

# Update on IMPACT: A Course Learning Evaluation Model at the University of Nebraska-Omaha

- UTC learned about this model at the October 2022 meeting of CUMU (Coalition of Urban and Metropolitan Universities).
- The model has been proven to significantly reduce implicit bias in course learning evaluations.
- **IMPACT: Inventory of Methods and Practices Associated with Competent Teaching**
- It's a two-step process that involves a faculty self-report of practices and approaches to be used in a course (**F-IMPACT**) and an opportunity for students to record their observations of the designated practices and approaches at the end of the course (**SO-IMPACT**).

# F-IMPACT

This step asks faculty to identify high impact practices and other evidence-based best instructional practices that they use in the course, such as:

1. Providing information at the start of the course about the course and materials to be used.
2. Identifying types of assignments/exams and their weight(s) in the student's final grade.
3. Naming opportunities to provide feedback to students and to receive feedback from students.
4. Identifying instructional features and activities (lecture, group discussion, online discussion boards, etc.).
5. Using innovative ways to assess student learning.

# F-IMPACT Example: Course Information and Supporting Materials

Check all the supporting materials that you provided to students in this course. (Ambrose et al., 2010; Atkinson et al., 2000; Black & Wiliam, 1998; Froyd, 2008; Hattie & Timperley, 2007; Kiewra, 1985; Pintrich, 2003)

- Student wikis or discussion boards with little or no contribution from you
- Student wikis or discussion boards with significant contribution from you or a teaching assistant (undergraduate or graduate)
- Solutions to homework assignments
- Worked examples (text, pencast, or other format)
- Practice exams or previous year's exams
- Videos, animations, or simulations related to course materials
- Lecture notes or course PowerPoint presentations (partial/skeletal or complete)
- Articles from related academic literature
- Examples of exemplary papers, projects, or other assignments
- Grading rubrics for papers, problem solutions, or large projects
- None of these
- Other (please specify)

# SO-IMPACT (Student Observations)

- The SO-IMPACT step asks students to confirm what the faculty member identified by noting what they observed or didn't observe as participants in the course.
- Designed to minimize subjective judgements.
- With this model, UN-Omaha has significantly reduced implicit bias in course evaluations.

# Where We Are Now

- UN-Omaha reps visited UTC in April 2023 and met with several groups.
- The IMPACT model has been validated for Gen Ed courses in STEM and Behavioral and Social Sciences.
- In Fall 2023, UTC faculty teaching those courses will be invited to participate in a pilot of IMPACT on a completely opt-in basis.
- Courses in the pilot will continue to administer our existing course learning evaluation.
- UTC is in talks with UNO to become co-PIs on a National Science Foundation grant to further validate this evaluation instrument. Grant proposal is due in January 2024.