PROF-it: Performance Analysis

EDUC771

Miguel A. Nino
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Professors-in-Training: Performance Analysis

Executive Summary

PROMISE: Maryland's Alliance for Graduate Education and the Professoriate is a program funded by the National Science Foundation and its main purpose is to increase the number of underrepresented students and minorities in the STEM (Science, Technology, Engineering, and Mathematics) fields, as well as in academic careers. In addition, PROMISE trains and mentors graduate students to help them successfully complete their degrees. The main objective of PROMISE seminars is to give graduate students effective tools that will allow them to be successful graduate students and professionals. Even though the seminars and workshops offered and sponsored by PROMISE are open to any graduate student, they are mainly aimed at underrepresented students in the STEM fields.

One of the seminars presented by PROMISE is PROF-It (Professors in Training). The main goal of these seminars is to train graduate students who are interested in becoming professors or teachers. During the academic year, PROMISE offers around four seminars in diverse topics, such as developing a syllabus, public speaking for the classroom, teaching styles, developing a teaching portfolio, etc. In addition, PROMISE connects students with community colleges such as Community College of Baltimore County (CCBC). Part of this program is to help students with part-time positions teaching at CCBC, which has allowed many students to start teaching at CCBC and obtain full-time positions.

The PROF-it program has been carried out for eight years now, but formal evaluation initiatives have not been developed. For this reason, there is no relevant data about the performance of the program and the real impact it has had on graduate students. Although many graduate students have been able to launch teaching careers after attending Prof-IT seminars, there is no current data that can accurately prove the benefits of this type of program. This lack of data also brings a problem when trying to publish data in journals and when documenting the facts and outcomes of the program, especially to obtain funding.

The main goal of this performance analysis is to prepare a report that will assess if the current performance of the program is truly helping students to become effective teachers and to provide a set of recommendations for improvement. In addition, the evaluations instruments developed to conduct this performance analysis will be also used as parameters to assess future training sessions.

Analysis Tasks and Objectives

The main goals of this performance analysis are:

- To identify the overall objectives and goals of the PROF-it program
- To identify the tools provided to graduate students in PROF-it seminars
- To investigate if there are similar programs/initiatives for graduate students or if the information provided by PROF-it is unique in its type
- To assess the impact of PROF-it seminars in former participants and how it impacted their teaching careers
- To identify the demographics and profile of students participating in PROF-it seminars, as well as their expectations with the program
- To design new evaluation instruments that can be used to gather data
- To test these new evaluation instruments, using some of the future seminars and their participants, as samples, and report on the findings. Data collected will help identify the reaction of participants after some of the training sessions.

Methodology

Diverse instruments were used to conduct this performance analysis. To assess the impact that PROF-it has had in former and current students, it was necessary to involve both audiences when using these instruments. In addition, members of the management team were included in this performance analysis to include their goals and perspectives about the program. The following evaluation instruments were used when in this analysis:

Extant Data Analysis

Extant Data Analysis was conducted to identify the uniqueness of PROF-it as a resource for graduate students who are interested in becoming professors or teachers. This process involved research of similar programs at University of Maryland, Baltimore County (UMBC) and other universities in Maryland. Besides the benchmarking of existing training programs, this process included the evaluation of files, electronic correspondence, and access to the Blackboard site of the program to find relevant data about the progress and evolution of the program.

Interviews

Interviews were conducted with the Director of PROMISE, Dr. Renetta Tull, and the Assistant Director of PROF-it, Dr. Judith Pollack. The purpose of these interviews was to identify the overall objectives, goals, expectations, and challenges of the PROF-It program. Also, this instrument evaluated the progress of participants in the program from their points of view.

Surveys

When conducting this performance analysis, three surveys were distributed. The first two surveys were distributed to current PROF-it participants after attending seminars during the months of November and December. The objective of these surveys was not only to determine the impact of the content of the seminar on participants and their overall reaction, but also to obtain the demographics and profiles of those participants. The third survey was electronically distributed to former participants of the PROF-it program to evaluate the impact that the program had on their teaching careers. This survey also wanted to identify if they received similar information in other programs.

Focus Group

A focus group with 5 current participants of PROF-it was carried out. The objective of this group was to identify the profile and overall goals of current PROF-it participants. In addition, the focus group wanted to evaluate the uniqueness of the program and find recommendations for improvement.

Findings

Extant Data Analysis

There are some aspects of PROF-it that are unique. First, PROF-it is a program connected to a community college (CCBC). Second, in other programs students get trained by the institutions that hire them. Conversely, PROF-it trains students before they are assigned to engage in any teaching project. Third, students who take advantage of this teaching experience get paid and they have the opportunity of being located in different campuses. Some of the students who have taken advantage of this teaching opportunity at CCBC have been offered full-time positions later on.

Other programs at other universities in Maryland have some of the characteristics of PROF-it, but they do not include the whole package of benefits.

Interviews: Management Team

Interviewees:

- Dr. Renetta Tull, Director of PROMISE
- Dr. Judith Pollack, Assistant Director of PROF-it

About PROF-it

PROF-it was created in 2004 as a solution for the professoriate. As a program, PROMISE had several initiatives for graduate students, but there was not a formal project for the

professoriate. At UMBC, there were some programs aimed at faculty developed by the Faculty Development Center, but it did not instruct graduate students who were interested in teaching.

There are multiple benefits to PROF-it. Graduate students who are interested in teaching will be able to participate in a series of seminars, in which relevant topics for instructors and teachers will be discussed. In addition, students can be eligible to teach at Community College of Baltimore County (CCBC) as adjunct instructors. They can teach introductory courses related to their discipline to undergraduate students. Also, students can be eligible to teach at UMBC some "Introduction to an Honors University" courses.

Since the program started, there has been an evolution in its structure, especially in the application process to teach at a community college. Now, students are requested to attend at least 3 sessions and participate in the discussion forums on Blackboard to be eligible to the benefit of teaching at CCBC.

Challenges

As the program evolves, there are several challenges that the management team is trying to overcome. First, not many students are ready to teach when there is a need for teachers at CCBC. In some instances, graduate students do not have time or are engaged in other projects. This is reflected in the low level of attendance in some seminars. Some students are not consistent with their participation, and in some other instances, there is not a match between their area of expertise to teach and the needs of CCBC. Furthermore, some participants do not meet quality expectations when preparing applications for these teaching opportunities.

Goals

One of the goals of PROF-it is to provide unique training alternatives to graduate students who are interested in launching teaching careers.

