An Intensive Writing Experience  
**Becky De Oliveira**, Department of Applied Statistics and Research Methods  
*Abstract:* Graduate students often require a great deal of support and assistance with academic writing, particularly in learning the skills of synthesis and analysis required to produce quality work. A five-day writing intensive program was designed to help students quickly begin to learn and practice academic writing, emerging from the program with stronger skills and greater confidence in themselves as writers. Each module focuses on a particular academic writing skill and requires students to begin putting the principles they learn into effect immediately. They receive prompt and effective feedback and are encouraged and shown how to do peer-review, both to offer assistance to one another and to learn to better identify issues in their own writing.

Assessing Student Proficiency of Apprenticeship Experiences *  
**Rosanne Fulton**, PhD, Director of the Center for Urban Education; **Robi Kronberg**, PhD, Assistant Professor and Coordinator - Special Education Program; **Amanda Rutter**, PhD, Assistant Professor and Coordinator - Early Childhood Program  
*Abstract:* The focus of the assessment project is to engage in a collaborative inquiry with Center for Urban Education (CUE) staff, mentors, and adjunct faculty for the purposes of developing a shared context of assessment. The shared context, developed through a book study, was then applied to assessing student proficiencies embedded throughout the classroom-based apprenticeship process. The assessment is conducted at a program-based level in order to assess the fidelity and effectiveness of how well the apprenticeship tasks measure a scaffolded approach to developing competencies needed by teacher candidates.

Assessing the Impact of Interactive Course Activities on Students’ Perceived Learning and Persistence in Online Courses *  
**Chia-Lin Tsai**, Assistant Professor, Applied Statistics & Research Methods; and **Heng-Yu Ku**, Professor, School of Teacher Education  
*Abstract:* This study aims to identify the subgroups of online courses with patterns of using interactive course activities and explore how interactive course activities impact online students’ learning. In this study, interactive course activities are defined as activities that provide a structure to promote the communication between students and the instructor and among students (e.g., online discussion board, instructor feedback, and group projects). This study surveyed 357 graduate and undergraduate students taking at least one online course at UNC during Fall 2018. Three distinct groups of online courses emerged. This presentation will discuss the findings and implications for online learning and teaching.

Assessment of the Incorporation of a Flipped Classroom Approach in PSY 341: Principles of Learning  
**Mackenzie A Rowlett**, Undergraduate Psychology Major; **Jenna Hardy**, Undergraduate Psychology Major; **Melissa A Lea**, Academic Advisor and Adjunct Faculty, School of Psychological Sciences; **Ryan D Darling**, Assistant Professor, School of Psychological Sciences  
*Abstract:* This study assessed the incorporation of a flipped-classroom design in a portion of two sections of PSY 341: Principles of Learning that were taught simultaneously to determine how it affected students’ performance on assessments, metacognition, and opinion. Traditional lecture approach was used for six out of ten chapters covered in the course. Learning objectives and assigned readings were provided while online chapter quizzes and exams were used as assessments. Screencast video lectures accompanied these resources for the remaining four chapters, and class time was used for in-class activities including drawing exercises, demonstrations, and think-pair-share exercises for application to real world examples.

Collective and Collaborative: Learning Tools to Help Educational Leaders Learn Today and Lead Tomorrow  
**Amie Cieminski**, Assistant Professor, *Educational Leadership and Policy Studies*; **Jacob Skousen**, Assistant Professor, *Educational Leadership and Policy Studies*  
*Abstract:* Learning is a social endeavor which can be enhanced by connecting the content, learning process, and learning community. In the Educational Leadership and Policy Studies program, two professors construct classroom activities that allow students to collaboratively explore leadership concepts and the corresponding literature using interactive, learner-centered dialogue tools. We will share interactive learning strategies and resources that promote dialogue and provide equal opportunities for students to contribute to the collective understanding. These strategies align with adult learning theory and allow discussion of how these aspiring school leaders might use similar strategies in their own work as leaders of adult learning.
Community Engaged Learning: Recognizing Our Impact*

Annie Epperson, Associate Director of Engagement; Brenna Timm, Undergraduate Assistant, Office of Engagement; Melissa Lafferty, Graduate Assistant, Office of Engagement; Liz Gilbert, Associate Professor, School of Human Sciences.

Abstract: A presentation of principles and process underlying the Community Engaged Learning (CEL) Course elective course designation. CEL is a high-impact practice and pedagogical approach that engages student learning with community-based projects. As part of the application, faculty identify the following elements in the course syllabus: the pedagogical approach and its connections to student learning outcomes, the ways in which the course provides a mutually beneficial experience, assessment techniques, and a community impact statement. A faculty peer review process is used to review syllabi. Currently, 20 courses have received the designation in four colleges and we are continually reviewing new applications.

