

**Strengthening the K-20 Pipeline
by Focusing on K-20 Faculty**

External Evaluation of the Community
Center for Teaching Excellence in
Monroe County, NY

April, 2014

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Community Center for Teaching
Excellence in Monroe County, NY

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Prepared for:
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April, 2014

SUMMARY

The Center for Governmental Research (CGR) was engaged by Monroe Community College (MCC) to conduct an evaluation of its *Strengthening the K-20 Pipeline* project, supported through a grant from the Fund for the Improvement of Postsecondary Education (FIPSE). This project has resulted in the creation of the Community Center for Teaching Excellence in Monroe County, which brings together educators from the K-12 and the higher education “sectors” to collaborate on an inquiry into which high-impact teaching strategies will improve student engagement and ultimately achievement—college readiness and college completion.

This evaluation includes both formative and summative components, intended to inform project leaders about possible mid-course corrections as well as assess the overall merit of the project at its conclusion. CGR has provided annual written and verbal feedback to project leaders, and our work culminates with this report. The evaluation was conducted using surveys of faculty, students, and members of a committee overseeing the project, and course completion data from the participating higher education institutions. In addition, CGR participated on many oversight committee meetings, allowing us to stay abreast of developments and develop a deep understanding of the program as it matured.

As it progressed, CCTE became focused on four main goals:

- Designing and testing cross-sector professional development encouraging use of key practices proven to impact student success.
- Supporting participating faculty across the K-20 continuum in conducting and evaluating instructional pilots, using an action research framework.
- Creating a regional knowledge base of effective teaching and professional learning practices that may impact student success.

- Promoting a culture of inquiry and evidence at participating partner institutions about teaching practices that impact student success.

Data from CGR's surveys and interviews reveals that the concept of "cross-sector" professional learning has significant merit. Nearly all participating faculty reported an increased knowledge of pedagogies, strategies, and concepts after completing the program. The ability to network and share ideas with other educators was noted by many faculty as a valuable part of the program, as was the creation of a "safe space" to experiment with new techniques and concepts. The "cross-sector" model was considered to be effective both by faculty and committee members in terms of growth for individual educators.

We were not able to document increased student engagement in this early phase of the program, and conclude that it is simply too early to know how the model may impact student engagement and achievement over time. As in many settings where professional development is voluntary, the ability to see impact is limited due to selection bias.

Institutional impacts of the model – including looking at student data across institutions and discussions about refining articulation agreements and vertical curricular alignment and the impact of changes in teacher preparation and K-12 teacher evaluation systems – may be just as important as teaching impacts. Prior to this experience, most of the participating institutions did not have a structure for using data or communicating about students once they had left their system.

As one strategy for bridging the K-12/higher education divide, CCTE holds promise for increasing the sense across institutions that they serve the same students, just at different times, and for ultimately improving student learning.

Acknowledgements

CGR would like to thank project Director Ann Pennella for her support, guidance and insight, as well as the members of the Facilitation Committee and all the Fellows who participated in the project.

Staff Team

This evaluation was conceived and executed primarily by Kirstin Pryor. Rachel Rhodes played an invaluable research support role and contributed substantially to the analysis and drafting of this final report.

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GRANT PURPOSE AND MILESTONES

The FIPSE award to strengthen the K-20 pipeline envisioned the grantee Monroe Community College (MCC) acting as a regional hub, creating and hosting a space and structure where educators from the K-12 and higher education “sectors” would collaborate. The exploratory idea was that this collaboration would focus on an inquiry into which high-impact teaching strategies would improve student engagement and ultimately achievement—college readiness and college completion.

The goal was that the Community Center for Teaching Excellence (CCTE) would ultimately document and disseminate these strategies, becoming a source for quality resources and professional development across the K-20 pipeline. The key premise was that the professional learning community and regional knowledge base would bridge the traditional and problematic divide between K-12 and higher education.

At the time of funding, the vehicle to do this was yet undetermined. In the first year, MCC and five partner institutions—had agreed to come to a joint table, but what came next remained to be seen.

Since June of 2011, when the program director was hired, CCTE has become a functioning entity that has:

- Established overarching project logic, goals and key evaluation questions.
- Engaged and maintained the CCTE Facilitation Committee as an active professional learning community (PLC) representing all partner institutions--the Facilitation PLC.
- Identified key research-based high-impact teaching strategies and core concepts, and published a resource guide to establish common language.
- Used student outcome data to identify the priority courses in which to target professional learning for faculty at MCC.
- Obtained a physical space, designed an operating structure, and launched a website.
- Created a strategic action plan which included embedding CCTE in several relevant and synergistic events or structures at MCC.
- Designed and implemented the main CCTE initiative, a K-20 Faculty Fellows Program--a professional development (PD) experience for two cohorts of educators from both sectors.

Evaluation Role

As this grant was envisioned as the first three years of a nine-year process, CGR’s evaluation has been as much about providing real-time, formative feedback and implementation insights as it has been about beginning to

measure outcomes. Building this Center, forging strong institutional partnerships, and creating a cross-sector model of professional learning has taken time, and has in and of itself been a learning opportunity for participating institutions. The first three years of the grant have been spent building relationships, designing programs, and establishing the baseline from which we will measure faculty learning, and ultimately student outcomes.

CGR's role as external evaluator has been utilized to help articulate program logic, provide ongoing formative monitoring and feedback to the Facilitation Committee, and to equip Fellows to use evaluation tools in their action research projects, as well as to establish the baseline for Fellows knowledge and practice and student perceptions.

DEFINING CCTE

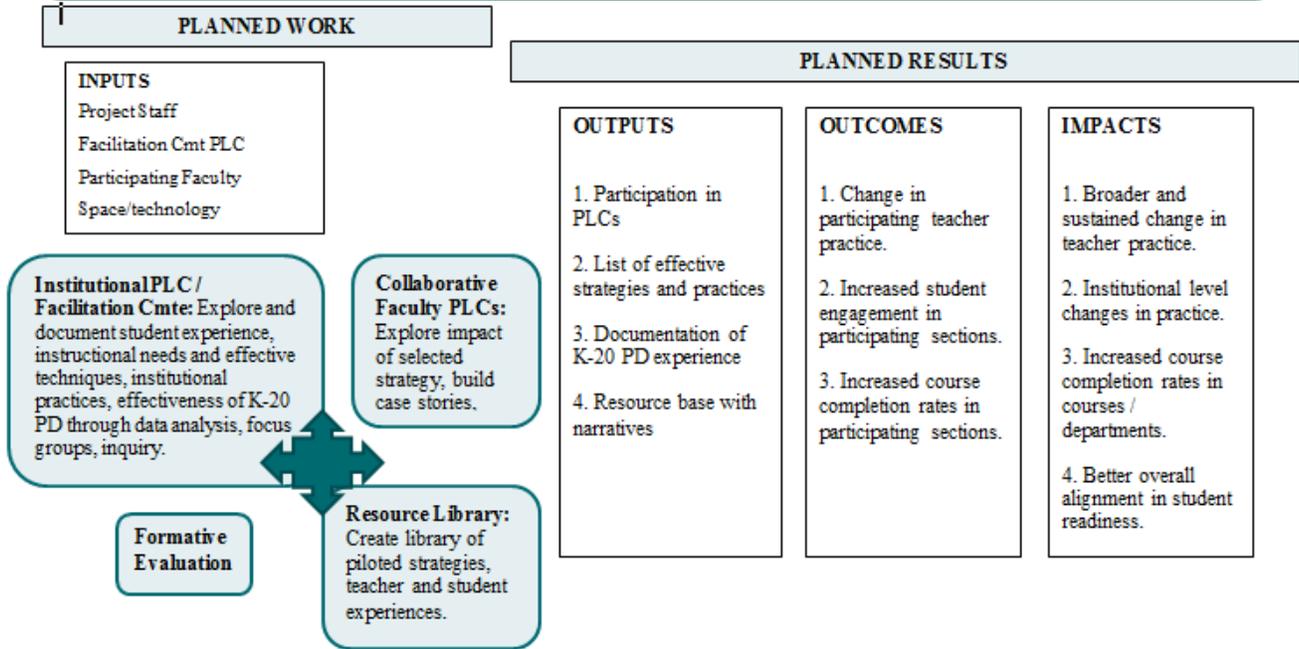
The primary task facing the program director and the Facilitation Committee was to define the Community Center for Teaching Excellence. After months of collaboration, research and discussion, the 2011-13 goals were established in these four areas:

1. Design, implement and test **cross-sector professional development** encouraging use of key practices proven to impact student success.
2. Support participating faculty across the K-20 continuum in conducting and evaluating **instructional pilots, using an action research framework**.
3. **Create/become a regional knowledge base of effective teaching and professional learning practices that work to impact student success.**
4. **Promote a culture of inquiry and evidence at participating partner institutions about teaching practices** that impact student success.

