CORE ASSESSMENT REPORT TWU 2020-21

PANDEMIC SURVEYS

INTRODUCTION

For Spring 2020, as well as for AY 2020-21, TWU suspended regular assessment collection in light of the Covid-19 pandemic. The thinking was that, with so many faculty scrambling to move courses online, the logistical strain of trying to adapt assessments in such a way as to be completed by students and in any way consistent with previous artifact collections would take faculty away from students, who—because of illness or technological mishap or new burdens with family care—would be needing more support than ever.

In place of the usual direct assessments, the Office of Academic Assessment distributed online surveys to faculty on issues ranging from their pandemic-term experiences to their approaches to teaching teamwork. The results of these surveys are reported herein. All of the surveys were anonymous and distributed through Psychdata.com.

CONTENTS

PANDEMIC TEACHING PRACTICES

We distributed the Pandemic Impact on Instruction Assessment Survey in November 2020. The survey had 193 respondents complete the survey (though 235 started). By way of comparison, our largest sample for routine core assessment took place in the AY 2015-16 year and involved artifacts from courses taught by 127 faculty.

Although we initially planned to distribute the survey only to core faculty, university leadership encouraged us to collect responses more broadly than that, which is why the number of respondents and the distribution by college (see "Distribution of Respondents by College" table below) do not match up with core-curriculum faculty demographics.

Faculty Role	Respondent Count (out of 235)
Full-time faculty, tenured	79
Full-time faculty, tenure-track	47

Full-time faculty, clinical	22
Full-time faculty, lecturer	6
Adjunct faculty	46
Graduate teaching assistant	22
Visiting faculty	4
Other	9

Distribution of Respondents by College	
College	**Respondent Count**
College of Arts & Sciences	94
College of Business	9
College of Health Sciences	39
College of Nursing	50
College of Professional Education	39
Other	4

ONLINE TEACHING EXPERIENCE PRIOR TO PANDEMIC

While almost a quarter of responding faculty indicated they had "considerable" experience with online delivery of instruction before the pandemic, almost a third reported "none" or "a little" experience with such instruction.

Previous Online Teaching Experience	
Degree of Experience	**Percentage**
Considerable	23.4%
A lot	17.9%
Some	26.0%
A little	18.7%
None	14.0%

SPRING 2020 IMPACTS

Of respondents, 90.2% indicated they had been teaching in Spring 2020 when the pandemic impacts began. We were not surprised that 37.2% said the crisis had a significant negative impact on their time available for teaching (with a combined 69.6% indicating a slight or significant negative impact). Nearly half (48.1%) said they spent "significantly more time" modifying *assignments and activitie*s for classes, with a combined 89.4% reporting somewhat or significantly more time for such activities. (By comparison, just one respondent indicated "somewhat less time" and no one reported "significantly less time.") Roughly the same percentages reported spending additional time modifying *course content* (e.g., recording lectures that would have otherwise been live), with 78.8% reporting somewhat or significantly more time on such preparations.

We asked faculty to indicate the sorts of accommodations most often made to students during the pandemic, with percentages in the Reported Accommodations table below. The cancellations of assignments and activities, and the more forgiving grading criteria, are both understandable responses to the pressures of the time, but are worth noting because, assuming that those are meaningfully employed when employed, their relative absence may have ripple effects for assessment/learning results going forward.

Reported Accommodations	
Accommodation	**Percentage**
Pushed back deadlines	85.2%
Eased penalties on missed deadlines	77.2%
Eased documentation expectations for absences	50.8%

Allowed for more Incomplete (I) grades	15.9%
Cancelled some assignments or activities	65.6%
Required fewer of some kinds of repeated assignments (article summaries, journal postings)	38.6%
More office hours or one-on-one appointments	54%
Located or created replacement materials for students who had left materials on campus before lockdown	22.2%
Was more forgiving with grading criteria	56.6%
Made no changes	1.1%

In addition to asking how faculty responded to the crisis, we asked faculty to rate how students responded, with results in the Observed Student Impacts table below. The consensus appeared to be that students experienced a moderate drop-off in engagement and resultant learning. (Lest student effort receive the entire blame, we also asked faculty how much the quality of their instruction changed, relative to what students would have normally received, and roughly the same percentage of faculty responses, 51.3%, said their instructional quality was "somewhat decreased," which we thought was admirably frank of them.)

Observed Student Impacts					
Impact	Significantly Increased	Somewhat Increased	No Change	Somewhat Decreased	Significantly Decreased
Student effort and engagement	1.6%	12.2%	24.5%	51.1%	10.6%
Estimated quality of student learning	0.5%	3.8%	33.3%	51.1%	11.3%

With regard to the Spring term, we also asked respondents to rate the helpfulness of offices and resources across the campus during the crisis. Support services (including Teaching and Learning with Technology, the library, and Disability Student Services) were rated the most helpful, with faculty member's own departments close behind.

Helpfulness of Units and Resources During Pandemic, Spring 2020				
	University	College	Department	Support Services
Very helpful	20.2%	14.6%	25.1%	28.3%
Somewhat helpful	37.8%	37.3%	39.6%	36.4%
Neither helpful nor unhelpful	31.4%	35.7%	24.1%	26.1%
Somewhat unhelpful	6.9%	6.5%	4.8%	7.1%
Very unhelpful	3.7%	5.9%	6.4%	2.2%

FALL 2020 IMPACTS

One of our concerns with this portion of the survey was the amount of course prep faculty were dealing with during the ramp-up to a new semester with the pandemic still ongoing. A "full-time" teaching schedule at TWU is typically considered to be four classes. Roughly 22% of our respondents indicated they were teaching two or more classes for the first time in Fall 2020 (6.8% indicating 3 or more new classes). We also asked about new delivery modes, to gauge how many courses were being re-prepared for online delivery. The results appear in New Delivery Modes below. Virtually all faculty in Fall 2020 were converting at least one class.

New Delivery Modes	
Number of New Delivery Modes	Percentage
0	15.3%
1	35.0%
2	25.1%

3	16.4%
4 or more	8.2%

Adjunct faculty and graduate student teaching assignments are often made (or shuffled) at the last minute. In light of this, we also asked how much lead time faculty had for the class most recently added to their teaching schedule for Fall 2020, with responses displayed in Course Lead-Time below. Almost a quarter of respondents heard about their most recent class within one to two weeks before the start of the term.

Course Lead-Time	
Time Since Notification	**Percentage**
4+ months	24.5%
2-3 months	28.3%
1 month	23.9%
1 to 2 weeks	23.4%
Less than 1 week	0%

We asked again how helpful offices and services on campus were, in light of new courses and new modalities. As before, assistance from support services and departments was rated more highly than that from higher echelons.

Helpfulness of Units and Resources During Pandemic				
	University	College	Department	Support Services
Very helpful	13.7%	10.6%	25.7%	31.4%
Somewhat helpful	44.2%	37.0%	35.1%	38.7%
Neither helpful nor unhelpful	31.6%	42.9%	28.8%	23.0%
Somewhat unhelpful	5.8%	5.8%	6.3%	4.7%
Very unhelpful	4.7%	3.7%	4.2%	2.1%

It is not uncommon for faculty to enter a term with lopsided preparation, heavier for the beginning of the term and lighter for the rest of the term. We asked faculty what percentage of their course plans and materials were ready for students on day one of the Fall 2020 term. Provided with a series of quartiles (less than 25%, between 26% and 50%, etcetera), faculty distributed themselves roughly evenly among them. In other words, roughly half of faculty reported having half or below-half of their materials prepared at the start of term. Somewhat more than half (58.9%) reported feeling "very prepared" to teach their content for the term, and another third "somewhat prepared," with relatively few respondents (8.9%) feeling unprepared. Asked how prepared faculty felt to teach in the delivery modes they had been assigned, 84.8% reported feeling either very (40.8%) or somewhat (44%) prepared, with 12% feeling somewhat or very unprepared. The difference between feelings of preparation for content and feelings of preparation for modality are striking, suggesting that even with the large number of new course preparations, it was the shift in modalities that was challenging faculty more.

In the lead-up to the start of the term, university correspondence with faculty emphasized the need for measures like contact tracing and seating charts for any classes still face-to-face, a new logistical challenge that, at least anecdotally, may have caused some frustration, particularly for educators with large lecture courses, no row or seat numbers, and no assistants. Nevertheless, in the survey respondents reported feeling mostly up for the logistical challenges ahead, with only 15.8% feeling any degree of unprepared for them, as seen in the Pandemic Logistics Preparation table.

Pandemic Logistics Preparation	
Reported feeling …	**Percentage**
Very prepared	24.7%
Somewhat prepared	35.8%

Neither prepared nor unprepared	23.7%
Somewhat unprepared	10.0%
Very unprepared	5.8%

Finally we asked faculty how prepared they felt to safeguard their own health and the health of students in the new circumstances, with results reported in Health Safeguards below, as well as how prepared they felt to adapt to new changes in delivery should the pandemic worsen. Those feeling prepared constituted a supermajority on all three questions, but confidence was lower with regard to protecting students than with regard to protecting themselves or adapting to worsening conditions. On the adaptation question, however, responses tended to be more moderate, avoiding either of the "very" poles.

