

## Appendix K: Attainment and Assessment of UCAT Goals and Objectives

| Obj         | Objective Description  | Assessment Tool             | Data  | Effectiveness     |
|-------------|--|-----------------------------|---|-------------------|
| A1          | Teachers participate in discourse on teaching practices and principles with UCAT.  | # of consultations          | 3,143 UCAT staff consults were with teachers. These included office visits, electronic consults, SGIDs, class observations, and videotaping. 2,722 of these consults were with individuals working on their own teaching; 428 were unit consults (7 were both individual and unit consults simultaneously). During this time we have consulted with 1,007 unique individuals.   | Supporting        |
|             |  | # of events                 | 951 events were sponsored by UCAT, 190 on average per year.   | Supporting        |
|             |  | Ask consultants             | The Academy of Teaching collaborated with UCAT for 7 years to host a day long "mini-conference" on teaching and learning. While attendance has varied over the years, the event is usually very well received and has generated a significant, ongoing venue for conversation about teaching.   | Supporting        |
|             |  | CDI attendance              | 438 participants attended CDIs, miniCDIs, and Curriculum Design Institutes.   | Supporting        |
|             |  | Event Attendance            | 5,611 unique individuals attended an event (including orientation) for a total of 12,819 attendances. 4,092 unique individuals attended an event (excluding orientation) for a total of 10,795 attendances.   | Supporting        |
|             |  | GTF interview research data | 20 GTFs (100%), who were interviewed, reported feeling/experiencing a sense of community, connectedness, and being able to talk about teaching with/through UCAT, the GTF program, specifically. Selected comments:<br>♦ "And I also think that one of the things that was most valuable for me was the connection to other GTF fellows across campus which gave me a wider understanding of what other graduate students were facing in terms of teaching and how other departments differed from ours and I think that's valuable for graduate students to have."<br>♦ "While I was doing the GTF program, I was teaching an undergraduate course, and I definitely felt kind of like I said before that there was a teaching community, and I felt the importance of that, of developing a community where you could talk about pedagogy and teaching, both in terms of administrative programming, but also in terms of your own experiences as a teacher." | Supporting        |
|             |  | OSTEP Participants          | 156 attendances for 120 unique individuals participated in at least 1 of 4 different learning communities (GTF, MCSF, Advisors, Sustainability) offered a total of 15 times.  | Supporting        |
|             |  | Social Media Visits         | 256 of 500+ individuals (51%) who 'Like' UCAT's Facebook Page have privacy settings which allows us to view their public profiles. 180 of 256 individuals (70%) are or have been affiliated with The Ohio State University. 92.8% of these 180 individuals had previously interacted with UCAT. 500+ individuals 'Follow' the UCAT Twitter account. 2,470 views have been counted on the UCAT Blog from October 2012 to May 2014.   | Almost Supporting |
|             |  | User Survey                 | 48 non-users and 90 users reported having an experience that led to positive change in their teaching. 20 of 48 non-users (42%) chose to reflect on their understanding of teaching and learning and how it applies to their practice compared to 76 of 90 users (84%) who reflected on their understanding of teaching and learning. The relationship between non-use of UCAT and reflection on teaching and learning is significant (p=.000).   | Supporting        |
| User Survey | 40 of 114 respondents (35%) to our User Survey indicated they had used our individual consult services and rated the extent to which an individual consult had positively changed their teaching an average of 4.2 out of 5. | Supporting                  |   |                   |
| A2          | Teachers design their courses using the principles of backward design.   | CDI evaluations             | In 158 of 279 CDI evaluations (57%) participants gave feedback indicating they used backwards design to plan at least one course. Representative quotes:<br>♦ "Working to align and map my assessments with objectives provided new insights and ways to organize the course."<br>♦ "I definitely feel that my content, activities and assignments are more aligned with my objectives."<br>♦ "I let learning objectives lead the designing process."   | Supporting        |
|             |  | CDI focus group             | 17 participants (100%) in all four focus groups agreed with the statement, "they use backwards design in one or more courses". Many participants referred to their use of backwards course design more than once in each session. Representative quotes:<br>♦ "I've been doing [backwards design] too... I'm preparing a new course, I'm going through the same process of going through the goals and working through the goals down to the objectives for the course. So I'm taking everything from the CDI and applying it to a new course too."<br>♦ "[I am] much more purposeful in the classroom. I really think about the goals and objectives... I came back to teach to refocus from that perspective."  | Supporting        |
|             |  | CDI Grads                   | 347 participants were identified as CDI graduates.  | Supporting        |

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| A2  | Teachers design their courses using the principles of backward design.                               | User Survey                | 17 of 37 respondents (46%) indicated they participated in a CDI made specific reference to using backward design to develop their courses as a result of working with UCAT. Representative quotes:<br><ul style="list-style-type: none"> <li>◆“Backwards course design has taught me to focus on student learning and learning goals.”</li> <li>◆“Plus, the emphasis on backwards design has helped me design my own courses, as well as give me something I can 'hitch my wagon' to when I talk with instructors who have engaged with UCAT’s CDI.”</li> <li>◆“It has transformed my approach to course design and lesson preparation. The ‘backward design’ process is one that I have extensively invested time in and internalized. It is a framework I frequently consult to make sure that I continue offering the best class I can.”</li> </ul>  | Supporting        |
| A3  | Teachers design courses in alignment with programs.  | # of consultations         | 182 total consults were on the topic of curriculum. This includes 32 individual consults, 150 unit consults on curriculum, and 3 were a combination of individual and unit consults.  | Supporting        |
|     |  | CDI Grads                  | 27 participants were identified as Curriculum Design Institute graduates from 16 different units.   | Almost Supporting |
| A4  | Teachers identify and use appropriate literature, including SoTL, to inform their teaching practice. | Book group attendance      | 611 attendances from 206 unique people at UCAT book groups.   | Supporting        |
|     |  | Help Yourself Literature   | 50 Help Yourself articles are in rotation. 10 most popular articles used 323 times in 8 months.   | Supporting        |
|     |  | User Survey                | 21 respondents (19%) indicated a change in teaching practice that drew on vocabulary from educational development scholarship, indicating engagement with the discourse right there in their comments, and 6 respondents (5%) mentioned actively seeking out scholarship on pedagogy as a result of their interactions with UCAT. Representative quotes:<br><ul style="list-style-type: none"> <li>◆"I now use more classroom assessment techniques, and plan them into presentations more frequently. "</li> <li>◆"I regularly read journals and attend national conferences related to the teaching of writing. I also facilitate professional development workshops about teaching writing. The process of putting those together as well as the discussions we have at those workshops always help me think about my teaching."</li> <li>◆"I have been more intentional on pursuing the latest pedagogy in the field of teaching."</li> </ul> | Almost Supporting |
|     |  | Website Visits             | 492,668 views have been recorded on our website, created in 2012. The most popular topics visited are resources on teaching portfolios (170,905 views) and our Handbook on Teaching @ Ohio State (3,123 views).   | Almost Supporting |
| A5  | Teachers collect, analyze, and respond to multiple forms of student feedback.                        | # of consultations         | 1,136 total consults were on the topic of student feedback. This includes 1,108 individual consults and 25 unit consults.   | Supporting        |
|     |  | # of SGIDs                 | 453 SGIDs were conducted for 234 individual teachers with a minimum of 10,945 students participating.   | Supporting        |
|     |  | CDI focus group            | Most CDI focus group participants, and at least once in each focus group, commented they collect and respond to student feedback. Representative quotes:<br><ul style="list-style-type: none"> <li>◆"One of the good things I get is... feedback from the students once they are in the populations that are dealt with and also from people supervising them. You know did they actually know what they were doing once they arrived at the doorsteps. You know they're at the stage where they get the feedback from our outside professionals..."</li> <li>◆"I got a lot of feedback from them, like "were you crazy when you decided this?" or that type of thing, but they acknowledged after the quarter that they found it to be valuable."</li> </ul>   | Almost Supporting |
| A6  | Teachers contribute to SoTL literature and formal conversation.                                      | # of consultations         | 78 total consults were on the topic of scholarship of teaching.   | Supporting        |
|     |  | # of event co-facilitators | 75 non-UCAT staff co-facilitated an event with UCAT.  | Supporting        |

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| A6  | Teachers contribute to SoTL literature and formal conversation.  | Client research and publications (including SoTL) | 78 UCAT staff consults on the topic of SoTL. This includes 36 individuals from 31 different units. 12 of 78 were unit consults from 8 different units. UCAT staff have served on 5 different committees with SoTL impact including: Climate Change Education grant proposal, Literacy Studies steering committee, Qualitative Inquiry group, Service Learning initiative, and Veteran Student resources. UCAT staff have also published 3 different SoTL articles and made 5 presentations in collaboration with clients.   | Supporting        |
|     |  | TOAST attendance                                  | In 2009-2010, we collaborated with at least 10 Ohio State faculty and staff members on at least 12 scholarly projects, writing papers/presentations, and consulted 23 times on SoTL projects. In 2010-2011, we collaborated with at least 7 Ohio State faculty and staff members on scholarly projects, writing papers/presentations, and consulted 13 times on SoTL projects. UCAT staff presented 11 events with 29 attendees from 12 units where SoTL was the topic, addition to 3 SoTL presentations/events for specific groups. TOAST met 7 times with 11 attendances, 8 individuals, 4 units.   | Supporting        |
|     |  | UCAT publications and research                    | In 2009-2010, we collaborated with at least 10 Ohio State faculty and staff members on at least 12 scholarly projects, writing papers/presentations, and consulted 23 times on SoTL projects. In 2010-2011, we collaborated with at least 7 Ohio State faculty and staff members on scholarly projects, writing papers/presentations, and consulted 13 times on SoTL projects. This work led to 3 publications, 5 presentations and 1 grant with UCAT staff as listed authors of co-PIs.  | Supporting        |
| A7  | Academic units participate in structured experiences in support of curriculum design and assessment with UCAT. | # of consultations                                | 150 unit consults were on the topic of curriculum; 129 unit consults were on the topic of assessment of teaching; 56 unit consults were on program assessment of teaching and curriculum.   | Supporting        |
|     |  | Ask consultants                                   | Linda Suskie's review of the status of assessment at Ohio State following her visit as keynote speaker for the Assessment Conference 2014 (written on April 4, 2014) stated the following: "I found in Ohio State a gem: a university community that is dedicated to its students' education and that has taken strong steps to instill an enduring culture of assessment and improvement. Among Ohio State's many strengths:<br>♦The leadership and staff of the Office of Academic Affairs, including Alexis Collier, Steve Fink, Scott Herness, Teresa Johnson, Alan Kalish, and Randy Smith, are tremendous assets to Ohio State. They are committed to and supportive of one another; they have a good understanding of assessment; they have worked incredibly hard; and they have facilitated broad implementation of student learning assessment efforts. They are university assessment champions; they "get" the importance and value of assessing student learning.<br>♦Ohio State has made the wise decision to house assessment support in the University Center for the Advancement of Teaching, conveying powerfully that assessment is simply part of good teaching." | Supporting        |
|     |  | CDI Grads   | 27 participants were identified as Curriculum Design Institute graduates from 16 different units.   | Almost Supporting |
|     |  | Event Attendance                                  | 188 unique individuals participated in the University-wide assessment in 2013. Additionally, 207 unique individuals from 30 units participated in 32 events, including curriculum design, having, at least, one portion of agenda dedicated to assessment. Many of these were about semester conversion.  | Almost Supporting |
|     |  | Event Attendance                                  | 188 unique individuals (2013) and 176 unique individuals (2014) representing nearly every department on campus attended OAA and UCAT co-sponsored campus-wide Assessment Conferences for the purpose of supporting the university in its assessment efforts.  | Supporting        |
|     |  | Event Evaluations                                 | Evaluations from the 2013 and 2014 Assessment Conferences (co-sponsored with OAA) show that the majority of participants felt they had learned about or gained skills related to the assessment process due to the conference program. One hundred participants responded to the evaluation survey each year. They felt they learned assessment tools that would help their departmental colleagues in their assessment efforts (83% in 2013, 68% in 2014). In 2014, 71% felt they gained knowledge from their peers and experts, 73% felt the conference helped them learn how to sustain or improve their assessment plans, and 52% felt the conference activities helped them plan the next step in their departmental assessment efforts.   | Supporting        |