The following graphic depicts the program logic, particularly as it pertains the first three goals.

Key Evaluation Questions

1. Can we create a useful knowledge base of effective teaching practices across the K-20 continuum?
2. Will improving teacher practice improve student engagement and successful course completion?
3. Is this collaborative PLC model effective (i.e. Used? Valued by faculty? Driving change in practice? Improving student outcomes?)
4. Does the interagency facilitation committee function in a healthy way that results in institutional change in relevant areas?



While the bulk of this report focuses on the cross-sector professional learning community which brings K-20 educators together, the significance of the institutional level PLC (Facilitation Committee) should not be overlooked. For what is believed to be the first time regionally, a sustained group of consistent representation from two major K-12 districts and four colleges are investigating data on student progress through the pipeline.

Prior to this experience, neither K-12 district had the ability nor habit of monitoring the outcomes of the students it sent to MCC. At the other end, only one of the four-year transfer colleges made robust use of their transfer data and communicated with MCC about the success of transfer students.

CCTE as an Experiment in Cross-Sector Professional Development

Two cohorts of educators completed the Faculty Fellows Program, which involved active participation in learning modules within Phase 1 of the program, and implementation of teaching practices and strategies in the

classroom within Phase 2. (See materials submitted by CCTE for a more detailed program summary.)

The action research conducted in Phase 2 provided the first two rounds of instructional pilots, and data on: 1.) Changes in teacher practice, knowledge or attitudes, 2) Changes in student engagement and 3) The perceived value of cross-sector professional development. It also provided the first set of resources which were posted to the CCTE website and disseminated to practitioners in the various institutions by the Fellows themselves sharing their research findings.

EVALUATION PROCESS

A key aspect of the evaluation has been to establish the baseline against which progress will be measured. Baseline data collection tools such as surveys have been designed and administered. The evaluation of CCTE was conducted using surveys for Fellows, students, and Facilitation Committee members. Course completion data was provided by MCC and participating four-year institutions.

Facilitation Committee

The Facilitation Committee was surveyed in each of the three years of the grant. The survey was largely the same in each year, though shifted as four-year institutions became involved in the Fellows Program. To supplement the survey, the Facilitation Committee was periodically interviewed in a focus group setting.

Faculty Fellows and Students

Faculty Fellows and their students were surveyed using a “pre” and “post” method. Upon entering the program, Fellows were asked to complete a “pre-intervention” survey asking them to rate their current knowledge and use of teaching pedagogies and concepts. Fellows were also asked to distribute a “pre-intervention” survey to students in which students rated current teacher practice and measures of their own engagement. After completion of Phase 2, Fellows took a “post-intervention” survey that again asked them to rate knowledge and use of teaching concepts as well as perceived value of the program. Similarly, students were given a “post-intervention” survey.

Fellows were instructed to administer surveys to students in the class that would be the focus of their action research, though class selection was at the Fellows’ discretion. Notably, the Faculty Fellows Program spanned two semesters for both cohorts (spring to fall) so the “pre” students surveyed were not the same as the “post” students.

EVALUATION RESULTS

The data from surveys and focus groups provided insight linked to each of the four evaluation questions developed by the Facilitation Committee in conjunction with CGR. Below are salient themes arising from analysis of these data.

Creation of Knowledge Base for K-20

- Nearly all Fellows in both cohorts reported an increased knowledge of pedagogies, strategies, and concepts after completing the Fellows Program.
- The ability to network and share ideas with other educators was noted by many Fellows as a valuable part of the program, as was the creation of a “safe space” to experiment with new techniques and concepts.

Improved Student Engagement

- We were not able to document increased student engagement in this early phase of the program. Neither survey results nor overall course completion rates point to improved student engagement at this time (though there was a large increase in course completion rates at one institution for one cohort). This is not surprising, as the ability to see impact associated with professional development in the short term is often limited due to selection bias, especially in settings where the professional development is voluntary.

Effectiveness and Value of Model

- The "cross-sector" model was considered to be effective both by Fellows and the Facilitation Committee in terms of growth for individual educators, though neither saw the program as directly influencing student engagement.
- Fellows benefitted from interacting with educators from a different sector, and reported an increased understanding of the relationship between K-12 and higher education as well as increased levels of professional motivation/passion.
- The Facilitation Committee considered the individual impact on Fellows to be the most impactful aspect of the program, and also stressed the importance of relationships built at the institutional level.

Health of the Collaborative

- Overall, the group is “healthy” by many measures of a collaborative. Members feel that meeting time is productive, leadership is competent and that their expertise is well-used.
- Facilitation Committee members expressed the need for reliable representation from all participants in response to inconsistent representation from some institutions.

FACULTY FELLOWS EXPERIENCE

Selecting Faculty Fellows was one of the first steps toward developing the CCTE Faculty Fellows Program. When selecting the first cohort, there were several factors to be considered. While the data on courses in which K-12 graduates attending MCC typically struggle was part of the equation, so too was the desire to attract a cohort that would allow CCTE to build momentum quickly. The interest level was also unknown at that point. Scheduling collaborative groups with members from all partners was impossible and would have diluted the critical mass at each institution, so the decision to first focus on K-12 and MCC was made. In the end, the pragmatic course was to have members of the Facilitation Committee be responsible for recruiting Fellows in the way that worked best for their own institution, using agreed-upon criteria for participating educators. In cohort one, there was a focus on math and ELA, based on MCC gateway course data, and there were a few other content areas invited as well. For the second cohort, the Facilitation Committee defined two broad disciplinary groups, STEM and Liberal Arts, and opened the program to educators from four-year institutions as well as K-12 and MCC faculty teaching STEM or Liberal Arts courses.

At this point, we can report impressions on the value of this unique professional development experience and setting, and some findings from the baselines established.

Cohort One

For the first cohort, twenty-seven educators became Fellows, six of whom did not complete the program. Two-thirds taught in K-12, one-third in higher education (Monroe Community College), and the majority taught English. Just over 75% of Fellows had not participated in a “cross sector” professional learning experience before, and over half had been teaching for between 11 and 20 years. The “pre” survey was administered in February and March 2012, before Fellows had started the Fellows Program. The “post” survey was administered in December 2012, after Fellows had completed action research projects. A total of 26 Fellows completed the pre survey and 21 completed the post survey.

