

Chapter 5: Assessment of UCAT Goals

Articulation of Goals and Objectives

UCAT has always had a strong mission of assisting teachers in their quests to become the best teachers they can be and our services are designed in alignment with that mission. UCAT has also routinely collected data about those services. As is the case for most teaching centers, when asked to share that data with a wider audience, we have predominately reported measures of participation and satisfaction in services. Since 2003, UCAT has used an extensive relational database to track usage and assess events, which allows us to easily provide data as displayed in Chapter 2. However, this self-study afforded us the opportunity to assess our unit in a more comprehensive way by focusing on the impact UCAT services have had on individual teachers, units on campus, and the university at large.

Susan Hines³ work on levels of teaching center influence provided a useful framework for considering UCAT's Impact in multiple ways and for multiple audiences. Table 5.1 is the UCAT adaptation of Hines' levels of influence structure.

Table 5.1

UCAT Levels of Assessment

I: Participation	Who is participating in the services?
II: Satisfaction	How satisfied were they with those services?
III: Learning by Participants	Did they learn something from those services?
IV: Impact on Teaching Practices	Did they change their teaching practices as a result of participation on those services?
V: Impact on Student Learning	Did students learn more/better as a result of their change in teaching practice?
VI: Institutional Change	Was there a change in the university as a result of the services offered?

Use of these six levels required attention to data beyond participation rates and satisfaction levels. UCAT staff searched through the large volume of previously existing data for 2009-2013 and realized we had much more that could speak to these levels. In order to analyze that data in a meaningful way, we used the backwards design process advanced by Wiggins and McTighe⁴ that we often share with teachers as they create goals and objectives. At the end of this process we had identified seven goals (see Table 5.2).

³ Hines, S. (2013, November). *Faculty development evaluation: Get ready, set, then go*. Session presented at the 38th Annual POD Conference, Pittsburgh, PA.

⁴ Wiggins, G. & McTighe, J. (2005). *Understanding by Design* (Expanded 2nd Ed. USA). Alexandria, Va.: Association for Supervision and Curriculum Development.

Table 5.2

UCAT Goals

A	Teachers take a scholarly approach to teaching
B	Teachers are reflective about teaching
C	Teachers foster student learning
D	Teachers feel connected to a teaching community
E	Teachers demonstrate confidence in and derive satisfaction from their teaching experience
F	Ohio State recognizes UCAT as an effective advocate for teaching
G	UCAT contributes positively to the field of Educational Development

UCAT staff then articulated 49 observable and measurable objectives that align with each goal. Several objectives are aligned with more than one goal (see the complete list of goals and aligned objectives in Appendix I). We collected and analyzed data that could potentially provide evidence that the objectives were successfully attained. Some data sets provided evidence for multiple objectives. Conclusions regarding attainment of objectives were aggregated to determine successful attainment of aligned goals. The details involved in these steps are shared below. A new relational database was built (see Appendix J) to track alignment among the goals, objectives, data, and results.

Assessment Data Types and Analyses

UCAT staff collected and then analyzed 234 existing data sets from a broad range of sources (see Appendix K for the complete list of data sets). In order to follow best practices for assessment, we used a wide range of data sources for our analyses. UCAT data sources fall into four major categories, and further subdivide as direct or indirect assessment (see Appendix L for more details about each source type).

- (1) Quantifiable Units: direct measures of attendance, participation, or membership; resource usage
- (2) Evaluations: indirect and direct measures of both immediate feedback and longitudinal feedback and reflections
- (3) Direct measures of teaching-related materials and reflections
- (4) Direct measures of scholarship and publications

When organized into the six levels of assessment (see Table 5.1), most of the data sets are derived from UCAT core services (events, consultations, and learning communities) or other internal assessments on UCAT services in general (e.g., semi-regular surveys to service users). There are four levels in which sufficient data was gathered: Participation, Satisfaction, Participant Learning, and Teaching Practice. See Figure 5.1.

