



ROI

OF
FACULTY DEVELOPMENT:
A CASE STUDY

2010

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About the Imagine America Foundation

The Imagine America Foundation (IAF), established in 1982, is a not-for-profit organization dedicated to providing scholarship, research and training support for the career college sector. Since its inception, the Foundation has provided over \$40 million in scholarship and award support for graduating high school seniors, adult learners and U.S. military veterans attending career colleges nationwide through its award-winning Imagine America® programs. The Foundation also publishes vital research publications for the higher education sector, honors achievement in career education and offers faculty development training. For more information about the Imagine America Foundation, please visit www.imagine-america.org.

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ABOUT THE IMAGINE AMERICA FOUNDATION

Established in 1982, the *Imagine America* Foundation is a not-for-profit organization dedicated to serving the career college community by providing scholarships and awards, conducting sector research, offering faculty training, honoring achievement in career education, and supporting and promoting the benefits of career colleges to the general public.

The Foundation currently sponsors three scholarship and award programs, including *Imagine America* for graduating high school seniors; the Military Award Program (MAP) for active duty, reservist or honorably discharged U.S. military personnel; and the Adult Skills Education Program (ASEP) for adult learners. To date, through the *Imagine America*® programs, the Foundation has awarded over \$40 million in scholarships and awards to students enrolling at career colleges and universities all over the United States and Puerto Rico.

Through its supporters, the Foundation sponsors additional programs such as the *Imagine America* Promise scholarship program for adult students. Since its inception, the Promise scholarship program has secured over \$550,000 in grants, which have supported over 650 continuing career college students. The LDRSHIP Award recognizes exceptional military personnel who have decided to

further their education by attending participating career colleges. LDRSHIP Award honorees receive up to \$5,000 toward their education.

Educational research has been an integral component of the Foundation's activities since its establishment in 1982. In 2007, the Foundation created the 21st Century Workforce Fund. One of the goals of the Fund is to conduct research that elevates the public understanding of the vital role of career colleges and their students nationwide. The Foundation, through financial support from the 21st Century Workforce Fund, has initiated research studies focusing on the economic impact of career colleges, their role in meeting the nation's current skilled-worker shortage and other broad public policy issues facing the higher education sector.

Thousands of career college instructors have been and continue to be successfully trained through the Center for Excellence in Education (CEE), a unique lifecycle training process for faculty development. A case study conducted by the ROI Institute, found that the CEE Faculty Development Program was a positive investment with a return on investment of 517%.

For more information about the Imagine America Foundation, please visit www.imagine-america.org.

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EXECUTIVE SUMMARY

This research report was sponsored by the Imagine America Foundation to measure the impact of faculty development on student retention in addition to the corresponding Return on Investment (ROI). The research was conducted by the ROI Institute, Inc. with the Phillips ROI Methodology™ (Phillips, 2003) serving as the structure for designing, planning, and implementing the evaluation study. The study focused on measuring the impact of the comprehensive Faculty Development Program offered by the Center for Excellence in Education (CEE), a career college employee development and performance improvement initiative formed by the Imagine America Foundation and MaxKnowledge, Inc.

The evaluation study was conducted in collaboration with Universal Technical Institute, Inc. (UTI), a CEE client. To perform a careful analysis and isolate the effects of the CEE Faculty Development Program, the UTI campus in Mooresville, NC, was selected for the evaluation study.

The goals of the evaluation study were to:

- Identify participant satisfaction, planned action, and knowledge increase
- Validate the program's alignment to UTI's performance needs
- Determine the success with the implementation of skills acquired from the program, including identifying any enablers and barriers to application
- Understand the impact of the program on student retention and course retakes
- Compare the benefits of the program to the costs and determine the ROI
- Set the stage for future program evaluation studies within UTI and the career college sector as a whole

The study was initiated in early 2008 and completed mid-2009. The instructors from the Mooresville campus (program participants) and individuals identified in an overseeing/management role (leadership group) were the primary sources of data for the study. A detailed plan was structured to ensure applicable data from all sources was collected and analyzed. Additionally, specific tools – including comprehensive project and communication plans – were utilized to ensure the evaluation was successful.

Overall, the conclusions from the evaluation study reflect that the CEE Faculty Development Program was a positive investment for UTI's Mooresville campus. The findings indicate the participants were satisfied with the program and acquired knowledge and skills needed to enhance their job performance.

Identifying the success of applying the knowledge and skills learned from the program was a key component of the evaluation. In order for the program to impact the business, behaviors on the job needed to change and/or improve. 79% of the participants reported their teaching performance had improved as a result of their CEE Faculty Development Program participation. The majority of the leadership group also reported improvement in instructor teaching skills. These findings, along with the positive instructor observation results, indicated that the participants are applying the skills and have improved their job performance.

As a result of applying the skills on the job, there was an impact to the business. According to both the participant and leadership groups, the program contributed to student retention and course retake improvements. After isolating the effects of the program, converting the measures to monetary value, and identifying the fully loaded costs, the result was a positive ROI of 517% for the CEE Faculty Development Program. Additionally, there were notable intangible benefits of the program, including job satisfaction, faculty career development, and student satisfaction.

INTRODUCTION

Organizations implement training programs for their employees to ensure that they have the necessary skills to perform their jobs in the most effective and efficient way possible. An organization must be willing to invest resources in order to implement effective learning and career development programs. Organizations are typically willing to make such investments if they receive a return on their investment. Simply put, the benefits of implementing the training program should ideally outweigh the costs.

Additionally, there is a great demand for accountability within the field of human resource development. If an organization cannot demonstrate evidence that significant benefits are actually achieved as a result of the training program, the program may be deemed a waste of resources and discontinued. Conducting program evaluations is the solution to providing accountability for training programs – and, for that matter, any program – within organizations.

Most executives in the career college sector realize the importance and value of employee development beyond simply meeting compliance requirements. Intuitively, these executives know that effective employee development leads to job satisfaction, student satisfaction and increased student outcomes. However, there is usually no system or process in place to link training and development programs to organizational objectives and business results. And for the employees, there is no clear link between learning and performance. Thus, most institutions do not really know if the benefits of implementing a training program outweigh the costs of the program. This leads to an organizational mindset that employee development is a cost center, resulting in executives implementing the lowest-cost training options without considering the return on their investment.

The Imagine America Foundation's commitment to the enhancement of continuing education and training opportunities for career college employees goes back to its original charter established over 25 years ago. Recognizing the relationship between

faculty performance and student outcomes, the Foundation engaged the ROI Institute, Inc. to conduct an impact study.

An impact study is best suited for comprehensive programs that meet specific criteria such as high visibility, links to business objectives, large audience offerings, and being of interest to management. The Faculty Development Program offered by the Center for Excellence in Education (CEE), the Foundation's employee development initiative with MaxKnowledge, was considered by the ROI Institute as an ideal candidate for a comprehensive evaluation study.

This case study report presents the evaluation results of the CEE Faculty Development Program at Universal Technical Institute's Mooresville campus. Key stakeholders had a strong interest in understanding the impact the program had on student retention and course retakes. Additionally, the results of the study set the stage for other program evaluations at UTI, as well as other studies across the career college sector.

PROGRAM BACKGROUND

Formed through a strategic partnership between the Imagine America Foundation and MaxKnowledge, Inc., the Center for Excellence in Education (CEE) provides turnkey employee development solutions for career colleges and schools. One such solution is the CEE Faculty Development Program, which has been developed in consultation with career college executives with the ultimate goal of increasing employee and organizational performance and enhancing student retention.

America Foundation (IAF). The program also incorporates the standards developed by the National Center for Competency Testing (NCCT) and prepares the participants for NCCT's Certified Postsecondary Instructor (CPI) examination. The program combines online training with onsite transfer of training processes and activities to produce measurable results. All instructors (including part-time faculty) at participating institutions receive up to 12 hours of training on an annual basis.

The program is based on the instructional competency standards identified by the Career College Association (CCA) and the Imagine

CEE FACULTY DEVELOPMENT PROGRAM

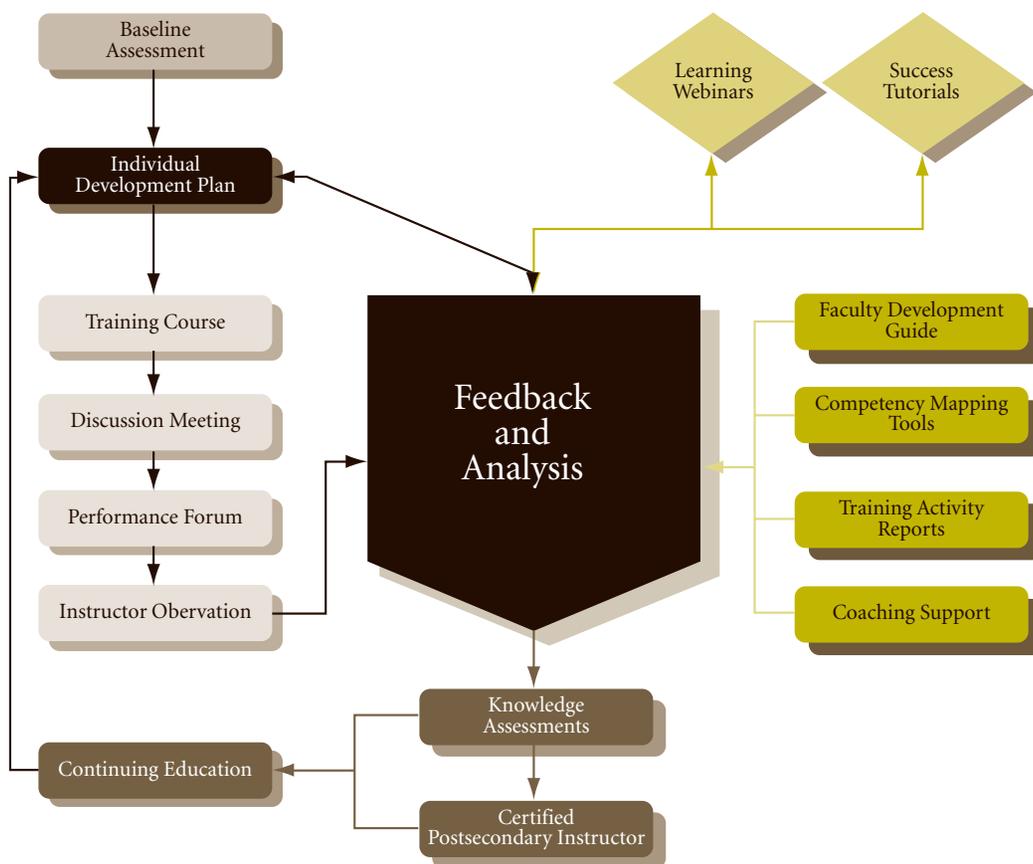


Figure 1: CEE Faculty Development Program Flowchart

Baseline Assessment

Participants entering the CEE Faculty Development Program take an initial baseline assessment. This assessment is comprised of a series of questions that are mapped to nationally established competency standards for career education instructors. Based on a participant's responses, specific training courses are recommended. The assessment is not an appraisal of teaching performance or experience, but rather a resource to help instructors and their faculty coaches collaboratively choose training options that best support their individual development goals.

