

*Transforming Kalamazoo College through
Multi-layered and Systematic Improvement of Student Learning*

ANNUAL REPORT TO THE TEAGLE FOUNDATION
18 July 2011

Overview ~ Beginning this year's report where we ended last year's report seems appropriate because the situation that motivated us last year has transitioned from a hunch to more of a reality. And, even though "transition" remains a watchword, what's most exciting to us is that...paraphrasing Ken Bain...Kalamazoo College feels like it is continuing on a trajectory toward becoming a place where we have opportunities "to grapple with the dissonance (we) encounter – to try, fail, receive feedback, and try again – before anyone makes judgments of (our) efforts" and to learn deeply from the grappling among critical friends. Thanks, in part, to our current grant from The Teagle Foundation, and to having the "right" people in the right place at the right time, transformation of Kalamazoo College into an environment with a "sustained, palpable, and systemic presence of evidential (and consequential) conversations about (teaching and) learning" (as noted in our "Implementing and Assessing..." document, Appendix One) is truly continuing apace. We trust that details about the transition and transformation, presented in this narrative and in the budget narrative, will reveal that much of what we envisioned at our project's inception, as well as ideas that emerged in the past three years, are becoming part of the fabric of Kalamazoo College. (Note: Reviewing the "Implementing and Assessing..." document, before reading this annual report, will help the reader see connections between what we set out to accomplish and what we have done to date.) In the next academic year, and in years thereafter, we anticipate continuing the good work and positive trajectory that has been established to date through this grant. And, we look forward to growing deeper roots for student learning assessment with the recent structural change of adding a part-time Associate Provost for Teaching, Learning and Assessment to the administrative structure of Kalamazoo College.

Accomplishments in 2010-2011 Academic Year ~ Rather than following the same format used in previous reports, in which we chronologically listed tasks that occupied significant portions of our time during the previous year, in this report we will highlight major events on campus that are tied, directly or indirectly, to our Teagle-funded project.

1. We disbursed most, but not all, of our grant funds for the year to support various facets of our project. Our plans for allocating unexpended funds, outlined at the end of this report, will link several developing threads of inquiry and extend the project into the future. Please see Appendix Two for a budget narrative, which delineates many of our accomplishments over the past year, and for a list of expenditures.
2. Based on feedback received from colleagues, our "fillable" Word documents for project proposal and project report forms (please see Appendix Three) went through another round of revisions. As shown in the proposal and report submitted by Dr. Laura Barraclough (Assistant Professor of Anthropology and Sociology), these forms help colleagues focus and clarify ideas for projects, link projects to what is known about teaching and learning, and envision outcomes (*i.e.*, form hypotheses) for their projects. In addition, through reports structured by the form provided, colleagues reflect on what transpired (including what they experienced) during the project, on project outcomes, and on how these might have an effect on teaching and learning at the College. Thus, colleagues carrying out teaching and learning projects funded through our Teagle grant engage in structured reflection (Appendix Three) to help them learn deeply from their projects.
3. This past year, and into the summer and fall, we funded (or started to fund) 14 Teaching and Learning Fellows (TLFs; formerly known as Teagle Learning Fellows) and their six projects, which, like last year, focused on questions at the course-level and more broadly at the college-level. (Appendix Four is a list of 2008 to 2012 projects, at least those to date). Results from, and reflections on, these projects will be presented at the College's annual Fall Colloquium (see below).
4. We changed how we disburse mini-grants from an annual solicitation and deadline to a rolling deadline that is more in line with how other faculty development grants are awarded at 'K'. We

announce at the beginning of the year that "Teaching and Learning" (T&L) mini-grants are available through our Teagle grant, we note that grants will be disbursed until funds for the year are expended, and we send out periodic updates and reminders about mini-grants. This alignment of disbursing T&L mini-grants with processes for disbursing College-funded grants already in place at the College, and administered through faculty committees, is one of several steps we took this year to institutionalize processes and events developed through our Teagle-funded project.

5. Through a collaborative effort with the faculty Teaching and Learning Committee, the Teagle Symposium will become what has been the College's annual Fall Colloquium. As noted in the budget narrative, we didn't hold the Symposium on Teaching and Learning, at which TLFs would have presented results of their projects, this past spring and will, instead, move the spring presentations to the Fall Colloquium. At this Colloquium, marking commencement of the academic year, faculty and staff, who carried out T&L projects during the previous year, will give presentations on what was learned through their projects. Making this change, and collaborating with the Teaching and Learning Committee, has been another means of institutionalizing and sustaining features of our Teagle-funded project. The fact that the Teaching and Learning Committee felt that the Teagle Symposium should replace the Fall Colloquium speaks to the value faculty on the committee place on the Teagle-funded projects their colleagues have carried out and on the importance of having the TLFs share their experiences and findings with the faculty as a whole.
6. Participating in the College's self-study, in preparation for our Higher Learning Commission (HLC) reaccreditation visit in October 2013, consumed considerable time and energy of many people at 'K', including several of us involved in our Teagle-funded project. For much of the year, working groups and the self-study steering committee convened weekly to develop cogent arguments detailing how the College meets, or is working toward meeting, the five HLC "criteria" for reaccreditation.

While many of the criteria call for assessment of how well the College is functioning (*and* answering the "how do you know?" question), Criterion Three focuses explicitly on assessment of student learning outcomes. Investigations carried out by the Criterion Three Working Group led to the (now ongoing) development of a Student Learning Assessment (SLA) website, modeled after the National Institute for Learning Outcomes Assessment transparency framework. (Appendix Five shows the homepage of this (for now) intranet website.) This website will, at long last, serve as a means of disseminating, systematically and systemically, manifestations of the student learning assessment loop at Kalamazoo College.

7. As part of engaging in assessment of student learning at the institutional level, Kalamazoo College joined 29 other institutions in a new round of the Wabash National Study (WNS). Through the WNS we will gain a clearer understanding of Inputs, Experiences, and Outcomes (IEO) at 'K' and how Inputs and Experiences affect (and effect) Outcomes. We also hope to gain a better understanding of ways in which IEO at 'K' are similar to, and different from, IEO at other institutions in the WNS. We will use our participation in the WNS as another venue for analyzing our NSSE and CIRP data, along with information about outcomes gleaned from administering the CLA and implementing rubrics developed through the WNS.

A feature of this round of the WNS is having institutions develop, adapt, and use rubrics to assess student work; we hope to develop rubrics for assessing aspects of the Senior Individualized Project, a graduation requirement of all 'K' students and a feature of the K-Plan that Ross Miller, from AAC&U, observed to be a "culture shaper" at the College. The WNS provides overall structure for our work, supports participating institutions in building assessment portfolios, and fosters inter-institutional collaboration. Bottom line, participating in the WNS will help us better use evidence to enhance the synergy between Inputs and Experiences to improve Outcomes.

The 'K' leadership team for the WNS is as follows: Anne Dueweke, Paul Sotherland, Brian Dietz (Student Development), and Pat Ponto (Counseling Center). The leadership team will consult with Sarah Westfall (Vice President for Student Development and Dean of Students) and Mickey McDonald (Provost), as well as with relevant groups and committees on campus, as our project unfolds.

8. With Anne Dueweke as lead author on a proposal to the Department of Education Fund for the Improvement of Post-Secondary Education (FIPSE), Kalamazoo College applied for and received a grant (of about \$400,000) that will fund a project aligning nicely with what we've been working toward accomplishing through our grant from The Teagle Foundation. Building on projects supported by grants from Teagle, and connecting with initiatives underway through our participation in the Wabash National Study as well as our reaccreditation self-study, Kalamazoo College will embark on a research project titled "Improving Student Retention and Connection through Innovative Advising Practices." (Please see Appendix Six for a list of what we intend to accomplish over the next three years.) A key feature of this project is enlisting outside evaluators, from the Western Michigan University Evaluation Center, to provide an outsider's view of progress, accomplishments, and outcomes. Another feature, which links ideas and conversations from several ongoing endeavors at the College (*e.g.* Teagle-funded project, WNS project, and self-study), is exploration of developing an experiential transcript that will record students' participation in High Impact Practices during college.
9. Anne Dueweke and Paul Sotherland, along with Laura Palucki Blake (CIRP Assistant Director, HERI), gave a presentation, "Using Survey Results to Improve Student Learning in College," at the Higher Learning Commission (HLC) Annual Meeting in April. Using insights gained from preparing presentations for the two campus-wide Community Causeries, mentioned in the budget narrative, Anne and Paul collaborated with Laura to prepare and give a presentation on NSSE and CIRP-CSS results about the student experience at Kalamazoo. Part of the intent of the presentation was to help the audience learn more about CIRP Constructs and Themes, new features of output provided to users of CIRP surveys, and then use these to deepen understanding and provide different perspectives of information gleaned from the NSSE.
10. Several events in early spring worked synergistically and caused emergence of a plan to entrain the College's Board of Trustees into the growing pulse of activity associated with student learning assessment and academic quality assurance at the College. When Paul Sotherland was invited to participate in a Teagle Listening, focused on "Presidential and Board Leadership in Student Learning," he asked Eileen Wilson-Oyelaran (President), Mickey McDonald, and Anne Dueweke to meet and discuss ideas about effective ways for presidents and boards to be involved in academic quality assurance – along the lines of Peter Ewell's "little yellow book" and the 2010 publication by the Association of Governing Boards (AGB) titled *How Boards Oversee Educational Quality...* (Mickey had started a conversation about Peter Ewell's book with a few Board members, so the scene was already being set at 'K' for good progress with our Board.) When Eileen, Mickey, Anne, and Paul met they talked about the following: ideas in the AGB document, ways in which the 'K' Board is a high functioning board that seems ready to take steps toward following the AGB recommendations, and the fact that Eileen was scheduled to give a presentation at the AGB meeting that preceded the Teagle Listening. Long story short...when the 'K' Board met in June, Mickey led a lively and fruitful conversation with the Academic Affairs Committee that put into motion further conversations that, when brought to their logical conclusions, would put the 'K' Board on a trajectory toward complying with the AGB recommendations in the near future. This excellent development is yet another example of how the College is becoming a more vibrant teaching and learning environment.
11. As of 1 July 2011, Paul Sotherland is the College's new Associate Provost for Teaching, Learning, and Assessment, and will share Associate Provost duties with Dr. Amy Smith (English), who is Associate Provost for Curriculum and Faculty Development. Paul's responsibilities will encompass continuing to be involved in essentially everything listed in this report along with teaching development, assessment of student learning, course evaluation, and serving as Project Director of the College's FIPSE project, described in #8 of this report. This administration-level appointment explicitly adds "A point person (or office), whose professional self-worth derives from the institution being a vibrant learning environment" (as per one of our recommended "attributes" – Appendix One).

