Center for Effective Teaching and Learning (CETL)

Faculty Development as a 'Lever for Student Success'

Since the last WASC visit, the university's Center for Effective Teaching and Learning (CETL) and its Center for Engagement, Service, and the Public Good (CESPG), have been completely revitalized. The reimagining of these two units aligns with the campus's conversion to semesters. Both centers, often working together, now direct significant professional development efforts. The centers promote teaching as an area of scholarship for communities of faculty wanting to deepen their classroom practice; both support the development of all faculty, with special attention to NTT faculty (lecturers), this latter population often overlooked in the academy. By growing a culture of teaching excellence on campus, we have sought to increase the quality of student learning and thereby influence the meaning of the quality of degree at Cal State LA.

Center growth

Between 2011 and 2016 CETL went from two employees to nine; the center is now led by the senior director and staffed by the director of academic technology (DAT), three instructional designers, the LMS (Moodle) lab manager, office manager and two to five student lab assistants. The DAT and the technology lab are together housed within the center; this is significant as collocating technology and pedagogy units is an emerging best practice for faculty development centers (Beach et al, 2016; Lee, 2010) –and still relatively rare in practice. CETL offers an average of 400 face-to-face and online sessions to tenure-track (TT) faculty and non-tenure track (NTT) lecturers each academic year on a number of teaching, research, and technology topics. CETL aims to be self-sustaining and has funded most its programming through application to the CSU Chancellor's Office and via other grants (e.g. Steelcase). As of 2016 the center secured in excess of one million dollars in grant monies.

CETL offers both long (8-50 hours) and short (1-hour workshops) programming. Our most recent initiative is the *Teaching Project,* a series of seven linked workshops (10 h) meant to establish teaching awareness and equitable practice that supports our many first-generation learners. Sessions include writing test questions that are reliable, fair grading practice, and designing the student-centered syllabus. Otherwise, we offer robust faculty development for cohorts of 15-25 faculty as follows: *Teaching the Large Class* (3.5 h) and *Mindful Teaching* (4-h, half-day faculty workshops on incorporating reflective teaching and goal-setting into regular course practice and in large-class settings); *Reaching First-Gen Learners*, a half-day workshop self-awareness in the classroom using a novel checklist for teaching behaviors; and *Active Learning,* an eight hour workshop incorporating active learning strategies into existing face-to-face courses. The center also offers a program of Moodle/academic technology training (18-20 h). Instructors may earn a certificate by taking some combination of six workshops including peer instruction, Moodle (LMS) gradebook, quiz building, leveraging multimedia and creating online activities and assignment (see Information Sheet below).

CETL also offers long programming, which commits faculty to participate in up to 50 hours on a teaching-related project. CETL runs a variety of Faculty Learning Communities (FLCs) (6-14 h), small group cohorts of 8 to12 faculty who commit to a yearlong discussion and investigation of a particular issue such as civic learning, grad studies, and chairs' leadership. Our Course Redesign Institutes and Academies (32 h) are 4-day faculty cohorts focused on aligning course outcomes with classroom activities using new standards and criteria. We have also offered cohorts for Flipped/Online/Hybrid, General Education, Honors and Bottleneck (local) redesign. Finally, in 2015 the center created a Hybrid program (50 h) to address student success/enrollment management issues on campus; faculty redesign a face-to-face course for hybrid learning over an 11-week period. Over 75 courses have been created to date. These intensive FLCs, institutes and academies have reached 25% of all faculty since 2012.

Framework and culture shift

CETL structures most programming around the "reflective practitioner" model first posited by Donald Schön (1982). John Hattie (2009), in his meta-analyses of over 56,000 studies on student learning, posits that learning becomes visible when teachers are put in the role of learners (reflective practitioners) helping students to become their own teachers through metacognitive strategies, feedback and reciprocal teaching. CETL uses an intensely reflective framework that asks faculty to self-assess their agency as both teachers and 'expert' learners. Research shows that students can benefit from teaching that activates prior knowledge and experience, activities that are hands-on, and from metacognitive approaches to instruction (Bransford, Brown & Cocking, 2000). By inviting instructors to engage in the same ways they must engage with their students, we model the same teaching behaviors we expect of instructors. California State University, Los Angeles, has one of the highest numbers of first-generation students of any four-year public university in the country. At least 64% of our students will be the first in their families to graduate from college. First-generation students are characterized by their grit, independence, and motivation, yet struggle with academic literacy, "hidden curriculum," and feelings of belonging. This singular background poses challenges for faculty, many of whom are not familiar with how best to meet first-gen needs. Meanwhile, instructors are often quick to label such students as "unprepared" while much of the attention to improving the first-gen college experience is sited outside the classroom in student affairs and co-curricular activities. To teach first-gen students well, instructors should have developed a practice that demonstrably supports student success, including the ability to: connect with students, foster engagement, provide clear assignments, give timely feedback, and use active learning and technology effectively in large and small settings.