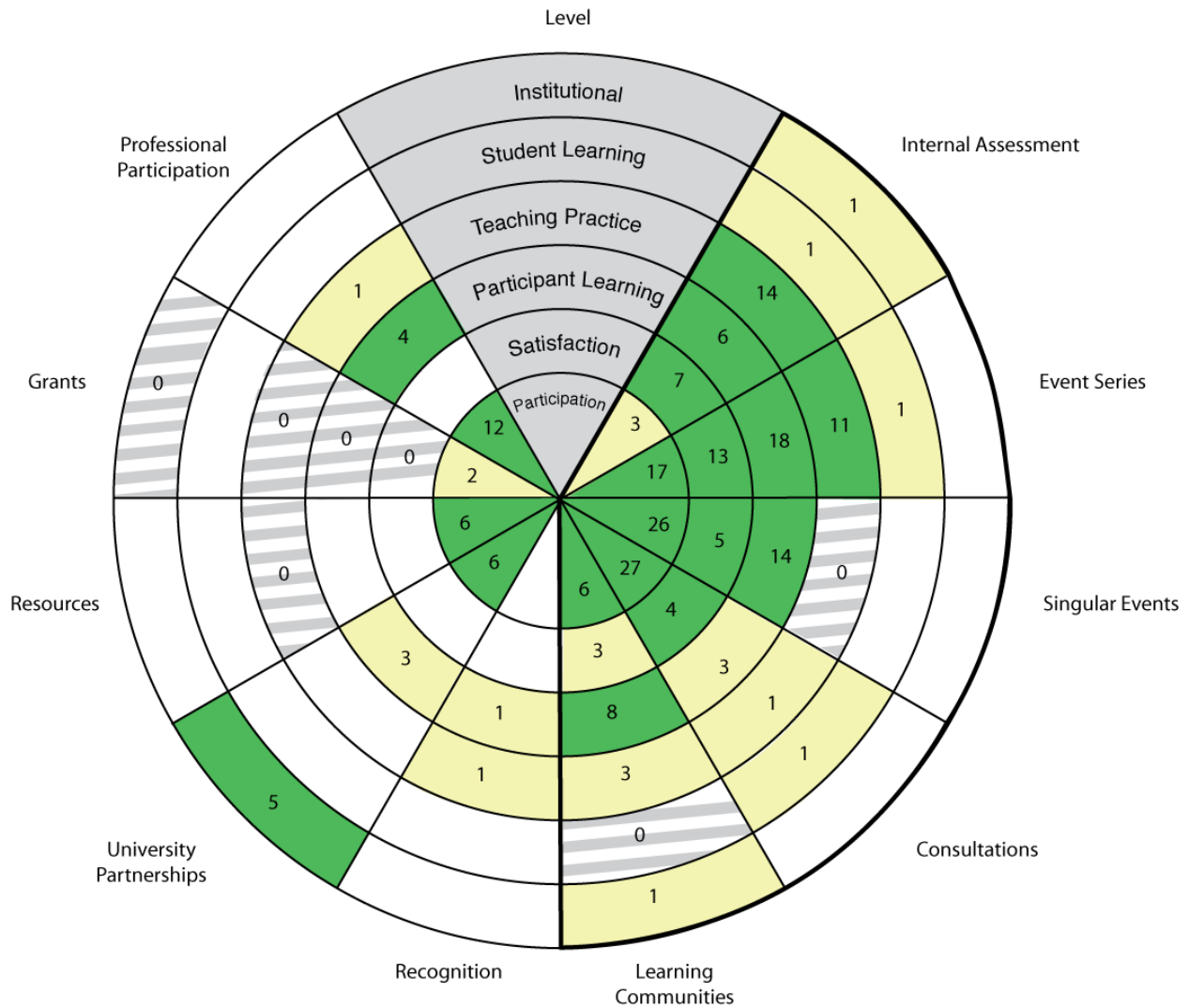


Figure 5.1
Assessment Data Collected at all Assessment Levels
 N=234; Green=4 or more data points have been gathered/analyzed; Yellow=1-3 data points gathered/analyzed; Stripes=areas targeted for future data collection

Each area in Figure 5.1 has been color-coded to indicate the number of data points gathered and analyzed.