Individual Development Plan

The Individual Development Plan (IDP) is a self-developed, professional development portfolio that captures the participant's journey through the program. This online portfolio management system can also be used to record developmental activities completed outside of the CEE Faculty Development Program. The IDP serves as a platform for instructors and coaches to collaborate on identified performance-based outcomes and customizes instructor training by linking course content and applications directly to each participant's individual development goals. The IDP may be used to document an instructor's development activities for accrediting and licensing agencies. It serves as a documented summary of the participant's learning experience and results achieved.

Training Course

In concert with individual development goals, baseline knowledge assessment recommendations and collaboration with the faculty coach, participants take three online training courses on an annual basis. Each course begins a training cycle that includes online and onsite activities and observations designed to transfer immediate concepts and applications to the classroom. Facilitated by an expert in the field, each online course in the program creates an interactive and asynchronous learning experience through content, assessments, and discussion forums.

Discussion Meeting

To enhance the application of training to the classroom, faculty coaches – after each core training course – facilitate onsite discussion meetings with their instructors. These meetings provide faculty

the opportunity to further discuss course topics, applications, questions, and examples with their coaches and with each other in a post-course, onsite environment. The CEE provides faculty coaches with guidelines and sample questions for the discussion meetings.

Performance Forum

Working in concert with the onsite post-course discussion meetings, the online performance forums allow instructors to reconnect with the CEE facilitators and other program participants to discuss current questions, comments, issues, or examples. Each core course in the program has its own post-course performance forum to enhance transfer of training to the workplace and provide just-in-time opportunities for instructors to continuously improve their teaching performance.

Instructor Observation

Each core training cycle in the CEE Faculty Development Program culminates with the instructor observation. This observation, supplemented by observer guidelines and observation instruments from the CEE, provides instructors the opportunity to demonstrate – and the faculty coaches to observe and assess – specific and agreed-upon training applications from each course. Instructor observations add a measurable feature to the program, as instructors are achieving their own goals and improving performance.

Feedback and Analysis

At the heart and center of the CEE Faculty Development Program is the ongoing feedback and analysis among the instructors, faculty coaches, and program itself. From the initial baseline assessment and individual development plan to the courses, discussions, and instructor observations, each program component provides the opportunity for the instructor and faculty coach to concentrate on training outcomes in relation to specific instructional goals and teaching performance. Additionally, constant data is provided on each instructor's progression through the program.

Learning Webinars

As faculty coaches provide feedback to instructors and assess training outcomes, they may request focused learning webinars to address specific training issues and performance objectives.

This allows for an additional enhancement of training by customizing webinar outcomes to the needs of each institution. The webinars provide an opportunity for participants to have live interactions with CEE expert facilitators through discussions on the selected topics. Webinars are provided for both faculty coaches and instructional staff.

Success Tutorials

Success Tutorials are condensed, self-paced, non-facilitated tutorials that address workplace success skills in areas such as career development, communication, creativity, management, and leadership. Though Continuing Education Units (CEU) credit is not offered through these tutorials, they provide valuable and informal learning opportunities that are available online anytime to program participants.

Knowledge Assessments

As instructors progress through their CEE training courses, they may take a series of interactive knowledge assessments that include questions from the original baseline assessment. These assessments provide immediate feedback and help prepare participants for the CPI exam administered by the NCCT. For instructors who do not wish to proceed with the CPI exam, the assessments still provide an ongoing evaluation of a participant's mastery of training content.

Certified Postsecondary Instructor

The NCCT administers the CPI exam. This exam, based upon instructor competencies identified by the NCCT, is recognized as a benchmark for successful teaching in career education. Completion of CEE core training courses helps prepare instructors for the CPI exam. Once earning the designation of CPI, 12 hours of continuing education credits are required to maintain CPI status. Continued subscription to the CEE Faculty Development Program ensures that instructors meet this requirement.

Continuing Education

The CEE Faculty Development Program provides four hours of continuing education credit for successful completion of each online course, or 12 hours of continuing education credit for each instructor during the subscription year. Therefore, continued subscription to the Faculty

Development Program fulfills annual continuing education requirements for Certified Postsecondary Instructors, as well as the professional development requirements for career college licensing and accrediting agencies. While CEUs provide valuable documentation of an instructor's professional development activities, CEE's continuing education focus is on the ongoing accomplishment of each instructor's goals and improvement of teaching performance.

Faculty Development Guide

The CEE online Faculty Development Guide provides comprehensive guidelines for every component of the program and is the central resource for management and faculty coaches in the implementation of all program activities. The guide is designed to maximize transfer of training by providing techniques and strategies for effective implementation of the program. Included in the guide are downloadable tools and instruments to use for faculty discussion meetings and instructor observations.

Competency Mapping Tools

The core training courses in the CEE Faculty Development Program focus on the instructional competencies identified by both the NCCT and CCA. These core courses are mapped to the established instructional competencies to provide a thorough and practical approach to faculty training. Our interactive competency mapping tools easily identify what instructor competencies are covered in which courses.

Training Activity Reports

The CEE Faculty Development Program provides online training activity reports that can be accessed at any time. These reports allow participants to privately view their individual progress and activities as they proceed through the program. Additionally, reports on all participants may be accessed by faculty coaches, administrators, or managers identified by the institution to keep a pulse on overall program outcomes and participant accountability.

Coaching Support

In addition to all of the online resources, coaching support by email or phone is always available to assist subscribed institutions in the implementation

of the CEE Faculty Development Program. The CEE staff works closely, every step of the way, with faculty coaches as they utilize the Faculty Development Guide to facilitate the transfer of training activities.

Evaluation Design

The ROI Methodology™ served as the structure for designing, planning, and implementing the evaluation study. This approach reports a balanced set of measures, follows a step-by-step process, and adheres to a set of guiding principles. These elements ensure a thorough and credible process for communicating the impact of the CEE Faculty Development Program.

Evaluation Framework

The evaluation approach begins with a fundamental framework by which evaluation data are categorized.

It is based on the five-level framework described by Phillips (1983; 2003) and serves as a categorization of data representing measures that capture program success from the participant, system, and economic perspectives. Table 1 presents the definition of each level of evaluation and conveys the complete story of the program’s success.

Along with the categorization of data within the five-level framework, a process model, presented in Figure 2, is used to provide a consistent approach to collecting and analyzing data. The process begins with developing the program objectives and planning the evaluation. Following is data collection and data analysis phases, including the key step of isolating the effects of the program from other influencing factors. Lastly, the results are communicated to stakeholders in various formats, including a full impact report.

Table 1: Evaluation Framework

Level	Measurement Focus
1. Reaction, Satisfaction, and Planned Action	Measures participant satisfaction with program planned action
2. Learning	Measures changes in knowledge, skills, and attitudes
3. Application and Implementation	Measures changes in on-the-job behavior
4. Impact	Measures changes in business impact measures
5. Return on Investment (ROI)	Compares the monetary benefits to the costs

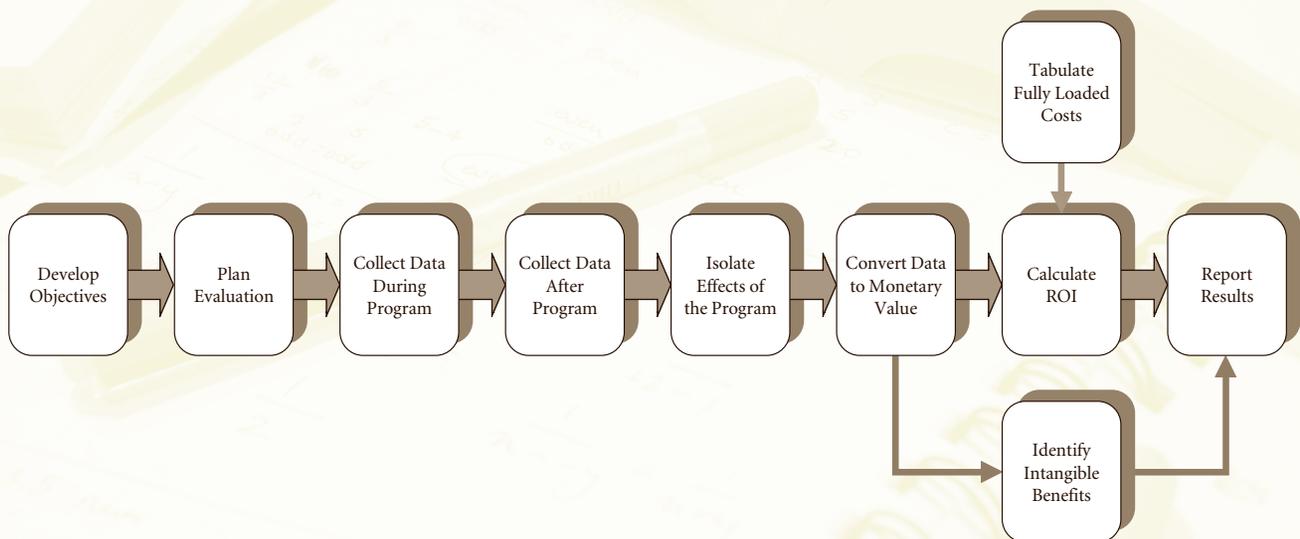


Figure 2: ROI Methodology™ Process Model

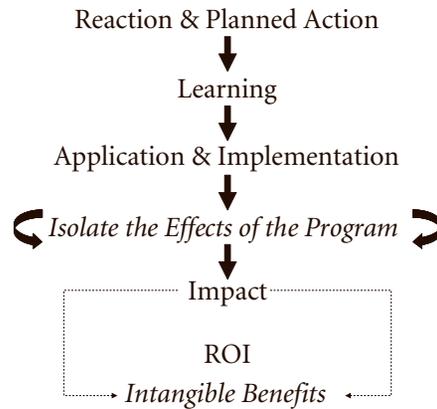


Figure 3: ROI Methodology™ Chain of Impact

The results of the evaluation communicate the complete story of a program’s success or failure. The chain of impact shown in Figure 3 represents the sequence of events that occurs when the participants of a program react positively, acquire the needed knowledge/skills, apply the skills back on the job, and, as a consequence, positively affect key business measures.