Challenge we faced ~ Our biggest challenge this year, like last year, was carving out time and energy for folks to accomplish what we did in the midst of everything else going on at the College. We kept explicit Teagle Learning Fellow events to a minimum, being mindful about adding yet another meeting to

already-full calendars, because much of the “extra” time and energy of faculty and staff was devoted to the College’s self-study. This same challenge will likely prevail during the 2011-12 academic year as the College discusses and revises its self-study document in preparation for the HLC visit in October 2013. That said, much of what transpires through the self-study will incorporate features of attributes highlighted in the “Implementing and Assessing...” document (Appendix One). Because Paul will be serving *ex officio* on both the Teaching and Learning Committee and the Assessment Committee, and because he and Anne are involved in the WNS and FIPSE projects, as well as the self-study, there will be ample opportunities to continue integrating facets of the Teagle-funded project into routine operations at the College.

Successes we enjoyed ~ Our project is clearly becoming an integral part of everyday life of Kalamazoo College as revealed in our list of accomplishments for the past year. We look forward to a visit from Teagle Assessment Scholars to find out if this inside view is corroborated by a view from the outside.

Plans for Year Four ~ We anticipate accomplishing the following (routine parts of our project) during the 2011-2012 academic year: we will convene gatherings of Teaching and Learning Fellows, in collaboration with the faculty Teaching and Learning Committee, and the Kalamazoo Project Implementation Team will meet with Mickey McDonald for formative assessments of the Teagle-funded project. As mentioned above, these routine parts of our project are becoming integrated into College operations. This is exactly what we had hoped to accomplish through our project.

Once results of the Faculty Survey of Student Engagement (FSSE) and the CIRP Your First College Year (YFCY), funded through our Teagle grant, are returned we will analyze the data provided and combine these analyses with those of results from the NSSE, administered to ‘K’ first-year students and seniors this past year. Yes, we will have a busy summer and fall analyzing, summarizing, and “proselytizing.” Outcomes of these endeavors will also inform work done for WNS, FIPSE, and self-study projects.

Bringing the Trustees up to speed on all of these projects and helping them understand that assuring academic quality is part of their fiduciary responsibility, as per AGB guidelines, will be another very important task for the coming year. Accomplishing this will help bring us even closer to becoming the vibrant learning community that we are striving to become.

Whereas human resources of the College (*e.g.* Associate Provost for Teaching, Learning, and Assessment, Director of Institutional Research, and the faculty Teaching and Learning Committee) are in place to implement and sustain mechanisms and projects developed through a proof-of-principle approach with support from The Teagle Foundation, financial resources (*e.g.* an innovation fund designated to sustain Teaching and Learning grants after our Teagle grant runs out) are being discussed but have yet to find their way into the budget as a line item. That said, initial conversations with members of the Academic Affairs Committee of the Board touched, more than once, on the issue of setting aside College funds to pay for student learning assessment endeavors. We will continue to work toward securing a place for student learning assessment in the College’s annual budget.

Though we are meeting with success in developing and using the student learning assessment website, expressed desire of (at least some of) the faculty is to have this site be available only on the intranet. We will continue to encourage making results of student learning assessment more publicly available on the internet.

Finally, in early 2012 we will enlist Teagle Assessment Scholars (TAS) to carry out an end-of-project summative *and* formative assessment of our Teagle-funded project. During a recent TAS development workshop, Paul talked with Charlie Blaich (Director of Inquiries at The Center of Inquiry, Wabash College, and Director of Higher Education Data Sharing consortium) about scheduling an opportunity for TAS to carry out another culture audit at ‘K’, like they did at our project’s outset. Charlie is enthusiastically open to the idea, said that he looks forward to bringing a TAS team to ‘K’ again, and asked Paul to schedule the visit for a time that works best for Kalamazoo College. Because much of the time and energy of everyone at the College will be focused on reviewing and discussing the self-study document in the fall, Paul will schedule the TAS visit for early 2012.

Recommended Plans for Disbursing Unexpended Funds ~ As shown in our Budget Report, we continue to carry forward approximately \$20,000 of unexpended grant funds, and providing T&L mini-grants, hiring a person to teach two of Paul's courses, and running the annual T&L Symposium costs approximately that much. Therefore, we would like to request a one-year, no-cost, extension to our Teagle-funded project, during which we will allocate remaining funds to those three endeavors, so that we can continue to integrate features of our project into the fabric of College practices. If you would, please let us know if receiving a one-year, no-cost, extension is possible and, if it is, please advise us on how we should proceed with requesting the extension.

Concluding Remarks ~ Our project certainly seems like it is well on its way to being a success. We look forward to the external review and culture assessment by the TAS this year to find out if a view from the outside corroborates our own perceptions of the progress we have made through our Teagle-funded project.

Thank you (again) – Teagle Foundation – for supporting our efforts to create (or become), foster, and sustain an environment in which teaching and learning thrive.

APPENDIX ONE

IMPLEMENTING AND ASSESSING ATTRIBUTES OF A VIBRANT LEARNING ENVIRONMENT

IMPLEMENTING AND ASSESSING ATTRIBUTES OF A VIBRANT LEARNING ENVIRONMENT

Conceived as part of a project funded by The Teagle Foundation in 2008, this document will serve as an implementation plan, followed by a supporting concept statement, for transforming Kalamazoo College into a more vibrant learning environment. (Rationale for this plan can be found in the proposal narrative for our Teagle-funded "Transforming Kalamazoo College..." project provided as a supplement at the end of this document) We will use ideas put forth here to gauge how effectively the project helps enhance the learning ethos at Kalamazoo College.

After developing our list of "perceptible attributes of a vibrant learning environment" (see below), and discussing it with several colleagues, we concluded that using the entire list as a means of deciding that Kalamazoo College (or any institution) "makes the grade" as a vibrant learning environment is probably too ambitious and might make it difficult for our project to succeed. Instead, we will treat the attributes as possible mechanisms for creating at 'K' a "positive restlessness" (George Kuh) with regard to becoming a better learning environment. We also decided that our notion of having several ongoing "projects, at various levels of the college, directed at student learning. . ." was a useful operational definition of that restlessness. Finally, we will use the next four years (*i.e.* the duration of our Teagle-funded project) as a time for discovering which mechanisms are particularly effective (*i.e.* the mechanisms we would seek to maintain once the grant is over) as the primary "propellants" for the positive restlessness at 'K'. Thus, instead of committing to fostering all attributes of a vibrant learning environment from the get-go, we envision the grant period as a time for inquiry about which attributes would be particularly effective at Kalamazoo.

Thus, at the outset of our project a team of Teagle Assessment Scholars would visit campus, carry out a "culture audit," and ask the following questions:

1. Are there projects, at various levels of the college, directed at student learning that are carried out to their completion, with public sharing of what is learned through the projects and with concrete action taken on what is learned?
2. What is the preliminary list of mechanisms (*i.e.* "attributes") that the Kalamazoo Project Implementation Team (KPIT) has identified for creating the kind of environment that would foster and sustain projects like these? (These are highlighted in **yellow** in the "attributes" listed below.)

Then, at the end of the grant, a team of Teagle Assessment Scholars would visit campus, carry out another "culture audit," and ask the following questions:

1. What projects, at various levels of the college, directed at student learning are being carried out to their completion, with public sharing of what is learned through the projects and with concrete action taken on what is learned?
2. What is the grant implementation team's list of mechanisms that are effective at Kalamazoo for creating and sustaining these kinds of projects?
3. What College resources are in place to implement and sustain these mechanisms and projects?

Kalamazoo Project Short-term and Long-term Goals

Short-term – During the grant period

1. With funding provided by the Teagle grant, Kalamazoo will identify and focus on several projects, at various levels of the college, directed at student learning, carry them to their completion, publicly share what is learned through the projects, act on what is learned, and then shift attention to subsequent projects that arise.
2. Leaders of this Teagle-funded project will identify especially effective institutional mechanisms for fostering systematic improvement of student learning and then develop the means by which these mechanisms will continue to operate in the years after the grant is completed.

Long-term – The grant period and beyond

Create an ongoing sense of “positive restlessness” with regard to learning, particularly student learning, at Kalamazoo. Establish permanent human and financial resources to identify, maintain, and continually sharpen mechanisms that support intentional, on-going reflection about and action toward improving student learning.

Out of this “restlessness” will emerge an increasingly palpable ethos at Kalamazoo College of curricular innovation and experimentation, coupled with documentation of curricular effectiveness, that will help students become better educated.

PERCEPTIBLE ATTRIBUTES OF A VIBRANT LEARNING ENVIRONMENT

Huber and Hutchings (2005) define *the teaching commons* as “a conceptual space in which communities of educators committed to inquiry and innovation come together to exchange ideas about teaching and learning, and use them to meet the challenges of educating students for personal, professional, and civic life.” A vibrant learning environment should, therefore, include – or should, perhaps, simply be – such a space (conceptual and physical) in which learning is an emergent property of the synergy among interacting agents (faculty, students, administration, staff, and trustees) comprising an educational institution. A key to success of this synergy is a sustained, palpable, and systemic presence of evidential (and consequential) conversations about learning. What other reliable “markers” (*i.e.* perceptible attributes) would lead an outside observer, or an inside participant, to recognize such an environment? The following is a list¹ of potential attributes that will serve as a catalyst for developing and sustaining a more vibrant learning environment. We intend to use this list to create scaffolding for a series of formative assessments of an institution’s “vital signs” vis-à-vis the “healthy patient” described by the list of attributes.