Health Safeguards			
Reported feeling …	Personally prepared percentage	Prepared to safeguard student health, percentage	Prepared to adapt to changes in delivery, percentage
Very prepared	45.3%	40.8%	36.8%
Somewhat prepared	34.9%	30.9%	40.0%
Neither prepared nor unprepared	7.8%	12.0%	11.6%
Somewhat unprepared	9.9%	11.5%	7.9%
Very unprepared	2.1%	4.7%	3.7%

SPRING 2021 ASSESSMENT SURVEY FOR CORE CURRICULUM FACULTY

Although the Fall 2020 survey was broadened to cover all faculty, the Spring 2021 survey retained its core curriculum focus. The survey had 82 respondents (70 finishing the survey, out of 104 faculty emailed).

Questions in this survey were more specific to core instruction, and aimed at obtaining feedback on criteria used in our core curriculum rubrics. Instead of asking questions about all criteria, we hand-selected six criteria based on their frequency of selection by faculty submitting artifacts for assessment (so they would more likely be relevant to respondents) and based on the assessment director's perception of their relevance to improving written communication across the curriculum. (The assessment director is a writing scholar and former director of the university's writing program.) A typical question pattern would introduce a criterion and the definitions for each rating on our 1 to 3 scale, like so:

The next few questions concern students' **Use of Evidence**. Descriptions of three performance levels for this measure appear in the table below. In the table, you'll see the name of the criterion ("Use of Evidence" and a description that provides a sense of what we mean by this standard. Levels 3, 2, and 1 each describe typical performance characteristics for those levels, with Level 3 being highest and 1 lowest. Below the table, we've defined some terms used in those descriptions.

Criteria	Description	Level 3	Level 2	Level 1
Use of Evidence	Does the student employ available information effectively and responsibly, with clear awareness of source strengths and weaknesses?	3. The student persuasively supports claims with warranted information from credible sources appropriate to the claim, which may include outside sources, assignment data, class materials, and/or original field or laboratory research.	2. The student supports claims with information from arguably credible sources, which may include outside sources, assignment data, class materials, and/or original field or laboratory research.	1. Does not meet level 2. Examples of work that might not meet level 2 include claims unsupported by sources, claims supported by Web sites that should have been better vetted, interviews with people not qualified to speak on the claim that they are supporting.

Definitions for boldfaced terms for Use of Evidence

Warranted=The assumptions and logic linking the evidence to the claim are sound. For instance, a paper that routinely mistakes correlation for causation might be providing relevant evidence, but it wouldn't be warranted. In general, for level 3, the student should be making justifiable connections between claims and evidence.

Appropriate to the claim = A climate scientist's article might be very good for scientific claims, but shakier for economic claims about the impacts of carbon tax policies. At the same time, a Wikipedia article might be very good evidence of what crowd editing produces, and Tweets might be good evidence of online social behaviors.

Criteria selected were Use of Evidence, Content Development, Audience-Appropriate Approach & Structure, Access and Use Information Ethically and Legally, Use of Multiple Perspectives in Problem Solving, and Comprehension. Faculty were asked for each:

- Whether students in their core course(s) completed work that might call for the described criterion
- Whether they felt confident saying how students fared on it
- If relevant, how much they thought their instruction might have improved student learning in that area
- If relevant and if they felt comfortable gauging student performance, what percentage of students fell into each of the three levels (3, 2, or 1)
- Whether respondents would be interested in workshops aimed at improving instruction in the described area
- How important each skill is to students, regardless of major, or put another way, how much emphasis does each skill deserve from the university at large?

Responses are tabulated in Faculty Appraisals of Criteria below. Interest in workshops was answered yes/no and is reflected below as a percentage of *yes* answers. Note that due to variability in the fidelity of faculty responses, percentages for each criterion may not add up to an even 100% in some cases, though they generally come close. For the final two columns, we have averaged Likert scale responses, with a scale of 1 to 4 for estimated impact (from no impact at 1 to a lot of impact at 4), and a scale of 1 to 5 for importance (not important at 1 to high importance at 5).

Faculty Appraisals of Criteria						
Criterion	Percentage of students rated by faculty at…			Interest in workshops (% answering yes)	Estimated impact of instruction on student learning	Importance of skill to students
	Level 3 (high)	Level 2	Level 1 (low)			
Use of Evidence	47.8%	36.2%	16.7%	68.8%	3.0	4.7
Content Development	52.6%	32.7%	16.1%	64.5%	2.9	4.3
Audience-Appropriate Approach & Structure	49.0%	34.9%	18.4%	66.1%	2.9	4.2
Access and Use Information Ethically and Legally	57.6%	31.9%	15.7%	61.0%	2.8	4.6
Use of Multiple Perspectives in Problem Solving	48.0%	35.5%	22.0%	63.9%	3.0	4.7
Comprehension	54.5%	33.5%	15.1%	59.7%	3.0	4.8

Some interesting patterns emerge from the above responses, and in conversation with our direct assessments of student artifacts, reinforce some earlier observations. For instance, Comprehension is of high importance to faculty, but there is little demonstrated evidence of interest in teaching it (it has the lowest workshop interest in the table above) and there is some confidence that at least within each respondent's domain, students perform well on it. Faculty appear to feel far less efficacy on Use of Evidence (which has the lowest percentage of students rated at level 3 and the highest percentage of interest in workshops).

The Fall 2019/Spring 2020 academic year was one in which the plan was to assess both Teamwork and Empirical/Quantitative Skills across the relevant areas of the core. In Fall 2019, we collected artifacts normally, but in Spring 2020 we substituted a faculty survey on Teamwork, choosing that objective because, while we have good data on the empirical objective, Teamwork always presents a methodological challenge. (Assessment listservs populated by Texan assessment officials are rife with threads about it.) If, for instance, a faculty member sends us a group paper authored by four students as evidence of teamwork for one of them, we have no way of knowing what the student in question contributed to the paper, how much they contributed to team dialogues behind the scenes, how prepared they were for group meetings, how well they listened to collaborators, and so forth. The best gauges of such behaviors really require at least one of the following: a) direct observation of the entire collaborative experience, which is enough of a logistical challenge that we have not once rated an artifact this way, nor have we been invited to; b) a collection of meeting minutes, notes, reflections, and other materials sufficient to give raters a holistic sense of each individual's participation, which we sometimes receive, and is prone to rater reliability issues; c) "360-degree" surveys of participating group members, ideally anonymous, calibrated specifically to address the criteria associated with the Teamwork objective, so that raters merely need to translate the peer-review responses into assessment data. Increasingly, our faculty have been moving to option (c).

Nevertheless, our sense has been that *teaching* Teamwork is an afterthought for most faculty in the component areas on which it is assessed, even for those faculty assigning group activities or projects, wherein teamwork is implemented less as an objective in itself than as (best-case scenario) collaborative-learning pedagogy or (worst-case) a labor-saving device for feedback. The survey in question was designed in part to act as a "push poll," to simultaneously inquire about faculty awareness of best practices *and* to increase faculty awareness of those practices. Survey questions asked respondents to indicate their past experience with various teamwork-relevant teaching strategies, indicate what range of teamwork-relevant practices take place in their classes, and what faculty interest levels would be in workshops on some of the items mentioned.

The number of respondents to this survey (7 out of 57 recipients) was lower than we would have liked, but we hope to submit this survey to faculty again in the future during Teamwork years.

INSTRUCTION OF COLLABORATIVE STRATEGIES

Respondents were encouraged to select "no (other)" if unfamiliar with a concept listed. Since there were only seven respondents, raw numbers of respondents for each cell are provided, rather than percentages. Respondents indicated the most use of active listening and synthesizing multiple points of view, the least use of or interest in mirroring, and the most interest in Team-Based Learning as a new approach.

Instruction of Collaborative Strategies						
Strategy	Yes	No, but used to, and might return to it	No, but used to; won't try again	No, but interested in doing so	No, this wouldn't be appropriate for the class	No (other; includes not recognizing the method)
Rogerian argument	2					5
Active listening	4					3
Mirroring					2	5
Negotiation strategies	1				2	4

Valuing exposure to ideas foreign to their own	7					
Understanding and synthesizing multiple perspectives on an issue	6					1
Team-Based Learning	2			3		2

DESIGN OF GROUP ACTIVITIES

We also asked about faculty practices with the assigning of group projects and activities, using the same scale, as indicated in the Group Activities and Projects table below. Every respondent reported using in-class group activities, and most reported using group projects. In follow-up questions about these activities and projects, most indicated they coach students on handling of group conflict, equitable sharing of workload, and hearing from all team members to avoid groupthink. Most also report using assigned or selected roles, self-evaluations, peer-evaluations, and debriefings, and indicate they give students specific goals to pursue and materials on-hand to work with in pursuit of them. Observationally, these practices seem unusually common among these respondents, relative to the teaching population at large. It has not escaped our attention that through a selection-bias effect, we may have heard from some of the faculty most engaged in teamwork instruction. Nevertheless, several strategies not reported by respondents appear to have struck several as interesting: use of team contracts (including provisions for non-performing students), the modeling or role-playing of effective collaboration, and following up on group activities with individual tasks based on those activities, to reduce the impact of both freeloader and sucker effects within teams.