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| A8  | Academic units work with UCAT to provide structured experiences to new teachers in support of scholarly teaching development (both centrally and within units). | # of BIH applications         | 80 grants were awarded to 28 units.   | Supporting        |
|     |   | # of consultations            | 4 unit consults were on the topic of new faculty.   | Almost Supporting |
|     |   | # of consultations            | 68 unit consults were on the topic of teaching assistants development.  | Supporting        |
|     |   | # of orientation participants | 2,024 participants attended Teaching @ Ohio State orientation events between 2010-2013.   | Supporting        |
|     |   | # of seed grants              | 53 seed grants for GTA Enhancement in increments of either \$5000 or \$10000 were awarded to 32 individual departments and units, for a total of \$430,000 between 2003-2014.   | Supporting        |
|     |   | Event Series Attendance       | 158 attendances with 93 unique individuals for 13 Starting TA Resource group events for first and second year TAs since being established in 2012.  | Supporting        |
| B1  | Teachers participate in discourse on teaching practices and principles with UCAT.   | CDI Grads                     | 347 participants were identified as CDI graduates.  | Supporting        |
|     |   | Event Attendance              | 5,611 unique individuals attended an event (including orientation) for a total of 12,819 attendance. 4,092 unique individuals attended an events (excluding orientation) for a total of 10,795 attendances.   | Supporting        |
|     |   | GTF interview research data   | 20 GTFs (100%), who were interviewed, reported feeling/experiencing a sense of community, connectedness, and being able to talk about teaching with/through UCAT, the GTF program, specifically. Representative quotes:<br>♦"And I also think that one of the things that was most valuable for me was the connection to other GTF fellows across campus which gave me a wider understanding of what other graduate students were facing in terms of teaching and how other departments differed from ours and I think that's valuable for graduate students to have."<br>♦"While I was doing the GTF program, I was teaching an undergraduate course, and I definitely felt kind of like I said before that there was a teaching community, and I felt the importance of that, of developing a community where you could talk about pedagogy and teaching, both in terms of administrative programming, but also in terms of your own experiences as a teacher." | Supporting        |
|     |   | User Survey                   | 16 respondents (14%) reported they co-facilitated or facilitated a UCAT event, 7 respondents (6%) reported they attended conferences co-sponsored by UCAT, and 4 respondents (4%) reported attending teaching conferences in one's discipline or outside of UCAT.   | Supporting        |
| B5  | Teachers collect, analyze, and respond to multiple forms of student feedback.   | # of consultations            | 1,136 total consults were on the topic of student feedback. This includes 1,108 individual consults and 25 unit consults.   | Supporting        |
|     |   | # of SGIDs                    | 453 SGIDs were conducted by UCAT staff for 234 individual teachers. 87 of these teachers (37%) did more than 1 SGID.  | Supporting        |
|     |   | CDI focus group               | Most CDI focus group participants, and at least once in each focus group, commented they collect and respond to student feedback. Representative quotes:<br>♦"One of the good things I get is... feedback from the students once they are in the populations that are dealt with and also from people supervising them. You know did they actually know what they were doing once they arrived at the doorsteps. You know they're at the stage where they get the feedback from our outside professionals..."<br>♦"I got a lot of feedback from them, like "were you crazy when you decided this?" or that type of thing, but they acknowledged after the quarter that they found it to be valuable."   | Almost Supporting |
| B9  | Teachers can articulate rationale for pedagogical choices.  | # of consultations            | 480 individual consults were on the topic of teaching portfolios. This includes 311 unique individuals. 255 of 480 consults were GATA consults with 173 are unique individuals.   | Supporting        |

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| B9  | Teachers can articulate rationale for pedagogical choices.  | CDI focus group   | Participants in all four CDI focus groups were able to articulate a rationale for one or more pedagogical choices. Frequency of this comment was moderate in three of the groups (11, 6, 6 mentions) and low in one group (3 mentions). Representative quotes:<br>♦"Rubrics still work because it allows you to break down the course into what they need to expect and we made a change [to formative assessment of labs]... so we had people actually participating in the labs that translates to better understanding of the materials."<br>♦"I had the rubrics in the past... but they were a little looser than they are now because I [now can] just say okay, you knew here's what I was looking for and here's where you fell short."   | Supporting        |
|     |   | CDI Grads   | 347 participants were identified as CDI graduates.   | Supporting        |
|     |   | Course Reflections (materials from courses UCAT staff taught) | 34 participants (100%) from the three CDI classes articulated the rationale for their teaching practice. Many participants referred to the usefulness of backwards course design more than once in their reflections. Representative quotes:<br>♦"Defining what it is that students need and then providing the information to help them get there, rather than providing students with information and hoping it leads them to the final goal, will also help to articulate the purpose of the course to the students and other faculty."<br>♦"Through these three exercises (Evaluation, Rubric, and Course Description), I was able to see that my ideas got more concrete and my expressions got clearer. Most of all, those exercises made me realize, once again, that students should be at the center of a course."  | Supporting        |
|     |   | Event Evaluations   | 26 of 156 participants (17%) indicated explicitly that attending this event had increased their awareness and familiarity with learning theories and frameworks and how these theories can be applied to their teaching when asked about the most valuable take-away. Representative quotes:<br>♦"Knowing not just what teaching strategies work better than others, but why."<br>♦"Goals should motivate the structure or course and not a text book."  | Almost Supporting |
|     |   | User Survey   | 37 respondents (33%) attended a CDI, so we can reasonably assume that they can articulate a rationale for their pedagogical choices; of those, 11 respondents (30%) explicitly mentioned backwards design or course design in their comments. There were 11 respondents (10%) who self reported becoming a more reflective teacher with the ability to identify and articulate a rationale for pedagogical choices. Additionally, 4 respondents (4%) indicated that constructing a teaching portfolio or philosophy with help from UCAT led them to a clearer understanding of the rationale for their pedagogical choices. Representative quotes:<br>♦"Made me more reflective about what I do in the classroom and why I do it."<br>♦"They have made me a reflective instructor. I try to think about what I'm doing in the classroom."<br>♦"Making a teaching philosophy has been most helpful in finding what is important/rewarding to me about teaching, and then orienting what I do in class to help achieve and show that (to myself and to students)."<br>♦"Several teaching philosophy workshops (taught by Stephanie R.) have been amazing in terms of thinking about myself as a teacher as well as how I accomplish (and can show to myself and others *that* I accomplish) the things I care about as a teacher." | Supporting        |
| B11 | Teachers recognize their pedagogical agency and report greater self-efficacy as a result of reflecting on their teaching practices. | # of SGIDs  | 87 of 234 teachers (37%) who had SGIDs conducted did more than 1 SGID.   | Supporting        |
|     |   | CDI evaluations   | In 74 of 279 CDI evaluations (27%) participants chose to give feedback on their agency and responsibility in responses to open ended questions about "ah-ha" moments or most valuable thing learned during the CDI. Representative quotes:<br>♦"Realizing that this is MY course."<br>♦"I [can] do more in my class than just lecture!"<br>♦"realized it's OK not to cover "everything"."<br>♦"I was previously limiting what I expected students to do/produce. I am now ready to get them to push their limits."   | Supporting        |

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| B11 | Teachers recognize their pedagogical agency and report greater self-efficacy as a result of reflecting on their teaching practices. | CDI evaluations                      | In 38 of 279 CDI evaluations (14%) participants mentioned feeling empowered or having greater self-efficacy. Representative quotes:<br>♦ "[The CDI] gave me confidence to approach designing a course from scratch. I am much less intimidated now."<br>♦ "Now I can see why and how I am teaching will lead to successful learning outcomes."   | Supporting        |
|     |   | CDI focus group                      | Participants in all four CDI focus groups mentioned feeling empowered or more effective in their teaching. The comment was moderately frequent in three groups (9, 6, 5 mentions) and low in one group (3 mentions). Representative quotes:<br>♦ "I'm more effective in teaching in the course I worked on. Specifically my grading. I actually kept up with grading this year (gasps), which was shocking.... honestly, I'm giving, I think better advice to the students, big picture advice, and yet I'm not taking so much time that I get 2 or 3 weeks behind."<br>♦ "I really think I did a better job as a teacher."<br>♦ "I've only done that course once. I'll do it again. It was good. It was really good for them."  | Almost Supporting |
|     |   | CDI focus group                      | Participants in all four CDI focus groups discussed the sense of responsibility they felt in making their courses more successful. This topic came up frequently in two of the focus groups (15, 13 mentions) and occasionally in the other two (4, 5 mentions). Representative quotes:<br>♦ "We had broken down and it didn't make sense any more. [My course content] made sense five years ago as a specialization, but it doesn't any longer make sense and so we were able to look at what we were doing with that course in terms of what do the students need to know?"<br>♦ "I decided I was not going to hold onto any sacred cows and just blow it up... I had to break it apart, figure out what was fair, and what was needed."<br>♦ "it's always automatic, the teaching; that's one of the reasons I did [the CDI], to make things more purposeful and less in a rut."                 | Supporting        |
|     |   | CDI reflection data (index cards)    | 8 of 86 CDI participants (9%) articulated that the institute had helped them feel more confident in the choices they make as teachers and empowered to create significant learning experiences for their students. Representative quotes:<br>♦ "I am much more secure about myself as a teacher now. When I teach now, I am much more at ease. Instead of reviewing the article and telling [the students] what it was about, we learned how to critically evaluate the article. When I switched to thinking about getting them from A to B [rather than presenting what I know], it significantly lessened my burden."<br>♦ "I have been teaching for a long time, but was not very happy with it. For the first time I think I can do this better, more efficiently"<br>♦ "[I feel I am] growing into my own teaching style, knowing I have other strengths like individual work and assignments." | Supporting        |
|     |   | Orientation Facilitator Applications | 201 total first time applications for TA facilitators showing an increase from 23 (2010) to 57 (2014).   | Supporting        |
|     |   | OSTEP applications                   | 58 of 156 OSTEP participants (37%) were part of the GTF program.   | Supporting        |
|     |   | OSTEP evaluations                    | 11 of 18 respondents (61%) reported a sense of empowerment and greater self-efficacy when answering the following question: "Describe how your teaching and your perception of yourself as a teacher have changed (if they have) as a result of your involvement in this program."<br>Representative quotes:<br>♦ "more confident—think more holistically about curriculum—thinking in terms of TA development"<br>♦ "Through my observation of peers, I became more attuned to what worked well in classes and what didn't. I was able to apply this to my own development. I also saw things through the eyes of a student and that helped me."  | Supporting        |