A useful point of departure for our list of attributes is Kay McClenney’s annotated “key characteristics” of a learning-centered institution (included as an appendix to this document). The six characteristics are

1. The institution has clearly-defined outcomes for student learning.
2. The institution systematically assesses and documents student learning.
3. Students participate in a diverse array of engaging learning experiences aligned with required outcomes and designed in accord with good educational practice.
4. Data about student learning typically prompt – and support – the institution and individuals to reflect and act.
5. The institution emphasizes student learning in its processes for recruiting, hiring, orienting, deploying, evaluating, and developing personnel.
6. The institutional documents and policies, collegial effort, and leadership behavior consistently reflect a focus on learning.

Arising from these guiding principles, **Attributes of a Vibrant Learning Environment** are evident at many “levels” of the institution.

Institution

- Above all else, a delight in learning pervades the institution. Everyone at the college seeks out and enjoys opportunities to learn in a variety of settings, and finds time to reflect on and put to use what is learned. All other attributes of this learning environment are, therefore, manifestations of an insatiable appetite for learning.

¹ This list is based on an afternoon-long conversation, funded by a grant from The Teagle Foundation to Kalamazoo College, on 18 August 2008 among the following participants: Charlie Blaich, Director of Inquiries, Center of Inquiry in the Liberal Arts; Anne Dueweke, Director of Institutional Research and Faculty Grants, Kalamazoo College; Peter Ewell, Vice President, National Center for Higher Education Management Systems (NCHEMS); Alex McCormick, Director, National Survey of Student Engagement (NSSE); and Paul Sotherland, Principle Investigator for the Teagle-funded project and Professor of Biology, Kalamazoo College.

- The institution (faculty, administration, staff, students, alumni, and trustees) carefully examines data from sources such as the NSSE or the Wabash National Study, chooses high impact practices on which to focus, and then engages in "action research" (without being too "fussy" about methods – always triangulating, always acting) systematically (Bok, 2006) to improve educational experiences of students.
- The institution regularly focuses on two or three institution-level projects, as well as projects at other levels of the institution, directed at student learning, carries them to their completion, publicly shares what is learned through the projects, acts on what is learned, and then shifts attention to subsequent projects that arise. (This process should "feel" like any other effective scholarly endeavor.) As a result, an institution's self-study would read as a well documented narrative about a series of intentional projects arising from a "positive restlessness" (George Kuh) to become a better learning environment.
- The institution has (at least) very good NSSE "scores" and, over time, the dispersion of these scores decreases (*i.e.* student responses to NSSE prompts cluster more tightly) as the institution addresses possible causes for variation in educational experiences of the students.
- The institution willingly shares information on student learning (*e.g.* from NSSE and CLA) with external constituencies.
- Information from institution-level assessment informs course-level and program-level projects. And, proposals for these (Scholarship of Teaching and Learning – SoTL) projects refer to, and use, information from "higher" level, as well as "same" level, projects. Thus, SoTL proposals and projects at all levels should be cumulative, building on what is already known, and well attuned to all available information (at the institution as well as from other institutions). (Long-term development)
- Information pertaining to all SoTL projects (particularly "exemplar" projects) – including the project proposal and final report – are maintained in an organized way and are readily available to anyone at the college.
- There are regular "how to" workshops, attended by community members from across the institution, in which lessons learned through SoTL projects are shared. (These will begin to appear in year two.)
- Scholarship of Teaching and Learning is part of the institution's identity – to such an extent that faculty value SoTL endeavors and McClenney's Characteristic #5 is an integral part of the promotion and tenure process. That is – "SoTL stuff" should "count" when hiring new faculty, when helping faculty develop, and when making promotion and tenure decisions. A manifestation of SoTL being a part of the institution's learning ethos is department chairs encouraging faculty to engage in SoTL endeavors. (ongoing development)
- A "point person" (or office), whose professional "self-worth" derives from the institution being a vibrant learning environment, has an administration-level appointment at the institution. While broadly-shared ownership of fostering a vibrant learning environment is essential for an institution to thrive, having a coordinator of the multifarious activities involved in this endeavor is equally important.
- There is an "innovation fund" (*e.g.* \$25,000/yr) available for SoTL projects, especially those that use insights gained from assessment of student learning.
- The institution has a budget line (ideally endowed) to support projects focused on improving student learning.
- A (Huber and Hutchings) "teaching commons" can succeed to a greater extent by having a "presence" on campus as a physical space (*e.g.* a room, rooms, or a building). If having that space helps the "teaching commons" thrive, then the institution should identify and use such a space.

Faculty

- Faculty (and all other members of the institution) gather frequently (both regularly and spontaneously) for evidential (as well as anecdotal) conversations about learning. Highly visible and highly regarded gatherings (at least annually) of this sort are essential. "How do you know?" questions are frequently heard (and expected) during the discourse occurring at these gatherings.
- Faculty view teaching – in a particular class, over an entire course, and as part of a department or program – as a serious intellectual and scholarly endeavor (Bain, 2004). (ongoing development)

- There is a consensus on learning outcomes (McClenney's Characteristic #1), at several levels of the institution, that would be evident through an audit of course syllabi and department/program assessment plans and through conversations with students. (emerging fragments)
- There are clear connections between institutional data (including data from SoTL projects) and what is transpiring in the classroom and in other learning experiences for students. (long-term development)
- There is a critical mass (e.g 10-20%) of faculty involved in SoTL projects at any time, even though membership of this group will ideally change over time. However, the vast majority of the faculty regularly engage in structured reflection about their teaching and continually work to improve student learning.
- Evidence used to evaluate quality of teaching (i.e. the quality of the learning environment created and how much learning takes place) is multifaceted. That is, the "toolbox" used for evaluating effectiveness of faculty/student interactions should include more than end-of-course student evaluations of courses and their professors. (long-term development)

Administrative Staff

- While all members of the college community are part of many of the institution-level attributes and activities, someone must be responsible for making sure that those integral features of the institution are present and run smoothly. As stewards of the college, personnel in administrative positions have that responsibility.
- Like faculty, administrators view their role in the systematic and systemic improvement of student learning as a serious intellectual and scholarly endeavor.
- Administrators are ultimately responsible for reports about this endeavor that are presented to the trustees (see below).

Support Staff

- Members of the college's staff view themselves (and are viewed by everyone else at the college) as having key roles in fostering the learning environment's vibrancy.
- While frequently serving "supporting roles" in SoTL projects, support staff also have active roles in the systematic and systemic improvement of student learning.

Students

- Students are aware of and willingly participate in assessment of their learning and of the environment in which it occurs.
- Students are routinely employed as sources of meaningful information about their educational environment. Students can provide this information by completing surveys or other instruments to measure whether learning outcomes are attained. They can also help gather the information by interviewing other students or participating in focus groups used to generate narrative data.
- Evidence of students attaining learning outcomes is regularly gathered, discussed, and acted upon (i.e. McClenney's Characteristics #2 and #4), and students are welcomed participants in these activities.

Trustees

- As a primary part of their fiduciary responsibilities, members of the Board of Trustees are involved in academic quality assurance (Ewell, 2006). As such, they regularly request, review, and discuss reports on assessment of student learning, patterns of student flow into and through the institution, stakeholder perceptions and opinions, academic program review, and institutional accreditation.

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APPENDIX TWO

BUDGET NARRATIVE AND REPORT

*Transforming Kalamazoo College through
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BUDGET NARRATIVE FOR 2010-2011

Course Release and Summer Stipend for Project Director ~ Funds provided Paul Sotherland with time and resources to manage the project effectively. With help from Anne Dueweke he organized gatherings of Teagle Learning Fellows and two campus-wide Community Causeries – one for faculty and one for staff – to share data from NSSE and the CIRP-CSS about the student experience at Kalamazoo. He also created a presentation on our incoming students based on CIRP-TFS data for new faculty. In addition, he spent a good amount of time talking with various faculty, administrators, and committees about institutionalizing the work currently supported by our Teagle grant.

Mini-grants to Teagle Learning Fellows (TLFs) ~ We allocated most of the \$13,000 budgeted for scholarship of teaching and learning mini-grant projects this year. Second installments of some projects begun this year will be paid out in 2011-12 as fellows submit final project reports. This year these projects included: The University of Texas Pan-American—Kalamazoo College Border Studies Collaborative; Expanding and Infusing Structured Reflection: To First-Year Seminars and Beyond!; Where's the Greek?: Applying Diversity Indices to Quantify Achieved Curriculum Breadth; Team-based Learning: Enhancing the Liberal Arts Learning Experience; and Promoting Interest and Performance in Science Through Structured Reflection.

On-campus Workshops, Meetings, and TLF Gatherings (and Student Surveys) ~ We spent all of the funds allotted for workshops and gatherings and also spent funds left over from last year on the CIRP Your First College Year (YFCY) survey and the Faculty Survey of Student Engagement (FSSE) as described in last year's annual report. Most of the workshop funds were spent on two colloquia – one held in early fall for faculty and a second held in late fall for staff, both of which were very well attended.

Symposium on Teaching and Learning ~ We did not hold the annual spring Symposium on Teaching and Learning this year. This Symposium has served as a showcase for the Teagle Learning Fellows as well as an opportunity for the Fellows to share the results of their projects with the larger community. As part of institutionalizing the Teagle project, Paul Sotherland worked with the College's Committee on Teaching (CoT, now called the Teaching and Learning Committee - TLC) to have them take on the Symposium as one of their ongoing responsibilities. CoT was enthusiastic about the proposition and suggested that the Symposium on Teaching and Learning replace (or become) the current Fall Faculty Colloquium. The Fall Colloquium has typically featured an outside speaker and served as a welcome-back event for faculty; last fall's Colloquium featured the presentation by Paul Sotherland and Anne Dueweke mentioned above. CoT believes that the Symposium on Teaching and Learning will be a more energizing event for faculty because it will entail hearing about their own colleagues teaching and learning innovations. They also feel that holding the event in early fall will provide more visibility for the Symposium. As a result, we did not hold the Symposium this spring but will hold it in early September 2011 instead.

