

# Faculty Learning Community on Learning Improvement

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ASSESSMENT AND  
ACCREDITATION



2018



UNIVERSITY OF NORTH CAROLINA  
CHARLOTTE

# Overview

- Scholarship of Assessment History
- Redesign to Faculty Learning Community Structure
- Success and Challenges

# Objectives

Participants will be able to:

1. Discuss the importance of providing faculty development opportunities on assessment and learning improvement.
2. Describe a learning improvement project and how to recruit faculty to participate.
3. Reflect on the success and challenges faculty experience with learning improvement projects.

# University of North Carolina at Charlotte

- Urban, Research, Public 4-year institution
- Serve over 30,000 students
- Over 260 undergraduate, graduate, and professional programs
- 7 Colleges
- Office of Assessment and Accreditation (OAA)

# Scholarship of Assessment History

- Faculty scholarships began in 2017
  - Incentivize faculty to participate
  - Answer questions faculty care about - course based
  - Collaborative efforts between our office and faculty
- Stated purposes
  - Analyze student learning outcome assessment data
  - Identify areas of improvement
  - Implement changes in Fall semester
- Hidden purposes
  - Change perceptions
  - Build deeper, ongoing relationships
  - Expand participation and impact
  - Move to program-based student learning outcomes

# Scholarship of Assessment Design/Framework

- February call for submissions
- Bulk of work is completed mid-May -June 30th
  - Data Analysis
  - Improvement Plans
- Faculty receive \$1,000 each
- Our office provides one-on-one consultations
- Must request budget on an annual basis
- A written report is completed
- Faculty are invited to share their work

# Scholarship of Assessment Success

- Funded 41 projects
  - Six of the seven colleges
  - Four units
    - Graduate School
    - Center for Teaching and Learning
    - Library
    - Honors College
- Self-study survey results
  - 100% of those who received a grant reported it was useful
  - One recipient wrote, “Through my research work towards the grant goals, I discovered my own paucity in curriculum work and how assessment, indeed, should inform effective curriculum design and enactment for student success...”
  - Another 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.”

# Redirecting Scholarship of Assessment Projects to Address New Needs

- 2017
  - One workshop and three collaborative discussions required
  - Proposal Topic: Student Learning Outcomes
- 2018
  - Collaborative effort with our Office required
  - Proposal Topics: 1) Student Learning Outcomes and 2) Alignment
- 2019
  - Collaborative effort with our Office required
  - Proposal Topics: 1) Student Learning Outcomes and 2) Alignment
  - Final Report required
- 2020
  - Collaborative effort with our Office required
  - Proposal Topics: 1) Equity in Assessment: Examining Assessment Types, 2) Student Learning Outcomes and 3) Alignment
  - Final Report required



# Redesign to Faculty Learning Community Structure



<b>Original Scholarship of Assessment Program</b>	<b>Faculty Learning Community Scholarship of Assessment</b>
Open to any assessment based faculty proposed project	Two tracks - Equity in Assessment or Gradescope
Individualized with support from 2 OAA members	Mixture of Issue-based and Cohort model - 10 faculty, 2 faculty peer mentors (Gradescope), 4 OAA members
2-3 meetings between faculty and OAA members	Collaborative space to share ideas and receive/provide feedback
OAA members provide support specific to projects	Multiple workshops to provide faculty with knowledge base and develop skills

# Equity in Assessment Track

- Area of expertise for 3 members of the OAA
- Faculty would develop classroom assignments that measure learning equitably in all students
- 5 faculty members were selected - 1 biology, 2 first-year writing, 1 mathematics, and 1 public health
- Data on assignments from previous years was used to identify equity gaps

# Gradescope Track

- Third party software that allows faculty to quickly electronically grade all types of assignments - particularly hand-written - using a rubric to provide high quality feedback
- Faculty member on campus made recommendation to pilot software during emergency remote teaching
- Senior Associate Vice Provost championed the project with additional funding and commitment to 2 years
- 2 faculty peer mentors were hired to help SOA participants learn to use the software
- 5 faculty participants - 1 biology, 1 chemistry, 1 education, 2 mathematics