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| B11 | Teachers recognize their pedagogical agency and report greater self-efficacy as a result of reflecting on their teaching practices. | User Survey   | 55 respondents (49%) mentioned specific changes they have made in their pedagogy to improve student learning indicating that these respondents recognize their pedagogical agency. Likewise, 32 respondents (28%) mentioned attending non-UCAT professional development events, indicating their recognition of their agency and responsibility to continue to develop as teachers. 21 respondents (19%) specifically mentioned alignment of course goals and backwards design in relation to improving student learning, indicating that they recognize a responsibility to educate students in a well-planned and justifiable way. 7 respondents (6%) articulated an increase in confidence, an index of their understanding their agency as teachers. Representative quotes:<br><ul style="list-style-type: none"> <li>◆ "I've adjusted projects and assignments, the order of instruction, and student participation elements of my lectures."</li> <li>◆ "I have a lot more confidence as a teacher thanks to UCAT. I also know I can set clear goals, establish a plan for students to achieve them, and give feedback on writing."</li> <li>◆ "It has given me a great deal of confidence, particularly as a new teacher. "I feel more in command of my classroom and confident in my teaching abilities."</li> </ul> | Supporting        |
| B13 | Teachers document the evolution of and rationale for their teaching practice.   | # of consultations  | 480 individual consults were on the topic of teaching portfolios. This includes 311 unique individuals. 255 of 480 consults were GATA consults with 173 are unique individuals.  | Supporting        |
|     |   | Ask consultants   | 90% of 100 long-term consult relationships that were reviewed demonstrated significant changes in their teaching practices.  | Supporting        |
|     |   | Course Reflections (materials from courses UCAT staff taught) | 34 participants (100%) from the three CDI classes documented how they changed their thinking about their own teaching. Many participants referred to the usefulness of backwards course design more than once in their reflections. Representative quotes:<br><ul style="list-style-type: none"> <li>◆ "I am aware of how much the learning I have taken from this class has bolstered this identity and process in my life. It is one thing to embrace the idea of becoming a student-centered teacher, but it is wholly different to try to shift from beliefs to embodied action. This course has made that transition possible for me, as I can now say with some confidence that I know how to develop student-centered learning experience."</li> <li>◆ "The well-modeled teaching strategies I witnessed as a student in this course have now become an integral part of my plans for practice. Examples would include, transparent teaching, teaching students how to think, using effective methods for feedback, finding feasible assessment solutions and remembering that teaching a class is not solely based on transferring the content from teacher to student."</li> </ul>  | Supporting        |
|     |   | Event Attendance  | 601 attendances and 567 unique individuals at campus wide events on the teaching portfolio or teaching statement.  | Supporting        |
|     |   | GATA Award  | Data from "Using Teaching Portfolios in Graduate Teaching Award Nominations," by Rohdieck, et al. shows individual consults with UCAT staff were the least used resource by GATA nominees, but, according to the nominees themselves, UCAT consults were the most valuable resource in preparing their portfolios: "Individual consults by UCAT staff had the highest value rating of all of the teaching center resources provided ... The reliance on individual consults rose steadily over the five years of the study; 2004 had a use rate of 31.71% (n=41) and 2008 had a use rate of 64.81% (n=54).   | Supporting        |
|     |   | GATA Award  | 276 consults with GATA nominees for 182 unique individuals.  | Supporting        |
|     |   | OSTEP final reports   | The total number of GTF year end final reports during the study period is 22, with the 2013 reports not yet submitted. GTFs were asked to write specifically about changes in their teaching practice.   | Almost Supporting |
|     |   | Teaching Philosophies /Portfolios                             | 37 events on teaching portfolios and teaching statements including campus-wide, departmental, guest lectures in courses, and group events.   | Supporting        |
| C2  | Teachers design their courses using the principles of backward design.  | CDI evaluations   | In 158 of 279 CDI evaluations (57%) participants gave feedback indicating they used backwards design to plan at least one course. Representative quotes:<br><ul style="list-style-type: none"> <li>◆ "Working to align and map my assessments with objectives provided new insights and ways to organize the course."</li> <li>◆ "I definitely feel that my content, activities and assignments are more aligned with my objectives."</li> <li>◆ "I let learning objectives lead the designing process."</li> </ul>  | Supporting        |

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| C2  | Teachers design their courses using the principles of backward design.            | CDI focus group                   | All participants in all CDI four focus groups agreed with the statement that they use backwards design in one or more courses. Representative quotes:<br>♦ "I've been doing [backwards design] too... I'm preparing a new course, I'm going through the same process of going through the goals and working through the goals down to the objectives for the course. So I'm taking everything from the CDI and applying it to a new course too."<br>♦ "[I am] much more purposeful in the classroom. I really think about the goals and objectives... I came back to teach to refocus from that perspective."  | Supporting        |
|     |   | CDI Grads                         | 347 participants were identified as CDI graduates.   | Supporting        |
|     |   | CDI reflection data (index cards) | 18 of 46 CDI participants (39%) indicated the backwards design process as being most useful. 5 of these participants specifically addressed the pedagogical benefit of the backwards design process. 18 of 86 CDI participants (21%) articulated that applying the backwards design process to their course design – and centering their course around goals and objectives – had allowed them to create more effective courses in a more efficient manner. Representative quotes:<br>♦ "Focusing on course goals first, then drill down to objectives, then to assignments, always tying back."<br>♦ "Simply having some kind of process to deliberately think through course design has really changed how I think about learning objectives & my job. ... I realize now that successful pedagogy begins w/ course design."<br>♦ "Backward Design has been helpful. I was used to thinking about assignments first but this makes so much more sense." | Almost Supporting |
|     |   | Consultation Topics               | 246 individual consults were on the topic of course design.  | Supporting        |
|     |   | User Survey                       | 12 of 36 respondents (33%) that indicated they attended a CDI mentioned using the backwards design process to design courses. Representative quotes:<br>♦ "It has transformed my approach to course design and lesson preparation. The 'backward design' process is one that I have extensively invested time in and internalized. It is a framework I frequently consult to make sure that I continue offering the best class I can."<br>♦ "I now work backwards from my goals and objectives to inform the design of specific activities and choice of readings. I am very conscious of incorporating principles of adult learning in my classroom."<br>♦ "I used backwards course design for all my courses."   | Supporting        |
| C5  | Teachers collect, analyze, and respond to multiple forms of student feedback.     | # of consultations                | 1,136 consults with the topic of student feedback. Of those, 1,108 were individual consults and 25 unit consults.  | Supporting        |
|     |   | # of SGIDs                        | 453 SGIDs were conducted for 234 individual teachers with a minimum of 10,945 students participating.  | Supporting        |
|     |   | CDI focus group                   | Most CDI focus group participants, and at least once in each focus group, commented that they collect and respond to student feedback. Representative quotes:<br>♦ "One of the good things I get is... feedback from the students once they are in the populations that are dealt with and also from people supervising them. You know did they actually know what they were doing once they arrived at the doorsteps. You know they're at the stage where they get the feedback from our outside professionals..."<br>♦ "I got a lot of feedback from them, like "were you crazy when you decided this?" or that type of thing, but they acknowledged after the quarter that they found it to be valuable."   | Almost Supporting |
| C15 | Teachers apply the basics of learning theory in course design and their teaching. | # of consultations                | 363 total consults were on the topic of course design. 246 of 363 were individual consults with 145 unique individuals, and the remaining 120 were unit consults with at least 27 unique units.  | Supporting        |
|     |   | CDI evaluations                   | In 28 of 279 CDI evaluations (10%) participants mentioned applying learning theory to course design. Representative quotes:<br>♦ "The [most valuable things was] discussion about the difference between and expert learner and novice learner and how expert knowledge benefits from organization of that knowledge."<br>♦ "When we studied different models of learning, I had a better idea of designing assignments targeting at different levels of learning."<br>♦ "The most valuable thing about the CDI was 'scaffolding'."  | Almost Supporting |
|     |   | CDI Grads                         | 347 participants were identified as CDI graduates.   | Supporting        |



