will get criteria that the novel selection should be based upon and must get their novel approved by myself. They make a 32 day commitment with their Success Team to read 5-10 pages a day. March 30th they evaluate the number of pages read. They are in charge of keeping a reading chart to track progress and make sore that they are staying on track. If they complete a book they can review it (begin the process).

FIPP Proposed Implementation Plans (PIPs), Grouped by Pairs, Updated 3.24.10

Pair	First	Last	Dept	Classroom Activities	Classroom Environment	Classroom Expectations	Feedback & Eval	Homework & Out-of-Classroom Learning
10	Essie	French Preston	Couns./Psychology	Activity: Case Study "The Late Paper." Strategy: Accepting Personal Responsibility –Developing Creator Language. Purpose: to help students become aware of how they influence their behavior and attitude toward contributed to the end results of the grades they receive. When: the 4th class session. How: Each student will receive a handout "The Late Paper." Students will be given 15 minutes to read the directions. Students will be divided into groups based on the selection their choice of character and directed to identify a list of victims statements and a list of creator statements. Course: Psychology 5 and First Aid 1.	Activity: On Line Resources – Scavenger Hunt. Strategy: Developing Personal Interdependence. Purpose: To empower students to reach out to others to receive on line resources to achieve academic success. When: The 2nd class of the 3rd week. How: Direct students to answer a list of questions provided by the instructor such as, "Where do you go if you want to know what on line classes are being offered for the spring 2010?" Course: Psychology 5 and First Aid 1.	Activity: Student Contract – Instructor's Expectations. Strategy: Self Management. Purpose: to understand the college environment and instructor's expectations in order to meet the responsibilities for being a successful student. When: The 2nd day of the first week. How: Create a list of course commitments that students agree to complete the class such as I will read and complete the following assignments: Read the course outline, Read the syllabus, Read the student learning outcomes, Complete the test, Complete the discussion questions, Complete the written assignment. Course: Psychology 5 and First Aid 1.	Activity: Study Surveys. Purpose: To evaluate the effectiveness of each strategy implemented. When: upon completion of the strategies as identified. How: Each student will be provided a survey for the following strategies: 1. Personal Responsibility – " The Late Paper", 2. Interdependence – On line resources- scavenger hunt, 3. Self Management – Student Contract – Instructor's Expectations. Course: Psychology 5 and First Aid 1.	Activity: Library Research. Purpose: To learn how to gather information. When: The 8th Week. How: Each student will be provided a topic to research in the library. Course: Psychology 5 and Contemporary Health 1.
	Lalo	Mendoza	Physical Education	See partner, above.	See partner, above.	See partner, above.	See partner, above.	See partner, above.

FIPP Proposed Implementation Plans (PIPs), Grouped by Pairs, Updated 3.24.10

Pair	First	Last	Dept	Classroom Activities	Classroom Environment	Classroom Expecations	Feedback & Eval	Homework & Out-of-Classroom Learning
11	Vanessa	Haynes	Couns./Soc./Hum. Dev.	Activity: Accepting Responsibility-Case Study in Critical Thinking "The Late Paper". Purpose: To develop critical thinking skills by exploring a real-life situation that revolves around personal responsibility and the power of choices. When: This activity will be given to students the first day of the third week of class. How: Students will be given an opportunity to read the case individually. Students will then be asked by a show of hands who they thought was most responsible. Groups will be created of liked minded students and asked to persuade other groups to agree with them (3-5 minutes). Both instructors will talk with students about the power of choices that may change the outcome. Instructor (HD8) will ask students to write about what they learned from this discussion in their journal and what type of choices that could have been made to change the outcome of this student. Course: HD8 and Astronomy 20	Activity: Developing Interdependence- Developing Mutually Supportive Relationships. Purpose: To assist students to learn about the college's resources for student success and to demonstrate that some goals are impossible to achieve alone but are relatively easy to achieve with help. When: The last class session of the second week of class. How: Students will be asked to fill in the correct answers on a handout that has three columns: For example: Need money for tuition and books? Give name of college resource, location and the person to see. They acquire points for each correct answer. Students will be allowed about 15-20 minutes to complete the task. They should form network teams so they could complete the task. Instructors will go over the resources after twenty minutes. HD8 instructor will have students write in their journal what is the life lesson of the Scavenger Hunt. Course: HD 8 and Astronomy 20	Activity: Making the Transition: What is Expected "Setting Classroom Expectations? Purpose: Assist students to understand the College Culture. Empowering students to develop self-discipline and understand they may experience some changes. Students will also understand classroom and instructor's expectations. When: The first and second week of the class. Should be revisited the eighth week of the class. How: Instructor will review the course syllabus which includes: the objectives, SLO's, important dates, assignments, grading criteria. Instructor will explain what the College Expects of them and will develop a contract that students will agree to and sign during the class session. The areas covered will be: Participation in class, Attitude, Effort, Supplies, Instructor expectations, Responsibility. Course: HD8 and Astronomy 20.	Activity: Student Surveys. Purpose: To assess the effectiveness of the strategies implemented. When: After completing the exercises of the chosen strategies. How: The three surveys selected to be given to students are as follows: 1. Accepting Responsibility strategy "The Late Paper". 2. Developing Interdependence- Developing Mutually Supportive Relationships strategy "The Scavenger Hunt". 3. Making the Transition: What is Expected "Setting Classroom Expectations? Course: HD8 and Astronomy 20.	Activity: HD8- Understanding the Relationship between Your Major and Careers. Making Good Academic Choices. Purpose: Deciding on a major involves studying career options that are compatible with your abilities, values, interests and personality. This activity will give students an opportunity to research their major/career path chosen and to acquaint them with resources about career options. This process will assist the student in making good academic choices. How: Students will have to go the library on campus as a class. The librarian will conduct a session that will introduce the students to online resources in the library that can be used to research. After reviewing the website www.bls.gov/oco they are to select a specific occupation or topic. They will be asked to use the online occupational outlook handbook to provide the following information about their occupation. After the research they are to write one paragraph about each occupation characteristic: Nature of work, Working Conditions, Training, other Qualification & Advancement, Job Outlook, Earnings.

Pair	First	Last	Dept	Classroom Activities	Classroom Environment	Classroom Expecations	Feedback & Eval	Homework & Out-of-Classroom Learning
	Bill	Keig	Math	See partner, above.	See partner, above.	See partner, above.	See partner, above.	Activity-Astronomy 20: Give collaborative assignment to be done by groups. Purpose: Give students experience in library research and collaborative learning. Provide mid-assignment feedback on their performance as a group. When: Project will be assigned on fifth class session (third week for MW class, fifth week for Saturday class). Each member of the group must turn in a paper based on his or her part of the project after one week. The papers will be returned the next class session. Group presentations will be made on the session after the papers are returned. How: Describe a space mission to another planet in the solar system or a planetary moon (not Earth's moon). Describe the craft you use to get there. Describe what you see when you get there. Describe a creature that is native to that moon or planet, how it gets its nourishment, and what adaptations allow it to survive the conditions on that planet. Imagination is encouraged, but don't go too far into the realm of junk science (like giving you rocket warp drive using dilithium crystals). sure to describe specifically what you saw. For example, you can't "see" that Uranus has a diameter of 51,118 kilometers, but you can describe how your instruments measured it and what you saw on your instruments. Do the same with other attributes like atmosphere, surface, wind speed, interior composition (a tough one so I won't require you to go to a great depth, but some moons will be interesting even at a slight depth).
12	Vijay	Kanase	Nursing	Use the "Late Paper" case study as a student team critical thinking exercise that will be executed during class orientation.	We will use the "Roger's Trial" case study with class debate to foster interdependence.	During the review of the class syllabus, establish clear consequences for late assignments.	Use a survey for students to set their goals for the class and in other areas; and, to identify problems that are perceived to prevent them for achieving their goals. The students will use the 32 Day Commitment to help them address the problem. As facilitators/instructors, we discuss how to view problems as challenges.	Scoring--Paper due one week after selection of planet or moon. 10 points. Oral presentation, individual speech, 5 points. Oral presentation, group quality, 5 points.
	Dovard	Ross	Business	See partner, above.	See partner, above.	See partner, above.	See partner, above.	See partner, above.

FIPP Proposed Implementation Plans (PIPs), Grouped by Pairs, Updated 3.24.10

Pair	First	Last	Dept	Classroom Activities	Classroom Environment	Classroom Expecations	Feedback & Eval	Homework & Out-of-Classroom Learning
13 - Part nere d with Hay nes/ Keig	Hung	Wu	Chemistry	Students from this section of Chemistry 20 will form study groups. Four students will be in each group. During the problem-solving hours and lab periods, each student will present the problems assigned (or home work) that he/she has solved and explain them to the other students in the same group. Each student in the same group will also do a different part of the lab assignments and explain it to others. There will be free discussions within each individual group.	At the end of each problem-solving session or lab hours, one student in each group will present one of the problems or lab assignments and explain to the whole class, open for questions and for classroom discussion.	Students will be given test after each chapter using similar questions they have worked in the class. The instructor will compare the test results with the other sections of Chemistry 20 he is teaching with traditional instruction methods without forming study groups.	A student survey will be conducted to evaluate the effectiveness of the group learning experience. The survey will mainly contain, but not limited to whether they like the group study methods. And also if this method of learning will increase their sense of personal responsibility and make them more motivated and enjoy learning chemistry	Students in group study section still have to finish the homework, lab assignments and other out-of-class room assignments on time.
14	Victoria	Martinez	Counselin g/Hum. Dev.	Will be implementing Case Studies – such as "Late Paper" towards the beginning of class session before first essay assignment.	Will create fun activities for the beginning of class relevant to class topics (possibly the first 10-15 minutes of class) (e.g. stories, jokes, music, games, quotes of the topics)	Will discuss "roles and goals" and use "Next Activities List" and/or "Tracking Form" to keep students on track.	Will use "Student Evaluation Mid-term Program" Form for students to keep track of their progress.	Will incorporate field trips and/or campus activities into learning experience such as University Tours, Museum Tours, and College/Transfer Days.
	Toni	Wasserberger	English	See partner, above.	See partner, above.	See partner, above.	See partner, above.	See partner, above.
15	Zenaida	Mitu	Nursing	Adaptation of the Jigsaw Model in N153 Intermediate Nursing Process Timed Activity i.e 15-20 minutes. 1) I will divide my class into groups of four. I will have them researched on Diabetes. Each student in the group will be assigned a topic about the disease such as: Risk factors, Signs and Symptoms, and Complications and Management. I will have them discussed what they researched in their home groups and then have all the students be grouped according to their specific topic (e.g. all students assigned with signs and symptoms). They will share among themselves the rationale behind the information they are giving. This will encourage them to independently think, use their critical thinking, as well as be able to express themselves among their classmates. 2) I will use this strategy when teaching/explaining the pathology of a disease this Spring 2010. 3) I plan to use it in my N 153 Intermediate Nursing Process to have the students get more involved.	We will ask the students to seat wherever they want to make them more comfortable then have them count 1 to 4. Students will group according to their number and work on their perspective assignments. (N 153-Intermediate Nursing Process)	We will have each student formulate their goals for the course. Write down what they want to learn and achieve. Instructor will then suggest actions that the students need to do in order to accomplish the goal. Both parties will enter into an agreement and formulate a formal contract that will be signed by both instructor and student.	We will welcome feedback through student surveys. This will help us determine if we need to make changes or improve our teaching plan, styles and strategies. We will give exam results in a timely manner and discuss the pitfalls the students encountered during the exams. We will also give them a test review. We will give students personal evaluation more often if they are accomplishing their work according to the contract that has been agreed upon.	N153 Intermediate Nursing Process. I usually give out-of-classroom exercises and bring students to a field trip. Ex. Dialysis Center. I give "treasure hunt" exercise to familiarize the students with the facility in terms of where things are placed; the key persons and key processes that run the center. I also give out questionnaires that serve as guide in their field trip. For example, in the dialysis center, I would ask questions like a. What are the precautions that need to be observed before a patient goes into dialysis? b. Are there medications that need to be withheld pre-procedure? If yes, which medications? c. What complications should the nurse observe after dialysis? d. What are the nursing interventions that need to be implemented after dialysis?

FIPP Proposed Implementation Plans (PIPs), Grouped by Pairs, Updated 3.24.10

Pair	First	Last	Dept	Classroom Activities	Classroom Environment	Classroom Expectations	Feedback & Eval	Homework & Out-of-Classroom Learning
	Alexander	My	Couns./Hum. Dev.	Adaptation of the Jigsaw Model in Human Development 5 Career Planning Timed Activity may be 15-20 minutes. 1) I will divide my class into groups of four. I will have them researched on External Influences Related to Career Decisions. Each student in the group will be assigned a topic such as: How People Spend their Time, Use of Leisure, Declaration of Self-Esteem and What Skills Will Students Need for the 21st Century. Students assigned the same topics will discussed among themselves what they have researched then be back to the home group to share what they have gathered from other students. 2) I will use this strategy in Human Development 5 Career Planning this Spring semester 2010.	In counseling, the class is held in computer room. The students can also call numbers 1-4 to form the home group. Students will group according to their number.	See partner, above.	See partner, above.	In counseling, there are field researches assigned in Career Plan. This strategy has been implemented already.
16	Bob	Morgan	Business	Building a Team: Agents, Escrow, Title, Termite, Finance, Maintenance, Signs and Advertising	Case Studies in Small Groups. Everyone has a Study Partner	To be able to master subject, to stand in front, to council others. Create a Contract to have Students Sign with Proper ID & Commit to Goals and Skills.	Provide a likeable State Exam, review results and compare different teaching Methods.	Individual Group Visitations: 1. History Visitations, 2. Escrow Visitations, 3. Realty Board & MLS Visitations
	Mohamad	Tavakkoli	Math	Building Groups "Jigsaw"	Case Study in small group setting.	To Create a contract provided by student and signed by them to hold them responsible for the contract	Provide a comparable test, review the results and compare with a previous test where different teaching methods were used	Homework or group projects out of class.
17	Georgia	Moten	English	My partner and I have chosen to start our FIPP partnership off with an implementation of the Jigsaw to help students get into the spirit of collaborative learning. There are several steps that we will take to ensure student success. 1) Divide class into 4 groups. 2) Put 4 people in each group. 3) Number each person so that each student becomes an expert. 4) Each student studies a specific idea. 5) The experts meet with other experts. 6) They return to home groups. 7) The experts teach the home groups.	We decided on the circle seating arrangement of 3-5 students in small groups to facilitate student cooperative learning, discussion of subject matter, sharing of reading materials, and to assist in peer review of Math problems and peer editing of English papers through out the semester.	Dr. Roach and I decided that our classroom expectations lend themselves to the idea that all of the people in the groups must be experts. They must master the concepts in the various components of the Math and English texts. We will rely upon a teacher-centered approach to goal setting, which will be clearly defined at the beginning of the semester and reinforced throughout the semester for student success. I will be teaching English 1C and English 84 this semester, and I will be using these strategies in both classes.	Since Math and English have differences, we will have different approaches to Feedback and Evaluation. For Math: Boardwork, willingness to participate when they're put back into home groups, and performance on the chapter test. For English: Boardwork, Group participation, and quality of submitted essays and revisions.	For Math, our Homework Implementation is as follows: Assign homework on the Chapter and grade it. For English, our Homework Implementation lends itself to Library research, various written reports, and note cards with definitions on Chapter subjects.
	Don	Roach	Math	See partner, above.	See partner, above.	See partner, above.	See partner, above.	See partner, above.

FIPP Proposed Implementation Plans (PIPs), Grouped by Pairs, Updated 3.24.10

Pair	First	Last	Dept	Classroom Activities	Classroom Environment	Classroom Expecations	Feedback & Eval	Homework & Out-of-Classroom Learning
18	Abiodun	Osanyinpeju	Bio. Sci.	We plan to use case studies (The Late Paper) on the first day of our Nutrition and Anatomy classes. This will be discussed after the syllabus has been reviewed and the course introduced to the students. This will emphasize personal responsibility (victim to creator) and encourage self management principles.	Group work will be used regularly in our classes. Students will be required to work together in small groups to develop their lesson plans or to complete laboratory experiments and reports. This will foster interdependence and self awareness as students work together. They will also share their experiences and self discoveries through the exercise, with the rest of the class.	Students will read and review the course syllabus with instructor and ask questions for clarification. They are required to sign that they understand the requirements and will be expected to make individual commitments to fulfill them. They will use a tracking form to see if they attended all class meetings and demonstrate 70% success in all class quizzes and tests.	Feedback on assessments will be provided to the students through the semester. Issues, comments and complaints will be solicited and addressed appropriately. Emotional intelligence will be taught with positive and encouraging comments, while students are asked to practice healthy emotions. Student surveys will also be used to assess their progress and if instructor is on course.	Term paper or project report and oral presentation on self- selected current topics in the course that emphasizes critical thinking or creative writing will be assigned to stimulate life- long learning, self motivation and self esteem.
	Frances	Williams	Nutrition/Family St.	See partner, above.	See partner, above.	See partner, above.	See partner, above.	See partner, above.
19	Marjeritta	Phillips	Dance Education	I. Personal Responsibility Activity-Role Playing: The instructor will introduce a case study to the students that will be centered around choices that focuses on success or failure. The students will chose to be the victim or the creator dominant. The students must then define and explain their choices and area of inquiry pros and cons of the argument. The assessment will be based on the following: 1. Does the student view themselves as a victim? 2. Does the student view themselves as a creator dominant? Or 3. It does not matter.	II. Group Work: This assignment is for 15 students or more. The students will be seated in groups of 5or more. The defined creator dominants will stand on the perimeters of the victims. The defined groups of victims must take on the persona of the creator dominant and the creator dominant must now take on the persona of the victim.	III. The students observation and discovery phase. At the completion of the exercise the students will have the ability to transition for the victim role to the creator dominant role. This exercise was to help the students understand the plight of the victim as well as the creator dominant. While the student is in the discovery phase: 1.The students will begin to respect others as they are and 2. Gain a sense of opened-mindedness and a sensitivity to others' conditions.	IV. Verbal feedback. There will be a discussion of the exercise focusing on what they have learned from the exercise and if the discoveries can be applied to their daily lives. The students will then write a paper on what they experienced and learned as they changed personas (ie., were they able to attain a understanding of the study and utilize the information learned to support a more positive behavior for future success.	IV. Verbal feedback. There will be a discussion of the exercise focusing on what they have learned from the exercise and if applied to their daily lives. The students will then write a paper on what they experienced and learned as they changed personas (ie., were they able to attain a understanding of the study and utilize the information learned to support a more positive behavior for future success.
	Shirley	Thomas	Nursing	See partner, above.	See partner, above.	See partner, above.	See partner, above.	See partner, above.