Cohort Two

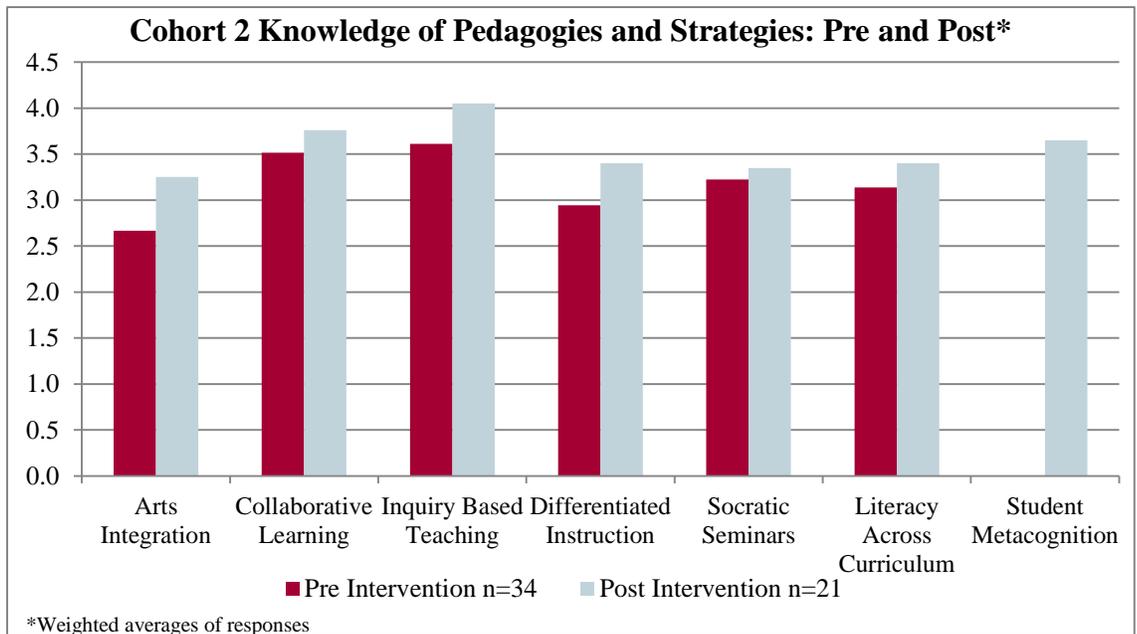
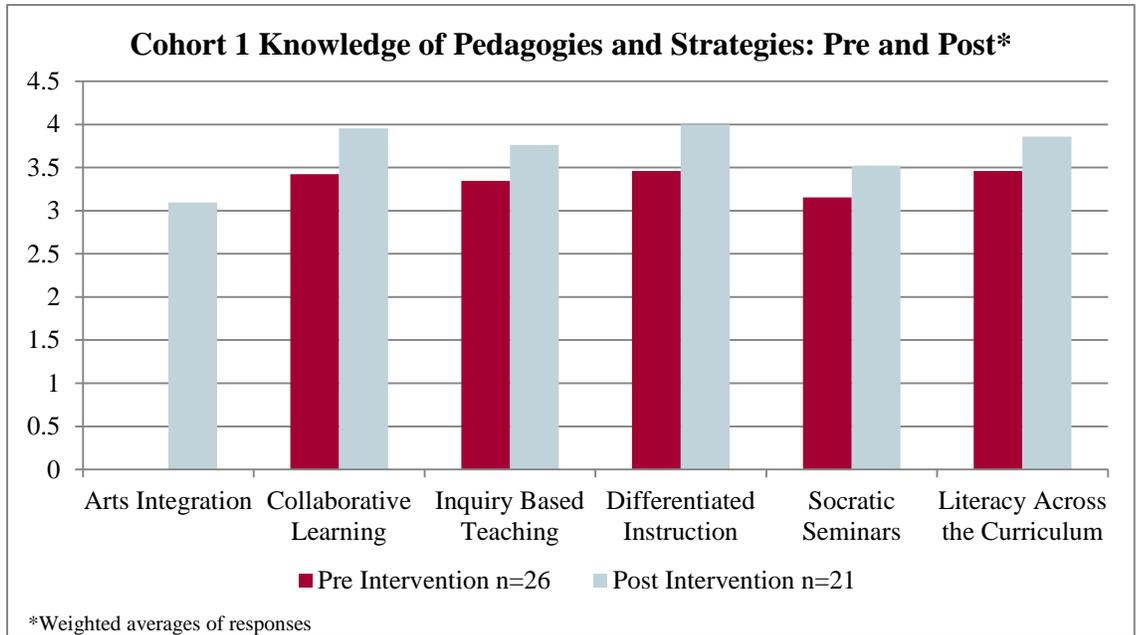
Cohort 2 began in spring 2013 with 35 Fellows, eight of whom did not complete the program. More than half of Fellows taught in higher education (61%), with 12% from a two-year college (MCC) and 48% from four-year institutions. With the shift in program focus to STEM and Liberal Arts, and the addition of educators from four-year institutions, subject areas for the second cohort of participants included 14 disciplines, twelve in the Liberal Arts, and 15 in STEM disciplines. Most Fellows had been teaching for between 4 and 10 years, and 68% had never participated in cross-sector professional learning before the Fellows program. Thirty-four Fellows completed the pre survey, while 21 completed the post.

Note: When split by sector (e.g. K-12 and higher education), the number of respondents to the pre and post surveys for some groups was small. Because of these low numbers, we will present aggregate survey data.

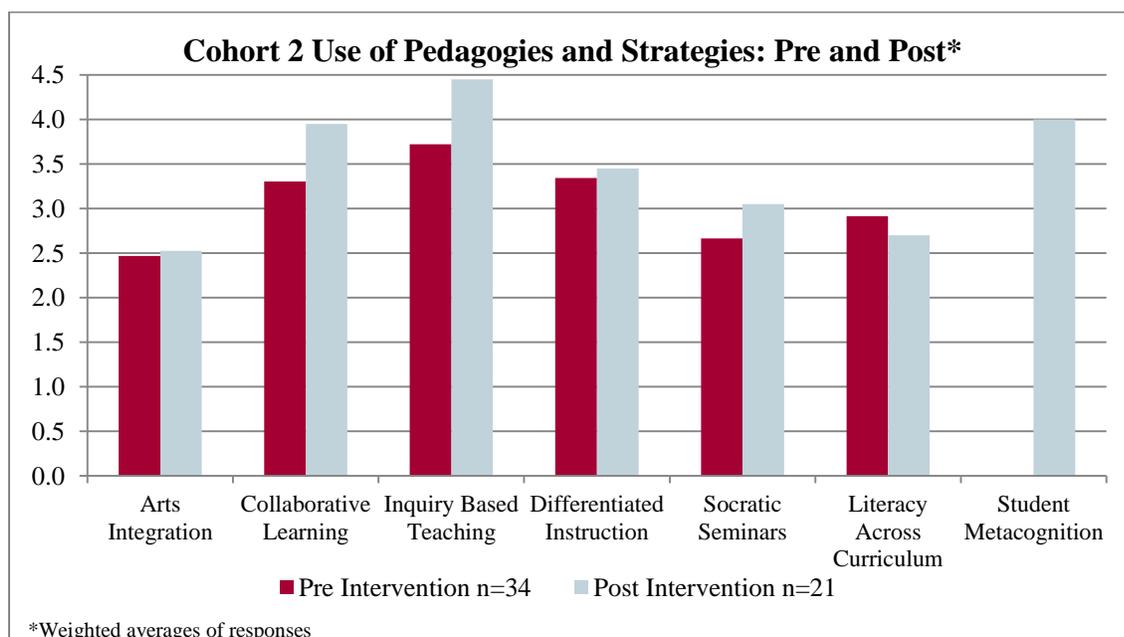
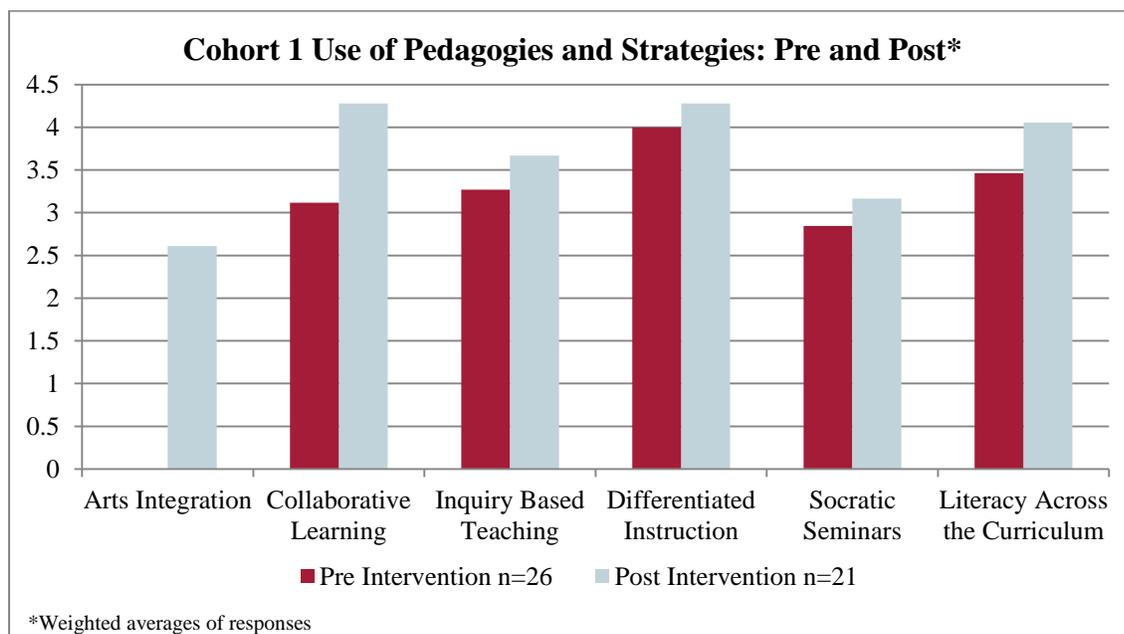
Knowledge and Use of Pedagogies, Teaching Strategies and Basic Concepts

Increasing knowledge of core concepts and pedagogies is part of the central work for CCTE. The following table shows how Fellows assessed their own knowledge before entering the program, and after completing the program. Fellows rated their knowledge of pedagogies and strategies on a scale of 1 to 5, with 1=“Never heard of” and 5=“Am expert in.”

