

Evaluating FD/CTL Programs: A 50-Year Retrospective

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SETTING THE CONTEXT

Trending: interest in integrating FD & Assessment to better support:

- 1. Individual instructors embedding assessment into classroom-based work*
- 2. Departments/institutions (e.g., faculty-led assessment cmte., QEP)*
- 3. FD/CTLs in evaluating the impact and outcomes of their programs*

(BEACH, ET AL., 2016; JANKOWSKI ET AL., 2018; SORCINELLI, 2020)



THE PLAN

- *Evolution of FD program evaluation*
- *Current evaluation models/resources*
- *Implications for CTLs and campuses*

GUIDELINES

- *Ask questions and respond in the “chat” function*
- *Interaction along the way, and time at end*
- *My materials/recording will be on the Assessment Institute website at <https://assessmentinstitute.iupui.edu/>*
- *Acknowledgements*

Our CTL Report of Impact then...

B. INDIVIDUAL CONSULTATIONS

For most of the services provided through the Center, we meet with individuals in one-on-one interviews. We do not suggest any specific form of assistance until we've conducted a consultation with the instructor. Although we do conduct consultations via the telephone, more typical consultations consist of one or more meetings in which the instructor and CFT staff discuss needs, goals, and potential strategies.

During 1990-91, Center staff consulted with individuals from the following departments and colleges for the purpose of providing services for faculty and teaching development:

Aerospace Studies
Anthropology
Art
Biological Sciences Library
Chemistry
Communication
Comparative Literature
Computer & Information Science
Continuing Education
Counseling and Academic Development
Economics
English
Exercise Science
Forestry & Wildlife Management
Geology/Geography
Germanic Languages & Literatures
History
Home Economics
International Programs
Journalism
Labor Relations & Research Center
Mechanical Engineering
Ombuds Office
Philosophy
Physics & Astronomy
Political Science
Psychology
Public Health
Residential Academic Programs
Resource Economics
School of Education
School of Management
School of Nursing
Sociology
Spanish & Portuguese
Theater
University Library
Women's Studies
Writing Program

TYPE INTO CHAT

Where would you put your campus's CTL/FD Program on this continuum? Why?

NO MEASURES
OF IMPACT

MULTIPLE, REINFORCING
MEASURES OF IMPACT



RESEARCHERS CAPTURE “AGES” OF FD

Including Studies of Impact (Beach et al., 2016; Sorcinelli, et al., 2006)