However, because the CEE Faculty Development Program develops faculty members in order for them to better teach students, the evaluation design can include a dual evaluation (see Figure 4). This design incorporates the impact of the program from the faculty perspective as well as from the student perspective. This involves taking measurements

from the students who observe the faculty in real-life, on-the-job situations. The students’ reaction to the faculty can help illustrate the extent to which faculty are applying what they learn through the faculty development program. While Figure 4 represents the ideal evaluation design, for purposes of this initial study, the focus is to evaluate the student perspective from Level 1 – Reaction and Planned Action – only.

To help ensure the evaluation process is consistent, the study follows the ROI Methodology™ Guiding Principles. These principles, as reflected in Table 2, keep the evaluation credible by incorporating a conservative, standard approach.

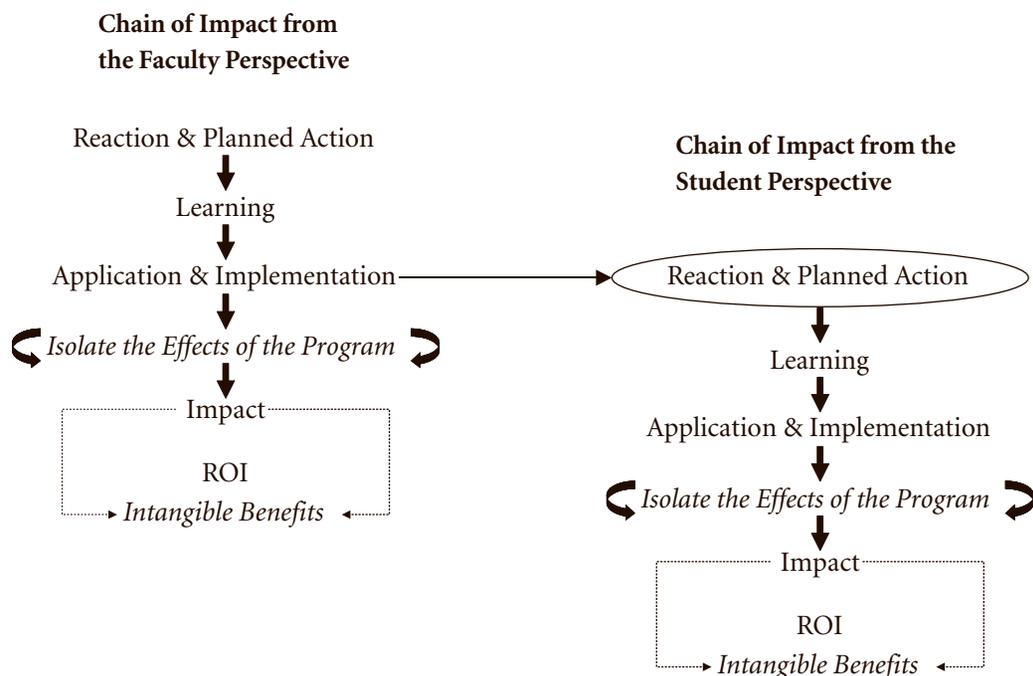


Figure 4: ROI Methodology™ Dual Chain of Impact

Table 2: Guiding Principles

1. When conducting a higher-level evaluation, collect data at lower levels.	7. Adjust estimates of improvement for potential errors of estimation.
2. When planning a higher-level evaluation, the previous level of evaluation is not required to be comprehensive.	8. Avoid using extreme data items and unsupported claims when calculating ROI.
3. When collecting and analyzing data, use only the most credible sources.	9. Use only the first year of annual benefits in ROI analysis of short-term solutions.
4. When analyzing data, choose the most conservative alternative for calculations.	10. Fully load all costs of a solution, project, or program when analyzing ROI.
5. Use at least one method to isolate the effects of a program.	11. Intangible measures are defined as measures that are purposely not converted to monetary values.
6. If no improvement data are available for a population or from a specific source, assume that little or no improvement has occurred.	12. Communicate the results of the ROI Methodology to all key stakeholders.

Evaluation Planning

As with any project, planning is essential. By having comprehensive plans in place, there is greater opportunity for success. Additionally, the planning tools provide a means for validating the direction of a study and ensuring key stakeholder needs are addressed. For this evaluation study, there were three distinct planning deliverables developed:

- **Data Collection Plan**

The data collection plan outlined the primary objectives and measures for each evaluation level. To ensure all data is collected, specific details were included, such as the timing of the collection, responsibility, and sources of data. While this plan was developed prior to the launch of the study, it was considered a “living” document and referenced throughout the study.

- **ROI Analysis Plan**

The ROI analysis plan detailed the elements needed to complete the ROI calculation. This tool identified the key Level 4 business measures and the process for converting the measures to monetary value. Additionally, it documented the method for isolating the impact of the program, program costs, potential intangible benefits, and communication strategies.

- **Project Plan**

A detailed project plan was created prior to the launch of the evaluation and maintained throughout the life cycle of the study. This plan highlighted the overall timeline, key deliverables and milestones, and applicable resources needed.

Data Collection

A sensible, efficient approach to data collection was selected for this evaluation study to further support the reasonably low cost of the program to UTI’s Mooresville campus. However, strategies were incorporated to ensure the results were credible. Following the review of the program objectives, data collection instruments, sources, and timing details were identified.

Data Collection Instruments

For each level of evaluation, specific data collection instruments from the ROI Methodology™ Chain of Impact were implemented as outlined below:

- **Level 1: Reaction & Planned Action**

To capture the participants’ reaction data regarding the CEE Faculty Development Program, the standard end-of-course survey data was used. Following the conclusion of each course within the program, participants completed a survey that

contained 20+ questions. For the purposes of this study, the results of six key questions from each course were used.

- **Level 2: Learning**

As part of each course, the participants completed assessments, including a final quiz where they had to achieve a score of 70% or higher in one attempt. The final quiz results from the program’s courses were analyzed for this study.

- **Level 3: Application & Implementation**

There was an opportunity to use three different data collection instruments to capture specific elements regarding application of skills and knowledge. First, on-the-job observations were completed by the training manager at the UTI Mooresville campus for a group of instructors, linking their performance improvement to the CEE training courses. Second, course survey results from the courses taught by the UTI instructors were used. This student evaluation

data provided insight into the students’ perception and reaction to the instructors’ effectiveness. Third, a streamlined follow-up questionnaire was developed to capture data regarding the instructors’ application of the skills/ knowledge on the job, as well as other needed information.

- **Level 4: Impact**

In addition to using the follow-up questionnaire to identify estimated improvements in business measures and isolation information (estimated contribution percentages), data from UTI-specific reports were used. These reports provided specific information on student retention and course retake measures.

To ensure data was collected for all applicable CEE Faculty Development Program courses, the strategy illustrated in Figure 5 was followed. This strategy formatted the data collection process for each course and ensured the needed data was incorporated into the final analysis.

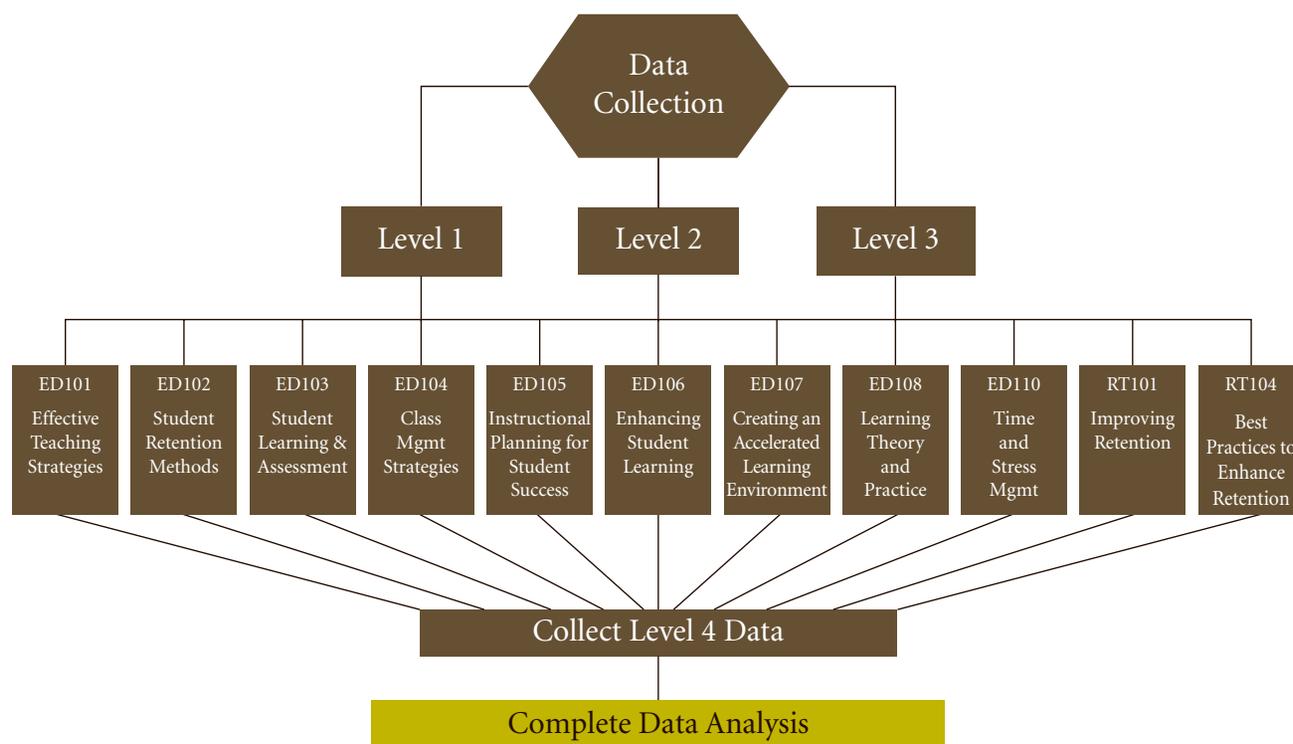


Figure 5: Data Collection Strategy

Data Sources

Participants in the CEE Faculty Development Program were the primary sources for the Level 1 and Level 2 evaluation data. For Level 3, the participants and the leadership team served as the data sources. Specifically, both the participant and leadership groups completed the follow-up questionnaire during the study. For level 4, business impact data was provided by UTI while the isolation estimates were gathered by both the participants and leadership groups.

For the participant group, 64 Mooresville instructors were identified as active participants in the program. During the evaluation period, a total of 133 enrollments occurred across various faculty development courses in the program, and there were 98 course completions. On average, the participants completed 1.5 courses each. For the leadership group, six individuals were identified as data sources. The leadership group was identified as individuals in management or overseeing roles associated with the UTI Mooresville campus.