FIPP Proposed Implementation Plans (PIPs), Grouped by Pairs, Updated 3.24.10

Pair	First	Last	Dept	Classroom Activities	Classroom Environment	Classroom Expecations	Feedback & Eval	Homework & Out-of-Classroom Learning
20	Estina	Pratt	Library	Use Case Study---The Late Paper. A. In Library 1 Class, introduce the concept of personal responsibility. Ask students the reason they are taking the class and what they want out of the class. Discuss some of the popular reasons and how this would affect them now and in the future. B. Describe good choices and bad choices---the consequences of each choice. Forks in the road concept. C. Show how they can accept personal responsibility---outcomes and experiences. D. Have them recognize the victim role, which is unacceptable from now on.	Explain reasons for this. Successful people are interdependent. Announce different resources that are available to them to enhance their success; e.g. financial aid, health center, psych counseling, tutoring. A. Arrange seating for group work so that instructor becomes facilitator instead of lecturer. B. When new concepts are introduced have students chose an aspect of it, and explain each new idea to each other. At the end of the complete a problem solving exercise and have the students explain the reasons for their decisions. C. Have students work on locating materials; explain why they chose what they chose. Why one source over another etc. What does one have that the other doesn't have?	During first class meeting, introduce the concept of goal setting and personal responsibility. Talk about time management as it relates to goal setting and actually achieving the goal. Have student write goals on a 3x5 card and read it out loud. This activity and commitment will have students responsible for their choices and goals that they have committed to. This sets the tone of what is expected of them. A. Pass out copies of a weekly and monthly calendar. B. Have them fill in all daily activities on the weekly calendar including school and social obligations so they can see where there time is spent. C. Have a student contract ready and have each student modify and sign it. This activity and commitment will have students responsible for their choices and goals that they have committed to. This sets the tone of what is expected from each of them.	A pre and post survey will be conducted to see their expectations of the class and if their expectations were met at the end of the semester. Also, I would compare their first test at the start of the semester with the same test given at the end to see how their scores turn out.	1. Out of class, I would have students do reflections of their days' tasks according to their calendar, make adjustments and report in class at the end of the week how they fared. 2. Students will visit library to do a simple research project in pairs utilizing newly acquired library research skills. 3. I would have them have their child, partner or parent friend sign-off on each given assignment, checking that it is done and learning how interdependence works. These activities will give students insight as to how they can practice these little changes that can have a big impact on their lives. They will learn how to set their own goals and realize that they hold the key to their successes depending on the choices they make.
	Pam	West	Childhood Education	Case Study, The Late Paper, Affirmations	Cooperative and Collaborative Grouping—Seating arrangements. Change of role from lecturer to facilitator.	Syllabus contains contract, Graduation Game, Affirmation—Student contract including goal setting, Signature on homework from children	Pre Survey—KWL find out goals and expectations. Post Survey—Find out if the goals were accomplished. Question Quilt. Open Mind Activity	Calendar debriefing, reflections of day's task(s),-- signature required, library research, library visitations

FIPP Proposed Implementation Plans (PIPs), Grouped by Pairs, Updated 3.24.10

Pair	First	Last	Dept	Classroom Activities	Classroom Environment	Classroom Expecations	Feedback & Eval	Homework & Out-of-Classroom Learning
21	Chelvi	Subramaniam	English	Jigsaw: A chapter will be divided among a group of 4 students who will summarize the main ideas to the section assigned to the student. Each student will teach/explain, to the rest of the group, the part assigned to him. The group then will present the chapter to the whole class, but this time the group members will present the part taught to them rather than the one they had been assigned to. This activity can be used in both Math and English courses.	Group Work (Pair Group): Before each skill section lecture, students will be paired off to pre-read the chapter, draw out main ideas and prepare questions for clarification that will be asked during the class lecture. After the lecture, the pair will return to add information that may have been left out during pre-reading or revise areas that need correcting. This review will add to their preparation for assessment purposes. By the end of the skill section, students would have seen and heard the material at least 3 times. This activity can be used in both Math and English courses.	Goal Setting (Our To Do List): At the end of each week a pair of students will be instructed to set up a Next Actions List for the upcoming week. During the week the pair will remind each other of the goals set for the upcoming week. At the end of the week, the pair will return to the list to determine if they had met the goals set for the week. If the goals had not been met, then they will analyze reasons and determine what steps need to be taken to meet the next week's goals. During the week, the pair will check on each other to evaluate their progress. This activity can be used in both Math and English courses.	Test Review (Holmes and Watson): A group of 2 students will gather to work on pre-test exercises or possible questions for the upcoming test. After the test is returned, they will review together as a group determine how to correct the mistakes and then discuss on other strategies that they can use to prepare for the next test. This activity can be used in both Math and English courses.	Experiential Learning (One Stone – Two Birds?): After each skill learned, an out-of class assignment will be provided to tie the skill learned to everyday life. For example, after a lesson on percentages, the student will be assigned to find the cheapest and most expensive price to a list of items and then determine the percentage difference of the items based on the cost. This assignment will provide students a better understanding to how they can do comparison shopping and how to manage their budgets. Similarly, in a composition class, a research paper will be assigned to find materials pertaining to the student's possible career. The assignment will be two-fold: the student will learn the skills needed to write a research paper, using the correct MLA/APA format and the student will obtain necessary information through research to decide on his major. This activity can be used in both Math and English courses.
	Jose	Villalobos	Math	See partner, above.	See partner, above.	See partner, above.	See partner, above.	See partner, above.

Appendix D:
FIPP Student Surveys

Compton Education Center
Student Survey

We would like your help in evaluating the activity or strategy in which you participated. Your feedback will help us improve teaching and student learning in this and future courses.

Your responses are anonymous and do not affect your course grade in any way.

Please indicate your level of agreement with each of the following statements.

This activity or strategy…	Agree	Somewhat Agree	Somewhat Disagree	Disagree	N/A
1. Helped me to understand the material or topic.	—	—	—	—	—
2. Increased my interest in the material or topic.	—	—	—	—	—
3. Will contribute to my success as a student.	—	—	—	—	—
4. Helped keep my attention on learning about the material or topic.	—	—	—	—	—
5. Kept me actively involved in the material or topic.	—	—	—	—	—
6. I recommend that my teacher use this activity or strategy again.	—	—	—	—	—

7. In the space below, please comment on your experience with this particular activity or strategy.

Thank you for your thoughts!

CEC Faculty Inquiry Partnership Program
Helpful Hints for Student Surveys

I. GENERAL INFORMATION

Reminder*: Because FIPP places a strong emphasis on risk-taking and innovation, faculty are encouraged to view student surveys as opportunities to further their learning and gather feedback. Assessment and reporting are <u>not</u> designed to evaluate or critique individual faculty in the program.*

Set-Up
- Student survey questions may not be applicable for all strategies. You can choose to implement surveys for strategies which best fit the questions, e.g., classroom activities and homework/out-of-class experiences.
- Give students enough time to complete the survey carefully and answer any open-ended questions.
- Students can use pencil <u>or</u> pen on the surveys.

Introduction
- Explain the purpose and value of the survey for improving teaching and learning. At the top, the survey explains that all responses are anonymous and will not impact student grades.

"For Office Use" Section of Survey
- <u>Section Number:</u> Ask students to carefully complete the course section number. Completed surveys may be combined with those from other instructors -- an accurate section number is essential for you to receive your results.
- <u>Report:</u> Refers to your Activity Reports. Assign the student survey to one of the five reports you have completed or will complete. Reminder: You will complete an Activity Report for each of the <u>5</u> strategies you implement. From those 5, you will choose only <u>3</u> to survey students.
- <u>Category:</u> Refers to the "domain of influence" with which your strategy is associated (pg. 13, On Course workbook). You can review your PIP to confirm the category to which you connected the strategy.

Survey Questions
- Help students read the survey <u>questions</u>.
  - The sentence stem, "This activity or strategy…" provides the beginning to questions 1-5. Students may need help understanding how these similar questions differ:
    - 1: emphasis is on *understanding*, 2: *increased interest in (i.e., <u>generated</u> interest)*, 3: *student success*, 4: *keeping attention (i.e., <u>maintained</u> interest and engagement)* & 5: *active involvement*.
  - Questions 6 and 7 are stand-alone questions.
  - Question 7 can be used for general comments or to answer a question that you have assigned (posted on board, in handout, etc.).
- Orient students to the likert-style options for their <u>answers</u>. If any of the first five questions do not apply to your strategy, you can direct students to mark N/A.

II. CARE AND FEEDING OF SCANNABLE FORMS
Source: El Camino College Institutional Research

Please keep the following considerations in mind to ensure the maximum number of survey forms to scan.

Form Quality

- Do **not** *staple* forms – forms with staples in the black "timing" marks area will not scan

- Do **not** *photocopy* forms – these will not scan

- Keep forms stacked neatly

- Organize final stack of forms so that they are all face up and pointed in the same direction

- Unless it is unavoidable (e.g., mailed survey), do not fold forms. Flatten out any folds that occur. **PLEASE DO NOT PAPER CLIP FORMS**

Data Cleanup (This is very important)

(User is responsible for proper completion of forms and for typing comments.)

- Pencil (or pen) in the *entire oval* where respondents have only placed an X or check mark. If an oval is blank, leave it blank.

- Note that for any questions marked with more than one response where it is not allowed, the responses will be lost for that question only.

- **Please include your name and return all surveys to Kristie Daniel-DiGregorio, Behavioral & Social Sciences Division, Torrance. Suggestion: Review surveys before submitting (timeline for receiving results can vary) so you can incorporate some preliminary results in your Activity Report.**

Post-Scanning Process
Once your forms are scanned, they will be returned to you, along with a summary report.

Best wishes for a successful survey!

CEC FIPP Tracking Form for Student Surveys 8/3/10

INSTRUCTORS, please complete the following:

Deadline (check the appropriate deadline):	**For surveys received by faculty coordinator by:** ❑ **9/17 FIPP wkshp, results will be returned at 10/15 wkshp** ❑ **10/15 FIPP wkshp, results will be returned at 11/19 wkshp** ❑ **11/19 FIPP wkshp, results will be mailed by 12/13**
Instructor Name:	
Section Number(s):	
Category (choose only one):	❑**Classroom Activities** ❑**Classroom Environment** ❑**Classroom Expectations** ❑**Feedback & Evaluation** ❑**Homework/Out-of-Class Experiences**
<u>VERY IMPORTANT</u>: Survey clean-up **completed** by instructor (please read "Student Surveys Helpful Hints" carefully):	❑ **Yes** ❑ **No** **I confirm that these surveys are originals and not photocopies.** **Initial: _____** **Notes:**

FIPP FACULTY COORDINATORS, please complete the following:

Surveys reviewed by Faculty Coordinator:	❑ **Yes** ❑ **No** Initial: _____
Date submitted to IR :	Notes:

INSTITUTIONAL RESEARCH STAFF, please complete the following:

Surveys <u>Scanned</u>: Notes:	Date _____	(Optional) Initial: _____
Survey Reports <u>Printed and Sent to FIPP Coordinator</u>: Notes:	Date _____	(Optional) Initial: _____
Survey <u>Comments Compiled</u>: Notes:	Date _____	(Optional) Initial: _____
Comments <u>Sent to FIPP Coordinator</u>: Notes:	Date _____	(Optional) Initial: _____

<u>Suggestions or comments to help track student surveys?</u> Email: kdaniel@elcamino.edu. Thanks!

FIPP Student Survey Compton All Categories 6-28-10

1770 Responses

1. Helped me to understand the material or topic.

Response	Frequency	Percent	Mean: 4.57
Agree	1306	73.95	
Somewhat Agree	308	17.44	
Somewhat Disagree	56	3.17	
Disagree	52	2.94	
N/A	44	2.49	

2. Increased my interest in the material or topic.

Response	Frequency	Percent	Mean: 4.50
Agree	1131	64.01	
Somewhat Agree	476	26.94	
Somewhat Disagree	84	4.75	
Disagree	60	3.40	
N/A	16	0.91	

3. Will contribute to my success as a student.

Response	Frequency	Percent	Mean: 4.58
Agree	1245	70.46	
Somewhat Agree	386	21.84	
Somewhat Disagree	81	4.58	
Disagree	34	1.92	
N/A	21	1.19	

4. Helped keep my attention as I learned about the material or topic.

Response	Frequency	Percent	Mean: 4.57
Agree	1222	69.16	
Somewhat Agree	405	22.92	
Somewhat Disagree	85	4.81	
Disagree	36	2.04	
N/A	19	1.08	

5. Kept me actively involved in the material or topic.

Response	Frequency	Percent	Mean: 4.56
Agree	1193	67.59	
Somewhat Agree	439	24.87	
Somewhat Disagree	79	4.48	
Disagree	44	2.49	
N/A	10	0.57	

6. I recommend that my teacher use this activity or strategy again.

Response	Frequency	Percent	Mean: 4.54
Agree	1290	73.09	
Somewhat Agree	302	17.11	
Somewhat Disagree	62	3.51	
Disagree	64	3.63	
N/A	47	2.66	
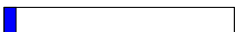
Section Number			Mean: -
Response	Frequency	Percent	
9678	54	3.05	
9251	72	4.07	
9110	34	1.92	
9141	67	3.79	
9108	25	1.41	
9900	3	0.17	
9676	51	2.88	
9689	14	0.79	
9804	72	4.07	
9908	113	6.38	
9455	82	4.63	
9865	10	0.56	
9864	12	0.68	
9867	22	1.24	
9866	10	0.56	
9763	30	1.69	
	14	0.79	
9635	70	3.95	
9128	36	2.03	
9127	19	1.07	
9129	18	1.02	
9126	23	1.30	
9125	19	1.07	
9806	56	3.16	
9943	1	0.06	
9902	52	2.94	
9466	1	0.06	
9618	14	0.79	
9942	70	3.95	
9884	8	0.45	
9876	9	0.51	
9885	8	0.45	
9875	9	0.51	
9220	139	7.85	
9947	3	0.17	
9682	48	2.71	
9684	12	0.68	
9236	82	4.63	
9243	44	2.49	
9544	1	0.06	
9404	109	6.16	
9254	55	3.11	
9257	112	6.33	
9137	61	3.45	
9229	4	0.23	
9980	2	0.11	

Report			Mean: 2.01
Response	Frequency	Percent	
1	654	37.35	
2	597	34.09	
3	361	20.62	
4	99	5.65	
5	40	2.28	
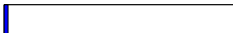
Category

Response	Frequency	Percent	Mean: 2.31
I - Classroom Activities	697	39.81	
II - Classroom Environment	348	19.87	
III - Classroom Expectations	391	22.33	
IV - Feedback and Evaluation	99	5.65	
V - Homework/Out-of-class Experiences	216	12.34	
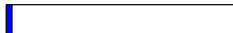
FIPP Student Survey Compton By Category 6-28-10

Filter: Category = I - Classroom Activities
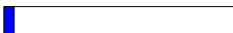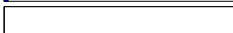
1. Helped me to understand the material or topic.

Response	Frequency	Percent	Mean: 4.49
Agree	504	72.52	
Somewhat Agree	115	16.55	
Somewhat Disagree	17	2.45	
Disagree	28	4.03	
N/A	31	4.46	
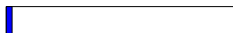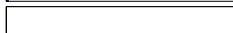
2. Increased my interest in the material or topic.

Response	Frequency	Percent	Mean: 4.56
Agree	468	67.44	
Somewhat Agree	176	25.36	
Somewhat Disagree	24	3.46	
Disagree	20	2.88	
N/A	6	0.86	
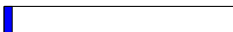
3. Will contribute to my success as a student.

Response	Frequency	Percent	Mean: 4.57
Agree	483	69.50	
Somewhat Agree	155	22.30	
Somewhat Disagree	35	5.04	
Disagree	16	2.30	
N/A	6	0.86	
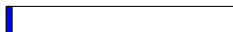
4. Helped keep my attention as I learned about the material or topic.

Response	Frequency	Percent	Mean: 4.65
Agree	514	73.96	
Somewhat Agree	139	20.00	
Somewhat Disagree	24	3.45	
Disagree	13	1.87	
N/A	5	0.72	
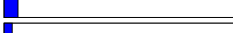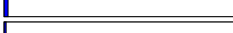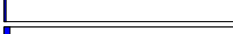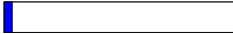
5. Kept me actively involved in the material or topic.

Response	Frequency	Percent	Mean: 4.62
Agree	495	71.22	
Somewhat Agree	155	22.30	
Somewhat Disagree	31	4.46	
Disagree	11	1.58	
N/A	3	0.43	
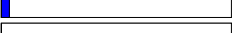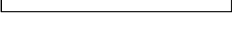
6. I recommend that my teacher use this activity or strategy again.

Response	Frequency	Percent	Mean: 4.57
Agree	533	76.80	
Somewhat Agree	91	13.11	
Somewhat Disagree	24	3.46	
Disagree	27	3.89	
N/A	19	2.74	
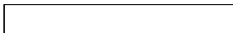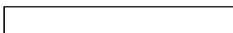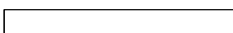
Section Number			
Response	Frequency	Percent	Mean: -
9678	52	7.46	
9251	26	3.73	
9141	67	9.61	
9676	51	7.32	
9804	29	4.16	
9908	22	3.16	
9455	30	4.30	
9865	10	1.43	
9763	30	4.30	
9635	11	1.58	
9127	19	2.73	
9864	12	1.72	
9867	20	2.87	
9126	23	3.30	
9125	19	2.73	
9806	20	2.87	
9866	10	1.43	
9902	24	3.44	
9942	25	3.59	
9220	76	10.90	
9684	12	1.72	
9236	29	4.16	
9404	43	6.17	
9257	22	3.16	
9137	13	1.87	
9229	2	0.29	

Report			
Response	Frequency	Percent	Mean: 1.41
1	492	70.59	
2	156	22.38	
3	20	2.87	
4	29	4.16	
5	0	0.00	
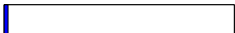
Category			
Response	Frequency	Percent	Mean: 1.00
I - Classroom Activities	697	100.00	
II - Classroom Environment	0	0.00	
III - Classroom Expectations	0	0.00	
IV - Feedback and Evaluation	0	0.00	
V - Homework/Out-of-class Experiences	0	0.00	
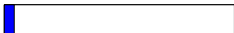
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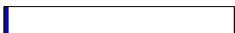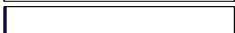
1. Helped me to understand the material or topic.

Response	Frequency	Percent	Mean: 4.75
Agree	279	80.17	
Somewhat Agree	56	16.09	
Somewhat Disagree	9	2.59	
Disagree	3	0.86	
N/A	1	0.29	
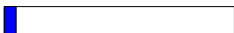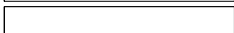
2. Increased my interest in the material or topic.

Response	Frequency	Percent	Mean: 4.62
Agree	244	70.11	
Somewhat Agree	82	23.56	
Somewhat Disagree	17	4.89	
Disagree	5	1.44	
N/A	0	0.00	
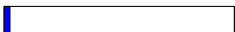
3. Will contribute to my success as a student.

Response	Frequency	Percent	Mean: 4.60
Agree	245	70.40	
Somewhat Agree	83	23.85	
Somewhat Disagree	10	2.87	
Disagree	3	0.86	
N/A	7	2.01	
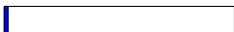
4. Helped keep my attention as I learned about the material or topic.

Response	Frequency	Percent	Mean: 4.62
Agree	240	68.97	
Somewhat Agree	86	24.71	
Somewhat Disagree	20	5.75	
Disagree	1	0.29	
N/A	1	0.29	

5. Kept me actively involved in the material or topic.

Response	Frequency	Percent	Mean: 4.59
Agree	228	65.90	
Somewhat Agree	100	28.90	
Somewhat Disagree	13	3.76	
Disagree	4	1.16	
N/A	1	0.29	

6. I recommend that my teacher use this activity or strategy again.

Response	Frequency	Percent	Mean: 4.53
Agree	241	69.25	
Somewhat Agree	80	22.99	
Somewhat Disagree	9	2.59	
Disagree	7	2.01	
N/A	11	3.16	

Section Number

Response	Frequency	Percent	Mean: -
9251	22	6.32	
9110	34	9.77	
9108	25	7.18	
9455	25	7.18	
9806	36	10.34	
9867	2	0.57	
9943	1	0.29	
9902	28	8.05	
9942	15	4.31	
9884	8	2.30	
9876	9	2.59	
9885	8	2.30	
9875	9	2.59	
9220	28	8.05	
9682	48	13.79	
9544	1	0.29	
9404	33	9.48	
9254	16	4.60	

Report

Response	Frequency	Percent	Mean: 2.04
1	34	9.77	
2	267	76.72	
3	47	13.51	
4	0	0.00	
5	0	0.00	
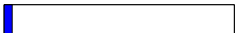
Category

Response	Frequency	Percent	Mean: 2.00
I - Classroom Activities	0	0.00	
II - Classroom Environment	348	100.00	
III - Classroom Expectations	0	0.00	
IV - Feedback and Evaluation	0	0.00	
V - Homework/Out-of-class Experiences	0	0.00	
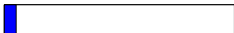
Filter: Category = III - Classroom Expectations
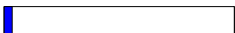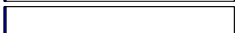
1. Helped me to understand the material or topic.