Funds for CLA ~ These funds (set aside annually) will be used to administer the Collegiate Learning Assessment at the end of our project. We planned to administer the CLA in the 2011-12 academic year and went so far as to pay the fee to CLA as noted in the budget report above. However, as we looked ahead to the summer and fall, when we will launch a new project funded by the US Department of Education's Fund for Improvement in Post-secondary Education (FIPSE) that will involve about a third of the incoming first-year class, we became concerned about carrying out two major research projects with the same group of students. As a result, we decided to delay administration of the CLA until 2012-13.

Underspent Funds ~ Please see discussion of this topic in the Report narrative.

Transforming Kalamazoo College through Multi-Layered and Systematic Improvement of Student Learning

Expenses	Budgeted	Expended	Remaining	Notes
Year 1 - \$45,000 from The Teagle Foundation				
Course release for Project Director	7,000.00	-7,000.00	0.00	
Summer stipend for Project Director	3,000.00	-3,000.00	0.00	
Mini-grants to Teagle Learning Fellows	13,000.00	-12,048.00	952.00	underspent
On-campus workshops, meetings, TLF CoP	2,000.00	-694.69	1,305.31	underspent
Annual Symposium on Teaching & Learning	5,000.00	-621.00	4,379.00	underspent
Funds set aside annually to administer CLA in 2012-13	5,000.00	0.00	5,000.00	planned set aside for CLA
Brain Trust Meeting to establish evaluation criteria	4,000.00	-2,654.49	1,345.51	underspent
Pre/post-external review of project by TAS	6,000.00	-2,566.47	3,433.53	planned set aside for add'l visit
Year 1 Totals	45,000.00	-28,584.65	16,415.35	
Year 2 - \$35,000 from The Teagle Foundation				
Course release for Project Director	7,000.00	-8,046.26	-1,046.26	College share of FICA was also charged: 510.77 in Yr 1 & 535.50 in Yr 2
Summer stipend for Project Director	3,000.00	-3,000.00	0.00	
Mini-grants to Teagle Learning Fellows	13,000.00	-8,104.22	4,895.78	We expect to pay out an add'l \$3,922.53 for Yr 2 projects in FY11 once all final reports are in
On-campus workshops, meetings, TLF CoP	2,000.00	-1,188.68	811.32	underspent
Annual Symposium on Teaching & Learning	5,000.00	-625.79	4,374.21	underspent
Funds set aside annually to administer CLA in 2012-13	5,000.00	0.00	5,000.00	planned set aside
Year 2 Totals	35,000.00	-20,964.95	14,035.05	
Year 3 - \$35,000 from The Teagle Foundation				
Course release for Project Director	7,000.00	-7,486.22	-486.22	College share of FICA was also charged: \$531.92 for 2010/11
Summer stipend for Project Director	3,000.00	-3,000.00	0.00	
Mini-grants to Teagle Learning Fellows	13,000.00	-11,634.83	1,365.17	Includes \$2127 paid out for 2009-10 balance
On-campus workshops, meetings, TLF CoP, Surveys	2,000.00	-3,029.74	-1,029.74	
Annual Symposium on Teaching & Learning	5,000.00	0.00	5,000.00	underspent
Funds set aside annually to administer CLA in 2012-13	5,000.00	-6,400.00	-1,400.00	planned set aside
Year 3 Totals	35,000.00	-31,550.79	3,449.21	
Yr 1, 2 and 3 Totals	115,000.00	-81,100.39	33,899.61	Funds remaining include \$8,600 set aside for the CLA ; \$3,433 for the post TAS visit, and \$2,860.64 remaining mini-grant payment, leaving a balance of \$19,005.97.

APPENDIX THREE

(RE)REVISED PROPOSAL GUIDELINES FOR SCHOLARSHIP OF TEACHING AND LEARNING PROJECTS

- PROPOSAL FORM AND REPORT FORM
 - EXAMPLE OF HOW FORMS ARE USED
- STRUCTURED REFLECTION TRIANGLE (REVISED)

PROPOSAL GUIDELINES FOR SCHOLARSHIP OF TEACHING AND LEARNING PROJECTS¹

With support from the Teagle Foundation, Kalamazoo College is encouraging faculty and staff to engage in the Scholarship of Teaching and Learning (SoTL), in more systematic and effective assessment of student learning, and in using what is learned through these endeavors to improve teaching and learning at Kalamazoo College. To accomplish those goals, faculty and staff may apply for mini-grants to support SoTL Projects. Each year, several \$1000 mini-grants will be provided for smaller-scale SoTL projects (*e.g.* at the course or department level) and one \$2500 mini-grant for a larger-scale SoTL project (*e.g.* at the program or college level). Grant recipients – designated as Teagle Learning Fellows – will receive half of the grant at the outset of the project and the balance of the grant upon submission of a final report. We will dedicate a subset of mini-grants each year to projects involving the teaching of structured reflection and assessing its impact on transformational learning. Recipients of SoTL mini-grants will be notified as soon as proposals have been reviewed.

TO APPLY FOR A SOTL MINI-GRANT: COMPLETE THE APPLICATION FORM ON THE NEXT PAGE.

BE SURE TO REVIEW “RESPONSIBILITIES” DESCRIBED BELOW AND QUESTIONS ON THE REPORT FORM (INCLUDED AFTER THE APPLICATION FORM), BEFORE APPLYING FOR A SOTL MINI-GRANT TO MAKE SURE THAT YOU ARE WILLING TO COMMIT TO TAKING ON THE RESPONSIBILITIES OF A TEAGLE LEARNING FELLOW.

NOTE: PLEASE MAKE ALL RESPONSES TO PROMPTS ON THE APPLICATION FORM AND REPORT FORM CONCISE (*I.E.* NO MORE THAN ONE PARAGRAPH)

RESPONSIBILITIES FOR FACULTY AND STAFF RECEIVING SOTL MINI-GRANTS:

- Carry out your SoTL project with rigor and scholarly effort consistent with scholarship in your field. (Note: methods you use in your SoTL project might differ from those you use in your field; effort, thoroughness, and perspicacity applied to your SoTL project should be similar to that applied in your other scholarly endeavors.)
- Participate in Teaching and Learning Community of Practice during the academic year
- Present results of your project at our annual Teaching and Learning Symposium at the outset of Fall Term.
- Submit a final report (due within two months of presenting results at the Symposium on Teaching and Learning) by completing and submitting the Report Form on the following pages.

For more information about the Teagle-funded project, of which these mini-projects are integral parts, please contact Paul Sotherland (paulsoth@kzoo.edu).

¹ Guidelines are based on Chapter Two, Standards of Scholarly Work, in *SCHOLARSHIP ASSESSED: Evaluation of the Professoriate*, by Charles E. Glassick, Mary Taylor Huber, and Gene I. Maeroff, Jossey-Bass Publishers, 1997.

MINI-GRANT APPLICATION – 2011-12
TEAGLE LEARNING FELLOW PROJECTS

PLEASE PROVIDE CONCISE (I.E. NO MORE THAN A PARAGRAPH) RESPONSES TO PROMPTS
ON THIS APPLICATION FORM

Name(s)

Department(s)

Project Title

What question do you want to answer by carrying out this project?

What goal(s) do you hope to attain through your project?

(Please refer to the glossary of "assessment language" at the end of this document.)

Describe how your project and its goal(s) connect with what is already known (in general and at 'K') about student learning at one of the following institutional levels: course, department, program, or college.

(Potentially useful resources for linking your project to what is already known are can be found at the following: <http://www.kzoo.edu/ir/>)

What short-term objective(s) do you plan to accomplish (in the first two months of your project) on the way to reaching your overall goal(s)?

What mid-term objective(s) do plan to accomplish on your way to reaching your overall goal(s)?

What do you anticipate will be measurable outcomes of these two objectives?

What information (quantitative and/or qualitative) will you gather? How will you gather it? How will you analyze and interpret the information gathered?

Please return this application to Paul Sotherland (paulsoth@kzoo.edu).

How do you anticipate sustaining momentum, built through the project proposed here, after your project is completed?

In what ways do you anticipate insights from your project affecting teaching and learning at Kalamazoo College?

Please include an executive summary, of no more than one paragraph, of your project.

Please include a brief budget for spending your mini-grant.

REPORT FORM FOR TEAGLE MINI-GRANT – 2011-2012
SCHOLARSHIP OF TEACHING AND LEARNING PROJECT

PLEASE PROVIDE CONCISE (I.E. NO MORE THAN A PARAGRAPH) RESPONSES TO PROMPTS
ON THIS REPORT FORM

Name(s)

Department(s)

Project Title

Please provide a short description of your project – including the specific goal(s) the project addressed, objectives met, and (anticipated and unanticipated) outcomes attained.

(Please refer to the glossary of “assessment language” at the end of this document.)

How did you gather, analyze, and interpret information about teaching and learning? With what existing information about teaching and learning did you triangulate the information that you gathered?

What narrative about teaching and learning emerged from your project?

By what means have you or will you share your project’s narrative on campus (and beyond)?

What effect will your project’s narrative have on you?

What effect do you anticipate your project’s narrative having on teaching and learning at Kalamazoo College?

What traces did you leave or connections did you create on campus through your project?

Please return this report to Paul Sotherland (paulsoth@kzoo.edu).

If unexpected synergies emerged while carrying out your project, please describe them and what they might lead to in the future.

What made this project worthwhile?

What was challenging about your project?

What could have been done to make your project more effective?

What advice do you have for future Teagle Learning Fellows?

Please describe how you spent the mini-grant.

Glossary of Assessment Language²

Assessment - The process by which evidence is gathered, analyzed, and interpreted to measure achievement of objectives. Ultimately, assessment leads to action based on what is learned.