SCHOLAR



TEACHER



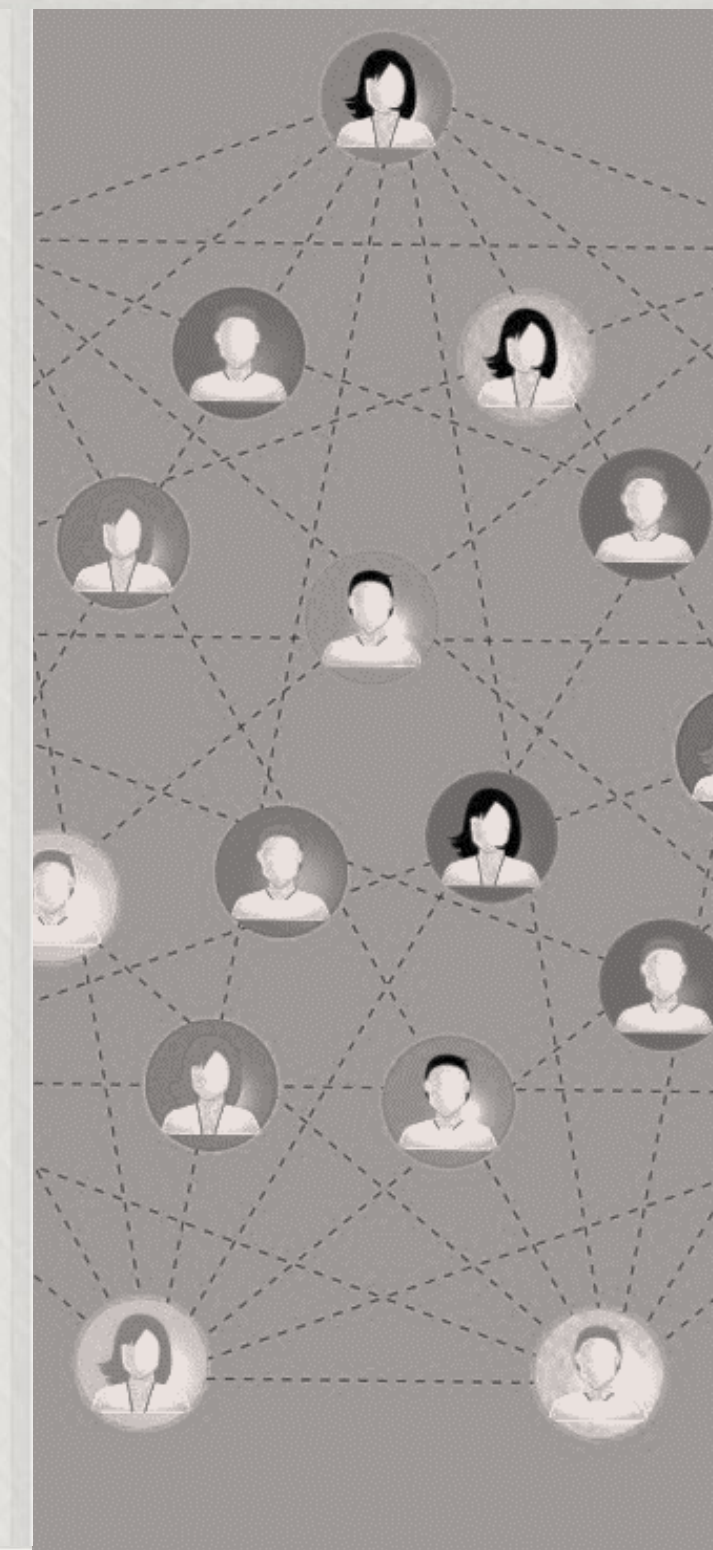
DEVELOPER



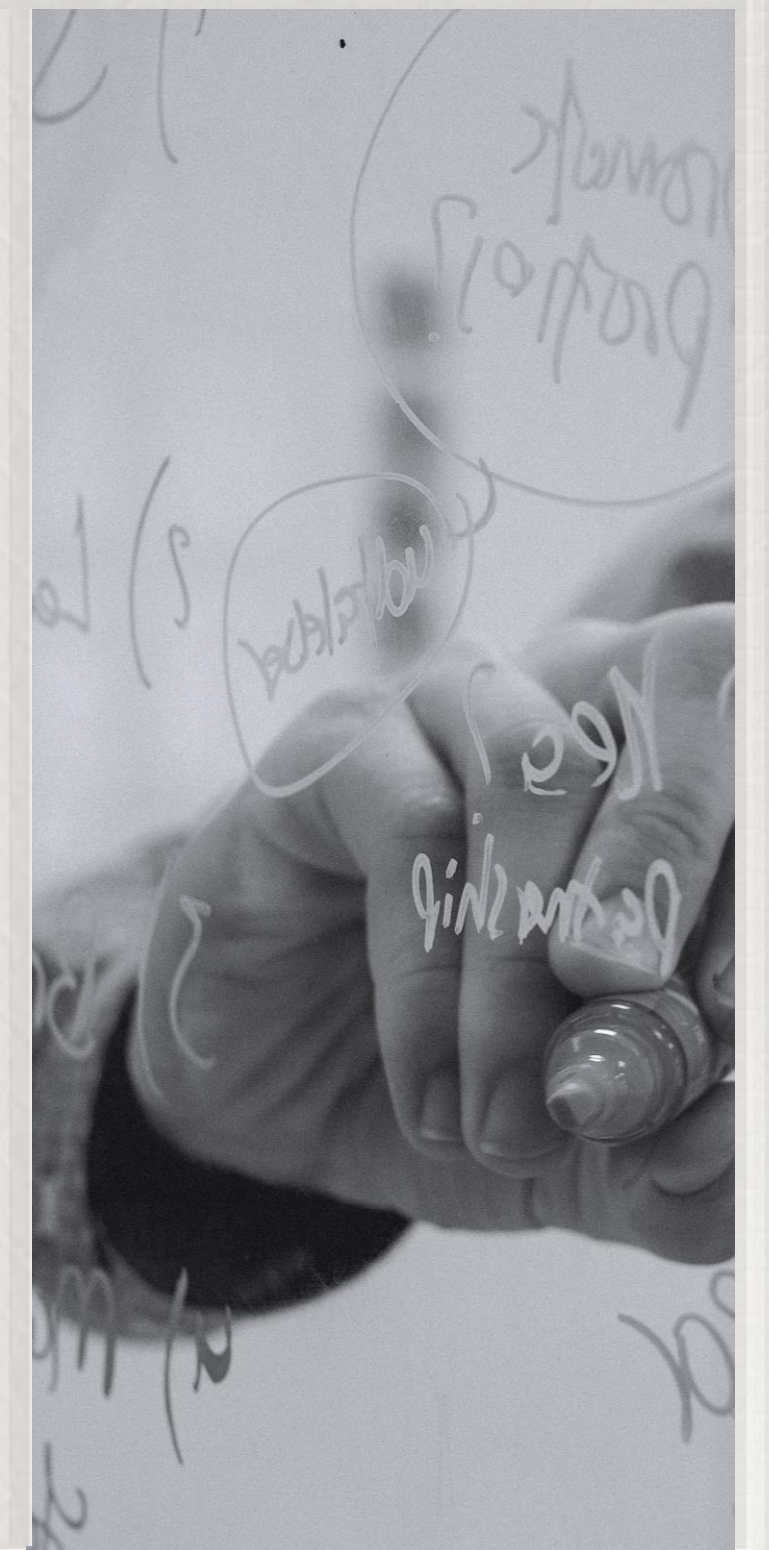
LEARNER



NETWORK



EVIDENCE



AGE OF THE SCHOLAR

Pre-
1970s

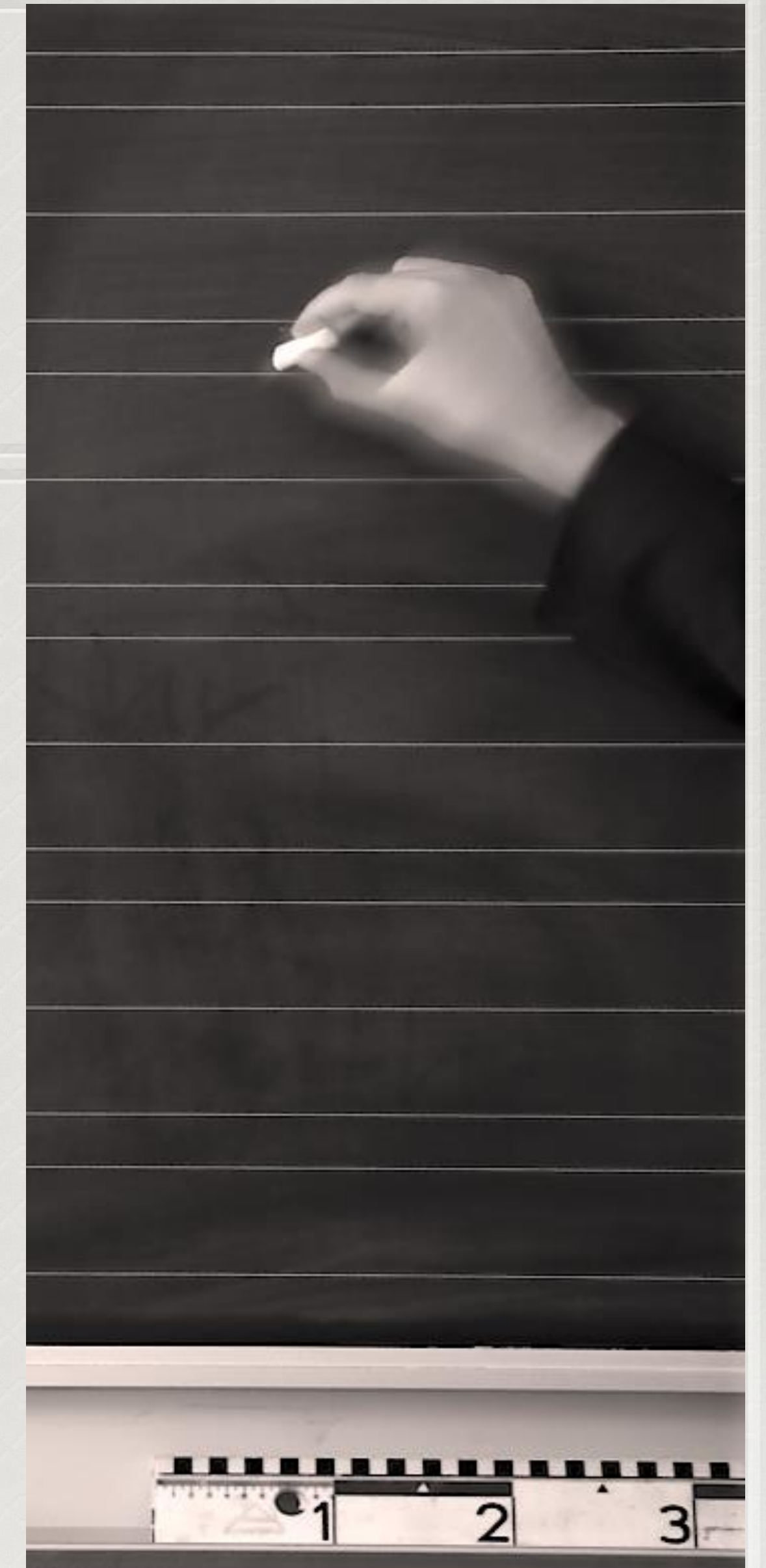
- *To improve scholarly competence*
- *Traditional measures of scholarly productivity*
- *Benefits to T&L assumed rather than measured*



A G E O F T H E T E A C H E R

1970s

- *Focus on frameworks, models, components of FD*
- *Advocates measures of individual faculty growth*
- *Only 14% of FD programs evaluated (Centra, 1976)*



AGE OF THE DEVELOPER

1980s

- *Interest in program evaluation methodologies*
- *Baseline—number of participants reached*
- *"Evaluation of FD is difficult...but benefits individuals and institutional culture" (Eble & McKeachie, 1985)*



AGE OF THE LEARNER

1990s

- *Growth in evaluation activity*
- *Focus on user satisfaction, less on T&L impact* (Chism & Szabo, 1997; Rubino, 1994)
- *Challenges abound*



REFLECT AND TYPE INTO CHAT

Across FD “Ages,” studies find multiple challenges to robust evaluations of FD outcomes

From your perspective, what is the biggest challenge? Lack of:

