

Teaching & Learning Center
University of North Carolina, Pembroke
Scott Hicks, PhD, Director
tlc@uncp.edu | (910) 775-4032

Support Unit Assessment Report

June 30, 2020

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 SIGs
 - 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 SIGs

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 2021, 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 2019-2020. Results are as follow:

- A survey of 74 class sections and their employment of high-impact practices revealed that three employed first-year seminars and experiences, 22 employed common intellectual experiences, 10 employed learning communities, eight employed writing-intensive activities, 26 employed collaborative assignments and projects, 16 employed undergraduate research, 26 employed diversity and/or global learning, eight employed e-portfolios, 21 employed service learning/community-based learning, five employed internships, and seven employed capstone courses and projects (Performance Indicator 1.1.1.1).
 - *The TLC offered 40 professional development opportunities for faculty, staff, and students prior to the closure of campus the result of the spread of the COVID-19 virus, at which time the Office of Online Learning and TLC partnered to offer weekly, just-in-time webinars related to remote teaching. (See Figure 1.) More sections employed one or more high-impact practices in 2019-2020 than in 2018-2019, data show. (See Figure 2.)*
- During AY2019-2020, the TLC shared 379 posts to Facebook, with each post reaching an average of 191 individuals. Since July 1, the TLC has shared 721 tweets and engaged 146 followers, with each tweet garnering engagement with an average of 269 individuals daily (Performance Indicator 1.1.2.1).
 - *More faculty, staff, and community members are learning about the TLC's efforts and applying high-impact practices in their classes. (See Figure 2.)*
- University Communications & Marketing featured the TLC in approximately six press releases, shared with local media for regional dissemination, and Director Hicks discussed excellence in teaching and learning via WLNC Radio's *Live on Main*. Mary Livermore Library did not publish a review of campus scholarship and publications in 2020 (Performance Indicator 1.1.2.2).
 - *If a campus bibliography is published, the preponderance of SoTL-related research will be calculated, and publishing faculty will be invited to offer programming.*
- The TLC provided consultations to approximately 10 faculty, either upon confidential request or as part of the TLC's Midsemester Class Check-in program (Performance Indicator 1.2.1.1).
 - *Thanks to the emergency transition to fully remote teaching in March 2020 due to the spread of COVID-19 virus, the TLC engaged dozens more faculty through weekly webinars in collaboration with the Office of Online Learning.*
- Faculty who participated in TLC programming evaluated their experience positively, according to program evaluations completed by 38 respondents: 95 percent rated the programs they attended as relevant and enjoyable; 92 percent, as informative and useful; and 89 percent, as helpful (Performance Indicators 1.2.1.2 and 1.2.2.2).
 - *The TLC continues to be a supportive home for faculty who wish to enrich and enhance the classes they teach. (See Figure 3.)*

- TLC staff and affiliated faculty consultants conducted approximately 10 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).
 - *The TLC continues to empower students to be advocates for and partners in the enhancement and enrichment of teaching and learning at UNCP.*
- TLC HAWK Assistant Jazniqueka Rodgers and work-study student assistant Lourdes Martin promoted and attended TLC programs and completed midsemester class check-ins, and Student Assistant Olivia Sadler conducted research on environmental attitudes and understandings. Former TLC HAWK Assistant Wanya Ward presented his 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).
 - *The students who staff the TLC are vital to its success. In 2020-2021, the director, students, and relevant collaborators will work together to implement a students-as-partners program at UNCP.*

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 follows:

- The TLC disbursed approximately 122 percent of its total appropriation (approximately \$30,000) in direct grants to faculty for the purpose of enriching teaching and learning (Performance Indicator 2.3.1.1).

To assess Goal 3, Director Hicks surveyed members of active Shared Interest Groups. According to their surveys, SIGs documented the following accomplishments:

- The SIG focused on engaging faculty for sustainability (four members) reviewed and discussed current scholarship, shared and reflected on classroom experiences and successes, traveled to conferences and professional development institutes, and conducted and published research. The group drafted an article, now under review at the *Journal of Sustainability Education*, and members wish to continue meeting in 2020-2021.
- The SIG focused on globalizing the curriculum (four members) shared and reflected on classroom experiences and success, established and shared best practices, explored policies or programs to improve teaching and learning, and led workshops that promoted professional and/or scholarly development. The group sponsored presentations and workshops featuring Vice President Dawn Whitehead of the Association of American Colleges & Universities, and members wish to continue meeting in 2020-2021.
- The SIG focused on Honors teaching and learning (nine members) reviewed and discussed current scholarship, shared and reflected on classroom experiences and successes, established and shared best practices, and explored policies or programs to improve teaching and learning. The group met monthly and wishes to continue meeting in 2020-2021.