In addition, the management team would like to offer a Certificate of Teaching that would engage even more participants. Another goal of the management team is to market the program, so all graduate students at UMBC know about it and use it when they feel they are ready to start a teaching career.

As the program continues to serve and prepare several graduate students and prospective teachers and professors, there are aspects that the management team would like to improve. According to Dr. Tull, there is a need for another staff member who could add more input and effort to the program.

Dr. Judith Pollack stated in this interview that she would like to increase the number of sessions and topics per academic year. In addition, she strongly believes that it is necessary to increase the involvement and support from other faculty members at UMBC and CCBC.

Outcomes

According to the interviewees, those students who have taught at CCBC or UMBC have stated the following advantages of the experience:

- Independence when teaching a class
- Real hands-on experience teaching at a community college
- More attraction to a teaching career

On the other hand, CCBC have pointed out that students from PROF-it meet and exceed their expectations and they are even interested in increasing the number of participants at CCBC, especially in STEM related fields.

Surveys: Former Participants

10 participants (100%) participated in this electronic survey via Survey Monkey. The following charts represent the data from these surveys.
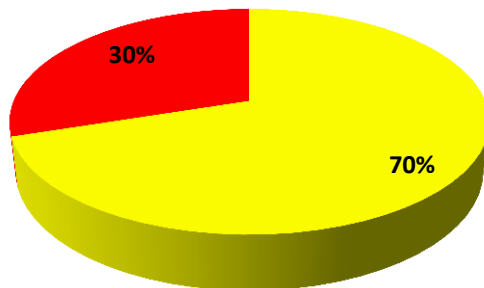

Chart#1: Gender

Chart#2: Citizenship Status
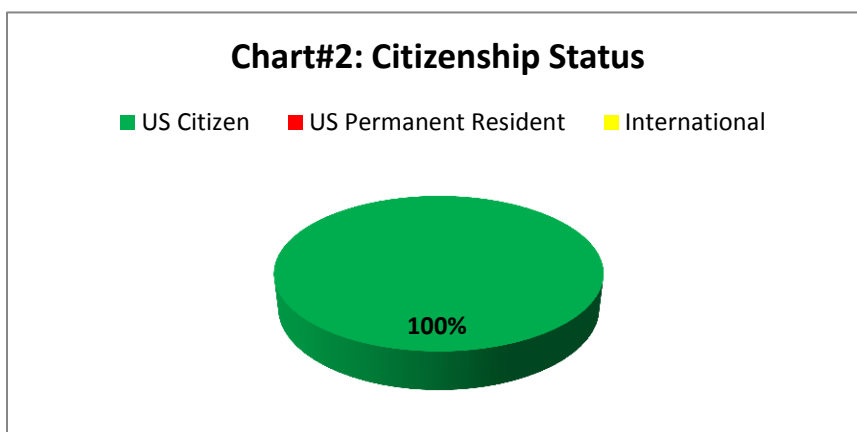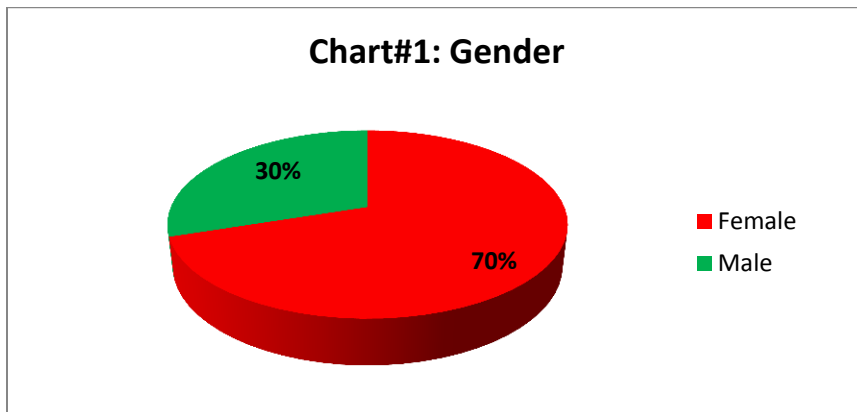
Chart#3: Race/Ethnicity

- American Indian/Alaskan Native
- Asian American/Pacific Islander
- Black/African American
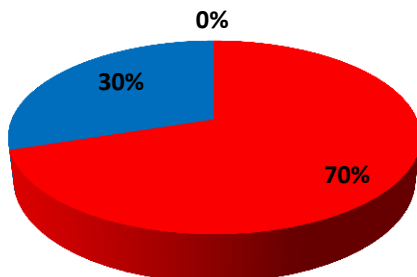- Hispanic/Latino
- White/Caucasian

0% 10%
20%
10%
60%
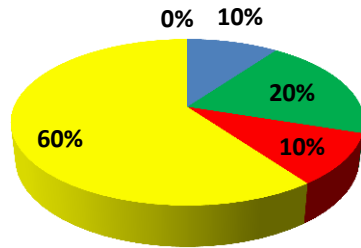
Chart#4: Did you teach at CCBC as part of of the PROF-it teaching program?
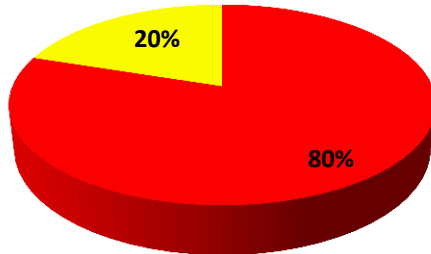
- Yes
- No

30%
70%

Chart#5: PROF-it gave me relevant tools to launch a teaching career
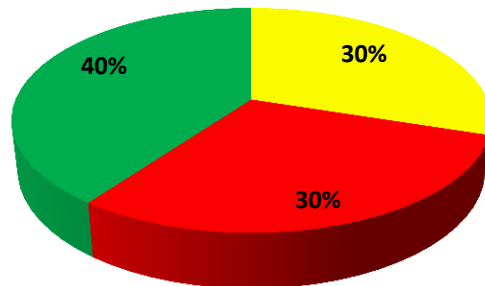
- Yes
- Somewhat
- No

0%
30%
70%

Chart#6: PROF-it was the only program that helped me with my teaching career

■ Yes ■ No

20%

80%

Chart#7: I made significant connections for my teaching career

■ Yes ■ Somewhat ■ No

40%

30%

30%

Based on the information from **Chart#4**, of those participants who taught at CCBC:

