It Takes A Village:
Improving Campus Assessment Culture Through Inter-Office Cooperation

Karen Singer-Freeman & Christine Robinson - Assessment & Accreditation

Heather McCullough - Center for Teaching and Learning

Heather Bastian - Communication Across the Curriculum

Rebecca Croxton - J. Murrey Atkins Library

Natasha Stracener - Audiovisual Integration & Support for Learning Environments

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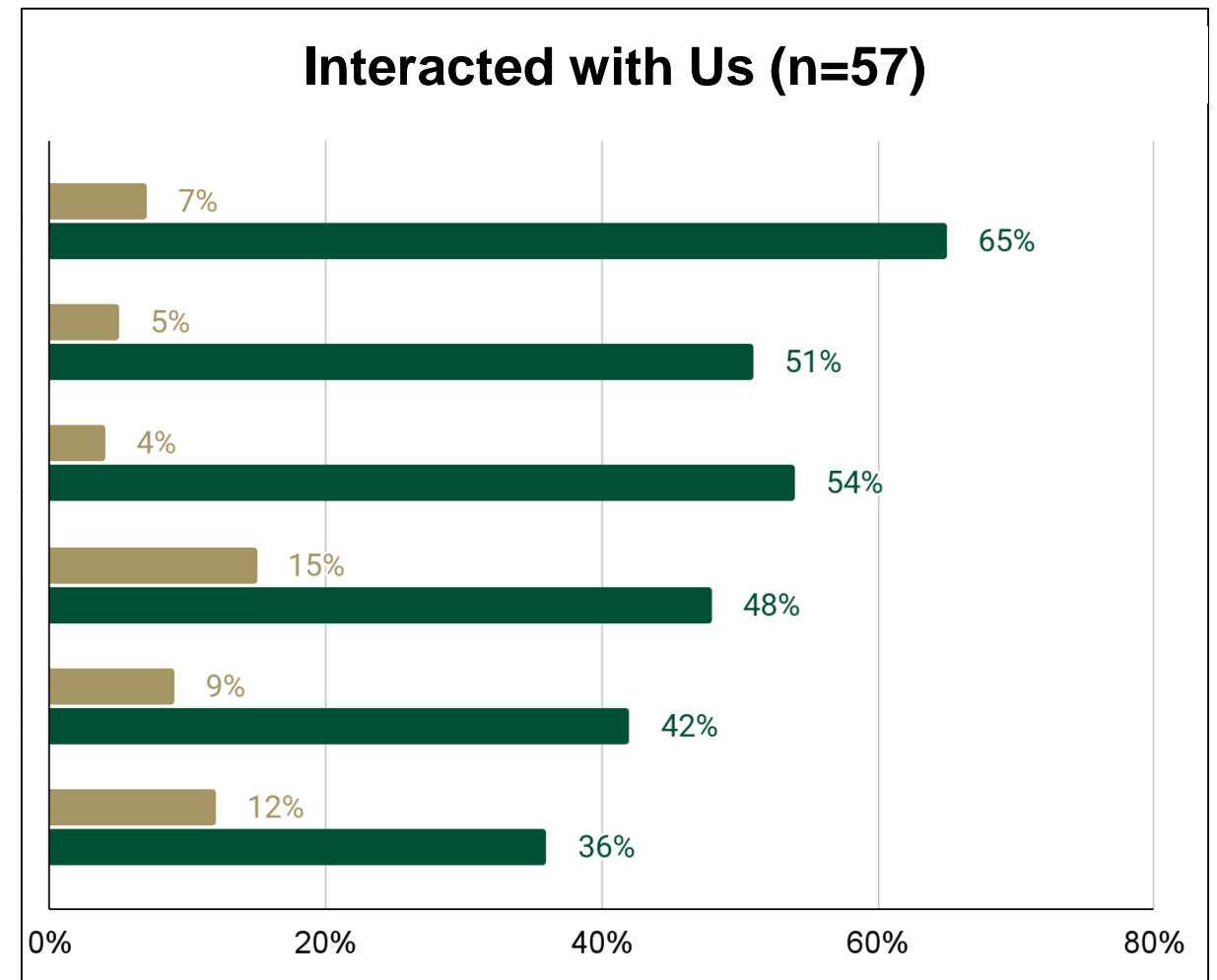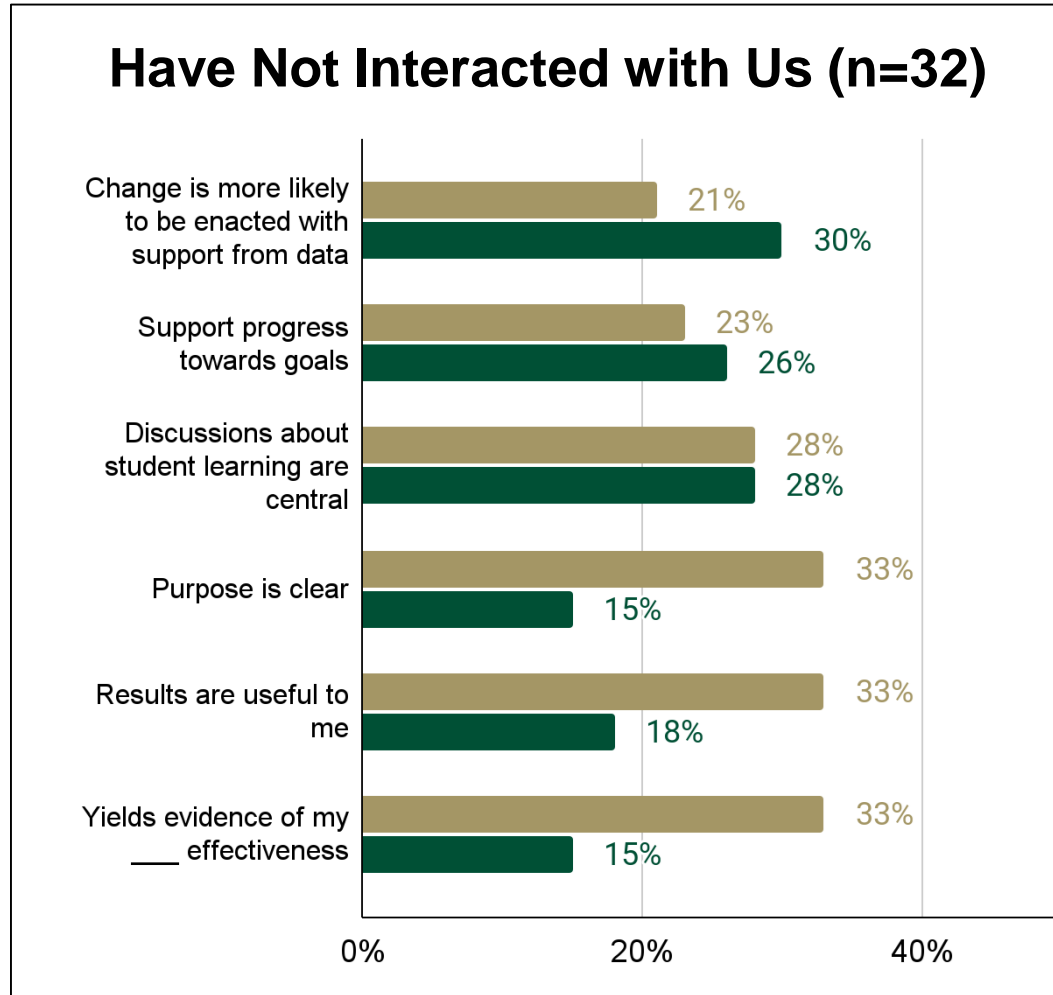CHARLOTTE