Mission & Vision – explanation of why a program exists and what it hopes to achieve in the future. It articulates the program's essential nature, its values and its work.

Goals³ – General statements about what will happen through an endeavor (*e.g* program or course).

Objectives – Specific anticipated effects of an endeavor. Each goal has its own set of objectives which, if achieved, will result in attaining the goal. A few notes on objectives:

- Something that might be confusing: currently, departmental assessment plans tend to refer to student learning outcomes that are actually learning goals or objectives.
- Much assessment is monitoring progress toward attaining objectives and goals, so considerable thought needs to go into developing clear goals and objectives for each goal.

Outcomes – The actual extent and kinds of effects that the program has had on its participants and on the institution. Whereas objectives look toward the future, outcomes reflect what is actually achieved. Outcomes are revealed by collecting evidence (*i.e.* assessment “data”) that measures the degree to and way in which specific objectives have been achieved.

Outputs – Products and services delivered. While tracking outputs is important, assessment is increasingly focused on tracking outcomes because outcomes are what actually happens through some endeavor.

Indicators (aka measures) – Evidence that will be gathered to reveal outcomes.

Benchmarks - Information that is used for comparative purposes. A program can use data about itself at some time in the past or present as a baseline benchmark against which to compare future performance. It can also use data from another program as a benchmark. In the latter case, the other program often is chosen because it is exemplary and its data are used as a target to strive for, rather than as a baseline.

Evaluation - A judgment made about the quality of a program (*i.e.* one of various facets of the curriculum – course, department, program, or entire college), often made as a result of assessment.

² This description of assessment language was adapted from a similar document that was the product of a collaborative effort, led by Kiran Cunningham, of Kalamazoo College colleagues working to develop an assessment plan for the Arcus Center for Social Justice Leadership during the 2009-2010 academic year.

³ In her book, *Assessment Clear and Simple* (Jossey-Bass, 2010), Barbara Walvoord suggests not to get too caught up in terminology. Instead, she suggests reaching agreement on statements beginning with “Students will be able to...” and then getting to work on assessing whether students attain what is intended and doing something about it if they fall short.

MINI-GRANT APPLICATION – 2010
TEAGLE LEARNING FELLOW PROJECTS

Name(s) Laura Barraclough

Department(s) Anthropology & Sociology

Project Title UTPA-Kalamazoo College Border Studies Collaborative

What question do you want to answer by carrying out this project?

How can collaborative learning exercises and digital technologies be used most effectively to enhance student learning across difference (particularly concerning geography, race and ethnicity, gender, sexuality, age, ability) when these differences are not already present in the traditional classroom?

What goal(s) do you hope to attain through your project?

Context/Background: This is a collaborative project between Dr. Marci McMahon, Assistant Professor of English at the University of Texas Pan-American, and me. In fall 2010, we will each be teaching an interdisciplinary course on the U.S.-Mexico border at our respective campuses. Her students are almost exclusively Mexican and Mexican American and, because of UTPA's location close to the border, they have extensive, embodied experience related to the course materials but, in Dr. McMahan's experience, have difficulty interpreting their experience in a wider lens. From my past experience teaching this course as part of the first-year seminar program at Kalamazoo College, where most students are white, middle-class, and US citizens, I learned that our students have the opposite problem: they can critique course materials in an abstract, theoretical way, but because they have little or no personal experience with the border, they have a hard time seeing how they are personally implicated in the topics under study. Thus, we are implementing a series of structured exercises requiring UTPA and Kalamazoo College students to work collaboratively on the study of the U.S.-Mexico border.

Our primary goals in this collaborative project are twofold: to deepen all students' capacities for critical self-reflection on their positionality – that is, how their own personal characteristics and life experiences shape their learning process and interpretations of diverse materials; and to expand their abilities to bridge the theoretical and historical with the personal and the political. We will experiment with a variety of in-class and virtual exercises, and several digital technologies, to try to figure out which are most effective in reaching these goals.

Describe how your project and its goal(s) connects with what is already known (in general and at 'K') about student learning at one of the following institutional levels: course, department, program, or college.

Dr. McMahon and I have been most influenced by Cunningham's and Grossman's scholarship at K College on transformational learning. We have structured our collaborative exercises so that each of our groups of students will engage in the simultaneous reflection on their own personal backgrounds, identities, and values; experiential dialogue with others who have different backgrounds; and critical engagement with theory that are so critical to transformational learning. We also draw on our own personal experiences as white women working in the field of ethnic studies. We have spent much time reflecting back on how each of us, in different ways, learned how to reflect on our own positionality as teachers and scholars of race and ethnicity, class, gender, and culture. Each of us has learned that structured, intimate, and honest dialogue with others who have quite different experiences – coupled with deep reading in theory and history – is absolutely crucial to finding one's own authentic place in struggles against inequality.

What do you plan to accomplish by the end of August 2010 on the way to reaching your overall goal?

By the end of August 2010, Dr. McMahon and I will construct our syllabi in tandem, design the collaborative learning exercises and projects, and set up the necessary digital technologies.

What do you plan to accomplish by the end of winter term 2011 on your way to reaching your overall goal?

By the end of winter 2011, we will engage in several assessment activities: we will re-read all of our students' writing projects; listen to audio recordings of focus groups that we will conduct with our students during final exam week; and identify major themes in the written assignments and focus groups. We also expect to complete a draft of an article we plan to publish about our project.

What do you anticipate will be measurable outcomes of these two objectives?

Students will demonstrate more sophisticated understandings of the concept of positionality and an enhanced ability to articulate how their own positionality affects their worldviews and learning processes.

Students will demonstrate more critical awareness of how life experiences rooted in differences of geography, race, ethnicity, culture, gender, sexuality, age, etc. influence their own positionality and that of others.

Students will better appreciate the subjective nature of knowledge and will deepen their ability to read all texts critically with attention to the author's positionality.

Students will be better able to link theory and history with personal experience, situating themselves and others within a larger social and cultural context.

What information (quantitative and/or qualitative) will you gather? How will you gather it? How will you analyze and interpret the information gathered?

Our data will consist of course assignments in the form of papers and presentations. All students will write a diagnostic paper at the beginning of the term in which they describe their own positionality and analyze their understanding of it. They will write a similar paper, in which they reflect on what they have learned about their own positionality, for their final assignment. In addition, students will write and submit reading responses to five texts (readings and films) throughout the term, and on each of those five occasions will also be required to reply to the reading response of at least one other student from the other campus. Finally, Dr. McMahon and I will each conduct focus groups with our students during finals week, in which we will ask their perceptions of the strengths and weaknesses of the collaborative project and how well they feel the project affected their understanding of their own positionality and their ability to link theory with personal experience.

How do you anticipate sustaining momentum built through the project proposed here?

Through this project, we will produce a set of pedagogical resources (syllabi, assignments, instructions for in-class exercises) that might become a model for similar projects. We also plan to co-author a scholarly article on our experience, with instructions for teachers interested in designing similar projects and reflections on what we learned. We expect to write and submit this article by the end of summer 2011. In addition, we plan to present our research at the annual meeting of the American Studies Association in November 2011.

In what ways do you anticipate insights from your project affecting teaching and learning at Kalamazoo College?

Potentially, we could think about ways to design similar experiences between K students on-campus with those at study abroad and study-away sites, or between K College students and students at our international partner schools.

Please include an executive summary, of no more than one paragraph, of your project.

This project brings together undergraduate students from Kalamazoo College and the University of Texas-Pan American in collaborative, interdisciplinary study of the U.S.-Mexico Border. Through in-class reflections, virtual projects on BlackBoard, written assignments, and video-recorded presentations, we aim to explore how collaborative learning exercises and digital technologies can be used most effectively to enhance student learning across difference (particularly concerning geography, race and ethnicity, gender, sexuality, age, ability) when these differences are not already present in the traditional classroom. The goals of the project are twofold: to deepen all students' capacities for critical self-reflection on their positionality – that is, how their own personal characteristics and life experiences shape their learning process and interpretations of diverse materials – and to expand their abilities to bridge the theoretical and historical with the personal and the political.

Please include a brief budget for spending your mini-grant.

Most of the mini-grant would be used as reimbursement for expenses associated with my travel to the University of Texas-Pan American (August 21-25, 2010) to conduct a planning retreat with Dr. McMahon and visit important sites on the border there. My expenses were as follows:

- Airfare: \$641.00
- Meals (per diem): \$126.00
- Materials: \$50.00

Total: \$817

I estimate this to be approximately equal to the net amount of the mini-grant, after taxes are deducted.

REPORT FORM FOR TEAGLE MINI-GRANT – 2010-2011
SCHOLARSHIP OF TEACHING AND LEARNING PROJECT

Submitted June 10, 2011

Name(s): Laura Barraclough

Department(s): Anthropology-Sociology

Project Title: UTPA-Kalamazoo College Border Studies Collaborative

Please provide a short description of your project – including the specific goal(s) the project addressed, objectives met, and (anticipated and unanticipated) outcomes attained.

This project involved collaboration between concurrent courses on the US-Mexico border at Kalamazoo College and the University of Texas-Pan American in fall 2010. My course, titled “Living on the Line: The US-Mexico Border,” was part of Kalamazoo College’s first-year seminar program. The UTPA course was titled “Border Studies,” offered through the English department, and taught by my friend and colleague, Dr. Marci McMahon. Given that McMahon’s students are almost exclusively Mexican American and first-generation college students, and Kalamazoo College students are predominantly white and middle-class (though increasingly diverse), we wanted to explore how digital technologies could be best used to enhance student learning across difference when those differences were not already present in the traditional classroom. In addition, because we were both familiar with the tensions and difficulties that come in the traditional classroom when students from unequal social positions interact with each, we were interested in finding out whether these tensions would be reproduced in the digital environment; if so, how; and if not, why not. We found that conventional power dynamics emerged almost identically in our digital environment as in the traditional classroom, and that some digital media (live video chats) were more effective than others (text-based replies) in intervening in these dynamics, though all students benefited -- albeit in different ways -- from the partnership.