- 3 participants taught courses related to Sociology (30%)
- 1 participant taught a course in Psychology (10%)
- 1 participant taught a course in Pre-calculus (10%)
- 1 participant taught a course in Biology (10%)
- 1 participant taught a course in Computer Science (10%)

Of those participants who did not teach at CCBC:

- 1 participant said that he/she had enough teaching experience (10%)
- 1 participant said that he went to the Peace Corps program instead (10%)
- 1 participant had enough experience as a Teaching Assistant (10%)

In addition, participants from this survey pointed out that the most relevant topics offered in PROF-it seminars are the following:

- Developing a syllabus (50%)
- Learning styles (20%)
- Developing curriculum (10%)
- Lesson planning (10%)
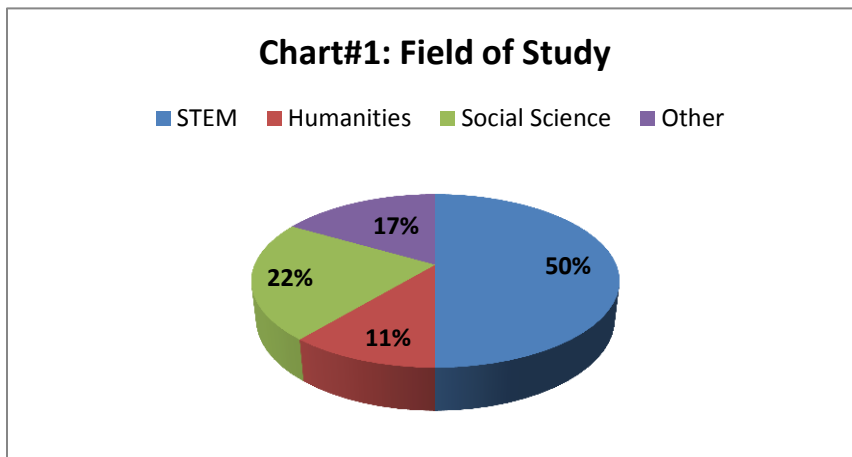- Public speaking (10%)

Some of the participants in this survey also pointed out some topics that they consider should be included in the seminars:

- Creative teaching methods for specific disciplines
- Dealing with difficult student situations
- Classroom and time management
- Grading
- Marketing yourself for teaching jobs
- Preparing resumes, curriculum vitae, and negotiation skills for teachers
- Developing course activities and assignments
- Setting attainable goals for the class level
- Dealing with community college students
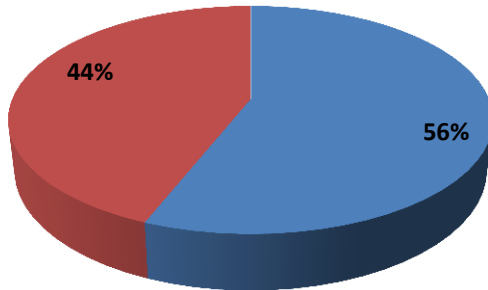
Surveys: Current Participants

Learning Styles Seminar: November 2012
18 participants (100%) completed a survey after this workshop. The data from these surveys is displayed in the following charts.

Chart#1: Field of Study
STEM Humanities Social Science Other
50% 11% 22% 17%

Chart#2: Gender

■ Female ■ Male

44%
56%

Chart#3: Citizenship Status

■ US Citizens ■ US Residents ■ International

6%
11%
83%
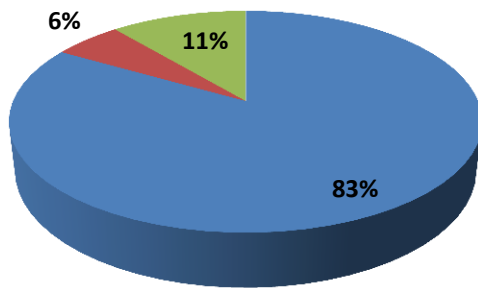
Chart#4: Race/Ethnicity

■ White/Caucasian   ■ Black/African American

■ Hispanic/Latino   ■ Asian American/Pacific Islander

■ American Indian/Alaskan Native

11% 0%
11%
50%
28%

Chart#5: Reasons for Attendance

Category	Percentage
Interest in teaching career	67%
Just interest in the topic	33%
Interest in teaching at CCBC	28%
Other	6%

