

Appendix L: UCAT Self-Study Assessment Types

UCAT Self-Study Assessment Tools and Analysis

We collected 264 data sets to evaluate our effectiveness in attaining our goals and objectives. The following is a brief summary of the types of data sources we used. Data sources fell into four major categories, which we have further categorized as direct or indirect assessment.

(1) Quantifiable Units (Direct)

- *Attendance/Participation/Membership*

We keep careful records of attendance for all of our singular events, event series, and learning communities through our database, which we have been using since 2002. We also use the database to track numbers of topics of consultations, clients, and other categories of services, as well as our participation on committees and staff publications.

- *Resource Usage*

We also keep track of the number of individuals that access/use resources via our website, our print resources available through our library, and our Help-Yourself kiosk on-site.

(2) Evaluations (Indirect and Direct)

- *Immediate Feedback*

We ask for immediate feedback at the conclusion of most of our singular events and event series including Course Design Institutes and GTA Orientation. When used to assess satisfaction, this tool would be considered a direct form of assessment, while evaluations as a form of participant learning assessment would be indirect. The forms include some of the same questions, regardless of the event, but some events use additional tailored questions. We also occasionally request targeted feedback during longer event series, usually in the form of a minute paper. All of the written evaluations are gathered electronically through SurveyGizmo or typed up and saved in the database.

- *Longitudinal Feedback/Reflections*

Longer-term feedback is gathered in several ways depending on the service we are evaluating. We regularly use surveys and focus groups to obtain more in-depth information from our clients. We also gather final reflections from our students when we teach courses through our center, reports from grant recipients at the conclusion of the grant period, and surveys from learning community members following the conclusion of the community. In addition, we occasionally ask our own staff members to reflect on our practice and provide feedback on our processes, or effectiveness.

(3) Teaching-Related Materials and Reflections (Direct)

There are some opportunities for us to analyze written work from the instructors with whom we work. These include instructor work on the CDI wiki, orientation facilitator applications and transcripts of interviews for both orientation facilitator and graduate consultant positions.

(4) Scholarship and Publications (Direct)

The most formal writings we have available to us for analysis are publications. Examples of these include UCAT staff publications and conference presentations as well as client research and publications. Some of the staff research projects that will be discussed in this section are

- An analysis of service usage patterns by clients based on records available in our database
- Mixed method inquiry into the effects and value of the Course Design Institutes
- Research on the outcomes of the Graduate Teaching Fellow program
- Two-part research project discerning how quality teaching excellence is evaluated through teaching portfolios by the selection committee and the value perceived by nominees building portfolios