

## General Info / Target Population

Intervention Name	Professional Development for First Year Experience Teachers
Start Date	September 2006
Intervention Type	Non Direct
Intervention Description	<p>NC State requires all new students to take a success/college study skills course -- first year experience. Qualitative data raised several pedagogical-related factors potentially impacting student success. All focus groups consistently cited time management/study-skill related barriers. While FYE 101 courses are intended to address such issues, male focus group students cited inconsistency in instruction among FYE sections. All males reported that it was too demanding for the one credit hour earned. Faculty qualitatively reported similar concerns, as there are up to 20 different persons instructing per year, including staff and faculty often trying to make required course load hours. There is no customized training. For 2006-07 NCSC has arranged for an author of a success course text (Amy Baldwin) to train FYE instructors on August 11, 2006. This individual's costs are being covered by the publisher of the text. Ms. Baldwin will train instructors on best practice techniques for success courses. In future years similar training will be offered for new instructors and refresher training will be offered for returning instructors. The Director of the FYE program has recently attended train-the-trainer programming through Skip Downing, consultant in the field of faculty development and student success strategies. In 2007-08, training involved program design for the FYE courses. As instructors are more comfortable with various presentation methods, they can design the course content delivery to have the greatest impact on the students. Hopefully this impact can then translate into the student using the skills and techniques in their other course work. In addition, as instructors are more familiar with the technology available and the best use of that technology, they can better prepare for the course delivery. This will hopefully increase student success in FYE and satisfaction with the FYE course. Finally, this project will generate assessments</p>
Type	Faculty Professional Development
Content Area	
Target Population	
Estimate the number of students enrolled or otherwise benefiting from intervention this term	N/A
Do students have to satisfy certain criteria to take part in the intervention?	None
Are any special efforts made to recruit students to take part in the intervention?	None

## Evaluation

Brief description of Evaluation	<p>One means to measure success is whether pass rates increased in the First Year Experience Courses. NC State has two tracks of FYE -- a three-credit course required for all developmental students and a one credit course for all others except nursing. However, it must be noted that NC State began requiring students taking ANY developmental class to take the three-credit course in Fall 2006. Previously math students were exempted. This has changed the class makeup somewhat. It is difficult to pinpoint professional development of program teachers with changes in class success rates. Nonetheless, over the summer NC State intends to track success using a multi-quarter outcome model for cohorts. Since all developmental students must take FYE 161 as of Fall 2006, the same methodology can apply as the other developmental courses.</p>
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Comparison group	N/A
Number of terms, planning to track the outcomes of students in the intervention	
Impacted Measures	N/A
Uploaded FileName	N/A