Chart#6: This seminar helped me identify my own learning style

Yes — 50%
Somewhat — 50%
No — 0%

Chart#7: This seminar will help me identify other's learning styles

Yes — 67%
Somewhat — 22%
No — 0%
N/A — 11%
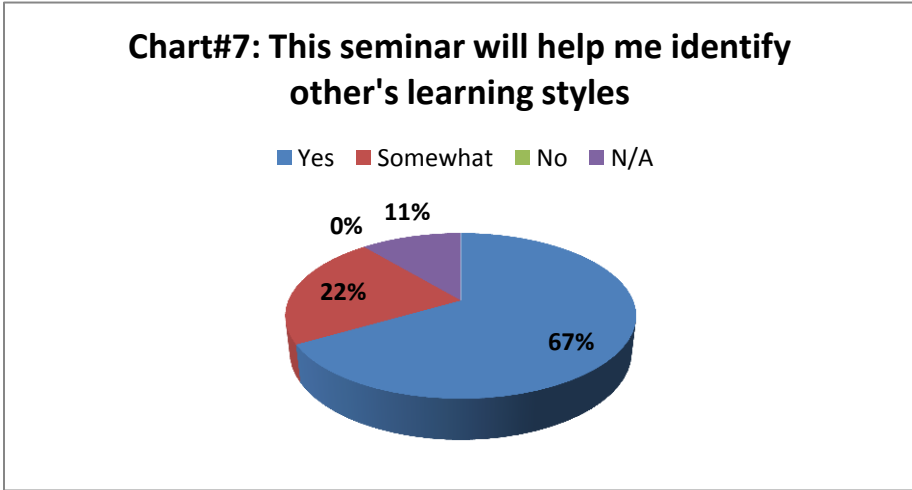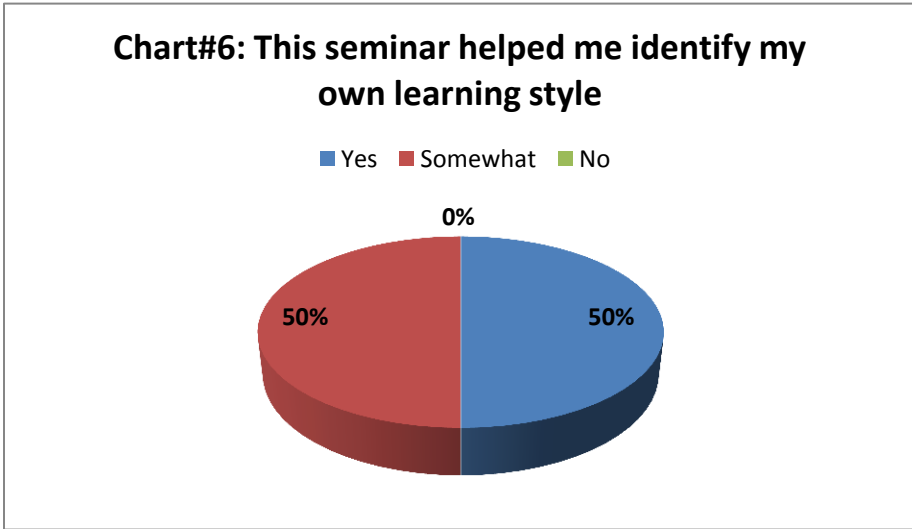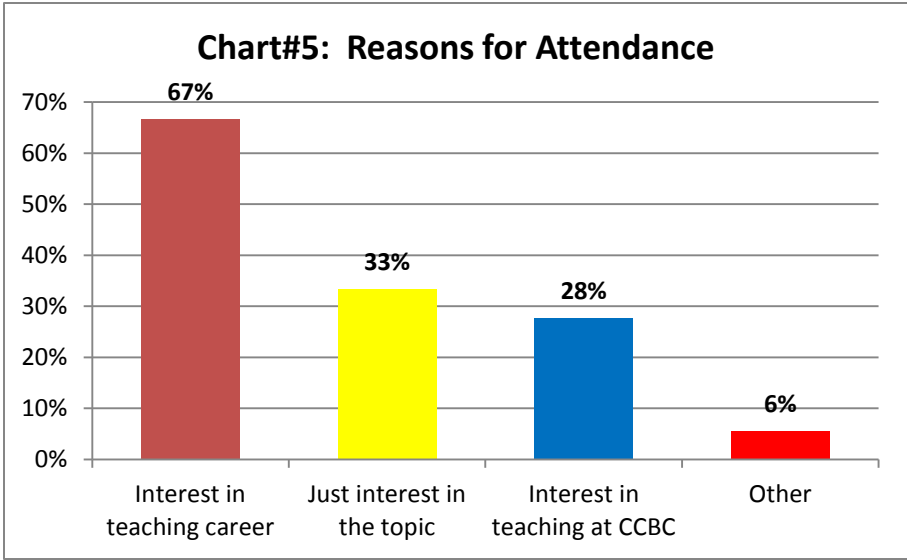
Chart#8: After this workshop, I feel more prepared to teach in a classroom with diverse learning styles

Yes ■ Somewhat ■ No ■ N/A ■

- 0%
- 11%
- 50%
- 39%

Chart#9: Overall Quality of the Seminar

Excellent ■ Good ■ Fair ■ Poor ■ N/A ■

- 0%
- 11%
- 6%
- 39%
- 44%
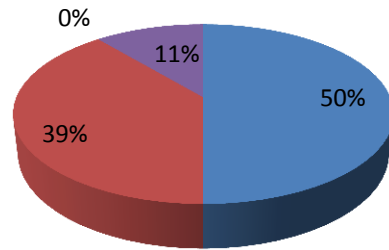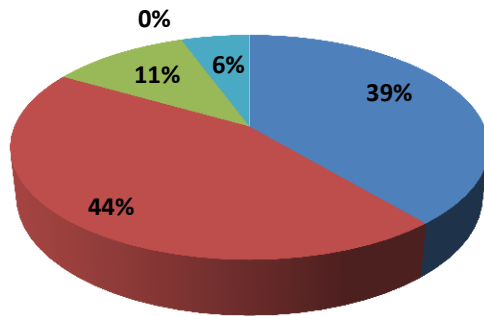
In addition, when asked about possible topics that should been included in this workshop, **2 participants (11%)** pointed out that it would be good to provide specific tips about engaging and including people with different learning styles.

Project-Based Learning: December 2012

24 participants (100%) completed a survey after this workshop. The data from these surveys is displayed in the following charts.
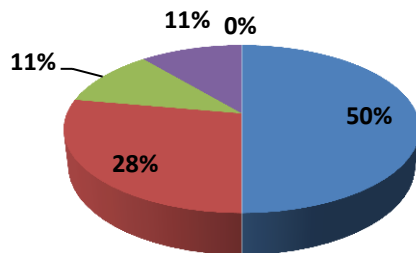
Chart#1: Field of Study

STEM ▪ Social Sciences ▪ Other ▪ N/A

- STEM: 58%
- Social Sciences: 30%
- Other: 8%
- N/A: 4%

Chart#2: Gender

Female ▪ Male

- Female: 70%
- Male: 30%
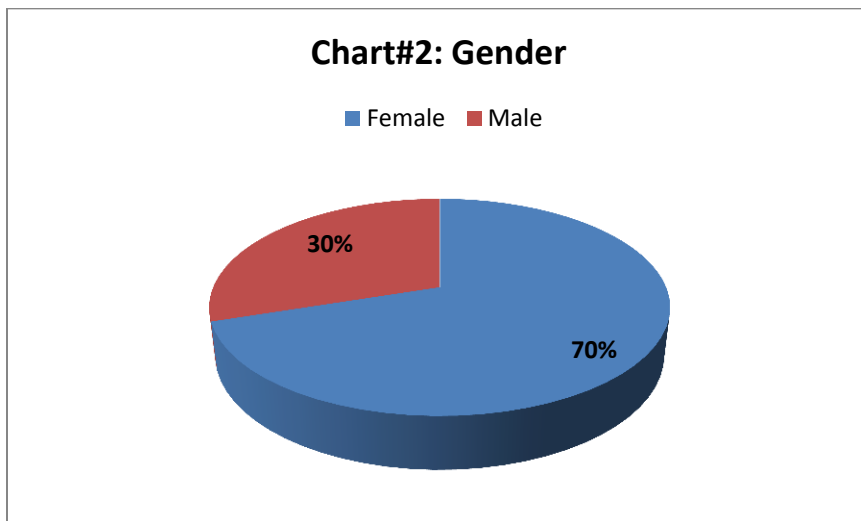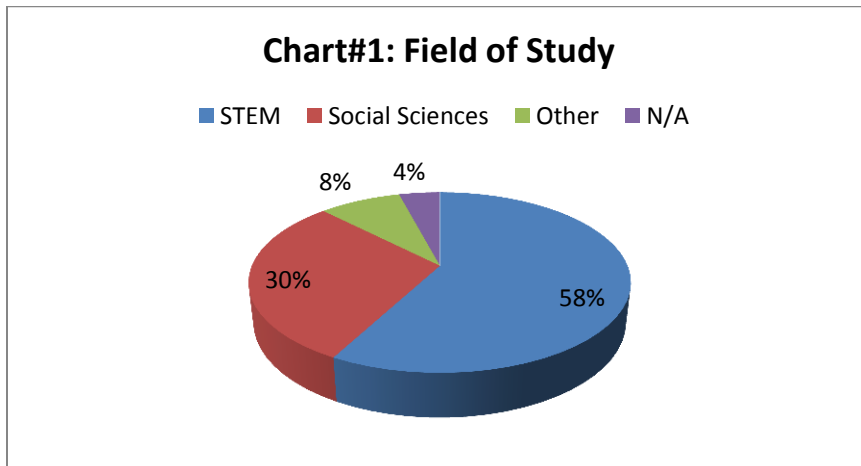
Chart#3: Citizenship Status

