

# **Tightening the Interdependent Structure Between the University-level Office, College-level Offices, and Faculty**

Dr. Rong (Lotus) Wang  
Xi'an Jiaotong-Liverpool University

Dr. Christine Robinson  
University of North Carolina at Charlotte

# Overview

- Explanation of topic and background
- Illustrate the organizational structure of assessment practices
- Evaluate the rewards, challenges, and resources

# Presenters

## Dr. Rong (Lotus) Wang

**Xi'an Jiaotong-Liverpool University, China**

Head of Department of Educational Studies at the Academy of Future Education



Xi'an Jiaotong-Liverpool University  
西交利物浦大学

**University of North Carolina at Charlotte, USA**

Director for Assessment, Planning, and Accreditation, College of Liberal Arts & Sciences



UNC CHARLOTTE

**Virginia Tech, USA**

Assistant Director for Academic Strategy and Policy, Undergraduate Academic Affairs



# Presenters

**Dr. Christine Robinson**

**University of North Carolina at Charlotte, USA**

Executive Director of the Office of Assessment and Accreditation



## *Learning Outcomes*

As a result of this presentation, participants will be able to:

- Understand the structure for assessment
  - Centralized university-level office
  - Decentralized College-level offices
- Understand the university and faculty expectations of both offices
- Understand the types of collaborative and cooperative efforts between offices
- Recognize the rewards and challenges of the model

# University of North Carolina at Charlotte

- Doctoral research university
- Urban setting in North Carolina
- 30,146 students enrolled (Fall 2020)
- 3,999 entering freshmen
  - Over 52% are first-generation
  - 70% receive financial aid
  - 24% enter as undeclared/undecided students
- 2,632 entering transfers