- **Green:** A minimum of four different data points were gathered and analyzed, predominantly from different sources (as described in the previous section).
- **Yellow:** 1-3 data points were gathered and analyzed. More data in these areas will be collected in the future. A contributing factor to this lack of data has been that until recently, goals and objectives were not articulated specifically enough to collect appropriate assessment data.

- **Gray stripes:** These are areas strategically targeted for future data collection. Although not impossible to measure, several of these areas pose a significant challenge. An example of this would be how UCAT resources alter teachers' practices in the classroom.
- **White:** These impact areas are either extremely difficult, not feasible, or not appropriate to measure. Most are at the Institutional or Student Learning levels. The challenge with measuring impact in these areas is common in all teaching centers; as a field, we all continue to investigate ways of doing so.

A variety of analytical methods were used to interpret the 234 data sets. For example, inferential statistics were used to compare quantitative data from the User and Non-user surveys (see Appendix M for the Assessing Our Services Survey 2014), whereas qualitative techniques, such as content analysis, were used to describe instructor attitudes and perceived changes in teaching.

Once a data set was analyzed, a conclusion was drawn regarding its ability to provide a piece of supporting evidence that the aligned objective was being attained. Data sets were labeled either *supporting*, *almost supporting*, or *not supporting* evidence.

Attainment of Goals and Objectives

Groupings of data sets aligned with one objective were used to conclude whether that particular objective was successfully attained. We labeled them as either *succeeding* in attaining, *progressing well* toward, or *minimally progressing*. For example, objective A1 "Teachers participate in discourse on teaching practices and principles with UCAT" aligns with 10 data sets, 9 of which were labeled *supporting* evidence (see Appendix K). The conclusion then for this objective was *succeeding*.

A secondary conclusion was drawn based on the overall quality and quantity of the aligned data sets as a whole. Objectives were labeled as either *strong evidence*, *some evidence*, or *insufficient evidence*. For example, while objective D27 was labeled *succeeding* due to a small data set, it was also labeled *some evidence*. Details on the reasoning behind both types of conclusions are located in the tables on pages 24-30.

In the same manner, groupings of objectives aligned with one goal were used to conclude whether that particular goal was successfully attained. We used the same labeling system as for the objectives: *succeeding* in attaining, *progressing well* toward, or *minimally progressing* toward each goal. See Figure 5.2 for an overall picture of how UCAT goals and objectives fare for the time period of this study, 2009-2013.

