OVERVIEW OF PROPOSED BASELINE DATA COLLECTION FOR THE UAB QEP

Center for Educational Accountability
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Assumptions

• The QEP focuses both on team-focused pedagogies in the classroom or service learning environment AND on developing team skills and dispositions
Are We Measuring Two Things…or One?

Team-focused Pedagogy (TFP)

Team-performance Training (TPT)
Assumptions (cont.)

• While the QEP does not need to apply to all units on campus, it is important to get a cross-campus perspective at baseline
• Data for the QEP should be gathered from faculty, students, alumni and employers
• Evaluation of the QEP must focus on changes in context, process, and outcomes
Definitions

• **Context:** The general climate of the university relating to teaming and team-based pedagogy evidenced by the density of team-focused pedagogy, team experiences in service learning, student and faculty attitudes about team-based learning, and the extent to which the units report a focus on team skills and team performance.

• **Process:** The activities that faculty engage in to deliver team-focused pedagogy and promote team skills.

• **Outcomes:** The effects of team-focused pedagogy and teaming on learning as well as student, alumni and employer satisfaction
**Goals: Context and Processes**

- Describe the nature of the UAB infrastructure that currently supports team-focused pedagogy and team outcomes for students

- Describe initial extent and characteristics of team-focused pedagogies and team performance training used across campus (e.g., Faculty and student reports of instructional methods of team-focused pedagogies and team performance training used in classes and service learning)

- *This data will enable the university to monitor the changes in support and pedagogical strategies that occur during the course of the QEP*
Goals: Context and Processes (cont.)

- Describe faculty and administrator perceptions of features that serve as barriers and enablers of team-focused pedagogies and team performance training. *This data will be useful in identifying strategies within and across units to support TFP and TPT and monitoring adoption of QEP.*

- Describe perceptions of gaps between actual and ideal implementation of teaming (TFP and TPT) within units and describe perceived obstacles to resolving the gap. *This data will enable the university to identify units that will perceive QEP efforts most favorably (high need/low implementation).*
Goals: Outcomes

• Describe baseline levels of core learning outcomes
  – Undergraduate learning outcomes on the Profile
  – Retention of learning in a sample of undergraduate and graduate courses

• This data will be useful, in part, to document the contribution of the QEP to student learning outcomes (Do units/courses that adopt teaming demonstrate greater freshman to junior gains and greater spring to fall retention?)
Goals: Outcomes (cont.)

• To summarize currently available alumni assessments of satisfaction with preparation related to teaming. *This data will determine where gaps in collection exists across units and provide initial baseline status.*

• To summarize current perceptions of employers of UAB graduates regarding the role of teams in their organizations and perceptions of UAB graduates to participate effectively as team leaders/team members. *This data will: (a) engage community stakeholders in the QEP, and (b) provide baseline information to the unit and university regarding the perceived importance of team skills for graduates.*
Methods: Data from Administrators

• Surveys of all chairs and deans regarding: (a) current levels of allocation of resources to team-focused pedagogy and team performance training, (b) perceived importance of teaming to disciplines within school/department, (c) perceived enablers and barriers to implementation, and (d) perceived level of adoption. (February 28th)
Methods: Data from Faculty

- Qualtrics survey of all teaching faculty describing current practices of teaming in courses taught this semester (structure, curriculum, assessment), attitudes toward teaming and factors which enable or impede team-focused pedagogy. (Disseminated February 28th).
Methods: Analysis of Existing Data

• Aggregation of extant process and outcome data from university-wide and unit-specific assessments (March 15th):
  – NSSE/FSSE
  – Profile
  – Alumni assessments (program or department specific) regarding teaming
Methods: Student Learning Retention Pilot

• Qualtrics-based learning retention pilot study (online administration in early April and late August)
  – Undergraduate and graduate classes sampled
  – Students compensated to participate (Visa card at completion of follow-up test)
  – Sampled multiple-choice items that are not “secure” but are content valid
Methods: Student Reports of Exposure to Teaming in Classes and Service Learning

• Student reports of degree of team-focused pedagogy or team-performance training embedded in classes (amended IDEA survey or similar surveys) (June 30)

AND/OR

• Standardized student survey related to teaming (team-focused pedagogy, team-performance training). Requires adoption of a survey, determination of a sampling plan, administration, scoring and reporting. (May 31)
Methods: Gathering Baseline Portfolio Evidence of Teaming

• Units compile a portfolio of assessments that are used to evaluate team-focused pedagogy, team performance training, and their effects on student outcomes (May 1)

• *NOTE:* *This task may be assigned to units selected for engagement in the QEP rather than for all units.*
Method: Baseline Employer Data

- A sample of department-specific studies of employer attitudes toward teaming and satisfaction with preparedness of majors regarding team skills (e.g., focus group or survey of advisory groups) (May 15)
Other Evaluation Tasks

• Adoption of an observational and/or self-report protocol related to team-focused pedagogy, etc.
• Establishment of alumni and employer databases to track satisfaction
• Incentives for faculty, students and alumni to participate
• Sampling of courses for testing regarding retention of learning