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| Obj | Objective Description  | Assessment Tool                   | Data  | Effectiveness     |
|-----|--|-----------------------------------|---|-------------------|
| C15 | Teachers apply the basics of learning theory in course design and their teaching.                                      | CDI reflection data (index cards) | 6 of 46 CDI graduates (13%) indicated that a better understanding of how students learn and how this understanding influences course design was the most useful take away. (Based on learning theories including the expert vs. novice model, developmental model, Fink, Bloom).<br>3 of 86 (4%) of CDI graduates articulated that the knowledge of learning frameworks had influenced their course design. Some representative quotations regarding the application of learning frameworks to course design. Representative quotes:<br>♦“Really enjoyed learning “how people learn.” The frameworks – once you think about this it changes your approach to teaching.”<br>♦“Thinking about my students and who they are, what level they are at, how students learn (developmental stages) [and the] interplay between developmental stages and alignment between content and assignments” | Supporting        |
|     |  | CDI Wiki                          | 218 of 382 CDI participants (57%) edited the Learning Frameworks (or, for earlier CDIs, the Bloom's Taxonomy Planning Framework) page.  | Supporting        |
|     |  | User Survey                       | 20% of respondents indicated they learned and/or employed specific theories and methods they learned about through their interactions with UCAT. Representative quotes:<br>♦“More awareness of teaching styles and methods.”<br>♦“I know that I don't have all the answers on the changing landscape of teaching and that's okay. I can count on UCAT to keep up with the trends, spread the information, and be there to help.”<br>♦“...I have appreciated being in touch with current articles on pedagogical trends and to learn what others are doing across campus.”<br>♦“Reflecting on learning styles and how to reach “novice” learners, thinking about how students learn, tailoring course content to those objectives, aligning assessment to course objectives.”  | Almost Supporting |
| C16 | Teachers identify connections between courses they teach and broader student progress toward course and program goals. | User Survey                       | 11 respondents (10%) reported being more intentional in aligning what they teach with their desired course and curricular outcomes. Representative quotes:<br>♦“I just have a clearer sense of what I care about as a teacher and what I want my students to get out of class, so I am more effective. I sometimes list objectives before classes, which I picked up from a course planning workshop, which is helpful in learning what to cut/add in order to actually accomplish goals I care most about in any specific class.”<br>♦“I can't think of anything specific at the moment. I do think that the curriculum workshop that UCAT did for my department was very helpful for getting me and colleagues on board for curricular revision in connection with semester conversion.”  | Almost Supporting |
| C17 | Academic units apply the concepts of backward design to curriculum development.  | # of consultations                | 182 consults were on the topic of curricular issues. 150 of 182 were unit consults.   | Supporting        |
|     |  | CDI Grads                         | 27 participants were identified as Curriculum Design Institute graduates from 16 different units.   | Supporting        |
| C18 | Teachers modify the structure of their own courses over time to respond to changes in the associated curriculum.       | # of consultations                | 363 consults on the topic of course design. Of those, 246 were individual consults (with 145 unique individuals) and 120 were unit consults.  | Supporting        |
|     |  | CDI Grads                         | 347 participants were identified as CDI graduates.  | Supporting        |
| C20 | Teachers assess whether their course goals are being met.  | CDI reflection data (index cards) | 7 of 46 CDI participants (15%) indicated that the attention paid to rubrics – their creation and use in assessing the achievement of learning goals and objectives – had been the most valuable take-away. 8 of 86 CDI participants (9%) articulated that after discussing strategies for assessing their goals and objectives and spending dedicated time on creating rubrics they feel prepared to assess the achievement of course goals in an ongoing and structured process. Representative Quotations:<br>♦“I think connecting a rubric to the learning objectives will be important”<br>♦“CDI helped me to crystallize everything, how to continually asses the course.”<br>♦“[most valuable take-away was] how rubrics can be really helpful w/ making expectations clear, avoiding confusion, and helping students to reach learning objectives.”                                  | Almost Supporting |

## Appendix K: Attainment and Assessment of UCAT Goals and Objectives

| Obj | Objective Description  | Assessment Tool                        | Data   | Effectiveness     |
|-----|--|--|--|-------------------|
| C20 | Teachers assess whether their course goals are being met.  | User Survey                            | 29 respondents (27%) indicated that, as a result of working with UCAT, they now evaluate and acknowledge the importance of identifying students' ability to meet course goals. Representative quotes:<br><ul style="list-style-type: none"> <li>◆"By doing the course design institute I have been able to incorporate new ways of developing content to ensure that the goals and objectives of the course are being met."</li> <li>◆"How to design course content/assignments and how to align them more effectively."</li> <li>◆"It has made me more reflective in how I am teaching the material and making sure it reaches as many of my students as possible..."</li> <li>◆"Backwards course design has taught me to focus on student learning and learning goals."</li> </ul>   | Supporting        |
| C22 | Teachers create an inclusive and safe classroom environment for students.                              | Event Evaluations                      | 97 of 487 participants (20%) in events addressing different aspects of teaching a diverse audience of students indicated the invitation to think about their students' diversity and how this impacts the classroom community as well as student learning to be the most valuable. Representative quotes:<br><ul style="list-style-type: none"> <li>◆"The importance of clarity in communication and expectations, and the ways that course design can help with inclusivity."</li> <li>◆"The way of thinking about how to integrate all students (including veterans) into the learning process."</li> <li>◆"Greater awareness of the role my students experiences play in classroom- I had never considered them this much before."</li> </ul>   | Almost Supporting |
|     |  | OSTEP Participants                     | 15 individuals were NSF Learning community participants.   | Supporting        |
|     |  | User Survey                            | 11 respondents (10%) indicated that they work to create an inclusive and safe classroom environment for students as a result of their interactions with UCAT. Representative quotes:<br><ul style="list-style-type: none"> <li>◆"The major change involved increasing my sensitivity to 'classroom climate' and my recognition that this is as critical or more critical than curriculum and pedegogy"</li> <li>◆"...classroom climate affects teaching and learning as students don't learn in a vaccuum."</li> </ul>   | Almost Supporting |
| C23 | Teachers design their courses with an understanding of the diversity of their students and themselves. | # of events                            | 56 workshops on the topic of diversity.  | Supporting        |
|     |  | CDI evaluations                        | In 17 of 279 CDI evaluations (6%) participants mentioned student diversity in relation to course design. Representative quotes:<br><ul style="list-style-type: none"> <li>◆"I need to vary assessment somewhat to benefit those with different learning styles..."</li> <li>◆"I learned that since students learn in different ways, I need to be cognizant that I am teaching in ways that facilitates students' learning."</li> </ul>  | Almost Supporting |
|     |  | Orientation new facilitator interviews | Coded Data and discovery on diversity, from the following questions: "What would be the main thing you would want your orientation participants to walk away understanding about the impact of diversity on teaching and learning?" or "What impact do you think diversity has on teaching and learning?"<br><br>Diversity Ranking: 1= none; 2=diversity; 3=specifics identified; 4=synthesized<br>UCAT engagement: more = attended something other than orientation; orientation = attended only orientation; nothing = had no engagement with UCAT before applying<br>2014 Facilitator Interviewed Applicants (Total:57; 1:n/a)<br>Ranking 1: More(1); Orientation(1); Nothing(2)<br>Ranking 2: More(5); Orientation(4); Nothing(3)<br>Ranking 3: More(19); Orientation(8); Nothing(1)<br>Ranking 4: More(8); Orientation(3); Nothing(2) | Supporting        |
| D1  | Teachers participate in discourse on teaching practices and principles with UCAT.                      | CDI Grads                              | 347 participants were identified as CDI graduates.   | Supporting        |
|     |  | Event Attendance                       | 5,611 unique individuals attended a UCAT event with 12,819 attendances. 3,119 unique individuals were returners for additional events. 111 unique individuals participated in a Book Group.  | Supporting        |

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| Obj | Objective Description   | Assessment Tool                     | Data  | Effectiveness |
|-----|---|-------------------------------------|---|---------------|
| D1  | Teachers participate in discourse on teaching practices and principles with UCAT. | Event Attendance                    | The Academy of Teaching has collaborated with UCAT for seven years to host a day long "mini-conference" on teaching and learning. While attendance has varied over the years, the event is usually very well received and has generated a significant, ongoing venue for conversation about teaching.   | Supporting    |
|     |   | GTF interview research data         | 20 GTFs (100%), who were interviewed, reported feeling/experiencing a sense of community, connectedness, and being able to talk about teaching with/through UCAT, the GTF program, specifically. Representative quotes:<br>♦"And I also think that one of the things that was most valuable for me was the connection to other GTF fellows across campus which gave me a wider understanding of what other graduate students were facing in terms of teaching and how other departments differed from ours and I think that's valuable for graduate students to have."<br>♦"While I was doing the GTF program, I was teaching an undergraduate course, and I definitely felt kind of like I said before that there was a teaching community, and I felt the importance of that, of developing a community where you could talk about pedagogy and teaching, both in terms of administrative programming, but also in terms of your own experiences as a teacher."   | Supporting    |
|     |   | Kathryn's TIA article on UCAT usage | Plank and Mares (2013) reviewed the pattern of engagement with UCAT services from 2005 - 2011, and discovered the following: Most individuals participate only once. Half of all participants attend workshops and only workshops. Many fewer participants begin with a more intensive activity, but they are much more likely to return for other interactions. Participants begin with individual consults are most likely to return for other interactions.  | Supporting    |
|     |   | OSTEP evaluations                   | 18 GTFs (100%) responded that "colleagueship and learning from other GTF participants" had an impact on them in some way (8.56 average rating on a scale of 1-10). 9 of 18 respondents (50%) commented that what they valued most from their participation in the GTF community was talking to peers about teaching practices. Representative quotes:<br>♦"The chance to talk about teaching with others."<br>♦"Community."<br>♦"Hearing of the success of others from different departments."  | Supporting    |
|     |   | OSTEP Participants                  | 156 attendances for 120 unique individuals participated in at least 1 of 4 different learning communities (GTF, MCSF, Advisors, Sustainability) offered a total of 15 times.  | Supporting    |
| D24 | Teachers support and feel supported by fellow teachers.                           | CDI evaluations                     | In 25 of 279 CDI evaluations (9%) participants mentioned feeling supported by teachers. Representative quotes:<br>♦"I guess my ah-ha moment would be hearing others describe the activities they planned to use in their course to get away from [lecturing]. There were some great ideas and it was nice to talk to individuals from other disciplines."<br>♦"I had a couple of ah-ha moments that came about when discussing topics with my classmates. They identified several gaps that I had missed."  | Supporting    |
|     |   | Event Evaluations                   | 233 of 3675 participants (6%) who attended an event facilitated or sponsored by UCAT and completed an event evaluation reported that they support and feel supported by fellow teachers. Representative quotes:<br>♦"To keep talking to and working with like-minded individuals across disciplines for ongoing support and good ideas."<br>♦"Very well organized, very supportive environment that accommodates people with considerable experience and those with little to none."<br>♦"Being able to have a support group or network of people that have similar problems, but different experiences and background."  | Supporting    |
|     |   | GTF interview research data         | 20 GTFs (100%), who were interviewed, reported feeling/experiencing a sense of community, connectedness, and being able to talk about teaching with/through UCAT, the GTF program, specifically. Representative quotes:<br>♦"And I guess as far as developing a sense of community, I guess that's maybe one sign that we did accomplish it, because the TAs were pretty open to sharing their experiences and what they were doing that was working, and sharing some of the challenges they were having."<br>♦"I remember most the course meetings when I would get to talk with all the other GTFs about what was going on and it was just such a great resource for ideas, because I'd had lots of ideas in my head, I wouldn't even go so far as to call them ideas, but sort of vague understandings of problems in my department, without an understanding of all the different solutions that were there, and so it was this really wide world of resources that opened up to me through the other GTFs and through Stephanie, and so I really loved those meetings." | Supporting    |