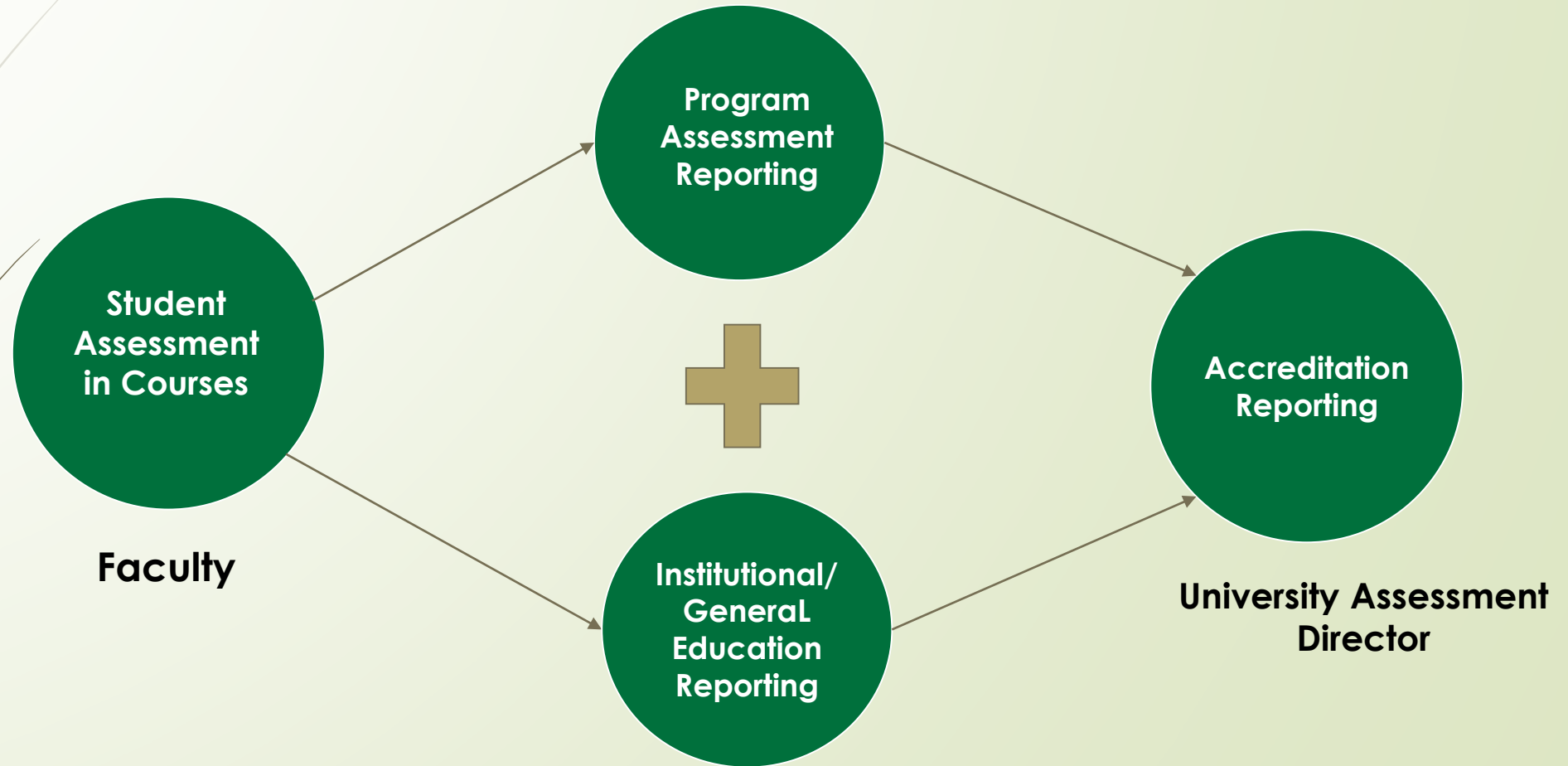


# Assessment at the University

- Former independent structure to the new interdependent structure
- Two-way exchange of information between centralized university-level office and the college-level offices