- The SIG focused on American Indians and food sovereignty (four members) reviewed and discussed current scholarship, shared and reflected on classroom experiences and success, and created or redesigned classes or curricula by incorporating high-impact teaching practices. Members exchanged classroom activities, such as a service-learning partnership with Food Lion, and they drafted part of a scholarly manuscript intended for publication. Because of circumstances associated with the COVID-19 virus, members will determine whether to continue their group in summer 2020.
- The SIG focused on first-generation students and their academic and personal success (10 members) reviewed and discussed current scholarship, shared and reflected on classroom experiences and successes, established and shared best practices, explored policies or programs to improve teaching and learning, traveled to conferences or professional development institutes, and led workshops that promote professional and/or scholarly development. The group is developing a certificate program for faculty completion in 2020-2021, and members wish to continue meeting in 2020-2021, with areas of focus including observing one other's teaching, publishing research, and implementing a certification program.
- The SIG focused on culturally responsive teaching (eight members) reviewed and discussed current scholarship, shared and reflected on classroom experiences and successes, team-taught or visited SIG members' classrooms, created or redesigned classes or curricula by incorporating high-impact teaching practices, established and shared best practices, explored policies or programs to improve teaching and learning, traveled to conferences or professional development institutes, conducted and published research, and led workshops that promote professional and/or scholarly development. The group led a half-day professional development workshop for 40 faculty and staff in October on culturally-responsive teaching and submitted a manuscript, "Examining the Perceptions of University Faculty on Culturally Responsive Teaching and Learning," for review by *The Journal of Teaching in Higher Education*. The group wishes to continue meeting in 2020-2021 and funding via the TLC's Grant for Excellence in Teaching & Learning to advance its goals of researching the culturally-responsive needs of UNCP students and institutionalizing culturally-responsive teaching practices and conditions in highly diverse higher educational settings.

Engaging 39 members representing every college and school of the University, SIGs continue to advance high-impact teaching and learning with long-term impact through publication and institutional change.

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, PhD, a comprehensive mentoring

program for all early-career faculty, pending approval and funding from Provost Zoe Locklear, PhD. As a result of the assessment process for Goal 3, the TLC will use survey results to determine SIG support in 2020-2021 and encourage increased publicity of SIG accomplishments through presentations for professional development.

Figure 1: Calendar of TLC-sponsored/affiliated Professional Development Opportunities

Session	Attendance
Sept. 17, 10 to 11 a.m., 208 Chavis University Center (in partnership with the Accessibility Resource Center), Nicolette Campos, Director, "Accommodations in Practice: Implementing Accommodations"	0
Sept. 18, 10 to 11 a.m., 208 Chavis University Center (in partnership with the Accessibility Resource Center), Nicolette Campos, Director, "Accommodations in Practice: Implementing Accommodations"	0
Sept. 19, 3:30 to 4:30 p.m., 213 Chavis University Center (in partnership with the Accessibility Resource Center): Vanessa Hawes, Associate Director, "Inclusive and Accessible Teaching and Learning for Students with Hearing Impairments: Deaf Culture"	1
Sept. 20, 10 to 11 a.m., 208 Chavis University Center (in partnership with the Accessibility Resource Center): Vanessa Hawes, Associate Director, "Inclusive and Accessible Teaching and Learning for Students with Hearing Impairments: Deaf Culture"	2
Sept. 20, 2:30 to 3:30 p.m., 212 Livermore Library: Book of the Month Club, featuring Lisa M. Nunn, <i>33 Simple Strategies for Faculty: A Week-by-Week Resource for Teaching First-Year and First-Generation Students</i> (Rutgers UP, 2018)	8
Sept. 25, 10:10 to 11 a.m., 208 Chavis University Center (in partnership with the Office of Global Engagement): Timothy Altman, Professor of Music, "The Fulbright US Scholar Program: How to Get One and What to Expect" (Overview)	3
Sept. 25, 11:15 a.m. to 12:15 p.m., 208 Chavis University Center, in partnership with the Office of Global Engagement: Alexander Brandt, Study Abroad	10

