Past Assessment Mini-Grant Recipients and Project Descriptions

Grantees
Wendy Adams, Director, Science Education and Associate Professor of Physics *Project Title: Perceptions of Teaching as a Profession (FY2016)* This project is a joint project with the PHYSics Teacher Education Coalition (PhysTEC) and the Colorado School of Mines. The project aims to develop and validate a survey of teaching as a profession to measure the culture of physics departments. Research questions guiding the project include: 1. What aspects of students' attitudes about teaching can be used for early identification of students predisposed to teaching as a career? 2. What differences exist between the department culture and student perceptions at UNC vs. Colorado School of Mines? And 3. What differences in department culture and student perceptions about teaching exist between institutions that have been more or less successful at graduating large numbers of physics teachers?
Jack Barbera, Associate Professor, Chemistry and Biochemistry *Project Title: Evaluating the Diagnostic of Undergraduate Chemistry Knowledge Exam (FY2014)* The Department of Chemistry and Biochemistry uses exam materials developed by the American Chemical Society (ACS) to evaluate student performance at a variety of levels. Results from these exams support the Department's learning outcomes both internally and for accreditation with the ACS. At the end of their 4-year degree plan, Chemistry majors take the Diagnostic of Undergraduate Chemistry Knowledge (DUCK). This ACS exam has been administered as a low-stakes assessment to graduating Chemistry majors since 2011. This project evaluated results from 57 UNC students. Data were used to investigate item functioning and overall student performance compared to national norms.
Evgeniya Borisova, Instructor, **Heidi Holycross-Lui,** Instructor, and **Elaine Steneck**, Director, Intensive English Program *Project Title: Building a Better IEP Placement and Exit Exam (FY2014)* The Intensive English Program is designing two separate assessment tools. The first is an assessment that will be used as both an entrance and exit exam in order to provide a consistent way to measure change in our students' English skills and to gain a better understanding of how students move through the program. In addition to the placement and exit exam, we are creating the second tool, a flexible rubric used in each of the language domains to standardize the assessment practices within our individual classes. Throughout this presentation, we will report on the status of our assessment designs.
Corina Brown, Lecturer, and **Richard Hyslop**, Professor, Chemistry and Biochemistry *Project Title: Development and Implementation of an Assessment of Students' Abilities to Transfer Knowledge of Organic Chemistry to Biochemistry (FY2014)* A prerequisite course is prescribed with the assumption that it will improve the performance of the students in the course that required the prerequisite. Organic chemistry is a prerequisite for biochemistry. Students in Principles of Biochemistry (a one-semester survey course for dietetics/nutrition and some biology majors) and General Biochemistry (a two-semester comprehensive course for biochemistry, chemistry, and some biology majors) are presented with several tasks pertinent to organic chemistry and their equivalent in biochemistry. The research involved the development of the survey, the statistical analysis of students' ability to transfer knowledge between the two types of chemistry courses, discussion, and implications of the results.
Charmayne Cullom, Professor of Computer Information Systems, and **Mehrgan Mostowfi**, Assistant Professor of Mathematical Sciences *Project Title: ABET Symposium and Advanced Assessment Workshop (FY2015)* This project provided professional development necessary for seeking ABET accreditation for the Software Engineering degree program. Benefits included enhanced skills in tying program evaluation techniques to ABET criteria, including assessing student learning outcomes, understanding ABET criteria, and planning for the accreditation process. *Project Title: Attending the 2016 ABET Workshop: Extending the Skills Required for the Development of the Self-Study Report (FY2016)* This project will provide professional development necessary for developing an ABET Self-Study Report, an essential document for accreditation of the Software Engineering Program. Faculty will use this training to design, develop, and implement a sustainable assessment process required to meet ABET standards.
Loree Crow, Director, Honors Program, and **Sara Hoffmann**, Coordinator for Honors and Leadership Curriculum Design, Assessment, and Research *Project Title: Creating Effective Assessment Procedures and Instruments for the Honors Program (FY2016)* This pilot data collection project will support the design of a sustainable assessment program that uses high-quality, replicable data collection procedures and integrates ongoing assessment into Honors pedagogy. Major goals include creating online student surveys for self-assessment of learning, creating a new portfolio submission system with

accompanying rubric, setting up automated data collection procedures where possible, and mapping HON-prefix course structure and content onto new program and student learning outcomes.

William Cuthbertson, Assistant Professor, University Libraries
Project Title: Student Perceptions of Active Learning (FY2014)
The investigators sought to determine whether student perceptions of active-learning activities affect their achievement of Student Learning Outcomes (SLOs). Students were divided into a lecture-based control group, and a group that received conceptually identical material via an in-class active learning technique. In focus groups held before and after each lesson, participating students discussed their preferences for how research skills and concepts are taught, and how they perceive and respond to active-learning techniques like those used in LIB 150. The results will inform curriculum planning and SLO development of future courses focusing on undergraduate research skills.

