

CETL 2022 Needs Assessment Report

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The Needs Assessment (NA) was created by the Coordinator of Faculty Development and reviewed by a subcommittee of the CETL Advisory Board. The NA had two major goals:

1. Gather information on the pedagogical needs of faculty members for an upcoming CETL initiative
2. Gather information on the use of, and satisfaction with, current CETL programming and services.

Working with the Office of Institutional Research, the NA was sent to 324 faculty members in October 2021. However, it was not sent to University libraries, so CETL sent the survey to 19 library faculty. This resulted in a possible sample of 343 respondents; 47 individuals responded, a response rate of 13.7%. Respondents were representative of instructor level and included individuals from five of the colleges on campus. Figure 1 shows the breakdown of respondents across college, and Figure 2 shows across level.

Figure 1.

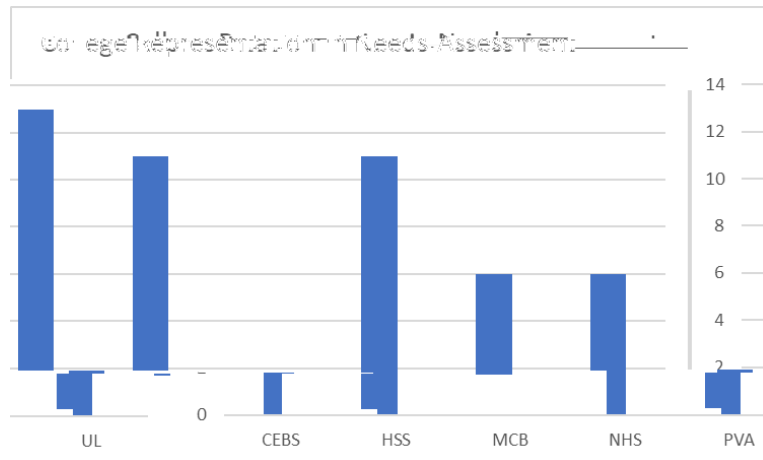
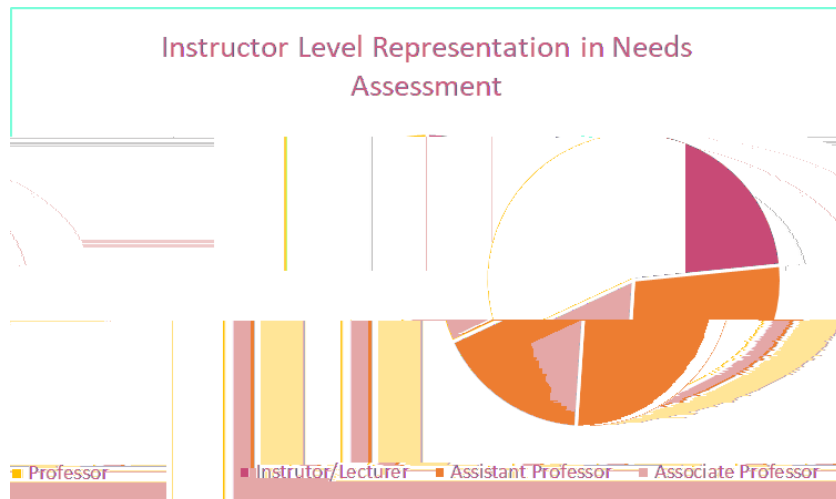


Figure 2.



Goal 1: Gather information on the pedagogical needs of faculty members for an upcoming CETL initiative

The subcommittee of the CETL Advisory Board, who represented various colleges and roles on campus, brainstormed and discussed teaching and learning topics in which faculty members at UNC would be interested in having access to professional development. After discussion, 20 pedagogical topics were selected. Faculty respondents were asked to read the topics, and click and drag them into a rank ordered list according to their interest in the topic. The cumulative rankings were then used to identify the topics ranked highest by faculty respondents. The topics are listed below in rank order, with the highest ranked topics in bold.

1. Offering meaningful feedback on written assignments
2. Grading essays quickly and effectively
3. Incorporating UDL in active classrooms
4. Decolonizing the curriculum/antiracist teaching
5. Addressing challenges in large classrooms
6. Teaching effectively in online asynchronous classes
7. Using Panopto
8. Assessing higher order learning outcomes
9. Using Pear Deck
10. Ensuring higher order understanding in an online environment
11. Gamification/escape rooms; inclusive syllabi; stakes assessment; using Padlet (TIE)
12. Curriculum-Based Undergraduate Research Experiences; addressing challenges in graduate education (TIE)

How likely are you to view a 2-minute video made by the CETL Liaison providing you with more advanced know on the topic?	17 (49%)	15 (43%)
How likely are you to schedule a one-on-one consultation with the CETL Liaison to get your specific question problems addressed?	4 (11%)	11 (31%)
How likely are you to ask the CETL Liaison to observe teaching and provide feedback?	4 (11%)	11 (31%)

Goal 2: Gather information on the use of, and satisfaction with, current CETL programming and services

Of the original sample of 47 participants, 41 individuals responded to questions related to goal 2. The NA asked questions related to respondents' engagement with CETL programs and services. Figure 3 shows the number of respondents who engaged with CETL in the past 12 months.

Figure 3.

1. Website

a. Of the 31 respondents who had used

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3. Learning Community
 - a. Of the 18 respondents who stated that they did participate in a learning community in the past 12 months, all 18 (100%) reported being extremely satisfied or satisfied with their experience.
 - b. Of the 23 respondents who stated that they did not participate in a learning community in the past 12 months, 3 stated that they did not have time for this opportunity, 6 responded that the community topics were not relevant or interesting to them, 5 responded that they were unaware of the learning communities, and 1 stated that they do not attend because they work with Extended Campus and cannot attend person events.
 - c. These respondents were asked if there were particular topics on which they would join a learning community. Of those, 11 said no, they are not interested in participating in a learning community. Several of the remaining respondents provided the following topics of interest for future learning communities:
 - Inclusive education (3 separate comments)
 - Enhancing online learning (2 separate comments)
 - Time for research with busy teaching schedule
 - Using Panopto and other learning software
 - Active learning
 - Assessment
4. Teaching & Assessment Symposium
 - a. Of the 12 respondents who stated that they did attend the Teaching & Assessment Symposium in the past year, all 12 (100%) reported being extremely satisfied or satisfied with their experience.
 - b. Of the 29 participants who did not attend the Teaching & Assessment Symposium, 15 stated that they did not have the time to attend, 10 responded that they were unaware of this event, 5 stated that the topics were not relevant or interesting, and 4 provided other responses for not attending including being a new hire, stress related to the pandemic, and not remembering if they attended.

Actions Based on Needs Assessment

1. The Advisory Board subcommittee used the information from Goal 1 in fall 2021 to develop the structure of the Liaison program and to create a task list based on the format and topics.
2. The Advisory Board subcommittee will use the information from Goal 1 in spring 2022 to finalize the development of the Liaison program to be implemented in fall 2022.
3. Faculty regularly reported lack of time as a common response from Goal 2 as to why they did not attend programs. CETL is collaborating with other University groups to explore ways that UNC can offer dedicated time for professional development. CETL staff will use the information from Goal 2 to consider the development of new learning communities, workshops/webinars, and/or marketing strategies for existing programs and services.
4. The CETL Advisory Board will discuss ways to increase feedback from faculty about CETL programs and services.