With few exceptions, Fellows in both Cohorts rated their *knowledge of pedagogies and strategies* higher after completing the program.

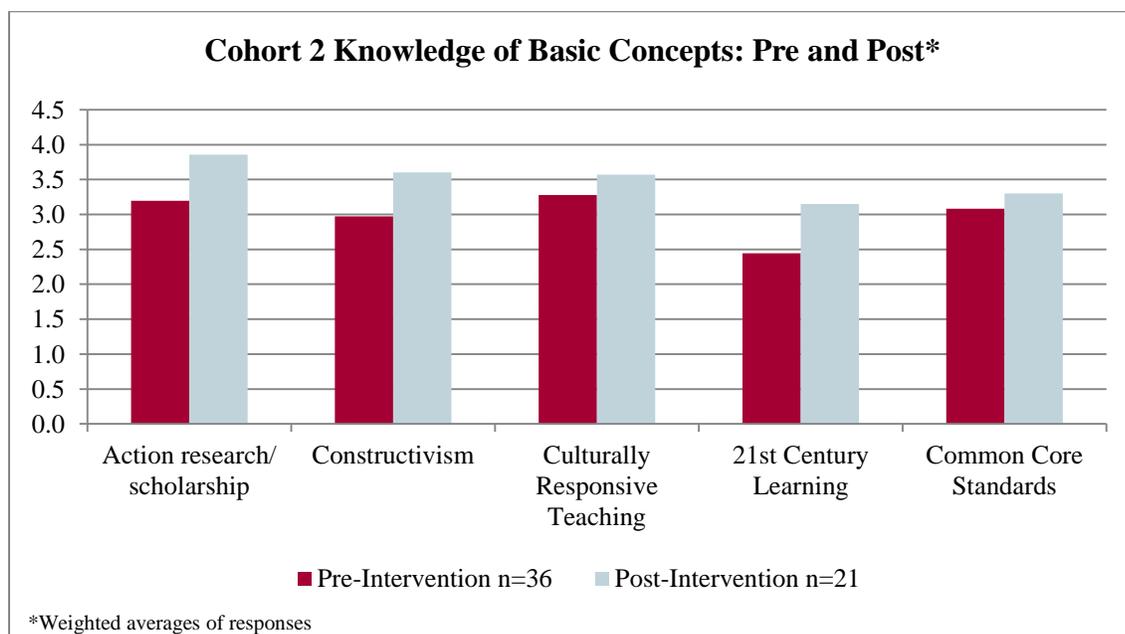
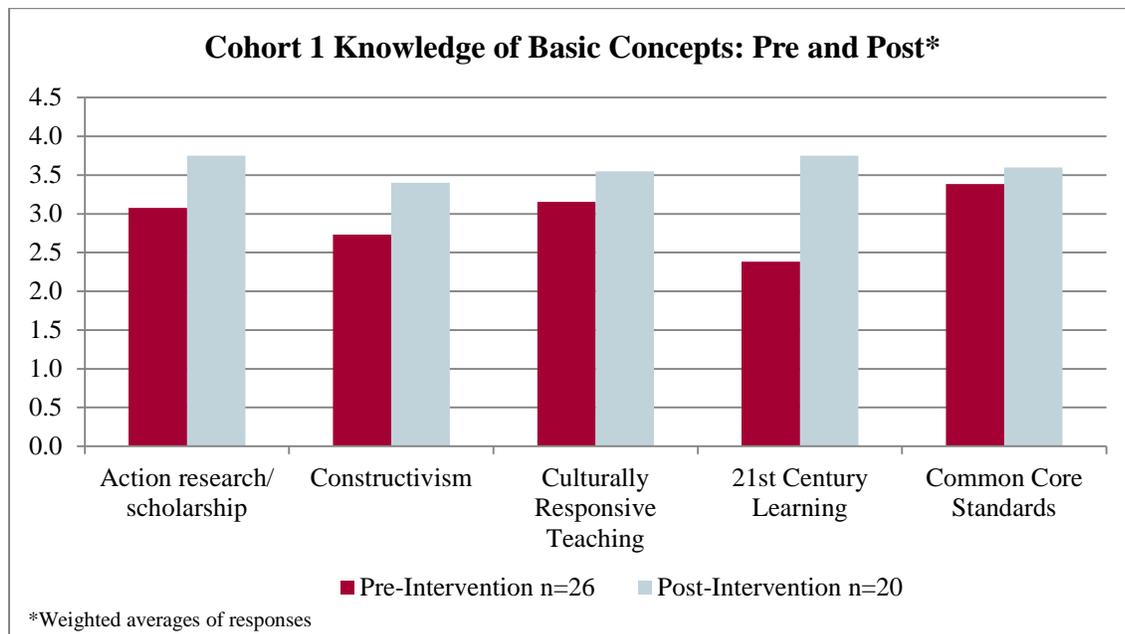


Fellows also rated their *use of pedagogies and strategies* higher at the end of the program, on a scale of 1 to 5, where 1=“Don’t use at all” and 5=“Part of my day-to-day teaching” with the exception of literacy across the curriculum for Cohort 2. Ratings increased the most for collaborative learning among Cohort 1 Fellows, jumping 37% from the pre-intervention level. Student metacognition emerged as a topic of discussion/study for Cohort 2, but was not a topic for Cohort 1.



