

Teaching & Learning Center
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Support Unit Assessment Report

June 30, 2019

I. Mission Statement

Through mentoring, sharing best practices, and connecting with the community, the Teaching & Learning Center develops and sustains the ideas, activities, enthusiasm, and culture that foster and recognize quality teaching and learning at the University of North Carolina, Pembroke.

II. Goals and Objectives

Goal 1: The TLC will aspire to achieve quality in instruction through effective and innovative pedagogies.

Objective 1.1: Identify effective and innovative pedagogies.

Strategy 1.1.1: Inventory class sections, courses, and programs that incorporate high-impact practices in higher education as defined by the American Association of Colleges & Universities

Performance Indicator 1.1.1.1: Number of class sections and/or courses that integrate first-year experiences, common intellectual experiences, learning communities, writing-intensive programming, collaborative assignments and projects, undergraduate research, diversity and global learning, service-learning and community-based learning, internships, and/or capstone courses and project

Strategy 1.1.2: Publicize high-impact practices and their successful utilization in UNCP classrooms and curricula

Performance Indicator 1.1.2.1: Number of Facebook and Twitter engagements

Performance Indicator 1.1.2.2: Number of citations in campus, local, and/or regional media and scholarly venues

Objective 1.2: Cultivate effective and innovative pedagogies.

Strategy 1.2.1: Offer individual and group consultations on strategies to enhance teaching and learning

Performance Indicator 1.2.1.1: Number of consultations offered

Performance Indicator 1.2.1.2: Results of surveys of participants

Strategy 1.2.2: Offer professional development workshops focused on enhancing teaching and learning

Performance Indicator 1.2.2.1: Number of attendees

- Performance Indicator 1.2.2.2: Results of surveys of participants
- Strategy 1.2.2: Facilitate shared interest groups
 - Performance Indicator 1.2.2.1: Peer review of products developed and disseminated by FLCs
- Objective 1.3: Put into practice effective and innovative pedagogies
 - Strategy 1.3.1: Conduct midsemester class check-ins
 - Performance Indicator 1.3.1.1: Number of midsemester class check-ins conducted
 - Performance Indicator 1.3.1.2: Assessment of student responses
 - Strategy 1.3.2: Facilitate open classrooms for shared observation and assessment
 - Performance Indicator 1.3.2.1: Reflections of program participants
 - Strategy 1.3.3: Embed students as partners in class design, delivery, and assessment
 - Performance Indicator 1.3.3.1: Surveys of students and faculty
 - Performance Indicator 1.3.3.2: Student evaluations of instruction

Goal 2: The TLC will enhance support for faculty, students, and staff in enriching teaching and learning.

- Objective 2.1: Target early-career faculty for comprehensive support and resources
 - Strategy 2.1.1: Create and sustain mentorship opportunities for early career faculty
 - Performance Indicator 2.1.1.1: Number of mentor pairs
 - Performance Indicator 2.1.1.2: Number of early-career faculty recorded as participants in TLC activities
 - Performance Indicator 2.1.1.3: Surveys of participants
 - Performance Indicator 2.1.1.4: Documentation of outreach to early-career faculty
- Objective 2.2: Empower and expand shared interest groups
 - Strategy 2.2.1: Facilitate shared interest groups
 - Performance Indicator 2.2.1.1: Peer review of products developed and disseminated by FLCs
 - Strategy 2.2.2: Embed Academic Affairs staff as partners and co-leaders in shared interest groups
 - Performance Indicator 2.2.2.1: Number of Academic Affairs staff in key roles on shared interest groups
- Objective 2.3: Provide grants to enhance teaching and learning in classes, courses, curricula, and other programs
 - Strategy 2.3.1: Issue rolling call for proposals for excellence in teaching and learning in alignment with TLC mission, vision, and core values; review and approve TLC-funded grants; and strive to fund approved projects fully
 - Performance Indicator 2.3.1.1: Review of allocations and

disbursement

Strategy 2.3.2: Apply for external funding to support excellence in teaching and learning

Performance Indicator 2.3.2.1: Documentation of grant applications

Goal 3: The TLC will unite faculty, students, and staff in enriching teaching and learning.

Objective 3.1: Promote collaboration and cooperation among faculty

Strategy 3.1.1: Facilitate open classrooms for shared observation and assessment

Performance Indicator 3.1.1.1: Reflections of program participants

Objective 3.2: Promote collaboration and cooperation between faculty and students

Strategy 3.2.1: Embed students as partners in class design, delivery, and assessment

Performance Indicator 3.2.1.1: Surveys of students and faculty

Performance Indicator 3.2.1.2: Student evaluations of instruction

Objective 3.3: Promote collaboration and cooperation between faculty and staff

Strategy 3.3.1: Facilitate shared interest groups

Performance Indicator 3.3.1.1: Peer review of products developed and disseminated by FLCs

Strategy 3.3.2: Embed Academic Affairs staff as partners and co-leaders in shared interest groups

Performance Indicator 3.3.2.1: Number of Academic Affairs staff in key roles on shared interest groups

Expected Results/Outcomes: By 2020, the quality of teaching and learning at UNCP will be enhanced, thanks to (1) the utilization of high-impact practices in classes, courses, and curricula; (2) better targeting of TLC support; and (3) greater collaboration, cooperation, and partnership among faculty, staff, and students.