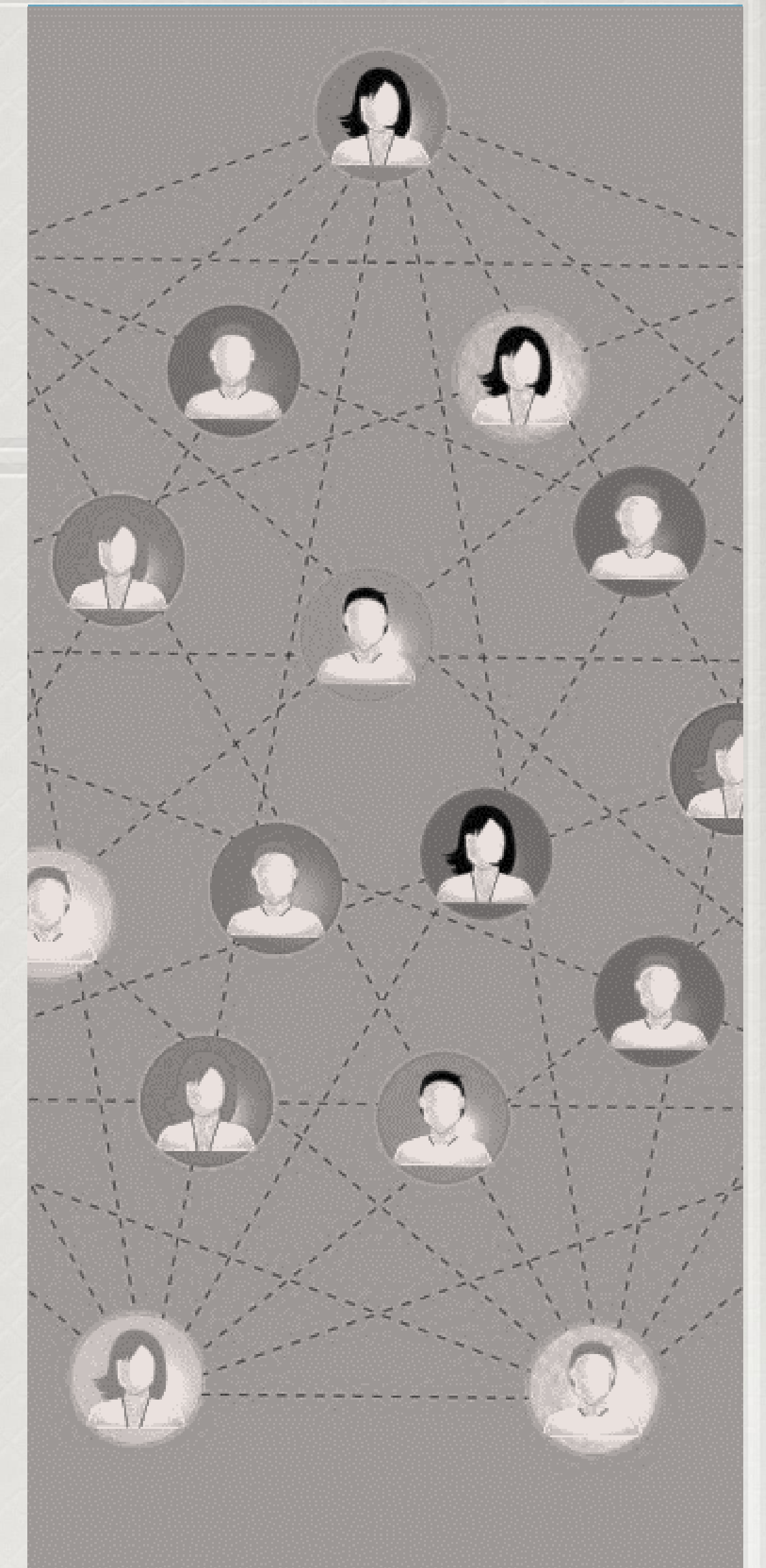
- A. Time*
- B. Assessment expertise*
- C. Methodological issues*
- D. Resource gaps (e.g., funds, staff)*
- E. Value, cost/benefit*
- F. Other*