Developing Effective Assessment Procedures and Instruments for the DiversiWe Program *

Natalie Sachs, MA (Counseling Psychology); Adam Zhao, BA (Counseling Psychology); McKayla Gorman, MS (Counseling Psychology); Gurusewak Khalsa, MA (Counseling Psychology); Lu Tian, PhD

Abstract: DiversiWe is an ongoing training series developed for APCE counseling students and aimed at facilitating multicultural competency. Given the increasing representation of diverse individuals both providing and receiving mental health services, this program fills a need in providing students with tools to work effectively with diverse clients. Evaluation was utilized to assess student experiences to ensure DiversiWe met student needs and competency goals. Results indicated survey tools were generally conducive to thorough reflection and the program itself was beneficial to students. Feedback will be utilized to improve our feedback forms, to improve student experiences, and to maximize cultural competence.

Faculty Fellows: Continuation of Excellence

Rashida Banerjee, Professor, Special Education and Teaching Fellow; Connie Couch, Graduate Assistant in CETL; Wendilynn Flynn, Associate Professor, School of Earth and Atmospheric Science and Assessment Fellow; Elizabeth Gilbert, Associate Professor, School of Human Sciences, and Teaching Fellow; Aaron Haberman, Associate Professor, History Department and Assessment Fellow; Molly Jameson, Associate Professor, Psychological Sciences and Assessment Fellow; Lyda McCartin, Professor/Head of Information Literacy & Undergraduate Support, University Libraries, and Senior Assessment Fellow; and Julie Sexton, Assistant Director of Assessment.

Abstract: Teaching and Assessment Fellows collaborate with staff in the Office of Assessment and CETL respond to the needs of faculty in their roles as educators. A major goal of the program is to share the expertise of faculty by facilitating interdisciplinary conversations about what works and what doesn’t. To meet this goal, Fellows develop college and campus-wide workshops, conduct listening tours, and provide one-on-one consultations to faculty who would like more targeted advice. We will share the current activities of the Faculty Fellows and plans for future directions.

First-Generation Students’ Attitudes Toward and Use of the University Libraries

Darren Ilett, Assistant Professor and Information Literacy Librarian, University Libraries; Natasha Floersch, Library Technician, University Libraries

Abstract: This multimethod assessment project made use of surveys and in-depth interviews to assess first-generation students’ attitudes toward and use of the University Libraries. Previous Library and Information Science research on first-generation students has tended to describe them using a deficit approach. In contrast, this project began with the assumption that students bring a wealth of knowledge and skills in using information with them to college. The project revealed barriers to students’ use of the University Libraries’ spaces, collections, and services. These findings will inform planning efforts to serve first-generation students more effectively.

Graduate Advanced Physical Assessment; Determining Outcomes of Learned Skill Performances by Comparing Two Course Delivery Methods *

Michaela Romero DNP, FNP-BC, Assistant Professor, School of Nursing; and Kristin Schams DNP, CNE, CHSE, Assistant Professor, School of Nursing

Abstract: Faculty evaluated the curricular change of introducing simulation with standardized patients (SP) and laboratory work in the Advanced Physical Assessment course prior to the family nurse practitioner (FNP) student’s first clinical rotation. Quantitative and qualitative results will be presented. The curricular change allowed for front-loading of the didactic material along with hands-on laboratory practice and simulation experiences with standardized patients. Retrospective data sets and three semesters of new curriculum data were analyzed. The researchers concluded that the preceptor scores in the clinical setting did not differ from the simulated exam room setting.
K2H A Partnership for Civic Learning and Community Engagement: UNC AmeriCorps with The Greeley Family Center and Campus Compact of the Mountain West

Gabby McAllaster, Graduate Intern; Deborah Romero, Director of Engagement; Annie Epperson, Associate Director of Engagement

Abstract: UNC Office of Engagement has been funded by Campus Compact of the Mountain West (CCMW) for the K2H Civic Futures AmeriCorps Program. The K2H Civic Futures AmeriCorps Program will engage AmeriCorps Members in community service focused on developing and supporting community-based learning for youth from kindergarten through graduate school. Collaborating with the Greeley Family Center, the program will strengthen civic learning and engagement, creating opportunities for youth to be meaningfully involved in their communities regardless of their starting point. K2H Civic Futures AmeriCorps program goals, Office of Engagement grant application process, evidence-based program models, and challenges are discussed.

Paint for the Pantry: Event Planning in Practice to Benefit the UNC Community

Dr. Amy Reitz, Assistant Professor, Journalism and Media Studies

Abstract: Come learn how design thinking, campaign messaging, philanthropic spirit and a little luck came together to create the most successful donation event for Bear Pantry. Further, learn how experiential learning took the event planning process for the JMS481 class out of the book and into the real world. Hear how the class navigated location issues, donation problems, last minute speaker cancellations and everything else in between to not only make this event successful but to also give back to the UNC community in a big way.

