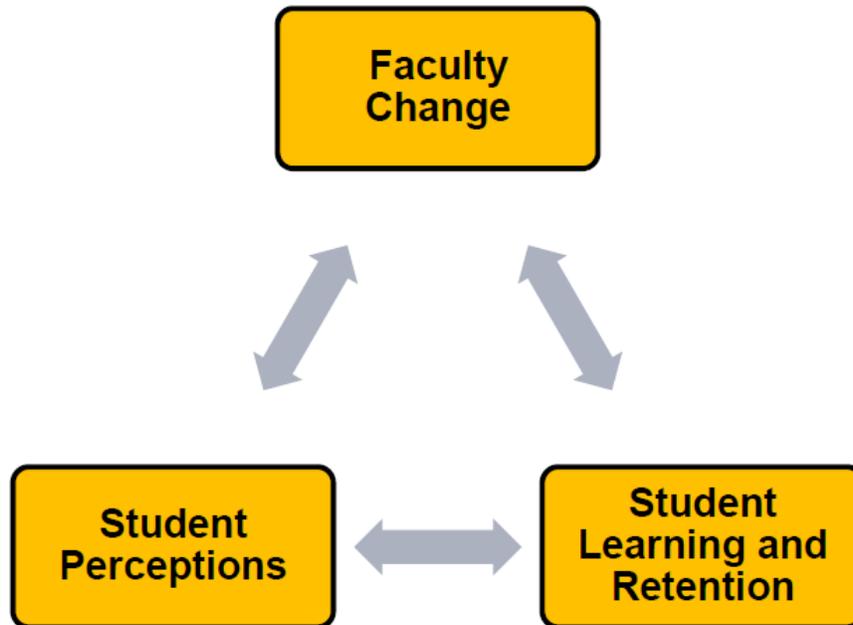


Program Assessment Dimensions

The effectiveness of the IMPACT program is evaluated through a comprehensive assessment plan led by the DLRC. The IMPACT Assessment Committee is composed of faculty and staff from the DLRC, CIE, ITaP, and the Office of the Provost. The evaluation plan has been designed to answer research questions regarding the efficacy of the IMPACT program at meeting its stated objectives and the effectiveness of the program at achieving its intended outcomes. These research questions are presented below and fall into three primary groups: questions related to the success of the FLC at catalyzing change action in faculty, questions related to student perception of the course reforms, and questions related to the efficacy of IMPACT at improving student learning and retention. The progress to date of the assessment subcommittee at addressing each question is summarized in the sections that follow.



Catalyzing Change in Faculty

1. What are faculty expectations for IMPACT as a professional development program? What did faculty get out of their participation in IMPACT FLC?
2. What are faculty goals for course redesigns? What redesigns did faculty implement? What were the barriers and supports during their redesign and implementation?
3. Is the transformation achieved in IMPACT transferred to other courses taught by IMPACT faculty fellows?
4. What percentage of the courses leave IMPACT with five clearly defined learning objectives and associated assessments?
5. What is the distribution of learning objectives related to each level of Bloom's taxonomy?
6. What is the effect of IMPACT on the attitudes of administration and non IMPACT faculty with respect to teaching and learning?

Student Perceptions

1. Do students participating in IMPACT courses perceive these courses as engaging them in active learning?
2. Do students participating in IMPACT courses feel an enhanced sense of confidence and competence?
3. What is the influence of the IMPACT courses on student course evaluations?
4. What is the influence of the IMPACT courses on Student Perceptions of Learning Gains (SALG)

Student Learning and Retention

1. Does the implementation of IMPACT courses improve course grades compared to non-IMPACT versions of the same class?
2. Does student participation in IMPACT courses improve student performance in selected future courses?
3. Does participation in IMPACT courses improve student critical thinking skills?
4. Does participation in IMPACT courses improve retention to the institution after one year?
5. Does participation in IMPACT courses improve retention to the major after one year?
6. Do students involved in IMPACT have better four and six year graduation rates?
7. Do students involved in IMPACT courses perform better on faculty identified measures of learning?

Faculty Change

1) What are faculty expectations for IMPACT as a professional development program? And what are the perceived impacts of the professional development series on participants' teaching practices?

Data collection:

- Individual Interviews
- Surveys

2) What are faculty goals for course redesigns? What redesigns did faculty implement? What were the benefits and challenges encountered during their redesign and implementation?