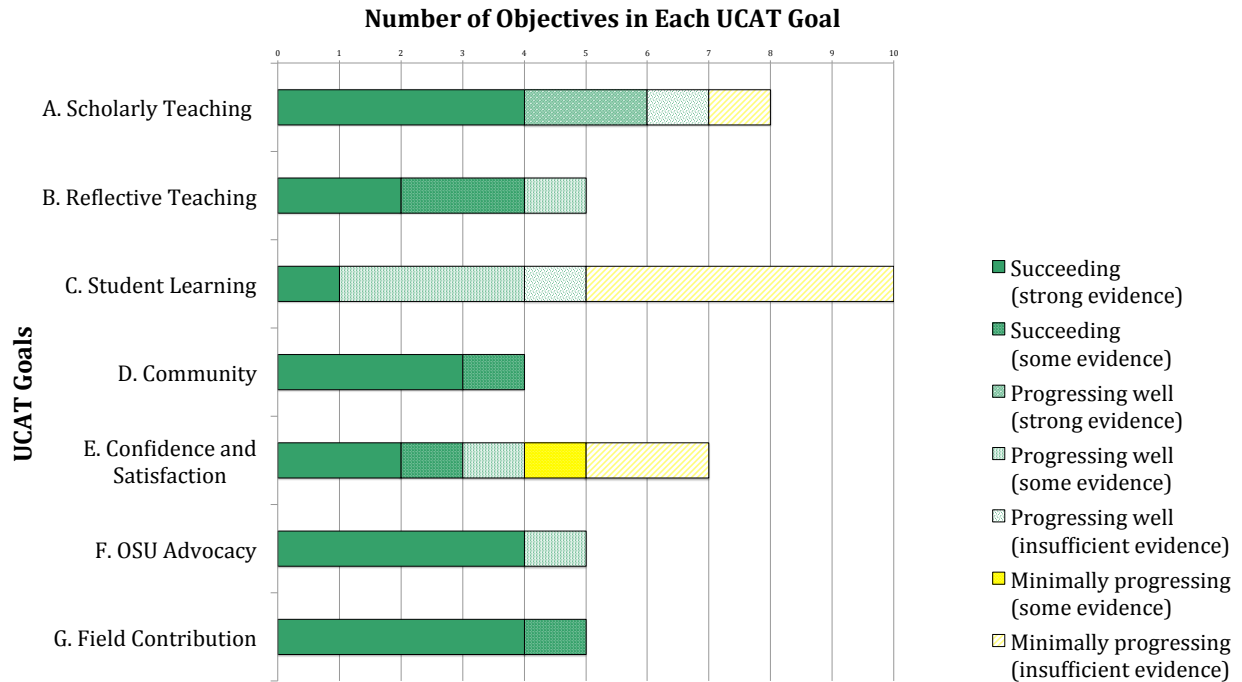
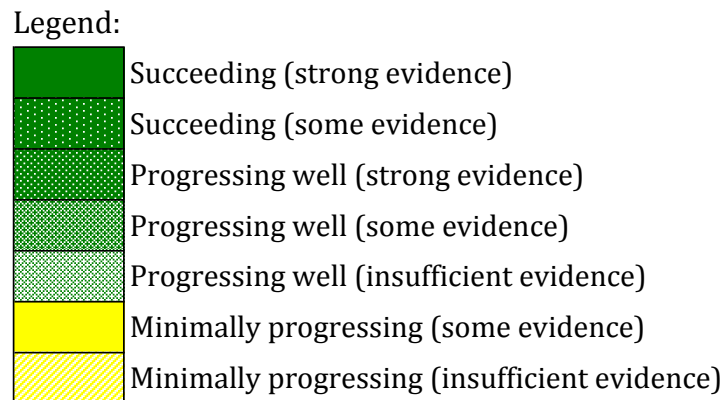


Figure 5.2
Attainment and Data Availability for Objectives Within Goals (2009-2013)

As the figure indicates, there is either strong evidence or some evidence of success in attaining four of UCAT’s goals (B, D, F, and G), and of good progress well toward two others (A and E). There is insufficient evidence to date on one of the goals (C), which prevents determining progress toward success.

Below are the conclusions for each of the seven UCAT goals. Interpretations of the evidence and future plans for each goal are outlined (see Appendix K for more details on the evidence as it relates to each objective). The following coding system is used in Figure 5.2.



Goal A: Teachers take a scholarly approach to teaching (Progressing well)

UCAT is progressing well toward goal A. Data was derived primarily from attendance and participation records, website visits, the user survey, CDI focus groups, and GTF interview research. There is evidence of widespread, effective interaction with many instructors at the university, engaging with them in scholarly conversations about teaching and learning. This is especially the case with participants in the CDI and those who are working in SoTL. While the prevalence of scholarly discourse on teaching is well-established, there is less definitive data on the impact of this discourse on individual teaching practice. There is strong evidence for change rooted in scholarship by a few academic units, but evidence of widespread impact, is not available. See Table 5.3 for details.