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| Obj | Objective Description  | Assessment Tool                  | Data   | Effectiveness     |
|-----|--|----------------------------------|--|-------------------|
| D24 | Teachers support and feel supported by fellow teachers.  | Orientation Facilitator Feedback | 80 of 271 orientation facilitators (30%) mentioned it was rewarding to help new GTA's when asked, "What aspects of being a facilitator did you find rewarding?". Representative quotes:<br>♦"I really enjoyed seeing the participants relax over the course of the training -- it made me feel that we were really helping them to develop enough confidence and skill to feel as though they would be competent in the classroom."<br>♦"I found it rewarding to be a resource for new TA's. I like helping new TA's feel like they're part of a community."   | Supporting        |
|     |  | Orientation feedback (immediate) | 127 of 1073 orientation (Introduction to Teaching and Learning) participants (12%) referenced learning about resources and support available for them at the university when answering the question, "What was the most valuable thing you will take away from this two-day session?" between 2010-2013.   | Supporting        |
|     |  | OSTEP evaluations                | 18 GTFs (100%) responded in the OSTEP survey that "colleagueship and learning from other GTF participants" had an impact on them in some way (8.56 average rating on a scale of 1-10). 17 of 18 GTFs (94%) agreed in the OSTEP survey that they improved their abilities to support the teaching of others (9.06 average rating on a scale of 1-10). 6 of 18 respondents (33%) commented that they felt supported or that they support their fellow teachers. Representative quotes:<br>♦"How I've learned to be a better teacher. I've also learned that I also need to help others become better teachers too."<br>♦"The support system that the group provides."<br>♦"Support from various other TA's on campus."   | Supporting        |
| D26 | Teachers seek out and identify themselves as part of a community of teachers with similar values and concerns. | CDI evaluations                  | In 11 of 279 CDI evaluations (4%) participants chose to reflect on the community of teachers with similar concerns. Representative quotes:<br>♦"I am not alone in this process; others feel the same way"<br>♦"I am not alone in my frustrations in my overwhelmed feelings when tackling course redesign"   | Almost Supporting |
|     |  | CDI focus group                  | Participants in all four CDI focus groups mentioned knowing or contacting at least one colleague who shares an interest in teaching. This comment occurred with moderate frequency in three groups (6, 5, 5 mentions) and low frequency in one group (1 mentions). Representative quotes:<br>♦"I've made a number of interesting contacts as people, not just about course design... it was a great opportunity to get out of my unit and talk to people."<br>♦"We were in the same session... I like you, really valued that interaction."<br>♦"I ran into a friend from the [department] and we said, "why don't we get together to do such and such? There's so much that we can do together."  | Almost Supporting |
|     |  | CDI focus group                  | Participants in all four CDI focus groups mentioned identifying with a community of teachers. Comments in two groups were frequent (12, 9 mentions) and moderate to low in two groups (5, 2 mentions). Representative quotes:<br>♦"Just hearing about the challenges that other people are facing and the way they're going to approach them, I thought that was really helpful."<br>♦"[the group was] validation over all what we are going through and we are not alone- everybody is experiencing it."<br>♦"they had a session under the education division... I honestly thought that I would be talking to the wall... people showed up, bless their hearts and stood around afterward talking about teaching and several other talks in this [education] session. I was so encouraged!" in regards to a discipline specific conference presentation.   | Supporting        |
|     |  | Event Attendance                 | 6,556 attendances for UCAT campus-wide events with a total of 3,302 unique individuals.  | Supporting        |
|     |  | Event Attendance                 | 1,564 attendances for UCAT events facilitated for specific unit with a total of 1,056 unique individuals.  | Supporting        |
|     |  | GTF interview research data      | 20 GTFs (100%), who were interviewed, reported feeling/experiencing a sense of community, connectedness, and being able to talk about teaching with/through UCAT, the GTF program, specifically. Representative quotes:<br>♦"And I guess as far as developing a sense of community, I guess that's maybe one sign that we did accomplish it, because the TAs were pretty open to sharing their experiences and what they were doing that was working, and sharing some of the challenges they were having."<br>♦"While I was doing the GTF program, I was teaching an undergraduate course, and I definitely felt kind of like I said before that there was a teaching community, and I felt the importance of that, of developing a community where you could talk about pedagogy and teaching, both in terms of administrative programming, but also in terms of your own experiences as a teacher." | Supporting        |

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| Obj | Objective Description  | Assessment Tool                  | Data   | Effectiveness     |
|-----|--|----------------------------------|--|-------------------|
| D26 | Teachers seek out and identify themselves as part of a community of teachers with similar values and concerns. | Orientation Facilitator Feedback | 109 of 271 orientation facilitators (40%) mentioned it was rewarding to meet and work with other teachers when asked, "What aspects of being a facilitator did you find rewarding?". Representative quotes:<br><ul style="list-style-type: none"> <li>◆"I found the opportunity to work with facilitators from other departments, as well as participants from across campus, to be the most rewarding. It felt great to feel connected to the larger OSU community."</li> <li>◆"I really enjoyed meeting TA's from other departments across the university. My department is quite isolated... and we don't get much opportunity to network with other TA's."</li> <li>◆"Getting to know graduate students with a similar passion for teaching."</li> </ul>   | Supporting        |
|     |  | STAR survey                      | 4 of 15 respondents (27%; 2012-2013); 3 of 9 respondents (33%; 2013-2014) selected "Peer networking and social interaction with other graduate students" when asked "Which components do you consider most valuable during STAR meetings?".  | Almost Supporting |
|     |  | User Survey                      | 20 respondents (18%) indicated that their interactions with UCAT help them to see themselves as part of community of teachers that cares about teaching. Representative quotes:<br><ul style="list-style-type: none"> <li>◆"In the nearly ten years I've been in my position, I've seen this sense of community grow among those of us who support teaching, and among the teachers themselves. UCAT as a whole, as well as my colleagues individually who work there, is probably the central locus for that growing community, a hub in a growing number of important conversations about teaching, indeed about the whole changing nature of our university."</li> <li>◆"Honestly, this might be the most important thing I've taken from UCAT, and it makes a huge difference to be connected with a community that is committed to teaching and good teaching practices."</li> </ul>  | Supporting        |
|     |  | User Survey                      | Based on 116 non-users and 110 users responding to our survey tool, there is a significant difference between Users and Non-users (p=.002): Users agree with the statement "I am a part of a community that cares about teaching." more strongly than do non-users.  | Supporting        |
|     |  | User Survey                      | Based on 116 non-users and 110 users responding to our survey tool, there is a significant difference between Users and Non-users (p=.004): Users agree with the statement "UCAT contributes to and/or enhances a culture of teaching excellence at Ohio State." more strongly than do non-users.  | Supporting        |
| D27 | Teachers report that they learn from other teachers on campus.   | CDI evaluations                  | In 21 of 279 CDI evaluations (8%) participants reflected on learning from other teachers. Representative quotes:<br><ul style="list-style-type: none"> <li>◆"I had a couple ah-ha moments discussing with my classmates- they identified several gaps I had missed."</li> <li>◆"going through this process with a group, not just in my office on my own; hearing others ideas and questions was very valuable."</li> <li>◆"Many times I think the comments and input from the other participants was more valuable than from the facilitators."</li> </ul>  | Supporting        |
|     |  | CDI focus group                  | Participants from all four CDI focus groups mentioned learning from other teachers on campus. Comments occurred with moderate frequency in two groups (5, 7 mentions) and low frequency in two groups (4, 2 mentions). Representative quotes:<br><ul style="list-style-type: none"> <li>◆"[another teacher] in particular, we still bounce ideas off each other we still meet... To be able to talk to someone about you what works, and what doesn't work, have you thought of doing this, that kind of thing. It just makes it so much easier to reflect on things when you're working. And it is also someone that is not in my area. So that helps too."</li> <li>◆"I [found] one of the faculty members in my department that did [CDI] several quarters after myself. we compare notes, and I like to think because I was encouraging, it was a career change. But it was also good to compare notes..."</li> <li>◆"The other thing I liked about it was the interaction with the other faculty around the table because... got to enjoy the synergy of working with folks across colleges, across departments, that I never would have worked with or met and sometimes it just took one work or one "have you thought about it from this angle" and it just opened up this whole new creative path for me."</li> </ul> | Supporting        |

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| Obj | Objective Description   | Assessment Tool                   | Data   | Effectiveness     |
|-----|---|-----------------------------------|--|-------------------|
| D27 | Teachers report that they learn from other teachers on campus.                | CDI reflection data (index cards) | 4 of 46 CDI participants (9%) indicated that learning with and from their peers had been the most valuable take-away. 10 of 86 CDI participants (12%) articulated that they had benefited from the community especially through learning from their peers experiences and feedback. Representative Quotes:<br>♦“Working with others here, made me realize that I haveb’t really though some of this through, I have had to go back and rethink what I said I was looking for.”<br>♦“Interactions with others, going through the process – I benefit from questions others ask.”  | Supporting        |
|     |   | GTF Final Reports                 | 6 of 22 GTF Reports (27%) submitted provide specific evidence that their GTF projects led to TAs learning from each other.   | Supporting        |
|     |   | Orientation Facilitator Feedback  | 41 of 271 orientation facilitators (15%) mentioned they learned from their co-facilitators and/or participants when asked,“What aspects of being an orientation facilitator did you find rewarding?”. Representative quotes:<br>♦“It was very interesting to work with and learn from a TA in a department very different from my own.”<br>♦“I also found hearing ideas from the new GTAs fantastic. That’s one of the best things about teaching: you get to learn new things while you teach.”<br>♦“I loved exchanging teaching ideas with the other facilitators (grad students and faculty) and with the participants. I get so many ideas for my own teaching from doing this.”   | Supporting        |
|     |   | OSTEP evaluations                 | 18 GTFs (100%) responded that “colleagueship and learning from other GTF participants” had an impact on them in some way (8.56 average rating on a scale of 1-10). 18 GTFs (100%) agreed in the OSTEP survey that they learned about techniques of supporting the teaching of others (8.89 average rating on a scale of 1-10). 8 of 18 respondents (44%) commented that feeling supported or supporting their fellow teachers was the most valuable part of the program. Representative quotes:<br>♦“Bouncing ideas off of others, in turn getting new ideas.”<br>♦“Chance to interact with other GTFs and troubleshoot/bounce ideas off one another.”   | Supporting        |
| E5  | Teachers collect, analyze, and respond to multiple forms of student feedback. | # of consultation clients         | 453 SGIDs were conducted by UCAT staff for 234 individual teachers. 87 of these teachers (37%) did more than 1 SGID.   | Supporting        |
|     |   | # of consultations                | 1,136 consults with the topic of student feedback. Of those, 1,108 were individual consults and 25 unit consults.  | Supporting        |
|     |   | # of events                       | 15 workshops were on the topic of student feedback.  | Almost Supporting |
|     |   | # of SGIDs                        | 453 SGIDs were conducted by UCAT staff for 234 individual teachers. 87 of these teachers (37%) did more than 1 SGID.   | Supporting        |
|     |   | Event Attendance                  | 121 attendances for 15 workshops on the topic of student feedback with a total of 117 unique individuals.  | Almost Supporting |
|     |   | User Survey                       | 11 respondents (10%) indicated that they redesigned or employed additional methods for collecting feedback as a result of working with UCAT. 9 respondents (8%) described the results of their analysis of student feedback in response to questions about changes in their classes, and 7 respondents (6%) stated specifically that they learned how to more effectively make sense of various types of student feedback by working with UCAT. Representative quotes:<br>♦“I also changed how I word my mid-term and end of term instructor evaluations so that I get more useful feedback from my students.”<br>♦“In SEIs and student work, I am able to see both an improvement and positive reception to the course.”<br>♦“I am a more active listener, and I am better at interpreting what the students are really saying.”<br>♦“I have also learned how to read SEI scores more effectively, which helps me think about what I can improve upon from term to term.” | Supporting        |
| E28 | Teachers demonstrate satisfaction, enthusiasm and passion for teaching.       | CDI focus group                   | At least one participant in each of the four CDI focus groups mentioned enthusiasm and passion for teaching, however this occurs with low frequency per group (1-4 mentions). Representative quote:<br>♦“I did try to deliver as best a could [before]... but for the first time I was like "yes! Let's do it!"  | Almost Supporting |