Those who attend this talk will be able to:

1. Describe ways cooperation between faculty development offices can
   a. Increase the reach of each office
   b. Enhance faculty awareness about best practices in pedagogy and curriculum
2. Create a Faculty Showcase on their campus
3. Use technology to increase reach of a Faculty Showcase and allow remote delivery

Stakeholder views of purpose, value, & effectiveness of assessment
- Change is more likely to be enacted when supported by assessment data
- Assessments support progress towards goals
- Discussions about student learning are central to assessment
- The purpose of assessment is clear
- Assessment results are useful to me
- Assessments yield evidence of my unit/college's effectiveness
- Assessments are done primarily for compliance purposes
- There is pressure to reveal only positive assessment results

Asked whether statements are more, less, or equally true compared to 3 years ago (5-point Likert Scale)

Those who directly interact with us are more positive about assessment

Have Not Interacted with Us (n=32)

Statement	Less True	More True
Change is more likely to be enacted with support from data	21%	30%
Support progress towards goals	23%	26%
Discussions about student learning are central	28%	28%
Purpose is clear	33%	15%
Results are useful to me	33%	18%
Yields evidence of my ___ effectiveness	33%	15%

Interacted with Us (n=57)

Statement	Less True	More True
Change is more likely to be enacted with support from data	7%	65%
Support progress towards goals	5%	51%
Discussions about student learning are central	4%	54%
Purpose is clear	15%	48%
Results are useful to me	9%	42%
Yields evidence of my ___ effectiveness	12%	36%

■ **Less True**   ■ **More True**

Why Does Assessment Culture Matter?

Broad Influence
- Institutional effectiveness
- Learning improvement
- Institutional morale

Intersects with important institutional functions
- Instructional Quality
  - Center for Teaching & Learning
  - Communication Across the Curriculum
  - Assessment & Accreditation
- Institutional Effectiveness
 - Assessment & Accreditation
  - Atkins Library

Organization	Related Professional Development
Assessment & Accreditation	*Grants* Workshops Consultations
Center for Teaching & Learning	*Workshops* Grants Quality Matters Training Consultations
Communication Across the Curriculum (CxC)	*Teaching Academies* *Student Consultants* Consultations
Atkins Library	*Consultations* *Workshops*

Overlapping audiences

Cooperation increases
- Dissemination of findings
- Awareness of opportunities
- Supportive relationships
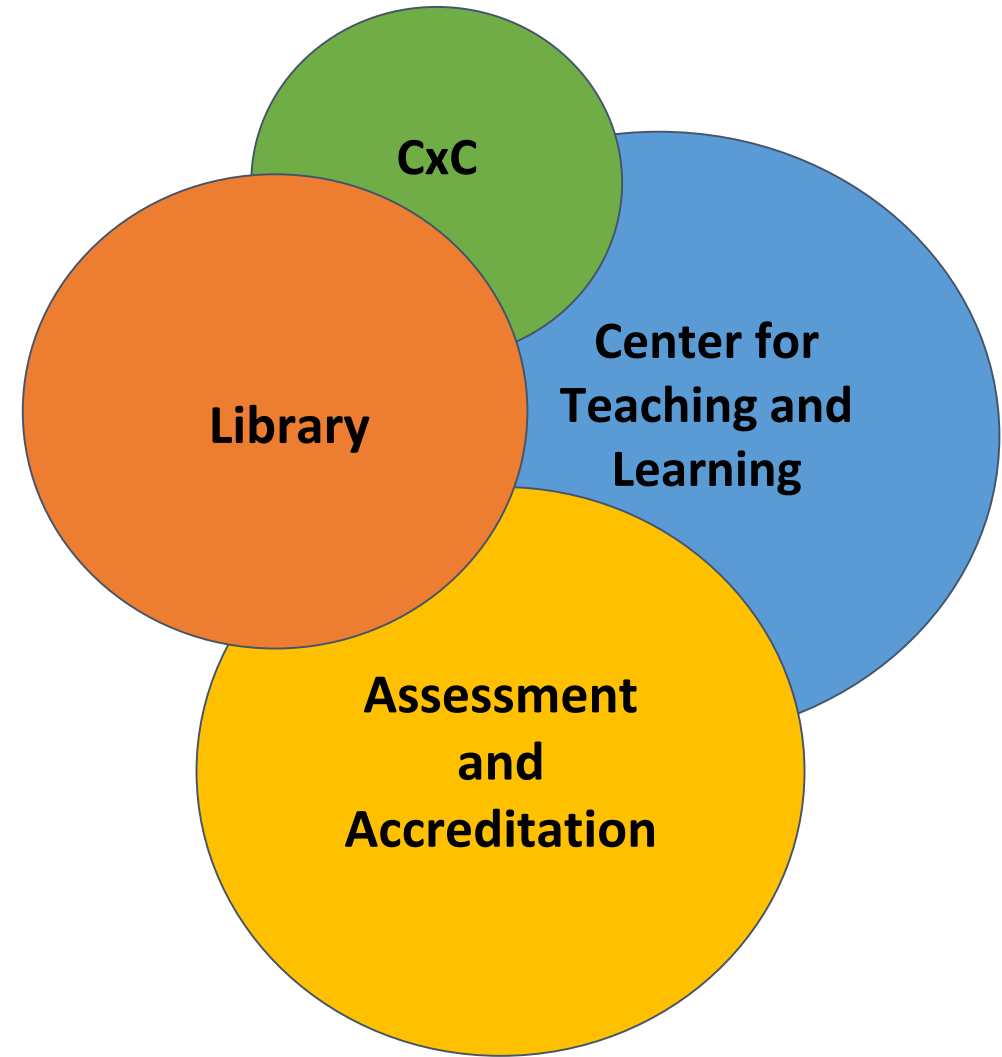
Scholarship of Assessment Grants