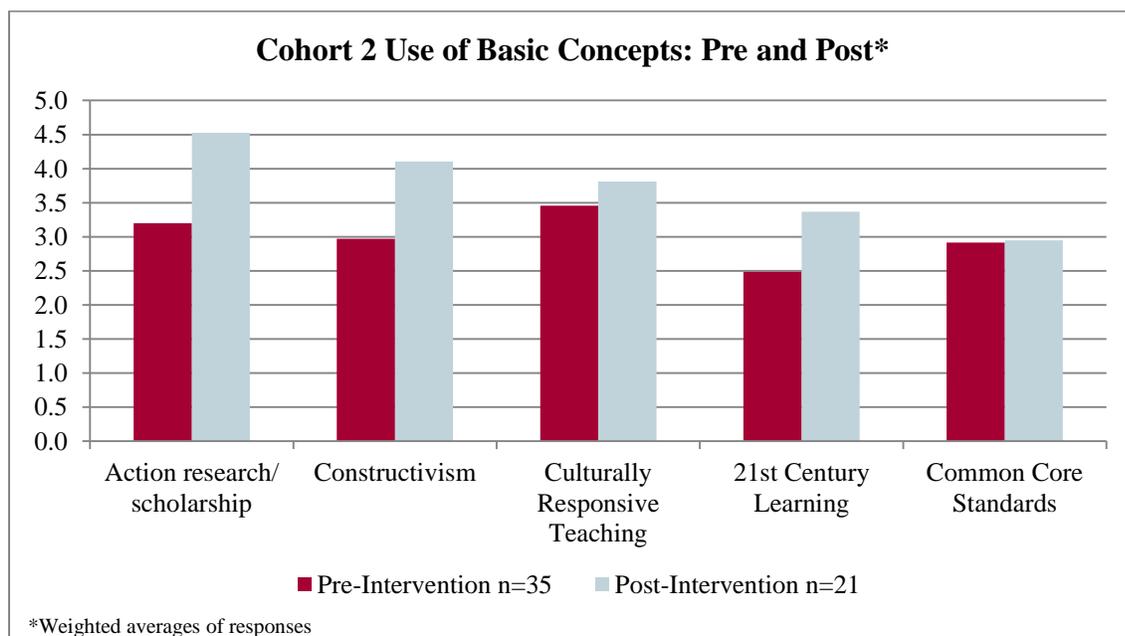
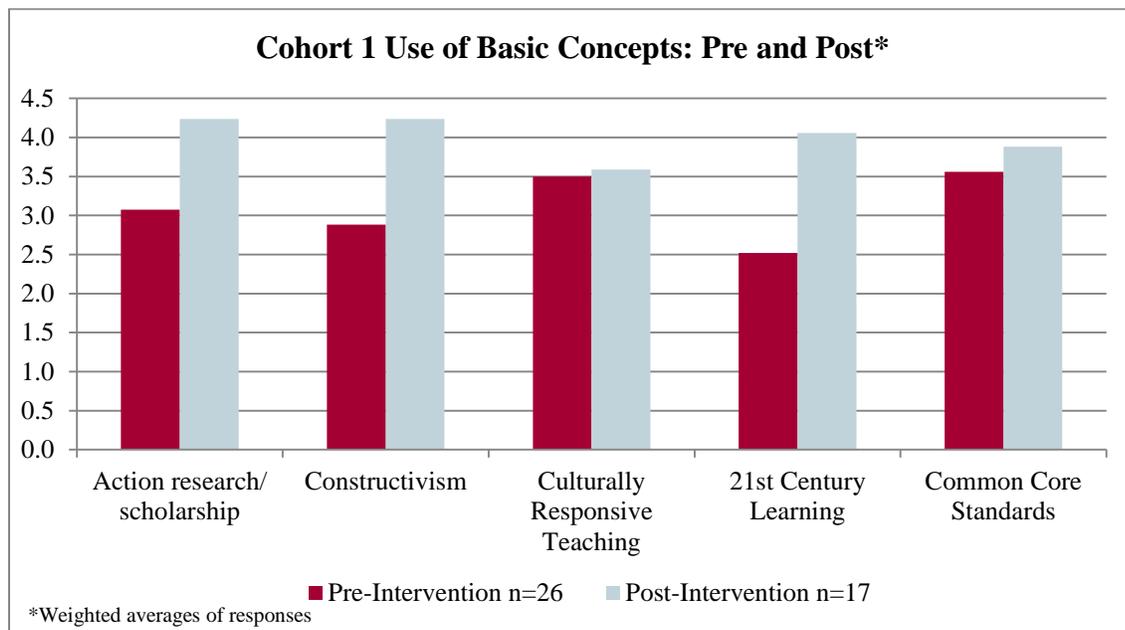
Similarly, Fellows rated their *knowledge of basic concepts* higher after completing the program. For Cohort 1 Fellows, reported knowledge of 21st

Century Learning jumped the most, reflecting a focus on and interest in 21st Century Learning during Cohort 1 meetings and discussion groups. The greatest gain for Cohort 2 was for action research, the methodology Fellows used to evaluate new pedagogies in their classrooms.



Cohort 1 Fellows reported large increases in *use* of action research, constructivism, and 21st Century Learning. The largest gain was for 21st Century Learning, also the concept with the largest reported gain in knowledge. Cohort 2 Fellows reported a large increase in use of action

research, reaching an average weighted score of about 4.5, the highest of any concept in either Cohort 1 or Cohort 2.



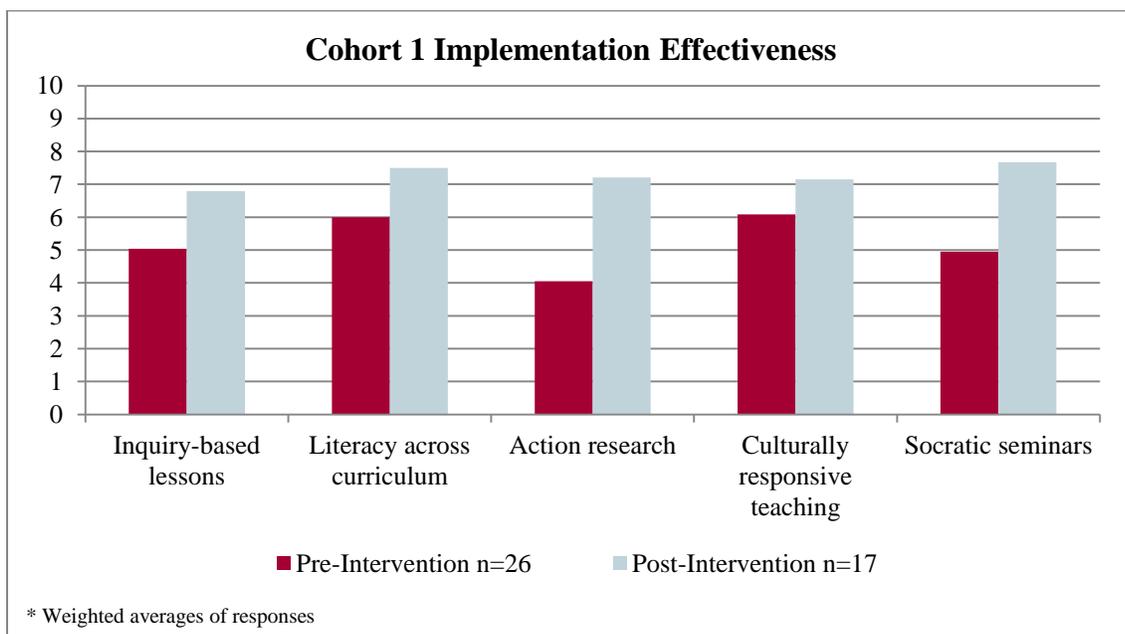
Creation of a K-20 Knowledge Base

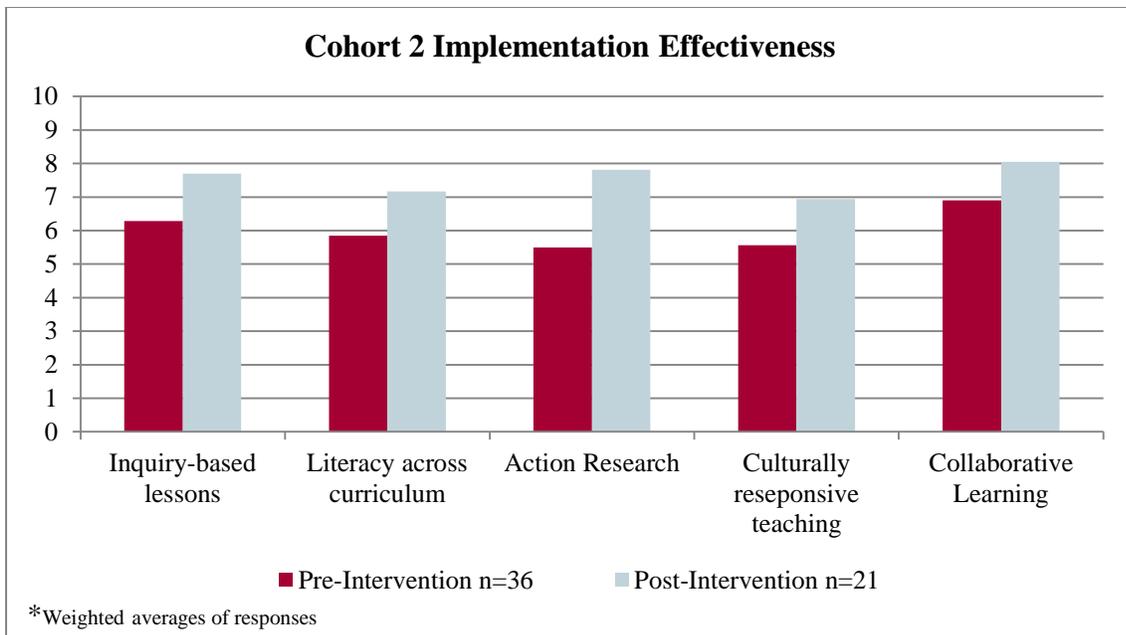
Nearly all Fellows reported an increase in knowledge and use of all pedagogies, teaching strategies, and basic concepts touched upon during the program, suggesting a strengthening of the K-20 knowledge base within the two cohorts of Fellows. Using materials and insights gathered during the Fellows program, CCTE created an online database of resources geared toward expanding the K-20 knowledge base to faculty

outside of the program. Website analytics reports show the CCTE website is drawing hundreds of unique visitors each month. In the most recent report, covering January 1-March 16, 2014, the website drew 905 unique visitors, indicating it is valued by a substantial number of online users.