Table 5.3

Evidence of Success for Goal A

Obj	Objective Description	Conclusions	Attainment
1	Teachers participate in discourse on teaching practices and principles with UCAT.	Many individual teachers engage in discourse on teaching through our events, consultations, and learning communities.	
2	Teachers design their courses using the principles of backward design	Participants in CDIs demonstrate they have learned about backwards design and use it in their teaching practice beyond the specific course they re/designed in the CDI. Many teachers also learn about backwards design through our other events.	
6	Teachers contribute to SoTL literature and formal conversation	We have consulted and collaborated with a significant number teachers doing SoTL. We have created several opportunities for teachers interested in SoTL to gather.	
7	Academic units participate in structured experiences in support of curriculum design and assessment with UCAT	Many units have utilized our services for curriculum design, particularly around semester conversion. We have had high numbers of consultations regarding curriculum design and assessment and have offered many events on these topics, but they have often had small numbers of participants.	
8	Academic units work with UCAT to provide structured experiences to new teachers in support of scholarly teaching development (both centrally and within units)	We provide various types of unit-level support for new TAs through events and grants. We have historically been less involved in new faculty programming on campus and in units.	
5	Teachers collect, analyze, and respond to multiple forms of student feedback	A large number of teachers participate in SGIDs and other student feedback related consultations. We have limited data on how teachers are making changes to their teaching based on that feedback.	
3	Teachers design courses in alignment with programs	We do a lot of consultations, both individually and in units, about program alignment. However, it is difficult to collect data on how much effect this participation had at the unit level.	
4	Teachers identify and use appropriate literature, including SoTL, to inform their teaching practice	We have insufficient data to suggest that teachers are using UCAT literature to inform their teaching practice. Although they are infrequently visiting our library and online resources (beyond the Teaching Portfolio site), they are reading items from our print resources as well as attending our book groups.	


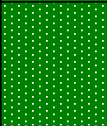
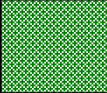

Going forward, UCAT can strengthen the achievement of goal A by providing a broader range of more easily accessed informational resources online, and especially by improving

follow-up with participants in singular events and consultations in order to better support and record the enhancement of their teaching practice.

Goal B: Teachers are reflective about teaching (Succeeding)

UCAT is definitely succeeding in attaining goal B. Data were primarily participation numbers, the user survey, CDI focus groups, event and program evaluations, OSTEP final reports, course reflections, and GTF interview research. There is very strong evidence that many instructors recognize their pedagogical agency and efficacy, and that they are documenting the growth of their teaching practice. A large number of instructors ask UCAT staff to assist them in gathering and interpreting data from students, and it is evident that they are making some immediate changes. However, it is challenging to document the long-term impact of this process. See Table 5.4 for details on specific objectives.

Table 5.4
Evidence of Success for Goal B

Obj	Objective Description	Conclusions	Attainment
11	Teachers recognize their pedagogical agency and report greater self-efficacy as a result of reflecting on their teaching practices.	Teachers engage in various experiences with UCAT that allow for self-reflection. They report through those reflections that they feel more empowered to make changes in teaching that will improve learning.	
13	Teachers document the evolution of and rationale for their teaching practice	Teachers are documenting their pedagogical choices and reasoning for teaching practices. Through portfolios mostly, some from course we have taught. Consultants regularly see teachers do this through consultations.	
5	Teachers collect, analyze, and respond to multiple forms of student feedback	A large number of teachers participate in SGIDs and other student feedback related consultations. We have limited data on how teachers are making changes to their teaching based on that feedback.	
9	Teachers can articulate rationale for pedagogical choices	Many teachers participate in consultations, CDIs, or events on learning. Data collected is meaningful and strong, just small in number.	