- Summer work to improve assessment
  - Topics - equity in assessment, student learning outcomes, and alignment
- Competitive applications for summer funding
  - A second opportunity for non-awardees of SOTL CTL grants
- Collaboration with a member of the OAA
- Positive outcomes
  - One recipient wrote, "*The Scholarship of Assessment grants are great for incentivizing faculty work on assessment projects and having an OAA staff liaison for each grant is very helpful.*"
- Our current grant themes map to the Grand Challenges
  - Using Assessment Findings to Increase Equity
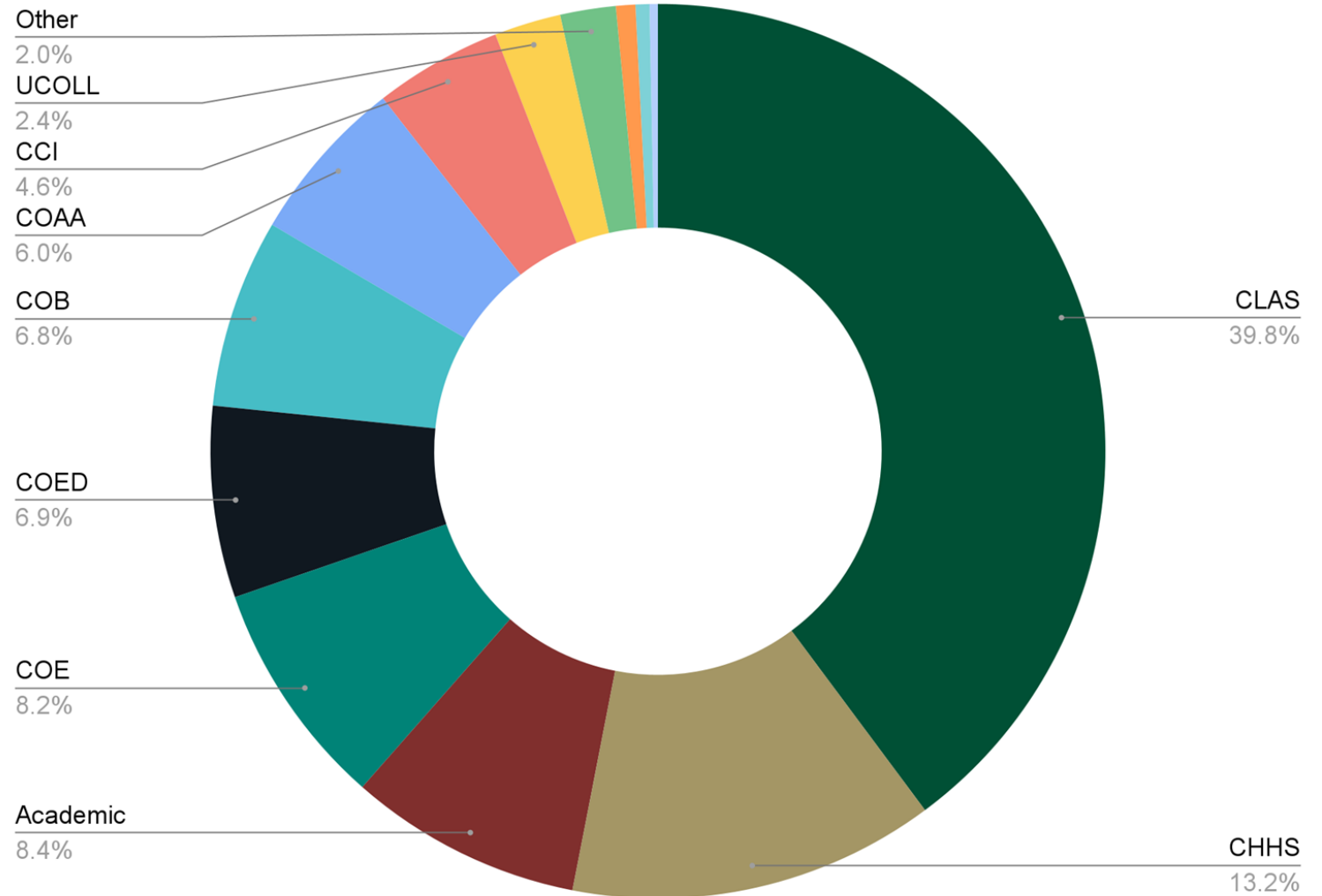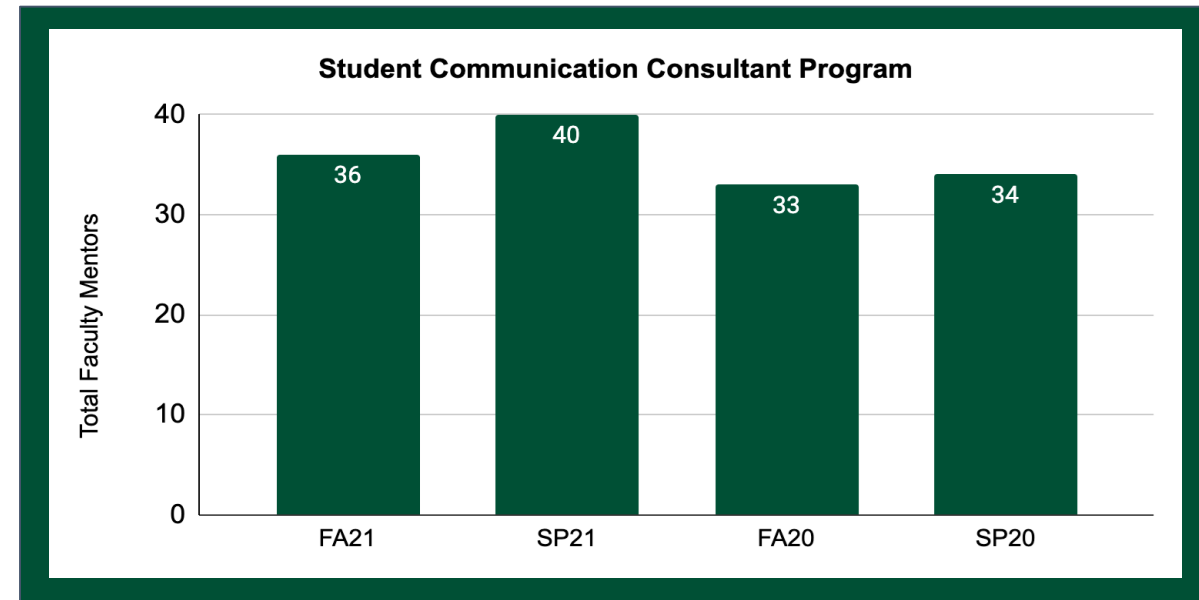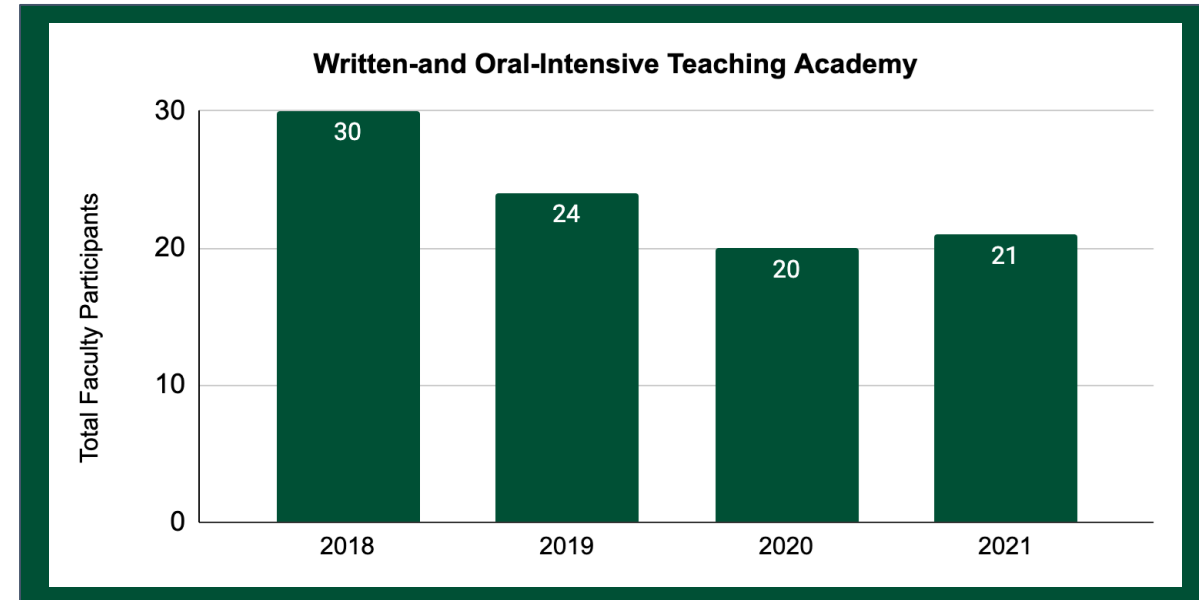 - Using Assessment Findings to Direct Immediate Pedagogical Improvements