US Citizen ■ International

US Citizen: 79%
International: 21%
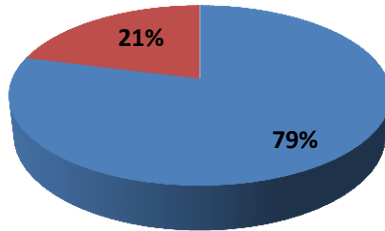
Chart#4: Race/Ethnicity

■ Asian American/Pacific Islander   ■ Black/African American
■ Hispanic/Latino   ■ White/Caucasian
■ American Indian/Alaskan Native

0%
13%
33%
8%
46%
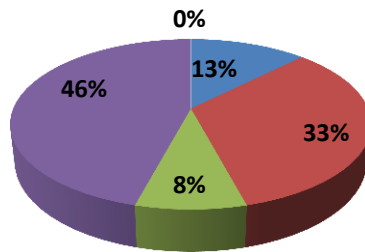
Chart#5: Reason for Attendance

Category	Percent
Interest in teaching career	75%
Just interest in the topic	46%
Interest in teaching at CCBC	46%
Other	4%
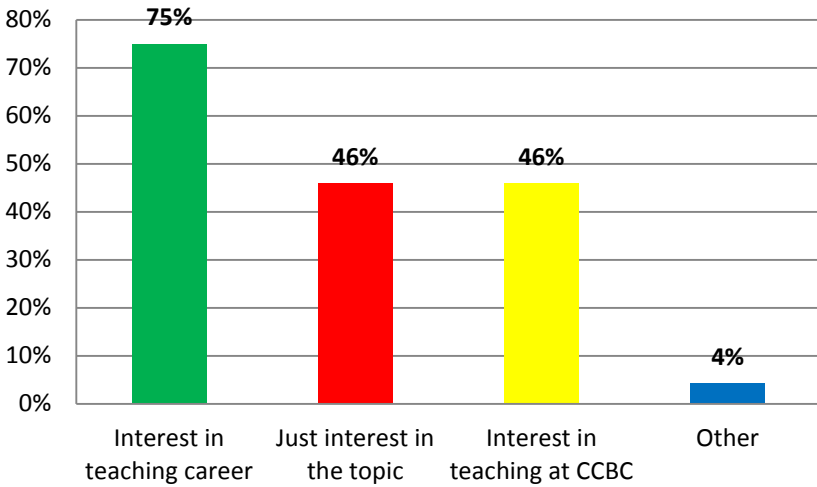
Chart#6: This workshop helped me gain understanding about how project-based learning works

■ Yes ■ Somewhat ■ No

0%   0%

100%
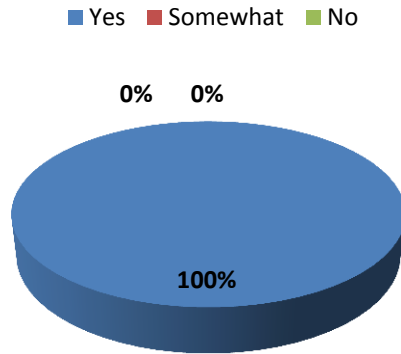
Chart#7: I feel more ready after this workshop to teach using projects
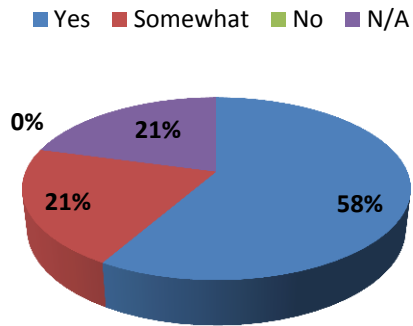
■ Yes ■ Somewhat ■ No ■ N/A