Group Activities and Projects						
Group activity or practice	Yes	No, but used to, and might return to it	No, but used to; won't try again	No, but interested in doing so	No, this wouldn't be appropriate for the class	No (other; includes not recognizing the method)
Group projects	5				1	1
In-class group activities	7					
Guidance on how to handle group conflicts	6					1
Guidance on how to ensure teams have heard from all members to avoid groupthink	5			1		1
Guidance on how to share group workloads effectively	6				1	
Use of team contracts	2			2	1	2
Teams can "fire" team members or leave names of free-loaders off of projects				2		5
Team members can file "minority" reports if they disagree	1				1	5

substantively with team's findings or positions						
Random selection of team member to give class presentation on presentation day				1	3	3
Each student evaluates teammates	4			1	1	1
Each student self-evaluates/reflects	5			1		1
Individual summary, assignment, or quiz as follow-up to group work, so there are consequences to non-participants	4			2	1	
Assigned or selected roles within team	**6**					**1**
• Roles ensure substantive engagement with project content	*4*				*1*	*1*
• Students rotate roles	*3*	*3*				
Group activities are scaffolded so students work with already-provided materials	6		1			
Model or role-play effective peer-to-peer interactions	2			3	1	1
Clear and specific goals for team activities	6				1	
Debrief class after activity is completed	7					

OTHER GROUP ACTIVITY DESIGN CONCERNS

Peer-to-Peer Explanation. A pedagogical principle useful to builders of team activities, first studied by collaborative education scholar Noreen Webb, is that students who explain concepts to other students are the ones who learn the most during group activities. Accordingly, we asked how many faculty tried to design activities to encourage peer-to-peer explanation. Five indicated they do, and two indicated they do but would like to improve on the design.

Assigning Students to Teams. Team composition can have substantive impacts on learning and performance within teams. We asked how teams were assigned, and because methods can sometimes be combined, permitted multiple selections for each option, receiving the following counts:

- In classes by five respondents, teams are instructor-assigned (with methods varying); in two, students choose their own groups.
- Four use random assignments.

- Two indicated teams are assigned based on proximity (i.e., where students are sitting).
- One reported using ability grouping.
- One uses qualifying procedures (the team a student ends up on depends on work that they have done, so that students who show up prepared are more likely to end up on a team together).
- Across the seven respondents, the average target group size was around 3 students. (Two indicated 3-person teams; three indicated 2-person teams; and one respondent each aimed for groups of 5 or 6.)
- Five indicated taking measures to ensure team diversity; two of these reported that they would like to improve on their diversification of teams.
- Three reported making efforts to assign teams based on schedules and availability, to ensure groups could find times to meet. Two of these said they would like to be better at this.
- Five reported that students in their classes could request not to be on a team with a particular student.

Grading of Group Activities. The grading of group activities can vary widely, and differences in grading policies can effect sizable changes in collaborative outcomes. We asked about the grading practices associated with the above activities. Of the five respondents assigning group projects, two grade them, while the other three use a mix of graded work and participation credit for stages or elements of the projects. Among all respondents, only one reported grading in-class group activities conventionally, with one using purely credit/no-credit participation scoring, and the remainder using a mix of these. Two give in-class activities no weight in the final grade, one gives minimal weight, three indicated moderate weight, and one reported varying weights by activity.

LOOKING FORWARD

The Office of Academic Assessment intends to implement variations on this same survey in future terms in which Teamwork is to be assessed. Although seven respondents is a small sample size and, as noted above, this particular pool of respondents may have been unusually engaged in team-related instruction, the responses above suggest some possible paths forward, including the lining up of workshops on Team-Based Learning, team contracts, team diversity, and the modeling of peer-to-peer interaction.

CONTACT INFORMATION

For more information about core assessment results, consult on assignment design for assessments, or learn more about joining our volunteer community of raters, Core Rater Academy, please contact Dr. Gray Scott, associate professor of English and assistant director of academic assessment, at grayscott@twu.edu or (940) 898-2327.

Pandemic Impact on Instruction Assessment

Purpose of Survey: To gauge how the pandemic has affected teaching and student learning.

Rationale: The pandemic's effects on class delivery, faculty workload, and student participation haven't yet been measured, and the mission of the Office of Academic Assessment is to measure learning impacts.

Didn't You Table Assessments Last Term?: Yes, we did. Not because it suddenly became unimportant to measure learning, but because the usual measurements had no way to control for the pandemic's effects. We wouldn't have been able to draw valid conclusions from those numbers, but we may be able to do so from a pandemic-focused survey like this one.

Survey Anonymity: This survey is anonymous and held through Psychdata, an industry standard for confidentiality in survey research. It does ask questions about faculty rank, college, and employment status, and it contains some open-ended questions, but the survey has no digital method for identifying respondents.

1)   What is your faculty role at TWU? (choose the role that best applies)
- ○ Full-time faculty, tenured [Value=1]
- ○ Full-time faculty, tenure-track [Value=2]
- ○ Full-time faculty, clinical [Value=3]
- ○ Full-time faculty, lecturer [Value=4]
- ○ Full-time staff, teaching occasional courses like UNIV 1231 as an adjunct [Value=5]
- ○ Adjunct faculty member, employed in both Spring 2020 and Fall 2020 [Value=6]
- ○ Adjunct faculty member, employed in Spring 2020 but not in Fall 2020 [Value=7]
- ○ Graduate teaching assistant [Value=8]
- ○ Visiting Faculty [Value=10]
- ○ Other (please specify) [Value=9]

> [   ]

*2)   With which college at the university do you do most of your teaching? (choose the answer that best reflects your practice)
- ○ College of Arts & Sciences [Value=1]
- ○ College of Business [Value=2]
- ○ College of Health Sciences [Value=3]
- ○ College of Nursing [Value=4]
- ○ College of Professional Education [Value=5]
- ○ UNIV 1231 Courses [Value=6]
- ○ Other (please specify) [Value=7]

> [   ]

*3)   On a scale of 1 (none) to 5 (considerable), please rate how much experience you had with online delivery of instruction before the pandemic.

○ 1 - None	○ 2 - A little	○ 3 - Some	○ 4 - A lot	○ 5 - Considerable
[Value=1]	[Value=2]	[Value=3]	[Value=4]	[Value=5]

*4)   Were you teaching organized courses in Spring 2020 when the pandemic began?
- ○ Yes [Value=1]
- ○ No [Value=2]

> **Question Logic**
> If **[Yes]** is selected, then skip to question **[No logic applied]**
> If **[No]** is selected, then skip to question **[#19]**

————————————————————Page Break————————————————————

You've indicated you taught in Spring 2020. The next few questions will ask how the pandemic affected your teaching workload.

5)   To what extent was your availability to spend time on teaching in Spring 2020 affected by the pandemic? For instance, if you found yourself in more meetings than usual, or a lot of time was spent keeping abreast of TWU updates and how to protect your health and/or that of your students, or you lost time due to children being home from school, you might indicate that time impact here.
- ○ The crisis had a significant negative impact on my time available for teaching. [Value=1]
- ○ The crisis had a slight negative impact on my time available for teaching. [Value=3]
- ○ The crisis had, all things considered, a neutral impact on my time available for teaching. [Value=4]
- ○ The crisis had a slight positive impact on my time available for teaching. [Value=5]

○ The crisis had a significant positive impact on my time available for teaching. [Value=7]

6)   How much time did you spend modifying assignments or activities for Spring 2020 organized classes because of the pandemic? (Do not include time spent on course materials like video lectures, or prep time for Fall 2020, as those will be covered in later questions.)

○ Significantly more time [Value=1]

○ Somewhat more time [Value=3]

○ No change [Value=4]

○ Somewhat less time [Value=5]

○ Significantly less time [Value=7]

7)   How much time did you spend modifying course content--to include recording lectures that would have otherwise been delivered live--for Spring 2020 organized classes because of the pandemic? (Do not include prep time for Fall 2020, as that will be covered in a later question.)

○ Significantly more time [Value=1]

○ Somewhat more time [Value=3]

○ No change [Value=4]

○ Somewhat less time [Value=5]

○ Significantly less time [Value=7]

During the Spring 2020 pandemic, how helpful did you find guidance and information from the following sources, on the subjects of instruction and how to serve students during the crisis?

		Very helpful	Somewhat helpful	Neither helpful nor unhelpful on the whole	Somewhat unhelpful	Very unhelpful
8)	University	○ [Value=1]	○ [Value=2]	○ [Value=3]	○ [Value=4]	○ [Value=5]
9)	College	○ [Value=1]	○ [Value=2]	○ [Value=3]	○ [Value=4]	○ [Value=5]
10)	Department/Program	○ [Value=1]	○ [Value=2]	○ [Value=3]	○ [Value=4]	○ [Value=5]
11)	Instructional Support Services (such as TLT, DSS, Center for Faculty Excellence, the library, etc.)	○ [Value=1]	○ [Value=2]	○ [Value=3]	○ [Value=4]	○ [Value=5]

12)   That ends the workload questions. Our next few questions concern overall impacts on quality. However, if you would like to elaborate on any of your responses to the workload questions in the space below, we would appreciate any comments you have.

(28000 characters remaining)

Our next few questions concern impacts on the quality of learning and instruction.