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| Obj | Objective Description   | Assessment Tool                     | Data   | Effectiveness     |
|-----|---|-------------------------------------|--|-------------------|
| E28 | Teachers demonstrate satisfaction, enthusiasm and passion for teaching. | CDI focus group                     | Participants in two CDI focus groups mentioned satisfaction with teaching directly but only with low frequency (5, 2 mentions). However, this objective was only coded if satisfaction was specifically mentioned, as opposed to the more frequent mentions of effectiveness. Representative quote:<br>♦"We will see how it goes, but I'm fairly happy with [my course]."  | Almost Supporting |
|     |   | Solicited client feedback           | In their responses to our request for feedback as part of our annual personnel review, individual clients often mentioned how working with a UCAT consultant has enhanced their satisfaction with teaching. Some also mention improved enthusiasm. Representative quotes:<br>♦The "help and guidance has been invaluable to me in growing as a teacher."   | Supporting        |
|     |   | User Survey                         | 18 user survey respondents (16%) remarked upon their satisfaction, enjoyment, and/or confidence as teachers. Representative quotes:<br>♦"It's why I teach. Instructors tend to work the most with students who struggle with the material. Helping these students understand the material, seeing the light go on, and encouraging them to succeed is just such a positive experience."<br>♦"I have a lot more confidence as a teacher thanks to UCAT. I also know I can set clear goals, establish a plan for students to achieve them, and give feedback on writing."  | Almost Supporting |
|     |   | User Survey                         | Based on 116 non-users and 110 users responding to our survey tool, there is a significant difference between Users and Non-users (p=.004): Users agree with the statement "I find teaching to be a rewarding experience" more strongly than do non-users.   | Supporting        |
| E29 | Teachers voice their confidence in teaching.                            | CDI evaluations                     | In 37 of 279 CDI evaluations (13%) participants reflected on confidence in their teaching. Representative quotes:<br>♦"I feel more comfortable experimenting with different ways of evaluating students individually and using those evaluations to then be able to assess the course as a whole."<br>♦"The [CDI] gave me confidence to approach designing a course from scratch. I am much less intimidated now."<br>♦"I definitely feel more confident and comfortable going forward designing my course."   | Supporting        |
|     |   | CDI focus group                     | Participants in all four focus groups mentioned having confidence in their teaching. In two groups, these comments occurred with moderate frequency (8, 6 mentions) and in two groups with low frequency (5, 3 mentions). Representative quotes:<br>♦"I really think I did a better job as a teacher."<br>♦"When you teach a course, I think you steal someone's syllabus and go from there... you don't make too many changes at once when you walk in... But now I realize, ... go ahead and pat myself on the back, I'm a good teacher."<br>♦"I think the institute has helped me become a better teacher and it's helped me focus on continuous improvement and that as long as I can continue to improve in the classroom each time that's what counts. " | Supporting        |
|     |   | Orientation feedback (immediate)    | 92 of 1073 orientation (Introduction to Teaching and Learning) participants (9%) noted that the orientation had boosted their confidence and/or alleviated anxiety or fear when answering the question, "What was the most valuable thing you will take away from this two-day session?" between 2010-2013. Representative quote:<br>♦"Confidence from the teaching simulation activity. For someone as shy and nervous as me it was initially terrifying, but finally invigorating and encouraging."  | Almost Supporting |
|     |   | Orientation feedback (longitudinal) | In the Teaching Orientation follow-up survey that was administered in 2012 and 2013, 127 participants rated their agreement with the statement: "I felt more confident about teaching after attending the orientation than I had before." Of those, 70 (55.1%) either agreed or strongly agreed with that statement.   | Supporting        |
|     |   | OSTEP evaluations                   | 5 of 18 (28%) voiced their confidence in teaching has changed from being involved in OSTEP. Representative quote:<br>♦"Personal reflection and assessment has been a new focus for me this year. I feel confident that I have tools for my own improvement and can, subsequently, help others."<br>♦"I've become more confident in teaching, and especially in trying to new approaches to presenting material. Specifically becoming more learner-centered."<br>♦"I've gained more confidence."   | Almost Supporting |
|     |   | Solicited client feedback           | In their responses to our request for feedback as part of our annual personnel review, individual consult clients often mention how working with a UCAT consultant has enhanced their confidence in their teaching. Some also mention improved enthusiasm. Representative quote:<br>♦"Overall I came out of the classroom feeling like a success, which I feel would not have been the case if I had not met with [her]."  | Supporting        |

## Appendix K: Attainment and Assessment of UCAT Goals and Objectives

| Obj | Objective Description   | Assessment Tool   | Data   | Effectiveness     |
|-----|---|---|--|-------------------|
| E29 | Teachers voice their confidence in teaching.  | Solicited client feedback                                     | In their responses to our request for feedback as part of our annual personnel review, individual consult clients often mention how working with a UCAT consultant has enhanced their confidence in their teaching. Some also mention improved enthusiasm. Representative quote:<br>♦"It helped me to feel confidence in my teaching."   | Supporting        |
| E31 | Teachers use contextually appropriate student-centered teaching approaches in the classroom.                          | Course Reflections (materials from courses UCAT staff taught) | 10 of 34 participants (29%) in the three CDI courses reported an understanding of an intention to use student-centered teaching approaches. (These reflections only provide us with intentions, not whether or not instructors really do implement student-centered approaches.) Representative quote:<br>♦"Most of all, those exercises made me realize, once again, that students should be at the center of a course."  | Almost Supporting |
| E32 | Teachers engage in conversations about teaching where they share their knowledge, experience, challenges in teaching. | # of consultations  | 350 unit consults where more than one client was in attendance.  | Supporting        |
|     |   | # of event co-facilitators                                    | 75 non-UCAT staff co-facilitated an event with UCAT.   | Supporting        |
|     |   | # of events   | 155 unit workshops were conducted.   | Supporting        |
|     |   | CDI evaluations   | In 9 of 279 CDI evaluations (3%) participants chose to reflect on sharing their ideas about teaching in conversations. Representative quote:<br>♦"[these discoveries] came from sharing during group discussion."  | Almost Supporting |
|     |   | CDI focus group   | At least one participant in each CDI focus group commented about sharing their knowledge about teaching in conversation. This occurred with moderate frequency in two focus groups (8, 8 mentions) and with low frequency in two groups (5, 1 mentions).<br>Representative quotes:<br>♦"Just having to explain what you're doing to someone who's not in your field is really helpful to me because you can get so caught up in the vocabulary or jargon of your own field that it's sort of obscure to what you're actually trying to do."<br>♦"they had a session under the education division... I honestly thought that I would be talking to the wall... people showed up, bless their hearts and stood around afterward talking about teaching and several other talks in this [education] session. I was so encouraged!" in regards to a discipline specific conference presentation. | Supporting        |
|     |   | Event Attendance  | 8,452 attendances for 542 events on teaching including 6,563 attendances at 289 campus-wide events such as CDIs, 1,564 attendances at 190 unit-level events, and 325 attendances at 63 guest lectures.   | Supporting        |
|     |   | Event Attendance  | 1,564 attendances for UCAT events facilitated for specific unit with a total of 1,056 unique individuals.  | Supporting        |
|     |   | Event Evaluations   | 169 of 3675 participants (5%) who attended an event facilitated or sponsored by UCAT and completed an event evaluation indicated that they had engaged in conversations about teaching where they share their knowledge, experience, challenges in teaching. Representative quotes:<br>♦"Opportunity to talk with colleagues across disciplines & compare courses."<br>♦"I felt comfortable sharing my thoughts and ideas with the group since the facilitators created a safe space for discussion."<br>♦"Sharing strategies with other TAs/Faculty."<br>♦"Sharing ideas and experiences with others."  | Almost Supporting |