Housed in Undergraduate Education

- General Education

- Student Success Programs and Initiatives

Supports integration and teaching of communication throughout curriculum

- Written- & Oral-Intensive Teaching Academy

- Critical Thinking & Communication Teaching Academy

- Student Communication Consultant Program

- Departmental, small group, & one-on-one consultations

Written-and Oral-Intensive Teaching Academy

Year	Total Faculty Participants
2018	30
2019	24
2020	20
2021	21

Student Communication Consultant Program

Term	Total Faculty Mentors
FA21	36
SP21	40
FA20	33
SP20	34

UNIVERSITY OF NORTH CAROLINA CHARLOTTE

Librarians collaborate with faculty to:

- Provide library instruction in courses to enhance learning and integrate information literacy

- Create online, web-based tools for specific disciplines or courses

- Design research assignments and class activities that make best use of library resources to ensure student success

- Host workshops to provide ideas for instructors to incorporate research skills throughout a course

Library Instruction Sessions Taught

Year	Total Sessions
2018-2019	597
2019-2020	509
2020-2021	347

Unique Students Participating in Library Instruction

Year	Total Students
2018-2019	7,606
2019-2020	8,477
2020-2021	4,454
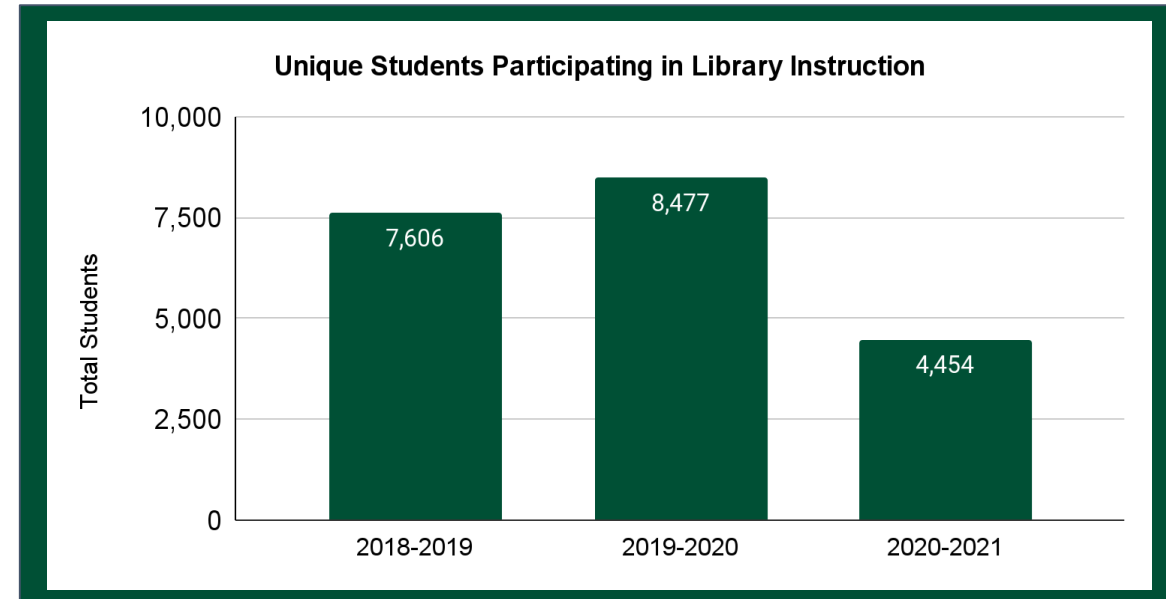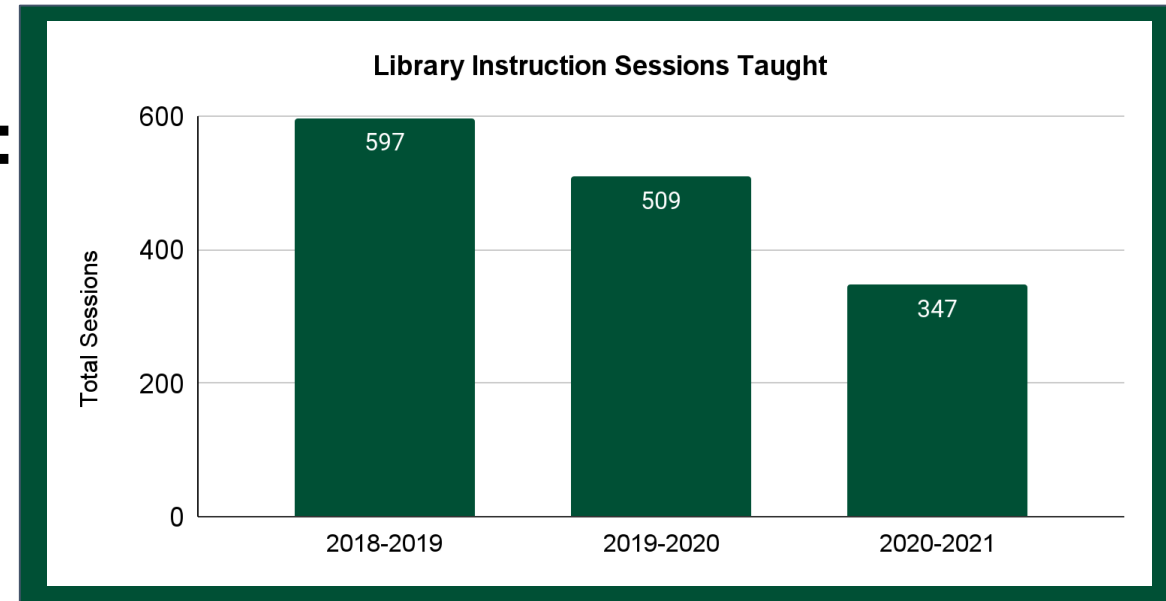
How to Cooperate?