How did you gather, analyze, and interpret information about teaching and learning? With what existing information about teaching and learning did you triangulate the information that you gathered?

During the term, McMahon and I both held frequent informal discussions with our separate group of students after each substantive interaction online, and then wrote field notes after each in-class discussion, sent these to each other by email, and archived them. These field notes record our evolving perceptions of student learning and contributed to the overall narrative that we developed about the project. At the end of the term, we used two direct methods of assessment: a survey and a set of four short essays, both of which were collected from each group of students at the end of the term. In each of these two venues, students self-reported the degree to which they felt the major learning objectives of the partnership had been each achieved and evaluated the efficacy of each of the technologies we used. Finally, we conducted a substantial literature review of the relevant scholarship-- psychological and educational scholarship on learning across difference; student development theory as related to privilege and disadvantage; structural inequalities related to race and class inequality on college campuses; and the uses of technology to learn across difference -- as part of our evaluation process.

What narrative about teaching and learning emerged from your project?

Digital collaboration offers an important vehicle for structuring learning across difference when those differences are not present in the traditional classroom, but the digital environment manifests -- and in some cases can exacerbate -- the tensions of intercultural learning that are well documented in studies of diversity in higher education. Some media and methods of interaction are more useful than others for challenging these dynamics. Specifically, technologies based on live and real-time communication are superior to text-based methods because they allow students to read and decode each others’ embodied characteristics and non-verbal communication, to ask clarifying questions, and, most importantly, to confront and challenge each other immediately; in addition, live communication allows the instructor to take a more active facilitation role. The digital environment, when connected to traditional classrooms, also offers unique opportunities for cross-cultural learning. Specifically, separate

classrooms, even or perhaps particularly when relatively homogeneous, offer important “counterspaces” in which students can reflect, regroup, process what they have been learning through their interactions, and then re-engage.

By what means have you or will you share your project’s narrative on campus (and beyond)?

Dr. McMahon and I have given two presentations about our project:

- UTPA Innovations in Online Learning Faculty-Staff Luncheon; Thursday, April 14, 2011; (I participated virtually)
- Kalamazoo College Fall Colloquium, (taped June 7, 2011 for future presentation in fall 2011)

We are also currently finishing an article evaluating the partnership that we plan to submit to the journal *Transformations: An Inclusive Journal of Teaching and Scholarship* by mid-July 2011.

What effect will your project’s narrative have on you?

I developed greater confidence in using digital instructional technologies to achieve learning outcomes. As a result of working on Blackboard for this particular project in the fall, I began to use K College’s Moodle site for courses I taught in subsequent quarters. I also somewhat deepened my understanding of the facilitation techniques necessary to explore dynamics of power, privilege, and inequality, though I honestly don’t feel I was as effective as I have been in some other contexts (the digital environment posed new challenges, especially how to build community and challenge students I had never met) and I mostly just have more questions than ever, many of which were unanswered by this partnership.

What effect do you anticipate your project’s narrative having on teaching and learning at Kalamazoo College?

I think the findings of my experience could prove useful for other “K” faculty who wish to develop distance-learning partnerships with faculty, students, and institutions in other contexts (for example, with our students currently on study-abroad, or between students at K and students in one of our international partner schools). Specifically, I have some insight now into the kinds of technologies that work best to facilitate effective and authentic interaction, particularly in contexts of structural inequality between groups of students.

What traces did you leave, or connections did you create on campus through your project?

Please see below.

If unexpected synergies emerged while carrying out your project, please describe them and what they might lead to in the future.

The only thing that really comes to mind, although I have no tangible evidence other than my intuition to support this claim, is that I think this partnership was especially important for the three Mexican American students who were in my class. I suspect that simply taking the class, given its subject matter, helped ease the transition of some of these students in their first quarter at “K,” particularly because although they were a minority in my classroom, they were not put in the isolating and often stressful position of having to represent their experience to majority students; instead, the course materials and the critical mass of UTPA students eased some of that burden. In addition, one of the Mexican American students who was in my class has since become my research assistant and co-collaborator on a new project in Mexican American Studies; though this outcome is not related to the partnership per se, it would not have happened without the class and the overall positive energy it developed.

What made this project worthwhile?

Both Dr. McMahon and I agree that this project rejuvenated our pedagogy. As we collaborated to plan almost every lesson, we shared ideas drawn from our own existing toolboxes and, as a result, many of her techniques are now my techniques, and vice versa. This was especially important because the partnership involved interdisciplinary materials across the social sciences and humanities; thus, while at the beginning of the partnership I felt unsure about teaching literature, McMahon helped me both develop some concrete methods for doing so and restore my confidence. We also both explored new technologies that we had not used before and developed greater confidence in using online and digital methods in our classrooms. Finally, I have deep personal interests in the US-Mexico border but often feel very removed from what is happening there due to my location; I learned just as much from

McMahon and her students as anyone, and my own knowledge and understanding of border history, theory, politics, and everyday life was deepened substantially.

What was challenging while carrying out your project?

First and foremost: Time! It took a lot more time to execute this collaboration with a colleague from another university because we co-planned all of our lessons and committed to writing extensive field notes after each encounter. I had to invest a fair amount of time in learning how to use the Blackboard system and specifically the Wimba live video chat technology; we did practice runs on virtually everything. In addition, because our courses did not meet at the same times, we had to schedule out-of-class opportunities for the live video chats. Throughout the term all of us spent a lot of time online posting responses, reading each others' work, and evaluating each other. Thus, working in collaboration was a great deal more time-intensive than working alone would have been. Second, I found it challenging to act as a quasi-co-instructor to a group of students (the UTPA students) that I had never personally met and had not been able to build rapport with, yet was responsible for leading and evaluating in several instances. However, this difficulty made it easier for me to relate to what my students were experiencing as they tried to build relationships online with people who, likewise, they had never met.

What could have been done to make your project more effective?

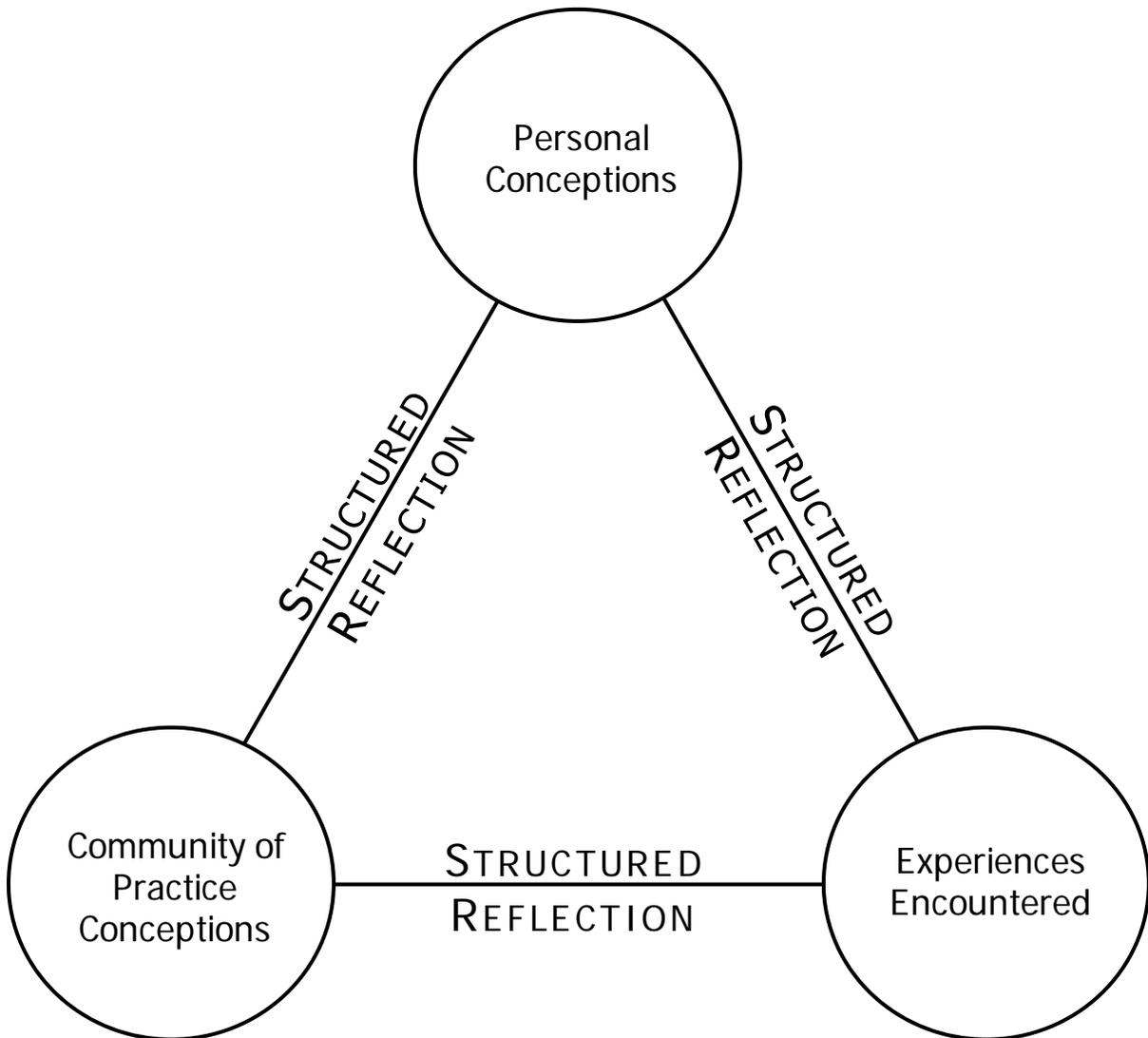
There is nothing that the Teagle program or staff could have done to make this more effective; I felt very supported throughout. This project just necessarily involved a lot of experimentation, and therefore a lot of time and flexibility on my part. A similar partnership would certainly be much easier the next time around as a result of the insights I developed through this experience.

What advice do you have for future Teagle Learning Fellows?

None.

Please describe how you spent the mini-grant.