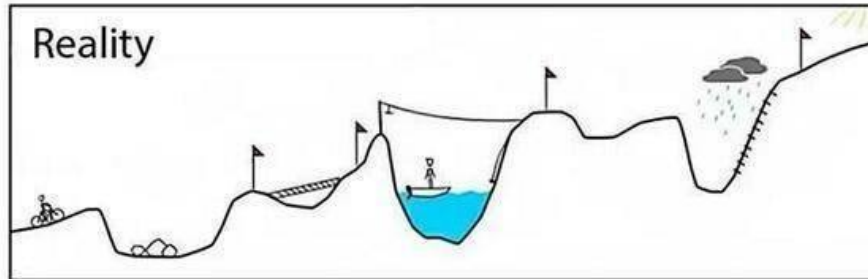
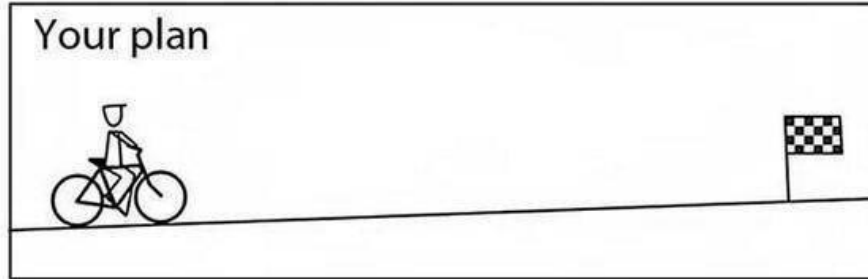
# Year 1 Workshops

- Workshop #1 - Faculty were divided into the two topic groups for foundational examination of the Equity in Assessment and Gradescope
- Workshop #2 - Introduction to learning improvement process, TILT assignment design
- Workshop #3 - Faculty presented (3-5) minutes on their plan, short implementation fidelity discussion

# Year 2 Workshop

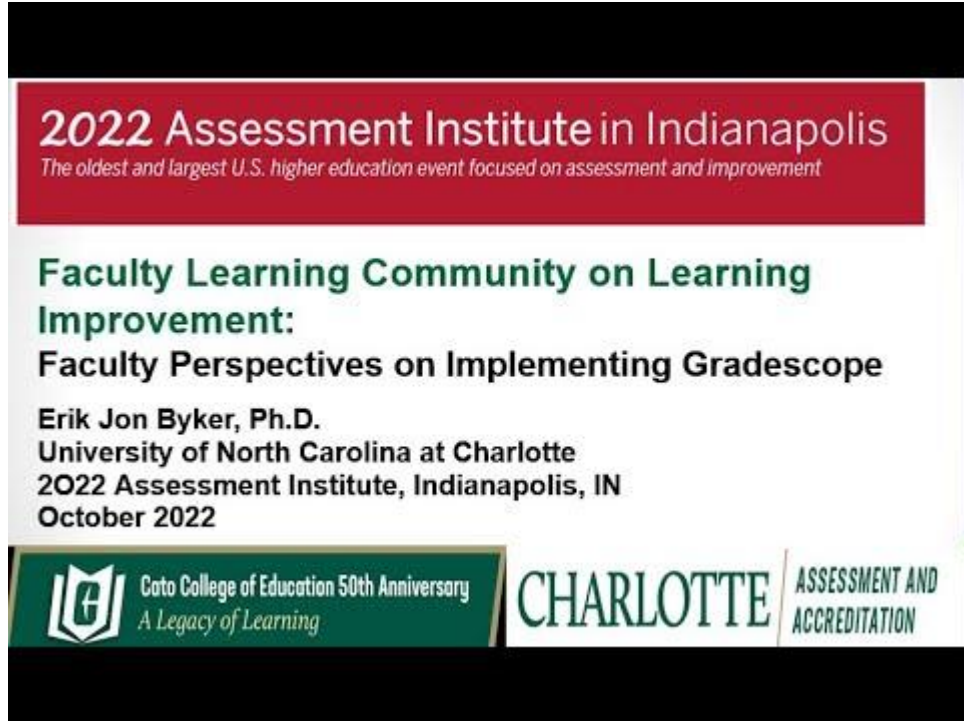
- Check-in with faculty during year, help with data needs based on project type
- Workshop #1 - implementation fidelity/logic models, data literacy
- Workshop #2 - learning improvement story writing
- 2 one-hour writing sessions with feedback opportunity

# Success and Challenges



# Faculty Participants


Dr. Erik Byker - Cato  
College of Education



**2022 Assessment Institute in Indianapolis**  
*The oldest and largest U.S. higher education event focused on assessment and improvement*