Data Collection Timing

Level 1 and Level 2 data was collected at the end of each course within the program. Level 3 data was collected after the majority of participants had completed the ED101 training cycle and appropriate time for the opportunity to apply the skills/knowledge in their normal job environments

had occurred. In some cases, this may have been longer than 90 days post-completion of ED101, but potentially not too long after completing other courses. Level 4 data was collected after the completion of physical year 2008 to ensure retention and course retake results reflected both pre-program and post-program information.

Data Collection Success

A data collection administration strategy was implemented for this study to help ensure the needed data was collected. This strategy included a comprehensive communication plan (e.g., follow-up questionnaire announcement and reminder emails) and the involvement of key sponsors, including the UTI Mooresville training manager. Additionally, the timing of collection was monitored to avoid conflict with other participant responsibilities. Lastly, the follow-up questionnaire was formatted to support anonymous responses, as it did not require the participants to provide their names or demographic information. All of these factors fostered the successful data collection as reflected in Table 3.

For both the end-of-course surveys and learning assessments, data was collected from all participants who completed the CEE training courses. With the follow-up questionnaire, the participant response rate was almost 89% and the leadership response rate was 83%.

Table 3: Data Collection Response Rates

Timing	Data Collection Instrument	Instructors		Leadership	
		Invited	Participated	Invited	Responded
End of Course	End-of-Course Survey ¹	108	108 (100%)		
End of Course	Learning Assessment ¹	102	102 (100%)		
90-120 Days After Course	Instructor Observation ²	N/A	35		
Pre- and Post-Program Participation	End-of-Course Survey (Student) ³	N/A	89		
No Earlier than 90 Days After ED101 Course Completion	Follow-up Questionnaire ⁴	53	47 (88.7%)	6	5 (83.3%)

¹End-of-course survey or assessment potentially completed by individuals not in study group (e.g., campus leaders taking course to review)

²A sampling of observations occurred; program participants were not invited to be a part of this data collection, but rather selected

³End-of-course survey completed by instructors' students to identify instructor effectiveness; # reflects the number of surveys analyzed

⁴Population invited were identified as having participated in one or more program courses and active instructors at time of data collection

Data Analysis

The data analysis phase of the study involved the completion of the following five key activities:

• Isolating Program Effects

This activity addresses the question “How do we know it was the CEE Faculty Development Program that influenced the business measures?” Isolating the effects of the program takes all variables that could have influenced the measures into consideration and identifies the specific amount that is attributable to the evaluated program. Due to the structure of the program, the location of participants, and the availability of data, it was determined that participant and leadership estimations would be the most appropriate isolation technique. Specific details on how the isolation technique was implemented and the results of the estimations are discussed later in the report.

• Converting to Monetary Value

Determining the monetary value of the business measures is a key step, as it identifies the figures for the ROI equation. While there are a variety of techniques available, this study leveraged information provided by UTI. As part of the

initial project planning, UTI provided the specific monetary value of student retention and course retakes. Since these values are standard for UTI, it was the most accurate, credible process to use.

• Tabulating Fully Loaded Program Costs

Identifying the fully loaded cost of the program is another important step that must be completed to ensure information is available for the ROI calculation. For the CEE Faculty Development Program, the following categories were included:

- Delivery costs including UTI Mooresville campus program costs and participants' time for completing the courses
 - Evaluation costs including consulting fees and time involved in collecting data
- Assumptions, source of information, and calculations used as part of developing the fully loaded costs are detailed in a future section of the report.

• Identifying Intangible Benefits

Within the results section of the study, any benefits of the program that are not converted to

monetary value will be discussed. These benefits are identified as intangible benefits and are considered a valuable element of the program's success.

- **Comparing Benefits to Costs**

The ROI and Benefit-Cost Ratio (BCR) formulas are highlighted below, and the actual results are discussed later in the report:

$$\text{ROI} = \frac{\text{Net Program Benefits}}{\text{Program Costs}} \times 100$$

$$\text{BCR} = \frac{\text{Program Benefits}}{\text{Program Costs}}$$

For this study, it is important to note that sample sizes, particularly among the leadership group, were not large enough to conduct inferential statistical analyses. Thus, descriptive statistics (mean and frequency of responses) were obtained for applicable items. Although no statistical inferences can be made, the examination of descriptive statistics has implications of the effectiveness of the CEE Faculty Development Program. However, based on the standards of the Phillips ROI Methodology™, results are inferred only to those providing data, regardless of the analysis. This standard ensures a more conservative accounting of results.

EVALUATION RESULTS

The results of the study are categorized by the levels of evaluation as follows:

- Level 1: Reaction & Planned Action
- Level 2: Learning
- Level 3: Application & Implementation
- Level 4: Impact
- Level 5: ROI, Including Intangible Benefits

For each section, details are outlined and findings are discussed as they relate to the chain of impact discussed previously. Following the levels of evaluation results, suggestions and recommendations for program improvements are discussed.

Level 1: Reaction & Planned Action

Upon completion of a training course within the CEE Faculty Development Program, the participants completed an end-of-course survey. This survey contained a variety of questions that were answered using a rating scale of strongly agree (5.00) to strongly disagree (1.00). In general, the target was for the questions to receive a 4.00 or higher, as this rating represents an overall agreement with the question’s statement.

While all survey questions results were analyzed, there were six primary questions of interest, and the average results for these key questions across all courses are represented in Table 4. The results for other questions in the survey are represented in Table 5. When considering the overall average for 108 responses, each of the questions received a rating that exceeded the target.

Table 4: Level 1: Results to Key Course Survey Questions

Key Questions	Overall Average (N=108)
My learning focused on issues that interest me.	4.22
Overall, I would say that I am satisfied with this course.	4.26
I would recommend this online course to others.	4.27
What I learned connects well with my professional practice.	4.36
I learned how to improve my professional practice.	4.37
What I learned is important for my professional practice.	4.44

Rating Scale Point Value: Strongly Agree (5.00), Agree (4.00), Neutral (3.00), Disagree (2.00), and Strongly Disagree (1.00)

Table 5: Level 1: Results to Other Course Survey Questions

Other Questions	Overall Average (N=108)
The discussion forum activities contributed to my learning.	4.01
I feel that I had sufficient interaction with the facilitator.	4.09
I feel that I had sufficient interaction with other participants.	4.10
The facilitator stimulated my thinking.	4.11
This course was as effective as the traditional classroom courses I have taken.	4.12
The facilitator seemed adequately knowledgeable.	4.14
The facilitator encouraged me to participate in the discussion activities.	4.14
I feel that I had reasonable access to the facilitator.	4.16
The course content was clear and adequate.	4.24
The feedbacks in the computer-scored quizzes were adequate.	4.16
The course topics were clearly organized and easy to understand.	4.28
The online learning tools were easy to understand and use.	4.30
I had sufficient time to complete the course requirements.	4.33
The learning objectives were clearly defined.	4.34
The course site was well-organized and easy to navigate.	4.36
This course was an appropriate course to take online.	4.38
The course requirements were clearly defined.	4.39
I had no technical problems taking this course.	4.41

Rating Scale Point Value: Strongly Agree (5.00), Agree (4.00), Neutral (3.00), Disagree (2.00), and Strongly Disagree (1.00)

Level 2: Learning

Participant learning can be measured using various techniques. For the CEE Faculty Development Program, there were two primary techniques used: 1) the end-of-course evaluation, which contained an item about learning, and 2) structured, objective testing administered during and at the end of each training course.

The question “I learned how to improve my professional practice” was asked on the end-

of-course survey to assess if learning occurred. Overall, when considering all responses, this statement received a rating of 4.37, higher than the target of 4.00.

The learning assessments in the training courses were used as another indicator of learning. For each training course in the CEE Faculty Development Program, participants completed four in-course quizzes and a final quiz where they had to score 70% or higher on the first attempt for successful completion of the course.

In summary, the Level 2 results indicate that learning occurred. The participants reported learning ways to improve in their profession and also successfully achieved final quiz scores of 70% or higher. The overall average final quiz score across all courses was 85.54%.

Level 3: Application & Implementation

Three primary data collection instruments were utilized to measure the extent to which the skills and knowledge gained through the CEE Faculty Development Program were being applied on the job. The follow-up questionnaire and observations were administered following the completion of one or more training cycles, including ED101: “Effective Teaching Strategies.” Additionally, results from UTI course surveys (student evaluations) of the instructors’ courses were analyzed.

Regarding the follow-up questionnaire, participants and leadership provided insight into success with:

- Accomplishing development/action plan activities
- Improving teaching performance
 - Delivering class and lab instruction
 - Managing the classroom
 - Teaching to different learning styles
 - Planning instruction
 - Assessing student performance

The first section of results analyzed involved the respondents’ agreement with the statement, “As a result of participating in the CEE Faculty Development Program, I/they have had greater success accomplishing activities and goals identified in individual development/action plans.” Of the 47 participants who responded to this question, 30 (63.83%) either strongly agreed or agreed with the statement (see Figure 6). In contrast, only 4.30% reported disagreement. For the leadership group, the findings were more evenly distributed, with 40% agreeing with the program’s contributions and 60% reporting a neutral rating. Overall, the responses suggest that, on average, the program contributed to the successful completion of development activities. This is important because completing the development plan activities links learning to performance objectives and fosters an increase in instructor effectiveness.

The next question the respondents rated related to the statement, “As a result of participating in the CEE Faculty Development Program, my/their teaching performance has improved.” As shown in Figure 7, 78.72% of the participants agreed or strongly agreed that the program contributed to improving their teaching performance. Only one individual reported the program did not contribute to the improvement of his/her performance. For the leadership group, 40.00% agreed that the program participation improved instructor performance and 60% neither agreed nor disagreed. The overall findings indicate the program supports improving teaching performance since the majority of the participants reported agreement with the program contribution.