Goal C: Teachers foster student learning (Minimally progressing)

UCAT is making minimal progress toward goal C; however, this may be an artifact of the difficulty of measuring distant effects. Data came primarily from participation numbers, user survey, CDI focus groups, event and programming evaluations, participant work on the CDI Wiki, CDI reflections, and orientation facilitator applications. Appropriate efforts are being made in UCAT staff conversations with teachers, and many participants in programming and consultations report changing their thinking and practice. On the other hand, as with many of our peers, it is difficult to demonstrate better student learning outcomes. While teaching support and curriculum revision may foster student learning, causation is hard to show. In addition, some of the objectives require that earlier objectives be attained before they can be measured (see objective C21 in Table 5.5). For others,

Table 5.5
Evidence of Success for Goal C

Obj	Objective Description	Conclusions	Attainment
2	Teachers design their courses using the principles of backward design	Teachers are attending CDIs and consultations on course design using backwards design principles, but as of yet, we have very little (it is early on) data on their actual use of the process.	
5	Teachers collect, analyze, and respond to multiple forms of student feedback	A large number of teachers participate in SGIDs and other student feedback related consultations. We have limited data on how teachers are making changes to their teaching based on that feedback.	
15	Teachers apply the basics of learning theory in course design and their teaching.	Teachers are learning the basics of learning theory through our programming. Minimal data that some of them are also applying it to their courses. (We currently do not have good ways to measure application)	
17	Academic units apply the concepts of backward design to curriculum development.	Making progress but only with attendance data, not application - we know they are seeking us out but we do not know if they are applying it.	
22	Teachers create an inclusive and safe classroom environment for students.	This is an underlying theme in many of our consultations and events, but explicit in a few, which has made it difficult to assess this objective. It is not been a focus our our data collection efforts to date.	
16	Teachers identify connections between courses they teach and broader student progress toward course and program goals.	Teachers are starting to use this language, but there is more to do to get teachers to teach with connections to the curricula, not just their own courses. We need to find ways to collect more data on this.	
18	Teachers modify the structure of their own courses over time to respond to changes in the associated curriculum.	We would like to focus on this objective in the future, but with the recent shift to semesters there is not currently a way to measure it. We do know that teachers came to us (in as large numbers as we were/are able to handle) to modify their courses through the CDIs and consultations. We will continue to work on collecting data on this in the coming years.	
20	Teachers assess whether their course goals are being met.	This objective stems from CDI - takes years to get to this point with assessment. We are still in early stages of making progress in this area, but as teachers have opportunities to engage in more course assessment, we will collect more data.	
21	Teachers modify course design and teaching practices in response to collected student-learning data.	Teachers are attending programming about assessing teaching, but these are not always about using student-learning data specifically. This objective is the next step after C20, which is future-looking. In addition, we currently do not have a system to collect it in database.	
23	Teachers design their courses with an understanding of the diversity of their students and themselves.	This is an underlying theme in many of our consultations and events, and explicit in a few, which has made it difficult to assess this objective. It is not been a focus our our data collection efforts to date.	

evidence can be gathered from other sources or inferred through other scholarly means. For example, Fink's⁵ work on assessment suggests that if one can measure teachers' use of strategies that the SoTL research literature has already shown to positively impact student learning, one can assume our teachers likely have similar effects on their students. UCAT is actively exploring ways to track the outcomes associated with these objectives and to link teaching changes with student learning. We are also committed to unpacking how we engage with issues of diversity and to reinvigorating this as central to our work.

⁵ Fink, D. (2013). *New directions for teaching and learning: No. 133. Innovative ways to assess faculty development*. San Francisco, CA: Jossey-Bass.

Goal D: Teachers feel connected to a teaching community (Succeeding)

UCAT is definitely succeeding in attaining goal D. Data came primarily from participation numbers, user survey, CDI focus groups, programming evaluations, GTF final reports, CDI reflections, and published reports on usage. UCAT provides many opportunities for teachers at all stages of their careers to engage with groups of peers, and participants regularly report that these activities are of great social and intellectual value. See Table 5.6 for more details.

