

Teaching & Learning Center
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Support Unit Assessment Report

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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: The shift to emergency remote teaching in spring 2020 followed by significant impacts to instruction as the pandemic continues resulted in increased participation in virtual programming but declines in the integration of high-impact practices in courses. In order to maintain the momentum of previous years, the TLC must continue to emphasize, support, and center high-impact practices—yet the withdrawal of a course release for the director and a lack of increased budget will hinder future activity.

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 2020-2021. Results are as follow:

- A survey of 68 class sections and their employment of high-impact practices revealed that four employed first-year seminars and experiences, 22 employed common intellectual experiences, seven employed learning communities, 18 employed writing-intensive activities, 14 employed collaborative assignments and projects, 13 employed undergraduate research, 13 employed diversity and/or global learning, three employed e-portfolios, five employed service learning/community-based learning, three employed internships, and 10 employed capstone courses and projects (Performance Indicator 1.1.1.1).
 - *The TLC offered 38 professional development opportunities for faculty, staff, and students in AY2020-2021. (See Figure 1.) Fewer sections employed one or more high-impact practices in 20202021 than in 2019-2020, data show. (See Figure 2.)*
- During AY2020-2021, the TLC maintained 527 followers and earned 504 likes on Facebook, and on Twitter it shared 540 tweets and engaged 187 followers, with each tweet garnering engagement with approximately 197 individuals (Performance Indicator 1.1.2.1).
- The TLC provided consultations to approximately 20 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 20 respondents: 100 percent rated the programs they attended as relevant, enjoyable, informative, useful, and 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 48 midsemester class check-ins on behalf of 19 faculty and encompassing 798 students; students generally evaluated the quality of their classes to be high (Performance Indicators 1.3.1.1 and 1.3.1.2).
 - *The TLC empowered 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.
 - *The students who staff the TLC are vital to its success.*

To assess Goal 2, Director Hicks archived communications and grant applications and implemented ongoing disbursement of grant funding during AY 2020-2021. Results are as follow:

- The TLC disbursed approximately 93 percent of its total appropriation (approximately \$20,432) in direct grants or resources to faculty for the purpose of enriching teaching and learning (Performance Indicator 2.3.1.1).

Because COVID19 disrupted faculty's capacity to collaborate, Goal 3 was not assessed.

Given participants' evaluations of programming and increased usage of services such as Midsemester Class Check-ins, the TLC seems to be meeting the needs of faculty. Reducing the time the director can dedicate to TLC activities, particularly in the TLC's new space in West Hall, threatens to undo the center's momentum.

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

Session	Attendance (Synchronous and Asynchronous)
"A Conversation with Joshua Eyler, PhD, Author of <i>How Humans Learn: The Science and Stories behind Effective College Teaching</i> " by Scott Hicks and Miko Nino (Sept. 15, 1 to 2 pm)	21
"Working with Students with Disabilities during COVID-19" by Vanessa Hawes (Sept. 16, 11 am to 12 noon)	14
"Third Fridays Book of the Month Club, featuring Kevin Gannon's <i>Radical Hope: A Teaching Manifesto</i> (West Virginia University Press)" by Scott Hicks (Sept. 18, 2:30 to 3:30 pm)	12
"The University Writing Center and Student Success" by Elise Dixon (Sept. 22, 1 to 2 pm)	16
"Alternatives to Recorded Lectures, Pt. 3" by Miko Nino (Sept. 29, 11 am to 12 noon)	11
"Engaging Students and Deepening Learning through Perusall and Collaborative Annotation" by Michael Rosenberg (Sept. 30, 11 am to 12 noon)	10
"Effective Synchronous Teaching and Webinars" by Miko Nino (Oct. 1, 11 am to 12 noon)	4
"Teaching with Flipgrid" by Terry Locklear and Brandon Wallace (Oct. 1, 2 to 3 pm)	6
"What Works and What Doesn't in Online and Hybrid Courses" by Tara Busch, Darius McCall, Nancy Arroyo, Martina Glenn, and Ashley Igodan (Oct. 6, 1 to 2 pm)	18
"Service-Learning Professional Development Initiative, Pt. 2" by Sandy	Unknown

Jacobs and Natural Love (Oct. 6, 2 to 2:45 pm)	
"Fostering Long-term Memory with Online Activities" by Miko Nino (Oct. 8, 11 am to 12 noon)	10
"Active Learning Online: Maximizing Learners' Agency and Autonomy" by Judit Torok (Oct. 13, 10 to 11 am)	9
"Captioning: How and Why We Do It" by Debbie Bullard, Vanessa Hawes, and Terry Locklear (Oct. 13, 1 to 2 pm)	8
"Compressing Online Courses" by Miko Nino (Oct. 15, 2 to 3 pm)	Unknown
Third Fridays Book of the Month Club, featuring David Kirp's <i>The College Dropout Scandal</i> (Oxford University Press)" by Scott Hicks (Oct. 16, 2:30 to 3:30 pm)	13
"A Conversation with Chief Information Officer and Associate Vice Chancellor for Information Resources Katina Blue, EdD, MSIT, MBA, MPA, CGCIO (Division of Information Technology)" by Scott Hicks and Miko Nino (Oct. 20, 1 to 2 pm)	159
"Academic Service-Learning Introduction and Refresher" by Hannah Baggott Anderson (Oct. 20, 2:30 to 3:15 pm)	Unknown
"MasteryPaths in Canvas" by Terry Locklear (Oct. 27, 11 am to 12 noon)	6
"Hildegard's on Twitter: Coaching Diversity and Inspiration in Chamber Music" by Joanna Ross Hersey (Oct. 27, 1 to 2 pm)	7
"Motivation and Time Management in Online General Education Courses" by Terry Locklear and Miko Nino (Oct. 29, 11 am to 12 noon)	Unknown
"Service-Learning Professional Development Initiative, Pt. 3" by Sandy Jacobs and Natural Love (Nov. 3, 2 to 2:45 pm)	Unknown
"Letting Off Steam: De-Stressing in Stressful Times" by Julie Harrison-Swartz (Nov. 10, 12 noon to 1 pm)	Unknown

