Course Transformation as a Catalyst for Campus-Wide Change

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Course Transformation as a Catalyst for Campus-Wide Change

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Purdue University
Campus-Wide Collaboration and Support

- Provost’s Office
- Information Technology at Purdue (ITaP)
- Libraries: Tomalee Doan
- Center for Instructional Excellence (CIE): Chantal Levesque-Bristol
- Extended Campus:
  - Discover Learning Research Center (DLRC)
- Former IMPACT Faculty Fellow
Instruction Matters: Purdue Academic Course Transformation (IMPACT)

• Semester Long Professional Development Program

• Campus-Wide Collaboration (Faculty Learning Community (FLC))

• Broad Systematic Assessment Plan

• Vehicle for Institutional Transformation
Faculty Learning Community (FLC)

• Semester long (15 weeks) professional development program
  • Students’ characteristics
  • Development of learning objectives and alignment of those with class activities and assessments
  • Bloom’s taxonomies
  • Student centered, research-based redesign models
• Innovative tools and technologies
• Information Literacy
Hicks Undergraduate Library
G980D

- Collaborative work stations
- Dynamic media projection capabilities
- Seats 72
IMPACT: Progress to Date

- The sustainable goal is 30 classes/year
- Most of the colleges on Campus have been touched by IMPACT
- Many STEM classes (Sciences, Technology, Engineering)
- By end of FA 13, over 20,000 students will have been impacted
- Goal to transform all foundational courses at Purdue
Vehicle for Campus Transformation

- Planning of an Active Learning Center
- Transformation of all Core courses
- Relationship with the Foundation of Excellence
  - Joint effort between Academic and Student Affairs
- New standards for professional development on campus
- New reward structures for teaching and learning
- Scholarship of Teaching and Learning
WE ARE CAREFULLY MONITORING THE RESULTS OF OUR EFFORTS
Increased Student Success and Learning

- The majority of the redesigned courses are demonstrating higher course GPA
- Some of them, highest GPA in several years
- Students are also reporting significant increases on Student Assessment of Learning Gains (SALG)
## Specific Example: Statistics and Society – Exam Grades

<table>
<thead>
<tr>
<th>Semester/class</th>
<th>Exam 1</th>
<th>Exam 2</th>
<th>Final Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before redesign</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2012 Traditional</td>
<td>74.0</td>
<td>74.7</td>
<td>69.4</td>
</tr>
<tr>
<td>Spring 2012 Online</td>
<td>69.3</td>
<td>66.8</td>
<td>62.1</td>
</tr>
<tr>
<td><strong>After redesign</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2012 Traditional (Supplemental)</td>
<td>84.4</td>
<td>87.8</td>
<td>82.2</td>
</tr>
<tr>
<td>Fall 2012 Online</td>
<td>79.1</td>
<td>82.8</td>
<td>80.1</td>
</tr>
<tr>
<td>Fall 2012 Hybrid</td>
<td>81.6</td>
<td>83.0</td>
<td>78.8</td>
</tr>
</tbody>
</table>
Specific Example:
Statistics and Society – DFW rates

<table>
<thead>
<tr>
<th>Fall semester</th>
<th>Before redesign</th>
<th>After redesign</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2008</td>
<td>2009</td>
</tr>
<tr>
<td>DWF rate</td>
<td>34%</td>
<td>30%</td>
</tr>
</tbody>
</table>
Increased Student Engagement

- As assessed by student self-report surveys administered at the beginning and end of the redesign semester
In Sum...

• Students are more engaged and confident in their learning

• Students report significant learning gains on course specific learning outcomes

• There is evidence that actual learning improves
Assessment Matrices – Mapping assessment to Learning Outcomes

• Link learning outcomes to Bloom’s taxonomies
• Link learning outcomes to assessment activities
Overall Discussion

• Share examples of professional development, faculty support, and reward incentives to improve student learning

• How do you assess these initiatives?

• Identify potential campus collaborators at your institution

• Identify potential challenges to course transformation and student success on campus

• Is your library involved in these types of discussion on campus? To what extent?