QUALITATIVE DATA – PARTICIPANTS

Horizontal and Vertical assessment via video interviews

*Intervals*

*After SPARCT Summer Academy – Describe project (Late May)*

*Emerging Themes*
- New respect for pedagogy
- Promise of active learning
- Teacher as facilitator
- Learning beyond an assignment
- More complete view of assessment

*Before Classes start – Updates on project (Aug)*

*Summer was a time for*
- Reading
- Reflection
- Refinement
- Redesign
- Experimentation

*Mid-term – Gains from conducting observations (Oct)*

*End of Fall semester – How did project go? (Nov)*

*Reflection on what worked*
- Groups
- Evidence-based practices led to deeper learning
- Affective responses from participants regarding their student enthusiasm and relevance

*End of Spring semester – What did you gain from SPARCT in terms of pedagogy and scholarship? (April)*

*Emerging Themes*
- Pedagogy-all participants integrated active learning, were more sensitive to the needs of their students, and became deeper reflectors.
<table>
<thead>
<tr>
<th>Evidence-Based Practices</th>
<th>June reports on planned interventions</th>
<th>April reports actually used Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBL</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Elements of Flipped Classroom</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>POGIL</td>
<td>2</td>
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<tr>
<td>Projects</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Role Playing</td>
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<tr>
<td>CCM</td>
<td>2</td>
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<tr>
<td>Discipline Relevant Assignments</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Group Work including group problem solving &amp; discussion</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>Peer Mentoring</td>
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<tr>
<td>Unique Hybrids</td>
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<td>Portfolios</td>
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- Scholarship – ranged from none (nonchanger) to presentations/publications (adopter).

![Scholarship output by faculty]

**Changes in Year 2**

Academy Journaling
One more video point before SPARCT summer academy—*Challenges, structure, motivation*
SPARCT Year 1 - RESULTS

QUANTITATIVE FEEDBACK: STUDENT– Fall 2014 data (13 STEM courses)

Student Interest and Confidence
Specifically, our results suggest that when students take a course taught by an instructor in the SPARCT program, students increased their interest (N=557) and confidence (N=554) $p < 0.005$ for both.

Retention of STEM Majors
Approximately 5% of STEM majors enrolled in the courses switched out of STEM during one semester N~280.

Limitations – some students may have taken the survey more than once, no data from non-SPARCT sections.

QUANTITATIVE FEEDBACK: PARTICIPANTS - post SPARCT Academy 2014

No significant gains in any area except for “I know how to flip my classroom” [from 3.41±0.71 to 4.60±0.51]

12/16 said summer academy met their expectations

Changes Year 2
Administer PIPS survey

Scholarship of Teaching and Learning (SoTL) Projects

Internal presentations: 3 (5 faculty)
External presentations: 5 (6 faculty), 3 have proceedings