0%   21%

21%   58%

Chart#8: I have obtained similar information in other seminars

■ Yes ■ No ■ N/A

8%

21%

71%

Chart#9: Overall Quality of the Seminar

Excellent ■ Good ■ Fair ■ Poor ■ N/A

- 21%
- 0%
- 0%
- 12%
- 67%
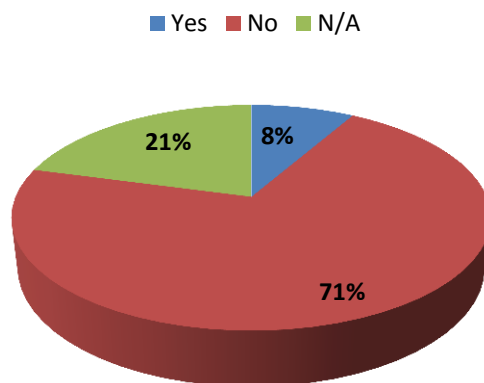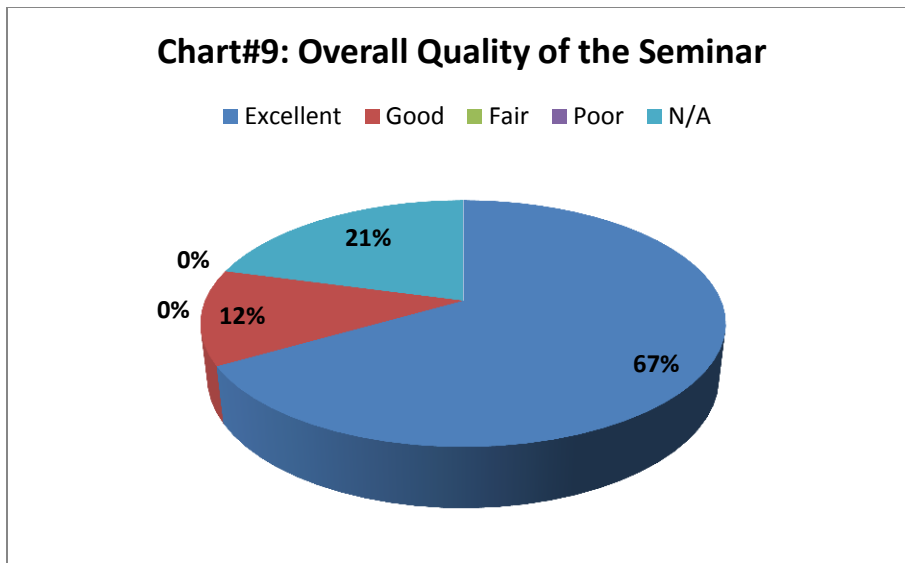
When asked about possible topics that should have been included in this seminar, **2 participants (8%)** mentioned that it would be good to offer examples of project-based learning for all disciplines. On the other hand, **1 participant (4%)** pointed out that it would be good to include information about where to find more materials related to project-based learning.

Focus Group: Current Participants

A focus group with 5 current participants of PROF-it was conducted to identify the overall goals of current participants of the PROF-it program, as well as their opinions about this program so far. The focus group explored the set of skills that the participants bring to the program and how well-prepared they feel they are to launch a teaching career. The following is an overview of the answers of the participants.

1. *What do you expect to get out of the PROF-it program?*
   Participants pointed out that they are interested in knowing how the process of teaching works, as well how they can improve the skills they already have. Most students are interested in knowing the differences of teaching in diverse settings such as universities and community colleges.

2. *What is your previous/current teaching experience?*
   All the part participants have some level of experience with teaching. The less experienced participant had a certificate to teach, but will use it once more experience is obtained. Most of the participants have experience as teaching assistants and working with adults.

3. *What other programs have given you training to become a professor?*
   Most of the participants have used workshops and seminars about teaching at national conferences to gain more knowledge about the topic. 2 participants pointed out that they have acquired their teaching training through the own experience and self-interest

in teaching. 1 participant mentioned that there is no other training alternative than PROF-it.

4. *What topics would you like to see included in the PROF-it seminars?*
   The following topics were suggested by the participants:
   - Differences between undergraduate and graduate teaching
   - How to manage all the roles of a professor
   - How the tenure process works
   - Incorporating technologies and social media in the classroom
   - Career paths for professors
   - Grant writing
   - Managing difficult students
   - Grading rubrics

5. *PROF-it offers students the opportunity to teach at CCBC. Are you interested in this opportunity? Why or why not?*
   All the participants stated that they are interested in teaching at CCBC because it is a good way of getting started as teachers/professors. Only 1 participant stated that there is some concern because taking this opportunity might represent delaying the completion of the degree at UMBC.

6. *After attending PROF-it seminars, do you think you are ready to start a teaching career? Why or why not?*
   All the participants said that PROF-it is a great opportunity to get exposure to the role of a teacher. It is an excellent way of gaining confidence for teaching. In that way, they feel they are more ready after PROF-it.

7. *What courses would you like to teach in the future?*
   Participants stated they would like to teach the following courses in the future:
   - Web 2.0 (Social media, blogs, etc.) for all majors
   - Introduction to Human Centered Computing
   - Thermodynamics
   - Introduction to Mass Communications
   - Introduction to Teaching
   - Organic Chemistry

Recommendations

Based on the information from the extant data analysis, focus group, surveys, and interviews, the following set of recommendations are provided.

Evaluation Instruments

This is the first formal measurement initiative for PROF-it. The performance of the program was never assessed due to the lack of evaluation instruments. The instruments created for this assessment are highly recommended to evaluate future training sessions. The questions from surveys should be customized according to the topic and they should be kept in a simple and short format, so students can have an easy time when filing them out. In addition, it is recommended to periodically conduct interviews and focus group sessions with relevant stakeholders like participants and members of the management team to evaluate the progress and goals of the program.

Structure of the Program

In general, students feel that they are more prepared and that they have acquired new skills after the PROF-it seminars. Results from the two surveys distributed after the seminars showed that students have "somewhat" learned new things in these sessions. Taking this into account, it is recommended to increase the length or amount of sessions, especially with some topics. In order to make students feel completely ready to launch a teacher career or to completely teach them a new set of skills, it might be necessary to use more time. Students might need more than one session in a particular topic to completely grasp its content.

Motivation

Increasing the motivation of PROF-it participants through different strategies can also be beneficial. Increasing the motivation in participants will increase the level of attendance and interest in the program. For instance, participants could feel more motivated if they get academic credit when participating in the seminars. In addition, if they get certifications when completing all the sessions they can be more engaged with PROF-it. Having the support of other faculty members and mentors at UMBC can make the experience more enjoyable and useful for the participants. Since most participants are teaching assistants, it would be convenient to involve their supervisors in the process as well.

International Students

Results from surveys have shown that the participation of international students is not very high. It is strongly recommended to increase the number of participants from the international community, since they can bring different perspectives to the training and workshops. International students could participate in discussions and share their international teaching experiences. This can be an opportunity for other participants who might even want to consider

an international teaching career. These international students might even be paired with students interested to teach in other countries, so they can gain a perspective of teaching styles and facts in other nations.

Instructional Technologies

The use of new instructional technologies should be incorporated in the PROF-it seminars. There is the possibility of reaching out more graduate students who are interested in a teaching career through the use of technologies such as podcasts, webinars, and social media. The low level of attendance can be related to busy schedules and time conflicts for graduate students. Moreover, supplemental information and additional resources can be provided through these technologies, so students feel even more prepared after the seminars. Social media can be used to advertise the seminars, since many students might not attend because they do not know about the sessions.

Networking Opportunities

40% of the participants have stated in the surveys that they did not get networking opportunities in PROF-it. Networking is an important aspect of careers, especially when starting. For this reason, it is strongly recommended to include networking opportunities in the seminars. Current professors and mentors can be invited to the sessions and they can give tips and ideas to students about current issues and trends in teaching. These connections can help PROF-it participants to make a faster transition into the professoriate and contact people in the field.