Response	Frequency	Percent	Mean: 4.56
Agree	271	69.67	
Somewhat Agree	87	22.37	
Somewhat Disagree	16	4.11	
Disagree	9	2.31	
N/A	6	1.54	
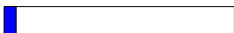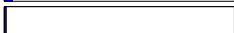
2. Increased my interest in the material or topic.

Response	Frequency	Percent	Mean: 4.29
Agree	204	52.17	
Somewhat Agree	134	34.27	
Somewhat Disagree	25	6.39	
Disagree	18	4.60	
N/A	10	2.56	
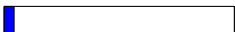
3. Will contribute to my success as a student.

Response	Frequency	Percent	Mean: 4.55
Agree	269	68.97	
Somewhat Agree	88	22.56	
Somewhat Disagree	18	4.62	
Disagree	7	1.79	
N/A	8	2.05	
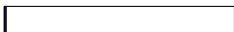
4. Helped keep my attention as I learned about the material or topic.

Response	Frequency	Percent	Mean: 4.42
Agree	245	62.82	
Somewhat Agree	98	25.13	
Somewhat Disagree	22	5.64	
Disagree	17	4.36	
N/A	8	2.05	
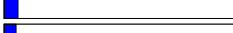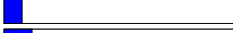
5. Kept me actively involved in the material or topic.

Response	Frequency	Percent	Mean: 4.43
Agree	230	58.97	
Somewhat Agree	122	31.28	
Somewhat Disagree	19	4.87	
Disagree	15	3.85	
N/A	4	1.03	
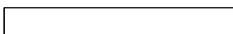
6. I recommend that my teacher use this activity or strategy again.

Response	Frequency	Percent	Mean: 4.50
Agree	263	67.61	
Somewhat Agree	93	23.91	
Somewhat Disagree	8	2.06	
Disagree	13	3.34	
N/A	12	3.08	
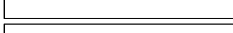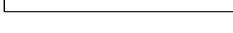
Section Number

Response	Frequency	Percent	Mean: -
9251	24	6.14	
9689	14	3.58	
9908	39	9.97	
9455	27	6.91	
9635	23	5.88	
9128	36	9.21	
9129	18	4.60	
9466	1	0.26	
9618	14	3.58	
9220	34	8.70	
9236	52	13.30	
9243	44	11.25	
9404	32	8.18	
9254	19	4.86	
9137	12	3.07	
9229	2	0.51	

Report

Response	Frequency	Percent	Mean: 2.11
1	128	32.82	
2	90	23.08	
3	172	44.10	
4	0	0.00	
5	0	0.00	

Category

Response	Frequency	Percent	Mean: 3.00
I - Classroom Activities	0	0.00	
II - Classroom Environment	0	0.00	
III - Classroom Expectations	391	100.00	
IV - Feedback and Evaluation	0	0.00	
V - Homework/Out-of-class Experiences	0	0.00	
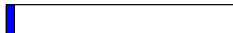
Filter: Category = IV - Feedback and Evaluation
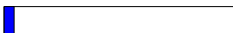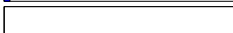
1. Helped me to understand the material or topic.

Response	Frequency	Percent	Mean: 4.44
Agree	73	73.74	
Somewhat Agree	13	13.13	
Somewhat Disagree	3	3.03	
Disagree	4	4.04	
N/A	6	6.06	
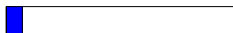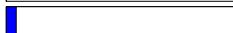
2. Increased my interest in the material or topic.

Response	Frequency	Percent	Mean: 4.35
Agree	57	57.58	
Somewhat Agree	29	29.29	
Somewhat Disagree	4	4.04	
Disagree	9	9.09	
N/A	0	0.00	
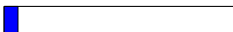
3. Will contribute to my success as a student.

Response	Frequency	Percent	Mean: 4.61
Agree	71	71.72	
Somewhat Agree	20	20.20	
Somewhat Disagree	5	5.05	
Disagree	3	3.03	
N/A	0	0.00	
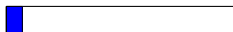
4. Helped keep my attention as I learned about the material or topic.

Response	Frequency	Percent	Mean: 4.41
Agree	64	64.65	
Somewhat Agree	22	22.22	
Somewhat Disagree	8	8.08	
Disagree	0	0.00	
N/A	5	5.05	
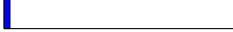
5. Kept me actively involved in the material or topic.

Response	Frequency	Percent	Mean: 4.51
Agree	69	69.70	
Somewhat Agree	18	18.18	
Somewhat Disagree	7	7.07	
Disagree	3	3.03	
N/A	2	2.02	

6. I recommend that my teacher use this activity or strategy again.

Response	Frequency	Percent	Mean: 4.49
Agree	71	71.72	
Somewhat Agree	14	14.14	
Somewhat Disagree	8	8.08	
Disagree	4	4.04	
N/A	2	2.02	

Section Number

Response	Frequency	Percent	Mean: -
9804	16	16.16	
9942	30	30.30	
9947	3	3.03	
9257	50	50.51	

Report

Response	Frequency	Percent	Mean: 3.51
1	0	0.00	
2	0	0.00	
3	49	49.49	
4	50	50.51	
5	0	0.00	
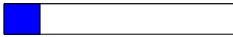
Category

Response	Frequency	Percent	Mean: 4.00
I - Classroom Activities	0	0.00	
II - Classroom Environment	0	0.00	
III - Classroom Expectations	0	0.00	
IV - Feedback and Evaluation	99	100.00	
V - Homework/Out-of-class Experiences	0	0.00	
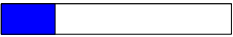
Filter: Category = V - Homework/Out-of-class Experiences

1. Helped me to understand the material or topic.

Response	Frequency	Percent	Mean: 4.62
Agree	161	74.54	
Somewhat Agree	36	16.67	
Somewhat Disagree	11	5.09	
Disagree	8	3.70	
N/A	0	0.00	

2. Increased my interest in the material or topic.

Response	Frequency	Percent	Mean: 4.51
Agree	141	65.28	
Somewhat Agree	53	24.54	
Somewhat Disagree	14	6.48	
Disagree	8	3.70	
N/A	0	0.00	
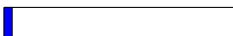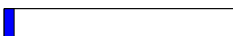
3. Will contribute to my success as a student.

Response	Frequency	Percent	Mean: 4.64
Agree	161	74.54	
Somewhat Agree	37	17.13	
Somewhat Disagree	13	6.02	
Disagree	5	2.31	
N/A	0	0.00	
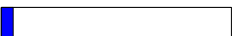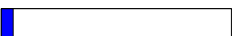
4. Helped keep my attention as I learned about the material or topic.

Response	Frequency	Percent	Mean: 4.55
Agree	140	64.81	
Somewhat Agree	60	27.78	
Somewhat Disagree	11	5.09	
Disagree	5	2.31	
N/A	0	0.00	
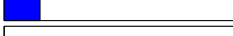
5. Kept me actively involved in the material or topic.

Response	Frequency	Percent	Mean: 4.56
Agree	152	70.37	
Somewhat Agree	44	20.37	
Somewhat Disagree	9	4.17	
Disagree	11	5.09	
N/A	0	0.00	

6. I recommend that my teacher use this activity or strategy again.

Response	Frequency	Percent	Mean: 4.54
Agree	165	76.39	
Somewhat Agree	22	10.19	
Somewhat Disagree	13	6.02	
Disagree	13	6.02	
N/A	3	1.39	

Section Number

Response	Frequency	Percent	Mean: -
9900	3	1.39	
9804	27	12.50	
9908	52	24.07	
9635	36	16.67	
9254	20	9.26	
9257	40	18.52	
9137	36	16.67	
9980	2	0.93	

Report

Response	Frequency	Percent	Mean: 3.08
1	0	0.00	
2	83	38.43	
3	73	33.80	
4	20	9.26	
5	40	18.52	

Category

Response	Frequency	Percent	Mean: 5.00
I - Classroom Activities	0	0.00	
II - Classroom Environment	0	0.00	
III - Classroom Expectations	0	0.00	
IV - Feedback and Evaluation	0	0.00	
V - Homework/Out-of-class Experiences	216	100.00	

Appendix E:
Sample Tools for Category 4:
Providing Feedback and Evaluation

Making Course Corrections

Complete the following sentences regarding your work in this class, letting your Inner Guide tell the truth here. So far in this class…

1. I've been absent _____ times.

2. I've been late _____ times.

3. I've studied for this course an average of _____ hours per week.

4. I've completed _____ percent of the assignments.

5. I've done my work at _____ percent of my best effort.

6. I've participated actively in _____ percent of the classes I've attended.

7. I've attended _____ team (Amazing Race/Learning Through Service) meetings.

8. I've attended _____ conferences or office hour visits with my instructor.

9. I've gotten tutoring _____ times this semester.

10. If I keep doing what I've been doing, the grade I'll probably get in this course is _____.

11. The advantages of doing well in this course are….

12. The disadvantages of my doing poorly in this course are…

13. Changes I will make to improve my results in this course are…

Quiz Debrief

Only students who reflect on their learning and performance can identify "what will I do differently next time to get a better result?" Use this as a model to write your own Quiz Debrief for other classes. Answer the following questions (honestly). Circle your response, yes or no, to each question.

1. YES NO Did you complete the assigned reading and exercises for today's class?
2. YES NO Did you attend every class session before the quiz?
3. YES NO Were you on time to class and prepared with your Scantron, pencil, journal and textbook when class began?
4. YES NO Did you take thorough class notes, recording what the instructor said, important information from slides, comments from discussion and examples?
5. YES NO Did you complete your homework as soon after class as possible?
6. YES NO Did you write a dress rehearsal quiz, take it, and correct it before the exam?
7. YES NO Did you ask questions on homework or about readings that you did not understand?
8. YES NO Did you have a regular time and place to do your studying?
9. YES NO Did you use the tutoring services on campus?
10. YES NO Did you actually study for the quiz by reviewing your class notes, your journal exercises and your textbook?
11. YES NO Did you consult your instructor, tutor, or fellow students when you needed outside input or assistance?
12. YES NO Did you take care of your body by eating nutritiously and getting sufficient rest during the week before and the day of the quiz?
13. YES NO Did you consciously relax during the quiz?
14. YES NO Did you read each question and all possible answers carefully before answering?
15. YES NO Are you confident of your performance on the test?

These questions point to possible changes you can make before your next quiz. In the space below, list at least three specific things that you will do differently before the next quiz. Also, explain HOW and WHEN you will do them.

☑ Grade Tracking Sheet…CLASS: _____ ☑

Name: _____ Goal grade in this class: ____

DAILY ATTENDANCE		
Date of Class:	**Below, mark T(tardy) A(bsent) P(resent) or E(left early)**	
Week 1:	TAPE, TAPE, TAPE	
Week 2:	TAPE, TAPE, TAPE	
Week 3:	TAPE, TAPE, TAPE	
Week 4:	TAPE, TAPE, TAPE	
Week 5:	TAPE, TAPE, TAPE	
Week 6:	TAPE, TAPE, TAPE	
Week 7:	TAPE, TAPE, TAPE	
Week 8:	TAPE, TAPE, TAPE	
Week 9:	TAPE, TAPE, TAPE	
Week 10:	TAPE, TAPE, TAPE	
Week 11:	TAPE, TAPE, TAPE	
Week 12:	TAPE, TAPE, TAPE	
Week 13:	TAPE, TAPE, TAPE	
Week 14:	TAPE, TAPE, TAPE	
Week 15:	TAPE, TAPE, TAPE	
Week 16:	TAPE, TAPE, TAPE	
ASSIGNMENTS	**POINTS EARNED: How many points did I earn?**	**POSSIBLE POINTS: How many points is the assignment worth?**

TOTALS PAGE 1:   TOTAL THIS COLUMN: ___   TOTAL THIS COLUMN: __

GRADE TRACKING SHEET continued….

ASSIGNMENTS, continued	POINTS EARNED: How many points did I earn?	POSSIBLE POINTS: How many points is the assignment worth?

TOTALS PAGE 2:   TOTAL THIS COLUMN: ___   TOTAL THIS COLUMN: __

+ plus

TOTALS PAGE 1:   TOTAL THIS COLUMN: ___   TOTAL THIS COLUMN: __

<u>FIRST Grade Check:</u>

Divide (a) TOTAL EARNED POINTS by (b) TOTAL POSSIBLE POINTS to get your current average in this class:

_____

Check one: My grade in this class, so far, is:

❑ A ❑ B ❑ C ❑ D ❑ F ❑ Credit ❑ No Credit.   Today's date: ____.

On a separate sheet of paper, answer the following questions:
1. Review your goal for your grade in this class. How does your current grade compare?
2. What choices are helping you progress toward your learning and your goals in this class?
3. What changes can you make in order to improve your learning and progress toward your goals in this class?

If you are not currently passing this class, make an appointment immediately with the instructor to discuss your progress!

<u>SECOND Grade Check:</u>

Divide (a) TOTAL EARNED POINTS by (b) TOTAL POSSIBLE POINTS to get your current average in this class:

_____

Check one: My grade in this class, so far, is:

❑ A ❑ B ❑ C ❑ D ❑ F ❑ Credit ❑ No Credit.   Today's date: ____.

Appendix F:
FIPP Faculty Surveys

FIPP Pre-program Survey, Compton

35 Responses

1. The students in my classes are actively involved in their learning experience.

Response	Frequency	Percent	Mean: 3.89
Always	9	25.71	
Frequently	16	45.71	
Periodically	9	25.71	
Rarely	0	0.00	
Never	0	0.00	
Neutral/No opinion	1	2.86	

2. I promote active learning in my classroom.

Response	Frequency	Percent	Mean: 4.51
Always	25	71.43	
Frequently	6	17.14	
Periodically	3	8.57	
Rarely	0	0.00	
Never	0	0.00	
Neutral/No opinion	1	2.86	

4. I experience difficult student behavior and negative attitudes in my classroom.

Response	Frequency	Percent	Mean: 2.37
Always	1	2.86	
Frequently	4	11.43	
Periodically	7	20.00	
Rarely	19	54.29	
Never	3	8.57	
Neutral/No opinion	1	2.86	

6. I feel satisfied with my ability to address these difficult student behaviors and negative attitudes.

Response	Frequency	Percent	Mean: 3.94
Always	11	33.33	
Frequently	14	42.42	
Periodically	5	15.15	
Rarely	2	6.06	
Never	0	0.00	
Neutral/No opinion	1	3.03	

7. My students take responsibility for their learning and success.

Response	Frequency	Percent	Mean: 3.49
Always	4	11.43	
Frequently	17	48.57	
Periodically	10	28.57	
Rarely	2	5.71	
Never	0	0.00	
Neutral/No opinion	2	5.71	

9. I assess student learning during the semester.

Response	Frequency	Percent	Mean: 4.29
Always	16	51.61	
Frequently	11	35.48	
Periodically	3	9.68	
Rarely	0	0.00	
Never	0	0.00	
Neutral/No opinion	1	3.23	

11. I require out-of class learning experiences each semester.

Response	Frequency	Percent	Mean: 4.07
Always	15	50.00	
Frequently	9	30.00	
Periodically	1	3.33	
Rarely	4	13.33	
Never	0	0.00	
Neutral/No opinion	1	3.33	

12. Please mark all of the out-of-class learning experiences that apply: Reading

Response	Frequency	Percent	Mean: 0.31
Yes	11	31.43	
No	24	68.57	

12. Please mark all of the out-of-class learning experiences that apply: Journaling

Response	Frequency	Percent	Mean: 0.71
Yes	25	71.43	
No	10	28.57	

12. Please mark all of the out-of-class learning experiences that apply:Writing

Response	Frequency	Percent	Mean: 0.49
Yes	17	48.57	
No	18	51.43	

12. Please mark all of the out-of-class learning experiences that apply:Group Projects

Response	Frequency	Percent	Mean: 0.49
Yes	17	48.57	
No	18	51.43	

12. Please mark all of the out-of-class learning experiences that apply: Field Trips

Response	Frequency	Percent	Mean: 0.71
Yes	25	71.43	
No	10	28.57	

12. Please mark all of the out-of-class learning experiences that apply: Service Learning

Response	Frequency	Percent	Mean: 0.91
Yes	32	91.43	
No	3	8.57	

12. Please mark all of the out-of-class learning experiences that apply:Study Groups

Response	Frequency	Percent	Mean: 0.69
Yes	24	68.57	
No	11	31.43	

12. Please mark all of the out-of-class learning experiences that apply:Library Research

Response	Frequency	Percent	Mean: 0.63
Yes	22	62.86	
No	13	37.14	

12. Please mark all of the out-of-class learning experiences that apply:LRC/Lab work

Response	Frequency	Percent	Mean: 0.57
Yes	20	57.14	
No	15	42.86	

12. Please mark all of the out-of-class learning experiences that apply:Tutor/Writing Center

Response	Frequency	Percent	Mean: 0.69
Yes	24	68.57	
No	11	31.43	

12. Please mark all of the out-of-class learning experiences that apply:Other

Response	Frequency	Percent	Mean: 0.77
Yes	27	77.14	
No	8	22.86	

12. Please mark all of the out-of-class learning experiences that apply:None of the above

Response	Frequency	Percent	Mean: 0.97
Yes	34	97.14	
No	1	2.86	

As an attendee

Response	Frequency	Percent	Mean: 1.38
1- 3 times	19	65.52	
4 - 6 times	9	31.03	
7 - 9 times	1	3.45	
10 +	0	0.00	

As a presenter

Response	Frequency	Percent	Mean: 1.00
1- 3 times	4	100.00	
4 - 6 times	0	0.00	
7 - 9 times	0	0.00	
10 +	0	0.00	

On-campus

Response	Frequency	Percent	Mean: 1.60
1- 3 times	11	55.00	
4 - 6 times	7	35.00	
7 - 9 times	1	5.00	
10 +	1	5.00	
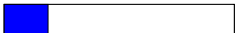
Conferences

Response	Frequency	Percent	Mean: 1.33
1- 3 times	13	72.22	
4 - 6 times	4	22.22	
7 - 9 times	1	5.56	
10 +	0	0.00	

Other [Fill In]

Response	Frequency	Percent	Mean: 2.00
1- 3 times	1	33.33	
4 - 6 times	1	33.33	
7 - 9 times	1	33.33	
10 +	0	0.00	

14. I am involved in other interdisciplinary basic skills initiatives.

Response	Frequency	Percent	Mean: 0.47
Yes	15	46.88	
No	17	53.13	

16. I collaborate with other faculty members about teaching and student learning from other disciplines.

Response	Frequency	Percent	Mean: 3.47
Always	9	30.00	
Frequently	8	26.67	
Periodically	5	16.67	
Rarely	5	16.67	
Never	2	6.67	
Neutral/No opinion	1	3.33	
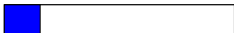
18. My faculty status:

Response	Frequency	Percent	Mean: 1.20
Full-Time	24	80.00	
Part-Time	6	20.00	

Slide 1

Collaborative Inquiry:
On Course I
Partnerships
Collaborative Workshops

Reflection & Reporting
Activity Reports
Collaborative Workshops

Planning:
PIP,
Course design
Collaborative Workshops

Assessment:
Student Surveys
Feedback & Evaluation

Implementation:
5 Strategies

Slide 2
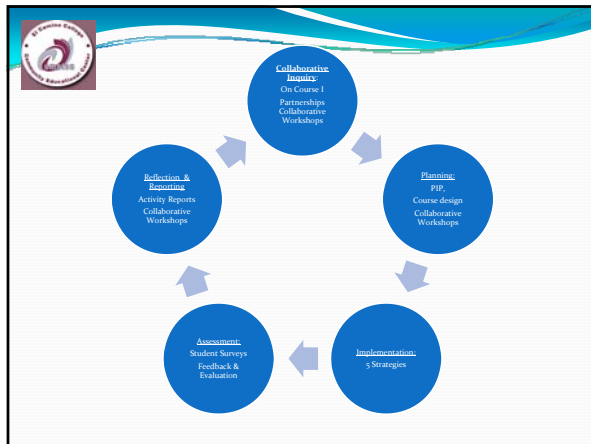
FIPP Pre-Program Survey: Preliminary Themes and Trends

- Approximately 32 respondents
- Quantitative Data: Compiled by IR
- Qualitative Data: Compiled by KDD

Slide 3

I promote active learning in my classroom.