Coordinator, "Study Abroad Workshop" (Overview)	
Sept. 26, 2 to 3 p.m., 208 Chavis University Center, in partnership with the Office of Global Engagement: Alexander Brandt, "Study Abroad Workshop" (Overview)	6
Sept. 30, 10 to 11 a.m., 208 Chavis University Center (in partnership with the Accessibility Resource Center and the Office of Online Learning): Debbie Lowery Bullard, Accommodations Coordinator, and Terry Locklear, Instructional Designer, "Captioning: Why We Do It and How We Do It"	1
Oct. 1, 10 to 11 a.m., 208 Chavis University Center (in partnership with the Accessibility Resource Center and the Office of Online Learning): Debbie Lowery Bullard, Accommodations Coordinator, and Terry Locklear, Instructional Designer, "Captioning: Why We Do It and How We Do It"	0
Oct. 2, 10 to 11 a.m., 208 Chavis University Center (in partnership with the Accessibility Resource Center and the Office of Online Learning): Debbie Lowery Bullard, Accommodations Coordinator, and Terry Locklear, Instructional Designer, "Captioning: Why We Do It and How We Do It"	0
Oct. 3, 3:30 to 4:30 p.m., 251 Chavis University Center (in partnership with the Accessibility Resource Center): Vanessa Hawes, Associate Director, "Inclusive and Accessible Teaching and Learning for Students with Hearing Impairments: Basic American Sign Language (ASL), Pt. 1"	1
Oct. 11, 2:30 to 3:30 p.m., 212 Livermore Library: Book of the Month Club, featuring Cynthia Brame, <i>Science Teaching Essentials: Short Guides to Good Practice</i> (Elsevier, 2019)	8

Oct. 14, 10 to 11 a.m., 208 Chavis University Center (in partnership with the Accessibility Resource Center), Nicolette Campos, Director, "Accommodations in Practice: Explaining Accommodations"	0
Oct. 14, 10 to 11 a.m., 213 Chavis University Center (in partnership with the Accessibility Resource Center): Vanessa Hawes, Associate Director, "Inclusive and Accessible Teaching and Learning for Students with Hearing Impairments: Basic American Sign Language (ASL), Pt. 2"	0
Oct. 14, 2 to 3:15 p.m., 107 Weinstein Health Sciences Bldg.: Colby King, Assistant Professor of Sociology, University of South Carolina, Upstate, "Supporting the Working Class at the People's Universities"	6
Oct. 15, 12 noon to 1 p.m., 113 Weinstein Health Sciences Bldg.: Colby King, Assistant Professor of Sociology, University of South Carolina, Upstate, "Supporting Working-Class Students in Class and on Campus"	7
Oct. 15, 3:30 to 4:30 p.m., 208 Chavis University Center (in partnership with the Accessibility Resource Center): Vanessa Hawes, Associate Director, "Inclusive and Accessible Teaching and Learning for Students with Hearing Impairments: Basic American Sign Language (ASL), Pt. 2"	0
Oct. 15, 3:30 to 4:30 p.m., 208 Chavis University Center (in partnership with the Accessibility Resource Center): Vanessa Hawes, Associate Director, "Inclusive and Accessible Teaching and Learning for Students with Hearing Impairments: Basic American Sign Language (ASL), Pt. 2"	0
Oct. 16, 10 to 11 a.m., 208 Chavis University Center (in partnership with the Accessibility Resource Center), Nicolette Campos, Director, "Accommodations in Practice: Explaining Accommodations"	1

Oct. 29, 10 to 11 a.m., 213 Chavis University Center (in partnership with the Accessibility Resource Center): Vanessa Hawes, Associate Director, "Inclusive and Accessible Teaching and Learning for Students with Hearing Impairments: Basic American Sign Language (ASL), Pt. 2"	1
Oct. 29, 3:30 to 4:30 p.m., 222 Education Bldg.: Tara Busch, Assistant Professor, Department of Psychology: "An Introduction to Team-based Learning: Using Teams to Revitalize Your Courses and Engage Active Learning"	5
Oct. 31, 12 noon to 2 p.m., 223 Education Bldg.: Camille Goins, Assistant Professor and FAEL Project Director, et al., "Culturally Responsive Teaching in Higher Education"	38
Oct. 31, 2 to 3 p.m., 208 Chavis UC: Shonda Goward, Academic Director of Carolina Covenant and Achieve Carolina, "How We Make it Over: Best Practices to Support Working-Class Students"	5
Nov. 5, 5:30 to 8:30 p.m., 203 Education Bldg.: Gerald Neal, Assistant Professor of Counseling, and students enrolled in EDNL 5030: Engaging Families, Schools, and Communities, "Presentations of School Marketing Plans for Building Bridges to Families and Communities" (Note: This event features a covered-dish celebration.)	0
Nov. 6, 12 noon to 1:30 p.m., 203 Education Bldg.: Bethany Wendler, Associate Director for Leadership Education: "StrengthsFinder"	7
Nov. 12, 6 to 7 p.m., 121 Weinstein Health Sciences Bldg.: Jane Haladay, Professor of American Indian Studies, and students enrolled in AIS/ENG 2410: Environmental Literature (Service-Learning), "Talking Trash: What We Trash, Where It Goes, Who's Affected" (Note: This event is	2