Teaching Alliances

As of now, PROF-it has established an alliance with CCBC to offer teaching experience to the participants. It would be useful to create more alliances with other institutions in order to offer even more opportunities to graduate students who are interested in teaching. These new alliances could also help to include more students from other fields than STEM, which are the more represented in the program.

Marketing

The PROF-it program has a marketable profile due to its uniqueness. It would be beneficial to the program to gain nationwide recognition if used as a role-model by other universities and colleges. Increasing the number of publications about PROF-it and speaking about it in conferences around the nation could help to market PROF-it and improve its reputation and impact on the teaching careers of graduate students. The use of assessments and other evaluations instruments can generate data that could be used to market the program and offer more credibility to the profile of the participants.

New Topics

This analysis has showed that students are interested in more and new topics. The results from the focus group, surveys, and interviews should be evaluated to prepare new seminars with topics that students find relevant. The field of teaching is ever-changing, so it is necessary to offer new alternatives to the participants. An important topic that should be considered in PROF-it, based on this assessment, is job search for professors. This should include interview and resume preparation for teaching careers.

Appendix A

Data Collection Scheme

INPUTS	PURPOSE	METHOD
Interview Notes #1	To identify the overall objectives, goals, expectations, and challenges of the PROF-It program. Also, to identify the current topics and tools presented to graduate students in these seminars and their experiences after participating in the program.	Interviews • PROMISE Director • Prof-IT Program Coordinator
Survey Results	To evaluate the impact that Prof-IT had on the teaching career of former participants and to identify if they received similar information in other programs.	Survey • Former Prof-IT participants
Focus Group Notes	To identify the profile, demographics, and overall goals of current Prof-It participants. Also, to identify if the information provided in Prof-IT is new or supplemental for students.	Focus Group • Current Prof-IT participants
Benchmarking of existing training programs	To identify if there are similar programs and to assess the uniqueness of Prof-IT.	Extant Data Review • Research of similar programs carried out at UMBC and other universities in Maryland
Survey Results (New Instrument)	To test a new survey instrument that would help the program to gather data. This survey template will be distributed to students after some of the seminars. Data collected will also help to identify the demographics, profile, as well as the immediate impact of the program in participants.	Survey • Current Prof-IT participants

Appendix B

Alignment Meeting Report
October 10, 2012

Alignment Meeting Date, Time, and Place
October 10, 2012
12:00 PM
Administration Building, Room 202, University of Maryland Baltimore County

Lead Analyst
Miguel Nino
Program Assistant for PROMISE

Client
Renetta Tull, PhD
Director of PROMISE: Maryland's Alliance for Graduate Education & the Professoriate

Meeting Attendees
The Lead Analyst and the Client

Alignment Agenda
- Opening & Introduction of the meeting
- Verification of analysis goals
- Verification of project scope
- Questions & Answers
- Review of data collection plan
- Discussion of possible modifications & Suggestions
- Final definition of project roles
- Deliverables
- Deadlines
- Questions & Answers
- Closing

Request
To assess the impact of the Professors-in-Training program on graduate students interested in pursuing teaching careers. Also, there is a request to develop evaluation instruments to be used at the end of every workshop.

Business Goal
To improve the performance of the Professors-in-Training program, offering new and better workshops with more tools for the success of graduate students interested in launching teaching careers. Also, to effectively gather data through the use of the new evaluation instruments created in this analysis.

Scope of Analysis

This performance analysis will focus on the goals of the management team of the Professors-in-Training program, as well as the skills, attitudes, and knowledge acquired by participants of the program and how they meet their needs as future teachers and professors.

Analysis Type

The lead analyst will conduct a performance analysis with the management team of the Professors-in-Training program and former and current participants of the program.

Project Roles

Lead Analyst: Miguel Nino
Client: Renetta Tull, PhD – Director of PROMISE: Maryland's AGEP
Subject Matter Expert: Judith Pollack, PhD – Program Coordinator for Professors-in-Training
Performance Analysis participants: Former and current participants in Professors-in-Training

Resources

- Interviews with management team of Professors-in-Training
- Survey results of former participants
- Survey results of current participants
- Focus group notes with current participants
- Previous reports of attendance and performance from management team
- Benchmarking analysis of existing programs at UMBC and other universities in Maryland

Deliverables

- Final Report
- Presentation
- Templates of new evaluation instruments

Final meeting

This project is expected to be completed on December 12th, 2012 with a final meeting of the Director of PROMISE, the Program Coordinator for Professors-in-Training, and the lead analyst. During this meeting, the lead analyst will present a written report with findings and recommendations. In addition, the client will give feedback on the project and steps toward implementation of recommendations will be decided.

Appendix C

Interview – Professors-in-Training

Interviewer
Miguel Nino, *Lead Analyst*

Interviewees
Dr. Renetta Tull, *Director of PROMISE*
Dr. Judith Pollack, *Assistant Director for Professors-in-Training (PROF-it)*

Dates
November 6, 2012

Agenda
Introduction & Objectives
Brief Overview of the Project
Rationale of the Interview
Interview Questions
Questions & Answers
Interview Questions (Continuation)
Final Comments/Closing

Objectives
The main objective of this interview is to determine the goals of the PROF-it program and to assess the progress that its participants have made. In addition, this interview looks to explore the different tools that are provided to the participants, as well as identify the challenges that the program has been facing since its creation. Since one of the major goals of the program is to prepare graduate students for teaching careers, this interview will help assess the impact the program has had on its participants and their careers. This interview will be a valuable instrument to measure the current performance of the program and look for solutions, if improvement is needed.

Instructions
There is no time limit for this interview and answers will be recorded to ensure accuracy when reporting findings. This interview has been divided in two sets of questions, with a time allotted for questions, answers, and comments after the first set.

Interview Questions: About PROF-it

1. Why was PROF-it created?
2. How the program is different now when compared with its beginnings?
3. What challenges did the program face when created?
4. Do you think PROF-it is unique in its type? If so, why?
5. What are the current challenges the PROF-it program is facing?
6. What other aspects would you change about the current PROF-it program?
7. What are your ultimate expectations/goals with the PROF-it program

Interview Questions: About PROF-it participants

8. How does PROF-it give participants the opportunity to teach?
9. Does PROF-it give teaching opportunities to every participant? If not, why?
10. What positions have these students held and in what institutions?
11. What comments have you received about former PROF-it participants who have been teaching after the program?
12. What comments have you heard from institutions who have hired PROF-it participants?