Neutral/No Opinion
Never
Rarely
Periodically
Frequently
Always

■ % of total

(x-axis: 0, 20, 40, 60, 80)

Slide 4
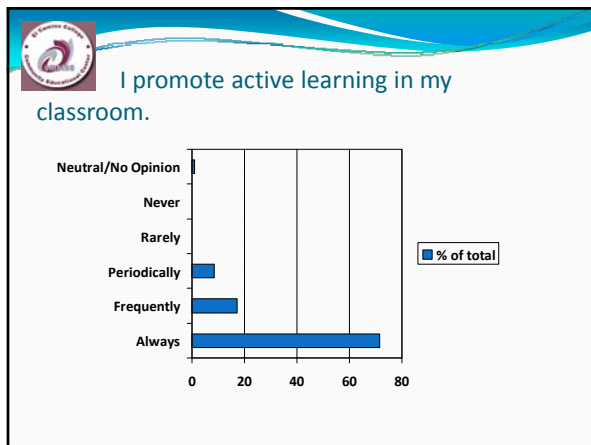
...examples of active learning strategies you use in your classes.

- Class discussion
- Group projects
- Class presentations
- Practice/applying course concepts

Slide 5

I promote active learning in my classroom.

Neutral/No Opinion
Never
Rarely
Periodically
Frequently
Always

■ % of total

(x-axis: 0, 20, 40, 60, 80)

Slide 6

The students in my classes are actively involved in their learning experience.

Neutral/No Opinion
Never
Rarely
Periodically
Frequently
Always

■ % of total

(x-axis: 0, 10, 20, 30, 40, 50)

I experience difficult student behavior & negative attitudes in my classroom.

Bar chart (% of total):
- Neutral/No Opinion: ~1
- Never: ~8
- Rarely: ~55
- Periodically: ~20
- Frequently: ~11
- Always: ~4

(x-axis: 0, 10, 20, 30, 40, 50, 60)

Legend: % of total

…which difficult behaviors and negative attitudes do you find most challenging?

- *Most of the comments focused on **behaviors** rather than **attitudes**. This might suggest that On Course I could be helpful in providing tools and resources for faculty to also understand and address attitudes.*
- *Behaviors fell into four areas. Faculty reported that students lacked:*
- *Self-motivation*
- *Self-management*
- *Self-Awareness*
- *Personal responsibility*

"difficult behaviors"

- Examples of students lacking **self-motivation** included general passivity and not completing assigned work, for example:
  - Students will not take part in own progress especially when grades are low. They won't meet with me, as scheduled, so that I can give help.
  - Students presenting for class and/or clinical situations with patients unprepared, without completing assignments, readings prior to class/clinical

---

"difficult behaviors"

- Lack of **self-management** tended to focus on absences or tardiness.

- Lack of **self-awareness** included examples of students engaging in self-defeating behaviors such as talking in class or using their phones.

- Examples of students lacking **personal responsibility** tended to focus on students making excuses, for example:
  - Find excuses to not complete assignments
  - Not accepting responsibility. Excuses

"negative attitudes"

- *Only one-third of faculty comments related to students negative attitudes and beliefs (including some comments which addressed both behaviors and attitudes).*

- Examples of students' **Inner Critic** beliefs included:
  - "I am not good at Math"
  - They [students] think they will never get it.

- Examples of students' **Inner Defender** beliefs included:
  - Assume they know it all.
  - Students feel I give too much work and long exams.

I feel satisfied with my ability to address these difficult student behaviors and negative attitudes.

Bar chart (% of total):
- Neutral/No Opinion: ~1
- Never: 0
- Rarely: ~6
- Periodically: ~15
- Frequently: ~43
- Always: ~33

(x-axis: 0, 10, 20, 30, 40, 50)

Legend: % of total

My students take responsibility for their learning and success.
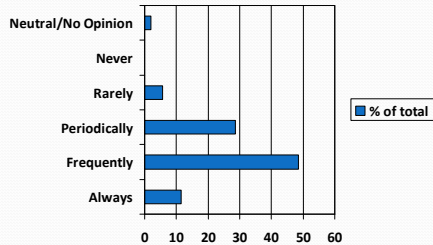
...examples of how your students take responsibility for their learning success.

- *The most common recurring themes were that students demonstrated **self-motivation**, by taking initiative and exceeding expectations and requirements, and that they demonstrated **self-management**, by being punctual in class and in completing course work.*

- The most common examples centered on **self-management** and included:
  - Preparedness for activities – always present in classes – accomplish given duties appropriately

...examples of how your students take responsibility for their learning success.

- Examples of students' effective **self-motivation** included not only being motivated to complete what was required but "going above and beyond" expectations:
  - By bringing up topics in Astronomy that I have skipped.
  - Do extra study in computer lab.
  - Reading articles to enhance their learning
  - Going above and beyond in regards to research projects and on the written assignments

- *In addition, faculty noted that successful students participated actively and demonstrated interdependence.*

...examples of how your students take responsibility for their learning success.

- Examples of **active learning** included:
  - Applying theory to clinical settings; demonstrating critical thinking
  - Participates actively in class
  - Students participate verbally

- Examples of **interdependence** included:
  - Communicate with instructor frequently, seek help when needed...know how to be leader and follow in group work, good member of a team
  - Ask questions in class – ask questions outside of class – email or text me
  - Private meeting with instructor and outside professional individuals

...examples of how your students take responsibility for their learning success.

- Comments indicated that successful students strive to develop their **self-awareness** and they engage in **lifelong learning**.

- **Lifelong learning** included students monitoring their progress and seeking feedback so they could make any necessary course corrections.
  - Complete weekly check on assignments completed.
  - Inquisitive about progress and assessments
  - Change their behavior(s) after one to one conferences with instructor to warn about their performance

- Students' **self-awareness** included
  - Learn about themselves
  - [Student indicates] "I need to work harder"

"negative attitudes"

- Examples of students' **Inner Critic** beliefs included:
  - "I am not good at Math"
  - They [students] think they will never get it.

- Examples of students' **Inner Defender** beliefs included:
  - Assume they know it all.
  - Students feel I give too much work and long exams.

FIPP Pre-Program Survey
Qualitative Results

Question 3: If you use active learning in your classroom, please provide examples of active learning strategies you use in your classes.
Summary: Comments could be categorized into four areas: class discussion, group projects, class presentations, and practice or applying course concepts. (Total comments: 35.)
1. Class discussion, for example:
   a. Play Jeopardy
   b. Open forum
   c. Ask open-ended questions
2. Group projects, for example:
   a. Group presentations
   b. Allowing [students] to be teachers of one another
   c. Cooperative groups
3. Class presentations, for example:
   a. Reading out loud
   b. Small groups present weekly questions
   c. Role playing
4. Practice/applying course concepts, for example:
   a. Bringing produce from Farmer's Market
   b. Manipulatives
   c. Lab exercises
   d. Problem-solving

Question 5: [If you experience difficult student behavior and negative attitudes in you classroom] which difficult behaviors and negative attitudes do you find most challenging?
Summary: Most of the comments focused on behaviors rather than attitudes which might suggest that On Course I could be helpful in providing tools and resources for faculty to also understand and address attitudes. Behaviors fell into four areas which included lack of self-motivation, self-awareness, self-management and personal responsibility. (Total comments: 24.)
1. Examples of students lacking **self-motivation** included general passivity and not completing assigned work, for example:
   a. Students will not take part in own progress especially when grades are low. They won't meet with me, as scheduled, so that I can give help.
   b. Lack of attention, commitment, dedication
   c. Students presenting for class and/or clinical situations with patients unprepared, without completing assignments, readings prior to class/clinical
2. Lack of **self-management** tended to focus on absences or tardiness, for example:
   a. Students have been constantly absent from class
   b. Coming to class late – leaving class early
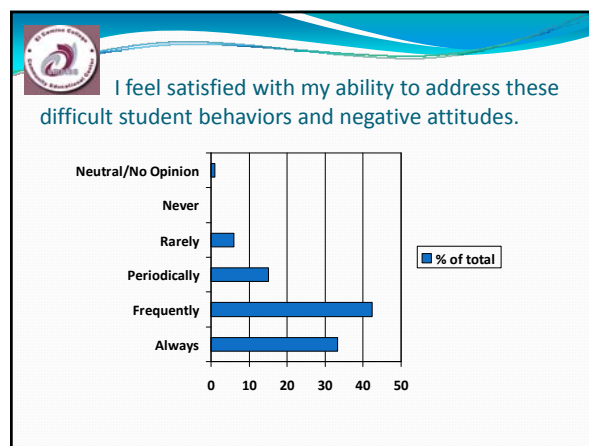3. Lack of **self-awareness** included examples of students engaging in self-defeating behaviors such as talking in class or using their phones, for example:
   a. Constantly talking
   b. Students making side comments
   c. Using cell phones
4. Examples of students lacking **personal responsibility** tended to focus on students making excuses, for example:
   a. Find excuses to not complete assignments
   b. Not accepting responsibility. Excuses

Only one-third of faculty comments related to students negative attitudes and beliefs (including some comments which addressed both behaviors and attitudes). Beliefs could be grouped into two categories: those related to the Inner Critic (low self-esteem and students blaming themselves) and Inner Defender (negative beliefs about instructor, class, or college).

1. Examples of students' **Inner Critic** beliefs included:
    a. "I am not good at Math"
    b. They [students] think they will never get it.
2. Examples of students' **Inner Defender** beliefs included:
    a. Assume they know it all.
    b. Students feel I give too much work and long exams.

Question 8: Please provide examples of how your students take responsibility for their learning success.
Overview: The most common recurring themes were that students demonstrated self-motivation, by taking initiative and exceeding expectations and requirements, and that they demonstrated self-management, by being punctual in class and in completing course work.

1. By far, the most common examples centered on **self-management** and included:
    a. Preparedness for activities – always present in classes – accomplish given duties appropriately
    b. Verbalize the need to do/complete learning activities
    c. Good attendance…come to class on time – turn in the assignments
2. Examples of students' effective **self-motivation** included not only being motivated to complete what was required but "going above and beyond" expectations:
    a. By bringing up topics in Astronomy that I have skipped.
    b. Do extra study in computer lab.
    c. Reading in advance.
    d. Outside assignments – extra credit assignment.
    e. Reading articles to enhance their learning
    f. Going above and beyond in regards to research projects and on the written assignments

In addition, faculty noted that successful students participated actively and demonstrated interdependence.

3. Examples of **active learning** included:
    a. Applying theory to clinical settings; demonstrating critical thinking
    b. Participates actively in class
    c. Students participate verbally
4. Examples of **interdependence** included:
    a. Communicate with instructor frequently, seek help when needed…know how to be leader and follow in group work, good member of a team
    b. Ask questions in class – ask questions outside of class – email or text me
    c. Private meeting with instructor and outside professional individuals

Finally, comments indicated that successful students strive to develop their self-awareness and they engage in lifelong learning.

5. Examples of students displaying **lifelong learning** included monitoring their progress and seeking feedback so they could make any necessary course corrections. Comments included:
    a. Complete weekly check on assignments completed.
    b. Inquisitive about progress and assessments
    c. Change their behavior(s) after one to one conferences with instructor to warn about their performance
6. Examples of students' **self-awareness** included
    a. Learn about themselves
    b. [Student indicates] "I need to work harder"

Filter: Location = CEC Compton Campus

Location

Response	Frequency	Percent	Mean: 2.00
ECC Torance Campus	0	0.00	
CEC Compton Campus	27	100.00	

1. The students in my classes are actively involved in their learning experience.

Response	Frequency	Percent	Mean: 4.22
Always	11	40.74	
Frequently	11	40.74	
Periodically	5	18.52	
Rarely	0	0.00	
Never	0	0.00	
Neutral/No opinion	0	0.00	

2. I promote active learning in my classroom.

Response	Frequency	Percent	Mean: 4.78
Always	21	77.78	
Frequently	6	22.22	
Periodically	0	0.00	
Rarely	0	0.00	
Never	0	0.00	
Neutral/No opinion	0	0.00	

4. I experience difficult student behavior and negative attitudes in my classroom.

Response	Frequency	Percent	Mean: 2.52
Always	1	3.70	
Frequently	2	7.41	
Periodically	8	29.63	
Rarely	15	55.56	
Never	1	3.70	
Neutral/No opinion	0	0.00	

6. I feel satisfied with my ability to address these difficult student behaviors and negative attitudes.

Response	Frequency	Percent	Mean: 4.48
Always	14	51.85	
Frequently	12	44.44	
Periodically	1	3.70	
Rarely	0	0.00	
Never	0	0.00	
Neutral/No opinion	0	0.00	

7. My students take responsibility for their learning and success.

Response	Frequency	Percent	Mean: 3.78
Always	4	14.81	
Frequently	15	55.56	
Periodically	6	22.22	
Rarely	2	7.41	
Never	0	0.00	
Neutral/No opinion	0	0.00	

9. I assess student learning during the semester.

Response	Frequency	Percent	Mean: 4.67
Always	20	74.07	
Frequently	5	18.52	
Periodically	2	7.41	
Rarely	0	0.00	
Never	0	0.00	
Neutral/No opinion	0	0.00	

11. I require out-of class learning experiences each semester.

Response	Frequency	Percent	Mean: 4.48
Always	18	66.67	
Frequently	5	18.52	
Periodically	3	11.11	
Rarely	1	3.70	
Never	0	0.00	
Neutral/No opinion	0	0.00	

12. Please mark all of the out-of-class learning experiences that apply.

Response	Frequency	Percent	Mean: -
Reading	21	77.78	
Journaling	13	48.15	
Writing	15	55.56	
Group Projects	19	70.37	
Field Trips	11	40.74	
Service Learning	2	7.41	
study Groups	13	48.15	
Library Research	17	62.96	
lab work	15	55.56	
Tutor/Writing Center	11	40.74	
Other	6	22.22	
None of the above	0	0.00	

As an attendee

Response	Frequency	Percent	Mean: 1.69
1- 3 times	15	57.69	
4 - 6 times	7	26.92	
7 - 9 times	1	3.85	
10	3	11.54	

As a presenter

Response	Frequency	Percent	Mean: 1.08
1- 3 times	11	91.67	
4 - 6 times	1	8.33	
7 - 9 times	0	0.00	
10	0	0.00	

On-campus

Response	Frequency	Percent	Mean: 1.50
1- 3 times	20	76.92	
4 - 6 times	2	7.69	
7 - 9 times	1	3.85	
10	3	11.54	

Conferences

Response	Frequency	Percent	Mean: 1.33
1- 3 times	12	66.67	
4 - 6 times	6	33.33	
7 - 9 times	0	0.00	
10	0	0.00	

Other [Fill In]

Response	Frequency	Percent	Mean: 1.50
1- 3 times	1	50.00	
4 - 6 times	1	50.00	
7 - 9 times	0	0.00	
10	0	0.00	

14. I am involved in other interdisciplinary basic skills initiatives.

Response	Frequency	Percent	Mean: 0.56
Yes	15	55.56	
No	12	44.44	

16. I collaborate with other faculty members about teaching and student learning from other disciplines.

Response	Frequency	Percent	Mean: 2.70
Always	6	22.22	
Frequently	6	22.22	
Periodically	9	33.33	
Rarely	3	11.11	
Never	2	7.41	
Neutral/No opinion	1	3.70	
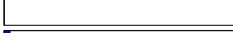
18. My faculty status:

Response	Frequency	Percent	Mean: 1.26
Full-Time	20	74.07	
Part-Time	7	25.93	

19. My skills related to assessing student learning have increased.

Response	Frequency	Percent	Mean: 4.42
Strongly agree	13	50.00	
Agree	11	42.31	
Neutral	2	7.69	
Disagree	0	0.00	
Strongly disagree	0	0.00	

20. I have increased the number of strategies I utilize to actively engage students in their learning.

Response	Frequency	Percent	Mean: 4.44
Strongly agree	15	55.56	
Agree	9	33.33	
Neutral	3	11.11	
Disagree	0	0.00	
Strongly disagree	0	0.00	

21. I have increased the number of strategies I utilize to encourage students to accept personal responsibility for their education.

Response	Frequency	Percent	Mean: 4.59
Strongly agree	18	66.67	
Agree	7	25.93	
Neutral	2	7.41	
Disagree	0	0.00	
Strongly disagree	0	0.00	

22. There has been an increase in the number of faculty from other disciplines with whom I have worked closely.

Response	Frequency	Percent	Mean: 3.96
Strongly agree	7	26.92	
Agree	13	50.00	
Neutral	5	19.23	
Disagree	0	0.00	
Strongly disagree	1	3.85	

23. My teaching has been positively impacted.

Response	Frequency	Percent	Mean: 4.67
Strongly agree	18	66.67	
Agree	9	33.33	
Neutral	0	0.00	
Disagree	0	0.00	
Strongly disagree	0	0.00	

FIPP Post Program Survey 6-29-2010

52 Responses

Location

Response	Frequency	Percent	Mean: 1.52
ECC Torance Campus	25	48.08	
CEC Compton Campus	27	51.92	

1. The students in my classes are actively involved in their learning experience.

Response	Frequency	Percent	Mean: 4.12
Always	13	25.00	
Frequently	32	61.54	
Periodically	7	13.46	
Rarely	0	0.00	
Never	0	0.00	
Neutral/No opinion	0	0.00	

2. I promote active learning in my classroom.

Response	Frequency	Percent	Mean: 4.54
Always	30	57.69	
Frequently	20	38.46	
Periodically	2	3.85	
Rarely	0	0.00	
Never	0	0.00	
Neutral/No opinion	0	0.00	

4. I experience difficult student behavior and negative attitudes in my classroom.

Response	Frequency	Percent	Mean: 2.46
Always	1	1.92	
Frequently	2	3.85	
Periodically	18	34.62	
Rarely	30	57.69	
Never	1	1.92	
Neutral/No opinion	0	0.00	

6. I feel satisfied with my ability to address these difficult student behaviors and negative attitudes.

Response	Frequency	Percent	Mean: 4.19
Always	18	34.62	
Frequently	30	57.69	
Periodically	2	3.85	
Rarely	1	1.92	
Never	0	0.00	
Neutral/No opinion	1	1.92	

7. My students take responsibility for their learning and success.

Response	Frequency	Percent	Mean: 3.85
Always	7	13.46	
Frequently	32	61.54	
Periodically	11	21.15	
Rarely	2	3.85	
Never	0	0.00	
Neutral/No opinion	0	0.00	

9. I assess student learning during the semester.

Response	Frequency	Percent	Mean: 4.54
Always	32	61.54	
Frequently	16	30.77	
Periodically	4	7.69	
Rarely	0	0.00	
Never	0	0.00	
Neutral/No opinion	0	0.00	

11. I require out-of class learning experiences each semester.

Response	Frequency	Percent	Mean: 4.56
Always	37	71.15	
Frequently	8	15.38	
Periodically	6	11.54	
Rarely	1	1.92	
Never	0	0.00	
Neutral/No opinion	0	0.00	

12. Please mark all of the out-of-class learning experiences that apply.

Response	Frequency	Percent	Mean: -
Reading	43	82.69	
Journaling	22	42.31	
Writing	38	73.08	
Group Projects	34	65.38	
Field Trips	19	36.54	
Service Learning	7	13.46	
study Groups	19	36.54	
Library Research	31	59.62	
lab work	26	50.00	
Tutor/Writing Center	24	46.15	
Other	11	21.15	
None of the above	0	0.00	

As an attendee

Response	Frequency	Percent	Mean: 1.92
1- 3 times	23	45.10	
4 - 6 times	15	29.41	
7 - 9 times	7	13.73	
10	6	11.76	

As a presenter

Response	Frequency	Percent	Mean: 1.17
1- 3 times	24	82.76	
4 - 6 times	5	17.24	
7 - 9 times	0	0.00	
10	0	0.00	

On-campus

Response	Frequency	Percent	Mean: 1.70
1- 3 times	29	61.70	
4 - 6 times	9	19.15	
7 - 9 times	3	6.38	
10	6	12.77	

Conferences

Response	Frequency	Percent	Mean: 1.23
1- 3 times	30	76.92	
4 - 6 times	9	23.08	
7 - 9 times	0	0.00	
10	0	0.00	

Other [Fill In]

Response	Frequency	Percent	Mean: 1.83
1- 3 times	3	50.00	
4 - 6 times	2	33.33	
7 - 9 times	0	0.00	
10	1	16.67	
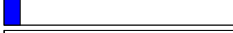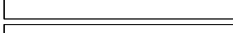
14. I am involved in other interdisciplinary basic skills initiatives.