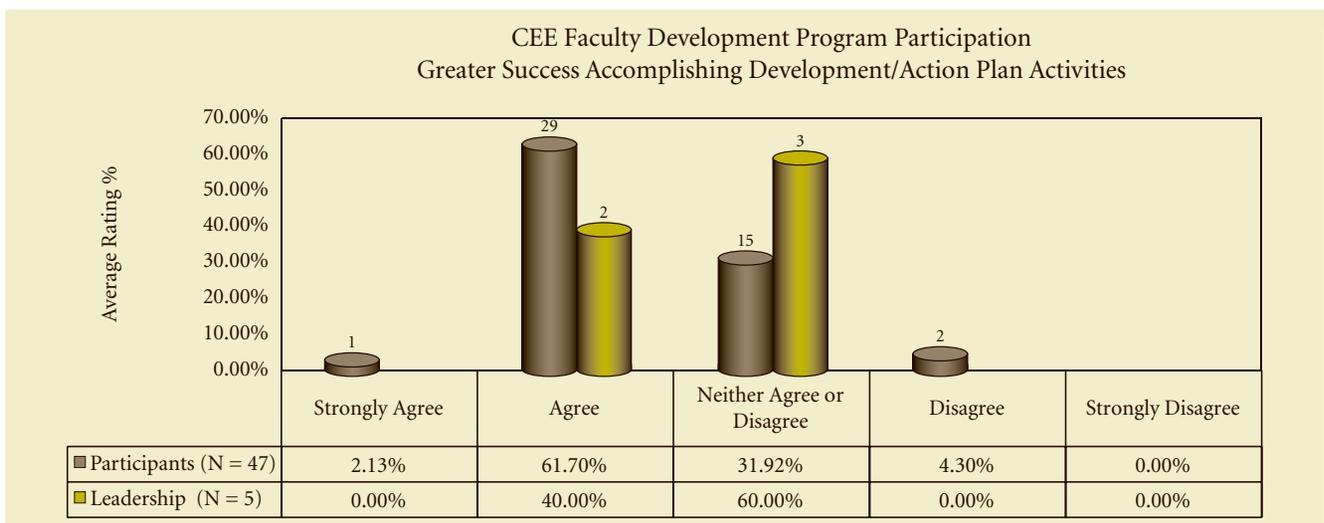


Figure 6: Accomplishing Development/Action Plan Ratings by Participants and Leadership Group

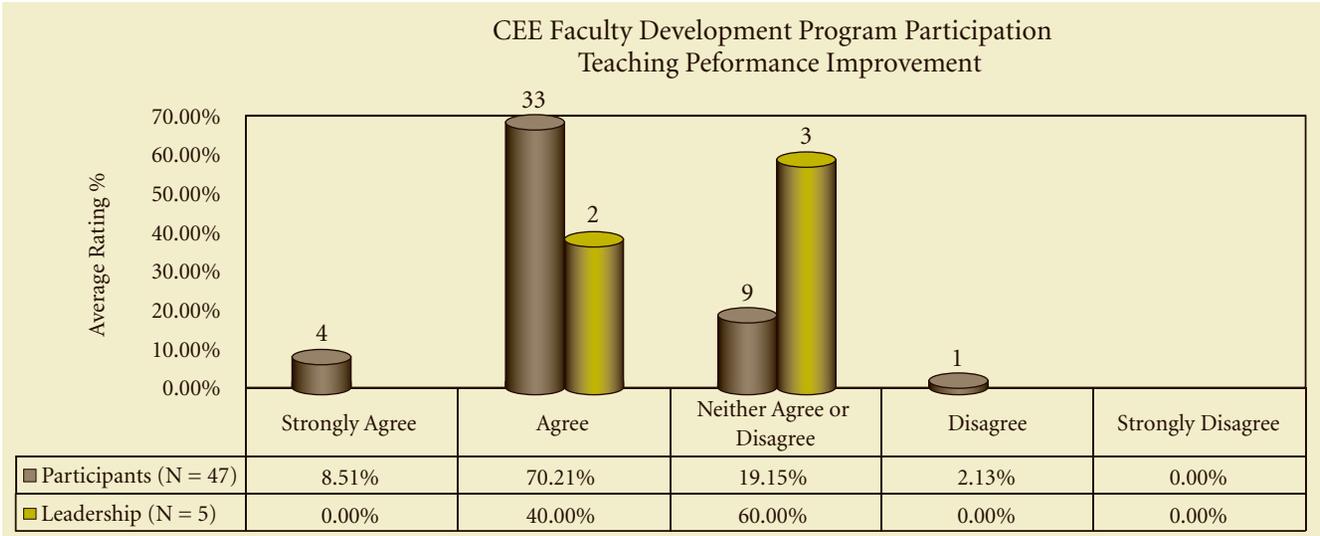


Figure 7: Teaching Performance Improvement Ratings by Participants and Leadership Group

To further understand the program’s contribution to improving instructors’ performance, the respondents were asked to rate the program’s contribution to the improvement of specific skills. The average participant ratings are reflected in Figure 8. Overall, “Deliver class and lab instruction” and “Assess student performance” received the highest “Very significant improvement”/“Strong

improvement” ratings. All of the skills were noted as having at least a moderate improvement by 39% or more of the participants. These findings indicate that the program objectives and the skills taught in the courses are aligned to the instructors’ work. Additionally, the program is having an impact on the job, as a majority of skills were reported to have improved as a result of program participation.

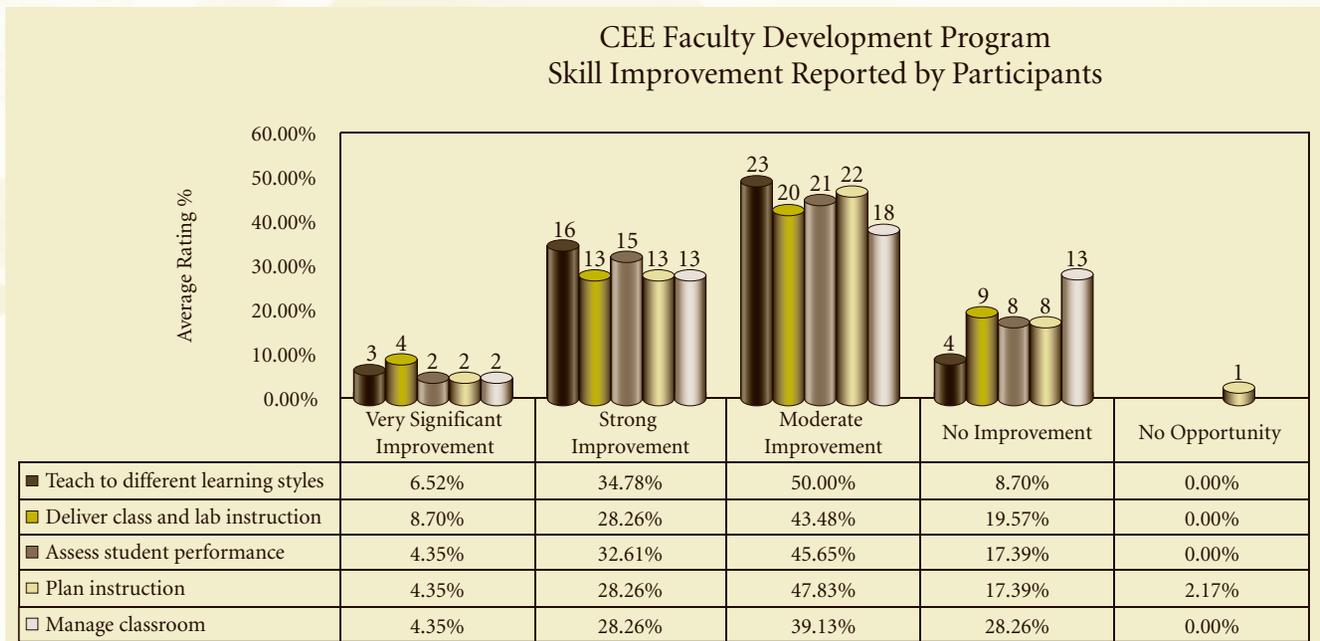


Figure 8: Skill Improvement Ratings by Participants

In addition to rating skill improvement, the instructors were asked to identify techniques, skills, and/or knowledge gained from the CEE courses that fostered success. There were approximately 90 responses to this question (see Appendix C) and, in general, fell into two categories. The first category, “Class management and facilitation techniques,” received approximately 70% of the responses. Examples of items included in this group were:

- Incorporating multiple teaching styles to better suit a diverse class
- Developing more ways to make presentations
- Getting students involved in classroom teaching to help learners be more active
- Increasing listening skills to hear students’ concerns

The second category revolved around time management and organization. This category received approximately 30% of the responses and included items such as:

- Learning how to plan out the day and class a little better
- Creating lists of personal and professional tasks that need to be completed

- Following through with projects to completion
- Thinking outside the box

All of the responses to this question further support the finding that the program offers training aligned to the instructors’ work efforts and provides tools for increasing their effectiveness.

Lastly, with relation to applying what was learned in the CEE Faculty Development Program on the job, the participants were asked to identify what supported (enablers) and deterred (barriers) them. The information from this question is important because it can assist in identifying and reinforcing actions that foster the use of the knowledge/skills. Additionally, if barriers are identified, steps can be taken to mitigate them. As reflected in Figure 9, all of the enablers received high “Strongly Agree”/“Agree” ratings. With regards to barriers to application, the participants did not report any significant barriers.

Figure 10 illustrates the leadership group’s ratings regarding skill improvement associated with the instructors participating in the CEE Faculty Development Program. For the most part, this group reported moderate improvement for the skill areas assessed.