Jeremy Davis, Associate Director of Student Activities
Project Title: Student Perceptions of Involvement Opportunities (FY2016)
This project seeks to analyze student involvement at UNC by gathering data on student attendance and soliciting student perceptions on current involvement opportunities. The primary goal is to determine if there are trends among student demographics regarding involvement and if there are students not reached through current offerings.

Kathleen Dunemn, Associate Professor, Nursing
Project Title: Design of a Program-Level Assessment Plan for a New Master's of Science in Nursing Program (FY2014)
A Program Assessment Plan did not exist for a new UNC Master's of Science in Nursing Program. The goals of this project were: to design a comprehensive assessment plan that included the development of course- and program-level assessment methods; field and test the methods; and to analyze and use the initial assessment results as formative information to further develop and improve the program. This presentation will discuss the new comprehensive assessment plan, assessment methods developed and fielded as a part of this project and introduce the use of the LiveText ePortfolio platform for student competency assessment and formative program evaluation.

Thom Dunn, Associate Professor of Psychology, and **Anna Johnson**, Doctoral Student, Educational Psychology
Project Title: Assessing Student Learner Outcomes Using Entrance and Exit Examinations (FY2016)
This project supports the School of Psychological Sciences' assessment of seven program-level learning outcomes through the administration an examination of psychological concepts taken early in the major and again during the senior year. Results from the entrance exam will be analyzed to assess incoming strengths and weaknesses. In addition, data from this pilot will be used to determine how the exam performs, its value, and issues related to administration of the exam.

Joe Elkins, Associate Professor, **Graham Baird**, Associate Professor, Earth and Atmospheric Sciences
Project Title: Developing Student Learning Outcomes for LAC Area 6 Science Courses (FY2015)
It is the aim of this work to develop measurable Student Learning Outcomes that can be applied to any LAC science course taught at UNC. It is the goal that these Student Learning Outcomes are crafted with the input of all units that teach Area 6 courses such that they can be universally applied to all Area 6 courses. This approach will consider the diversity of the courses in Area 6 and be inclusive to the practices of instructors of such courses at present. The final product of these efforts will allow easy assessment of student knowledge, which is increasingly being demanded by university administration and governing bodies.

Annie Epperson, Associate Professor, University Libraries, **James Henderson**, Director, Student Athlete Academic Success, **Evan Welch**, Assistant Dean, Student Engagement
Project Title: Designed and furnished for success: Fostering an "academically social" campus space! (FY2014)
Use of the library as a place on campus as a factor in student success was explored using mixed methods research. Focus groups, a furniture sweep, and video booth confessional, combined with institutional data, motivation, and co-curricular activities, to explore the effects of using the library on GPA and time to degree completion. Results indicate that participants have slightly higher GPAs and are on track to complete degrees within five years.

Coni Francis, Lecturer, **Alena Clark**, Associate Professor, and **Jamie Erskine**, Professor Dietetics and Nutrition
Project Title: The Effect of Proctoring on the Outcome of Online Exam (FY2014)
The purpose of this project was to pilot an online proctoring service for the program assessment exam in the Distance Dietetic Program. Three groups of exam takers were compared: on-campus students using the Testing Center, distance students taking the exam without a proctor with a set timer and instructions not to use outside materials, and distance students using an online proctoring service. Exam scores, grade point averages, and student outcomes were compared to determine the effect of proctoring on exam results. Whether online proctoring is of benefit for this use and for other distance-based programs and classes will be discussed.

Julie Hanks, Associate Professor, **Tina Stoody,** Associate Professor, and **Kim Murza**, Assistant Professor, Audiology and Speech Language Sciences
Project Title: Assessing the Effectiveness of the Audiology & Speech-Language Sciences Undergraduate Program Curriculum (FY2014)
ASLS is considered a pre-professional degree. Students typically prepare for graduate education and subsequent careers in audiology or speech-language pathology. Some students will enter related fields such as special education, deaf education, gerontology, or rehabilitation counseling. The purpose of this presentation is to share preliminary results of a comprehensive review of the undergraduate ASLS program. The review involved various sources of information including curriculum mapping, faculty interviews and student focus groups. Participants included current graduate students, alumni, and faculty both inside and outside the discipline. Information gleaned will help us to make recommendations related to preparation of undergraduate ASLS majors.