Table 5.6
Evidence of Success for Goal D

Obj	Objective Description	Conclusions	Attainment
1	Teachers participate in discourse on teaching practices and principles with UCAT.	Many individual teachers engage in discourse on teaching through our events, consultations, and learning communities.	
24	Teachers support and feel supported by fellow teachers.	Teachers feel supported and see value in working with other teachers at a variety of events facilitated by UCAT including short workshops as well as longer interactions with multiple meetings.	
26	Teachers seek out and identify themselves as part of a community of teachers with similar values and concerns.	UCAT facilitates a wide variety of opportunities for teachers to work together in a community. Teachers report enjoying and valuing working with teachers with diverse experiences during workshops, learning communities, and through UCAT social media.	
27	Teachers report that they learn from other teachers on campus.	From a small data set, teachers who interact with UCAT learn from and develop ideas because of other teachers they interact with during UCAT facilitated interactions including learning communities and GTA facilitation of Teaching @ Ohio State, however we need to gather more data to verify the breadth of our success with this objective from those attending our workshops or consultations.	

Goal E: Teachers demonstrate confidence and derive satisfaction from teaching (Progressing well)

UCAT is progressing well toward goal E. Data came primarily from participation numbers, user survey, CDI focus group, solicited client feedback, and programming evaluations. While most of the measures for these objectives are indirect, we believe that teachers who share their experiences with groups of peers and who regularly ask for and use student feedback are demonstrating confidence and satisfaction. See Table 5.7 for specific conclusions. Going forward, UCAT will revise the data collection instruments to ask more explicitly about changes in confidence, satisfaction, and application of teaching strategies as an outcome of interactions with us.

Table 5.7

Evidence of Success for Goal E

Obj	Objective Description	Conclusions	Attainment
5	Teachers collect, analyze, and respond to multiple forms of student feedback	Many teachers utilize our available services on gathering feedback from students. Our events on this topic are well attended and feedback has consistently been a frequent topic for individual consultations in addition to the large number of SGIDs we conduct each year.	
32	Teachers engage in conversations about teaching where they share their knowledge, experience, challenges in teaching	Based on high attendance at our events which are designed for participants to share their ideas about teaching and the high volume of consultations we conduct, UCAT is facilitating a variety of well utilized spaces and types of interactions where teachers are engaging in conversations about teaching.	
29	Teachers voice their confidence in teaching	We are attaining this with teachers with whom we have long term relationships through multiple session interactions, it has been difficult to gather data on confidence from teachers with whom we have more limited interactions such as individual consultations or one time workshops.	
34	Teachers are self-aware of their accomplishments and areas for improvement	From a small data set, teachers who interact with UCAT are able to reflect on accomplishments and areas for improvement, but we need to gather more data to verify the breadth of our success with this objective.	
28	Teachers demonstrate satisfaction, enthusiasm and passion for teaching	Although general enthusiasm for teaching can be inferred from our high participation rates from event attendance, we do not currently have many data collection tools that ask teachers about their enthusiasm and passion directly. As we revise our evaluation and data collection forms in the future, we will include ways to measure this objective.	
31	Teachers use contextually appropriate student-centered teaching approaches in the classroom	There is an assumption made that nonconfident teachers would not be teaching in a student-centered way. But we have no evidence in the data that we do collect.	
33	Teachers synthesize new knowledge about teaching and consequently apply this knowledge in their teaching	We are attaining this objective with teachers who engage in our small group CDIs, however it has been difficult to gather data on how much application of new knowledge takes place from teachers with whom we have more limited interactions such as individual consultations or one time workshops. As we revise our evaluation and data collection forms in the future, we will include ways to measure this objective.	

Goal F: Ohio State recognizes UCAT as an effective advocate for teaching (Succeeding)

UCAT is definitely succeeding in attaining goal F. Data came primarily from participation numbers, consultant reflections, solicited client feedback, and scholarly work on usage patterns. UCAT staff have been very active in institutional initiatives that connect to teaching, both in a leadership capacity and as invited advisors. In addition, the number of individuals who seek out UCAT services demonstrates that we have a positive reputation as effective teaching advocates. Although many members of the Ohio State community clearly value the work and expertise of UCAT, staff must continue to reach out to and engage a broader base of support. Table 5.8 provides more specific details.