- Outreach to overlapping audiences

- Highlight interconnectedness of work

- Celebrate Faculty

- Promote Effective Practices

CxC

Library

Center for Teaching and Learning

Assessment and Accreditation
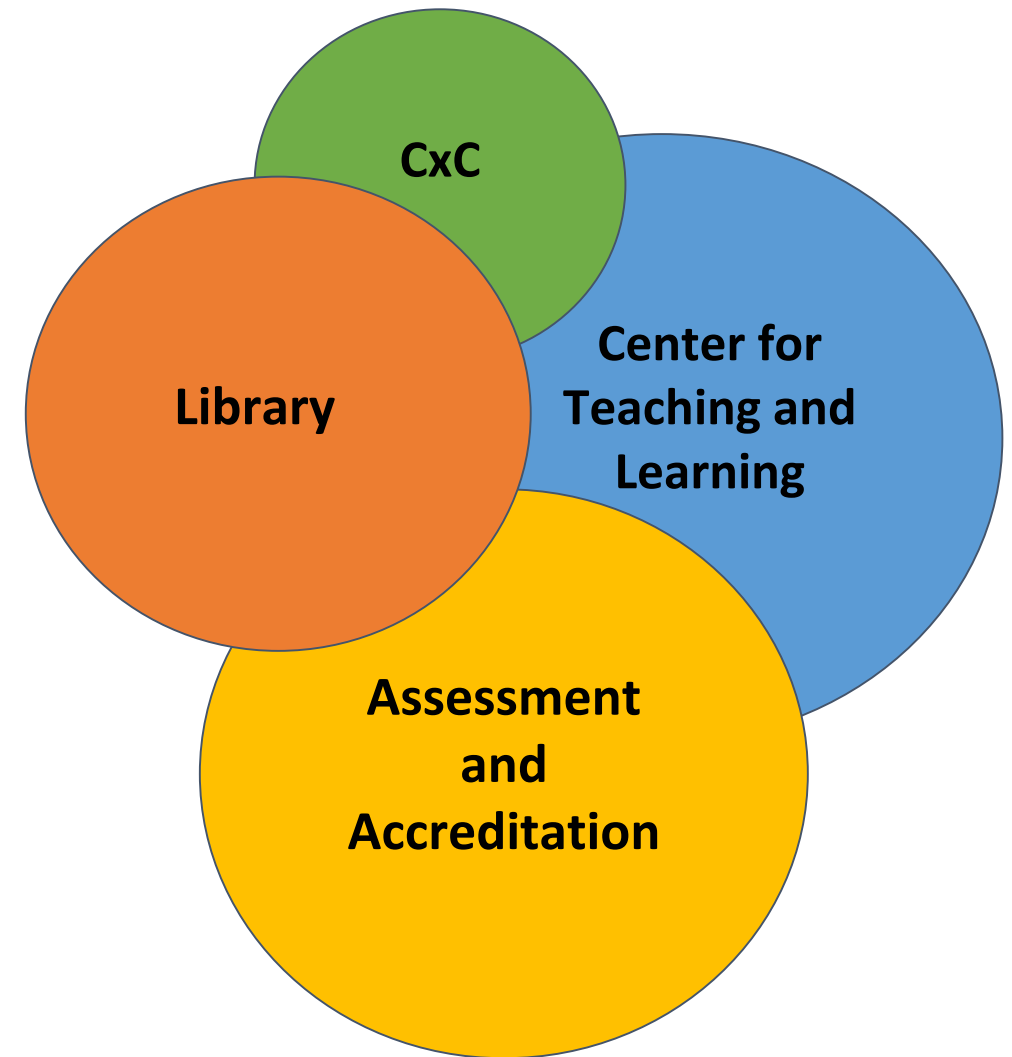
The Goals
- Celebrate faculty and their work
- Build relationships to support positive culture
- Increase awareness of opportunities
- Disseminate effective innovations
- Demonstrate centrality of improvement & assessment

The Event
- Faculty presenters
- Faculty and leadership guests
- Two round-table sessions
- Festive lunch
- Supervisors invited
- Campus-wide publicity

The Production

- Evolution over time
- High tech production
- Self produced videos
- Distribution

Session 1 Abstracts

1. Course Alignment: Strategies for Achieving Core Competencies
Sonyia Richardson & Amy Peters, Social Work
We define course alignment, discuss best practices for strengthening alignment to improve outcomes, share tips for gaining faculty buy-in within courses and across programs, and identify lessons learned. Participants will share experiences with course alignment including challenges. This work was sponsored by the Office of Assessment and Accreditation.