Response	Frequency	Percent	Mean: 0.47
Yes	24	47.06	
No	27	52.94	

16. I collaborate with other faculty members about teaching and student learning from other disciplines.

Response	Frequency	Percent	Mean: 2.71
Always	11	21.15	
Frequently	12	23.08	
Periodically	17	32.69	
Rarely	7	13.46	
Never	3	5.77	
Neutral/No opinion	2	3.85	
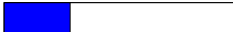
18. My faculty status:

Response	Frequency	Percent	Mean: 1.37
Full-Time	33	63.46	
Part-Time	19	36.54	

19. My skills related to assessing student learning have increased.

Response	Frequency	Percent	Mean: 4.37
Strongly agree	23	45.10	
Agree	24	47.06	
Neutral	4	7.84	
Disagree	0	0.00	
Strongly disagree	0	0.00	

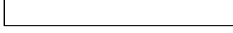**20. I have increased the number of strategies I utilize to actively engage students in their learning.**

Response	Frequency	Percent	Mean: 4.56
Strongly agree	33	63.46	
Agree	15	28.85	
Neutral	4	7.69	
Disagree	0	0.00	
Strongly disagree	0	0.00	
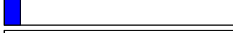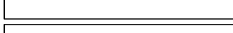
21. I have increased the number of strategies I utilize to encourage students to accept personal responsibility for their education.

Response	Frequency	Percent	Mean: 4.54
Strongly agree	32	61.54	
Agree	16	30.77	
Neutral	4	7.69	
Disagree	0	0.00	
Strongly disagree	0	0.00	

22. There has been an increase in the number of faculty from other disciplines with whom I have worked closely.

Response	Frequency	Percent	Mean: 4.04
Strongly agree	15	29.41	
Agree	26	50.98	
Neutral	8	15.69	
Disagree	1	1.96	
Strongly disagree	1	1.96	

23. My teaching has been positively impacted.

Response	Frequency	Percent	Mean: 4.67
Strongly agree	36	69.23	
Agree	15	28.85	
Neutral	1	1.92	
Disagree	0	0.00	
Strongly disagree	0	0.00	

Question	Response:	CEC Pre-Test		CEC-Post-Test		Change From Pre-Test to Post-Test		ECC Post-Test		CEC Post-Test Compared to ECC Post-Test	
		"Always"	"Always" or "Frequently"	"Always"	"Always" or "Frequently"	"Always"	"Always" or "Frequently"	"Always"	"Always" or "Frequently"	"Always"	"Always" or "Frequently"
The students in my classes are actively invovled in their learning experience.		26%	71%	41%	81%	15%	10%	8%	92%	33%	-11%
I promote active learning in my classroom.		71%	89%	78%	100%	7%	11%	36%	92%	42%	8%
I experience difficult student behavior and negative attitudes in my classroom.		3%	14%	4%	11%	-8%	-3%	0%	0%	4%	11%
I feel satisfied with my ability to address these difficult student behaviors and negative attitudes.		33%	76%	52%	96%	19%	20%	16%	88%	36%	8%
My students take responsibility for their learning and success.		11%	60%	15%	70%	4%	10%	3%	80%	12%	-10%
I assess student learning during the semester.		52%	87%	74%	93%	22%	6%	48%	92%	26%	1%
I require out-of-class learning experiences each semester.		50%	80%	67%	85%	17%	5%	76%	88%	-9%	-3%

CEC: Most common answers re: difficult behaviors on Pre-Test were periodically (20%) or rarely (54%), totalling 74%; on Post-Test were periodically (30%) or rarely (56%), totaling 85%.

ECC: Most common answers re: difficult behaviors on Post-Test were periodically (40%) or rarely (60%), totaling 100%.

On Course Self-Assessment Results*

Average Scores, before FIPP	Average Scores, after FIPP	Successful students…	Struggling students…
61	68	1. …accept **PERSONAL RESPONSIBILITY**, seeing themselves as the primary cause of their outcomes and experiences.	1. …see themselves as Victims, believing that what happens to them is determined primarily by external forces such as fate, luck, and powerful others.
66	69	2. …discover **SELF-MOTIVATION**, creating positive energy in their lives by discovering personally valuable goals and dreams.	2. …have difficulty sustaining motivation, often feeling depressed, frustrated, and/or resentful about a lack of purpose in their lives.
66	67	3. …master **SELF-MANAGEMENT**, consistently planning and taking purposeful actions in pursuit of their goals and dreams.	3. …seldom identify specific actions needed to accomplish a desired outcome. And when they do, they tend to procrastinate.
55	49	4. …employ **INTERDEPENDENCE**, building mutually supportive relationships that help them achieve their goals and dreams (while helping others do the same).	4. …are solitary, seldom requesting, even rejecting offers of assistance from those who could help.
60	68	5. ….gain **SELF-AWARENESS**, consciously employing behaviors, beliefs, and attitudes that keep them on course.	5. …make important choices unconsciously, being directed by self-sabotaging habits and outdated life scripts.
66	70	6. …adopt **LIFELONG LEARNING**, finding valuable lessons and wisdom in nearly every experience they have.	6. …resist learning new ideas and skills, viewing learning as fearful or boring rather than as mental play.
64	66	7. …develop **EMOTIONAL INTELLIGENCE**, effectively managing their emotions in support of their goals and dreams.	7. …live at the mercy of strong emotions such as anger, depression, anxiety, overwhelm or a need for instant gratification.
67	68	8. …**BELIEVE IN THEMSELVES**, seeing themselves as capable, lovable and unconditionally worthy human beings.	8. …doubt their competence and personal value, feeling inadequate to create their desired outcomes and experiences.

Range	A score within this range indicates…
0-39	…an area where your choices will seldom keep you on course.
40-63	…an area where your choices will sometimes keep you on course.
64-80	…an area where your choices will usually keep you on course.

*As noted in the report, only twelve participants completed the self-assessment at the beginning <u>and</u> at the end of the program, so it is impossible to drawn meaningful conclusions from the comparison data.

On Course Self-Assessment for the
Faculty Inquiry Partnership Program (FIPP)

At the beginning of your participation in the Faculty Inquiry Partnership Program, you completed a self-assessment which is based on the On Course I principles for student success. As you finish your work as a FIPP participant, we ask that you take a few minutes to complete the self-assessment again. Most of the self-assessment questions are general in nature. For those questions specific to the student role, we suggest that you consider your current work environment instead. For example, for questions asking about a "professor" or "instructor," you might reflect on your relationship with your current supervisor.

Read the sixty-four statements and score each one according to how true or false you believe it is about you. To get an accurate picture of yourself, consider what is currently true about you (not what you want to be true). Obviously, there are no right or wrong answers.

Our Confidentiality Promise

Important: Your scores on this self-assessment will remain confidential. You will provide your name so that your scores can be analyzed to understand your experiences as a FIPP participant. By completing this self-assessment you give your permission to include your scores in the assessment of the Faculty Inquiry Partnership Program.

Location   Last Name   First Name

    ECC Torance Campus

    CEC Compton Campus

This self-assessment is not a test. There are no right or wrong answers. The questions simply give you an opportunity to create an accurate and current self-portrait.

Rate the following questions on a scale of 0 to 10

0 = Totally False   10 = Totally True

	0	1	2	3	4	5	6	7	8	9	10
1. I control how successful I will be.	○	○	○	○	○	○	○	○	○	○	○
2. I'm not sure why I'm in college.	○	○	○	○	○	○	○	○	○	○	○
3. I spend most of my time doing important things.	○	○	○	○	○	○	○	○	○	○	○
4. When I encounter a challenging problem, I try to solve it by myself.	○	○	○	○	○	○	○	○	○	○	○

5. When I get off course from my goals and dreams, I realize it right away.

6. I'm unsure how I learn best.

7. Whether I'm happy or not depends mostly on me.

8. I'll truly accept myself only after I eliminate my faults and weaknesses.

Submit

12% Complete

This self-assessment is not a test. There are no right or wrong answers. The questions simply give you an opportunity to create an accurate and current self-portrait.

Rate the following questions on a scale of 0 to 10

0 = Totally False

10 = Totally True

	0	1	2	3	4	5	6	7	8	9	10
9. Forces out of my control (like poor teaching) are the cause of low grades I receive in school.	○	○	○	○	○	○	○	○	○	○	○
10. If I lose my motivation in college, I know how to get it back.	○	○	○	○	○	○	○	○	○	○	○
11. I don't need to write things down because I can remember what I need to do.	○	○	○	○	○	○	○	○	○	○	○
12. I have a network of people in my life that I can count on for help.	○	○	○	○	○	○	○	○	○	○	○
13. If I have habits that hinder my success, I'm not sure what they are.	○	○	○	○	○	○	○	○	○	○	○
14. When I don't like the way an instructor teaches, I know how to learn the subject anyway.	○	○	○	○	○	○	○	○	○	○	○
15. When I get very angry, sad or afraid, I do or say things that create a problem for me.	○	○	○	○	○	○	○	○	○	○	○
16. When I think about performing an upcoming challenge (like taking a test), I usually see myself doing well.	○	○	○	○	○	○	○	○	○	○	⦿

Submit

25% Complete

This self-assessment is not a test. There are no right or wrong answers. The questions simply give you an opportunity to create an accurate and current self-portrait.

Rate the following questions on a scale of 0 to 10

0 = Totally False   10 = Totally True

	0	1	2	3	4	5	6	7	8	9	10
17. When I have a problem, I take positive actions to find a solution.	○	○	○	○	○	○	○	○	○	○	○
18. I don't know how to set effective short-term and long-term goals.	○	○	○	○	○	○	○	○	○	○	○
19. I remember to do important things.	○	○	○	○	○	○	○	○	○	○	○
20. When I have a difficult course in school, I study alone.	○	○	○	○	○	○	○	○	○	○	○
21. I'm aware of beliefs I have that hinder my success.	○	○	○	○	○	○	○	○	○	○	○
22. I don't know how to study effectively.	○	○	○	○	○	○	○	○	○	○	○
23. When choosing between doing an important school assignment or something really fun, I usually do the school assignment.	○	○	○	○	○	○	○	○	○	○	○
24. I break promises that I make to myself or to others.	○	○	○	○	○	○	○	○	○	○	◉

Submit

38% Complete

R��

This self-assessment is not a test. There are no right or wrong answers. The questions simply give you an opportunity to create an accurate and current self-portrait.

Rate the following questions on a scale of 0 to 10

0 = Totally False   10 = Totally True

	0	1	2	3	4	5	6	7	8	9	10
25. I make poor choices that keep me from getting what I really want in life.	○	○	○	○	○	○	○	○	○	○	○
26. I have a written plan that includes both my short-term and long-term goals.	○	○	○	○	○	○	○	○	○	○	○
27. I lack self-discipline.	○	○	○	○	○	○	○	○	○	○	○
28. I listen carefully when other people are talking.	○	○	○	○	○	○	○	○	○	○	○
29. I'm stuck with any habits of mine that hinder my success.	○	○	○	○	○	○	○	○	○	○	○
30. When I face a disappointment (like failing a test), I ask myself, "What lesson can I learn here?"	○	○	○	○	○	○	○	○	○	○	○
31. I often feel bored, anxious, or depressed.	○	○	○	○	○	○	○	○	○	○	○
32. I feel just as worthwhile as any other person.	○	○	○	○	○	○	○	○	○	○	◉

Submit

50% Complete

G�V�

This self-assessment is not a test. There are no right or wrong answers. The questions simply give you an opportunity to create an accurate and current self-portrait.

Rate the following questions on a scale of 0 to 10

0 = Totally False   10 = Totally True

	0	1	2	3	4	5	6	7	8	9	10
33 Forces outside of me (like luck or other people) control how successful I will be.	○	○	○	○	○	○	○	○	○	○	○
34. College is an important step on the way to accomplishing my goals and dreams.	○	○	○	○	○	○	○	○	○	○	○
35. I spend most of my time doing unimportant things.	○	○	○	○	○	○	○	○	○	○	○
36. When I encounter a challenging problem, I ask for help.	○	○	○	○	○	○	○	○	○	○	○
37. I can be off course from my goals and dreams for quite a while without realizing it.	○	○	○	○	○	○	○	○	○	○	○
38. I know how I learn best.	○	○	○	○	○	○	○	○	○	○	○
39. My happiness depends mostly on what's happened to me lately.	○	○	○	○	○	○	○	○	○	○	○
40. I accept myself just as I am, even with my faults and weaknesses.	○	○	○	○	○	○	○	○	○	○	○

Submit

62% Complete

This self-assessment is not a test. There are no right or wrong answers. The questions simply give you an opportunity to create an accurate and current self-portrait.

Rate the following questions on a scale of 0 to 10

0 = Totally False   10 = Totally True

	0	1	2	3	4	5	6	7	8	9	10
41. I am the cause of low grades I receive in school.	○	○	○	○	○	○	○	○	○	○	○
42. If I lose my motivation in college, I don't know how I'll get it back.	○	○	○	○	○	○	○	○	○	○	○
43. I use self-management tools (like calendars and to-do lists) that help me remember to do important things.	○	○	○	○	○	○	○	○	○	○	○
44. I know very few people that I can count on for help.	○	○	○	○	○	○	○	○	○	○	○
45. I'm aware of the habits I have that hinder my success.	○	○	○	○	○	○	○	○	○	○	○
46. If I don't like the way an instructor teaches, I'll probably do poorly in the course.	○	○	○	○	○	○	○	○	○	○	○
47. When I'm very angry, sad, or afraid, I know how to manage my emotions so I don't do anything I'll regret later.	○	○	○	○	○	○	○	○	○	○	○
48. When I think about performing an upcoming challenge (like taking a test), I usually see myself doing poorly.	○	○	○	○	○	○	○	○	○	○	◉

Submit

75% Complete

This self-assessment is not a test. There are no right or wrong answers. The questions simply give you an opportunity to create an accurate and current self-portrait.

	0	1	2	3	4	5	6	7	8	9	10
49. When I have a problem, I complain, blame others, or make excuses.	○	○	○	○	○	○	○	○	○	○	○
50. I know how to set effective short-term and long-term goals.	○	○	○	○	○	○	○	○	○	○	○
51. I forget to do important things.	○	○	○	○	○	○	○	○	○	○	○
52. When I have a difficult course in school, I find a study partner or join a study group.	○	○	○	○	○	○	○	○	○	○	○
53. I'm unaware of beliefs I have that hinder my success.	○	○	○	○	○	○	○	○	○	○	○
54. I've learned to use specific study skills that work effectively for me.	○	○	○	○	○	○	○	○	○	○	○
55. I often feel happy and fully alive.	○	○	○	○	○	○	○	○	○	○	○
56. I keep promises that I make to myself or to others.	○	○	○	○	○	○	○	○	○	○	○

Submit

88% Complete

This self-assessment is not a test. There are no right or wrong answers. The questions simply give you an opportunity to create an accurate and current self-portrait.

Rate the following questions on a scale of 0 to 10

0 = Totally False   **10 = Totally True**

	0	1	2	3	4	5	6	7	8	9	10
57. I make wise choices that help me get what I really want in life.	○	○	○	○	○	○	○	○	○	○	○
58. I live day to day, without much of a plan for the future.	○	○	○	○	○	○	○	○	○	○	○
59. I am a self-disciplined person.	○	○	○	○	○	○	○	○	○	○	○
60. I get distracted easily when other people are talking.	○	○	○	○	○	○	○	○	○	○	○
61. I know how to change habits of mine that hinder my success.	○	○	○	○	○	○	○	○	○	○	○
62. When I face a disappointment (like failing a test), I feel pretty helpless.	○	○	○	○	○	○	○	○	○	○	○
63. When choosing between doing an important school assignment or something really fun, I usually do something fun.	○	○	○	○	○	○	○	○	○	○	○
64. I feel less worthy than other people.	○	○	○	○	○	○	○	○	○	○	○

Submit

100% Complete

Compton Education Center
FIPP Pre-program Survey
Funded by the Basic Skills Initiative

Please explain your reasons for chosing to participate in FIPP.

What experiences would you like to have as a FIPP participant this semester?

What outcomes do you hope to achieve by participating in FIPP this semester?

Please fill in the bubble completely with a #2 pencil. Do not use a felt tip marker of any kind.

Please indicate your level of agreement with each of the following statements.

1. The students in my classes are actively involved in their learning experience.

_	Always	_	Rarely
_	Frequently	_	Never
_	Periodically	_	Neutral/No opinion

2. I promote active learning in my classroom.

_	Always	_	Rarely
_	Frequently	_	Never
_	Periodically	_	Neutral/No opinion

3. If you use active learning in your classroom, please provide examples of active learning strategies you use in your classes.

4. I experience difficult student behavior and negative attitudes in my classroom.

_	Always	_	Rarely
_	Frequently	_	Never
_	Periodically	_	Neutral/No opinion

5. If so, which difficult behaviors and negative attitudes do you find most challenging?

6. I feel satisfied with my ability to address these difficult student behaviors and negative attitudes.

_	Always	_	Rarely
_	Frequently	_	Never
_	Periodically	_	Neutral/No opinion

7. My students take responsibility for their learning and success.

_	Always	_	Rarely
_	Frequently	_	Never
_	Periodically	_	Neutral/No opinion

8. Please provide examples of how your students take responsibility for their learning and success.

9. I assess student learning during the semester.

    __ Always   __ Rarely
    __ Frequently   __ Never
    __ Periodically   __ Neutral/No opinion

10. Please provide examples of how you assess student learning.

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│                                                         │
│                                                         │
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11. I require out-of class learning experiences each semester.