supported by the NC Campus Compact Engaged Faculty Scholars program, and the first 40 to arrive will receive a special gift.)	
Nov. 15, 2:30 to 3:30 p.m., 212 Livermore Library: Book of the Month Club (facilitated by Provost David Ward), featuring Cathy Davidson, <i>The New Education: How to Revolutionize the University to Prepare Students for a World in Flux</i> (Basic Books, 2017)	7
Jan. 17, 2:30 to 3:30 p.m., 212 Livermore Library: Book of the Month Club, featuring Paul Hanstedt, <i>Creating Wicked Students: Designing Courses for a Complex World</i> (2018)	6
Jan. 27, 10 to 11 a.m., UC Lounge: Poetry Reading by Jaki Shelton Green	30
Jan. 27, 1:30 to 4 p.m., 201 Education Bldg.: Creative Writing Workshop by Jaki Shelton Green	20
Feb. 17 to 21, Weinstein Health Sciences Building Commons: "Innovations in Teaching & Learning" (Posters) by Amy Medina, PhD, RN (Nursing); Misty Stone, PhD, RN (Nursing); Crystal Walline, PhD (Biology); and Jennifer Wells, PhD, RN (Nursing)	60
Feb. 17, 1 to 2 p.m., 213 UC: "A Celebration of Teaching Excellence: A Roundtable Conversation among Winners of the UNC Board of Governors Award for Excellence in Teaching" by Cherry Maynor Beasley, PhD, FNP, RN, CNE (Nursing); Sivanadane Mandjiny, PhD (Chemistry & Physics); David Nikkel, PhD (Philosophy & Religion); and Richard Vela, PhD (English, Theatre & Foreign Languages)	6
Feb. 18, 11 a.m. to 12 noon, 213 Chavis UC: "Training School Teachers and Administrators to Support LGBTQ+ Students: A Quantitative Analysis of	3

Change in Beliefs and Behaviors" by Whitney Akers, PhD, LPC, NCC, ACS; Shenika Jones, PhD, LSC, NCC; and Nicole Stargell, PhD, LPCA, LSC, NCC (Counseling)	
Feb. 18, 3:30 to 4:30 p.m., 208 Chavis UC: "Global Engagement and Cultural Competence: Internationalizing Curriculum through Service-Learning" by Cathy Lee Arcuino, PhD (Global Engagement); Hannah Baggott Anderson, MFA (English, Theatre & Foreign Languages and the Literacy Commons); Orlando Alvarez and Demetrus Locklear (English Language Institute); and Kaitlin Kelly (Community & Civic Engagement)	6
Feb. 19, 3:30 to 4:30 p.m., 213 Chavis UC: "Partners in Pedagogy: The Atlantic Coast Pipeline, Interdisciplinary Collaboration, and Service-Learning" by Amber Rock, PhD (Biology), and Tamara Estes Savage, PhD (Social Work)	3
Feb. 26, 10 to 11 a.m., 213 Chavis UC: "Globalizing Our Curriculum" by Dawn Whitehead, Ph.D., Vice President, Association of American Colleges & Universities	45
Feb. 26, 1 to 3 p.m., 217 UC Annex: SIG Consultation by Dawn Whitehead, Ph.D., Vice President, AAC&U	5
March 2, 2:30 to 3:30 p.m., 212 Livermore Library: Book of the Month Club, featuring bell hooks's <i>Teaching Community: A Pedagogy of Hope</i> (2003)	9
March 4, 2:30 to 3:30 p.m., 208 Chavis UC: "Purpose(ful)ly Giving up Power: Student Syllabus Co-Creation" by Autumn Lauzon, Ph.D. (English, Theatre & Foreign Languages)	6

Figure 2: Increase in Employment of High-Impact Practices in Teaching and Learning at UNCP

High-Impact Practice	AY2018-2019	AY2019-2020	Change
First-year seminars and experiences	4%	4%	0%
Common intellectual experiences	24%	30%	25%
Learning communities	11%	14%	27%
Writing-intensive activities	5%	11%	120%
Collaborative assignments and projects	33%	35%	6%
Undergraduate research	18%	22%	22%
Diversity and/or global learning	27%	35%	30%
E-portfolios	9%	11%	22%
Service learning/community-based learning	27%	28%	4%
Internships	5%	7%	40%
Capstone courses and projects	4%	9%	125%

N.B.: The response rate increased from 55 sections in 2018-2019 to 74 in 2019-2020, an increase of 35 percent.

Figure 3: Increase in Communication and Reach of Social Media Promoting Teaching and Learning

	2018-2019	2019-2020	Change
Facebook Posts	180	379	111%
Facebook Reach	13500	72315	436%
Tweets	509	721	42%
Twitter Followers	86	146	70%

Figure 4: Increase in Participant Satisfaction

	2018-2019	2019-2020	Change
Relevant	90%	95%	6%
Informative	90%	92%	2%
Helpful	90%	89%	(1%)
Useful	87%	92%	6%
Enjoyable	90%	95%	6%

N.B.: The response rate increased from 30 respondents in 2018-2019 to 38 in 2019-2020, an increase of 27 percent.