“Third Fridays Book of the Month Club, featuring Joshua Eyler's <i>How Humans Learn: The Science and Stories behind Effective College Teaching</i> (West Virginia University Press)” by Scott Hicks (Nov. 20, 2:30 to 3:30 pm)	13
“Third Fridays Book of the Month Club, featuring Jessmyn Neuhaus’s <i>Geeky Pedagogy</i> (West Virginia UP)” by Scott Hicks (Jan. 15, 2:30 to 3:30 pm)	6
“Third Fridays Book of the Month Club, featuring Beth Berilla’s <i>Integrating Mindfulness</i> (Oxford UP)” by Scott Hicks (Feb. 19, 2:30 to 3:30 pm)	9
“Syllabus Transformations feat. E. Bak, A. Lauzon, and N. Stargell” (March 2, 10 to 11 am)	13
“Resilient Pedagogy: The HyFlex Classroom with Miko Nino” (March 2, 1 to 2 pm)	6
“A Celebration of Teaching Excellence: A Roundtable Conversation among Winners of the UNC Board of Governors Award for Excellence in Teaching, feat. M. Fazio, K. Freeman, and H. Hansen” (March 9, 2 to 3 pm)	9
Celebration of Teaching & Learning, feat. H. Baggott Anderson, C. Beem, J. Busman, K. Granger, P. Grimes, L. Hakala, J. Haladay, J. Hudson, M. Jacobs, S. Jones, C. Locklear Goins, P. McRae, D. Nikkel, K. Santos, L. Staal, N. Stargell, J. Whittington, S. Wilson, and D. Young	400
“Microaggressions, Intersectional Assumptions, and the Unnoticed Burdens of Racialized College Life for Brown and Black Students,” feat. A. Reiter and M. Reiter (March 23, 1 to 2 pm)	44
“Letters of Recommendation and References in Nursing,” feat. K. Fraley and K. Jacobs (March 25, 2 to 3 pm)	Unknown

“An Overview of the COTE Recertification Program” feat. M. Nino and S. Hicks (March 30, 2 to 3 pm)	8
“Resilient Pedagogy: Implementing a Low-Tech Classroom,” feat. M. Nino and S. Hicks (April 13, 1 to 2 pm)	3
“Working with Students with Autism,” feat. V. Hawes (April 20, 10 to 11 am)	3
“Bringing the Play Therapy Profession to Pembroke,” feat. J. Ricks (April 20, 2 to 3 pm)	3
“Educating for Sustainability across Campus and Beyond,” feat. S. Hicks and O. Sadler (April 22, 1 to 2 pm)	6
“Introduction to Online Accessibility” feat. V. Hawes (April 22, 2 to 3 pm)	5
“Resilient Pedagogy: Designing a Stress- and Anxiety-Free Online Classroom,” feat. S. Hicks, T. Locklear, and K. Purvis (May 4, 1 to 2 pm)	22

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

High-Impact Practice	AY2018-2019	AY2019-2020	AY2020-2021	Change
First-year seminars and experiences	4%	4%	6%	50%
Common intellectual experiences	24%	30%	32%	7%
Learning communities	11%	14%	10%	(29%)
Writing-intensive activities	5%	11%	26%	136%
Collaborative assignments and projects	33%	35%	21%	(40%)
Undergraduate research	18%	22%	19%	(14%)
Diversity and/or global learning	27%	35%	19%	(46%)
E-portfolios	9%	11%	4%	(64%)

Service learning/community-based learning	27%	28%	7%	(75%)
Internships	5%	7%	4%	(43%)
Capstone courses and projects	4%	9%	15%	(67%)

N.B.: The response rate decreased from 74 sections in 2019-2020 to 68 sections in 2020-2021, a decrease of 8 percent.

Figure 3: Increase in Participant Satisfaction

	2018-2019	2019-2020	2020-2021	Change
Relevant	90%	95%	100%	5%
Informative	90%	92%	100%	9%
Helpful	90%	89%	100%	12%
Useful	87%	92%	100%	9%
Enjoyable	90%	95%	100%	5%

N.B.: The response rate decreased from 38 in 2019-2020 to 20 in 2020-2021, a decrease of 47 percent.