    __ Always   __ Rarely
    __ Frequently   __ Never
    __ Periodically   __ Neutral/No opinion

12. Please mark all of the out-of-class learning experiences that apply.

    __ Reading   __ Study Groups
    __ Journaling   __ Library Research
    __ Writing   __ LRC/Lab work
    __ Group Projects   __ Tutor/Writing Center
    __ Field Trips   __ Other _____
    __ Service Learning __ None of the above

13. Please indicate how often you participate in faculty development programs during a regular semester…

	1- 3 times	4 - 6 times	7 - 9 times	10 +
As an attendee	__	__	__	__
As a presenter	__	__	__	__
On-campus	__	__	__	__
Conferences	__	__	__	__
Other (Fill In)	__	__	__	__

14. I am involved in other interdisciplinary basic skills initiatives.   __ Yes
    __ No

15. Please provide examples of ways you are involved in other interdisciplinary basic skills initiatives.

```
┌─────────────────────────────────────────────────────────┐
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│                                                         │
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16. I collaborate with other faculty members about teaching and student learning from other disciplines.

    __ Always   __ Rarely
    __ Frequently   __ Never
    __ Periodically   __ Neutral/No opinion

17. Please provide examples of how you collaborate with other faculty.

```
┌─────────────────────────────────────────────────────────┐
│                                                         │
│                                                         │
│                                                         │
│                                                         │
└─────────────────────────────────────────────────────────┘
```

18. My faculty status: __ Full-Time
    __ Part-Time

EL CAMINO COLLEGE

FIPP Post-program Survey

Our Confidentiality Promise

None of your personal information will be used in association with the results in any way.

Location

○ *ECC Torance Campus*

○ *CEC Compton Campus*

Last Name [   ]

First Name [   ]

1. The students in my classes are actively involved in their learning experience.
   - ○ Always
   - ○ Frequently
   - ○ Periodically
   - ○ Rarely
   - ○ Never
   - ○ Neutral/No opinion

2. I promote active learning in my classroom.
   - ○ Always
   - ○ Frequently
   - ○ Periodically
   - ○ Rarely
   - ○ Never
   - ○ Neutral/No opinion

3. If you use active learning in your classroom, please provide examples of active learning strategies you use in your classes.
   [   ]

4. I experience difficult student behavior and negative attitudes in my classroom.
   - ○ Always
   - ○ Frequently
   - ○ Periodically
   - ○ Rarely
   - ○ Never
   - ○ Neutral/No opinion

5. If so, which difficult behaviors and negative attitudes do you find most challenging?
   [   ]

6. I feel satisfied with my ability to address these difficult student behaviors and negative attitudes.
   - ○ Always
   - ○ Frequently
   - ○ Periodically
   - ○ Rarely
   - ○ Never
   - ○ Neutral/No opinion

7. My students take responsibility for their learning and success.
   ○ Always
   ○ Frequently
   ○ Periodically
   ○ Rarely
   ○ Never
   ○ Neutral/No opinion

8. Please provide examples of how your students take responsibility for their learning and success.

9. I assess student learning during the semester.
   ○ Always
   ○ Frequently
   ○ Periodically
   ○ Rarely
   ○ Never
   ○ Neutral/No opinion

10. Please provide examples of how you assess student learning.

11. I require out-of class learning experiences each semester.
    ○ Always
    ○ Frequently
    ○ Periodically
    ○ Rarely
    ○ Never
    ○ Neutral/No opinion

12. Please mark all of the out-of-class learning experiences that apply.
    ☐ Reading
    ☐ Journaling
    ☐ Writing
    ☐ Group Projects
    ☐ Field Trips
    ☐ Service Learning
    ☐ study Groups
    ☐ Library Research
    ☐ lab work
    ☐ Tutor/Writing Center
    ☐ Other
    ☐ None of the above

[Next]

EL CAMINO COLLEGE

FIPP Post-program Survey

13. Please indicate how often you participate in faculty development programs during a regular semester.

	1- 3 times	4 - 6 times	7 - 9 times	10 +
As an attendee	○	○	○	○
As a presenter	○	○	○	○
On-campus	○	○	○	○
Conferences	○	○	○	○
Other [Fill In]	○	○	○	○

14. I am involved in other interdisciplinary basic skills initiatives.
○ Yes
○ No

15. Please provide examples of ways you are involved in other interdisciplinary basic skills initiatives.

16. I collaborate with other faculty members about teaching and student learning from other disciplines.
○ Always
○ Frequently
○ Periodically
○ Rarely
○ Never
○ Neutral/No opinion

17. Please provide examples of how you collaborate with other faculty.

18. My faculty status:
○ Full-Time
○ Part-Time

For questions 19-23, please indicate whether your participation in FIPP has affected your approach to teaching and student learning.

19. My skills related to assessing student learning have increased.
○ Strongly agree
○ Agree
○ Neutral
○ Disagree
○ Strongly disagree

20. I have increased the number of strategies I utilize to actively engage students in their learning.
○ Strongly agree
○ Agree
○ Neutral
○ Disagree
○ Strongly disagree

21. I have increased the number of strategies I utilize to encourage students to accept personal responsibility for their education.
○ Strongly agree
○ Agree
○ Neutral
○ Disagree

◉ Strongly disagree

22. There has been an increase in the number of faculty from other disciplines with whom I have worked closely.
   ○ Strongly agree
   ○ Agree
   ○ Neutral
   ○ Disagree
   ○ Strongly disagree

23. My teaching has been positively impacted
   ○ Strongly agree
   ○ Agree
   ○ Neutral
   ○ Disagree
   ○ Strongly disagree

[Back]   [Submit]

Appendix G:
FIPP Activity Reports

Report #

<div align="center">

ECC Compton Educational Center

FIPP Activity Report

(updated 1.25.10)

</div>

Name   **Date**

Department

FIPP Partner

Section #

Activity /Strategy

Category

Briefly describe the activity/strategy, providing enough detail so that a colleague can replicate the activity/strategy.

> **1. Introduction**

> **2. Set-up & Supplies**

> **3. Directions**

> **4. Conclusion**

What worked well?

What would you change?

Would you use the activity/strategy again? Why or why not?

Please describe any student learning and/or changes that you observed after the implementation of the activity/strategy.

FIPP ACTIVITY REPORT #4

Name: Saul Panski   Date: May 4, 2010
Department: History
FIPP Partner: Ronny Alpern
Section #   9236
Activity/Strategy: MODIFIED JIGSAW
Category: CLASSROOM ACTIVITIES

Briefly describe the activity/strategy, providing enough detail so that a colleague can replicate the activity/strategy:

Normally, when I cover the adoption of the Constitution in 1787 I lecture on the various articles and amendments, trying to help students understand how the Constitution was constructed and how it applies to contemporary political practice and citizens' individual rights. This semester I decided that rather than lecture on the three branches of government, the electoral process, and the adoption of the Bill of Rights, I would distribute a list of questions on the Constitution asked on the naturalization exam, and ask individual students to research the answers by reviewing the document and sharing his/her research with the classroom in a shared discussion. All together, I provided thirty-seven questions. Students were assigned individual questions and told that participation would earn them extra credit points.

The class discussion took place, with students well-prepared and anxious to respond both to their assigned question(s) and to questions assigned to other students who were not present on the day of the discussion. Students were also provided a copy of the Constitution, as originally adopted, as a reference document during the class discussion.

What worked well?

The activity worked very well, much better than anticipated.   Twenty-six students (out of 30 in the class) were actively engaged, and students were anxious to amplify on others' answers.   At the same time I tried to connect responses with contemporary illustrations (e.g., when discussing the function of the Supreme Court and the approval process for Justices, I discussed the recent appointment of Justice Sotomayor and pointed out that a new appointment would shortly be made in anticipation of Justice Stevens' retirement; in discussing the role of the President as Commander-in-Chief we discussed President Bush's announcement, in uniform on an aircraft carrier, that the war in Iraq had been a success).   Participation was very good and animated. Students seemed very interested in the linkage to contemporary events.

A survey instrument was distributed the week following the implementation of this activity and fifteen students completed it, with the following findings:

1. Helped me to understand the material or topic:
   - Agree 14
   - Somewhat Agree 1
2. Increased my interest in the material or topic:
   - Agree 9
   - Somewhat Agree 6
3. Will contribute to my success as a student:
   - Agree 12
   - Somewhat Agree 3
4. Helped keep my attention as I learned about the material or topic
   - Agree 11

- Somewhat Agree 4
5. Kept me actively involved in the material or topic
    - Agree   10
    - Somewhat Agree 5
6. I recommend that my teacher use this activity or strategy again
    - Agree 14
    - Somewhat Agree 1

It is interesting to note that while the material was not of great interest to some of the students, which may have impacted active involvement, the respondents strongly felt that the activity would contribute to their success as students and that it should be utilized by the instructor in the future.

Positive comments included the following:
- History is improving my life, to know more about the past.
- It was a good experience, good teaching, and help I needed.
- This activity was very interesting.
- I liked it very much.
- History doesn't really interest me that much; however, this exercise caught/kept my interest. I am happy we did it and because of it I am a little more interested in the Constitution and what's in it.
- I found this exercise well done. It kept my focus and attention and made me learn things.

Other comments included the following:
- As a student I enjoyed the point earning scheme
- Could be a little more organized. It was a nice exercise except for the repeat questions and everyone answering the same one or none at all.

What would you change:

I would probably eliminate questions whose answers overlap (e.g., the citizenship exam often asks the same question in two ways, such as "Can the Constitution be changed?" and/or "What do we call a change to the Constitution?") and not limit questions to those on the naturalization exam.   This would allow me to have students research other sections of the Constitution that have a significant bearing on the contemporary United States.   While I want the students to understand that historical context within which the Constitution was debated and articulated, it is most important to have them understand that it is a living, breathing document that impacts their lives today in countless ways, from the census to the payment of income taxes.

I might also consider a more basic jigsaw approach to this activity, giving defined groups an article of the Constitution or an amendment to explain, with contemporary applications.

Would you use the activity/strategy again? Why or why not?

Yes, the students seemed more interested in the material and engaged in interactive conversation. Straight lecture on this topic usually results in a number or glassy eyed stares and perceptible ennui on the part of the students, despite the instructor's excitement.

Please describe any student learning outcomes/changes that you observed after the implementation of the activity/strategy.

I have not observed any student learning outcomes/changes as a result of this exercise but it is good practice in examining and analyzing an historical source document, which is one of the course student learning outcomes assessed in an essay format.

FIPP Activity Report

(Updated 1.25.10)

Name: Dovard Ross   **Date** June 14, 2010

Department: Business

FIPP Partner: Vijay Kanase

Section Number: 9325

Activity/Strategy: Professor Roger's Trial Case Study administered to emphasize the importance of working in a team environment

Category: II

Briefly describe the activity/strategy, providing enough detail so that a colleague can replicate the activity/strategy.

1. **Introduction**

   I facilitated the Professor Roger's Trial exercise in my Effective English in Business because one of their assignments requires working in a team environment.

2. **Set-up and Supplies:**

   Prior to this exercise, I lectured from the text, "Team Building: A Leadership Strategy." Topics covered in class were:

   - Explain the importance of teamwork in an organizational setting.
   - Identify and explain common types of work teams.
   - List the characteristics of an effective work team.
   - Explain the behavioral science principles that support team building.
   - Describe the team-building skills that leaders need.
   - Describe the team-member skills that employees need.

3. **Directions**

   The students were given no instructions other than those that are contained in the case study. However, I did inform them that I wanted them to use their critical thinking skills. I provided these "hints" regarding critical thinking:

   a. Determine the facts of a new situation or subject without prejudice
   b. Place these facts and information in a pattern so that you can understand them
   c. Accept or reject the source values and conclusions based upon your experience, judgment, and beliefs

   Also, I read excerpts from Jack Canfield's book, "The Success Principles" where he describes fifty principles that will increase your confidence. Number one on his list is: "Take 100% responsibility for your life."

   The students were divided into teams of 4 to 5 students per team and they were to debate and provide consensus responses to the case study. There were three teams.

4. **Conclusion:**

This activity seemed difficult for this class for several reasons that had nothing to do with the content of the case study. They made different excuses why they unable to meet as teams. Students complained that they did not communicate during the assignment. I reluctantly relented and gave them an additional week, but for less grade points. The students enjoyed the exercise and asked to do more of these types of activities during the semester. They said it was a good break from the "humdrum" of normal activities. This was a good lesson for me to step outside of the box.

What worked well?

When I displayed my willingness to provide them with a second opportunity, it all came together with very good results. The student enjoyed the activity and wanted to do another case study. We did the "Late Paper" near the end of the semester.

What would I change?

I would emphasize these two points for successful teamwork. These are:

a. Open communication supports mutual understanding; and everyone has a need to communicate.
b. Responsibility for one's own actions stimulates initiative.

Would I use the activity/strategy again? Yes I would because of the case study's excellent scenario of a dysfunctional team.

Please describe any student learning and/or changes that you observed after the implementation of the activity/strategy. This assignment was given to the students mid semester. Prior to this activity it was difficult for me to facilitate. Students were not conversing and there was little bilateral communication. Students appeared to be thoroughly indoctrinated in unilateral classrooms where instructors instructed and did not facilitate. After the case study activity, students were more conversant and my facilitation was accepted.

ECC Compton Educational Center

FIPP Activity Report

(updated 1.25.10)

Name: Shemiran I. Lazar   **Date:** May 5, 2010

Department: Humanities, ESL

FIPP Partner: Saundra Bosfield

Section #: 9682

Activity /Strategy: Course Constitution

Category: Classroom Expectations

Briefly describe the activity/strategy, providing enough detail so that a colleague can replicate the activity/strategy.

1. **Introduction:** To help students take responsibility for their behaviors, we have to guide them to identify their obstacles and distinguish between "the imagined obstacles and the real ones". Also we have to assist our students by taking responsibility for dealing with their obstacles by identifying choices available to them. Furthermore, students have to make promises to themselves to hold on to their choices and evaluate the consequences.

2. **Set-up & Supplies:** The class is divided in four teams. Each team will have four members. The teams are called 'Success Teams'. Each success team will establish a contract called 'Success Team Constitution'.   This constitution will determine their desired behaviors, desired outcomes and experiences.

3. **Directions:** Each of the four success teams will have a piece of paper to establish the team constitution. The team will select a team member to be the secretary to record the desired behaviors and actions, created and agreed upon by all team members, that are expected to be taken by team member in order to have the desired outcomes for succeeding in the course. In order to facilitate brainstorming, the teacher will put some positive examples on the board that may stimulate more ideas.

   Examples: 1. I will attend every class session.

                       2. Participate fully in all activities.

   When team members finish recording and reviewing their desired behaviors, they will put down the expected desired outcome for each behavior. Then they are to sign their constitution so as to make a pledge that they will hold themselves responsible to

carry out every single item on the constitution.

4. **Conclusion:** Students reject the victim role and blaming their failures on others. Instead they take a positive role by creating their own recipe for success and taking responsibility for their own behaviors and successes. Students become aware of their inner conflicting forces, and they make conscious choices that would lead to the desired outcomes in their courses. Students will feel proud that now they in charge of the choices they make because they are they have bonded with their team members, and that bond empowers them and give them positive guidance.

What worked well? Students felt empowered because they have made good choices. They felt confident that they made good choices because they did not make those choices alone. They did it in the spirit of interdependence, so the probability of making the wrong judgment was minimized. It was noticed that there was a change in certain negative behaviors such as arriving late to class, neglecting home assignments, or not being on task in class.

What would you change?: I would ask all the success teams to have one general session to share the four constitution they have established and select one secretary for the whole class. Give them the chance to debate the components of their constitutions and to vote as to the best kinds of behaviors that would yield the most desired education outcomes. Then have them all sign one Success Team Constitution. Each individual student should keep a checklist to track their own behaviors and the desired outcomes. Team members should agree on what to include in the checklist.

Would you use the activity/strategy again? Why or why not?: Yes, I would because I observed positive changes in some behaviors. Also, I believe It is a healthy practice to empower young people in such a sensible positive way. Students indeed feel serious about making conscious positive choices in their personal life. Students also distinguish between the inner obstacles and external obstacles.

Please describe any student learning and/or changes that you observed after the implementation of the activity/strategy.

Positive changes were observed in many students. I noticed positive changes in the level of energy in class.

Report # 4

FIPP Activity Report
(updated 1.25.10)

Name Leonard Clark   **Date** 4/2010

Department Geology

FIPP Partner Ann Sweeney

Section # 9126

Activity /Strategy Student-generated quiz

Category Feedback & Evaluation

Briefly describe the activity/strategy, providing enough detail so that a colleague can replicate the activity/strategy.

1. **Introduction** This strategy was a lot of work to facilitate, because the students must remain on task in order to have a student-generated quiz for the next week's class.

2. **Set-up & Supplies** Overhead projector, transparency, vis-à-vis pen

3. **Directions**

   ➢ Divide a chapter from the textbook into parts.

   ➢ Divide all the students into same number of groups as parts from the textbook, where they work on this assignment with unfamiliar classmates.

   ➢ Assign groups to all parts of the chapter. Each group must read and summarize the section that they were assigned. Let the students determine what is most valuable in their section. Each group should make a brief presentation to the class about their assigned section. Have each group make quiz questions, true/false, multiple choice, written response, etc.

   ➢ Have the groups that finish quickly, and all groups, present to you outside of class while others are still working.   Critique their presentations and take their quiz questions. This is a good time to give feedback on their presentation. Make sure that their presentation addresses their quiz questions. Give a few extra credit points for completing this portion of the assignment.

   ➢ Make a quiz using the quiz questions that the students have created. Put the students' names above the questions they have created to show that the questions are not yours.

➤ For the next class meeting have each group make a brief presentation on their assigned section. Have observers take notes

➤ Maybe give a few extra credit points for giving the presentation.

➤ Give the class the quiz they have generated during the next class.

