Planning Collaborations between Teaching Centers and Assessment Offices

Claudia Stanny, University of West Florida, cstanny@uwf.edu
AALHE June, 2017
Annotated Bibliography

Assessing CTLs


Discusses how a CTL can support and promote effective teaching and learning. Includes a chapter on how a CTL can assess and document the impact of its work on the culture of teaching and learning.

Developing collaborations to become a more effective agent for change on campus


Both CTLs and Assessment Offices serve as change agents on a campus. Schroeder’s book describes how CTLs can find a “place at the table” and contribute to campus discussions about curriculum and assessment and institutional change, including organizational change related to the culture of assessment. The advice easily applies to how an Assessment Office or Institutional Effectiveness Office can establish collaborative relations with key units on campus to achieve common purposes. In the case of an Assessment Office, these collaborations might include the CTL but might also include other units, such as General Education, Student Affairs, and Research and Sponsored Programs. Large external grants increasingly require that Principal Investigators articulate learning outcomes associated with proposed research activities and describe how researchers will assess the broader impact of the proposed research.

Assessing cultural change based on content analysis of course syllabi


This article describes the content analysis of course syllabi, including rubric design, training procedures for reviewers, and research questions addressed by findings. Four syllabus reviews, conducted across 5 years, document campus-wide changes in syllabus construction and instructional practices. The quality of learning outcomes improved and more syllabi described active learning strategies. The most recent review developed inventories of courses that promote information literacy learning outcomes. The outcomes of the final review are the basis for a second article, directed at research librarians, published in 2016 (below).


The content of a syllabus can reveal much about an instructor’s intentions, goals, and teaching strategies. This article explains how to conduct a content analysis of course syllabi. We describe the rubric we used and how we trained reviewers, with a focus on course student learning outcomes and assignments described on syllabi that align with the five information literacy standards articulated by the Association of College and Research Libraries. This article is directed at reference librarians and academics and provides guidance on how to develop rubrics and procedures to answer questions about teaching strategies represented in the content of course syllabi.