



**BROWN**  
Sheridan Center for  
Teaching and Learning

## Sheridan Center Evaluation Matrix

(Updated April 2022)

	Data we use to answer these questions:						
	Participant data	Website and other analytics	Faculty and student discussions	Faculty surveys and reflections	Student surveys and reflections	Faculty teaching and institutional artifacts	Student work and long-term outcomes
Key questions we ask about our work:	Selected Examples*						
What are the needs we are trying to address? Why are they important? (needs assessment)	e.g., Annual program and consultation usage by type	Digital tool usage statistics	Focus Groups with Sheridan Liaisons, Fellows, and Tutors	Faculty survey on digital tool use and needs	Longitudinal analysis of COFHE Student Surveys		
What is the reach of the Sheridan Center?	Annual participation data by role, knowledge area.	Annual website and digital tool analytics					
Educator-focused Questions							
What is the impact of Sheridan programs on instructor's mindset around their own teaching?				Reflective teaching interviews with faculty participants	Surveys of participants completing certificate programs		
What changes to their teaching, materials, or course design do educators make or plan to make, attributed to Sheridan programs or services?		Digital tool usage of Launch program participants		Exit surveys of participants in workshops and programs		Rubric scoring of redesigned syllabi and assignments completed in programs	
Student-focused Questions							
What is the impact of Sheridan programs on students' sense of belonging and self-efficacy?					Equitable Learning Inquiry Surveys of students in redesigned courses		
What is the impact of Sheridan programs on students' academic outcomes?				Reflective teaching interviews with faculty participants	Longitudinal analysis of Senior Survey results on perceived learning gains		Longitudinal analysis of grade and withdrawal outcomes
Institution-focused Questions							
What is Sheridan's impact on growth and innovation in Brown's curriculum?		Engagement analytics for courses in new online graduate programs					Capstone project analysis as part of program review
What is the long-term impact on Brown's teaching and learning communities (e.g., structural and cultural changes)?	Analysis of past participation and academic leadership positions	Analysis of Departmental DIAP Reports			Student perceptions of community and engagement in digital experiences.	Analysis of references to Sheridan in university publications or leaders' speeches	

\* These examples are meant to illustrate common types of data we use to answer key questions about our work.