Project Name:	Wisconsin Collaboratory for Enhanced Learning (WisCEL)
MIU Round:	Round 2
Sponsor(s):	College of Engineering, College of Letters and Science, Math Department, Division of Information Technology (DoIT), Office of the CIO, General Library System, Language Institute
Coordinator(s):	John Booske (Electrical and Computer Engineering, WisCEL Director), Suzanne Smith (WisCEL Project Coordinator)
Report Date:	Year 1, July 2011

Project Specific Goal and Measures

Project Impact Measure(s)	• Develop two WisCEL Centers (physical environment that provides multi-use spaces and technology) for the purpose of offering software delivered/instructor coached collaborative pedagogies spaces that allow students to build fundamental skill competencies, self-pace learning, receive immediate feedback and help on course work, and increase time on task. Permanent facilities are on track for completion in October 2011. • Provide easier access to high-demand courses, particularly those where enrollments are restricted by grader FTE limits and course structure issues. • Maximize instructor/student contact by lessening labor intensive administrative functions like grading quizzes. • Aid curricular and pedagogical innovations by implementing technology-assisted learning, providing technical support for new course delivery proposals, and helping faculty and staff with the steep learning curve needed to move to a technology enhanced course delivery model. • Offer course access at non-traditional times.
Project Impact Data Source(s)	WisCEL Project Staff and APA (course enrollments and outcomes).
Baseline Measure(s)	Project did not exist prior to MIU funding. Year 1 enrollments and outcomes can be used as a baseline to measure future progress. One measure of impact is to compare outcomes in the WisCEL course sections to non-WisCEL course sections looking for evidence of at least similar (and ideally improved) outcomes and decreased achievement gaps.

General MIU Goals and Measures (applicable to project)		
C	Increased capacity for high-impact practices	• By using computer software to analyze and grade homework and tests, students receive immediate feedback and the opportunity to continue to improve grades on homework. Instructor/student contact is maximized and centered around the course content rather than course administrative issues. • WisCEL is piloting the use of peer tutors in Math and Engineering courses as a way of facilitating collaborative learning.
D	Increased student learning and teaching excellence	• "Time-on-task" is associated with increased learning gains. In general, software facilitated instruction maximizes time-on-task and individualizes the task based on each individual student's progress. The MyMathLab software that will be used in 2011-12 has built in time-on-task reports that will be available to instructors and others.
F	Decreased achievement gaps	• It is expected that WisCEL will contribute to the reduction of achievement gaps, mainly by increasing the high impact practices known to increase student learning. In the pilot year (2010-11) the WisCEL students performed similarly students in the traditional sections even though the space was temporary and the software was being used for the first time by students and instructors (and changed three times).
G	Attention to diversity in new hires	The search and screening committee for the project coordinator (Suzanne Smith) included staff from the General Library System, DoIT, Wendt Commons, Math Department, and College of Engineering. The committee also included an Equity Action monitor whole sole job was the ensure equity in the search and screen process. In addition to standard position announcements and the use of social networking sites (LinkedIn specifically), the position was specifically marketed through the Madison Times.
I	Unintended Consequences	• The self-paced nature of these software facilitated courses does not completely fit into our fixed-length semesters/sessions. The WisCEL project has prompted discussions of how to offer modular credit for courses without a fixed length. • Instructors report feeling more engaged with students in the WisCEL sections and attribute it mainly to the increased interaction and opportunity for individualized help. • Because of the open nature of the classes, instructors noticed an increased occurrence of students gathering in the lab after class time to work on homework together and to utilize the instructor's help (the instructor was still present for another class). This is not usually possible in a traditional classroom due to immediate need for the space for a subsequent class.

Progress Reports

Year 1	1. Designed WisCEL spaces in Wendt Commons and Helen C. White Hall. Both permanent sites are scheduled for completion by October 2011. After using the temporary space for pilot Math sections, enhancements were made to the spaces including: increasing the table size to accommodate large computer monitors and desired student work space; increased storage space for instructors, addition of clocks. 2. Taught the following pilot sections of Math courses while testing software systems for course delivery: Math 95 (section 4, Fall 2010), Math 101 (sections 1 and 2, Fall 2010; sections 1-5, Spring 2011), Math 112 (section 23, Fall 2010; sections 14-17, Spring 2011). 3. Evaluated the following software systems: ALEKS (affiliated with the University of California and, at the time of the proposal, expected to be the "final" selection), Hawkes Learning System, Connect (McGraw Hill product), and MyMathLab (Pearson product). After evaluating the pilot sections, MyMathLab was selected at the software to use for Math in 2011-12. Engineering courses (ECE 230 and ECE 376) will use the McGraw Hill Connect product. 4. Began planning for delivery of ECE 230 and ECE 376 through WisCEL. 5. Began planning for delivery of EMA 201 through WisCEL. 6. Formed partnerships with other universities who are already up and running with a WisCEL-like facility (NC State, University of Minnesota, Virginia Tech). 7. Formed internal partnerships with Nursing and biological science faculty who are interested in using WisCEL technology.