13)   Which types of accommodations did you make for students during the pandemic? (check all that apply, unless you pick "Made no changes," which by definition should stand alone)

☐ Pushed back deadlines [Checked=1]

☐ Eased penalties on missed deadlines [Checked=1]

☐ Eased required documentation for absences [Checked=1]

☐ Allowed more Incompletes [Checked=1]

☐ Cancelled some assignments or activities [Checked=1]

☐ Required fewer of some kinds of repeated assignments (e.g., fewer journal postings or fewer article summaries) [Checked=1]

☐ Extra office hours or one-on-one appointments [Checked=1]

☐ Located or created replacement materials for students who had left materials on campus [Checked=1]

☐ Was more forgiving with grading criteria [Checked=1]

☐ Made no changes [Checked=1]

☐ Other (please specify) [Checked=1]

To what extent did the following increase or decrease?

		Significantly increased	Somewhat increased	No change	Somewhat decreased	Significantly decreased
14)	Percentage of "A" grades that students obtained	○ [Value=1]	○ [Value=2]	○ [Value=3]	○ [Value=4]	○ [Value=5]
15)	Student effort and engagement	○ [Value=1]	○ [Value=2]	○ [Value=3]	○ [Value=4]	○ [Value=5]
16)	Quality of student learning	○ [Value=1]	○ [Value=2]	○ [Value=3]	○ [Value=4]	○ [Value=5]
17)	Quality of your instruction, relative to what students would have normally received	○ [Value=1]	○ [Value=2]	○ [Value=3]	○ [Value=4]	○ [Value=5]

18) If you would like to elaborate on your responses to the previous questions on instructional quality, we would appreciate any comments. Our next section, after this question, concerns Fall 2020.

(28000 characters remaining)

*19) Are you teaching organized courses this term, Fall 2020?

○ Yes [Value=1]

○ No [Value=2]

Question Logic
If **[Yes]** is selected, then skip to question **[No logic applied]**
If **[No]** is selected, then skip to question **[GO TO END OF SURVEY]**

—————————————————————————Page Break—————————————————————————

20) How many courses are you teaching for the FIRST time this term?

○ 0 [Value=5]

○ 1 [Value=1]

○ 2 [Value=2]

○ 3 [Value=3]

○ 4 or more [Value=4]

21) How many courses are you teaching in a new delivery mode (online, hybrid, etc.)?

○ 0 [Value=5]

○ 1 [Value=1]

○ 2 [Value=2]

○ 3 [Value=3]

○ 4 or more [Value=4]

In preparing to teach in Fall 2020, how helpful did you find guidance and information from the following sources, on the subjects of instruction and how to serve students during the crisis?

		Very helpful	Somewhat helpful	Neither helpful nor unhelpful on the whole	Somewhat unhelpful	Very unhelpful
22)	University	○ [Value=1]	○ [Value=2]	○ [Value=3]	○ [Value=4]	○ [Value=5]
23)	College	○ [Value=1]	○ [Value=2]	○ [Value=3]	○ [Value=4]	○ [Value=5]
24)	Department/Program	○ [Value=1]	○ [Value=2]	○ [Value=3]	○ [Value=4]	○ [Value=5]
25)	Instructional Support Services (TLT, DSS, Center for Faculty Excellence, library, etc.)	○ [Value=1]	○ [Value=2]	○ [Value=3]	○ [Value=4]	○ [Value=5]

26) Roughly what percentage of your course plans and materials were ready for students on day one of the term? (We expect that, because of the pandemic and the limited turnaround for creating new delivery modes, many more faculty will be "building the plane as they're flying it" this term, at least in part, but we don't know that for sure.)

○ Less than 25% [Value=1]

○ Between 26% and 50% [Value=2]

○ Between 51% and 75% [Value=3]

○ Between 76% and 100% [Value=4]

How prepared do you feel for the following?

		Very prepared	Somewhat prepared	Neither prepared nor unprepared	Somewhat unprepared	Very unprepared
27)	Teaching your assigned content	○ [Value=1]	○ [Value=2]	○ [Value=3]	○ [Value=4]	○ [Value=5]
28)	Teaching in the delivery modes that you've been assigned (online, hybrid, etc.)	○ [Value=1]	○ [Value=2]	○ [Value=3]	○ [Value=4]	○ [Value=5]
29)	Managing the logistics of student attendance in a pandemic (to include seating charts, as applicable)	○ [Value=1]	○ [Value=2]	○ [Value=3]	○ [Value=4]	○ [Value=5]
30)	Safeguarding my own health	○ [Value=1]	○ [Value=2]	○ [Value=3]	○ [Value=4]	○ [Value=5]
31)	Safeguarding the health of my students	○ [Value=1]	○ [Value=2]	○ [Value=3]	○ [Value=4]	○ [Value=5]
32)	Adapting after the term starts to changes in delivery should the pandemic worsen	○ [Value=1]	○ [Value=2]	○ [Value=3]	○ [Value=4]	○ [Value=5]

33) Think of the class that was most recently added to your teaching schedule for Fall. How much time passed between the moment you heard you were teaching that class and the start of the term? (Round to the nearest accurate answer.)

○ Four or more months [Value=1]

○ Two to three months [Value=2]

○ One month [Value=3]

○ One to two weeks [Value=4]

34) If you would like to elaborate on any of your responses related to Fall 2020, we would appreciate any comments you might have.

(28000 characters remaining)

──────────────Automatic Page Break──────────────

Pandemic Impact on Instruction Assessment

You've reached the end of the
survey. We know how incredibly
busy you are, and we're incredibly
grateful to you for taking the time to
help us see the pandemic's impacts
more clearly. Thank you!

For maximum confidentiality, please close this window.

Spring 2021 Assessment Survey for Core Curriculum Faculty

Abstract

We're surveying faculty who taught core curriculum classes this term, in lieu of collecting student work from you. Depending on answers, this survey can take up to 15 minutes to complete.

Purpose of the Survey

If you've received a link to this survey, it's because you're listed as teaching one or more classes within TWU's core curriculum this term. The state and SACS both require regular assessment of core learning, on six learning objectives: communication, critical thinking, empirical/quantitatitve skills, personal responsibility, social responsibility, and teamwork. Historically, and under non-pandemic circumstances, we have collected student artifacts from a sample of core classes and then worked with raters to assess those artifacts.

This term, for methodological reasons related to the pandemic, we decided not to collect artifacts. Instead, we hope you will spend a few minutes to respond to this survey. The survey doesn't substitute for regular artifact assessment, but it may guide *future* assessment practices, and for that reason, we are grateful to you for completing this.

Overview of the Questions

The questions below address some of the most commonly assessed rubric items on our objective rubrics. Each rubric uses the same 1, 2, 3 scale, on which a 3 (highest) means the student clearly met the criterion and a 1 (lowest) means the student clearly *didn't* meet it.

We realize it may take a minute or so to orient yourself to the first rubric item, but after that point, the other items all follow the same structure and employ the same questions, so the survey should go faster after that point. In some cases we've defined terms; if you think you intuitively understand the rubrics, you don't need to scrutinize those. The definitions are there to assist readers who might have questions about those terms.
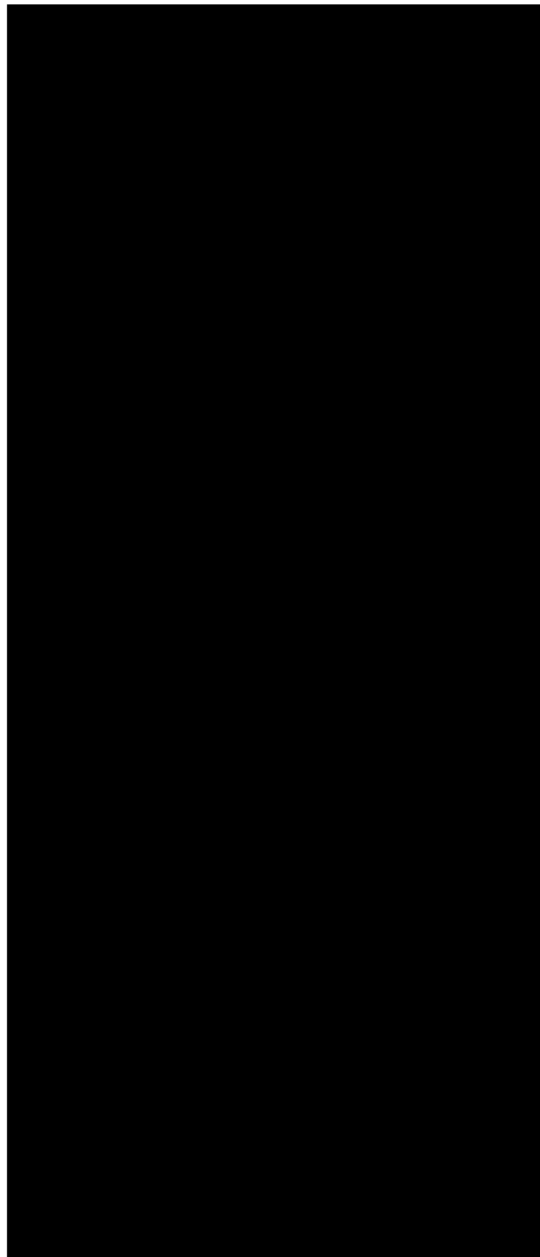
Use of Data

Assessment data isn't meant for faculty evaluation, and it isn't valid for that purpose. It's designed to gauge student learning on larger scales than the individual classroom. For that reason, we'll be pooling these responses when we use them. We may look at how responses average out for a specific course (across all of its sections), for a major core curriculum area like Language Philosophy & Culture, or for the entire population. When responding to questions below, please consider only the students in the class that we mentioned in our email to you.