Implementation Effectiveness

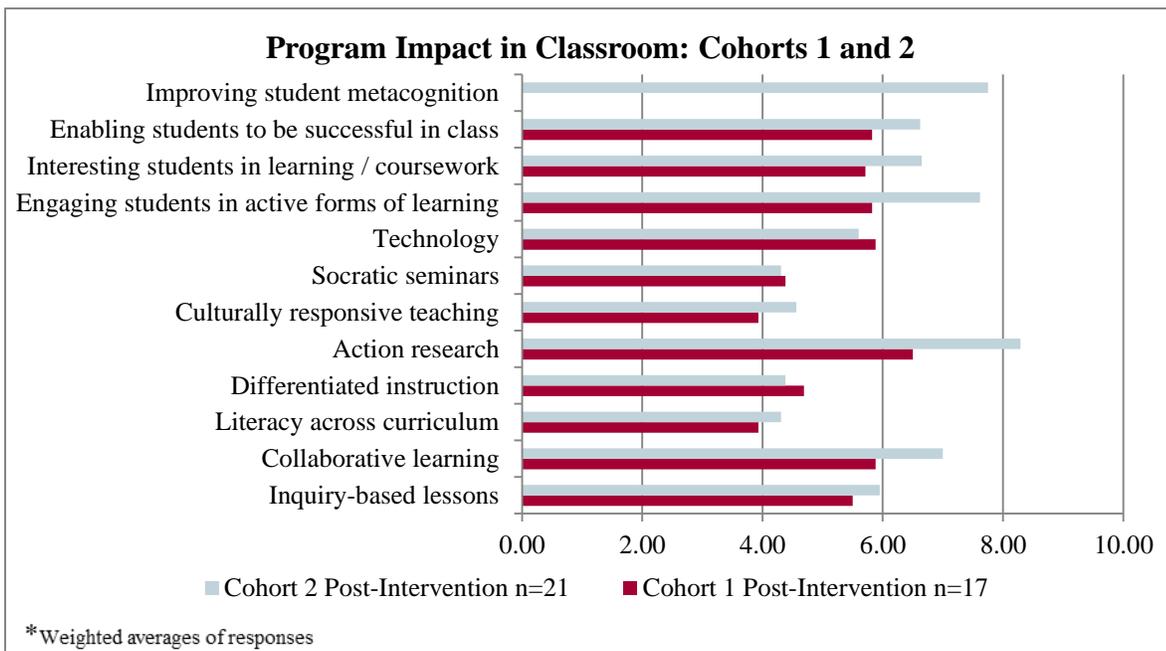
Fellows were asked to rate their perceived effectiveness at implementing 11 of the above pedagogies and concepts in their classrooms before and after participation in the program. Ratings were on a scale where 1=struggling and 10=extremely effective, and Fellows in both cohorts reported improvements in effectiveness in all areas, though some of the changes were small. The charts below show the top five pedagogies or concepts for each cohort in which Fellows reported an increase in effectiveness. Notably, the top four (inquiry-based lessons, literacy across the curriculum, culturally responsive teaching, and action research) were the same for both cohorts.





Program Impact in the Classroom

After program completion, Fellows were asked to report the impact of the Fellows program on their ability to use strategies and concepts in the classroom. Ratings were on a scale where 1=no effect and 10=large effect. Cohort 2 Fellows tended to rate program impact higher than Cohort 1 Fellows, with the exception of technology, Socratic seminars, and differentiated instruction. Both Cohort 1 and Cohort 2 Fellows rated program impact highest for action research. Cohort 2 Fellows also gave improving student metacognition a high rating, which was a focus of group sessions and action research projects. This topic was not covered for Cohort 1.



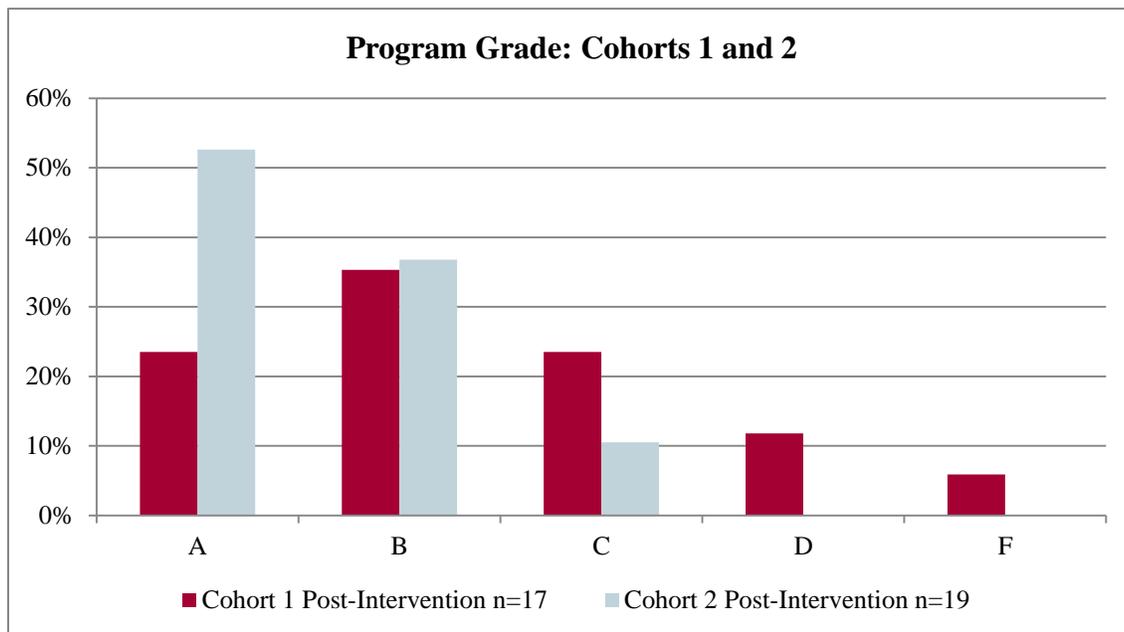
Perceived Value of Fellows Program

One of the evaluation questions focused on whether the professional learning community was valued by its participants. To gain insight into what parts of the experience were most valuable for Fellows, we asked them to select up to three most valuable aspects of the Fellows Program. Results differed slightly between Cohort 1 and Cohort 2; almost two-thirds of Cohort 1 Fellows felt the most valuable aspect of the program was increasing understanding of the relationships between K-12 and higher education, while nearly two thirds of Cohort 2 Fellows selected reinvigorating morale/professional energy.

Most Valuable Aspects of Fellows Program*		
	Cohort 1 Post-Intervention <i>n=17</i>	Cohort 2 Post-Intervention <i>n=19</i>
Increased my understanding of the relationships between K-12 and college	65%	37%
Encouraged me to try new strategies in the classroom	47%	37%
Created a new network of peers that I will use moving forward	41%	32%
Increased/reinvigorated my morale/passion/professional energy	24%	63%
Helped me improve student engagement in my class	24%	37%
Exposed me to action research process	24%	21%
Deepened my knowledge / teaching "toolkit"	24%	5%
Helped me improve student outcomes in my class	18%	11%
Caused some institutional (curricular, PD, etc.) changes at my district/college	6%	32%
Created a safe, unique learning community	0%	26%
Created an online space for sharing ideas and communicating	0%	0%
Other	0%	0%

*Fellows could select up to three

Fellow were also asked to “grade” the program, another measure of perceived program value. Cohort 2 Fellows gave higher grades, with more than half (53%) giving the program an A, compared to just 23% of Cohort 1 Fellows. While a few Cohort 1 Fellows rated the program a D or F, no Cohort 2 Fellows did. These differences may reflect improvements made to program content and structure between the two cohort years.



Value of the Cross-Sector Experience

In conversation with the Fellows and based on their survey responses, it appears a better understanding of student experiences and expectations at each level is being established, and some Fellows have wanted to go farther, looking at student work for example. The need for vertical alignment and for serious discussions about academic standards has emerged, and differences in instructional practices such as use of technology and differentiated instruction were also illuminated.