The CETL has seen exponential growth in faculty patronage since 2011, indicating that we have influenced a culture of teaching. Since 2013 the CETL reached 48.5% of all Tenure-

track (TT) and Non-tenure track (NTT) faculty. More than 700 faculty have participated in nearly 18,500 hours of CETL programming between 2013 and 2016. CETL and CESPG certification is now routinely a part of many instructors' supplemental files and faculty come to the center expecting certificate for participation.

Assessment

Assessment literature lately correlates faculty development with student success (Seidman, 2012; Condon, 2014), a linkage only recently made. Alan Seidman (2012) and others identify faculty and staff development as central to student success: "Faculty development plays a direct role in influencing, pedagogy and curriculum and an indirect but very important role in student involvements, and therefore, student learning and success. Faculty development practices may also influence assessment practices and help shape the way support is provided to students." (260).

Cal State L.A.'s CETL has begun to measure the impact of its programming on faculty who took between 20 and 200-plus hours of intensive programming (N=282). We found that the incidence of A's and B's increased slightly in courses taught by these high-participation instructors, but these are early data and need more investigation. We hope to capture faculty attitudes, skills and knowledge about teaching. To this end CETL has developed a teaching self-efficacy scale for post-secondary faculty using a combination of the ability to adjust teaching and set teaching goals.

Significantly, the center was one of four featured in a recent American Council on Education (ACE) white paper published March 2017, *Instructional quality, student outcomes, and institutional finances* (Kurzweil, 2017, see: http://www.acenet.edu/news-room/Pages/Instructional-Quality-Student-Outcomes-and-Institutional-Finances.aspx). The authors write that LA's CETL has become "a crucial lever through which the institution has

sought to improve outcomes, especially for low-income or 'non-traditional' students, now the typical college-going population in the United States." (18).

The Future

It is arguable that center programming is influencing attitudes and teaching norms across campus, which we posit ultimately impact the meaning and quality of the Cal State LA degree. CETL has so far reached large numbers of faculty working individually. In our ideal model, broad participation and development would be indicated by team-based cohorts of faculty, where the department or course would become the unit of measure.

Looking ahead, in order to achieve learning based upon the five kinds of degree profiles listed in the DQP (Intellectual skills, specialized knowledge, broad/integrative knowledge, applied and collaborative learning and civic/global learning), CETL could build emphases on specific learning outcomes into courses through promoting and developing programming that creates degree-specific activities and assignments. The DQP would allow us to match programming with departmental profiles for degrees.

References

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CETL at Cal State L.A.
INFORMATION SHEET

Mission: The California State University, Los Angeles, Center for Effective Teaching and Learning (CETL) promotes teaching as an area of scholarship for communities of faculty who want to deepen their classroom practice. The Center supports all faculty, especially team learning, using a continuous improvement process. By growing a culture of teaching excellence on campus, we hope to increase the quality of student learning.

Staff: CETL Senior Director, Director of Academic Technology, three instructional designers, LMS (Moodle) lab manager, LMS administrator, office manager and three student lab assistants.

Short Programs
CETL offers an average of 400 face-to-face and online sessions to tenure-line faculty and lecturers each academic year on a number of teaching, research, and academic technology topics. In addition to as-needed programming, we offer robust faculty development for cohorts of 15-25 faculty as follows:

- **Teaching Project (10 h)**
  This seven-part workshop series strives to establish equitable and self-aware teaching practice supporting
  our many first-generation learners. Sessions include writing clear (transparent) assignments and test questions, best grading practices and designing a student-centered syllabus. Faculty who take a minimum of ten hours receive a certificate for their files.

- **Mindful Teaching Workshop (4 h)**
  Half-day faculty workshop on incorporating reflective teaching and goal-setting into regular course practice.

- **Teaching First-Generation Learners Workshop (4 h)**
  Half-day faculty workshop on teaching first-generation learners equitably, including transparency in syllabus and assignment design, reading apprenticeship approaches and determining relevancy.

- **Active Learning Workshops (8 h)**
  2-day faculty workshop on incorporating active learning strategies into existing face-to-face courses.
  Active Learning fosters highly interactive classroom sessions featuring small groups working collaboratively
  while deemphasizing classroom lecture.

- **Faculty Learning Communities (FLCs) (6-14 h)**
  Faculty learning communities are small group cohorts of 8-12 faculty who commit to a yearlong discussion and investigation of a particular issue i.e. Grant funding, civic learning, large-lecture GE, grad studies, assessment, service learning, chairs' leadership. Facilitators

are faculty mentors who create a curriculum for the group, individual members of whom create a final project.