- How the centralized office supports other campus offices
- Benefits of the independent structure



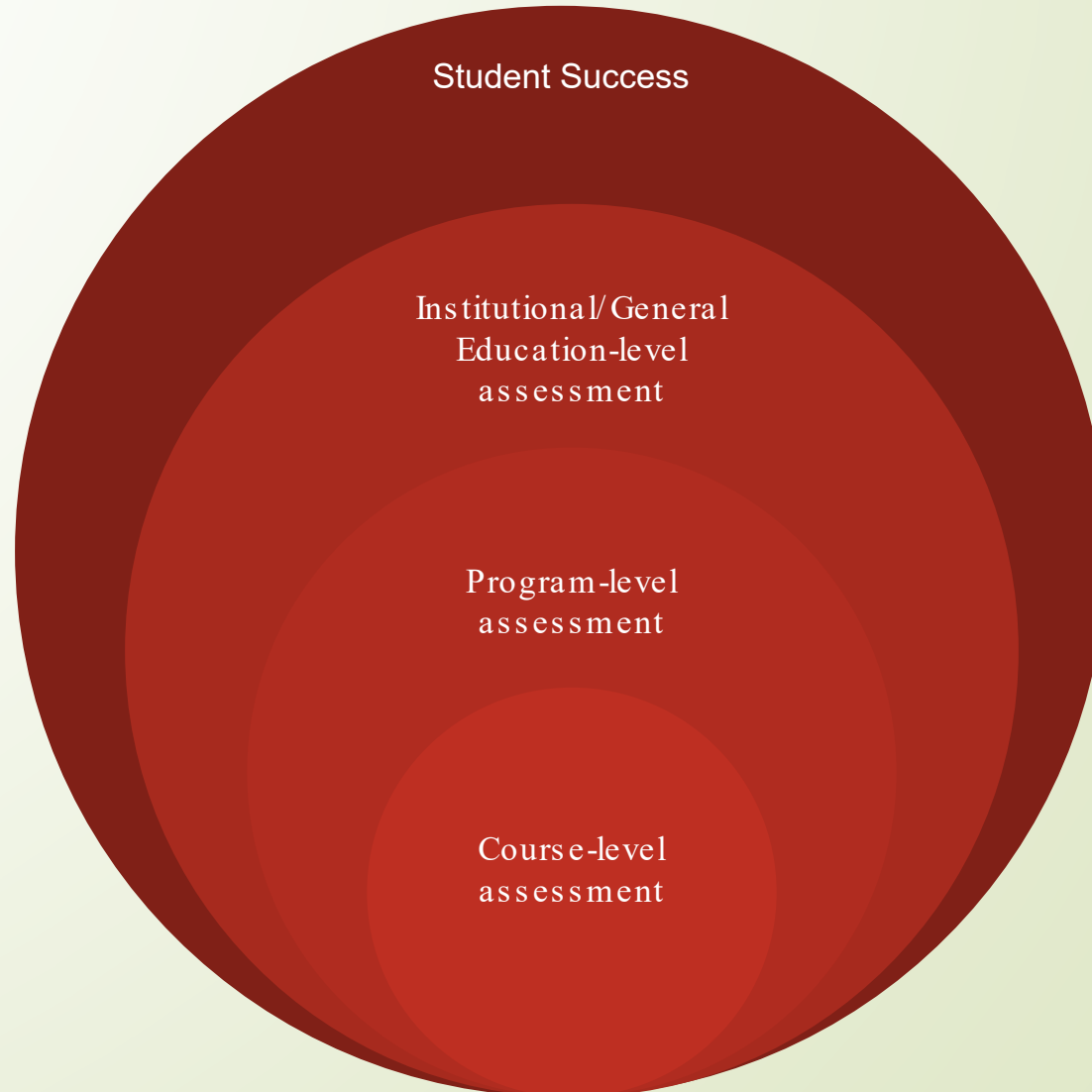
# 2011 Independent Assessment Structure: Data Collection and Reporting