4. **Conclusion** Yes, students can exchange questions and answers with other groups, but this was not prevalent. Questions given by students for the quiz were more difficult than questions the instructor would give. This activity allows students to experience the challenges of lecturing. It seems that students will not cooperate unless points are given based on their performance. This is a good time to ask about problems and concerns about this assignment or course.

What worked well? The activity as a whole went very well.

What would you change? I would be more diligent about making sure that other students understood what was presented by checking for understanding.

Would you use the activity/strategy again? Why or why not? I would use this strategy again because it energized and created greater interest in the course.

Please describe any student learning and/or changes that you observed after the implementation of the activity/strategy.   Students seemed more attentive in class because they were entrusted to deliver a portion of the course content.

ECC Compton Educational Center

FIPP Activity Report

(updated 1.25.10)

Name Rosemary Most   **Date** 5/15/10

Department Child Development

FIPP Partner Carmela Aguilar

Section # 9220

Activity /Strategy - Reflection

Category – Classroom Expectations

Briefly describe the activity/strategy, providing enough detail so that a colleague can replicate the activity/strategy.

1. **Introduction** – We reviewed in class a case study about an assistant teacher who needed training in a child care center. The class was divided into 3 groups. Group 1 was to analyze assistant's stage of social/emotional development based on Erikson. Group 2 was to determine the stage of professional development. Group 3 was to determine a training plan based on a supervision style and specific skills. Each group presented their findings in a total class setting. Discussion followed each group's presentation.

2. **Set-up & Supplies** – Case study, Handout of Erikson's Stages of Social/Emotional Development and textbook, Supervision in Early Childhood Education by Joseph Caruso

3. **Directions** - After the group presentations, homework assignment was passed out to the students. We discussed the assignment as a total class. Students were to analyze themselves. They were to reflect on 1. What stage of Erikson they were at and why. 2. What was their stage of professional development? 3. Based on their stage of Erikson and professional development, what skills would be appropriate for them? 4. What type(s) of training would be appropriate .

4. **Conclusion** - The students were to turn in their assignments the following week and be prepared to discuss what it was like to analyze themselves. How did it feel to objectively analyze yourself? What was it like to reflect about their social/emotional development? Professional development? What did they learn from the process of reflecting on their skills? What did they learn about mentoring? What considerations needed to be taken into account in determining the type(s) of training?

What worked well? Doing a case study about another person helped the students to understand the mentoring process and its importance. It was easier to analyze someone else before they analyzed themselves.

What would you change? To do more analysis of other case studies using only Erikson and professional stage of development. Since this assignment, the class has done 3 more case studies.

Would you use the activity/strategy again? Why or why not? Yes

Describe any student learning outcomes/changes that you observed after the implementation of the activity/strategy – During subsequent class case mentoring activities, many students were applying Erikson social/emotional development and professional development to other situations. They were listening and respecting what other students had to say. Discussion truly became a time of sharing and learning from each other. Many stated how "inspiring" the class was in context to their jobs and how they were applying this in their personal life.

Appendix H:
FIPP Recruitment, Application & Selection

Proposed Budget:
Compton Educational Center Faculty Inquiry Partnership Program

On Course Training for Compton Faculty
On Course 3-day workshop. Maximum: 50 participants

Dates: January 26, 27, 28, 2009
Location: Staff Lounge, Compton Educational Center

<u>Cost</u>

Facilitator fees	$8,100 (3 days)
Travel	1,500
Materials ($18/person)	900 (for 50 participants)

<u>Other costs</u>

Meals (training and workshops)	$3,750
Faculty Stipends	
Attendance ($150)	15,000 (assuming max number)
Spring Implementation ($450)	15,000 (assuming max number)

Total cost of program with 50 participants -   **$44,250**

Comments –
1) The dates above fall during the winter intersession and faculty who are teaching would not be able to attend. Stipend of $150 for 3 days (no partial stipends).
2) The training will have the most benefit for effecting change if participants develop and implement a plan and continue to meet throughout the spring semester. Model and research data collection have been developed through FIPP at El Camino College which commenced August, 2009.
3) Budget does not include cost of .25 reassign time for faculty coordinator, which is approximately $11,000 for the semester.

Faculty Inquiry Partnership Program (FIPP) Information Sheet
Program Components & Spring 2010 Timeline

A. Faculty Inquiry & Collaboration

1. <u>On Course I Workshop</u>

January 26-28, 2010

On Course I is a data-driven approach to increasing student success and retention. The training provides practical ways to help students become active, responsible learners. For more information, visit www.oncourseworkshop.com.

2. <u>FIPP Collaborative Workshops</u>

February 10, 1:00-4:00 pm with light lunch served beginning at 12:30.
   - *Location: Library West Basement (adjacent to Staff Development Office)*

March 5, April 2, and May 14, 12:00-2:00 pm
   - *Location: Compton Center Staff Lounge*

FIPP participants will gather for four workshops during the semester. These workshops will integrate ongoing training with an opportunity to exchange ideas and strategize. Participants will be asked to present to the entire cohort the activities they have been implementing and the usefulness of each activity. Components of the workshops will be open to the larger college community.

3. <u>Roundtable Discussions (Optional)</u>

Dates, times and locations TBD

Approximately 1-2x/month, FIPP participants will have the opportunity to sign up for roundtable discussions. The roundtable discussions will provide a small-group setting to exchange ideas and seek input about strategies and activities related to FIPP and will evolve and adapt to meet the needs of FIPP participants

B. Implementation

As a FIPP participant, you will have the opportunity to deepen your learning by partnering with a fellow participant to implement five On Course I-inspired strategies during the spring 2010 semester. Each partnership will implement the *same* five activities for effective collaboration and evaluation. One strategy will be chosen *each* of the following five areas:

1. classroom activities (e.g., case studies, jigsaw, think-pair-square)
2. creating a classroom environment (e.g., seating arrangements, group work)
3. setting classroom expectations (e.g., student contract, goal setting)

4. providing feedback and evaluation (e.g., student surveys, test review)
5. designing homework and other out-of-classroom learning experiences (e.g., field trips, library research)

C. Assessment and Reporting

Important Note: *Because FIPP places a strong emphasis on risk-taking and innovation, faculty are encouraged to view assessment and reporting as opportunities to further their learning and gather feedback. Assessment and reporting are* not *designed to evaluate or critique individual faculty in the program.*

1. **Proposed Implementation Plan (PIP): Due February 5th at 5 pm**

Each pair of faculty members will submit a plan identifying the strategies they tentatively plan to use or adapt for their courses. (Forms will be available on the Staff Development website and returned electronically to Kristie Daniel-DiGregorio by email.)

2. **Student Surveys: Due dates will vary**

Each FIPP participant will administer approximately three sets of student surveys. Faculty will choose three of the five strategies that they are implementing in spring 2010 and will survey students regarding the effectiveness of the strategies. Student Surveys will be provided and results will be compiled by Institutional Research.

3. **Activity Reports: Due dates will vary**

Each FIPP participant will submit an activity report after implementing each of their chosen strategies. In the report, faculty will describe the strategy, evaluate its effectiveness and make any suggestions for revising the strategy. Activity reports will be available online on the Staff Development website and will be compiled in order to provide a resource for faculty.

EL CAMINO COLLEGE
Staff Development Office
FIPP CEC Application List (sorted by Division)
Updated 7.10.10

First Name	Last Name	Academic Division	Teaching Discipline	Yrs at CEC	Yrs Teaching
1. Nikki	Williams	Behavioral & Social Sciences/Humanities	Sociology/English	4	2
2. Essie	French Preston	Behavioral & Social Sciences	Psychology	23	20
3. Vanessa	Haynes	Behavioral & Social Sciences	Human Development/Sociology	16	16
4. Rosemary	Most	Behavioral & Social Sciences	Child Development	10	40
5. Pam	West	Behavioral & Social Sciences	Child Development		
6. Victoria	Martinez-Weitzel	Behavioral & Social Sciences	Human Development	1.5	5
7. Annaruth	Garcia	Business	Business	14	11
8. Robert	Morgan	Business	Real Estate	36	36
9. Dovard	Ross	Business	Business	33	29
10. Mario	Macareno	Behavioral & Social Sciences	Human Development	8	10
11. Alexander	My	Behavioral & Social Sciences	Human Development	20	19
12. Marjeritta	Phillips	Fine Arts	Dance	28	28
13. Saundra	Bosfield	Health Sciences & Athletics	Nursing	1	15
14. H. Frances	Hayes-Cushenberry	Health Sciences & Athletics	Nursing	4	20+
15. Vijay	Kanase	Health Sciences & Athletics	Nursing	1	15
16. Elizabeth Ann	Sweeney	Health Sciences & Athletics	Nursing	5-1/2	20+
17. Shirley	Thomas	Health Sciences & Athletics	Nursing	6-1/2	6-1/2
18. Zenaida	Mitu	Health Sciences & Athletics	Nursing	7	20
19. Carmela	Aguilar	Humanities	ESL	37	25
20. Aurora	Cortez-Perez	Humanities	ESL	20	30+
21. Judy	Crozier	Humanities	English	2	3
22. Shemiran	Lazar	Humanities	ESL	19	19
23. Georgia	Moten	Humanities	English	20	20
24. Chelvi	Subramaniam	Humanities	English	20	20
25. Toni	Wasserberger	Humanities	English	39	39
26. Ladislao	Mendoza	Health Sciences & Athletics	Physical Education	20	40
27. Estina	Pratt	Humanities	Library Information Science	21	21
28. Ronny	Alpern	Mathematical Sciences	Mathematics	17	30
29. Eddie	Boatwright	Natural Sciences	Biology	10	10+
30. Leonard	Clark	Natural Sciences	Geology	8	13

El Camino College
Compton Community Educational Center

December 8, 2009

Dear FIPP Applicant,

Congratulations! You have been selected to participate in the spring 2010 Faculty Inquiry Partnership Program/On Course Training. The response to the program was overwhelming and you can look forward to working with a dynamic group of professionals from all disciplines.

Attached is the agenda for the On Course I workshop held January 26-28, 2010 in the Faculty and Staff Lounge on Compton Campus. Additionally, we will be mailing you an informational packet the first week in January. It will include a complete program overview, a training agenda, a quick and easy pre-workshop assignment and a free *On Course* textbook and facilitator's manual.

Don't forget to block out your calendar from January 26-28, 2010 from 8:00am to 4:30pm for On Course I training. You will be committed fully each day, so plan on completely clearing all other obligations during this time. The training includes one optional evening session held on January 27th from 6:00 to 9:00pm (dinner included). Although this session is optional, we *strongly* recommend that you attend. Trust us, you won't want to miss this powerful evening of collaboration! Your dedication to the program is critical to its success. During training, you will create your faculty partnership and have the opportunity to begin collaborating on your strategies for the semester.

Note: You will also receive a hard copy of this letter via campus mail with an Acknowledgment of Participation form outlining the program expectations. Please review the form, sign and return it to the Academic Affairs Office before December 18.

If you have any questions, please contact Kristie Daniel-DiGregorio (kdaniel@elcamino.edu) or Donna Manno (dmanno@elcamino.edu) and we will be happy to assist you.

Once again, congratulations on being selected to be part of the FIPP team! We are looking forward to working with you.

Enjoy your winter break and we'll see you in January.

Kristie and *Donna*

El Camino College
Compton Community Educational Center

December 8, 2009

Dear FIPP Applicant,

Congratulations! You have been selected to participate in the spring 2010 Faculty Inquiry Partnership Program/On Course Training. The response to the program was overwhelming and you can look forward to working with a dynamic group of professionals from all disciplines. **Please note**: As an adjunct faculty member, you will need to be teaching at El Camino College/Compton Center in the spring 2010 semester to be eligible to participate.

Attached is the agenda for the On Course I workshop held January 26-28, 2010 in the Faculty and Staff Lounge on the Compton Campus. Additionally, we will be mailing to your home address an informational packet the first week in January. It will include a complete program overview, training agenda, a quick and easy pre-workshop assignment and a free *On Course* textbook and facilitator's manual.

Don't forget to block out your calendar from January 26-28th from 8:00am to 4:30pm for On Course I training. You will be committed fully each day, so plan on completely clearing all other obligations during this time. The training includes an optional evening session held January 27th from 6:00 to 9:00pm (dinner included). Although this session is optional, we *strongly* recommend that you attend. Trust us, you won't want to miss this powerful evening of collaboration! Your dedication to the program is critical to its success. During training, you will create your faculty partnership and have the opportunity to begin collaborating on your strategies for the year.

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Once again, congratulations on being selected to be part of the FIPP team! We are looking forward to working with you.

Enjoy your winter break and we'll see you in January.

Kristie and *Donna*

Faculty Inquiry Partnership Program at Compton
Acknowledgment of Participation

As a FIPP participant, I understand and agree to participate in all phases of FIPP, including:
1. training,
2. implementation,
3. ongoing faculty development,
4. assessment, and
5. reporting.

Training: I agree to complete the three-day On Course I training scheduled January 26, 27, and 28, 2010 from 8 am to 4:30 pm, with an optional evening component on January 27.

Implementation: I agree to collaborate with another faculty member to implement five On Course I-inspired activities into our respective courses during the spring 2010 semester.

Ongoing Faculty Development: I agree to make myself available and to participate actively in four (4) FIPP workshops scheduled for February 10 (tentative), March 1, April 2, May 14, times to be determined.

Assessment: I agree to implement student surveys in my classroom in order to determine the effectiveness of the selected strategies.

Reporting: I agree to submit a Proposed Implementation Plan, in collaboration with my FIPP partner, shortly after the On Course I training, identifying the strategies we plan to use or adapt for our courses. Throughout the semester, I will submit five (5) activity reports summarizing the implementation of the strategies. Before the end of the spring 2010 semester, I will submit a final report summarizing the outcomes of my participation in FIPP.

I understand that if I fail to complete any of the components of FIPP, my stipend may be adjusted accordingly.

Printed Name: _____

Signature: _____

Date: _____

After reviewing this Acknowledgment of Participation please sign and return it to the Academic Affairs Office before December 18.

January 5, 2010

Dear FIPP Participant,

Congratulations again on being selected to participate in the Spring 2010 Faculty Inquiry Partnership Program (FIPP) at El Camino College Compton Center. It is through the generous support of President Fallo that we are able to provide this innovative program. As a FIPP participant, you will have the chance to develop new and creative approaches to teaching. You will help students become active and responsible learners and your leadership as a member of FIPP will positively impact the Compton Center community.

The On Course I workshop, scheduled for **January 26-28**, is an essential first step in launching the program. Many On Course participants have reported that the On Course training has positively impacted their teaching.

Preparing for the On Course I workshop (Pre-Conference Activities): January, 2010
To maximize the benefits you experience from the training, please take some time to do the following **before** arriving at the workshop on January 26th.

- **Familiarize yourself with the On Course principles** by completing the On Course self assessment (see link below) no later than January 25th. This instrument was designed as a pre-test and post-test for students, but it is also a very useful introduction to the tools and concepts about which we will be learning. You can access the survey from the ECC Website (http://www.elcamino.edu) – select Administration then Institutional Research. From the Institutional Research webpage select the Surveys tab on the left side. The On Course Self Assessment is at the very bottom of the page.

- **Review the On Course I workshop agenda** (included). You will be committed fully each day, so plan on completely clearing all other obligations during this time. We will work hard to create a retreat atmosphere and want you to consider yourself off site during the training.

- **Read the enclosed article from Tomorrow's Professor by Dr. Jonathan Brennan** who will be our facilitator for the On Course I workshop. It provides an introduction to the On Course principles as well as data supporting their effectiveness in promoting student success and retention.

- **Skim the *On Course* textbook and Facilitator's Manual** (provided) and log onto www.oncourseworkshop.com to familiarize yourself with some of the On Course principles. Of special interest is the "Student Success Strategies" section.

On Course I Workshop: January 26-28, 2010
- **Attendance at the entire workshop is required to participate in the program.**
- 8:00 am until 4:30 pm daily (morning refreshments & lunch included). As a courtesy to the presenter and other participants, please plan to arrive early for check in. Sessions will begin promptly at 8:30.

January 27 – Special evening session 5:00 pm – 9:00 pm (dinner included). This evening session is optional, but highly recommended

- Casual attire.
- Training will be held in the Staff Lounge at the Compton Center.

Once again, welcome and congratulations on your participation in FIPP. You are about to embark on a semester of unprecedented professional growth and collaboration. We have an amazing FIPP team and look forward to our meeting in a few weeks.

If you have any questions, please do not hesitate to contact:

ECC Staff Development Office (310) 660-3868
kdaniels@elcamino.edu or dmanno@elcamino.edu

Sincerely,

Kristie Daniel-DiGregorio
Compton Center FIPP Coordinator

Enclosures: On Course 1 Workshop Agenda
Jonathan Brennan Bio/Article
On Course Text Book
On Course Facilitator's Manual

El Camino College/Compton Center
On Course I Workshop Agenda
January 26-28, 2010

<u>DAY 1</u>

8:00-8:30	**Check-in and Morning Refreshments**
8:30-10:00	**SESSION 1: GETTING ON COURSE**: Identifying the characteristics that distinguish students who are successful in college (and beyond) from those who struggle…and identifying the seven domains of influence available to educators.
10:00-10:15	Break
10:15-12:00	**SESSION 1: GETTING ON COURSE** (Continued): Getting students on course to success from their very first day.
12:00-1:00	Lunch Break
1:00-2:45	**SESSION 2: GREATER PERSONAL RESPONSIBILITY**: Guiding students to take greater responsibility for their education and for the outcomes of their lives.
2:45-3:00	Break
3:00-4:30	**SESSION 3: INCREASED SELF-MOTIVATION**: Guiding students to discover intrinsic motivation for academic achievement, thus promoting greater perseverance when they encounter inevitable challenges in college or elsewhere in their lives.

<u>DAY 2</u>

8:00-10:00	**SESSION 4: IMPROVED SELF-MANAGEMENT**: Guiding students to make the most of their time, choosing the purposeful and persistent actions necessary to stay on course to their goals and dreams.
10:00-10:15	Break
10:15-12:00	**SESSION 5: ENHANCED INTERDEPENDENCE**: Guiding students to develop the mutually supportive relationships necessary for achieving most of life's lofty goals, including academic success.
12:00-1:00	Lunch Break
1:00-2:45	**SESSION 6: HEIGHTENED SELF-AWARENESS**: Guiding students to revise limiting beliefs and self-defeating habits, empowering them to make the wise choices necessary to achieve success.
2:45-3:00	Break
3:00-4:30	**SESSION 7: EFFECTIVE LIFE-LONG LEARNING**: Guiding students to use critical and creative thinking that leads not only to academic knowledge and skills but also to the wisdom required to create a rich, full life.
4:30-6:00	**Dinner Break for those staying for optional evening session**
6:00-9:00	**WALKING THE TALK**: This optional session is designed for participants who want the opportunity to improve their own lives, personally as well as professionally. Many participants report this session to be extraordinarily valuable in helping them discover