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| Obj | Objective Description   | Assessment Tool                   | Data  | Effectiveness     |
|-----|---|-----------------------------------|---|-------------------|
| E32 | Teachers engage in conversations about teaching where they share their knowledge, experience, challenges in teaching. | GTF interview research data       | 20 GTFs (100%), who were interviewed, reported feeling/experiencing a sense of community, connectedness, and being able to talk about teaching with/through UCAT, the GTF program, specifically. Representative quotes:<br><ul style="list-style-type: none"> <li>◆"And I also think that one of the things that was most valuable for me was the connection to other GTF fellows across campus which gave me a wider understanding of what other graduate students were facing in terms of teaching and how other departments differed from ours and I think that's valuable for graduate students to have."</li> <li>◆"And I guess as far as developing a sense of community, I guess that's maybe one sign that we did accomplish it, because the TAs were pretty open to sharing their experiences and what they were doing that was working, and sharing some of the challenges they were having."</li> <li>◆"I remember most the course meetings when I would get to talk with all the other GTFs about what was going on and it was just such a great resource for ideas, because I'd had lots of ideas in my head, I wouldn't even go so far as to call them ideas, but sort of vague understandings of problems in my department, without an understanding of all the different solutions that were there, and so it was this really wide world of resources that opened up to me through the other GTFs and through Stephanie, and so I really loved those meetings."</li> <li>◆"While I was doing the GTF program, I was teaching an undergraduate course, and I definitely felt kind of like I said before that there was a teaching community, and I felt the importance of that, of developing a community where you could talk about pedagogy and teaching, both in terms of administrative programming, but also in terms of your own experiences as a teacher."</li> </ul> | Supporting        |
|     |   | Orientation Facilitator Feedback  | 63 of 271 (23%) mentioned the value of sharing their experiences with incoming GTAs when asked, "What aspects of being an orientation facilitator did you find rewarding?". Representative quotes:<br><ul style="list-style-type: none"> <li>◆"I always enjoy sharing my experience and knowledge with others (which is why I love to teach), and if I can make someone's experience as a GTA better, that makes me happy. Additionally, it was wonderful to meet incoming grad students and to hear their ideas about teaching. I learn a lot from them too."</li> <li>◆"I always love sharing my own experiences with TAs to help them build their confidence and get them excited about teaching."</li> <li>◆"I found it extremely rewarding to share my experiences with my fellow grads. In not too distant past, I was also quite anxious about my teaching, but here was I sharing my experiences."</li> <li>◆"I liked being able to share my experiences, and it made me realize just how much I've learned about teaching in the past few years."</li> </ul>   | Supporting        |
|     |   | OSTEP Participants                | 156 attendances for 120 unique individuals participated in at least 1 of 4 different learning communities (GTF, MCSF, Advisors, Sustainability) offered a total of 15 times.  | Supporting        |
|     |   | STAR survey                       | 8 of 15 respondents (53%; 2012-2013); 5 of 9 respondents (56%; 2013-2014) selected "Conversing about teaching experiences with other graduate students" when asked "Which components do you consider most valuable during STAR meetings?".  | Almost Supporting |
|     |   | University-wide committee service | UCAT staff members engaged in a wide variety of service activities across the institution, mostly in support of our mission to advance teaching and learning. In these venues, we advocated for attention to teaching and the sharing of knowledge, experience, and challenges of teaching at Ohio State. See appendix C for list of committees and councils in which we participate.   | Supporting        |
| E33 | Teachers synthesize new knowledge about teaching and consequently apply this knowledge in their teaching.             | CDI evaluations                   | In 26 of 279 CDI evaluations (9%) participants' reflections demonstrated synthesis of new knowledge to teaching practice. Representative quotes:<br><ul style="list-style-type: none"> <li>◆"I think one of my ah-ha moments regarding appropriate methods of grading and how rubrics can be transformed to meet many different assignments."</li> <li>◆"I had some inspiration about the grading of assignments- making things based on participation rather than content. That makes the burden of grading much less but keeps the assignments coming for each week."</li> </ul>  | Supporting        |
|     |   | CDI focus group                   | Participants in all four CDI focus groups commented on how they were applying new knowledge about teaching learned during the CDI to their own teaching. These comments were frequent in one group (9 mentions) and low frequency in three groups (3, 4, 5 mentions). Representative quotes:<br><ul style="list-style-type: none"> <li>◆"Something that came out for me was... the idea of just in-time teaching and how that would work for statistics"</li> <li>◆"Rubrics still works because it allows you to break down the course into what they need to expect and, um, we made a change [to formative assessment of labs]... so we had people actually participating in the labs that translates to better understanding of the materials."</li> </ul>   | Supporting        |

## Appendix K: Attainment and Assessment of UCAT Goals and Objectives

| Obj | Objective Description   | Assessment Tool           | Data   | Effectiveness |
|-----|---|---------------------------|--|---------------|
| E33 | Teachers synthesize new knowledge about teaching and consequently apply this knowledge in their teaching. | User Survey               | Based on 160 non-users and 113 users responding to our survey tool, 31% of non-users (n=49) reported having an experience that positively changed their teaching. This compares to 80% of UCAT users (n=90) who reported having at least one experience with UCAT that led to positive change in their teaching, (as measured by ranking the extent to which a UCAT service has positively changed one's teaching with a response of $\geq 3$ on a 5 point scale to one or more service). The relationship between use of UCAT and having an experience that positively impacts your teaching is significant ( $p=.000$ )  | Supporting    |
| E34 | Teachers are self-aware of their accomplishments and areas for improvement.                               | CDI evaluations           | In 27 of 279 CDI evaluations (10%) participants mentioned their accomplishments and/or areas for self improvement. Representative quotes:<br><ul style="list-style-type: none"> <li>◆"The next thing I need to work on is pacing within topics, i.e. how to work with the standardized semester format."</li> <li>◆"[I made] a real course that didn't exist before that I actually want to teach."</li> </ul>   | Supporting    |
|     |   | CDI focus group           | All participants in all four CDI focus groups mentioned an accomplishment and/or an area for improvement in their own teaching. These comments were frequent in three groups (20, 11, 11 mentions) and moderately frequent in one group (6 mentions).<br>Representative quotes:<br><ul style="list-style-type: none"> <li>◆"I've been using rubrics and that's been very helpful and also I'm preparing a new course going through the same process of goals and working down to the objectives."</li> <li>◆"I think I made the grading rubric a little too liberal. I won't do that again."</li> <li>◆"I still think about, I always want to improve the course and I always want to improve the way I teach."</li> <li>◆"I did leave with a whole lot of [course design] and it enabled me to implement some things and now that I have no class for three weeks, I can finish."</li> </ul>  | Supporting    |
|     |   | Solicited client feedback | In their responses to our request for feedback as part of our annual personnel review, individual clients often mentioned how working with a UCAT consultant has enhanced their self awareness about teaching. Representative quotes:<br><ul style="list-style-type: none"> <li>◆The "help and guidance has been invaluable to me in growing as a teacher."</li> <li>◆"I got an understanding of how to relate to my students."</li> </ul>   | Supporting    |
|     |   | Solicited client feedback | In their responses to our request for feedback as part of our annual personnel review, individual clients often mentioned how working with a UCAT consultant has enhanced their self-awareness and changed their teaching practices. Representative quote:<br><ul style="list-style-type: none"> <li>◆"Before meeting with x, I know that I would have stood in front of the classroom and talked at the students until the 2 hours was up. They would have left without giving a second thought to the content. Instead, I shared my presentation with her before the class and she provided me with tons of helpful teaching tools to engage the students and ensure that the content was retained."</li> </ul>  | Supporting    |
|     |   | Solicited client feedback | In their responses to our request for feedback as part of our annual personnel review, individual clients mentioned becoming more self aware about teaching and share their belief that their students are achieving better learning outcomes. Representative quotes:<br><ul style="list-style-type: none"> <li>◆"Her advice brought me down off the stage and made the class more conversational, which engaged the students and took some of the pressure off of me as the presenter."</li> <li>◆"[How much information she was] able to generate through 20 minutes of interaction with my students. Between these insights and my discussions with XX, I know the quality of my class has improved."</li> </ul>  | Supporting    |
|     |   | User Survey               | 55 respondents (49%) stated that they are aware of their accomplishments and areas for improvement, and that overall their self-awareness as a teacher has increased. Representative quotes:<br><ul style="list-style-type: none"> <li>◆"I have become more reflective, which has allowed me to think about how I can make the small changes to an already successful prompt or lecture to make it even better."</li> <li>◆"It has made me more reflective in how I am teaching the material and making sure it reaches s many of my students as possible. It has also helped me articulate for myself what I feel is important to me as a teacher and to bring that into my classroom."</li> <li>◆"UCAT gave me a forum for thinking about myself specifically as a teacher, not as a student, which was very helpful since, as a GTA, I'm constantly balancing the two roles. Co-facilitating a session of Introduction to College Teaching also allowed me to reflect on my own teaching style, and on how my teaching has changed from when I started."</li> </ul> | Supporting    |

## Appendix K: Attainment and Assessment of UCAT Goals and Objectives

| Obj | Objective Description   | Assessment Tool               | Data   | Effectiveness     |
|-----|---|-------------------------------|--|-------------------|
| E34 | Teachers are self-aware of their accomplishments and areas for improvement  | User Survey                   | Based on 48 non-users and 90 users who, in their respective survey, reported having an experience t  | Supporting        |
|     |   | User Survey                   | Based on 48 non-users and 90 users who, in their respective survey, reported having an experience that led to positive change in their teaching, 44% of non-users (n=21) chose to reflect on how their experience led to a positive change in their teaching. This compares to 65.6% of users (n=59) who reflected on how their experience led to a positive change in their teaching. The relationship between use of UCAT and reflection on change in one's own teaching is significant ( $p=.013$ ).  | Supporting        |
| F42 | University administration will invite UCAT to take a leadership role in initiatives related to teaching and learning on campus. | # of service events/meetings  | UCAT staff were asked to take leadership roles in 8 university level groups. UCAT leaders attend many university committee meetings, most regularly and importantly, the Council on Academic Affairs. This standing committee of the University Senate is charged with oversight of academic programs, curriculum, and policies in support of these issues. UCAT staff were also invited to and served on all academic related subcommittees for the semesters conversion, including the OAA semesters team, the curriculum committee, and ULAC (the committee which restructured General Education). UCAT staff have long supported the Graduate School in managing the selection process for GATA and were instrumental in establishing and organizing the awarding of the Provost's Award for Distinguished Teaching by a Lecturer. In the last two years, UCAT has taken a much more proactive role in organizing campus level support activities for student outcomes assessment. The director of UCAT has traditionally served ex officio on the SEI oversight committee and has been requested to join the OAA accreditation team for our 2017 reaffirmation.Q2S committees. Communications, Space, and Graduate Student subcommittees. | Supporting        |
|     |   | Ask consultants               | UCAT staff have taken leadership roles in several major institutional initiatives in recent years. Most prominent of these was our very broad involvement in the calendar conversion project. UCAT staff members were engaged from the very beginning in determining the process for program re-approvals and curricular planning, as well as in most of the change management efforts that supported this project. We also led the design and implementation of major assessment support efforts, including two annual conferences that involved faculty from all academic units. We also were the prime mover in getting our Provost to sponsor a university-wide award for teaching by an associated faculty member (lecturer, adjunct, etc.). UCAT staff created the process and criteria for selecting recipients and manage the selection process.   | Supporting        |
| F43 | UCAT will be asked to be involved in university- and unit-level initiatives related to teaching and learning.                   | # of service events/meetings  | UCAT staff participated in 29 groups. UCAT staff members engage in service activities across the institution, mostly in support of our mission to advance teaching and learning. We participated in University-wide committees and initiatives such as the Academic Leaders Program for Office of Human Resources, the University Level Advisory Committee on General Education, and many of the Semesters Implementation committees. We also participated in and consulted on multi-unit projects including assisting with the development of a student feedback instrument for clinical courses, and college and departmental committees such as the Center for Life Sciences Professional Development Committee and several reading groups for Writing Across the Curriculum and the Engineering Education Innovation Center.   | Supporting        |
| F44 | University- and unit-level administration refer teachers to UCAT.   | # of orientation participants | 53 units, on average, refer their TAs to UCAT's TA Orientation each year.  | Supporting        |
|     |   | Ask consultants               | The leadership in many academic units regularly refer their faculty and GTAs to UCAT for assistance with teaching issues. While confidentiality concerns preclude listing any specific, individual cases, consultants can document having written at least 25 letters for faculty members confirming their efforts.<br><br>In addition, several units (i.e. Political Science, Nursing, etc.) have made referrals in their faculty annual review letters. We also have ongoing relationships with the Center for Life Sciences and the College of Pharmacy to offer consults to many of their new GTAs. We provide consult on teaching documentation for c. 80 -100 GATA nominees each year, at the request of the Graduate School.  | Almost Supporting |
| F45 | Teachers seek UCAT out for teaching assistance and support.   | # of consultations            | 3,143 UCAT staff consults were with teachers. These included office visits, electronic consults, SGIDs, class observations, and videotaping. 2,722 of these consults were with individuals working on their own teaching; 428 were unit consults (7 were both individual and unit consults simultaneously). During this time we have consulted with 1,007 unique individuals.  | Supporting        |
|     |   | # of events                   | UCAT staff was invited to facilitate 190 unit-level workshops with a total of 1,564 attendances.   | Supporting        |