2. Space Mapping, Grading, and Feedback in Large Active Learning Classes
Harini Ramaprasad, Computing and Informatics
Pilar Zuber, Public Health Sciences
We share strategies for using the space in your classroom effectively and actively, even in lecture halls! We also cover making grading and feedback timely, consistent and efficient in a large class with numerous graded items. Topics include classroom space mapping, effective use of TAs, Canvas speedgrader, rubrics, auto-grader, and tips & tools for TA grading. This work was sponsored by the Center for Teaching and Learning.

3. How the Library Transformed My Inquiry Projects
Tiffany Morin, English
I describe how collaborating with the library reshaped my seminar class for the English Learning Community. I share my inquiry project, explaining how each part uses a different resource in the library, and how we developed and honed the project through discussion, application, and reflection. This work was sponsored by the J. Murrey Atkins Library.

4. Development of a STEM Faculty Learning Community
Tonya Bates, Biological Sciences
Evan Wantland, Mathematics & Statistics
We describe our experiences in the Transforming STEM Academy, a multi-college faculty learning community that engages participants in evidence-based pedagogies in introductory STEM courses. This initiative is supported by the Office of Undergraduate Education and the Center for Teaching and Learning.

5. Assessing the Impact of New Curriculum on Open and Transparent Research Practices
Alexia Galati & Douglas B. Markant, Psychological Science
There is a need to align the teaching of research methods with best practices for conducting research in Psychology. We investigated whether introducing undergraduates to a new curriculum on emerging "Open Science" practices improves conceptual understanding of research methods. This work was sponsored by the Office of Assessment and Accreditation.

Session 2 Abstracts

1. A Reduction in DWFs in a 3000-level Mathematics Class
Sarah Birdsong, Mathematics & Statistics
I describe changes that resulted in improved student success. These include in-class group work, restructured assignments, background tutorials, canvas quizzing of basic knowledge, and follow up assignments in which students graded sample solutions to homework questions.

2. Faculty Learning Experiences in Active Learning
Donna Sacco, Special Education and Child Development,
Nicole Spoor, Atkins Library, & Mohsen Dorodchi, Computer Science
As members of the Active Learning Academy we authored a book in 2020 on strategies for implementing active learning across disciplines and for diverse learners. We share strategies we use to make our courses more active. This work was sponsored by the Center for Teaching and Learning.

3. Developing Learning Objectives to Assess Student Learning in General Chemistry II
Kathy Asala, Chemistry
I describe how I developed course-level learning objectives, aligned them with instructional time and assessments, and used student survey data to adjust instructional activities and practices. This work was sponsored by the Office of Assessment and Accreditation.

4. Incorporate Scaffolding & Best Practices in a Writing/Oral Intensive Class
Ellen Wisner & Tuan Cao, Biological Sciences
We share our experiences in the Writing and Oral Academy where we worked to implement best practices for Writing and Oral Intensive Classes in our General Biology laboratory course. We discuss what we learned, course adjustments, and planned future changes. This work was sponsored by Communication Across the Curriculum.

5. If You Build It, They Will Come: Scaling an ePortfolio Program Tenfold.
Deborah Beete, Public Health Sciences
I describe processes that facilitate ePortfolio initiatives including: building collections of artifacts, coaching students in reflective practice, developing intentional assignments, documenting student learning, reducing faculty fatigue, and managing multiple ePortfolio platforms. This work was sponsored by the Office of Assessment and Accreditation.
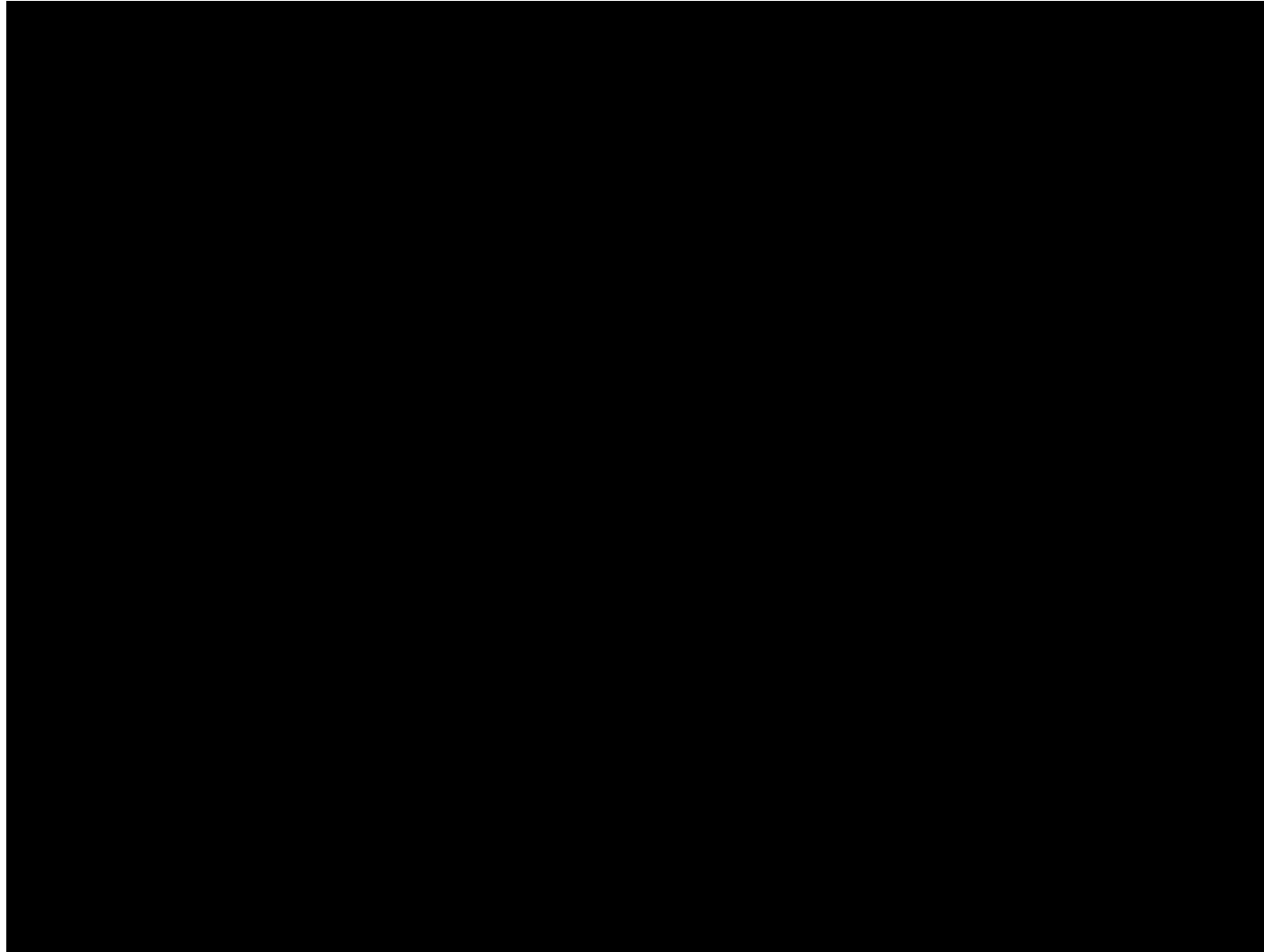
- In 2019, 84% of attendees reported specific changes they planned to make in their teaching
- Positive qualitative feedback
  - "The Faculty Showcase is an effective approach to sharing and celebrating assessment-related work as part of teaching, learning and curricular development."
- Individual recorded sessions have received between 50 and 120 views