Bridging the K-12 / college divide also seemed to benefit faculty by creating a sense of collective responsibility, of understanding that “*we are sharing the same students over time.*” Several of the participants have ideas for longer term relationships, structures or instructional practices that they’d like to develop and teach both in the high schools and in entry-level college courses. In fact, several of the action research projects involved small scale common practices/projects that were applied and investigated in both “sectors.”

Fellows almost uniformly expressed an affective benefit from participating. Thus far, the Fellows Program has empowered and nurtured teachers, even when they questioned their own practice or had sober realizations. The notion that this was a “*safe space*” to test new practices, and to admit that they failed or that they didn’t implement the way they wanted to is important.

STUDENT ENGAGEMENT

Improving student outcomes is certainly the end goal of this work, and a goal that all parties are committed to reaching. This must be measured carefully over time, as there are many other factors at play, from selection of Fellows and other simultaneous interventions at MCC and other higher education institutions, to new evaluation structures, curriculum and school assignments in the K-12 districts.

The limited data we do have paints a mixed picture. Overall course completion rates have not increased (though there was a large increase in one year at one institution), and student survey results do not point to increased engagement at this early stage in the program. Yet, in open-ended survey comments and interviews, several Fellows said they believed the changes they made in their practice did increase student engagement and learning, though they did not see a good way to measure that impact.

Student Surveys Administered by Fellows

Fellows were asked to have at least one class complete surveys that asked for student perceptions about teacher practice and included some questions to assess student academic engagement. Some Fellows were unable to administer surveys to students, and others chose not to. As a result, the number of classrooms represented for each cohort did not correlate directly to the number of Fellows in the program, and differed from pre to post. As noted above, students completing the “pre” survey in each cohort were different than those completing the “post” survey, influencing our ability to make inferences using the survey data.

For this analysis, we focused on five questions related to student engagement about issues such as coming to class prepared, participating actively in class, trying to find answers on their own, doing hands-on activities, and having choices about their work. While there were big improvements in responses to a few questions in a few classrooms, overall there was not a significant trend in either Fellows cohort.

Higher Education Course Completion

MCC’s Institutional Research team compiled course completion data on higher education Fellows’ classes for both Cohort 1 and Cohort 2. This data, like the survey data, is intended to serve as a baseline for future measurement of student engagement and achievement, as well as provide a first glance at how the Fellows Program may be affecting student outcomes.

Course completion was compared between the “post” or experimental class and a “pre” class, a comparable class taught in either the fall or

spring directly prior to participation in the program. Students were considered to have completed courses if they earned any grade except an F or incomplete, and if they did not withdraw. For Cohort 1, the post completion rate was 64%, compared to a pre completion rate of 67%.¹ For Cohort 2, the post completion rate was 93% while the pre rate was 90%.² Broken out by institution, there was a larger difference for Monroe Community College for Cohort 2, with a post completion rate of 86% compared to a pre completion rate of 75%.³

FACILITATION COMMITTEE EXPERIENCE AND OUTLOOK

Both the potential and the challenge of this grant lay in the multi-institution collaboration. The Facilitation Committee led this charge, committing time to design and launch the wholly new program for engaging educators. Because building and maintaining a collaborative over a period of years can be difficult, we included an annual survey of the Facilitation members in the evaluation plan. We had twin goals of providing:

- 1) A neutral way of “dip sticking” or assessing the health of the collaborative by getting feedback from partners on the group’s progress and functioning. We wanted to assess whether committee members had clarity of purpose, felt engaged, and were confident in directions taken. Satisfaction and concerns allowed us as external evaluators to provide the committee with formative feedback.
- 2) An efficient means of gathering potential evidence of need or impact at the various institutions. For example, if there were organizational changes that occurred over the course of the grant, the survey provided a way to document those.

Facilitation Committee members were surveyed in each of the past three years in addition to a baseline survey, though participation in the survey and in the group varied year to year. In Year 3, a total of nine Facilitation Committee members completed the survey. This compares to nine in Year 2, 12 in Year 1, and 11 in the baseline year.

¹ DeMario, M.M. (April 2014) Faculty Fellows Cohort 1 Course Comparison Report, IR, 1 p.

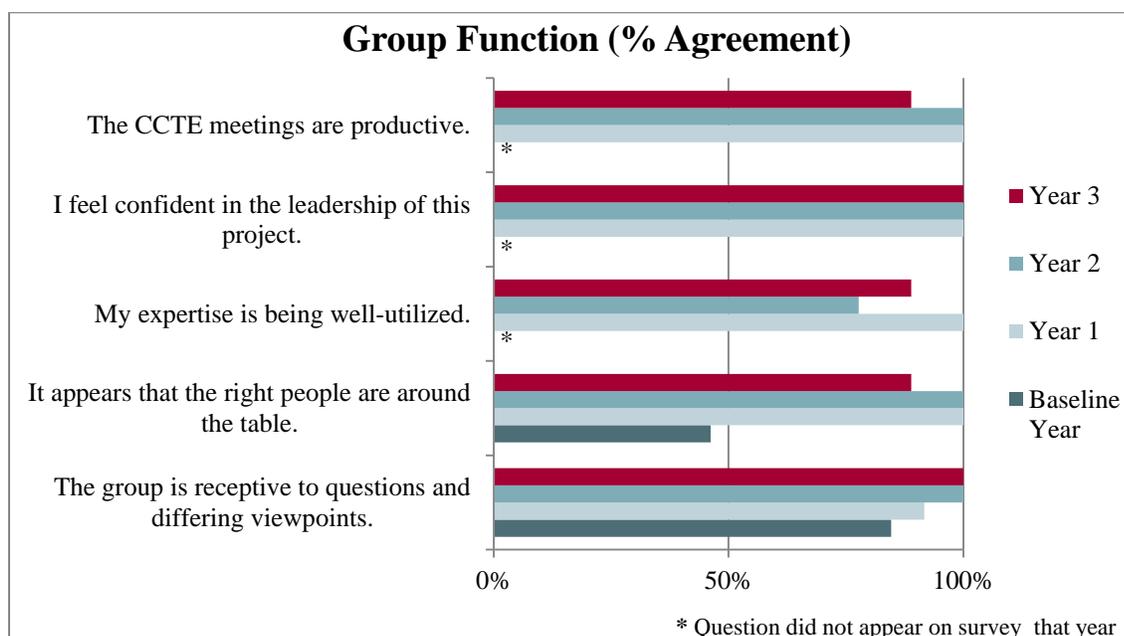
² DeMario, M.M. (March 2014) Faculty Fellows Cohort 2 Course Comparison Report, IR, 3 pp.

³ DeMario, M.M. (April 2014) Faculty Fellows Cohort 2 Course Comparison Report v2, IR, 3 pp.

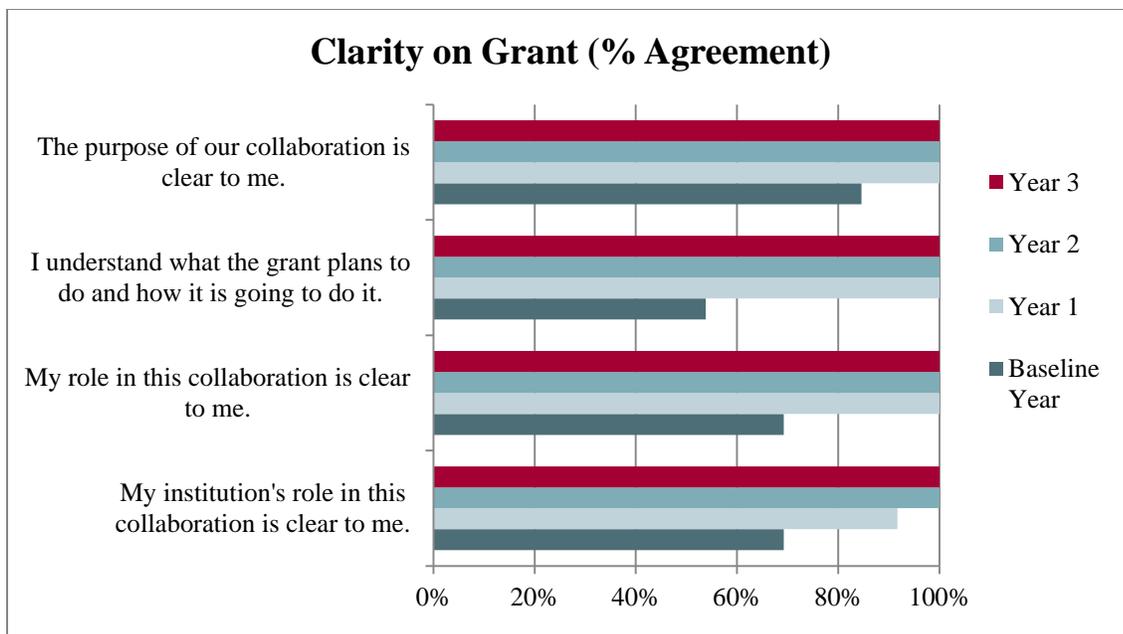
Health of the Collaborative

Overall the group seems to be “healthy” by many measures of a collaborative. Members feel that meeting time is productive, leadership is competent and that their expertise is well-used—all encouraging signs of engagement. The steadiest improvement was found in the group being receptive to questions and differing viewpoints, rising from 85% in 2011 to 100% in 2013 and 2014.