Faculty & Two College Assessment Directors (oversight)



# 2014 Interdependent Structure



Faculty

College Assessment  
Directors

Office of  
Assessment and  
Accreditation

# Collaborative and Cooperative Efforts

## **Office of Assessment and Accreditation (OAA)**

- Engage CADs in assessment conversations (quarterly meetings)
- Offer professional development to CADs (retreats)
- Share institutional and general education trend data
- Provide feedback to CADs on the quality of reporting in telling the story of student learning



## **College Assessment Directors (CADs)**

- Share assessment questions and challenges with the OAA
- Share best practices with faculty
- Share program-level trend data for review
- Share instances of learning improvement not identified in reports

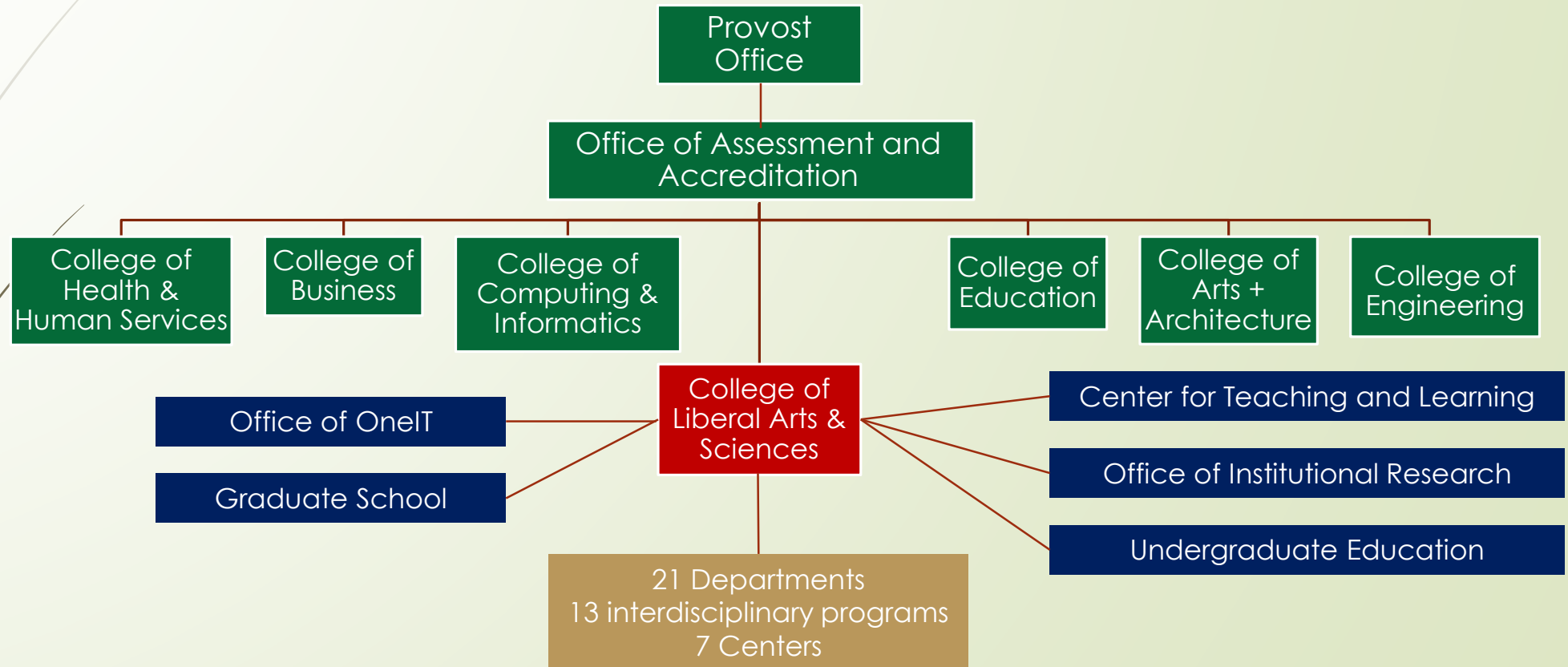
# Expanding Interactions with Other Offices