Participation in Informal Learning Opportunities among Undergraduates in Biology *

Ashley B. Heim, MS (PhD Student in Biological Education), School of Biological Sciences; Emily A. Holt, Associate Professor, School of Biological Sciences

Abstract: While the autonomous nature of informal learning can have numerous positive effects on student learning in science, there is a lack of research regarding informal learning among undergraduates. Therefore I sought to answer the following research questions via development and distribution of the Informal Learning Experiences Survey: Does a student’s intrinsic motivation; barriers against engaging in informal learning; prior participation in informal learning experiences as a child; the people with whom students engage in informal learning; and a student’s reasons for learning about science during informal learning relate to the frequency and types of informal learning opportunities they engage in?

Refining Assessment of Community Engaged Learning: Documenting Student Knowledge and Attitudes in Courses Coded with the Community Engaged Learning Designation *

Mel Lafferty, Graduate Assistant, Office of Engagement, PhD Student, Higher Education and Student Affairs Leadership; Deborah Romero, Director, Office of Engagement, Professor, Teacher Education; Annie Epperson, Associate Director, Office of Engagement, Professor, University Libraries

Abstract: This mini-grant supports community-engaged pedagogies and instructional activities for faculty who are teaching courses that have received the Community Engaged Learning (CEL) Course Designation. The Office of Engagement collaborated with four CEL courses (EDEC 360, EDEL 250, MUS 229/429/629, and ASLS 684), and collected data from pre- and post-surveys, reflective journals, and a focus group. Preliminary findings indicate that students experienced an increased sense of academic and professional agency, social justice, and civic responsibility. Opportunities for meaningful, academically-grounded community engagement have a significant impact on student learning.

The Investigation of Instructional Practices for Connecting Learning to Leading

Amie Cieminski, Assistant Professor, Educational Leadership and Policy Studies; Jacob Skousen, Assistant Professor, Educational Leadership and Policy Studies

Abstract: This research project involved the investigation of the perceptions of graduate students who experienced specific, instructional practices used in their educational leadership classes. We explored how interactive, learner-centered dialogue instructional strategies supported the learning of educational leadership concepts and the formation of learning communities. We also explored how graduate students perceived the applicability and usability of these strategies in their current and future educational leadership contexts. Data was collected using a survey and focus group interviews of graduate students. We will share results from our study.
Two-dimensional Assessment of Achievement and Learning Strategies in General Chemistry Courses *

Jerry P. Suits, Ph.D., Associate Professor, Chemistry; John P. O’Neill, M.S. (Chemical Education, Dec 2018)

Abstract: Learning chemistry is a complex task that demands a new vocabulary, with many abstract concepts, mathematical operations, and so on. The targeted assessment used was standardized final examinations in general chemistry courses (N = 912 students). Results from Rasch analysis and visual plots of 2-dimensional data (e.g. scores plotted on x- and y- axes) invalidated the uni-dimensional assumption (one peak at the intersection of x- and y-Means). Conversely, the plots showed student distributions that were multi-peaked (none at M-x, M-y centroid). These results are consistent with recent studies and more complex learning theories of cognitive psychology and science education.

UNC Exit Survey Data Examination.

Allison Grant, Assessment Data Analyst, Office of Assessment; Tobias Guzman, Assistant Vice President, Campus Community & Climate; Sherri Frye, Office of Equity and Inclusion.

Abstract: The University of Northern Colorado seeks information, via the Exit Survey, from full-time undergraduate students who choose not to re-enroll the following semester (i.e. enrolled in Fall 2016 but not Spring 2017). The purpose of the Exit Survey is to examine why students choose to no longer pursue an undergraduate degree at UNC and determine if there are institutional trends or issues that can be addressed to aid in student retention efforts. Since 2014, 2,685 students have completed the survey. This project outlines trends in primary reasons for leaving UNC and includes a qualitative examination of reasons students provide regarding their plans to transfer to another institution.

Who is most likely to drop Honors?

Sarah Zwetzig, Coordinator for Honors & Leadership Curriculum Design, Assessment and Research, Center for Honors, Scholars and Leadership; Loree Crow, Director of Honors, Center for Honors, Scholars and Leadership; Greta Magi, Senior, Business Administration: Accounting Major

Abstract: The Honors Program is continuously working to improve the student experience. Through intentional recruitment and curriculum, the program has strived in recent years to recruit engaged and diverse students. This project focuses on the results of attempting to answer the question, “Who is most likely to withdraw from the Honors Program?” The Honors Program hopes to better understand how we can better facilitate the successful completion of the Honors Program. Regression analyses were conducted on the following variables: origin, GPA after 1st semester, college residency status, first generation status, race, and gender. Results and important limitations and insights are discussed.

*Project funded by a 2018 Assessment Mini-Grant