Table 5.8

Evidence of Success for Goal F

Obj	Objective Description	Conclusions	Attainment
42	University administration will invite UCAT to take a leadership role in initiatives related to teaching and learning on campus	UCAT has been actively involved in various university initiatives and frequently taken leadership roles.	
43	UCAT will be asked to be involved in university- and unit- level initiatives related to teaching and learning	UCAT is invited to participate in a large number of initiatives on campus.	
45	Teachers seek UCAT out for teaching assistance and support	Teachers seek out UCAT for consultations on their teaching and for events in large numbers. [include the proportion of teachers we work with on a yearly basis - get that number. See if this needs to be a new assessment data entry or in narrative of who we work with)	
46	UCAT actively seeks out opportunities to engage with the university on topics related to teaching and learning	Considering our size and commitments, the initiatives/topics with which we actively pursue have been appropriate. There are others that make sense to pursue in the future.	
44	University- and unit-level administration refer teachers to UCAT	It is difficult to obtain data on referrals for individual consultations (confidentiality and what teachers share with us). We do have large numbers of units referring their TAs to our orientation.	

Goal G: UCAT contributes positively to the field of Educational Development (Succeeding)

UCAT is definitely succeeding in attaining goal G. Data came from participation in our professional organization, numbers of publications, user survey, and doctoral intern feedback. Not only does the scholarship of the field form the foundation of our own work, we also use it as the basis of our ongoing co-development efforts. UCAT professional consulting staff regularly contribute to this scholarship, and they are widely recognized as leaders in several areas of this research (see Appendices D and G). UCAT staff have also taken on several major leadership roles in our professional organizations, and have made a major commitment to the future of the field through UCAT's doctoral internship program. Table 5.9 provides details on the conclusions. Even with these successes, we understand that we need to continue this work to maintain and grow our reputation.

Table 5.9

Evidence of Success for Goal G

Obj	Objective Description	Conclusions	Attainment
35	UCAT staff members will participate in periodic co-development opportunities to reinforce and enhance the unit's collective expertise	UCAT staff meets regularly, as frequently as twice a month, for planned co-development on a variety of topics relevant to improvement of our practice and the advancement of our field.	
36	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	UCAT staff has been active in publishing and presenting original research in the major publications in our field. We have served in several editorial capacities and are cited by other researchers engaging with similar scholarship.	
38	UCAT staff members will be elected and appointed to leadership roles among professional organizations and committees at the national, regional, and local levels	As part of our ongoing engagement with the premier professional association in our field (POD), UCAT staff members have consistently held leadership roles at various levels of responsibility ranging from serving on committees, chairing committees, and serving as president-elect to the organization.	
39	UCAT creates a path to entering the field of educational development through the effective training and employment of Doctoral Interns and Graduate Consultants	Through our Graduate Consultant and Doctoral Internship positions, UCAT has hired and trained many graduate students interested in teaching and learning, many of whom go on to work in the field. This program is only offered in a minority of teaching and learning centers and past DIs feel they were well prepared for the job search and requirements of working in this field.	
37	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	Although only a minority of teachers using our services reported actively noticing UCAT's use of scholarship on teaching in the programs and services offered, UCAT staff develop all programs and services based on foundational texts as well as the most up-to-date scholarship available. Our frequent and regular co-development meetings keep the entire staff informed of major research and shifts in pedagogy that influence our practice.	

Summary

As stated earlier, UCAT has already begun collecting additional data on our services and their outcomes, specifically those that align with objectives that currently have an insufficient evidence to determine their attainment. In doing so, additional objectives have been identified as well as ways to better articulate the current ones. There is intuitive and anecdotal knowledge that UCAT has been providing meaningful and applicable services to teachers at Ohio State (see Appendix N for a selection of unsolicited feedback to consulting staff). This self-study has provided us with evidence of doing so.