However, members did express in the survey ways in which the group could improve. In follow-up comments, members stressed the need for consistent representation from all participating institutions at committee meetings.

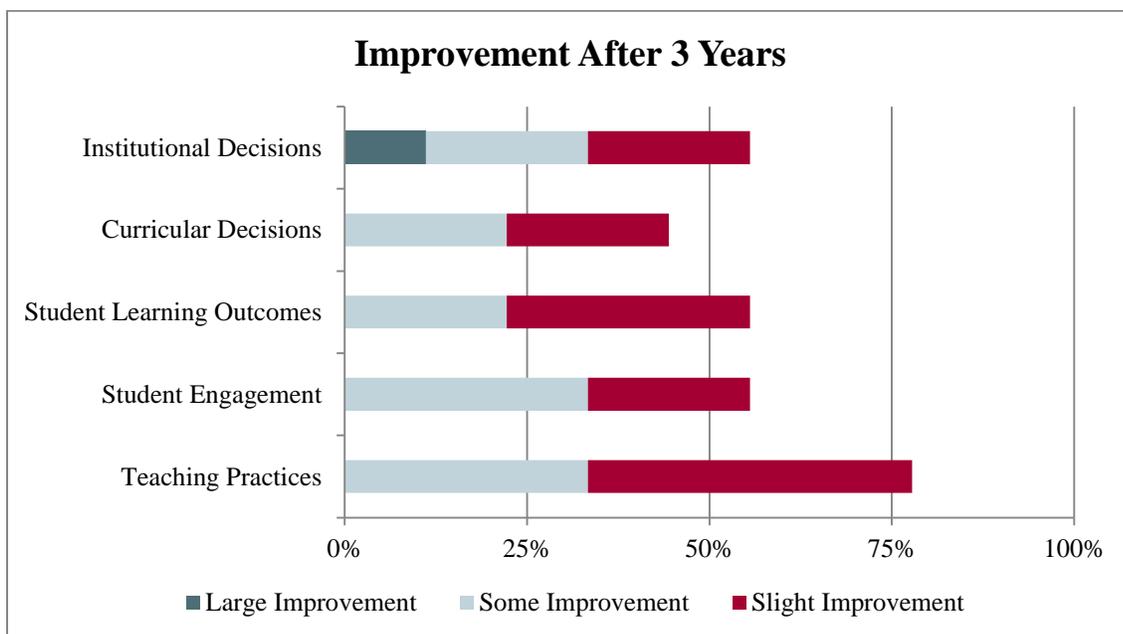


Since Year 2 of the grant, Facilitation Committee members have been 100% clear on the purpose of the collaboration, the role of the committee, and the role of participating institutions.

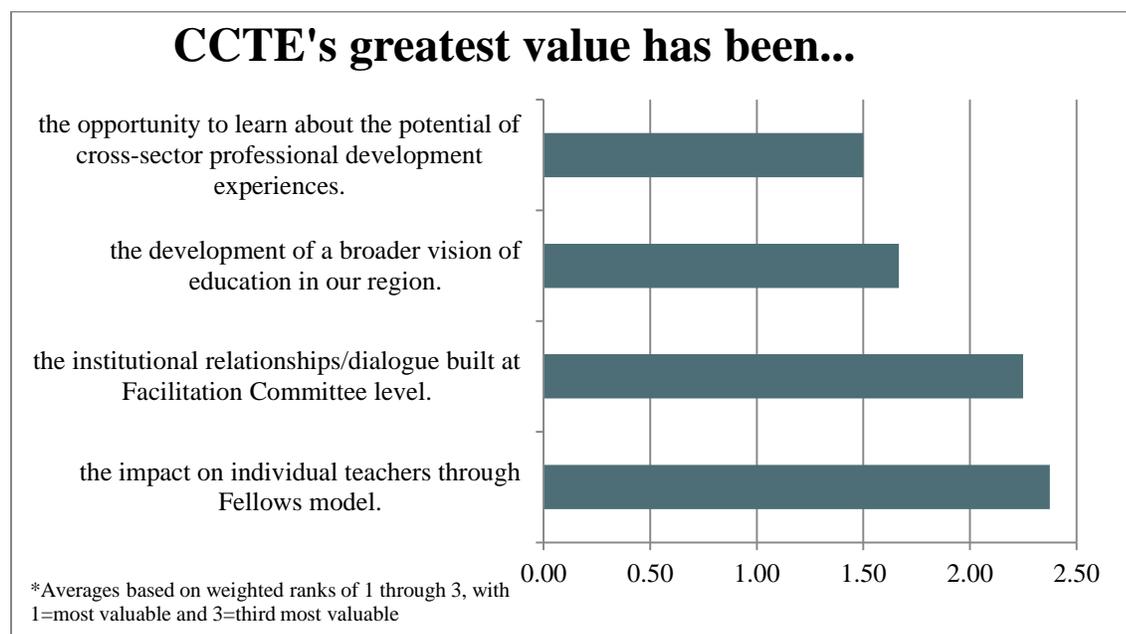


Perceived Value and Impact

Facilitation Committee members were asked to rate the impact of the program in several areas. The following chart shows the proportion of members who reported improvement for each measure. Committee members were most positive about teaching practices, with 77% reporting some or slight improvement, though institutional decisions was the only area where some committee members felt there had been large improvement.



After three years of the grant, Facilitation Committee members rated institutional relationships and impact on individual teachers as the two most valuable aspects of the CCTE Fellows program.



In open-ended comments, Facilitation Committee members stressed the value of the program on an individual level for Fellows, but also on an institutional level. Building relationships with regional administrators was noted by committee members as being particularly valuable. However, a number of respondents also noted that measuring value has been difficult due to the short amount of time the program has been in place and small Faculty Fellow cohorts.

Impact at Participating Institutions

A lack of cross-sector professional learning in the community has provided an opportunity for CCTE to become the central local entity bridging the K-20 divide through a focus on the creation of new modes and methods of professional learning for educators. Facilitation Committee members have played an integral role in bringing lessons learned from CCTE back to their respective institutions. At the close of the first three years of the program, Facilitation Committee members reported a number of institutional developments growing from the CCTE collaborative, including:

- Continuation of Fellows' research and publication of findings
- Communication between Fellows and other faculty about changes in teaching practice, merits of different methods
- Proposed creation of a professional learning community in the advisement department stemming from the CCTE model;

- Expansion of action research understanding beyond Faculty Fellows
- Fostering a regional teaching community in which faculty are excited about developing innovative teaching strategies, and contribute to a culture of inquiry and evidence at their respective institutions.

LOOKING AHEAD

At the time of this evaluation, it is not yet possible to determine which partners will continue with CCTE and what the vehicle for funding CCTE will be. However, it is important to note that most Facilitation Committee members have committed to advocating for the continuation of CCTE. To this end, committee members have been in conversations with their respective institutions about ways to contribute to CCTE at the close of this grant. This may include in-kind donations of space and time, as well as monetary commitments through professional development and departmental funds. The Facilitation Committee hopes to retain all current partners and add additional capacity allowing for more Fellows from each institution to be involved. Ultimately, the goal is to expand beyond the current partners and invite educators from other K-12 and higher education institutions to participate.