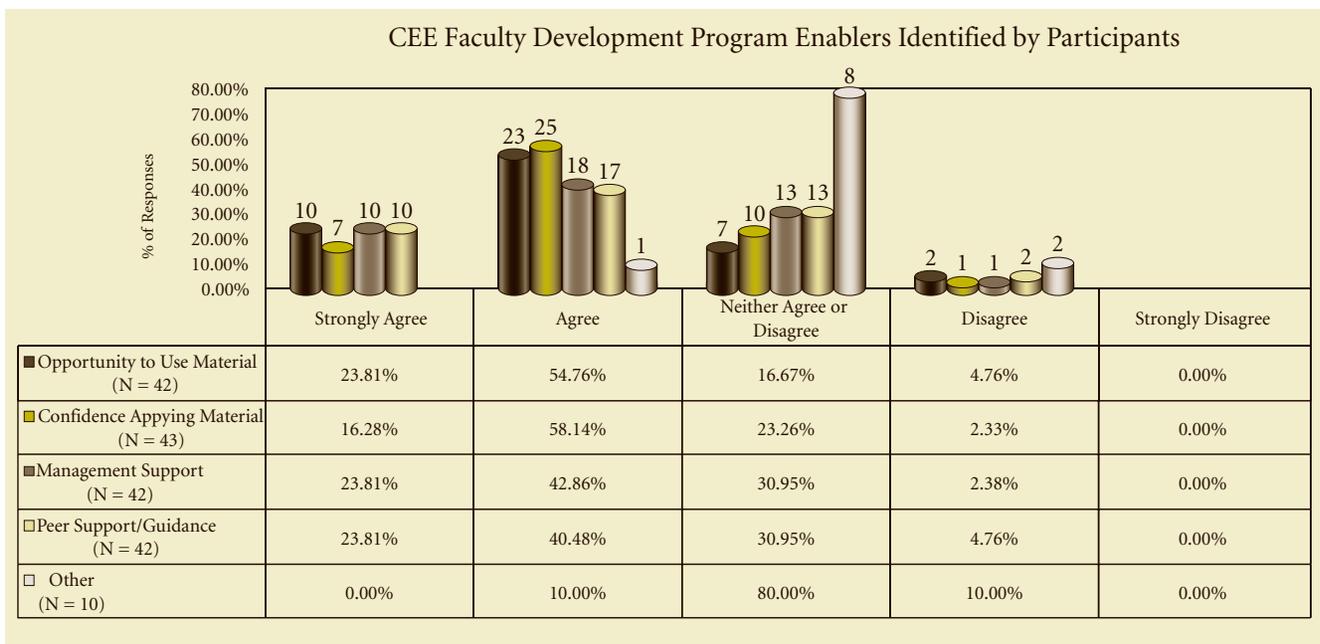


Figure 9: Enablers Identified by Participants

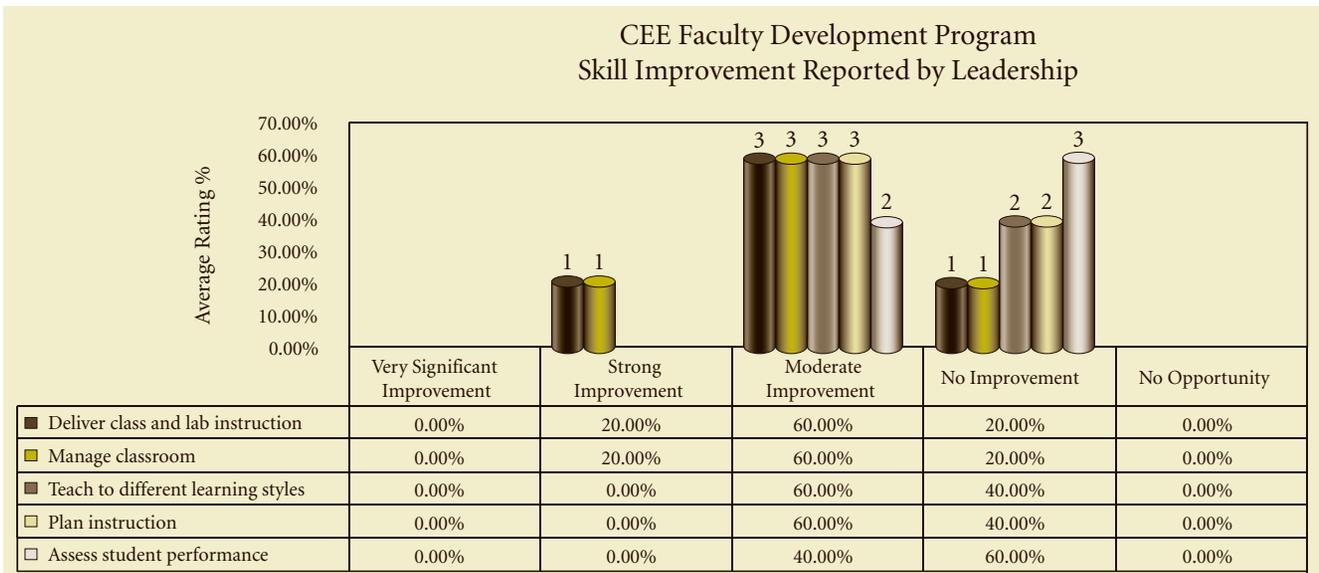


Figure 10: Skill Improvement Ratings by Leadership Group

In order to provide a comparison of the participants' and leadership ratings, an analysis of the results was completed by assigning number values to the rating choices. As Figure 11 illustrates, the participants reported an overall improvement rating of 3.23, while the leadership group was lower at 2.72. The participants reported "Teaching to different learning styles" the highest improvement rating of 3.39 and "Manage the classroom" the lowest at 3.09. With the leadership group, the results

were slightly different. "Manage the classroom" and "Deliver class and lab instruction," which are both the closest aligned to the instructor on-the-job observation activity completed by leadership, received the highest rating of 3.00. When comparing the two groups' ratings, "Manage the classroom" received the closest rating, with a difference of 0.09. "Assess student performance," which had a 0.84 difference, was notably rated higher by the participants.

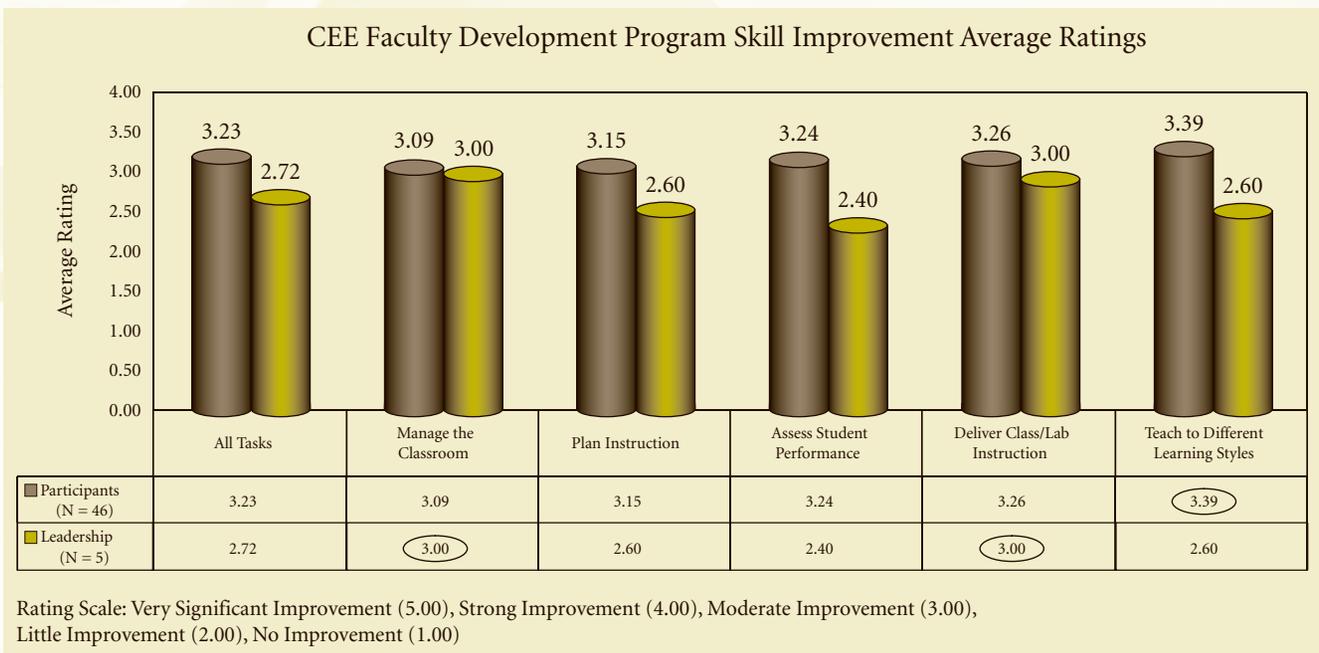


Figure 11: Skill Improvement Ratings Comparison by Participants and Leadership Group

The second source of data for application and implementation involved the completion of instructor observations that were linked back to CEE training courses. There were 35 observations completed, and overall the results were very positive. Of all the observations, none of the activities completed by the instructors received a “Needs improvement” rating, and the majority received a “Mastery” rating (approximately 76%). This rating indicates that the instructors effectively implemented the technique or strategy in the applicable areas. Because of the value of actually observing the application of skills/knowledge in the work environment, these findings further support the program’s contribution to the instructors’ success.

Finally, the last data source for application and implementation involved analyzing the UTI course surveys completed by the instructors’ students. For this analysis, only the overall instruction section results were considered. Furthermore, the comparison analysis was done for instructors who taught the same course in January 2008 (pre-training results) and September 2008 (post-training results). In summary, the analysis of the course surveys from applicable instructors showed a

majority of records had an increase in “Excellent” ratings. When considering these results, it is important to take into account the potential for a variety of influences that impacted the ratings. Due to the scope of this study, a detailed analysis was not completed to specify each influence’s impact and therefore, interpretations of the results are limited.

In summary, the CEE Faculty Development Program does appear to support effective instructor performance. The majority of the participants indicated the program helped improve their performance and reported using the skills in their work environment. Overall, the results convey the program supports the use of the skills on the job and provides tools for improving instruction within the UTI Mooresville campus. Furthermore, the results of the observations indicate the instructors are using the skills effectively. And finally, while unable to report that the program is exclusively responsible for increasing student course instruction ratings, there is a notable increase by the majority of pre- and post-program implementation records analyzed. All of these findings support the value of the CEE Faculty Development Program’s contributions toward enhancing instructor performance.



Level 4: Impact

As discussed in the previous section, the participants of the CEE Faculty Development Program reported applying the skills and knowledge gained from the program. Following the chain of impact, the next activity is to identify, as a result of that application, what impact to the business occurred. This also includes isolating the effects of the program.

To initiate this process, the respondents were asked, as part of the follow-up questionnaire, to react to the statement, “As a result of applying the knowledge/skills learned from the CEE Faculty Development Program, I feel the below items have been improved as follows.” Six measures were included in this question, and the results are illustrated in Figure 12.

For the participants, “Career development” and “Student satisfaction” received the highest ratings at 3.10. These ratings indicate that the participants reported a moderate improvement with these measures. The lowest rating from this group related to “Peer communication.” For the leadership group, “Job satisfaction” (2.60) and “Student satisfaction” (2.40) received the highest ratings. These ratings indicate a slight improvement.

