**Impact of Faculty Learning Community Participation**

**Framing Question:** Does participation in a Faculty Learning Community (FLC) enhance efficacy of UDL implementation?

**Baseline Data:** In 2007, data collected after a two-hour UDL training workshop indicated that 27% of instructors were *not likely* or only *somewhat likely* to implement UDL strategies. 73% indicated a greater likelihood after their workshop participation.

**Method:** During the Fall 2009 and Fall 2010 terms, EnACT~PTD Faculty reflected on the extent to which the combined UDL training plus FLC participation enhanced their efficacy in implementing UDL strategies. Tier 1 faculty represent three-year partners while Tier 2 represent one-year partnerships.

**Results:
Tier-1 and Tier-2 Rating on FLC and Activities for the Fall 2009 Semester and the Fall 2010 Semester**

|  |  |  |
| --- | --- | --- |
|  | **Tier 1** | **Tier 2** |
| **Statement** | **Mean Score****Fall 2009** | **Mean Score****Fall 2010** | **Mean Score****Fall 2009** | **Mean Score****Fall 2010** |
| Participation in the EnACT~PTD project activities (UDL workshops and FLC meetings) enhances my efficacy in implementing UDL strategies in my classroom. |  4.75(n=16) |  4.81(n=21) |  4.29(n=24) |  4.71(n=17) |
| Participation in the FLC enhances my understanding of the principles of UDL. |  4.75(n=16) |  4.62(n=21) |  4.17(n=24) |  4.71(n=17) |

**Tier-1 and Tier-2 Rating on FLC and Activities for the Fall 2009 Semester and the Fall 2010 Semester: Percentage of Agree and Strongly Agree Responses**

|  |  |  |
| --- | --- | --- |
|  | **Tier 1** | **Tier 2** |
| **Statement** | **Fall 2009** | **Fall 2010** | **Fall 2009\*** | **Fall 2010** |
| Participation in the EnACT~PTD project activities (UDL workshops and FLC meetings) enhances my efficacy in implementing UDL strategies in my classroom. | 93.8% | 100.0% | 79.2% | 100.0% |
| Participation in the FLC enhances my understanding of the principles of UDL. | 93.8% | 100.0% | 75.0% | 100.0% |

**Analysis:** For each of the statements in the first column from the table above, the percentage of faculty responding *agree or strongly agree* are reported for Tier 1 and Tier 2 campuses for the Fall 2009 semester and the Fall 2010 semester. For Tier 2 campuses, the percentage of faculty responding *agree or strongly agree* increased significantly (*p* < .05) in regard to the statement, *“Participation in the FLC enhances my understanding of the principles of UDL”* from the Fall 2009 survey dissemination to the Fall 2010 survey dissemination.

**Implications:** Given that Tier 2 faculty had not participated in FLC meetings during the \*2009 survey, their scores mirror the baseline data collected in 2007 (79.2% and 73% respectively). While UDL workshops alone were generally seen as positive contributors to UDL implementation, after participation in FLC meetings, all faculty (100%) *agreed to strongly agreed* that this model enhanced their understanding and efficacy of UDL implementation.

*“This model [UDL+FLC] shows faculty methods to reach everyone*

*regardless of learning style and teach in a way everyone can learn”*