Tightening the Interdependent Structure Between the University-level Office, College-level Offices, and Faculty

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Overview

- Explanation of topic and background
- Illustrate the organizational structure of assessment practices
- Evaluate the rewards, challenges, and resources
Presenters

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Learning Outcomes

As a result of this presentation, participants will be able to:

- Understand the structure for assessment
  - Centralized university-level office
  - Decentralized College-level offices
- Understand the university and faculty expectations of both offices
- Understand the types of collaborative and cooperative efforts between offices
- Recognize the rewards and challenges of the model
University of North Carolina at Charlotte

- Doctoral research university
- Urban setting in North Carolina
- 30,146 students enrolled (Fall 2020)
- 3,999 entering freshmen
  - Over 52% are first-generation
  - 70% receive financial aid
  - 24% enter as undeclared/undecided students
- 2,632 entering transfers
Assessment at the University

- Former independent structure to the new interdependent structure
- Two-way exchange of information between centralized university-level office and the college-level offices
- How the centralized office supports other campus offices
- Benefits of the independent structure
2011 Independent Assessment Structure: Data Collection and Reporting

- Student Assessment in Courses
- Program Assessment Reporting
- Accreditation Reporting
- Institutional/General Education Reporting

Faculty & Two College Assessment Directors (oversight)
2014 Interdependent Structure

Student Success

Institutional/General Education-level assessment

Program-level assessment

Course-level assessment

Faculty

College Assessment Directors

Office of Assessment and Accreditation
Collaborative and Cooperative Efforts

Office of Assessment and Accreditation (OAA)
- Engage CADs in assessment conversations (quarterly meetings)
- Offer professional development to CADs (retreats)
- Share institutional and general education trend data
- Provide feedback to CADs on the quality of reporting in telling the story of student learning

College Assessment Directors (CADs)
- Share assessment questions and challenges with the OAA
- Share best practices with faculty
- Share program-level trend data for review
- Share instances of learning improvement not identified in reports
Expanding Interactions with Other Offices

Office of Assessment and Accreditation

Provost Office

Center for Teaching and Learning

Office of Institutional Research

Atkins Library

Communication Across the Curriculum

College of Engineering

College of Health & Human Services

College of Liberal Arts & Sciences

College of Computing & Informatics

College of Business

College of Arts + Architecture

College of Education

College of Liberal Arts & Sciences

College of Computing & Informatics

College of Health & Human Services

College of Engineering

College of Arts + Architecture

College of Education
Overall Benefits of Structural Change

- Build relationships and mutual respect
- Develop multiple resources
- Offer professional development opportunities
- Communicate expectations and concerns
Frequently Interacted Offices with Colleges

- Provost Office
- Office of Assessment and Accreditation
  - College of Health & Human Services
  - College of Business
  - College of Computing & Informatics
  - College of Education
  - College of Arts + Architecture
  - College of Engineering
  - Office of OneIT
  - Graduate School
  - Center for Teaching and Learning
  - Office of Institutional Research
  - Undergraduate Education

21 Departments
13 interdisciplinary programs
7 Centers
Inter-connected Units’ expectations on CADs and Assessment

Faculty
- Help them understand what assessment and accreditation do
- Have a go-to person in assessment, accreditation, and data analytics

Peer Offices
- Serve as an liaison between peer offices and departments and programs (e.g., General Education course assessment coordinated by Undergraduate Education)
- Streamline college-specific data analysis requests (e.g., IR Office)
- Promote the effective practices in integrating assessment, teaching and research (e.g., Center for Teaching and Learning)
Recommended Skill Set of Professionals on the College Level

- Can-do approach
- Thorough understanding about the accreditation procedure and compliance expectations
- Data management, analytics, and visualization skills—Mini Institutional Research Office
- Experiences in conducting research—Stay active in the field
Build Office Infrastructure

**Assessment tool**
CampusLabs--Compliance Assist

**Data Collection and Management**
Qualtrics, CampusLabs--Baseline, Dropbox, WebFocus

**Data Access**
Student learning outcomes (aggregated results), student enrollment, registration, academic performance, demographics, etc.

**Data Analytics**
SPSS, SAS, or R

**Data Visualization and Reporting**
Tableau, Adobe InDesign and Photoshop (Infographics)
An example of the Department of History...

- Hoped to understand undergraduate students’ preference in courses and experiences in study abroad and academic advising
- Administered a survey among all undergraduate students
- Generated a research brief with tables and graphs
- Made suggestions on student support to the Department
Rewards of the New Structure

**University**
Shifted the campus culture of assessment from an accountability perspective to one that is meaningful and useful
- 2018 NILOA Excellence in Assessment (EIA) Designation

**University and Colleges**
- Developed a community of support and resource sharing
- Publication in the Journal of Research and Practice in Assessment
- Presentation at the 2021 IUPUI Assessment Institute

**Faculty**
- Public recognition of assessment efforts
- Monetary support for classroom-based research
- Presentation at the 2020 IUPUI Assessment Institute
University Areas of Improvement

As part of the learning improvement process, we must

- Implement intentional changes/interventions
- Expand faculty buy-in
- Expand faculty ownership
- Strengthen CADs involvement with faculty
- Strengthen faculty use of resources and tools
College Strategies to Enhance Faculty Buy-in

- If we think about a 5-year developing plan for a new assessment office:
  - First three years: Developing relationships
  - The third year and afterward: planning and improving
- Somebody who had a good experience working with your office can be your spokesperson
- Visualized workflow and step-by-step instructions are preferred by faculty
- If possible, CADs can take up the data analysis and write-ups parts in the Self Study for faculty
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A copy of the PowerPoint is available at this website  
https://assessmentinstitute.iupui.edu/