**Faculty Learning Community on Learning Improvement:**  
**Faculty Perspectives on Implementing Gradescope**

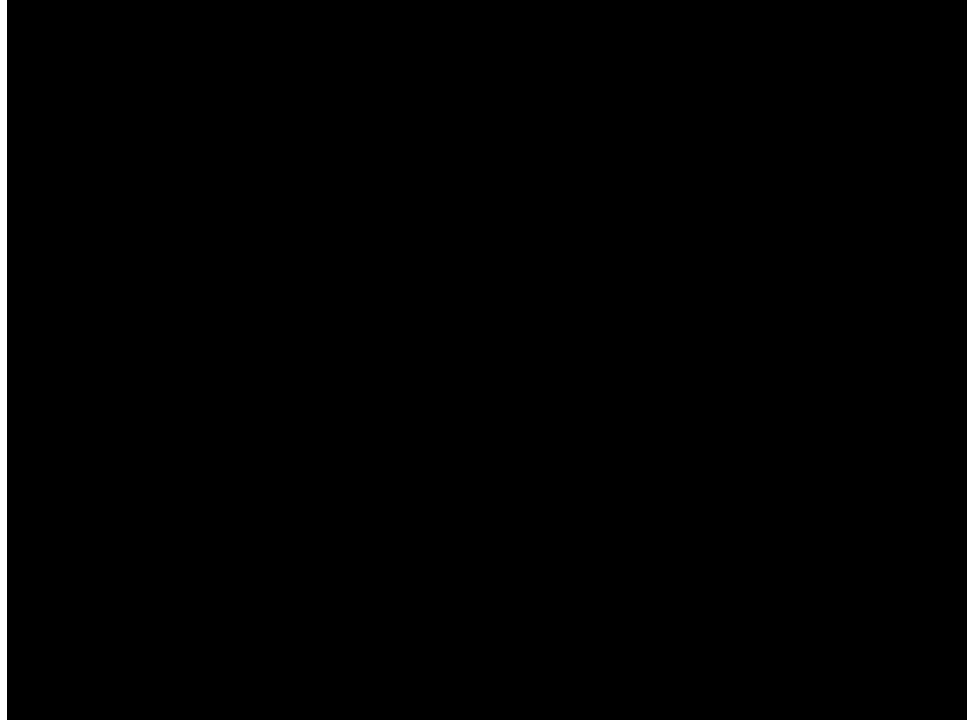
**Erik Jon Byker, Ph.D.**  
**University of North Carolina at Charlotte**  
**2022 Assessment Institute, Indianapolis, IN**  
**October 2022**

 **Cato College of Education 50th Anniversary**  
*A Legacy of Learning*

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Dr. Sarah Birdsong - College  
of Liberal Arts and Sciences



# Faculty Challenges

- Knowing how to do implementation fidelity
- Making too many changes in a course
- Seeing improvement but when digging into the weeds it gets messy
- Seeing no signs of impact on student learning outcomes
- Predominantly virtual communications (pandemic)

# OAA Challenges

- Pros and cons of staying connected during the fall and spring semesters
- Departure of equity in assessment leaders (statistical analysis consistency)
- Commitment level of some participants

# Faculty Successes

- Faculty learned what it takes to develop and implement learning project
- Faculty learned how to analyze data and connect it to activities in the classroom
- Confidence level increased in experimenting with changes to the curriculum
- Faculty learned about each other's topic areas and how it might benefit their classrooms
- Gradescope peer mentors able to guide participants in how to implement software into their courses

# OAA Successes

- Faculty were able to communicate/publish what they did (use for tenure and promotion)
- Hearing about ideas of how others conduct assessment (giving others a permission to try)
- Created collegiality - guidance/advice offered to colleagues
- Gradescope faculty have embraced its use in all courses taught
- New Director was a long-time faculty member

# Possible Next Steps

- Recruit new participants for the two tracks and current participants become mentors
- Send survey to understand if a new topic area is needed
- Have adjacent/related topics while having equity in assessment and gradescope as umbrellas
- Work with faculty to incorporate equity in assessment with the general education redesign
- Revamp implementation fidelity discussion

# Questions

# UNC Charlotte's Institutional Effectiveness Certificate

- January 15 - April 15, 2023
  - Asynchronous, online, continuing education courses
    - Strategic Planning and Implementation in Institutional Effectiveness (6 weeks)
    - Institutional Research (6 weeks)
    - Introduction to Careers in Institutional Effectiveness (5 weeks)
  - Register for one or more courses
  - Assessment & Accreditation Team Members will facilitate
- For more information <https://continuinged.charlotte.edu/ie>