Approximately two-thirds of the grant was used to pay for my airfare to South Texas (\$641) in late August 2010 for a 4-day planning retreat with Dr. McMahon. The remainder of the mini-grant was processed as a stipend that I split between Dr. McMahon and me.



Structured Reflection is a process that can catalyze transformative learning (*i.e.* learning that ultimately fosters a change in habit of mind, or change in frame of reference) by employing intentionally designed exercises, activities, or assignments that help students (and others) *interrogate, make connections between, and examine consonance or dissonance between* personal conceptions, community of practice conceptions, and experiences encountered.

NB – “community of practice conceptions” could be understood as discipline-specific theories and concepts; “personal conceptions” could be assumptions held by an individual.

Figure adapted, through many recursive conversations at Kalamazoo College, from: “Culture, Religion, and Nationality: Developing Ethnographic Skills and Reflective Practices Connected to Study Abroad,” by Carol S. Anderson and Kiran Cunningham. In *Integrating Study Abroad Into the Curriculum: Theory and Practice Across the Disciplines*, Elizabeth Brewer & Kiran Cunningham, eds. Stylus Publishing, 2009.

APPENDIX FOUR

TEAGLE LEARNING FELLOWS AND PROJECTS - 2008-11

KALAMAZOO COLLEGE – TEAGLE LEARNING FELLOWS

2008-09 TEAGLE LEARNING FELLOWS AND PROJECTS

CAROL ANDERSON AND ALISON GEIST Department of Religion and the MJUS Institute for Service Learning
Critical Theory and Practice at Kalamazoo College

JEFFREY BARTZ Department of Chemistry
Clickers: End of a Fifteen-year Search for Engagement with Accountability

ROBERT BATSELL AND GREG SLOUGH Departments of Psychology and Chemistry
Pre-course Reputation: From Anecdote to Antidote

KIRAN CUNNINGHAM AND BOB GROSSMAN Departments of Anthropology & Sociology and Psychology
Towards a Developmental Paradigm for Embedding Transformative Learning in a Kalamazoo College Education

LAURA FURGE Department of Chemistry
Creating a Performance Task with Embedded Course Content: An HPV Vaccine Performance Task

MICHELE INTERMONT Department of Mathematics
Writing + Math = ?

2009-10 TEAGLE LEARNING FELLOWS AND PROJECTS

KARYN BOATWRIGHT Department of Psychology
Exploring relationships among students' gender, academic major, and learning preferences in introductory psychology courses

JOE BROCKINGTON, ALISON GEIST, JOAN HAWXHURST, ZAIDE PIXLEY, AND MARGARET WIEDENHOEFT
Center for International Programs, Mary Jane Underwood Stryker Institute for Service Learning, Center for Career and Professional Development, and First-Year Experience
Designing and implementing a replicable model of structured reflection in First-Year Seminars

KIRAN CUNNINGHAM Department of Anthropology and Sociology
Operationalizing insights gained from research on transformative learning and implementing them in key experiential components of the K-Plan

REGINA STEVENS-TRUSS AND MARTHA WARPEHOSKI Department of Chemistry and Biology/Chemistry Learning Center
Enhancing student engagement in the General Chemistry classroom and laboratory

JAN TOBOCHNIK Department of Physics
Conceptual growth from taking Thermal Physics, Physics 360

MARGARET WIEDENHOEFT AND KATIE MACLEAN Center for International Programs and Department of Romance Languages
Near(-)native speakers: Expectations for language learning on Study Abroad

2010-11 TEAGLE LEARNING FELLOWS AND PROJECTS

LAURA BARRACLOUGH Department of Anthropology and Sociology
UTPA-Kalamazoo College Border Studies Collaborative

JEFFREY BARTZ Department of Chemistry
Promoting interest and performance in science through Structured Reflection

ZAIDE PIXLEY, ET AL. First-Year Experience and Advising
Expanding and Infusing Structured Reflection: To First-Year Seminars and Beyond!

2011-12 TEAGLE LEARNING FELLOWS AND PROJECTS (TO DATE)

CAROL ANDERSON, ET AL. Department of Religion
Writing in Religion

ERIC NORDMOE Department of Mathematics and Chair of Reaccreditation Self-Study Committee
Where's the Greek? Applying Diversity Indices to Quantify Achieved Curriculum Breadth

MIKE RICCO AND CHUCK STULL Department of Economics and Business
Team-based Learning: Enhancing the Liberal Arts Learning Experience

APPENDIX FIVE

STUDENT LEARNING ASSESSMENT WEBSITE

About "K"

[Introduction & Mission](#)

[Fast Facts](#)

[K-Plan](#)

[Location](#)

[Campus](#)

[Our History](#)

[Strategic Plan](#)

[Assessment](#)

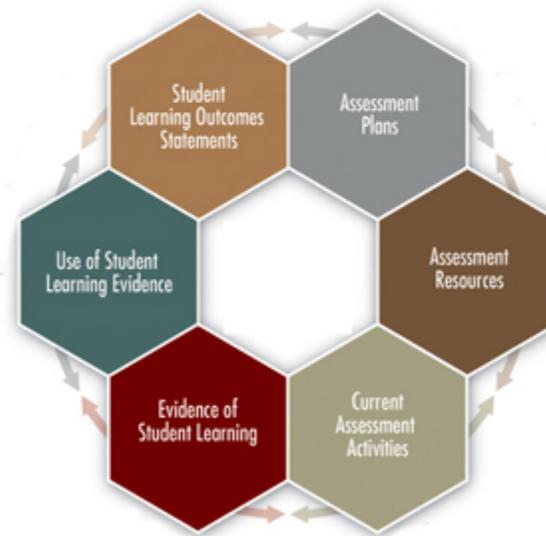
[Accreditation](#)

[President](#)



Student Learning Outcomes Assessment

Components of Student Learning Assessment



Framework and graphic courtesy of [National Institute for Learning Outcomes Assessment](#)

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Student Learning Outcomes Statements
 The expected knowledge, skills, attitudes, competencies, and habits of mind that students are expected to acquire.
- 
Assessment Plans
 How student learning will be assessed, the data collection tools and approaches that will be used, and the timeline for implementation.
- 
Assessment Resources
 Information provided to help faculty and staff understand, develop, implement, communicate, and use evidence of student learning.
- 
Current Assessment Activities
 Information on a full range of projects and activities recently completed or currently underway to gauge student learning, make improvements or respond to accountability interests.
- 
Evidence of Student Learning
 Results of assessment activities.
- 
Use of Student Learning Evidence
 How evidence of student learning is used to identify areas where changes in policies and practices may lead to improvement, inform institutional decision-making, problem identification, planning, goal setting, faculty development, course revision, program review, and accountability or accreditation self-study.

APPENDIX SIX

WORK PLAN FOR FIPSE PROJECT

Summary of Project Goals and Objectives¹

- 1) Increase participation rates in high impact educational practices among project participants
 - Objective 1: Establish baseline of students' participation in High Impact Practices (HIP)²
 - Objective 2: Identify effective advising practices for connecting students to HIP
 - Objective 3: Identify barriers to students' participation in HIP and ways to navigate those barriers
 - Objective 4: Implement effective advising practices for connecting students to HIP and enhancing participation in HIP
 - Objective 5: Detect increased student participation in HIP from baseline

- 2) Increase self-authorship³ in students as they define, develop, and engage in their education
 - Objective 1: Establish baseline of students' self-authorship of their education
 - Objective 2: Develop protocols for using structured reflection in advising to foster self-authorship
 - Objective 3: Develop a rubric for responding to students' reflections
 - Objective 4: Implement structured reflection protocols in various advising settings
 - Objective 5: Detect increased levels of self-authorship from baseline

- 3) Increase student retention and graduation rates
 - Objective 1: Establish baseline of retention and graduation rates for the past five academic years
 - Objective 2: Identify effective advising practices for retaining students
 - Objective 3: Implement effective advising practices for retaining students
 - Objective 4: Increase 1st to 2nd year retention to 93% among project participants
 - Objective 5: Increase 2nd to 3rd year retention to 95% among project participants

- 4) Implement identified effective advising practices throughout Kalamazoo College
 - Objective 1: Establish baseline of advising practices at Kalamazoo College
 - Objective 2: Set up and carry out four approaches to advising in FIPSE-funded quasi-experimental study
 - Objective 3: Disseminate lessons learned from FIPSE project at Kalamazoo College
 - Objective 4: Detect alignment of advising practices at Kalamazoo College with those "discovered" in the FIPSE project

- 5) Disseminate identified effective advising practices at institutions beyond Kalamazoo College

Goal 1: Increase participation rates in high impact educational practices among project participants

OBJECTIVE	MEANS OF ATTAINING OBJECTIVE
Establish baseline of students' participation in High Impact Practices (HIP) ⁴	<ul style="list-style-type: none"> • Office of Institutional Research and Registrar's Office generates reports of participation in HIP (2010-2011) • Quantify "input" likelihood of matriculating students participating in HIP using CIRP-TFS⁵ survey (Fall⁶, annually) • Quantify "output" participation of First-Year students in HIP using NSSE⁷ (Winter 2011) • Quantify "output" participation of First-Year students in HIP using CIRP-YFCY⁸ (Spring 2011) • Quantify "output" participation by graduating students in HIP using CIRP-CSS⁹ (Spring 2010) • Quantify "output" participation by graduating students in HIP using NSSE (Winter 2011)
Identify effective advising practices for connecting students to HIP	<ul style="list-style-type: none"> • Project Team consults expert on advising in higher education (Summer 2011) • Project Team carries out thorough literature search and reads broadly in advising literature (duration of project) • Project Team visits institutions with effective practices (early in academic years 2011-2012, 2012-2013, 2013-2014) • Students (those in the project as well as other students) take in-house advising survey¹⁰ (Winter 2012, 2014)
Identify barriers to students' participation in HIP and ways to navigate those barriers	<ul style="list-style-type: none"> • External Evaluators, The Evaluation Center – Western Michigan University (TEC-WMU) staff, interviews students participating in project¹¹ (Spring 2012, 2013, 2014) • Students (those in the project as well as other students) take in-house advising survey (Winter 2012, 2014) • Project Team runs focus groups for advisors participating in project (and other advisors as well) – duration of project
Implement effective advising practices for connecting students to HIP and enhancing participation in HIP ¹²	<ul style="list-style-type: none"> • Project Team runs workshops for faculty and staff participating in project (and other advisors as well) – duration of project

