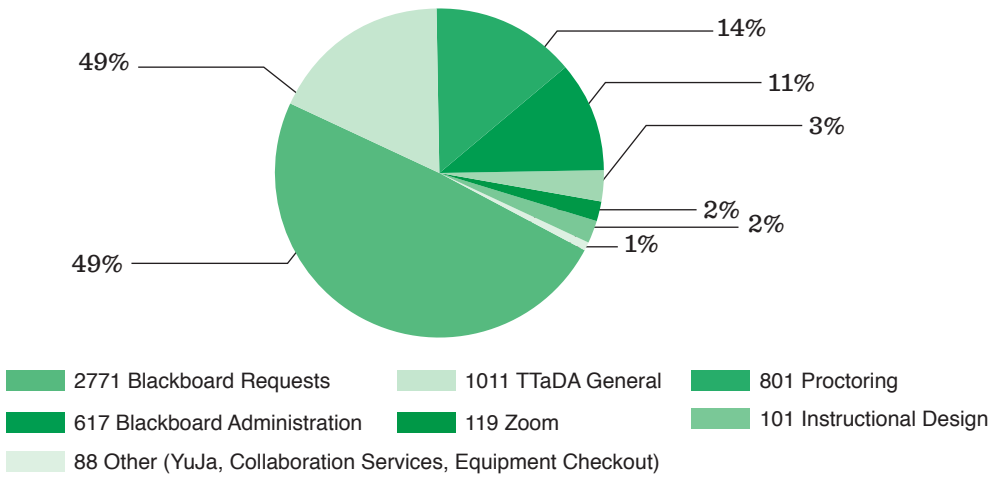


# TEACHING TRANSFORMATION AND DEVELOPMENT ACADEMY

## 2019: A YEAR DEDICATED TO RETENTION AND PERSISTENCE

TTaDA provides system administration and support for UND's academic technologies including: Blackboard, Zoom, YuJa, Voicethread, Qualtrics, and more. In 2019, our team handled **5687 tickets**.



These technologies and the support provided to faculty and students are critical for student retention and success in both online and on ground courses. An article titled Retention in Online Courses: Exploring Issues and Solutions – A Literature Review written by Papia Bawa discusses the importance of providing adequate resources and training for faculty and students in using educational technology and how this relates to overall retention.

Instructional Designers had over **500 consultations** with faculty through one-on-one meetings, department workshops, zoom/skype sessions, and phone calls. They also reviewed over **100 courses and syllabus**.

Instructional designers spend hours coaching, collaborating, and encouraging faculty to explore new and unfamiliar pedagogical practices. They expose faculty to research-based teaching and learning theories, backward design, Bloom's taxonomy, authentic assessments, engagement, presence, and creative ways to encourage learners to become self-directed (2019).

"Successfully retaining today's university students and to help them graduate as potentially high-achieving adult learners in any field of endeavor requires more than ever that faculty members follow the principles of backward design in curriculum redevelopment. This is an exceedingly daunting task, but UND is fortunate that it has a team of outstanding course development specialists in TTaDA such that faculty members are assisted successfully to not only improve courses but to expand the frontiers of open educational resources for everyone in higher education. Indeed, if it were not for TTaDA's excellent group of colleagues, this 42-year veteran of being a faculty member at the Grand Forks campus would have seen course enrollments plummet, dissatisfaction among undergraduates rise, and a definite interest to phase sooner than later into retirement." ~ Faculty Testimonial

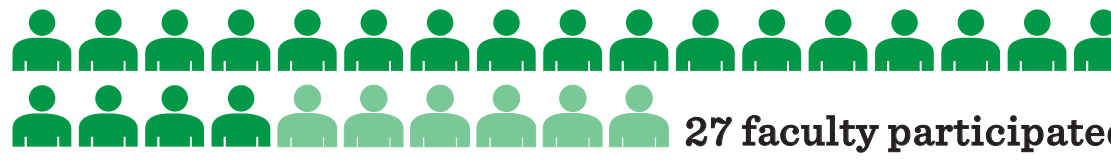
TTaDA sponsored **3 book studies** in 2019 with a total of **181 participants**.

- 80** Spring Inclusive Excellence Book Read (Heavy: An American Memoir, There, There and Heartland: A Memoir of Working Hard and Being Broke in the Richest Country on Earth)
- 83** Braving the Wilderness: The Quest for True Belonging and the Courage to Stand Alone
- 19** Small Teaching Online

Awarding badges to recognize achievement is not a new development. Digital badging now offers new ways to recognize learning and motivate learners, providing evidence of skills and achievements in a variety of formal and informal settings. Badges can help students focus more intentionally on what they are learning and why. They also help create opportunities for more customized learning experiences.

