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IMPACT

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Center for Instructional Excellence (CIE)

Professor of Educational Psychology
Campus-Wide Support

- **ITAP**: Donalee Attardo & John Campbell
- **Libraries**: Tomalee Doan
- **Teaching Academy & Provost**: Frank Dooley
- **CIE**: Chantal Levesque-Bristol
- **Extended Campus**: Michael Eddy
- **Faculty**: Cliff Weil
- **DLRC**: Gabriella Weaver
IMPACT Goals

• Support faculty-led course redesign with campus-wide resources

• Refocus the campus culture on student-centered pedagogy and student success

• Reflect, assess and share results to benefit future courses and students
IMPACT Strategies

• Develop a network of faculty through Faculty Learning Communities (FLC)

• Base course redesign on best practices and sound research

• Grow and sustain IMPACT by adding new IMPACT faculty fellows annually
IMPACT: Progress to Date

- The sustainable goal is 30 classes/sem
- Most of the colleges on Campus have been touched by IMPACT (except the Vet School)
- Many STEM classes (Sciences, Technology, Engineering)
IMPACT: Progress to Date

- Cumulative Enrollment
- Enrolled Students

- Graph showing enrollment progress from Fall 11 to Fall 13.
Redesign Models used by Faculty Fellows

Redesign Models used by IMPACT faculty

Online

Replacement

Supplemental

Flipped
What are we learning?

• IMPACT is setting new expectations across campus for excellence in undergraduate teaching.

• In turn, this is driving the need for new types of learning spaces that support active learning.
IMPACT Classrooms

Roland G. Parrish Library of Management and Economics
KRAN 250

- Collaborative computer groups
- Multiple interactive Smart Boards and white boards with document capture capabilities
- BoilerCast audio recording
- Seats40

Hicks Undergraduate Library
B848

- Collaborative work tables
- Projectors, Smart Boards, and white boards
- Seats 117
IMPACT Classrooms

Hicks Undergraduate Library
G980D
- Collaborative work stations
- Dynamic media projection capabilities
- Seats 72

Hicks Undergraduate Library
B853
- Collaborative work tables
- Multiple projectors
- Seats 90
WE ARE CAREFULLY MONITORING THE RESULTS OF OUR EFFORTS
### Door count of Hicks Undergraduate Library (3 IMPACT classrooms)

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Note. 2012 numbers are underreported due to the fact that there is no longer a gate at the entrance to G980C. So the percent increase is at least that high.
The Classroom Physical Space met my needs for Learning

• The vast majority of students strongly agreed with the above statement

• For example in a large introduction to technology class, about 87% of the students agreed with the statement

• In a small, advanced Management class, 100% of the students agreed with the statement
The Instructor Utilized Classroom Technologies which Further Engaged my Interest in the Class

• The majority of students strongly agreed with the above statement

• For example in a large Intro to Technology class, about 80% of the students agreed with the statement

• In a small, advanced Management class, 90% of the students agreed with the statement
Student Centered Learning Environment

N = 492 students
Perceived Competence Toward Learning

N = 492 students

Begin of semester

End of Semester

N = 492 students
• Students are more engaged and confident in their learning

• Students build skills in teamwork and collaboration

• Students report significant learning gains on course specific learning outcomes

• There is evidence that actual learning improves
Mission Statement

Our mission is to improve student competency and confidence through redesign of foundational courses by using research findings on sound student-centered teaching and learning.