

Tracking the Use of Data for Improvement: Unit Operations

Unit: Unit use of data for monitoring unit operations
Primary Data Set(s): Unit Operations Survey

The unit operations online survey was developed to evaluate the facilities, services and procedures provided by the Department of Education in support of student learning. The UOS is administered every two years. It was administered for the first time in the spring of 2011 to all students with education majors and others who had taken courses in the department during the 2010-11 academic year.

In fall 2011 the Committee on Teacher Education reviewed the UOS data according to the schedule of review recommended by the unit assessment committee. Although this was the first implementation of the UOS, the unit was able to affirm its overall operations:

Three sections of the survey (advising, organization of learning experience, support) are rated on both quality and importance. All of the quality ratings were 4.0 or higher on a 5 point scale. (*Data Use Report: COTE*, November 15, 2011)

The unit also reviewed the qualitative data on the survey. One item that may have warranted a closer look was the service of the curriculum library. The unit examined the quantitative data for this item and discovered that the mean of a 3.9 on this item fell within the “Good,” with range of 3.5 to 4.4 on a five-point scale. Discussion ensued and although no formal action was taken due to this small sampling and quantitative data that demonstrated competency as a unit (“Good” rating), the unit made the decision to simply monitor the data in the next round as well as to informally commit to evaluating our individual use of the curriculum library in our courses.

It may be helpful to have a conversation on library literacy support. The focus of Stephanie Bush, instructional service librarian, should help address issues with library and literacy support. (*Data Use Report: COTE*, November 15, 2011)

Since 2011, individual faculty members have already taken the following steps even though this level of attention would not have been required by the initial data set from the UOS:

The Reading and Writing Across the Curriculum (ED 381) met with Stephanie Bush (librarian) for a presentation on media literacy in relation to content area literacy. We did that in fall of 2011. I do consistently require that class to tour the curriculum library. . . We did this both 2011 and 2012. (BL, email March 12, 2013)

The Adolescent Literature Course (LIT340 A) met with Jennifer [librarian] this semester for a tour and presentation of the adolescent literature collection with attention to award winning texts and related scholarly journals. (BL, email March 12, 2013)

Lit 330 Literature for Children has now met for two consecutive years in the Curriculum Library classroom (CSE, email March 12, 2013).

I have worked some with Stephanie Bush. Two of the three semesters that I have taught Management and Organization (ED 321), I have set aside one class period to take my students down to the library and Stephanie walked through the resources in the library to help them identify scholarly articles as needed for the literature review part of their NAEYC Standards papers. This is a WI [writing intensive] course in which they prepare four 5-page papers instead of one 20-page paper. (RS, email March 12, 2013)

The Introduction to Exceptionalities ED 301 course (NCATE exhibit 2.3.c.10) is now scheduling Stephanie Bush for an introduction to the scholarly databases that are particular for special education prior to implantation of the Writing Intensive project. (LHL, personal communication March 14, 2013).