<p>Detect increased student participation in HIP from baseline¹³</p>	<ul style="list-style-type: none"> • Office of Institutional Research and Registrar’s Office generate reports of participation in HIP (2013-2014) • Quantify “output” participation of First-Year students in HIP using NSSE (Winter 2013, 2015) • Quantify “output” participation of First-Year students in HIP using CIRP-YFCY (Spring 2012, 2014) • Quantify “output” participation by graduating students in HIP using CIRP-CSS (Spring 2012, 2014) • Quantify “output” participation by graduating students in HIP using NSSE (Winter 2013, 2015)
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Goal 2: Increase self-authorship in students as they define, develop, and engage in their education

OBJECTIVE	MEANS OF ATTAINING OBJECTIVE
<p>Establish baseline of students’ self-authorship of their education</p>	<ul style="list-style-type: none"> • Collaborate with TEC-WMU staff to develop means of assessing extent to which students (1) make connections among educational experiences, (2) identify pivotal educational experiences, (3) engage in self-authorship • TEC-WMU staff interviews students participating in project (Spring 2012)
<p>Develop protocols for using structured reflection in advising to foster self-authorship</p>	<ul style="list-style-type: none"> • Project Team collaborates with faculty and staff advisors participating in project to develop protocols
<p>Develop a rubric for responding to students’ reflections</p>	<ul style="list-style-type: none"> • Use insights gained from TEC-WMU staff interviews of students participating in project (Spring 2012, 2013, 2014) to help develop rubrics • Use expertise in rubric design and use at ‘K’ to develop rubrics for responding to structured reflection by students
<p>Implement structured reflection protocols in various advising settings¹⁴</p>	<ul style="list-style-type: none"> • Project Team runs workshops for faculty and staff participating in project (and other advisors as well) – duration of project
<p>Detect increased levels of self-authorship from baseline¹⁵</p>	<ul style="list-style-type: none"> • TEC-WMU staff interviews students participating in project (Spring 2013, 2014, 2015)

Goal 3: Increase student retention and graduation rates

OBJECTIVE	MEANS OF ATTAINING OBJECTIVE
Establish baseline of retention and graduation rates for the past five academic years	<ul style="list-style-type: none"> • Office of Institutional Research and Registrar’s Office generates reports of retention rates (2010-2011)
Identify effective advising practices for retaining students	<ul style="list-style-type: none"> • Project Team consults expert on advising in higher education (Summer 2011) • Project Team carries out thorough literature search and reads broadly in advising literature (duration of project) • Project Team visits institutions with effective practices (early in academic years 2011-2012, 2012-2013, 2013-2014) • TEC-WMU staff interviews students participating in project (Spring 2012, 2013, 2014, 2015) • Where possible, correlate advising practices with retention
Implement effective advising practices for retaining students ¹⁶	<ul style="list-style-type: none"> • Project Team runs workshops for faculty and staff participating in project (and other advisors as well) – duration of project
Increase 1 st to 2 nd year retention to 93% among project participants	<ul style="list-style-type: none"> • Office of Institutional Research and Registrar’s Office generates reports of retention rates 2012 to 2013
Increase 2 nd to 3 rd year retention to 95% among project participants	<ul style="list-style-type: none"> • Office of Institutional Research and Registrar’s Office generates reports of retention rates 2013 to 2014

Goal 4: Implement identified effective advising practices throughout Kalamazoo College

OBJECTIVE	MEANS OF ATTAINING OBJECTIVE
Establish baseline of advising practices at Kalamazoo College	<ul style="list-style-type: none"> • TEC-WMU staff interviews Kalamazoo College advisors to document range of advising practices (Fall 2011)
Set up and carry out four approaches to advising in FIPSE-funded quasi-experimental study	<ul style="list-style-type: none"> • Identify faculty, staff, and student participants in study (Spring 2011) • Run workshops for advisors in project (Summer 2011) • Carry out project as described in FIPSE proposal, pages 10-12

<p>Disseminate lessons learned from FIPSE project at Kalamazoo College</p>	<ul style="list-style-type: none"> • Project Team runs workshops for faculty and staff at Kalamazoo College – duration of project • Document numbers and types of faculty/staff development opportunities provided through FIPSE-funded project • To the extent feasible, evaluate (with three-months follow-up) quality of development opportunities by assessing reaction to and application of what was learned
<p>Detect alignment of advising practices at Kalamazoo College with those “discovered” in the FIPSE project¹⁷</p>	<ul style="list-style-type: none"> • TEC-WMU staff interviews students participating in project (Spring 2012, 2013, 2014, 2015) • TEC-WMU staff interviews Kalamazoo College advisors to document range of advising practices (2012-2015)

Goal 5: Disseminate identified effective advising practices at institutions beyond Kalamazoo College¹⁸

- Establish a Kalamazoo College website for our FIPSE-funded project for disseminating materials (*e.g.* assignments, protocols, rubrics, and advisor training modules) and findings (*e.g.* effective advising practices, examples of structure reflection, and results from various surveys) emerging from the project.
- To the extent possible, collect contact information for individuals who access the website and download materials and findings.
- Assess effect of the project and its dissemination via brief on-line questionnaires by which users can indicate levels of replication, adaptation, or adoption of project materials as well as qualitative information describing the nature of replication, etc.
- When visiting other institutions to learn about advising practices, include dissemination of what we are learning in conversations.
- Publish papers and give presentations on FIPSE-funded project at local, regional, and national meetings.
- Submit annual reports on the project to FIPSE.

NB: Regular reflection by everyone involved in the FIPSE-funded project at Kalamazoo College, particularly the Project Team (especially when preparing annual reports to FIPSE) and the TEC-WMU staff (when writing evaluation reports to FIPSE), will provide many opportunities to assess, refine, and revise how we execute and evaluate the project. Conversations with advising experts, colleagues at institutions visited, colleagues involved in the Wabash National Study, and colleagues on campus will foster reflection and revision. Being mindful that we are engaged in an iterative process of planning, implementation, and evaluation (both internal and external) will help us arrive at effective “solutions” to engaging students in their education so that they will become entrained in a similar process when learning on their own after graduation.

Endnotes

- ¹ This Implementation and Evaluation Plan was developed collaboratively by the Kalamazoo College Project Team and staff at The Evaluation Center – Western Michigan University (TEC-WMU), external evaluators of the FIPSE-funded project at Kalamazoo College.
- ² See http://uctl.canterbury.ac.nz/adg/infoseries/common-course-size/Kuh_High-Impact_Student_Engagement_Practices_excerpted.pdf
- ³ See, for example, Baxter Magolda, M. B. & P. M. King. 2008. Toward reflective conversations: An advising approach that promotes self-authorship. *Peer Review*, 10 (1) 8-11.
- ⁴ All data collected during this project will be analyzed, summarized, and interpreted as soon as it becomes available. Dissemination of results will occur regularly by means listed under Goal 5.
- ⁵ Cooperative Institutional Research Program – The Freshman Survey (<http://www.heri.ucla.edu/cirpoverview.php>) We will use results from individual survey questions as well those from “Constructs” and “Themes” to gauge students’ views of what they have done before entering college and what they anticipate doing while in college, particularly with regard to HIP.
- ⁶ The academic year at Kalamazoo College is divided into the following three terms: Fall (Sept-Nov), Winter (Jan-Mar), and Spring (Apr-June).
- ⁷ National Survey of Student Engagement (<http://nsse.iub.edu/>) We will use results from individual survey questions as well as those from “Benchmarks” to monitor students’ participation in HIP. This survey was administered in Winter Term of 2011.
- ⁸ Cooperative Institutional Research Program – Your First College Year survey (<http://www.heri.ucla.edu/yfcyoverview.php>) We will use results from individual survey questions as well those from “Constructs” and “Themes” to gauge students’ views of what they have done during their first year of college, particularly with regard to HIP.
- ⁹ Cooperative Institutional Research Program – College Senior Survey (<http://www.heri.ucla.edu/cssoverview.php>) We will use results from individual survey questions as well those from “Constructs” and “Themes” to gauge students’ views of what they did during their college careers, particularly with regard to HIP. This survey was administered prior to our project’s start date and will provide baseline data.
- ¹⁰ Our in-house advising survey will be revised, with help from staff at TEC-WMU, to include questions that will help us identify effective advising practices for connecting students with HIP and help us identify barriers to participation in HIP.
- ¹¹ Project Team and TEC-WMU staff will collaborate to develop interview scripts (focusing primarily on self-authorship, intellectual development, and transformative learning) initially during the 2011 summer, at the outset of our project, and will revise scripts as needed while the project is carried out. Hour-long interviews with each of the 120 students participating in the project will be recorded during Spring terms of each academic year and then transcribed and analyzed, using MaxQDA qualitative analysis software, by the end of Summer each year.
- ¹² TEC-WMU staff will examine the quality of faculty/staff development and conduct interviews with Kalamazoo College faculty and staff and project team members to document the extent to which the program has been implemented as intended.
- ¹³ Even though predicting the magnitude of this increase in participation is difficult, we will quantify changes (positive or negative) that occur.
- ¹⁴ As before, TEC-WMU staff will document the extent to which the program has been implemented as intended.
- ¹⁵ Predicting the magnitude of an increase in self-authorship is difficult; TEC-WMU staff will use interviews to document changes that occur.
- ¹⁶ As before, TEC-WMU staff will document the extent to which the program has been implemented as intended.
- ¹⁷ Degree of alignment, documented by TEC-WMU staff, will serve as a measure of dissemination success.
- ¹⁸ TEC-WMU staff will document the extent to which project outcomes are implemented at institutions beyond Kalamazoo College.