Professors-In Training (PROF-It) Survey: Learning Styles Workshop

The PROF-It program has been helping graduate students to launch teaching careers for years. Your opinion is important for the PROMISE team. We are conducting this survey to improve the quality of our workshops and provide even more effective teaching tools to our participants. Please answer all of the following questions.

1. Select your field of study

☐ STEM ☐ Humanities ☐ Social Sciences ☐ Other

2. Select your gender

☐ Female ☐ Male

3. What is your citizenship status?

☐ US Citizen ☐ Permanent Resident ☐ International

4. Which race/ethnicity best describes you? (Please choose only one.)

☐ American Indian or Alaskan Native

☐ Asian / Pacific Islander

☐ Black / African American

☐ Hispanic / Latino

☐ White / Caucasian

☐ Other _____

5. I attended this workshop because... (Select all that apply)

☐ I am interested in a teaching career

☐ I just want to learn more about this topic

☐ I want to take advantage of the teaching experience at CCBC

☐ Other: _____

6. This workshop helped me identify my own learning style

☐ Yes   ☐ Somewhat   ☐ No

7. This workshop will help me identify other's learning styles

☐ Yes   ☐ Somewhat   ☐ No

8. After this workshop, I feel more prepared to teach in a classroom with diverse learning styles

☐ Yes   ☐ Somewhat   ☐ No

9. What other topics should have been included in this workshop?

10. How would you rate the overall quality of this workshop?

☐ Excellent   ☐ Good   ☐ Fair   ☐ Poor

Professors-In Training (PROF-It) Survey for Former Participants

The PROF-It program has been helping graduate students to launch teaching careers for years. Your opinion is important for the PROMISE team. We are conducting this survey to assess the impact that our seminars have had in the teaching careers of our participants. Our goal is to improve the quality of our workshops and offer effective teaching tools to our participants. Please, answer all of the following questions.

1. Select your gender

☐ Female   ☐ Male

2. Select your citizenship status

☐ US Citizen

☐ Permanent Resident

☐ International

3. Which race/ethnicity best describes you? (Please choose only one.)

☐ American Indian or Alaskan Native

☐ Asian / Pacific Islander

☐ Black / African American

☐ Hispanic / Latino

☐ White / Caucasian

☐ Other _____

4. Did you teach at CCBC as part of the PROF-It teaching program?

☐ Yes   ☐ No

5. I think that the PROF-it seminars gave me relevant tools to launch a teaching career.

☐ Yes   ☐ Somewhat   ☐ No

6. I decided to become a teacher/professor after attending PROF-it seminars.

☐   Yes   ☐   Somewhat   ☐   No

7. PROF-it was the only type of program that helped me with my teaching career.

☐   Yes

☐   No. Please mention other programs _____

8. I made significant connections for my teaching career through the PROF-it program.

☐   Yes   ☐   Somewhat   ☐   No

9. What topics were the most relevant for your teaching career?

10. What topics/areas you think were lacking in the PROF-it seminars?

Professors-In Training (PROF-It) Survey: Project-Based Learning

The PROF-It program has been helping graduate students to launch teaching careers for years. Your opinion is important for the PROMISE team. We are conducting this survey to improve the quality of our workshops and provide even more effective teaching tools to our participants. Please answer all of the following questions.

1. Select your field of study

☐ STEM   ☐ Humanities   ☐ Social Sciences   ☐ Other

2. Select your gender

☐ Female   ☐ Male

3. What is your citizenship status?

☐ US Citizen   ☐ Permanent Resident   ☐ International

4. Which race/ethnicity best describes you? (Please choose only one.)

☐ American Indian or Alaskan Native

☐ Asian / Pacific Islander

☐ Black / African American

☐ Hispanic / Latino

☐ White / Caucasian

☐ Other _____

5. I attended this workshop because... (Select all that apply)

☐ I am interested in a teaching career

☐ I just want to learn more about this topic

☐ I want to take advantage of the teaching experience at CCBC

☐ Other: _____

6. This workshop helped me gain understanding about how project-based learning works.

☐ Yes   ☐ Somewhat   ☐ No

7. This workshop gave me tools to teach in a classroom using projects

☐   Yes   ☐   Somewhat   ☐   No

8. I have obtained similar information in other seminars. If so, please specify.

☐   Yes: _____   ☐   No

9. What other topics should have been included in this workshop?

10. How would you rate the overall quality of this workshop?

☐   Excellent   ☐   Good   ☐   Fair   ☐   Poor

Appendix E

Professors-in-Training: Focus Group Instrument

Date, Location, and Time
November 16, 2012
UMBC
12:00 PM to 2:00 PM

Moderator
Miguel Nino, Lead Analyst

Participants
5 to 10 current PROF-it participants

Materials
- Copies of agenda
- Voice recorder
- Whiteboard and markers
- Blank sheets and pens for participants and moderator
- Number tags for participants
- Instructions & questions for moderator
- Light refreshments

Agenda
- Welcome & Introductions
- Objectives
- Ground Rules
- Questions & Answers
- Key Questions
- Questions & Answers
- Summary and Closing

Objective
The main objective of this focus group is to identify the overall goals of current participants of the PROF-it program, as well as their opinions about this program so far. This focus group will explore the set of skills that the participants bring to the program and how well-prepared they feel they are to launch a teaching career.

Ground Rules
This focus group has been scheduled for two hours. The entire session will be recorded through the use of a voice recorder. All the information will be confidential and only the moderator will have access to the recording. To ensure confidentiality, every member of this focus group will be assigned a number and it will be the only way of identification used during this session. You have blank sheet and pens to take notes as the discussion is developed, and the moderator will use the whiteboard to write key items

of the discussion. There will be two periods for open questions and answers, as well as a period for closing comments at the end of the session. Finally, there are light refreshments available for the participants and you will be able to enjoy them throughout the session.

Key Questions

8. What do you expect to get out of the PROF-it program?

9.   What is your previous/current teaching experience?

10. What other programs have given you training to become a professor?

11. What topics would you like to see included in the PROF-it seminars?

12. PROF-it offers students the opportunity to teach at CCBC. Are you interested in this opportunity? Why or why not?

13. After attending PROF-it seminars, do you think you are ready to start a teaching career? Why or why not?

14. What courses would you like to teach in the future?