their next steps for creating the rich, full life they want.

DAY 3

8:00-10:15	**SESSION 8: GREATER EMOTIONAL INTELLIGENCE**: Guiding students to manage their strong feelings wisely: replacing emotional, self-defeating choices with mature, well considered decisions.
10:15-10:30	Break
10:30-12:00	**SESSION 9: HIGHER SELF-ESTEEM**: Guiding students to develop greater self-acceptance, self-confidence, self-respect, and self-worth, thus greatly expanding the possibilities of what they can achieve in their lives.
12:00-1:00	Lunch Break
1:00-2:30	**SESSION 10: STAYING ON COURSE**: In preparation for your return home, you will create a personal plan for implementing new educational strategies at your college, strategies designed to empower your students to achieve more of their potential…academic, personal, and professional.
2:45-3:00	Break
3:00-4:30	**Session 10: Staying On Course (continued)**

Jonathan Brennan
Certified On Course Facilitator

Jonathan Brennan has presented experiential learning workshops in student success to faculty from colleges and universities across the North America. Since 2000, Dr. Brennan has been working as a co-facilitator with Dr. Skip Downing, the creator of the innovative On Course student success workshop series. He has extensive experience facilitating On Course Professional Development Workshops.

Dr. Brennan is a faculty member in (and former chair of) the English Department at Mission College in Santa Clara, CA, and holds a B.A. and an M.A. in English, an M.A. in Counseling Psychology, a Ph.D. in Ethnic Studies (U.C. Berkeley), an Ed.D. in Educational Leadership and Change (Fielding Graduate University), and he has been trained as a Life Coach.

He designed and coordinated an On Course Program at Mission College that has significantly improved the retention and academic success rate of students in developmental English, Mathematics, Reading, and ESL. He has chaired the Student Success Committee as well as Accreditation, served as Vice President of the Academic Senate, and teaches composition, African American and Native American literature, and life skills classes. He has served as director of an academic mentoring program for basic skills students, developed the freshman seminar Learning Communities project, and directed research grants for the state of California's Fund for Student Success and Fund for Instructional Improvement programs.

He was voted Faculty of the Year at Mission College in 1999-2000, and was awarded a NISOD Teaching Excellence Award. Dr. Brennan also serves on the board at the Peninsula School, a Progressive Education independent school which has focused on experiential learning since 1927. In April, 2005, he was awarded the Stanback-Stroud Diversity award from the California State Academic Senate, and in 2008 was awarded the California State Hayward Award for Excellence in Education.

His publications include two books on Mixed Race and Black Indian Literature from Stanford Press and University of Illinois Press, and a forthcoming textbook on high school student success.

Are Your Students On Course to Graduation?

A decade ago I was chairing the Student Success Committee at my college, searching for effective strategies to address attrition and success rates. As is typical of community colleges, only 50% of our students who enrolled in the fall returned the following fall (for universities this rate is only 67%: see ACT data: act.org/path/policy/pdf/retain_trends.pdf). Success and retention rates in our basic skills courses were even worse, especially for at-risk student populations.

I examined multiple intervention strategies, but I failed to find any program with components that would speak to my students' lives and learning challenges, and with data to establish that it had a measurable impact. Truth be told, I wasn't just looking for any impact, but a significant increase in student retention and success rates. To go from 50% to 52% retention is not my idea of educational reform and innovation. My goal is to increase both student retention and success rates to over 90%. Across the state of California. And across the United States.

Granted, I'd found some promising ideas, but nothing that convincingly and effectively applied the theories to best practices that students (and educators) could use consistently, with significant results. What to do?

As I pondered this challenge, I received an email from the Director of our EOPS program. I was invited to attend an On Course Workshop with Dr. Skip Downing. Curious, I decided to attend to see what I could learn. It turned out I had a lot to learn. By the end of day one, I began to take detailed notes on Downing's research and strategies. By the end of the last day of the workshop, I had drafted an On Course learning communities model. The following fall, our college piloted this model and our retention rates increased by 22% in the first semester. Not bad. I then discovered that results as good (or better) were not atypical for colleges using Downing's approach. In the last three years, Mt. Hood College (Oregon) has produced consistent results in the range of 26-27%, and this with a sizeable (450+) cohort of students with higher risk factors for dropout than the average scores among the comparison group. Many other colleges have had notable increases in retention and success rates (http://oncourseworkshop.com/Data.htm). I'm sure that this approach is not the only answer, nor will it address all of the wide range of issues faced by students today, but it certainly seems promising.

So what is this intervention? As Neil Postman and Charles Weingartner argue, "Good learners are good learners precisely because they believe and do certain things that less effective learners do not believe and do. And therein lies the key" (Teaching as a Subversive Activity, Dell 1969). The On Course approach offers students the opportunity to examine and revise beliefs and behaviors that sabotage their academic success. Hunter R. Boylan (Director of the National Center for Developmental Education) also believes that successful educational preparation must address issues well outside of academic readiness:

"Students fail to do well in college for a variety of reasons, and only one of them is lack of academic preparedness. Factors such as personal autonomy, self-confidence, ability to deal with racism, study behaviors, or social competence have as much or more to do with grades, retention, and graduation than how well a student writes or how competent a student is in mathematics."
(http://www.nade.net/documents/Articles/MakingtheCase.pdf)

Synthesizing best practices from innovators in psychology, education, business, sports, and personal effectiveness, the goal of On Course is to strengthen the factors that Boylan mentionsŠand more. The On Course Success Principles represent eight of the essential "things" that good learners believe and do. By guiding students to adopt these principles and tools, it empowers them to become more effective partners in

their own education, giving them the outer behaviors and inner qualities to create greater success in college and in life. As Downing argues, successful students:

1) accept self-responsibility, seeing themselves as the primary cause of their outcomes and experiences;

2) ......discover self-motivation, finding purpose in their lives by discovering personally meaningful goals and dreams;

3) ...master self-management, consistently planning and taking purposeful actions in pursuit of their goals and dreams;

4) ...employ interdependence, building mutually supportive relationships that help them achieve their goals and dreams (while helping others to do the same);

5) ...gain self-awareness, consciously employing behaviors, beliefs, and attitudes that keep them on course;

6) ...adopt life-long learning, finding valuable lessons and wisdom in nearly every experience they have;

7) ...develop emotional intelligence, effectively managing their emotions in support of their goals and dreams; and

8) ...believe in themselves, seeing themselves capable, lovable, and unconditionally worthy as human beings. (oncourseworkshop.com)

These life skills are vitally important to both college success and workplace success. The SCANS report indicates that employers are seeking these same skills as basic competencies in their employees (http://wdr.doleta.gov/SCANS). If our students, so many of whom are already working while attending college, can become more successful in both work and college environments, we have an approach that addresses both educational and career reform and innovation. My students' ability to succeed in college is dependent on their ability to perform well at their jobs, and I intend to give them tools that will support them in achieving their goals once they reach their desired careers after graduation.

I recognize that there is no one solution that will address student success. The On Course approach has worked with many of my students, but not all of them. Using On Course in conjunction with learning communities is likely to have been an important factor in the success of our intervention model at Mission College, as well as some of the others (oncourseworkshop.com/data). Some students will not be ready to assume greater responsibility for their education, though there are other life and learning skills they could use to great benefit. I also used a variety of other approaches (introducing concepts of transfer errors, for example) with my second language students, and have discovered that these strategies work best with students who simultaneously apply life skills concepts such as personal responsibility and self management strategies. Certainly I have students with learning differences who need significant support that On Course does not address. Other students will also need support that differs from the On Course model as well, so it is clearly not a fit in every instance, but I should note that over the last decade I have observed over 2000 students applying On Course strategies in my classroom with one consistent result: they have improved their learning outcomes through their use of self management strategies.

My research on these principles supports my classroom experience. Studies support the importance of emotional intelligence for college student success (Goleman, 1995; Brearley 2001; Low & Nelson, 2006). Lam and Kirby (2002) argue that overall emotional intelligence, perceiving emotions, and regulating emotions all contributed positively to individual cognitive-based performance (139). Shifting greater responsibility to students increases motivation. According to Pintrick (2004), the assumption of increased responsibility is "critical in the classroom" and operates in conjunction with experiences of autonomy to improve learner motivation (399). Educators, across disciplines, using learner-centered best practices promote effective learning, as evidenced by the latest studies in brain-based learning (Sousa, 2006). They are more likely to facilitate a set of experiences that also contribute to increased motivation through student autonomy (Pascarella & Terenzini, 2005). Collaborative and cooperative learning structures, such as case studies for problem-based learning or paired learner tasks to deliver content appear to offer an effective opportunity to support experiences of student motivation (Bruffee, 1993; Johnson, Johnson & Smith, 1998).

Once I recognized how critical the On Course principles are for my students, and once I demonstrated that they worked at my college in increasing retention, I felt that I had a responsibility to ensure that my students had access to such strategies, in fact students well beyond my own college. This brought me back to my goal to increase both student retention and success rates to over 90% statewide and nationwide. Many thousands of educators, across multiple disciplines, from over 350 colleges and universities have incorporated these learning and success principles. They have developed and refined their student success programs. They are taking action and creating measurable results (http://oncourseworkshop.com/Data.htm). I am certain that it's possible to reach 90% retention and success rates, should we make this goal our priority, and if we work together through a shared commitment to student success.

One group of educators at a workshop decided to create a national conference where educators can share best practices using these strategies. Based on many volunteer efforts, over the last three years, over one thousand educators have now attended the annual On Course National Conference (http://oncourseworkshop.com/Conference.htm), participating in over 100 active learning sessions. Sharing best practices across disciplines and among colleagues from a wide variety of higher education settings is essential in ensuring continuing innovation in this life skills approach to increasing student retention and success rates.

What On Course does for students is impressive, but what it offers educators is equally powerful. My experience at Downing's workshop impressed upon me very deeply the importance of paying greater attention to how meaningful learning unfolds in the classroom, to methods of active learning, addressing varied learning styles and learner-centered models that draw from current research. Downing notes that learner-centered strategies "are designed to engage learners in the active construction of knowledge" and are guided by the following instructional principles:

Students construct learning primarily as a result of what they think, feel, and do (and less so by what their instructors say and do). Consequently, in formal education, the deepest learning is provided by a well-designed educational experience. The most effective learners are empowered learners, those characterized by self-responsibility, self-motivation, self-management, interdependence, self-awareness, life-long learning, emotional intelligence, and high self-esteem. At the intersection of a well-designed educational experience and an empowered learner lies the opportunity for deep and transformational learning and the path to success-academic personal, and professional.

(http://oncourseworkshop.com/On%20Course%20Principles.htm)

I am grateful to have found an intervention that works with many of my most at-risk students, as well as with my highest performing students. Many more of my students make better choices, both inside and outside the classroom. They come to class prepared to learn, solve problems that impact their ability to attend class or complete assignments, and demonstrate more qualities of highly motivated students. Downing's work is in alignment with much that I've researched on learner motivation, emotional intelligence, systems thinking, leadership, brain-based learning and creating learning communities.

Newly inaugurated President Obama recently called for all Americans to obtain at least one year of higher education or career training. This is a tall order. Using On Course in conjunction with other innovative interventions that promote student success, I think we have some wonderful opportunities to support many more students in reaching their academic goals.

I'll leave the last word to Downing, addressing the essential shift from teacher-centered to a learner-centered educational model:

"The On Course Instructional Principles are antithetical to the beliefs that the instructor's primary role is to profess knowledge and that what the teacher speaks   is what the student learns. Consequently, On Course has much to offer educators who seek innovative ways to engage students in active learning, helping them to relinquish learned passivity or defiance and once again become responsible and empowered partners in their own education and growth." (oncourseworkshop.com)

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Appendix I:
FIPP Progress Reports

CEC FIPP PROGRESS REPORT AS OF 3.31.10

Compton FIPP

PARTICIPANTS			FIPP ASSESSMENT AND REPORTING									
Last Name	First Initial	PIP	AR 1: Class. Activity	AR 2: Class Environ.	AR 3: Class Expect.	AR 4: Feedback and Eval	AR 5: Homewk and Out-of-Class	St. Survey #1	St. Survey #2	St. Survey #3	Final Report	% OF OVERALL REPORTING COMPLETED
Aguilar	C.	1										10%
Alpern	R.	1						1				20%
Arroyo	S.	1										10%
Boatwright	E.	1										10%
Bosfield	S.	1										10%
Clark	L.	1										10%
Collins	D.	1										10%
Cortez-Perez	A.	1										10%
Crozier	J.	1										10%
French-Preston	E.	1	1	1	1			1				50%
Garcia	A.	1										10%
Hayes-Cushenberry	F.	1										10%
Haynes	V.	1		1	1			1	1			50%
Kanase	V.	1		1								20%
Keig	W.	1		1	1	1		1	1			60%
Lazar	S.	1										10%
Martinez	V.	1						1				20%
Mendoza	L.	1										10%
Mitu	Z.	1		1								20%
Morgan	R.	1										10%
Most	R.	1										10%
Moten	G.	1						1				20%
My	A.	1	1	1	1		1	1	1	1		80%
Osanyinpeju	A.	1	1	1				1	1			50%
Panski	S.	1			2	1						40%
Phillips	M.	1										10%
Pratt	E.	1										10%
Roach	D.	1	1					1				30%
Ross	D.	1										10%
Shaikh	M.											0%
Subramaniam	T.	1										10%
Sweeney	E.	1	1	1				1	1			50%
Tavakkoli	M.	1						1				20%
Thomas	S.	1										10%
Villalobos	J.	1										10%
Wallano	E.	1						1	1	1		40%
Wasserberger	T.	1										10%
West	P.	1										10%
Williams	F.	1										10%
Williams	N.	1										10%
Wu	H.	1										10%

CEC FIPP PROGRESS REPORT AS OF 5.14.10

Shaded = Activity Reports and/or Student Survey COMPLETE; Submit changes to Kristie

Compton FIPP

PARTICIPANTS		FIPP ASSESSMENT AND REPORTING										
Last Name	First Initial	PIP	AR 1: Class. Activity	AR 2: Class Environ.	AR 3: Class Expect.	AR 4: Feedback and Eval	AR 5: Homewk and Out-of-Class	St. Survey #1	St. Survey #2	St. Survey #3	Final Report	% OF OVERALL REPORTING COMPLETED
Aguilar	C.	1	1			1	1	1	1			60%
Alpern	R.	1		1				1	1	1		50%
Arroyo	S.	1						1				20%
Boatwright	E.	1										10%
Bosfield	S.	1										10%
Clark	L.	1						1	1			30%
Collins	D.	1						1	1	1		40%
Cortez-Perez	A.	1						1				20%
Crozier	J.	1						1	1	1		40%
French-Preston	E.	1	1	1	1	1	1	1	1	1		90%
Garcia	A.	1										10%
Hayes-Cushenberry	F.	1										10%
Haynes	V.	1	1	1	1		1	1	1	1		80%
Kanase	V.	1		1								20%
Keig	W.	1		1	1	1		1	1	1		70%
Lazar	S.	1						1	1			30%
Martinez	V.	1						1	1	1		40%
Mendoza	L.	1						1	1			30%
Mitu	Z.	1	1	1		draft		1	1	1		60%
Morgan	R.	1										10%
Most	R.	1						1	1			30%
Moten	G.	1		draft	draft	1	draft	1				30%
My	A.	1	1	1	1	1	1	1	1	1		90%
Osanyinpeju	A.	1	1	1				1	1			50%
Panski	S.	1	1	1	2	1	1	1	1			90%
Phillips	M.	1										10%
Pratt	E.	1										10%
Roach	D.	1	1	1	1	1	1	1	1	1		90%
Ross	D.	1										10%
Shaikh	M.											0%
Subramaniam	T.	1						1	1	1		40%
Sweeney	E.	1	1	1	2	1	1	1	1	1		100%
Tavakkoli	M.	1						1	1	1		40%
Thomas	S.	1										10%
Villalobos	J.	1										10%
Wallano	E.	1	draft					1	1	1		40%
Wasserberger	T.	1										10%
West	P.	1										10%
Williams	F.	1						1				20%
Williams	N.	1						1				20%
Wu	H.	1										10%

CEC FIPP FINAL PROGRESS REPORT, 6.18.10

Shaded = Activity Reports and/or Student Survey COMPLETE

Compton FIPP — PARTICIPANTS

Last Name	Frst	PIP	AR 1: Class. Act.	AR 2: Class Env.	AR 3: Class Ex.	AR 4: Fdbk & Eval	AR 5: HW	St. Srvy. #1	St. Srvy. #2	St. Srvy. #3	St. Srvy Xtra	Final Rept OC	Final Rept Post	Final Report Eval & Fdbk	% REPT COMPLETE	OCI Jan 26 2010	OCI Jan 27 2010	OCI Jan 28 2010	OC Attnd.	FIPP Wk 2/10	FIPP Wk 3/5	FIPP Wk 4/2	FIPP Wk 5/14	Optnl Rtble 2.24	Optnl Rtble 3.17	Wk Attnd
Aguilar	C.	1	1	1	1	1	1	1	1	1	1	0.3	0.3	0.3	100%	1	1	1	100%	1	1 A	1	1		1	3
Alpern	R.	1		1			1	1	1	1	1				60%	1	1	1	100%	1	1	1	1			4
Arroyo	S.	1	1				1	1							20%	1	1	1	100% A	1	1	1 A	1 A	1		3
Boatwright	E.	1			1		1								30%	1	1	1	100%	1	1 A	1 A	1 A			2
Bosfield	S.	1													10%	1	1	1	100%	1 A	1 A	1	1			3
Clark	L.	1	1	1	1	1	1	1	1	1	1	0.3	0.3	0.3	100%	1	1	1	100%	1	1	1	1 A			3
Collins	D.	1	1	1	1	1	1	1	1	1	1	0.3	0.3	0.3	130%	1	1	1	100%	1 A	1	1	1			4
Cortez-Perez	A.	1	1	1	1	1	1	1						0.3	53%	1	1	1	100%	1	1	1 A	1			3
Crozier	J.	1	1	1	1	1	1	1	1	1	1	0.3	0.3	0.3	100%	1	1	1	100%	1	1	1	1		1	5
French-Preston	E.	1	1	1	1	1	1	1	1	1	1	0.3	0.3	0.3	100%	1	1	1	100%	1	1	1	1			4
Garcia	A.	1	1	1	1	1	1					0.3	0.3	0.3	60%	1	1	1	100%	1	1	1 A	1 A			2
Hayes-Cushenberry	F.	1													10%	1	1	1	100%	1	1 A	1	1 A			2
Haynes	V.	1	1	1	1	1	1	1	1	1	1	0.3	0.3	0.3	100%	1	1	1	100%	1	1	1	1		1	5
Kanase	V.	1			1							0.3	0.3	0.3	30%	1	1	1	100%	1	1	1	1			4
Keig	W.	1	1	1	1	1	1	1	1	1	1	0.3	0.3	0.3	100%	1	1	1	100%	1	1	1	1		1	5
Lazar	S.	1	1	1	1	1	1	1	1	1	1	0.3	0.3	0.3	100%	1	1	1	100%	1	1	1	1			4
Martinez	V.	1	1	1	1	1	1	1	1	1	1	0.3	0.3	0.3	100%	1	1	1	100%	1	1	1 A	1	1		4
Mendoza	L.	1	1	1	1	1	1	1	1	1	1	0.3	0.3	0.3	100%	1	1	1	100%	1	1	1 A	1			3
Mitu	Z.	1	1	1	1	1	1	1	1	1	1	0.3	0.3	0.3	110%	1	1	1	100%	1	1	1	1		1	6
Morgan	R.	1													10%	1	1	1	100%	1	1	1 A	1 A			2
Most	R.	1	1	1	1	1	1	1	1	1	1	0.3	0.3	0.3	100%	1	1	1	100%	1	1	1	1			4
Moten	G.	1	1	1	1	1	1	1	1	1	1	0.3	0.3	0.3	110%	1	1	1	100%	1	1	1	1			4
My	A.	1	1	1	1	1	1	1	1	1	1	0.3	0.3	0.3	100%	1	1	1	100%	1	1	1	1	1	1	6
Osanyinpeju	A.	1	1	1	2	1	1	1	1	1	1	0.3	0.3	0.3	100%	1	1	1	100%	1	1	1	1		1	5
Panski	S.	1	1	1	2	1	1	1	1	1	1	0.3	0.3	0.3	110%	1	1	1	100% A	1	1	1 A	1 A			2
Phillips	M.	1													10%	1	1	1	100%	1 A	1 A	1 A	1			2
Pratt	E.	1	1						1	1		0.3	0.3	0.3	50%	1	1	1	100%	1 A	1 A	1 A	1 A		1	3
Roach	D.	1	1	1	1	1	1	1	1	1	1	0.3	0.3	0.3	100%	1	1	1	100%	1	1	1 A	1			4
Ross	D.	1	1	1	1	1	1	1	1	1	1	0.3	0.3	0.3	120%	1	1	1	100%	1	1	1 A	1 A			3
Shaikh	M.	1													0%	1	1	1	100%	1	1	1 A	1 A			2
Subramaniam	C.	1	1	1	1	1	1	1	1	1	1	0.3	0.3	0.3	100%	1	1	1	100%	1	1	1	1		1	4
Sweeney	E.	1	1	1	2	1	1	1	1	1	1	0.3	0.3	0.3	110%	1	1	1	100%	1	1	1	1		1	4
Tavakkoli	M.	1						1	1	1	1				40%	1	1	1	100%	1	1	1 A	1 A			3
Villalobos	J.	1	1	1	1		1	1	1	1	1	0.3	0.3	0.3	80%	1	1	1	100%	1	1	1 A	1			3
Wallano	E.	1	1	1			1	1	1	1	1				60%	1	1	1	100%	1	1	1	1			4
Wasserberger	T.	1													10%	1	1	1	100%	1	1	1	1			4
West	P.	1				1	1					0.3	0.3	0.3	50%	1	1	1	100% A	1 A	1 A	1 A	1 A			0
Williams	F.	1										0.3	0.3	0.3	50%	1	1	1	100% A	1 A	1 A	1 A	1		1	1
Williams	N.	1	1	1	1	1	1	1	1	1	1	0.3	0.3	0.3	100%	1	1	1	100%	1	1	1 A	1 A			3
Wu	H.	1						1	1	1	1	0.3	0.3	0.3	10%	1	1	1	100%	1	1	1 A	1 A			4