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| Obj | Objective Description  | Assessment Tool                         | Data  | Effectiveness |
|-----|--|---|---|---------------|
| F45 | Teachers seek UCAT out for teaching assistance and support.  | # of events                             | 63 times, UCAT staff accepted invitations to deliver guest lectures in a wide range of courses. There are several courses in which we regularly guest lecture every year.   | Supporting    |
|     |  | Kathryn's TIA article on UCAT usage     | 67% of individuals who began their engagement with UCAT via individual consults returned for other interactions where as only 11% had multiple contacts with UCAT when first attending a workshop (2005-2011).  | Supporting    |
|     |  | Solicited client feedback               | In their responses to our request for feedback as part of our annual personnel review, individual consult clients often mentioned their satisfaction with having sought out assistance from a UCAT staff member. Representative quotes:<br><ul style="list-style-type: none"> <li>◆ "I am so fortunate to have worked with X and the whole department of ZZ thinks so as well." The consult was easy to initiate and extremely valuable."</li> <li>◆ "[She is] able to offer constructive advise and suggestions for student feedback. She is very knowledgeable about teaching pedagogy and is able to offer great solutions. She has been willing to work with me in all areas that I feel are needed as I develop my teaching expertise."</li> <li>◆ "Being very new to teaching, I was excited about using the resources at UCAT, but anxious about having my performance in the classroom observed and evaluated. XX made the interaction comfortable."</li> </ul> | Supporting    |
| F46 | UCAT actively seeks out opportunities to engage with the university on topics related to teaching and learning.  | Ask consultants                         | UCAT has actively pursued involvement in at least 6 teaching initiatives/groups which include: Council on Academic Affairs, Semesters project (needed to argue for at beginning), Assessment, especially for General Education curriculum, Accreditation team, New Faculty Orientation, Sustainability across the curriculum.   | Supporting    |
| G35 | UCAT staff members will participate in periodic co-development opportunities to reinforce and enhance the unit's collective expertise.   | UCAT co-development meetings            | From 2009-2011, we held co-development meetings for the entire staff sporadically, several times a year. Topics included SGIDs, CDI design, etc. From 2012-2013, we held consulting team meetings every other week, many of which are co-development topics such as listening skills, communication using strategies from the helping professions, Thank-a-Prof data, etc. Most years we hold our own book group meetings as a staff as a way to develop our skills, but also to allow our facilitators to practice for the campus-wide book groups on the same books (How Learning Works, Teaching What you Don't Know, Cheating Lessons). Our GCs and Interns are invited to participate in all co-development meetings. The GCs and Interns also meet on a monthly basis and discuss consult techniques, read articles, role play, examine cases, and discuss POD ethical guidelines.  | Supporting    |
| G36 | UCAT staff members will produce, publish, and present original research as well as edit and review scholarship within the field of Educational Development and among pedagogically-focused disciplinary communities. | # of staff presentations at conferences | The UCAT Staff have published 4 edited volumes, 4 chapters in books (ours and others), and 16 peer-reviewed articles. In addition, UCAT staff members, Doctoral Interns, and Graduate Consultants maintain a collection of brief articles and job-aides which we call "Help-Yourself" resources. Some of these are selected from published works by outside authors, but many are written in-house or have been significantly adapted or updated from the original sources.   | Supporting    |
|     |  | # of staff presentations at conferences | UCAT Staff made 37 peer reviewed presentations and 16 invited presentations at national and regional conferences, and for faculty groups at other institutions.   | Supporting    |

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| Obj | Objective Description   | Assessment Tool                      | Data   | Effectiveness |
|-----|---|--------------------------------------|--|---------------|
| G36 | UCAT staff members will produce, publish, and present original research as well as edit and review scholarship within the field of Educational Development and among pedagogically-focused disciplinary communities | Staff editorial board appointments   | UCAT staff members serve as editorial board members and reviewers on many journals in the fields of higher education pedagogy and educational development, including Journal of Excellence in College Teaching, Journal of Teaching Centers, Learning Communities Journal, College Teaching, Studies in Graduate and Professional Student Development, To Improve the Academy, and Journal of Librarianship and Scholarly Communication.<br>Staff members also regularly review conference proposals for POD.  | Supporting    |
|     |   | UCAT publications and research       | UCAT staff edited four volumes, authored four book chapters and 16 articles, and presented 37 peer reviewed and 16 invited presentations.  | Supporting    |
| G37 | UCAT will develop programs and services which are consistently and intentionally informed by scholarship on Educational Development and, more broadly, post-secondary teaching and learning.                        | UCAT co-development meetings         | From 2009 through 2011 we held co-development meetings for the entire staff sporadically, several times a year. Topics included SGIDs, CDI design, etc. From 2012-2013, we hold consulting team meetings every other week, many of which are co-development topics such as listening skills, communication using strategies from the helping professions, Thank-a-Prof data, etc. Most years we hold our own book group meetings as a staff as a way to develop our skills, but also to allow our facilitators to practice for the campus-wide book groups on the same books (How Learning Works, Teaching What you Don't Know, and Cheating Lessons). Our GCs and Interns are invited to participate in all co-development meetings. The GCs and Interns meet on a monthly basis and discuss consult techniques, read articles, role play, examine cases, discuss POD ethical guidelines. | Supporting    |
|     |   | UCAT publications and research       | UCAT staff reported regularly consulting with the scholarly literature in educational development and university pedagogy. We maintain a significant branch of our university libraries housing these resources. On educational development, we often refer to Brinko (2012), Gillespie & Rorberston (2010), Lewis & Lunde (2001), Schroeder & Assoc. (2011), and Sorcinelli, et al (2006). On teaching and learning, we consult a great many works, including Ambrose, et al (2010), Angelo & Cross (1993), Fink (2003), Oullett (2005), and many others.   | Supporting    |
|     |   | User Survey                          | 13 respondents (12%) indicated in qualitative responses their belief that UCAT is a trusted and knowledgeable resource for research-based ideas about teaching. Representative quotes:<br>♦“My teaching is now based in research, rather than instinct and tradition.”<br>♦“I know that I don't have all the answers on the changing landscape of teaching and that's okay. I can count on UCAT to keep up with the trends, spread the information, and be there to help.”   | Supporting    |
|     |   | User Survey                          | Based on 116 non-users and 110 users responding to our survey tool, there is a significant difference between Users and Non-users (p=.000): Users agree with the statement “I am confident that UCAT's practices and principles are grounded in research and scholarship” more strongly than do non-users.   | Supporting    |
| G38 | UCAT staff members will be elected and appointed to leadership roles among professional organizations and committees at the national, regional, and local levels.   | POD (and other) leadership positions | UCAT staff members have been deeply engaged in the leadership of this organization, serving as members and chairs of several standing committees, the Core Committee (Board of Directors), and elected President. UCAT staff members have also been leaders in the Ohio Teaching Enhancement Programs consortium, a coalition of teaching support for professionals across Ohio, since 2001. Director Alan Kalish has served as an external reviewer for 5 other teaching centers.   | Supporting    |
|     |   | POD (and other) leadership positions | UCAT staff have been members of 6 POD committees, 2 of these as co-chairs. They have been members of 2 POD conference planning committees, including one as the President-elect of POD.  | Supporting    |

## Appendix K: Attainment and Assessment of UCAT Goals and Objectives

| Obj | Objective Description  | Assessment Tool                                    | Data  | Effectiveness |
|-----|--|--|---|---------------|
| G39 | UCAT creates a path to entering the field of educational development through the effective training and employment of Doctoral Interns and Graduate Consultants. | # of GC and Intern applications                    | UCAT has hired 15 graduate students as either Graduate Consultants or Doctoral Interns. We typically receive 7-10 appropriately qualified applications for each search.   | Supporting    |
|     |  | # of GC and Intern applications                    | All but 1 of our Doctoral Interns and most of our Graduate Consultants had previously participated in the OSTEP Graduate Teaching Fellows program, which provides a basic foundation in educational development.  | Supporting    |
|     |  | Doctoral Interns and GC interviews or self reports | Each of the doctoral interns that have worked for UCAT were asked whether they felt the internship adequately prepared them for their first position after UCAT. All of them felt that the internship did a great job of preparing them for their future roles. Representative quote:<br>"The internship gave me both the language to talk about the field of educational development, as well as relevant experience and chances (along with mentoring) to develop my consulting, facilitating, and research skills. I also had a front-row seat to the field from the perspective of a teaching center with a fairly comprehensive mission. I have not yet felt at any point 'over my head' in my new position because of the experiences I brought with me from the internship, but also because working at UCAT helped me become familiar with the educational development literature on which I can rely when treading into uncharted (for me) waters. | Supporting    |
|     |  | Doctoral Interns and GC interviews or self reports | UCAT Staff has hired 6 Doctoral Interns. The five whom have graduated now have positions in either Educational Development or a similar field.  | Supporting    |
|     |  | Doctoral Interns and GC interviews or self reports | Each of the doctoral interns that have worked for UCAT were asked whether they felt the internship adequately prepared them for their job search process. All of them felt well prepared for the process of finding a job. Representative quote: •Monica: Yes, I felt prepared for the job search process by the internship. I had materials developed that I could use for interviews or portfolios and I was very confident that I would be able to answer interview questions effectively.<br>"Yes, absolutely. In particular, the direct mentorship from UCAT staff on job materials, interview strategies, and other components of the search process was invaluable. Additionally, attending the POD conference allowed me to network with colleagues in the field and discover job openings through the conference job fair."  | Supporting    |
|     |  | UCAT publications and research                     | An article published by a former UCAT Doctoral Intern and UCAT staff encourages other T&L centers to develop graduate internship programs and outlines the process through which our graduate students learn about the field of educational development, (Linder et al. (2011) "Graduate Student Internships as a Pathway to the Profession of Educational Development." To Improve the Academy Miller J. Ed. vol. 30, p. 3-16).  | Supporting    |