III. Timeline, Assessment Procedure, Use of Assessment Data

Based on ongoing assessment, the TLC will monitor and facilitate consistent progress toward enhanced teaching and learning. The Director of the TLC compiles, reviews, assesses, and evaluates performance indicators, providing this data to the Task Force on Teaching Excellence. The Task Force, on an annual basis, reviews, assesses, and makes recommendations for programming, policy, and/or procedure, thus utilizing assessment findings to drive TLC decisionmaking and goalsetting.

To assess Goal 1, Director Hicks conducted surveys and evaluations, archived media appearances, maintained social media accounts, facilitated midsemester class check-ins, consulted with faculty and staff, facilitated shared interest groups, and facilitated an open classrooms program during AY 2017-2018. Results are as follow:

- A survey of 55 class sections and their employment of high-impact practices revealed that two employed first-year seminars and experiences, 13 employed common intellectual experiences, six employed learning communities, three employed writing-intensive activities, 18 employed collaborative assignments and projects, 10 class employed undergraduate research, 15 employed diversity and/or global learning, five employed e-portfolios, 15 employed service learning/community-based learning, three employed internships, and two employed capstone courses and projects (Performance Indicator 1.1.1.1).
- During AY2018-2019, the TLC shared 180 posts to Facebook, with each post reaching an average of 75 individuals and garnering engagement with an average of 13 individuals. Since August 2017, the TLC has shared 509 tweets and engaged 86 followers, with each tweet garnering engagement with an average of two individuals (Performance Indicator 1.1.2.1).
- University Communications & Marketing featured the TLC in approximately eight press releases, shared with local media for regional dissemination, and Director Hicks discussed excellence in teaching and learning via the podcast and digital scholarly journal of the College of Arts & Sciences. A review of *Campus Scholarship 2018-2019: A Bibliography* documents the publication by UNCP faculty of three books, four book chapters, 16 journal articles, one podcast, two television episodes, and 72 conference presentations and posters relevant to teaching and learning (Performance Indicator 1.1.2.2).
- The TLC provided consultations to approximately 16 faculty, either upon confidential request or as part of the TLC's Midsemester Class Check-in program (Performance Indicator 1.2.1.1).
- Faculty who participated in TLC programming evaluated their experience positively, according to program evaluations completed by 30 respondents: 90 percent rated the programs they attended as relevant, informative, helpful, and enjoyable and 87 percent rated the programs they attended as useful (Performance Indicators 1.2.1.2 and 1.2.2.2).
- TLC staff and affiliated faculty consultants conducted approximately 20 midsemester class check-ins, and students generally evaluated the quality of their classes to be high (Performance Indicators 1.3.1.1 and 1.3.1.2).
- TLC Student Assistant Wanya Ward served as a student consultant embedded in an upper-division biology class team-taught by two faculty members, and Student Assistant Olivia Sadler conducted research on environmental attitudes and understandings. Both will present their research, suggesting best practices for pedagogical transformation, partnership with colleagues and students, and assessment for reflection and efficacy, at the 2019 conference of the POD Network (Performance Indicators 1.3.3.1 and 1.3.3.2).

To assess Goal 2, Director Hicks archived communications and grant applications and implemented ongoing disbursement of grant funding during AY 2018-2019. Results are as follow:

- The TLC disbursed 89 percent of its total appropriation (approximately \$19,706) in direct grants to faculty for the purpose of enriching teaching and learning (Performance Indicator 2.3.1.1).
- The TLC applied for grants totaling \$2,500 from POD Network and NC Campus Compact in support of teaching and learning for sustainability, with \$1,500 awarded by NC Campus Compact as of June 30, 2019 (Performance Indicator 2.3.1.1).

The TLC did not assess Goal 3.

As a result of the assessment process for Goal 1, the TLC revised its midsemester class check-in consultation framework to omit recommendations and will further enhance its book of the month club to emphasize high-impact practices. As a result of the assessment process for Goal 2, the TLC enhanced administrative support for TLC-funded grants for excellence in teaching and learning and collaborated with Associate Vice Chancellor and University College Dean Beth Holder, Ph.D., a comprehensive mentoring program for all early-career faculty, pending approval and funding from Provost David Ward. As a result of the assessment process for Goal 3, the TLC will develop stronger assessment procedures, including rolling peer review of the products of Shared Interest Groups, better marketing and evaluation of open classrooms, and increased participation of Academic Affairs leadership in TLC efforts.