Susan Keenan, Director, School of Biological Sciences
Project Title: Assessing Education Outcomes in the Biological Sciences (FY2014)
The School of Biological Sciences has embarked upon an assessment of our undergraduate program. Our broad intentions include (1) defining program level goals for student learning; (2) identifying clear educational objectives for each goal; and (3) confirming that core courses within the curriculum provide opportunities for the demonstration and assessment of each learning objective. To date, the faculty has identified eight goals which they believe should be exhibited by students graduating with a B.S. in Biological Sciences and developed specific assessable objectives for each goal. We are currently developing a course alignment matrix for core courses within the curriculum.

Heng-Yu Ku, Professor, Teacher Education
Project Title: An Evaluation of Elementary Teacher Candidates' Experiences with Action Research Projects (FY2016)
The main purpose of this research is to explore the process of implementing action research projects with elementary teacher candidates at UNC as well as discover their experiences with the action research projects. The following research questions will be addressed: 1. What are the implementing procedures of the action research project? And 2. What are elementary teacher candidates' experiences with action research projects?

Heng-Yu Ku, Professor, Teacher Education, **Nancy Sileo**, Associate Dean, College of Education and Behavioral Sciences, **Kay Ferrell**, Professor, Special Education
Project Title: Validation and Results of Professional Disposition Qualities Rubric for Teacher Candidates (FY2015)
The Professional Disposition Qualities (PDQ) Rubric was developed by the UNC Professional Disposition Qualities Task Force in Spring 2014 which addresses five Interstate Teacher Assessment and Support Consortium (InTASC) Standards. The purpose of this assessment project is to conduct a factor analysis of the newly developed PDQ Rubric that was used and implemented in Fall 2014 by the School of Teacher Education for teacher candidates at UNC. In addition, teacher candidates' ratings from the PDQ Rubric are also being analyzed.

Jennifer Larson, Associate Director, Dining Services, **Michelle Golden**, Undergraduate Honors Student, Exercise Science
Project Title: Education, Research, & Measurement of Composting, Recycling & Sustainable Activities Related to Student Learning Outcomes (FY2015)
Dining Services is leading a multi-faceted research project that includes: (1) Studying behaviors of why, or why not, students, faculty, and staff compost and/or recycle; (2) Providing campus constituents with education and resources to encourage composting and/or recycling activities into their daily lives; and (3) Recycling and composting at major sporting and outdoor events. The program mission is achieved by student interns, named 'The Green Team' who are creating, conducting, and compiling surveys, presenting and publishing results, creating marketing calendars and educational events, and developing the marketing message and mode of delivery. 'The Green Team' is a shining example of transformative education at UNC.

Nancy Matchett, Associate Professor, Philosophy
Project Title: Adjunct Teaching in the LAC (FY2015)
What is the adjunct experience of teaching and learning in LAC courses at UNC? In particular, does core (as opposed to disciplinary) teaching and learning matter to them? This presentation provides tentative answers those questions based on survey and focus-group data collected from adjunct faculty teaching LAC courses in the fall of 2014. Challenges encountered while collecting and interpreting the data will also be discussed. Though the results are unsurprising, informal benefits to the researchers and the adjunct participants made the project worthwhile.

Jeanette McNeill, Associate Professor of Nursing, **Kathleen Dunemn**, Associate Professor of Nursing and CNL Program Coordinator, **Katrina Einhellig**, Assistant Professor of Nursing and RN-BSN Program Coordinator, and **Lory Clukey**, Associate Professor of Nursing
Project Title: An Assessment of Incivility in the Online Learning Environment (FY2016)
The purpose of this project is to assess the online learning environment regarding aspects of incivility from both the faculty and the student perspective. The results of this project will guide future faculty development opportunities to ensure

faculty competencies related to civility in the online learning environment. The project will assess: 1. The extent that nursing students and faculty perceive incivility to be a problem in various cohorts in the online learning environment in the School of Nursing, 2. Student and faculty behaviors that are considered to be uncivil from the perspective of the nursing faculty and students, and 3. Student and faculty characteristics associated with incivility in the online learning environment.

Sara O'Donnell, Assistant Professor, **Kendra Spahr**, Assistant Professor, University Libraries
Project Title: Evaluating the Freshman User Experience of University Libraries (FY2015)
The purpose of this study, funded by an Assessment Mini-Grant, was to evaluate how easy it is for freshman to use library resources and services. Participants in the study, first-semester freshman at UNC, were asked to perform basic library-related tasks, such as checking out a book on reserve, finding an article, and checking out a study room. While completing the tasks, participants were asked explain their expectations and why they took a particular approach to completing a task. The findings of the study will be used to improve the efficiency and usability of library resources and services for freshmen.