- **Moodle | Academic Technology training (18-20 h)**
  Faculty can earn a certificate taking all 9 of the following workshops: Peer Instruction & Clickers, Moodle (getting started), Moodle Gradebook, Moodle Quiz Building, Leveraging Multimedia, Online Activities and Assignments, Academic Integrity, Flip a lecture, Live! With students online. One-on-one lab assistance (drop-in as needed)

- **New Faculty development (including New Faculty Orientation) (15 h)**
  The New Faculty Development program includes the required two-day Orientation followed by a series of Third Thursday Teas featuring guest speakers.

- **Course Redesign Institutes and Academies (32 h)**
  4-day faculty cohorts on redesigning a course for easier assessment. Course outcomes are aligned with classroom activities, using new standards and criteria. We have offered cohorts for Flipped/Online/Hybrid, General Education, Honors and Bottleneck (local) redesign.

Long Programming
- **Quality Assurance in Hybrid and Online courses (20-24 h)**
  Support for professional development for faculty who want to pursue hybrid/online course redesign. A limited amount of Quality Matters (QM) ad Quality Online Learning and Teaching (QOLT) workshop grants are given to faculty ($250 value). Two-week workshops are offered fully online, facilitated by either QM faculty peer-reviewers or the CSU Chancellor's Office Quality Assurance Program Manager.

  Faculty are encouraged to familiarize themselves with the QM or QOLT rubrics when designing their technology-enhanced, hybrid, flipped, or fully online courses.
- **Hybrid Program (50 h) (2015-)**
  Created in 2015 to address student success/enrollment management issues on campus. Intensive, 11-week cohort on redesigning a face-to-face course for hybrid learning (50% of the redesigned course must be conducted online). Faculty commit to a rolling timeline and take a Quality Matters course. Instructors **redesign a traditional course in a 50% face-to-face/50% online hybrid format using a unique online template. Redesigned hybrid courses meet face-to-face (F2F) on campus one day a week for 75 minutes, with remaining instructional time provided online via Moodle.** This allows faculty to teach 2 sections of the same course during one traditional course's meeting pattern.

- **Chancellor's Office CRT Block Grant (ACUE Student Success) (2016-)**
  Two-semester long program targets bottleneck courses. Faculty take two semesters to redesign a bottleneck course using an online (ACUE) professional development program. Faculty set specific teaching goals, then redesign the course using a unique online CETL template (Moodle). Early data indicate increased self-efficacy, a precondition for improved teaching quality.

- **Chancellor's Office Course Redesign with Technology (CRT) "Promising and Proven" projects (2013-2016)**
  System program targets bottleneck courses. Grants range from $5,000 to $35,000 for a single course. Participants redesign a section of a course for increased student success including data collection and an ePortfolio. Seventy-nine Cal State L.A. faculty have participated to date.

Special Initiatives

- **Flexible Learning Space classrooms**.
  CETL's associate director is the administrator for six new flexible learning space classrooms. We run 8h active learning workshops for faculty who teach in these and we survey students for any faculties scheduled in these rooms. Data report that student engagement is higher in smart rooms when faculty have taken the active learning programming.

Facts

- Forty-eight percent of ALL faculty instructing in Cal State LA classrooms (1,554) have participated in some form of CETL programming since 2011. 282 faculty have committed to a minimum of 20 hours of professional development.
- L.A. intensive FLCs, Institutes and Academies have reached almost 400 faculty (25% of all faculty) since 2012.
- Campus faculty who participated in a 2013-2016 Course Redesign with Technology (CRT) program AND who completed a minimum of 25 hours of intensive CETL faculty development were more likely to see an increase in their bottleneck pass rates than CRT faculty who did not participate in any CETL programming (0 h)
- On average, students' non-completion rates (DFW) decreased in redesigned bottleneck courses: by 21.27% in 2013, 32.88% in 2014, and 38.7% in 2015.

Grants Funding

2016   CSU Course Redesign with Technology block grant (Sustaining Success), $178,000
          CSU Quality Assurance Grant (QA), $19,575

2015   CSU Course Redesign with Technology (Promising and Proven Redesign), $378,190
          CSU Quality Assurance Grant (QA), $19,976
          Steelcase Education Active Learning Center Grant ($48,100)

2014   CSU Enrollment Bottleneck Solutions, $303,386
          CSU Quality Assurance Grant (QA), $18,900
          CSU Academic and Student Success Initiatives
          Title: *CSU Collaborative Problem-Based Learning in STEM* ($110,750)

2013   CSU Enrollment Bottleneck Solutions, $142,854
          CSU Institute for Teaching and Learning (ITL)
          CSU Quality Assurance Grant (QA), $19,894
          Title: *Faculty Learning Community: Pedagogies of Civic Learning* ($5,000)

2012   CSU Institute for Teaching and Learning (ITL)
          Title: *Faculty Learning Community: Inverting Large-Lecture GE Courses* ($5,000)
          2012 *Midcareer Faculty: Pathways to Promotion*
          2012 *Midcareer Faculty: Chairs' Leadership Institute*