Although the above findings help illustrate the impact of the CEE Faculty Development Program, a more concentrated analysis regarding student retention and student course retakes was completed to better understand the program’s impact. This analysis included collecting the actual business results of these measures from UTI. Additionally, to help identify the program’s contributions regarding the impact on these measures, isolating the effects of the program needed to occur. This ensures that the specific contributions of this program are clearly illustrated since there may be multiple influences that impact business measures. In order to complete this process, a variety of techniques can be used. The most traditional technique is the control group arrangement. However, because of the nature of the program, this arrangement was not an option. Trend line analysis could not be used, because the CEE Faculty Development Program was not the only initiative implemented to improve the measures. Forecasting models were inappropriate given the scope of the project and the nature of the outcomes. Because ignoring this step would invalidate the results, a process to estimate the contributions of the program was utilized. Representations of the following questions were, therefore, included on the follow-up questionnaire for both the participant and leadership groups to

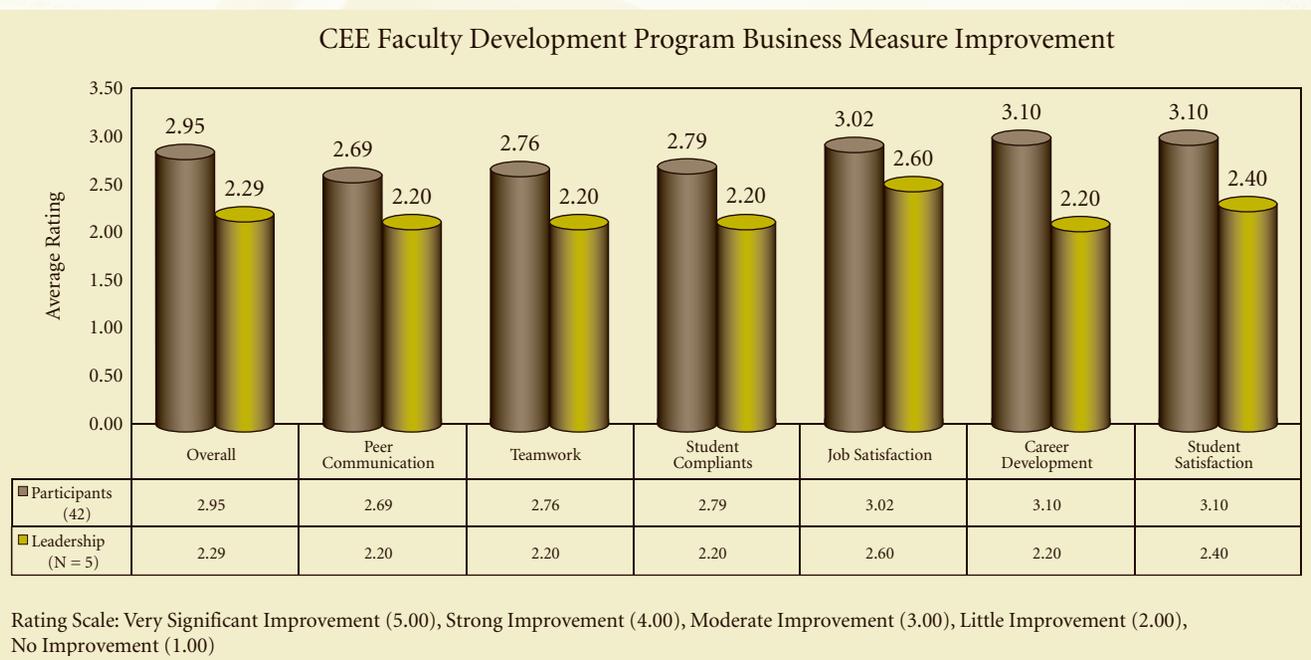


Figure 12: Business Measure Improvement Ratings Comparison by Participants and Leadership Group

capture the needed information.

- Recognizing that other factors can influence business measure improvements, I estimate the percent of improvement achieved in the below measures as a result of CEE Faculty Development Program participation is:
- What level of confidence do you place on your estimates?

The last question regarding confidence in estimates was asked to make an error adjustment in all estimated values. This question ultimately results in a range of improvement (or a margin of error) due to the factors. The evaluation practice requires that estimates err on the conservative side. Therefore, by multiplying the estimated percent improvement by the confidence factor, the low end of the range is reported.

The student retention analysis was performed by comparing pre-program and post-program results. For post-program results, two different timeframes were considered and analyzed. For the purpose of this report, the retention results at the very end of the first full year of program implementation were used.

When comparing the baseline of pre-program data with the post-program data, an increase in student retention was noted. To isolate the program's effects, the improvement amount was multiplied by the contribution percentage and then the confidence percentage. Only responses that included both of these data elements were used in the analysis. As a result, the student retention increase contributed by the CEE Faculty Development Program came to 1.97% (derived from participants' responses) or 0.92% (derived from the leadership group's responses).

Following a similar approach to the student retention analysis, the improvement in course retakes came to 0.34% (participants) or 0.15% (leadership).

In addition to questions regarding improvements in student retention and course retakes, both groups

were asked about other benefits of the program. Approximately 60% of the participants responded to this question and noted benefits such as:

- Maintaining level of professionalism as instructor
- Increased communication/collaboration between instructors and management
- Reminder that teaching is a learning experience in itself that may never be mastered
- Improving patience and understanding of students
- Reminding and introducing new ways to improve as instructor
- Improving skills and continually learning in a convenient way

The leadership group responses included benefits of restoring instructor confidence in management, demonstrating an interest in the instructors' development, and showing the instructors that the company is taking a role in helping them improve. A full list of both groups' responses is included in Appendix C.

Level 5: ROI and Intangible Benefits

In order to develop the ROI, applicable business measures must be converted to monetary value. The initial activity is to identify if these measures can be converted without impacting the credibility of the study and using excessive resources. For the business measures considered in this study, standard monetary values were available and provided by UTI. This, therefore, made the process very efficient while maintaining credibility. The monetary value of the business measure improvements was determined using the more conservative estimates derived from the leadership group (0.92% improvement in student retention and 0.15% improvement in course retakes).

Similarly, determining the fully loaded costs of the program was fairly straightforward, as UTI purchased the CEE Faculty Development Program

at a yearly cost for each of its 10 campuses. Thus, UTI had no developmental or analysis costs. The participants' time for participating in the program was included by utilizing an average hourly rate (plus benefits) times the amount of time taken to complete each training cycle. A small portion of costs were also included for equipment and general overhead expenses. Lastly, the evaluation costs were incorporated and included the time it took to administer and provide data (participants and leadership groups). The costs associated with the third-party evaluation consultation were prorated based on the efforts that could be leveraged in future studies and specific costs associated with this study.

Utilizing the fully loaded costs of the program and the monetary value of the business measure improvements, the ROI and BCR were determined to be:

ROI = 517%

BCR = 6.17

In addition to the ROI findings, the program also contributed to other business measure improvements that were not converted to monetary value. These measures are reported as intangible benefits and are an important part of the program's outcomes. Some of the key intangible benefits of the CEE Faculty Development Program include job satisfaction, student satisfaction, and faculty career development improvement.

Program Suggestions and Recommendations

An important outcome of the evaluation study is to identify ways to further enhance the program and reinforce those elements that are positively

influencing success. To help identify opportunities for improvement, the respondents of the follow-up questionnaire were asked to provide suggestions. The program participants provided recommendations such as:

- Adapt courses to ensure they apply to what is taught at UTI; more tailored to automotive
- Incorporate brand-new techniques that can be tried, discussed, or developed
- Enhance the audio aspect of program (e.g., different voices)
- Keep relevant to today's student experiences and today's culture
- Ensure there is a little more time to complete and a quiet, unhurried place to take courses
- Incorporate more courses or content on hands-on lab instruction

The leadership group recommended incorporating remedial training and additional follow-up work to help instructors grasp the material and to reinforce the best practices. A full list of both groups' suggestions and recommendations is included in Appendix D.

In addition to these recommendations, the evaluation revealed there are some key enablers to the application of knowledge and skills on the job (e.g., opportunity to use the material and management support). Because these enablers encourage and/or reinforce the use of the skills, specific methods for ensuring they continue should be considered. A similar process should be used to monitor for any future barriers to application.

CONCLUSIONS

In summary, the CEE Faculty Development Program was a positive investment for the UTI Mooresville campus. Overall, the participants reacted favorably to the program as indicated by the course and program evaluation surveys. Program participants successfully passed the course quizzes and indicated they learned how to improve their professional practice. Subsequently, they reported applying the knowledge/skills on the job and noted improvement with specific skills (e.g., delivering classroom and lab instructions and assessing student performance). As a result of applying the skills on the job, there was an impact to the business. After isolating the effects of the program, it was found that the program contributed

to an improvement in student retention (0.92% increase) and course retakes (0.15%). This impact resulted in a positive ROI (517%), reflecting that the benefits of the program outweighed the associated costs. Additionally, faculty job satisfaction, student satisfaction, and career development for faculty were positively impacted by the program. All of these findings indicate the program was a worthwhile investment.

This case study illustrates that results-based faculty development programs that clearly link learning to performance and organizational objectives can produce a significant positive ROI for the institution.

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Phillips, J.J. (2003). *Return on investment in training and performance improvement programs* (2nd edition). Boston, MA: Butterworth-Heinemann.

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APPENDIX A: PROGRAM DOCUMENTS

The following documents are available upon request. Please email roi@iaf-cee.org with your specific request.

- Instructional Skill Competencies - Career College Association and Imagine America Foundation
- Instructional Skill Competencies - National Center for Competency Testing
- Course Evaluation Questions
- Program Evaluation Questions
- Sample Learning Assessment
- Sample Observation Instrument

For additional information about the CEE Faculty Development Program, please visit www.iaf-cee.org.

APPENDIX B: APPLICATION/IMPLEMENTATION – SKILLS USED

Participants were asked to list techniques, skills, and/or knowledge they gained and used from the CEE courses.

• Class prep	• Understanding student needs	• Time management
• Objectives	• Communication	• Better listening skills of students' concerns
• Planning instruction	• Managing the classroom	• Class and lab instruction
• Individual student learning	• Not procrastinating	• Class management
• Lecture	• Demonstrations	• Developing visual teaching methods to cater to visual learners
• Assessment	• Study & research	• Getting students involved in classroom teaching to help learners be more active
• Planning lessons	• Planning	• Moving around the classroom more to establish the entire classroom as my teaching domain
• Classroom preparation	• State change	• Visual teaching
• Communicating	• Understanding student needs	• Following through with projects to completion
• Communication, teaching to different learning styles	• Laying out a class plan – a road map, if you will. The student has a more clear picture of what is expected of him or her and when and where.	• Since starting these CEE courses, I have learned how to plan out my day and class a little better. These courses made me more aware of some of my shortcomings.
• Tactile showing demos	• Class management, better layout of course objectives	• One of the courses covered dealing with older students. I found myself not instructing them in the same way as the younger students. This course brought it to my attention and made some adjustments.
• Accommodate IEP students	• Mini lessons	• Stress, how to control workload to better manage stress
• Student tutoring	• Greater flexibility in teaching to all types of learners	• Visual drawing on the board
• Student conflict resolution	• Know their boundaries	• Teaching to different learning types
• Recognizing learning styles	• Preparation and planning	• How not to sexually harass anyone
• Knowing my curriculum well	• Repeating information that is very important over and over and asking questions many different ways has helped the students retain the learned information for longer periods of time.	• Giving support to struggling students and showing them that you really care if they succeed and accomplish their goals has helped a lot. Even if it has to do with personal needs, if you just guide them on where to go for help and support, you will find that they will try even harder.
• Being repetitive	• Recognizing the different needs of learners of different ages	• When students ask questions on information already taught, I try to ask leading questions to jog their memory. Even students that like to say they don't know the answer will participate if the right question is asked.
• Time management	• Never think you know a student by first appearances.	• Create a list of personal and professional tasks that need to be completed.
• Class control	• I have developed more ways to make my presentation.	• Showing and demonstrating value in the material
• Class management	• Being prepared	• Have not really learned anything to help me in my class. I have been doing this for a while. I think maybe a new instructor might benefit.
• Age diversities	• Individual learning	• Not moving around too much during testing. Not distracting students
• Time management	• Finding new ways to teach to learning styles	• Thinking outside the box
• Fear of college	• Using more images with my verbal communication	• Identify obstacles that get in the way of good time management.
• Student retention	• Controlling class learning	• Trying to create a clear picture in the minds of my students
• Cultural diversities	• Syllabus information	• Accomplish clerical tasks more effectively.
• Lesson planning	• Introduction of the class day events	• I notice the different learning styles with more ease.
• Time management	• Setting the stage for class	• Motivating students with different methods (better lecture delivery, industry expectations, opportunity stories, etc.)
• Always be fair in discipline.	• Managing different learning styles	• Aiding with groups to gain learning vs. experience
• Planning	• A little better time management	• Incorporating multiple teaching styles to better suit a diverse class
• Course technique	• I ask more open-ended questions.	