Sonja Rizzolo, Admissions/Research Analyst, **Aubreena DeForest**, Graduate Student Engagement and International Admissions, Graduate School and International Admissions
Project Title: Graduate Students' Experiences and Perceptions of Professional Development Activities (FY2014)
The purpose of this study was to gain a richer understanding of graduate students' experiences and their perceptions with professional development workshops. We were interested in graduate student's overall experiences, their motivation to attend professional development activities, the barriers that prevented them from attending, and other activities they may be interested in. Focus group and survey data were included in the analyses. Results of the study will inform program development and refinement, which will improve the professional opportunities for current students and will in turn enrich graduate student's involvement with the institution and program.

Lia Softas-Nall, Professor, Counseling Psychology, **Caroline Hicks**, Doctoral Student, Counseling Psychology
Project Title: Program-Level Assessment Plan for Counseling Psychology Doctoral Program Accreditation Process (FY2015)
The Department of Counseling Psychology uses proximal (current students) and distal (PhD graduates) data to reflect our ability to meet the competency standards of the APA. Data aggregation is a consistent and continuous process, which is put forth for an Annual Review Online (ARO) and the compilation of this for a comprehensive Self-Study. This presentation will discuss how we are currently attempting to streamline data aggregation, and our future hopes for the transition into an electronic system.

Kendra Spahr, Assistant Professor, **William Cuthbertson**, Assistant Professor, **Lyda Ellis**, Associate Professor, University Libraries
Project Title: Creating a Culture of Assessment of Student Learning at the University Libraries (FY2015)
This research project, funded by an Assessment Mini-Grant, examines the creation of a culture of assessment of student learning in the UNC Libraries. The project aims to discover if University Libraries faculty undergo a change in attitudes, beliefs, and practices related to student learning assessment during and after the University Libraries' participation in the Assessment Leadership Institute. Each year library faculty teach over 200 one-time instruction sessions across an array of disciplines, and the focus of this project is assessment of student learning in these course-integrated sessions.

Christine Talbot, Assistant Professor, Gender Studies, **Harmony Newman**, Assistant Professor, Sociology and Gender Studies
Project Title: Assessing Assessment in Gender Studies (FY2015)
This poster examines and evaluates the assessment strategies the Gender Studies program has used over the past three years. We outline the processes and results of three course-embedded strategies that assessed three distinct student learning objectives. Regarding one strategy the program has used in different sections of the same course, we note areas of improvement in assessment, making the strategy more effective at measuring the learning we really care about. The poster also details the results of two other strategies we have used once, suggesting both successes and areas of improvement in instruction.

Anna Ursyn, Professor, Art and Design
Project Title: Interactive Assessment of Electronic Visuals (FY2014)
Nowadays, electronic visuals are the means of visual communication and became present in everyday life. The goal of this project is to look at the ways we respond to electronic visuals, to offer a model for assessment of new media graphics, and to support the analysis, planning, and methods of assessment. Analysis and evaluation of works created by professional artists and students within the Computer Graphics program were conducted. This project engaged faculty members and students in working on a new model for assessment and played an important part in assessment improvement of digitally created visuals in academic environment.

Project Title: Assessing Technology Related Skills and Perceptions (FY2016)
This project expands previous research aimed toward improving students' technology related literacy and students' perceptions of the technological influence of their learning and studying. Students will build a computer then be involved in

an assessment-related research study regarding how the process of building a computer supports their understanding and perception of their standing in the technology demanding world.

Angela Vaughan, Director, **Kyle Lucas**, Graduate Assistant, First Year Curriculum and Instruction
Project Title: An Evolving First Year Seminar Course: Student Perspectives and Achievement (FY2015)
First Year Seminar courses at UNC have evolved over the past four years. Beginning as a 1-credit FYE course, the seminar is now a 3-credit LAC elective course with a rigorous academic focus. Therefore, the purpose of this mixed-methods study was to collect student perspectives based on their participation in the different program types (QUAL) and compare their achievement in terms of first-semester GPA and persistence to the spring semester (QUAN). This study is ongoing and during this fair, initial focus group information will be shared as well as student achievement outcomes.

Sarah Wyscaver, Director, Leadership Studies, and **Sara Hoffman**, Coordinator for Honors and Leadership Curriculum Design, Assessment, and Research
Project Title: Student Assessment Fellows: Using Assessment to Foster Student Engagement in Leadership Programs (FY2016)
This project invites undergraduate students to become partners in their educational process and serve as Student Assessment Fellows within Leadership Studies. The goal is to develop an assessment plan and protocol that is dynamic and allows for fluidity to ensure strong student enrollment and retention within Leadership Studies programs, while concurrently providing meaningful learning opportunities for undergraduate students to develop as leaders in the critical area of assessment.