### 23 Small Group Instructional Diagnosis (SGID) sessions were conducted in 2019.

SGID's relate directly to improved teaching. In one study "lecturers refined grading procedures, implemented new approaches to conducting classes, clarified their expectations of students, and refocused content emphasis. They also indicated that they intended to amend the way they teach future courses in an effort to increase effectiveness." Diamond, M. R. (2004). The usefulness of structured mid-term feedback as a catalyst for change in higher education classes.



in the Alice T. Clark Mentoring Program in 2019. This includes **21 faculty** in the first year and **6 faculty** in the second year.

Research shows that effective faculty mentoring improves faculty satisfaction, retention, research productivity & student learning. David Kiel. (2019).

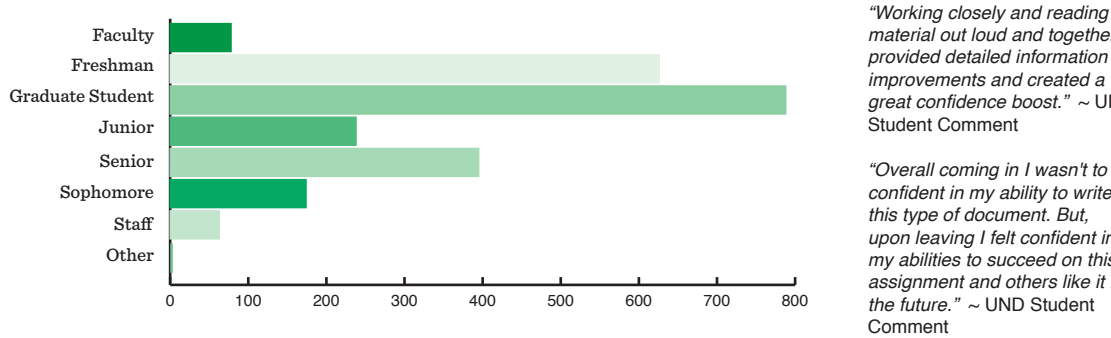


Classroom design influences levels of interaction & engagement. Engagement and active learning improves retention.

**17 classrooms** were designed and updated in 2019, including **9 upgrades** from analog to digital and **8 redesigned** to active learning, flexible seating to promote an interactive learning environment.

In 2019, the Writing Center had **2367 appointments**, **826 clients** from **99 programs**.

Research from University of Colorado Boulder found that "freshmen who used the Writing Center's services in the first term had higher cumulative GPAs, retention rates to the 2nd, 3rd, and 4th fall, and graduation rates after 4, 5 and 6 years"



### 73 Self-Paced Enroll Anytime courses are currently available. There are an additional 42 courses under development (12 new and 30 being revised).

Before this class [COMM 102: Communication and the Human Community] I hated the idea of a communication class. Now I'm considering a minor because I enjoy it. ~ SPEA Student Survey response

I was skeptical about the format, but it was an exceptionally good environment to truly learn this material that takes a good bit of work and practice. I also found it in line with supporting lifelong learning and the skills required in the current workplace. ~ SPEA Student Survey response

A 2016 ACE Whitepaper discusses "the body of literature that defines effective research-based teaching practices and demonstrates the strong positive role of high-quality teaching as a key factor in college persistence and graduation." Jonathan Gyurko et al., "Why Colleges and Universities Need to Invest in Quality Teaching More Than Ever: Faculty Development, Evidence-Based Teaching Practices, and Student Success," American Council on Education.

**146 Faculty, Staff and Administrators** participated in Disney's Approach to Employee Engagement

Recorded **5 podcasts** for faculty and staff on topics including Employee Engagement, Impact of Gratitude, Conversations that Inspire, Workplace Stress and Work-life Balance.

Offered **172 workshops** on academic technologies, diversity and inclusion, high impact practices, writing, universal design for learning, and more.

**100 faculty, staff and graduate students** gathered to attend the Fall Innovative Learning Symposium: Implementing High-Impact Practices Across Modalities.



Coordinated **5 conferences** with **1034 participants and exhibitors** in attendance and provided registration services for over **20 UND events/camps**, with **1330 enrollments** to date.

**1100 enrollments** in the Dietary Managers Program.

- Our students represent all **50 states**
  - **25% Correspondence by Mail** students
  - Our students make up **30%** of those taking the **CDM/CFPP Credentialing Exam**
  - **86%** of our students passed the **Nation Credentialing Exam** on the first attempt
- Online students in the **Personal and Professional Development Program**
- 42** States
  - 4** Canadian Provinces
  - 1** Foreign Country
  - 2** Armed Forces Members, stationed in the Middle East

**5800 Educators** in our Professional Development for Educators program. 5000 educators from North Dakota

- **7 educational partners**
- **31 school districts and consortiums** offer Cumulative Credit to their educators
- **200 online courses** for educators