APPENDIX C: ADDITIONAL PROGRAM BENEFITS

Participants and the leadership group were asked to list any additional benefits from the program.

Participants

<ul style="list-style-type: none"> • Some understanding of dynamics 	<ul style="list-style-type: none"> • New ideas and ways to improve inside and outside the classroom
<ul style="list-style-type: none"> • Many ideas and methods 	<ul style="list-style-type: none"> • Reinforcing some of the instinctive ideas I had already been using and encouraging others to try them
<ul style="list-style-type: none"> • Time management 	<ul style="list-style-type: none"> • A lot of the CEE courses are remedial for seasoned instructors, but it does remind and allow you to more easily pass on tips to newer instructors as it helps keep things fresh in your mind.
<ul style="list-style-type: none"> • Bringing things out that you may have not known 	<ul style="list-style-type: none"> • The first week of class I have more clarity and direction for the class.
<ul style="list-style-type: none"> • The courses are helping me to become an instructor. 	<ul style="list-style-type: none"> • Tells me how to do different teaching styles in order to connect to all the students
<ul style="list-style-type: none"> • Learning new skills 	<ul style="list-style-type: none"> • Knowing what needs to be done to help anyone with a disability, and that all conversation inside the workplace or outside the workplace is strictly PROFESSIONAL
<ul style="list-style-type: none"> • Always keeping in mind my profession as an instructor and keeping it on a professional level 	<ul style="list-style-type: none"> • The courses help me become a better instructor, which in turn improves the students' learning experience.
<ul style="list-style-type: none"> • I explain class in a different manner. 	<ul style="list-style-type: none"> • I feel it has been a strong reminder of the skills that I have learned through teaching over the past years, that I sometimes forget because I fall into a comfortable pattern and inadvertently leave some learners stranded.
<ul style="list-style-type: none"> • I am able to communicate with my students on a higher level. 	<ul style="list-style-type: none"> • Learning is happening both ways. Learning how to handle myself more professionally and how to handle people situations better
<ul style="list-style-type: none"> • Constant reminder that teaching is a learning experience in itself that no one may ever master 	<ul style="list-style-type: none"> • Everyone has room for improvement. Everyone forgets things they once learned now and then or forgets to apply what they learned; so refreshing ideas from CEE are great.
<ul style="list-style-type: none"> • Increased communication and collaboration between instructors and management 	<ul style="list-style-type: none"> • Reminds me of things that will help me be a better instructor. I know what they are but sometimes get so wrapped up in everyday things, they get set aside and sometimes forgotten.
<ul style="list-style-type: none"> • I get credit for course study? 	<ul style="list-style-type: none"> • It has made me look at the way I instruct the class and tweak my way of teaching.
<ul style="list-style-type: none"> • A convenient way to receive updated skill to keep us continually learning 	<ul style="list-style-type: none"> • I feel my patience has improved, and my understanding of my students.
<ul style="list-style-type: none"> • I can go back to the courses anytime and review anything any time I wish. 	<ul style="list-style-type: none"> • Anytime that something new can be learned to help with teaching skills is always a plus. Some instructors may look at this as being a pain or a hassle to have to do, and don't realize the benefits it provides. If I had this type of info when I was getting my teaching certificate it would have been much easier.

Leadership Group

<ul style="list-style-type: none"> • CEE has restored confidence in management from instructor team. It has allowed us to demonstrate our interest in their development.
<ul style="list-style-type: none"> • CEE has not been used long enough to make a big improvement.
<ul style="list-style-type: none"> • I heard comments that it's not bad; that's it's better than the modules they were doing.
<ul style="list-style-type: none"> • I do feel the training shows the instructors the company is taking a role in helping them improve.

APPENDIX D: PROGRAM SUGGESTIONS AND RECOMMENDATIONS

Participants and the leadership group were asked to offer their suggestions for improving the program.

Participants

<ul style="list-style-type: none"> Keep in mind that our courses here at our campus are only 3 weeks long. 	<ul style="list-style-type: none"> I think we need more interaction between instructors in the same building. We need to develop a better method of sharing best practices within our own organization and encouraging each other to try new methods. I've only implemented a small handful of the methods of delivery that I have learned about in CEE courses, so maybe I'm guilty of the same behavior. I had also been using some of the teaching methods covered in CEE courses, but it's difficult to implement many of the concepts and ideas covered and impossible at UTI/NTI to significantly improve the curriculum when it is dictated to us by home office, and yet so incredibly poor in so many ways.
<ul style="list-style-type: none"> Different voices reading the material 	<ul style="list-style-type: none"> I do much better with the audio CEE training over the written; I can hear it as well as read it.
<ul style="list-style-type: none"> Gear them up for type of students that we have at UTI. 	<ul style="list-style-type: none"> We need more time for completing them. I have too many other responsibilities.
<ul style="list-style-type: none"> Make them so they include audio; this is one of my learning skills. 	<ul style="list-style-type: none"> You can prepare people for learning by creating a comfortable physical and social learning environment and tapping into their prior knowledge. Many people learn better in a social context where they can talk through the material with others with whom they are comfortable. Many people learn better when they are engaged in activities that require them to experience and apply the material. "Less is more" applies to both learning goals and Powerpoint slides. Some of the most significant learning occurs when the presenter takes advantage of "teachable moments" and insightful comments that emerge through interaction. Listening and helping participants respond to one another are as important as the presenter talking.
<ul style="list-style-type: none"> Not so much revolving around college classes 	<ul style="list-style-type: none"> A quiet, unhurried place with an atmosphere more like that of a library so absorbing and digesting the material would not be a struggle
<ul style="list-style-type: none"> Maybe make courses more oriented against what we teach 	<ul style="list-style-type: none"> Have courses that apply to our style of teaching. We do not make the tests. I see very little help from studying these courses at this point.
<ul style="list-style-type: none"> I feel that CEE is doing an excellent job. 	<ul style="list-style-type: none"> Please keep them relevant to today's student experience and today's culture.
<ul style="list-style-type: none"> I would like to see more courses on hands-on/lab instruction. 	<ul style="list-style-type: none"> A little more tailored to automotive (i.e. stories and examples). Also, are there any brand-new techniques that can be tried or discussed or developed?
<ul style="list-style-type: none"> Make it more on what we teach at UTI. 	<ul style="list-style-type: none"> Allow some courses to be accessed at will, some instructors' time to do these are not consistent with the assigned times to do them.

Leadership Group

<ul style="list-style-type: none"> Remedial training and follow-up to help the instructors grasp the material and measure the extent of their understanding and application of the material
<ul style="list-style-type: none"> The biggest thing that needs improvement is the follow-up. I believe simpler tools for follow-up, or group workshops to re-enforce the best practices, are needed, or the benefits will be lost.

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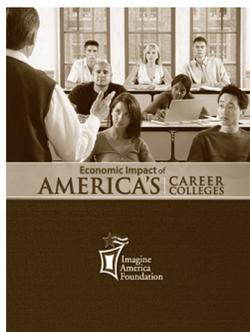
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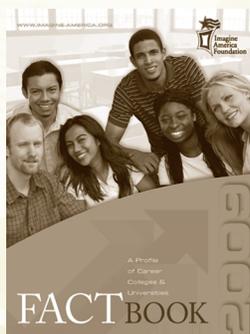
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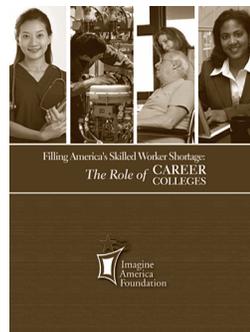
The Economic Impact of America's Career Colleges is the first comprehensive study completed of the economic impact of the career college sector. This study estimates that career colleges generate \$38.6 billion in annual economic impact. This total includes

\$14.6 billion in direct institutional impact, \$4 billion in related student fees and expenses, \$3.5 billion in higher career college graduate starting salaries and other benefits, and \$16.5 billion in indirect economic activity associated with the industries in which the graduates are employed.

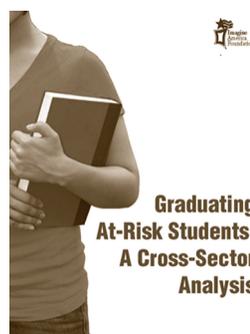


The Fact Book contains research and analysis of important trends in the career college sector of higher education. It presents a comprehensive look at the for-profit and career college sector of higher education, as well as a comparison of public and private two- and

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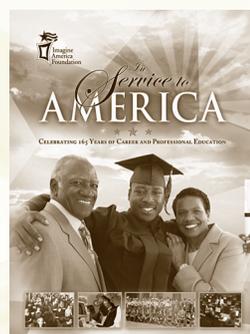


Filling America's Skilled Worker Shortage: The Role of Career Colleges presents a comprehensive review of the U.S. labor force skills shortage by industry, and the role of career colleges in meeting the high demand for industries such as business and management, computers and communication, education, healthcare, legal and personnel, and culinary.



Graduating At-Risk Students: A Cross-Sector Analysis, clearly establishes the fact that career colleges function as an important component of our nation's higher education system. Statistically, not only do students attending career colleges perform as well or better than many other

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In Service to America: Celebrating 165 Years of Career and Professional Education tells the history of the growth of the career college sector in the United States from 1841 to the present, as reflected through the development of its representative associations.

While principally a story about the dynamic internal evolution of the associations, this book also reveals the phenomenal history of institutions that have grown dramatically and continue to provide necessary educational services to our nation and its economy.