*1) From the dropdown list provided here, please choose the class and section that you taught this term that was mentioned in our email to you. If you don't mind taking an extra second, please double-check that you picked the item with the correct section number. (The section number is the unique two-digit code that follows the main course number.)

--Select-- ⌄

The next few questions concern students' **Use of Evidence.** Descriptions of three performance levels for this measure appear in the table below. In the table, you'll see the name of the criterion ("Use of Evidence" and a description that provides a sense of what we mean by this standard. Levels 3, 2, and 1 each describe typical performance characteristics for those levels, with Level 3 being highest and 1 lowest. Below the table, we've defined some terms used in those descriptions.

Criteria	Description	Level 3	Level 2	Level 1
Use of Evidence	Does the student employ available information effectively and responsibly, with clear awareness of source strengths and weaknesses?	3. The student persuasively supports claims with warranted information from credible sources appropriate to the claim, which may include outside sources, assignment data, class materials, and/or original field or laboratory research.	2. The student supports claims with information from arguably credible sources, which may include outside sources, assignment data, class materials, and/or original field or laboratory research.	1. Does not meet level 2. Examples of work that might not meet level 2 include claims unsupported by sources, claims supported by Web sites that should have been better vetted, interviews with people not qualified to speak on the claim that they are supporting.
Definitions for boldfaced terms for Use of Evidence **Warranted**=The assumptions and logic linking the evidence to the claim are sound. For instance, a paper that routinely mistakes correlation for causation might be providing relevant evidence, but it wouldn't be warranted. In general, for level 3, the student should be making justifiable connections between claims and evidence. **Appropriate to the claim** = A climate scientist's article might be very good for scientific claims, but shakier for economic claims about the impacts of carbon tax policies. At the same time, a Wikipedia article might be very good evidence of what crowd editing produces, and Tweets might be good evidence of online social behaviors.				

*2) Did students in the core curriculum class (or classes) that you taught in Spring 2021 complete work that called for Use of Evidence?

○ Yes, and I feel like I have a good sense of how students fare on Use of Evidence [Value=1]

○ Yes, but I don't feel like I have enough insight to say how students perform on this skill [Value=2]

○ No, but I'd be willing to adjust future assignments to cover this learning measure [Value=3]

○ No, and I don't anticipate ever collecting student work that would address this measure [Value=4]

Question Logic
If [Yes, and I feel like I have a good sense of how st...] is selected, then skip to question [**No logic applied**]
If [Yes, but I don't feel like I have enough insight t...] is selected, then skip to question [**#4**]
If [No, but I'd be willing to adjust future assignment...] is selected, then skip to question [**#5**]
If [No, and I don't anticipate ever collecting student...] is selected, then skip to question [**after #5, Text**] (See "Edit Logic" for details)

————————————————————Page Break————————————————————

3) In your experience, what percentage of the students in your core curriculum class(es) would you place at each of the above levels for Use of Evidence? (Enter raw numbers, without % signs.)

[   ] Level 3

[   ] Level 2

[   ] Level 1

Total: 0 (must sum to 100)

4) To what extent do you think your instruction improved student learning in this area?

○ Not at all [Value=1]

○ A little [Value=2]

○ A moderate amount [Value=3]

○ A lot [Value=4]

5) Would you be interested in workshops aimed at improving instruction in this area, if we were to arrange for them?

○ Yes [Value=1]

○ No [Value=2]

The next few questions concern **Content Development.**

Criteria	Description	Level 3	Level 2	Level 1
Content Development	Does the student effectively develop ideas, arguments, or other forms of discourse?	3. Effectively uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	2. Uses appropriate and relevant content to develop and explore ideas through most of the work.	1. Does not meet level 2. For example: The artifact might develop simple ideas in some parts of the work while leaving other critical elements under-developed.
Definitions for boldfaced terms for Content Development **Effectively** = The author's reasons and support help the author meet a rhetorical goal (to persuade, to entertain, to inform, to build understanding or rapport, etc.). **Appropriate** = The author's reasons and support are well-chosen with regard to the author's audience and purpose. **Relevant** = The author's reasons and support avoid red herrings, non sequiturs, false equivalencies. The content is developed in ways clearly relevant to the author's points. **Compelling** = The author's content development is memorable, persuasive, or emotionally resonant in ways that meet the author's goals.				

*6) Did students in the core curriculum class (or classes) that you taught in Spring 2021 complete work that called for Content Development?

○ Yes, and I feel like I have a good sense of how students fare on this skill [Value=1]

○ Yes, but I don't feel like I have enough insight to say how students perform on this skill [Value=2]

○ No, but I'd be willing to adjust future assignments to cover this learning measure [Value=3]

○ No, and I don't anticipate ever collecting student work that would address this measure [Value=4]

Question Logic
If [Yes, and I feel like I have a good sense of how st...] is selected, then skip to question [**No logic applied**]
If [Yes, but I don't feel like I have enough insight t...] is selected, then skip to question [**#8**]
If [No, but I'd be willing to adjust future assignment...] is selected, then skip to question [**#9**]
If [No, and I don't anticipate ever collecting student...] is selected, then skip to question [**after #9, Text**] (See "Edit Logic" for details)

————————————————————Page Break————————————————————

7)   In your experience, what percentage of the students in your core curriculum class(es) would you place at each of the above levels for Content Development?

   [   ] Level 3

   [   ] Level 2

   [   ] Level 1

   Total: 0 (must sum to 100)

8)   To what extent do you think your instruction improved student learning in this area?

   ○ Not at all [Value=1]

   ○ A little [Value=2]

   ○ A moderate amount [Value=3]

   ○ A lot [Value=4]

9)   Would you be interested in workshops aimed at improving instruction in this area, if we were to arrange for them?

   ○ Yes [Value=1]

   ○ No [Value=2]

Our next few questions concern **Audience-Appropriate Approach & Structure**, which we realize is a mouthful. Simply put, it covers aspects of writing like *organization*, but it recognizes that "good organization" can vary by an audience's needs. (A scientific study's organization isn't terribly helpful to a casual news reader and the way one approaches a press release about a scientific discovery isn't always going to satisfy a scientist in the field.)

Criteria	Description	Level 3	Level 2	Level 1
Audience-Appropriate Approach & Structure	Does the student follow conventions and employ organizational structures appropriate for the genre of work being attempted and the audience in question?	3. The work skillfully employs conventions and organizational schemes appropriate to the genre and audience, though it may innovate in clearly communicated ways to solve challenges specific to the issues or problem being addressed.	2. The work generally follows conventions and organizational schemes appropriate to genre and audience.	1. Does not meet level 2. For example: The artifact might leave out the Works Cited/Reference list even though such a feature would be expected by audiences for that genre or type of work.
Definitions of boldfaced terms for Audience-Appropriate Approach & Structure **Genre** = Type or kind of communication, such as experimental report, business memo, literature review, staff study, annotated bibliography. Each genre has its own conventions, or set of expectations that streamline the experience for audiences and communicators. **Generally** = That is, the student gets the most important elements and does a serviceable job at them, though there may be (largely cosmetic) deviations from expectation (example: remembering to cite, but getting the article title format wrong). **Skillfully** = When the student uses conventions, it is to good effect -- and when the student deviates from convention, it's for strategic, effective reasons. (Most good communicators know when to break a rule.)				

*10) Did students in the core curriculum class (or classes) that you taught in Spring 2021 complete work that called for this skill?

   ○ Yes, and I feel like I have a good sense of how students fare on this skill [Value=1]

   ○ Yes, but I don't feel like I have enough insight to say how students perform on this skill [Value=2]

   ○ No, but I'd be willing to adjust future assignments to cover this learning measure [Value=3]

   ○ No, and I don't anticipate ever collecting student work that would address this measure [Value=4]

> **Question Logic**
> If [**Yes, and I feel like I have a good sense of how st...**] is selected, then skip to question [**No logic applied**]
> If [**Yes, but I don't feel like I have enough insight t...**] is selected, then skip to question [**#12**]
> If [**No, but I'd be willing to adjust future assignment...**] is selected, then skip to question [**#13**]
> If [**No, and I don't anticipate ever collecting student...**] is selected, then skip to question [**after #13, Text**] (See "Edit Logic" for details)

———————————————Page Break———————————————

11) In your experience, what percentage of the students in your core curriculum class(es) would you place at each of the above levels for this skill?

   [   ] Level 3

   [   ] Level 2

   [   ] Level 1

   Total: 0 (must sum to 100)

12)

To what extent do you think your instruction improved student learning in this area?

○ Not at all [Value=1]

○ A little [Value=2]

○ A moderate amount [Value=3]

○ A lot [Value=4]

13)   Would you be interested in workshops aimed at improving instruction in this area, if we were to arrange for them?

○ Yes [Value=1]

○ No [Value=2]

The next set of questions concerns the criterion: **Access and Use Information Ethically and Legally.** Boiled down, we're talking here about academic integrity and citation practices, but also about legalities like the use of copyrighted materials. (It is possible, for instance, to violate a copyright while still maintaining academic integrity, or else to violate academic integrity rules while following copyright, particularly when the latter concerns Creative Commons materials.)