Data collection:

- Open-ended survey (course-level, student-level, and personal goals for participation in IMPACT)
- Individual interviewed after redesign implementation
 - Changes made
 - Barriers encountered during their participation
 - Support received during participation
- Survey with supplemental focus groups for future cohorts

3) What percentage of the courses leave IMPACT with five clearly defined learning outcomes and associated assessments?

Data collection:

- Faculty identified course learning outcomes are being collected and archived.

4) What is the distribution of learning outcomes related to each level of Bloom's taxonomy?

Data collection:

- Faculty course learning outcomes are being collected and archived.

5) What is the effect of IMPACT on the attitudes of administration and non-IMPACT faculty with respect to teaching and learning?

Data collection:

- Colleagues of faculty fellows who implemented their redesigns in fall 2011 were surveyed to determine their awareness and understanding of IMPACT and their attitudes toward its goals.

Student Perceptions

1) Do students participating in IMPACT courses perceive these courses more engaging than the traditional version of the courses?

Data collection:

- A survey was constructed and administered to students enrolled in courses redesigned by faculty fellows in cohort 1.
- Where appropriate, comparison data were also collected using the same survey from students enrolled in traditional versions of the redesigned courses.
- The survey has been recently redesigned to incorporate levels of student motivation, as well as, the activity/engagement of the learning environment. This survey will be completed by students starting in Fall 2012.

2) Do students participating in IMPACT courses feel an enhanced sense of confidence and competence?

Data collection:

- Items related to confidence and competence were incorporated into the modified learning environment survey (discussed in question 1 above).
- Starting in Fall 2012 (cohort 2), students enrolled in courses redesigned by faculty fellows are being surveyed with the modified learning environment survey.

3. What is the influence of the IMPACT courses on student course evaluations?

Data collection:

- End of the semester course evaluations data is collected every semester and reported.
- Data for the two standard approved questions at Purdue University is collected and reported.

4. What is the influence of the IMPACT courses on Student Perceptions of Learning Gains (SALG)

Data collection:

- Faculty identified Learning Outcomes are included in the form of SALG on the end of the semester course evaluations data. This data is collected every semester and reported.
- The extent to which students perceive the faculty identified learning outcomes to have been attained comprises the results of this analysis.

Student Learning and Retention

1) Does the implementation of IMPACT courses improve course grades compared to non-IMPACT versions of the same class?

Data collection:

- Examine historical grade trends
- Comparison of concurrent IMPACT and traditional sections

2) Does student participation in IMPACT courses improve student performance in selected future courses?

Data collection:

- The spring 2012 grades of students who experienced one of the redesigned courses taught by cohort 1 in fall 2011 were compared with those of their peers who had not experienced an IMPACT course.

3) Does participation in IMPACT courses improve student critical thinking skills?

Data collection:

- The assessment committee is currently exploring options for appropriately, effectively, and efficiently measuring critical thinking skills.

4) Does participation in IMPACT courses improve retention to the institution after one year?

Data collection:

- The assessment committee has not yet examined one year retention rates.
- However, within year retention rates (fall to spring retention rate) was examined for cohort 1 courses taught in fall 2011.

5) Does participation in IMPACT courses improve retention to the major after one year?

Data collection:

- This goal is very difficult to assess and the Assessment Committee is currently working on a strategy to achieve this outcome.

6) Do students involved in IMPACT courses have better four and six year graduation rates?

Data collection:

- This goal is very difficult to assess and the Assessment Committee is currently working on a strategy to achieve this outcome.

7) Do students involved in IMPACT courses perform better on faculty identified measures of learning?

Data collection:

- Working with a subset of cohort 2 faculty fellows to align well defined course learning outcomes to faculty created assessment measures (see Appendix A for an example of a Learning Outcome Map).
- Working with all of cohort 3 faculty fellows (starting in the Summer 2012) to align well defined course learning outcomes to faculty-created assessment measures (see Appendix A for an example of a Learning Outcome Map).

- Completing research protocols in order to link student perceptions of the learning environment, perceptions of competence and confidence in the material learned to actual performance on identified learning outcomes.
- Completing research protocols in order to compare actual performance on identified course learning outcomes before and after the redesign or with traditional courses.