



IDEA is a nonprofit organization dedicated to improving learning in higher education through research, assessment and professional development. Join us as we make an impact on the future of teaching and learning.

The IDEA Center recently awarded its inaugural Impact Grants totaling more than \$45,000 to six higher education institutions implementing projects with a goal to positively impact teaching and learning and student well-being.

Cameron University, Lawton, OK – *Embedded Peer Tutoring Project*

Seeking to increase student success at the onset, Cameron University is developing guidelines around the effective implementation of peer mentoring in freshman classes with the overarching goal of

“A key component of the grant is that of sharing our findings. By compiling and comparing data from embedded peer mentor sections to sections that do not have embedded peer mentors, we can assess the impact of the program, disseminate that information, and hopefully inspire other institutions to adapt a similar program.”

Marge Kingsley, Assistant Vice President for Academic Affairs

increasing year-one retention and six-year graduation rates. Do students enrolled in freshman-only sections with peer mentors feel more satisfied with their experience in the course? Did those same students report better progress on their course learning outcomes? Project investigators plan to answer those questions and more.

Everett Community College, Everett, WA – *Using Formative Feedback to Improve Learning Outcomes*

Currently at Everett Community College, very few faculty members use a regular system of student feedback. This pilot study will focus on enhancing student outcomes and strengthen teaching through the combined use of IDEA’s Instant Feedback tools and its Teaching and Learning resources. Data collected will provide insight into such questions as: Did students believe that their responses were taken seriously by their teachers? How did faculty evaluate and utilize the feedback they received from students? And how did teaching strategies shift or change, based on student feedback? Project investigators recognize the potential at Everett for assessing learning outcomes using a simple tool for real-time interventions.

Marian University, Indianapolis, IN – *Bridging Faculty Development to Student Learning: Training, Intervention, and Impact*

Professional development opportunities for faculty have repeatedly shown to have a positive impact on the overall culture and effectiveness of teaching and learning at institutions. Marian University aims to better understand exactly how these faculty development initiatives translate into improved learning outcomes for students by tracking faculty that have received supplementary training in instructional technology and active learning techniques, and its subsequent implementation in their classrooms.

Nazareth College, Rochester, NY – *Improving Interdisciplinary Integration and Meaningful Assessment Practices through Pedagogical Support*

Supporting a culture of continuous improvement has many different facets. Nazareth College wants to operationalize the principles of the *Scholarship of Teaching and Learning* through increasing faculty members' knowledge within and across disciplines, supporting collaborations as faculty seek to address challenges of classroom-based instruction, and promoting the engagement of classroom-based inquiry or action research.

Tufts University, Medford, MA – *Documenting the Impact of Inclusive Excellence in Faculty Development Programming*

Do students feel welcome in class? How can training on core components of inclusivity impact student learning and overall campus climate? Researchers at Tufts University are taking a deeper look through collecting and analyzing data in classes where faculty have participated in inclusive classroom training.

“This generous grant will allow us the ability to look deeply at the outcomes of inclusion and how working with faculty on inclusive teaching actually effects students in the classroom.”

Donna Qualters, Ph.D., Director, Center for Enhancement of Teaching & Learning

University of Massachusetts (Lowell), Lowell, MA – *Teaching the Science of Learning*

Can the science of learning be taught? Researchers at the University of Massachusetts, Lowell are creating a series of videos and exercises promoting evidence-based learning strategies that instructors and students can utilize. These stand-alone Science of Learning materials will demonstrate cognitive findings that apply directly to learning and are easy to implement in a classroom setting, and easy for students to use on their own.