Criteria	Description	Level 3	Level 2	Level 1
Access and Use Information Ethically and Legally	Does the student follow academic integrity and other source-related ethical and legal practices?	3. Demonstrates an appropriate understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. Students correctly use all of the following information use strategies: 1) use of citations and references; 2) choice of paraphrasing, summary, or quoting; 3) using information in ways that are true to original context; 4) distinguishing between common knowledge and ideas requiring attribution.	2. Demonstrates an appropriate understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. Students correctly use all but one of the following information use strategies: 1) use of citations and references; 2) choice of paraphrasing, summary, or quoting; 3) using information in ways that are true to original context; 4) distinguishing between common knowledge and ideas requiring attribution.	1. Does not meet level 2. For example: Artifact fails to use citations when appropriate.

*14)   Did students in the core curriculum class (or classes) that you taught in Spring 2021 complete work that called for this skill?

○ Yes, and I feel like I have a good sense of how students fare on this skill [Value=1]

○ Yes, but I don't feel like I have enough insight to say how students perform on this skill [Value=2]

○ No, but I'd be willing to adjust future assignments to cover this learning measure [Value=3]

○ No, and I don't anticipate ever collecting student work that would address this measure [Value=4]

> **Question Logic**
> If **[Yes, and I feel like I have a good sense of how st...]** is selected, then skip to question **[No logic applied]**
> If **[Yes, but I don't feel like I have enough insight t...]** is selected, then skip to question **[#16]**
> If **[No, but I'd be willing to adjust future assignment...]** is selected, then skip to question **[#17]**
> If **[No, and I don't anticipate ever collecting student...]** is selected, then skip to question **[after #17, Text]** (See "Edit Logic" for details)

———————————————————————Page Break———————————————————————

15)   In your experience, what percentage of the students in your core curriculum class(es) would you place at each of the above levels for this skill?

[   ] Level 3

[   ] Level 2

[   ] Level 1

Total: 0 (must sum to 100)

16)   To what extent do you think your instruction improved student learning in this area?

○ Not at all [Value=1]

○ A little [Value=2]

○ A moderate amount [Value=3]

○ A lot [Value=4]

17)

Would you be interested in workshops aimed at improving instruction in this area, if we were to arrange for them?

○ Yes [Value=1]

○ No [Value=2]

The next few questions concern the rubric item: **Use of Multiple Perspectives in Problem Solving.**

Criteria	Description	Level 3	Level 2	Level 1
Use of Multiple Perspectives in Problem Solving	Does the student draw on multiple informed perspectives to propose solutions to problems?	3. Plans and evaluates more complex solutions to social challenges that are appropriate to their contexts using multiple informed perspectives (such as cultural, historical, and scientific).	2. Formulates practical yet elementary solutions to social challenges that use at least two informed perspectives (such as cultural, historical, and scientific).	1. Does not meet level 2. For example: Only considers one informed perspective.

*18) Did students in the core curriculum class (or classes) that you taught in Spring 2021 complete work that called for this skill?

○ Yes, and I feel like I have a good sense of how students fare on this skill [Value=1]

○ Yes, but I don't feel like I have enough insight to say how students perform on this skill [Value=2]

○ No, but I'd be willing to adjust future assignments to cover this learning measure [Value=3]

○ No, and I don't anticipate ever collecting student work that would address this measure [Value=4]

> **Question Logic**
> If [Yes, and I feel like I have a good sense of how st...] is selected, then skip to question **[No logic applied]**
> If [Yes, but I don't feel like I have enough insight t...] is selected, then skip to question **[#20]**
> If [No, but I'd be willing to adjust future assignment...] is selected, then skip to question **[#21]**
> If [No, and I don't anticipate ever collecting student...] is selected, then skip to question **[after #21, Text]** (See "Edit Logic" for details)

————————————————Page Break————————————————

19) In your experience, what percentage of the students in your core curriculum class(es) would you place at each of the above levels for this skill?

[____] Level 3

[____] Level 2

[____] Level 1

Total: 0 (must sum to 100)

20) To what extent do you think your instruction improved student learning in this area?

○ Not at all [Value=1]

○ A little [Value=2]

○ A moderate amount [Value=3]

○ A lot [Value=4]

21) Would you be interested in workshops aimed at improving instruction in this area, if we were to arrange for them?

○ Yes [Value=1]

○ No [Value=2]

The next few questions concern the rubric item of **Comprehension.**

Criteria	Description	Level 3	Level 2	Level 1
Comprehension	Communicates deep understanding of a text, going beyond explicit messages to draw plausible inferences from clues within the text.	3. Draws complex and persuasive inferences about a source's message and its author's attitude, beyond that author's explicit message. May draw for evidence on the text itself, general background knowledge, and/or specific knowledge of the author's context.	2. Demonstrates basic understanding by drawing plausible inferences about context and purpose of source material. May evaluates how textual features (e.g., sentence and paragraph structure or tone) contribute to the author's message.	1. Does not meet level 2. For example: The student's understanding of sources may be impossible to assess due to overreliance on quotation without discussion or context.

*22) Did students in the core curriculum class (or classes) that you taught in Spring 2021 complete work that called for this skill?

○ Yes, and I feel like I have a good sense of how students fare on this skill [Value=1]

○ Yes, but I don't feel like I have enough insight to say how students perform on this skill [Value=2]

○ No, but I'd be willing to adjust future assignments to cover this learning measure [Value=3]

○ No, and I don't anticipate ever collecting student work that would address this measure [Value=4]

Question Logic
If [Yes, and I feel like I have a good sense of how st...] is selected, then skip to question **[No logic applied]**
If [Yes, but I don't feel like I have enough insight t...] is selected, then skip to question **[#24]**
If [No, but I'd be willing to adjust future assignment...] is selected, then skip to question **[#25]**
If [No, and I don't anticipate ever collecting student...] is selected, then skip to question **[after #25, Matrix Text]** (See "Edit Logic" for details)

————————————————————————Page Break————————————————————————

23) In your experience, what percentage of the students in your core curriculum class(es) would you place at each of the above levels for this skill?

[____] Level 3

[____] Level 2

[____] Level 1

Total: 0 (must sum to 100)

24) To what extent do you think your instruction improved student learning in this area?

○ Not at all [Value=1]

○ A little [Value=2]

○ A moderate amount [Value=3]

○ A lot [Value=4]

25) Would you be interested in workshops aimed at improving instruction in this area, if we were to arrange for them?

○ Yes [Value=1]

○ No [Value=2]

Last question! Below we've listed each of the six rubric items that you just answered questions about. On a scale of high to low importance, how would you rate each of these *as skills students need*, whatever their major might be? Put another way, how much emphasis do these skills deserve from the university at large?

		High importance	Moderate importance	Limited importance	Low importance	N/A
26)	Use of Evidence	○ [Value=1]	○ [Value=2]	○ [Value=3]	○ [Value=4]	○ [Value=5]
27)	Content Development	○ [Value=1]	○ [Value=2]	○ [Value=3]	○ [Value=4]	○ [Value=5]
28)	Audience-Appropriate Approach & Structure	○ [Value=1]	○ [Value=2]	○ [Value=3]	○ [Value=4]	○ [Value=5]
29)	Access and Use Information Ethically and Legally	○ [Value=1]	○ [Value=2]	○ [Value=3]	○ [Value=4]	○ [Value=5]
30)	Use of Multiple Perspectives in Problem Solving	○ [Value=1]	○ [Value=2]	○ [Value=3]	○ [Value=4]	○ [Value=5]
31)	Comprehension	○ [Value=1]	○ [Value=2]	○ [Value=3]	○ [Value=4]	○ [Value=5]

32) If you would like to elaborate on any of your earlier answers with a comment or two, we'd be grateful for the chance to hear what you're thinking. (OPTIONAL)

(28000 characters remaining)

————————————Automatic Page Break————————————

Spring 2021 Assessment Survey for Core Curriculum Faculty

This concludes this term's assessment needs for your core curriculum classes.

Thank you!

For maximum confidentiality, please close this window.

Teamwork Core Assessment Survey

This survey is presented to faculty as an *alternative* to the submitting of student artifacts for the core objective of Teamwork. Many of the questions below hint at best practices for teaching and incorporating teamwork or collaboration into learning experiences. We want to reassure you of the importance of common sense regarding these practices:

- Trying to do all of these would be a lot of work and probably result in a mess. We have no expectation or hope that anyone will answer "yes" to even a majority of them.
- Some of these won't fit in the kind of class you're teaching. That's okay. Virtually none of these is one-size-fits-all, able to be plugged into any class like a universal adapter. We think it's a lot more important to find the right strategies for the cirumstances and content of your class, and those are going to vary.
- There's a chance you'll get some ideas from the questions we're asking. That's great. We'll be asking at the end to identify one idea you're thinking about investigating or implementing (whether it's from the survey or not). We strongly recommend only trying one new intervention at a time, however. Major overhauls often result in problems that are tough for even good faculty to debug because it isn't always clear which change caused the new problem. One change at a time tends to lead to easier troubleshooting.

For the questions that follow, please choose answers that *apply to the core curriculum class and section about which you received this survey link*, and which is being assessed on Teamwork this term. Answers should focus on what you are doing this term, in the relevant class, not on what you might have done in previous terms. (There are answer options to indicate whether you used to employ a particular practice.)

