BUILDING BRICK BY BRICK: A PRAGMATIC APPROACH TO MEASURING IMPACT

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Champlain College, Burlington Vermont

- 2000 on-campus students
- Professional Focus
  - Multimedia Graphics
  - E-gaming
  - Digital Forensics
  - Business
- New Interdisciplinary Core Curriculum
  - Roll-out began Fall 2007

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CHAMPLAIN’S UNIQUE “CORE” CURRICULUM

- Sequential, linked, theme-based courses
- Interdisciplinary
- Inquiry-based
- Common, master syllabi
- Common texts
- Common, project-based, research assignments

CHAMPLAIN’S INFORMATION LITERACY PROGRAM

- “All students, all four years”
- Incremental
- Embedded
- Inquiry Based
- Rubric-based assessments
- Common curriculum

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Evidence that students are learning the skills and the concepts we are teaching.

“Map” IL outcomes taught and assessed in Core classes.

Track instruction and assessment of outcomes in a matrix.

Use the data to inform our teaching.

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DISCOVER DATA
SOME DATA CHARTS ARE: EASY TO READ, HAPPY, USEFUL

Number of people entering the library
SOME DATA CHARTS ARE: EASY TO READ, HAPPY, USEFUL

Number of people entering the library

Number of books checked out
SOME DATA CHARTS ARE: EASY TO READ, HAPPY, USEFUL

Number of people entering the library

Number of books checked out

Number of reference questions answered
How Data is Presented Elicits Some Reactions.
SOME DATA CHARTS ARE NOT.
HOW DATA IS PRESENTED ELICITS SOME REACTIONS.
COLLABORATE
NO ONE IS AN ISLAND

- Learn from other assessment efforts
- Explore unexpected avenues
  - Center for Instructional Practice
- Informational interviewing
- Bring a beginner’s mind

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ENCOUNTERING OBSTACLES

- Expect some roads to be closed
- Look for other partners, other opportunities
- Understand and learn about the block and what it can mean for your assessment

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FIND ALLIES AND LET THE WORD SPREAD

- Cultivate individual connections
  - Annotated Bibliographies as an example
- Ask for help
- Be patient
- Celebrate small victories
- Express gratitude

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MAKE DECISIONS WHEN NECESSARY
MAKE DECISIONS WHEN NECESSARY

- Sometimes you can wait for a culture to evolve organically...
- Sometimes you just have to help it along.

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BUILDING ON WHAT YOU HAVE AND
BUILDING WHAT YOU NEED

- We have a culture that is nimble and innovative.

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Building on what you have and building what you need

- We have a culture that is nimble and innovative.
- We did not have a foundation in information literacy or assessment.

http://www.flickr.com/photos/jeffica/3973440757/
BUILDING ON WHAT YOU HAVE AND BUILDING WHAT YOU NEED

- We have a culture that is nimble and innovative.
- We did not have a foundation in information literacy or assessment.
- We needed to create a plan quickly.

http://www.flickr.com/photos/jeffica/3973440757/
MANDATE 1

We WILL embed Information Literacy in the new Core Curriculum...

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MANDATE 2

We WILL spread our instruction throughout our students’ college careers!

http://www.old-picture.com/crimean-war/000/pictures/General-Bosquet-giving-orders-001.jpg
MANDATE 3

We WILL devise meaningful impact measures!
Emphasize Meaning and Usefulness
Making Meaning

- Address the needs of various audiences
- Revise
  - Questions
  - Data
  - Repeat
- Adjust data views until they can be seen

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Meaningful to Students

- The big question from students: What’s in it for me?
- Tie into existing motivation
- Be persistent

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MEANINGFUL TO FACULTY

- Connect to what faculty care about
  - Students
  - Their courses
- Speak their language
- Model assessment
- Context

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Meaningful to Administration

- Capitalize on existing initiatives
  - Quality
  - Return on investment
- Capitalize on external pressures
  - Accreditation
  - Accountability
- “Close the loop”

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QUESTION: ARE STUDENTS LEARNING IL?
DATA: MEAN SCORES

Fall 2007
QUESTION: BETTER AT CITATION?
DATA: PERCENT STUDENTS MEETING EXPECTATION

Note: First year students in 2007 vs different group of first year students in 2008
QUESTION: BETTER AT CITATION?
DATA: TRACKING 2007 COHORT

<table>
<thead>
<tr>
<th></th>
<th>Met First Year</th>
<th>Met Second Year</th>
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</thead>
<tbody>
<tr>
<td>5.2 Organize</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.3 Use Sources</td>
<td></td>
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<tr>
<td>5.4 Integrate</td>
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<tr>
<td>5.5 Present</td>
<td></td>
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<tr>
<td>5.6 Citation</td>
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</tbody>
</table>
**Question:** Are they the same students?

**Data:** Individual student score changes

![Bar chart showing student score changes](chart.png)
**Question:** Are they the same students?

**Data:** Individual student score changes

**5.6 Citation**
- Both Yrs: High improvement
- Improved: Moderate improvement
- Neither Yr: No significant change
- Regressed: Small decrease

**5.3 Use Information**
- Both Yrs: Significant improvement
- Improved: Moderate improvement
- Neither Yr: Small decrease
- Regressed: No significant change
Next Steps

- Our next question: Which students are we reaching?
- New data needs
  - Identify sub-populations (gender, area of study)
  - Demographic information
- Play with data display

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Tolerate Uncertainty
How to cultivate tolerating uncertainty?

- Create a culture in which it is OK for things to not work.
  - Trial and error
  - Pilot projects
  - Model the behaviour

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HOW TO CULTIVATE TOLERATING UNCERTAINTY?

- Create a culture in which it is OK for things to not work.
  - Trial and error
  - Pilot projects
  - Model the behaviour
- Remember: “Fail often to succeed sooner”

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KEEP YOUR EYE ON THE PRIZE

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EMPHASIZE THE FORMATIVE NATURE OF PROJECT— “FORMATIVE ASSESSMENT”

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SCALLOPING: UPS & DOWNS

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TOLERATING UNCERTAINTY

- Uncertainty is key
  - Inquiry-based learning
  - Information Literacy (i.e. Kuhlthau)
  - Assessment

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TOLERATING UNCERTAINTY

- Uncertainty is key
  - Inquiry-based learning
  - Information Literacy (i.e. Kuhlthau)
  - Assessment

- Our process mirrors our methodology

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QUESTIONS?

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