- Created a lasting record of faculty improvements to teaching

- Created stronger relationships between our offices - cooperation works better than competition

- Increased awareness and trust of the related work

- Create stronger relationships between us and faculty across campus

- R1 Area of Research Excellence Proposal

- Foundational Concepts of Teaching and Learning Series

What are your questions, comments, or thoughts???

6 Online Self-Paced Modules

- IEC101 Introduction to Careers in Institutional Effectiveness (4 weeks)
- IEC102 Student Learning Outcomes (8 weeks)
- IEC103 Strategic Planning and Implementation (6 weeks)
- IEC104 Accreditation (6 weeks)
- IEC105 Building Relationships for Institutional Effectiveness (5 weeks)
- IEC106 Institutional Research (6 weeks)

Who Should Enroll?

- Assessment Practitioners who wish to improve skills in a specific area
- Higher Education Professionals who wish to transition into institutional effectiveness
- Graduate Students seeking careers in institutional effectiveness
- Faculty embarking on new roles in one or more areas of institutional effectiveness

Scholarship of Assessment Faculty Learning Community Grants - 2021 Call for Proposals

Overview

Learning improvement involves intentional changes in an academic program's learning environment that lead to improved student achievement. The learning environment includes elements such as teaching methods, curricula, student habits/behaviors/development, learning support, and academic resources[1]. Faculty and instructors are positioned to have the greatest impact on the learning environment because of their knowledge of current weaknesses and their ability to enact planned changes. Although assessment of student learning has been a focus for many years, there is too little evidence of the ways in which changes to the learning environment impact student learning. There are four essential steps for understanding the impact of an intentional changes: 1) Review student learning data to identify a knowledge, skill, disposition, or ability in which students have not met the expected goal; 2) Develop an intervention that is hypothesized to improve learning in this area; 3) Implement the intervention; and 4) Collect data to investigate the impact of the intervention on student learning[2]. The focus of this program will be to support faculty in identifying student learning achievement gaps, developing evidence-based interventions, and analyzing results following implementation of the intervention.

The Scholarship of Assessment Faculty Learning Community grants will provide training and support for faculty who wish to complete a learning improvement project. We are offering two distinct tracks focusing on 1) Gradescope integration and 2) Equity. The funds associated with this project will provide faculty with professional development opportunities associated with their work. Faculty will participate three workshops this summer that will provide the opportunity to establish a working knowledge within the chosen track, identify an area of student learning to improve, and develop a learning improvement plan to implement during the 2021-2022 academic year. Next summer's workshops will focus on examining the impact of the intervention on student learning and dissemination of the results.

The program will provide yearly grants of $1000 to selected individuals. Please note that second year's funding is contingent upon the submission and approval of data collected during the 2021-2022 academic year and funding available to the Office of Assessment and Accreditation. The funds may be used to support faculty or graduate student stipends for attending the workshops and developing course materials.

[1]Tenets of Learning Improvement (2020, April) by the Learning Improvement Community

[2]*A Simple Model for Learning Improvement: Weigh Pig, Feed Pig, Weigh Pig*. K. H. Fulcher, M. R. Good, C. M. Coleman, and K. L. Smith. National Institute for Learning Outcomes Assessment, Occasional Paper, December 2014.

Eligibility

Gradescope track – Any team or faculty member that has an interest in utilizing Gradescope software to assist faculty in grading and providing feedback on student assignments may apply. Teams whose members teach in a multi-section course and will develop materials to be shared with others are strongly encouraged to apply.

Equity track – Any faculty member or team (in a multi-section course with the same assignments) that has an interest in developing classroom assessments or assignments that measure learning equitably in all students.

Year One Application Materials and Procedure

An electronic copy of the following materials should be sent to Christine Robinson, Office of Assessment and Accreditation by 5 p.m. on April 2, 2021.

A project proposal narrative (typed and double-spaced, not to exceed 1,000 words) including:
  a) A clear statement describing the potential to advance student learning in the course(s) that are the focus of this project.
  b) A rationale for the selected course(s), illustrating why it should be funded.
  c) The track of student learning that will be addressed. Please include any supporting data you have available that demonstrates a need for attention to this area. (i.e. assignment grades, specific assignment or test question scores, rubric scores, etc.).
  d) A description of possible modifications you are currently considering, including its relationship to the chosen track, and expected results of the proposed change.
  e) A list of participants, including titles and department or unit.

Selection Criteria

Proposals will be reviewed by members of the Office of Assessment and Accreditation staff. The criteria for selection include the following:
- Submission of all required application materials,
- Submission of a well written and complete narrative, and
- Impact of the project on student learning.

First Year Time Line

March 5	Proposal Guidelines distributed to faculty/staff/administrators
April 2	Proposals due to the Office of Assessment and Accreditation
April 30	Review of proposals completed and Awardees notified
May 24	Workshop #1 – Learning Best Practices
June 14	Workshop #2 – Designing Educational Intervention
July 19	Workshop #3 – Designing Implementation and Evaluation

Year Two Application

An electronic copy of the materials should be sent to Christine Robinson, Office of Assessment and Accreditation by 5 p.m. on April 1, 2022.
- A summary of the proposed plan (assignment structure, timing, delivery) developed during the first summer and a summary of how it was actually implemented in the classroom including a rationale for any changes from the plan developed during the summer.
- Data collected during the fall 2021 semester along with the associated student learning improvement plan. If data collection will not occur until spring 2022 or if additional data collection is continuing in spring 2022, it will need to be submitted three weeks prior to the first workshop.

Second Year Time Line

May 23	Workshop #1 - TBD
June 13	Workshop #2 - TBD
July 18	Workshop #3 - TBD

Office of Assessment and Accreditation

The UNC Charlotte Office of Assessment and Accreditation is conducting a survey to help us understand how we may better assist you in the future. The survey should take 15-20 minutes to complete, and your responses will remain anonymous. Thank you for taking the time to share your feedback!