*1)   Please pick your name from the list below. (This list should include everyone who was sampled for the objective of Teamwork this term. If you do not see your name, please contact Dr. Gray Scott at grayscott@twu.edu.)

--Select-- ⌄

		Yes	No, but I used to, and might go back to it	No, but I used to and decided it didn't work for what I was doing	No, but I'm interested in doing so	No, this wouldn't be appropriate for the core curriculum class for which I received this survey	No (other)
2)	In the core class in question, do you teach Rogerian argument? (If you don't know what this is, mark "no.")	○ [Value=1]	○ [Value=2]	○ [Value=3]	○ [Value=4]	○ [Value=5]	○ [Value=6]
3)	Do you teach active listening in that class? (If you don't know what this is, mark "no.")	○ [Value=1]	○ [Value=2]	○ [Value=3]	○ [Value=4]	○ [Value=5]	○ [Value=6]
4)	Do you teach mirroring in that class? (If you don't know what this is, mark "no.")	○ [Value=1]	○ [Value=2]	○ [Value=3]	○ [Value=4]	○ [Value=5]	○ [Value=6]
5)	Do you teach negotiation strategies in that class?	○ [Value=1]	○ [Value=2]	○ [Value=3]	○ [Value=4]	○ [Value=5]	○ [Value=6]
6)	Do you encourage students in that class to value exposure to ideas foreign to their own?	○ [Value=1]	○ [Value=2]	○ [Value=3]	○ [Value=4]	○ [Value=5]	○ [Value=6]
7)	Do you assign work in that class that forces students to understand and either synthesize or respond to multiple perspectives on an issue?	○ [Value=1]	○ [Value=2]	○ [Value=3]	○ [Value=4]	○ [Value=5]	○ [Value=6]
8)	In that class, do you use the pedagogical approach taught by the Team-Based Learning Collaborative? (If you don't know what this is, mark "no.")	○ [Value=1]	○ [Value=2]	○ [Value=3]	○ [Value=4]	○ [Value=5]	○ [Value=6]

*9) Does the class in question give students any opportunities to practice collaboration, teamwork, or peer review in any contexts (including ungraded or participation-credit in-class group activities, and including labs associated with lecture sections)?

○ Yes, there is at least one such activity or project [Value=1]

○ No, but I've done such things in previous iterations of this class [Value=2]

○ No, but I'm interested in incorporating such activities [Value=3]

○ No; although the state expects our part of the core to teach Teamwork, such activities really don't fit within the scope of the class [Value=4]

○ No (other) [Value=5]

> **Question Logic**
> If [Yes, there is at least one such activity or projec...] is selected, then skip to question [No logic applied]
> If [No, but I've done such things in previous iteratio...] is selected, then skip to question [GO TO END OF SURVEY]
> If [No, but I'm interested in incorporating such activ...] is selected, then skip to question [GO TO END OF SURVEY]
> If [No; although the state expects our part of the cor...] is selected, then skip to question [GO TO END OF SURVEY]
> If [No (other)] is selected, then skip to question [GO TO END OF SURVEY]

————————————Page Break————————————

*10) Do you assign group projects in this class?

○ Yes, at least once [Value=1]

○ No, but I used to, and might go back to it   [Value=2]

○ No, but I used to and decided it didn't work for what I was doing   [Value=3]

○ No, but I'm interested in doing so   [Value=4]

○ No, this wouldn't be appropriate for the core curriculum class for which I received this survey   [Value=5]

○ No (other) [Value=6]

> **Question Logic**
> If [Yes, at least once] is selected, then skip to question [No logic applied]
> If [No, but I used to, and might go back to it ...] is selected, then skip to question [#12]
> If [No, but I used to and decided it didn't work for w...] is selected, then skip to question [#12]
> If [No, but I'm interested in doing so ...] is selected, then skip to question [#12]
> If [No, this wouldn't be appropriate for the core curr...] is selected, then skip to question [#12]
> If [No (other)] is selected, then skip to question [#12]

————————————Page Break————————————

11) Are the projects in this class graded or ungraded?

○ Graded, with scores or letter grades [Value=1]

○ Graded as participation or credit/no-credit [Value=2]

○ A mix of graded and participation credit (possibly varying by project) [Value=4]

○ Not graded in any way [Value=3]

*12) Do you have in-class group activities in this course?

○ Yes, we have at least one such activity during the term. [Value=1]

○ No, but I used to, and might go back to it   [Value=2]

○ No, but I used to and decided it didn't work for what I was doing   [Value=3]

○ No, but I'm interested in doing so   [Value=4]

○ No, this wouldn't be the right strategy for what we're doing in this class [Value=5]

○ No (other) [Value=6]

Question Logic
If [Yes, we have at least one such activity during the...] is selected, then skip to question **[No logic applied]**
If [No, but I used to, and might go back to it ...] is selected, then skip to question **[#15]**
If [No, but I used to and decided it didn't work for w...] is selected, then skip to question **[#15]**
If [No, but I'm interested in doing so ...] is selected, then skip to question **[#15]**
If [No, this wouldn't be the right strategy for what w...] is selected, then skip to question **[#15]**
If [No (other)] is selected, then skip to question **[#15]**

————————————————Page Break————————————————

13) Are these graded or ungraded?

○ Graded, with scores or letter grades [Value=1]

○ Graded as participation or credit/no-credit [Value=2]

○ A mix of graded and participation/credit (possibly varying by activity) [Value=4]

○ Not graded in any way [Value=3]

14) How much are group activities weighted?

○ No impact on final grade [Value=1]

○ Minimal impact on final grade (~1 to 5%) [Value=2]

○ Moderate impact on final grade (6% to 20%) [Value=3]

○ Significant impact on final grade (21%+) [Value=4]

○ Varies across two or more of the above categories, depending on the activity. [Value=5]

15) Have you tried to design your activities or projects so students in this class are more likely to explain concepts to each other? (Research shows the students who benefit most from collaborative learning are the ones who explain concepts to their classmates, an effect that anyone who has taught may recognize from personal experience.)

○ Yes, and I'm happy with how well the approach encourages this behavior. [Value=1]

○ Yes, but I would like to improve on this. [Value=7]

○ No, but I used to, and might go back to it   [Value=2]

○ No, but I used to and decided it didn't work for what I was doing   [Value=3]

○ No, but I'm interested in doing so   [Value=4]

○ No, this wouldn't be the right strategy for what we're doing in this class [Value=5]

○ No (other) [Value=6]

16) How are teams designed in this class? (Select all that apply if multiple methods are used over multiple activities.)

☐ Instructor-assigned [Checked=1]

☐ Randomly assigned [Checked=1]

☐ Assigned based on proximity (i.e., based on where students are sitting) [Checked=1]

☐ Assigned through ability grouping (weaker students grouped together, stronger students grouped together) [Checked=1]

☐ Assigned through qualifying procedures (i.e., which team a student ends up on is dependent on work that they've done, so that students who show up prepared and with homework are more likely to end up on teams together) [Checked=1]

☐ Students choose their own groups (i.e., they're probably teaming up with friends or with people who chose to sit in the same part of the classroom) [Checked=1]

☐ Other [Checked=1]

☐ Other (please specify) [Checked=1]

[   ]

17) How large do you aim for student groups to be for this class?

○ 2 students, when possible [Value=1]

○ 3 students on average [Value=2]

○ 4 students on average [Value=3]

○ 5 students on average [Value=4]

○ More than 5 students on average [Value=5]

○ Varies across two or more of the above answers, depending on the activity. [Value=6]

18) Do you make any effort to ensure that teams in this class are diverse? (Research consistently connects team performance to member diversity. Teams without diversity often succumb to groupthink and more readily embrace bad decisions.)

○ Yes, and I'm happy with the results. [Value=1]

○ Yes, but I would like to improve on this. [Value=7]

○ No, but I used to, and might go back to it [Value=2]

○ No, but I used to and decided it didn't work for what I was doing [Value=3]

○ No, but I'm interested in doing so [Value=4]

○ No, this wouldn't be the right strategy for what we're doing in this class [Value=5]

○ No (other) [Value=6]

19) Are teams in this class assigned with any regard for students' schedules and availability? (e.g., Some faculty conduct surveys to find out when students are generally available and then assign to teams based on what availabilities they have in common. Others find out who lives off campus and assigns them to the same team because they'll better understand each other's conflicts.)

○ Yes, and I'm happy with the results. [Value=1]

○ Yes, but I'd like to improve on this. [Value=7]

○ No, but I used to, and might go back to it [Value=2]

○ No, but I used to and decided it didn't work for what I was doing [Value=3]

○ No, but I'm interested in doing so [Value=4]

○ No, this wouldn't be the right strategy for what we're doing in this class [Value=5]

○ No (other) [Value=6]

20) Can students in this class request not to be on a team with a particular student?

○ Yes, this is an option for at least one activity or project. [Value=1]

○ No, but I used to allow this, and might go back to it [Value=2]

○ No, but I used to allow this and decided it didn't work for what I was doing [Value=3]

○ No, but I'm interested in allowing this [Value=4]

○ No, this wouldn't be the right strategy for what we're doing in this class [Value=5]

○ No (other) [Value=6]

21) Do you provide guidance to students in this class on how to handle group conflicts?