# *Overall Benefits of Structural Change*

- Build relationships and mutual respect
- Develop multiple resources
- Offer professional development opportunities
- Communicate expectations and concerns

# Frequently Interacted Offices with Colleges



# *Inter-connected Units' expectations on CADs and Assessment*

## Faculty

- Help them understand what assessment and accreditation do
- Have a go-to person in assessment, accreditation, and data analytics

## Peer Offices

- Serve as an liaison between peer offices and departments and programs (e.g., General Education course assessment coordinated by Undergraduate Education)
- Streamline college-specific data analysis requests (e.g., IR Office)
- Promote the effective practices in integrating assessment, teaching and research (e.g., Center for Teaching and Learning)

## ***Recommended Skill Set of Professionals on the College Level***

- Can-do approach
- Thorough understanding about the accreditation procedure and compliance expectations
- Data management, analytics, and visualization skills—Mini Institutional Research Office
- Experiences in conducting research—Stay active in the field

# *Build Office Infrastructure*

## **Assessment tool**

CampusLabs--Compliance Assist

## **Data Collection and Management**

Qualtrics, CampusLabs--Baseline, Dropbox, WebFocus

## **Data Access**

Student learning outcomes (aggregated results), student enrollment, registration, academic performance, demographics, etc.

## **Data Analytics**

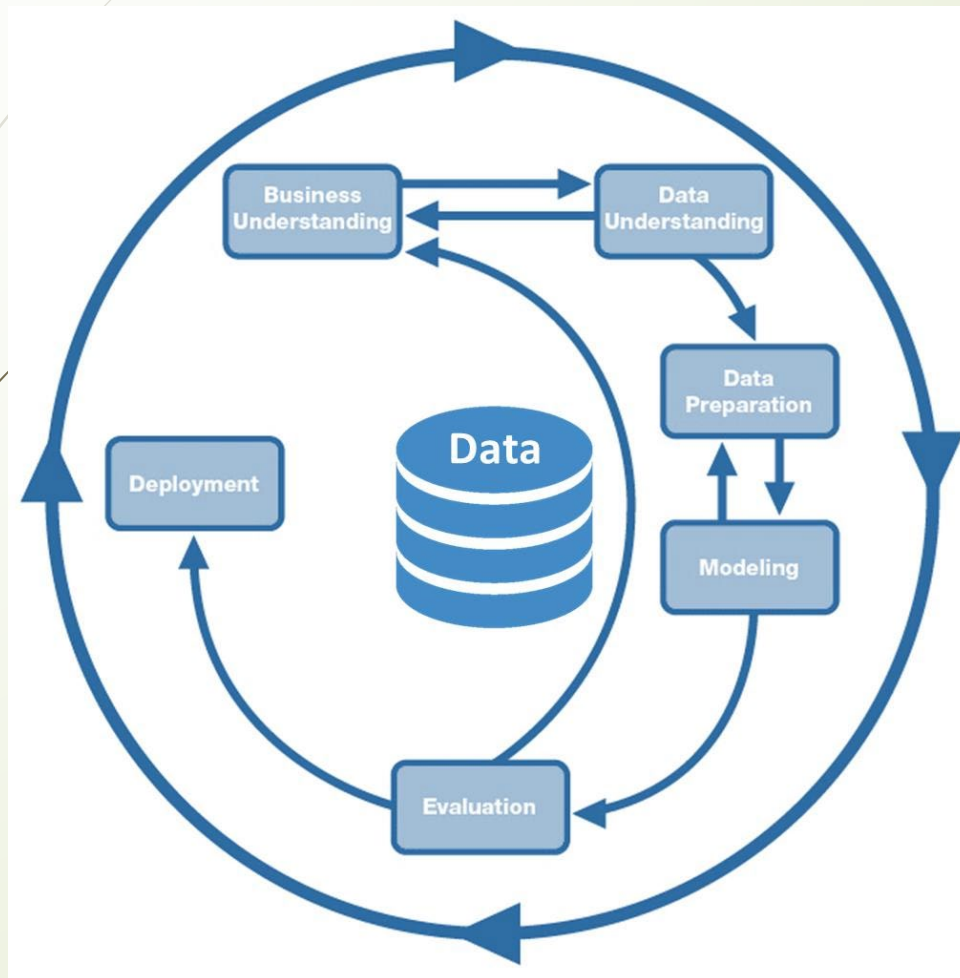
SPSS, SAS, or R

## **Data Visualization and Reporting**

Tableau, Adobe InDesign and Photoshop (Infographics)



# CRISP-DM Model for Data Analysis Requests



An example of the Department of History...

- Hoped to understand undergraduate students' preference in courses and experiences in study abroad and academic advising
- Administered a survey among all undergraduate students
- Generated a research brief with tables and graphs
- Made suggestions on student support to the Department

# *Rewards of the New Structure*

## **University**

Shifted the campus culture of assessment from an accountability perspective to one that is meaningful and useful

- 2018 NILOA Excellence in Assessment (EIA) Designation

## **University and Colleges**

- Developed a community of support and resource sharing
- Publication in the Journal of Research and Practice in Assessment
- Presentation at the 2021 IUPUI Assessment Institute

## **Faculty**

- Public recognition of assessment efforts
- Monetary support for classroom-based research
- Presentation at the 2020 IUPUI Assessment Institute

# *University Areas of Improvement*

As part of the learning improvement process, we must

- Implement intentional changes/interventions
- Expand faculty buy-in
- Expand faculty ownership
- Strengthen CADs involvement with faculty
- Strengthen faculty use of resources and tools

## ***College Strategies to Enhance Faculty Buy-in***

- If we think about a 5-year developing plan for a new assessment office:
  - First three years: Developing relationships
  - The third year and afterward: planning and improving
- Somebody who had a good experience working with your office can be your spokesperson
- Visualized workflow and step-by-step instructions are preferred by faculty
- If possible, CADs can take up the data analysis and write-ups parts in the Self Study for faculty

# Contact Information

## **Dr. Rong (Lotus) Wang**

Head of Department of Educational Studies  
Academy of Future Education  
Xi'an Jiaotong-Liverpool University  
[rong.wang@xjtlu.edu.cn](mailto:rong.wang@xjtlu.edu.cn)

## **Dr. Christine Robinson**

Executive Director of the Office of Assessment and Accreditation  
University of North Carolina at Charlotte  
[crobinson@uncc.edu](mailto:crobinson@uncc.edu)

A copy of the PowerPoint is available at this website  
<https://assessmentinstitute.iupui.edu/>