For the purposes of this survey, **assessment** *is defined as "collecting, analyzing, and using data to make decisions for continuous improvement." This includes assessment of student learning, progress towards strategic plans or institutional effectiveness goals, program reviews or accreditation.* **Program/unit** *is defined as the area that you oversee or in which you work. For small departments that may be the whole department; for larger departments that may be a smaller focus area.*

1) Please select your level of agreement with the following statement: Overall, the **Office of Assessment and Accreditation** *provides quality support services.*

- ⚪ *N/A*
- ⚪ *Strongly Disagree*
- ⚪ *Disagree*
- ⚪ *Neutral*
- ⚪ *Agree*
- ⚪ *Strongly Agree*

Please provide any additional comments or explanations of your rating here.

2) How many years have you been at UNC Charlotte?

3) Please indicate the extent to which you believe each statement is **more true today** *than it was* **3 years ago** *at UNC Charlotte.*

(If you have been at UNC Charlotte for less than 3 years use the year you started as a reference.)

	N/A	Much less true today	Less true today	Equally true today	More true today	Much more true today
Assessment supports progress towards goals.	⚪	⚪	⚪	⚪	⚪	⚪
Assessment is primarily done for compliance purposes.	⚪	⚪	⚪	⚪	⚪	⚪

The purpose of assessment is clear.　○ ○ ○ ○ ○

Discussions about student learning are central to assessment.　○ ○ ○ ○ ○

There is pressure to reveal only positive results from assessments.　○ ○ ○ ○ ○

Assessment yields evidence of my unit or program's effectiveness.　○ ○ ○ ○ ○

A change is more likely to be enacted if it is supported by assessment data.　○ ○ ○ ○ ○

I can access professional development to improve my assessment abilities.　○ ○ ○ ○ ○

Reporting instructions and templates support meaningful assessment.　○ ○ ○ ○ ○

Assessment results are useful to me.　○ ○ ○ ○ ○

Doing good assessment work is valued by my department or unit.　○ ○ ○ ○ ○

Doing good assessment work is valued by my college or division.　○ ○ ○ ○ ○

Please provide any additional comments or explanations of your rating here.

4) The Office of Assessment and Accreditation offers a number of different opportunities for professional development. Please share your **familiarity with each of the programs listed below. For programs you have not participated in, please indicate your interest. For programs you have participated in, please indicate their value.**

Scholarship of Assessment Grants
   Please select one: Haven't heard about, Have heard about but haven't participated, Have participated
   Please select one: Not interested, Somewhat interested, Very interested, Was useful, Was not useful

In Person Workshops
   Please select one: Haven't heard about, Have heard about but haven't participated, Have participated

Please select one: Not interested, Somewhat interested, Very interested, Was useful, Was not useful

Online Workshops
  Please select one: Haven't heard about, Have heard about but haven't participated, Have participated
  Please select one: Not interested, Somewhat interested, Very interested, Was useful, Was not useful

Individual Consultations
  Please select one: Haven't heard about, Have heard about but haven't participated, Have participated
  Please select one: Not interested, Somewhat interested, Very interested, Was useful, Was not useful

Online Institutional Effectiveness Certificate Program
  Please select one: Haven't heard about, Have heard about but haven't participated, Have participated
  Please select one: Not interested, Somewhat interested, Very interested, Was useful, Was not useful

Please provide any additional comments or explanations of your rating here.

5) Please indicate which staff you have interacted with in the past two years. Check all that apply.

- ☐ *Christine Robinson*
- ☐ *Harriet Hobbs*
- ☐ *Elise Demeter*
- ☐ *Karen Singer-Freeman*
- ☐ *Mitch Cottenoir*
- ☐ *Rochelle Holder*
- ☐ *I have not interacted with any staff from OAA in the past two years*

6) *Please select your level of agreement with the following statements concerning the Office of Assessment and Accreditation* **Staff**.

	N/A	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
They understand my needs.	○	○	○	○	○	○
Their input adds value to my work.	○	○	○	○	○	○
They are accessible.	○	○	○	○	○	○
They have appropriate knowledge and skills.	○	○	○	○	○	○
They demonstrate professionalism.	○	○	○	○	○	○
They help me learn best practices.	○	○	○	○	○	○
They provide trustworthy information.	○	○	○	○	○	○

Please provide any additional comments or explanations of your rating here.

7) *In the past year, how frequently have you used* **any services provided by the Office of Assessment and Accreditation?**

○ *Never*
○ *1-2 times*
○ *3-5 times*
○ *Over 6 times*

8) *In the past year, how frequently have you visited the Office of Assessment and Accreditation* **website?**

- ○ *Never*
- ○ *1-2 times*
- ○ *3-5 times*
- ○ *Over 6 times*

9) *Please rate the* **quality of the** *Office of Assessment and Accreditation* **website**
[http://assessment.UNCC.edu]

	N/A	Very poor	Poor	Fair	Good	Excellent
Has a logical organization of pages	○	○	○	○	○	○
Provides necessary information	○	○	○	○	○	○
Is understandable or comprehensible	○	○	○	○	○	○
Makes it easy to find information	○	○	○	○	○	○

Please provide any additional comments or explanations of your rating here.

10) *Please provide the College or Division of your primary role at UNC Charlotte.*

- ⭕ *Belk College of Business*
- ⭕ *College of Arts and Architecture*
- ⭕ *College of Computing and Informatics*
- ⭕ *Cato College of Education*
- ⭕ *College of Health and Human Services*
- ⭕ *College of Liberal Arts and Sciences*
- ⭕ *University College*
- ⭕ *William States Lee College of Engineering*
- ⭕ *Graduate School*
- ⭕ *Honors College*
- ⭕ *Academic Affairs*
- ⭕ *Student Affairs*
- ⭕ *Center or Institute*
- ⭕ *Other:* _____

11) *Do you work full time at UNC Charlotte?*

- ⭕ *Yes*
- ⭕ *No*

12) *Do you perform assessment in your current role?*

- ⭕ *Yes*
- ⭕ *No*
- ⭕ *Other:* _____

13) *If you perform assessment, please describe the types of assessments you complete.*

14) *Please indicate your job title or the closest title to your primary title:*

- ⭕ *Faculty Member only*
- ⭕ *Unit Head (Department Chair, Director, and other unit head)*
- ⭕ *Division Designee or Vice Chancellor (Dean, Assoc. Vice Chancellor, designated to act for Vice Chancellor, and Vice Chancellor)*
- ⭕ *SHRA Staff (accountant, administrative support, engineer, information technology, institutional service, and research assistant)*
- ⭕ *Other:* _____

15) Please describe any additional resources that would support your ability to engage in effective assessment.

16) Please share any other information that you would like as to consider.