○ Yes [Value=1]

○ No, but I used to, and might go back to it [Value=2]

○ No, but I used to and decided it didn't work for what I was doing [Value=3]

○ No, but I'm interested in doing so [Value=4]

○ No, this wouldn't be the right strategy for what we're doing in this class [Value=5]

○ No (other) [Value=6]

22) Do you provide guidance or procedures to students in this class on how to ensure they've heard from every team member (and thus, to avoid groupthink)?

○ Yes [Value=1]

○ No, but I used to, and might go back to it [Value=2]

○ No, but I used to and decided it didn't work for what I was doing [Value=3]

○ No, but I'm interested in doing so [Value=4]

○ No, this wouldn't be the right strategy for what we're doing in this class [Value=5]

○ No (other) [Value=6]

23) Do you provide guidance to students in this class on how to share group workloads effectively?

○ Yes [Value=1]

○ No, but I used to, and might go back to it [Value=2]

○ No, but I used to and decided it didn't work for what I was doing [Value=3]

○ No, but I'm interested in doing so [Value=4]

○ No, this wouldn't be the right strategy for what we're doing in this class [Value=5]

○ No (other) [Value=6]

24) Do students in this class complete, create, or sign team contracts that state group member expectations and responsibilities?

○ Yes, for at least one activity or project. [Value=1]

○ No, but I used to have them do this, and might go back to it [Value=2]

○ No, but I used to have them do this and decided it didn't work for what I was doing [Value=3]

○ No, but I'm interested in having them do so [Value=4]

○ No, this wouldn't be the right strategy for what we're doing in this class [Value=5]

○ No (other) [Value=6]

25)   Do students in this class have the option to "fire" team members or leave names of free-loaders off group projects?

○ Yes, for at least one activity or project. [Value=1]

○ No, but I used to give students this kind of option, and might go back to it [Value=2]

○ No, but I used to give students this option and decided it didn't work for what I was doing [Value=3]

○ No, but I'm interested in giving students this kind of option. [Value=4]

○ No, this wouldn't be the right strategy for what we're doing in this class [Value=5]

○ No (other) [Value=6]

26)   Do students have the option to file "minority reports" if they disagree substantively with what their group's positions, conclusions, or findings?

○ Yes, for at least one activity or project. [Value=1]

○ No, but I used to give students this kind of option, and might go back to it [Value=2]

○ No, but I used to give students this option and decided it didn't work for what I was doing [Value=3]

○ No, but I'm interested in giving students this kind of option. [Value=4]

○ No, this wouldn't be the right strategy for what we're doing in this class [Value=5]

○ No (other) [Value=6]

27)   If the groups in this class are making presentations, do you choose one presenter randomly from each team to give that team's presentation on the day that it's due?

○ Yes, for at least one activity or project. [Value=1]

○ No. The teams in my class don't do any team presentations. [Value=7]

○ No, but I used to give students this kind of option, and might go back to it [Value=2]

○ No, but I used to give students this option and decided it didn't work for what I was doing [Value=3]

○ No, but I'm interested in giving students this kind of option. [Value=4]

○ No, this wouldn't be the right strategy for what we're doing in this class [Value=5]

○ No (other) [Value=6]

*28)   Do you have students in this class evaluate each other, write summaries of their teammates' contributions, or rate each other's contributions to the team effort?

○ Yes, for at least one activity or project. [Value=1]

○ No, but I used to give students this kind of option, and might go back to it [Value=2]

○ No, but I used to give students this option and decided it didn't work for what I was doing [Value=3]

○ No, but I'm interested in giving students this kind of option. [Value=4]

○ No, this wouldn't be the right strategy for what we're doing in this class [Value=5]

○ No (other) [Value=6]

> **Question Logic**
> If [Yes, for at least one activity or project....] is selected, then skip to question [No logic applied]
> If [No, but I used to give students this kind of optio...] is selected, then skip to question [#30]
> If [No, but I used to give students this option and de...] is selected, then skip to question [#30]
> If [No, but I'm interested in giving students this kin...] is selected, then skip to question [#30]
> If [No, this wouldn't be the right strategy for what w...] is selected, then skip to question [#30]
> If [No (other)] is selected, then skip to question [#30]

————————————————Page Break————————————————

29)   Do they do this evaluation at a point when there's still time for students to change how they're participating?

○ Yes, for at least one activity or project. [Value=1]

○ No, for all such activities or projects. [Value=2]

30)   Do students in this class complete an individual assignment or individual quiz after their collaboration, so that there are individual consequences for nonparticipants?

○ Yes, for at least one activity or project. [Value=1]

○ No, but I used to have them do this, and might go back to it [Value=2]

○ No, but I used to have them do this and decided it didn't work for what I was doing [Value=3]

○ No, but I'm interested in having them do this [Value=4]

○ No, this wouldn't be the right strategy for what we're doing in this class [Value=5]

○ No (other) [Value=6]

⭐31) Do students in this class have assigned or selected roles within the team?

○ Yes, for at least one activity or project. [Value=1]

○ No, but I used to give students this kind of option, and might go back to it [Value=2]

○ No, but I used to give students this option and decided it didn't work for what I was doing [Value=3]

○ No, but I'm interested in giving students this kind of option. [Value=4]

○ No, this wouldn't be the right strategy for what we're doing in this class [Value=5]

○ No (other) [Value=6]

Question Logic
If **[Yes, for at least one activity or project....]** is selected, then skip to question **[No logic applied]**
If **[No, but I used to give students this kind of optio...]** is selected, then skip to question **[#34]**
If **[No, but I used to give students this option and de...]** is selected, then skip to question **[#34]**
If **[No, but I'm interested in giving students this kin...]** is selected, then skip to question **[#34]**
If **[No, this wouldn't be the right strategy for what w...]** is selected, then skip to question **[#34]**
If **[No (other)]** is selected, then skip to question **[#34]**

————————————————Page Break————————————————

32) Are these roles designed so each engages substantively with project content? (For instance, a time-keeper or deadline-tracker doesn't have to engage in content, so teams with such roles would be a "no" answer.)

○ Yes, for all assigned roles [Value=1]

○ No, but I used to design roles this way, and might go back to it [Value=2]

○ No, but I used to design roles this way and decided it didn't work for what I was doing [Value=3]

○ No, but I'm interested in designing roles this way. [Value=4]

○ No, this wouldn't be the right strategy for what we're doing in this class [Value=5]

○ No (other) [Value=6]

33) Do students rotate roles throughout the class (or, alternatively, throughout the experience)?

○ Yes, for at least one team activity or project. [Value=1]

○ No, for all activities and projects. [Value=2]

34) Do students in this class reflect on or evaluate their own performance within the team?

○ Yes, for at least one group activity or project [Value=1]

○ No, but I used to have them do this, and might go back to it [Value=2]

○ No, but I used to have them do this and decided it didn't work for what I was doing [Value=3]

○ No, but I'm interested in having them do so [Value=4]

○ No, this wouldn't be the right strategy for what we're doing in this class [Value=5]

○ No (other) [Value=6]

35) Are group activities in this class scaffolded with materials provided by you, so that students are focusing mostly on solving problems with what was provided, rather than on the additional problem of finding materials?

○ Yes, for at least one group activity or project [Value=1]

○ No, but I used to do this, and might go back to it [Value=2]

○ No, but I used to do this and decided it didn't work for what I was doing [Value=3]

○ No, but I'm interested in doing this [Value=4]

○ No, this wouldn't be the right strategy for what we're doing in this class [Value=5]

○ No (other) [Value=6]

36) In this class, do you model or role-play effective peer-to-peer interactions related to the work that students are doing? (e.g., In some English classes, faculty will model peer-review so students understand what is expected when reviewing a classmate's work.)

○ Yes, for at least one group activity or project [Value=1]

○ No, but I used to, and might go back to it [Value=2]

○ No, but I used to and decided it didn't work for what I was doing [Value=3]

○ No, but I'm interested in doing so [Value=4]

○ No, this wouldn't be the right strategy for what we're doing in this class [Value=5]

○ No (other) [Value=6]

37) Do you provide clear and specific goals for team-based activities in this class?

○ Yes, for at least one group activity or project [Value=1]

○ No, but I used to, and might go back to it [Value=2]

○ No, but I used to and decided it didn't work for what I was doing [Value=3]

○ No, but I'm interested in doing so [Value=4]

○ No, this wouldn't be the right strategy for what we're doing in this class [Value=5]

○ No (other) [Value=6]

38) Do you debrief the activity with the class when the activity is complete?

○ Yes, for at least one group activity or project [Value=1]

○ No, but I used to, and might go back to it [Value=2]

○ No, but I used to and decided it didn't work for what I was doing [Value=3]

○ No, but I'm interested in doing so [Value=4]

○ No, this wouldn't be the right strategy for what we're doing in this class [Value=5]

○ No (other) [Value=6]

————————————Automatic Page Break————————————

Teamwork Core Assessment Survey

You have completed the survey.

Thank you for taking the time to respond to these questions. Having done so, you will not need to submit any artifacts for core assessment of **Teamwork** this term, though if your class is also being assessed in Empirical and Quantitative Skills, artifacts will still be needed for those.

For maximum confidentiality, please close this window.