AGE OF THE NETWORK

2000s

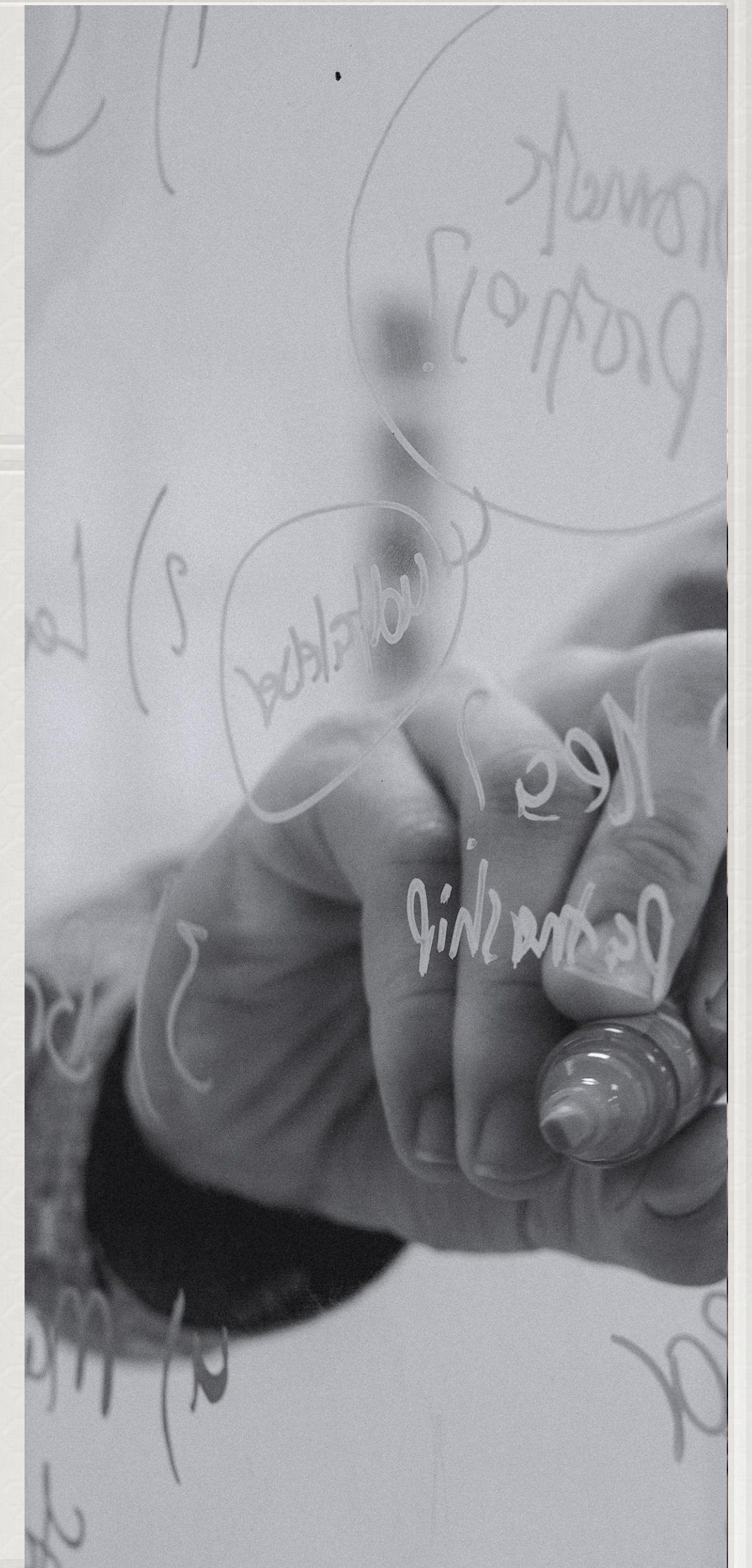
- *Assessing learning, teaching, CTL impact a key priority and future direction* (Sorcinelli, et al., 2006)
- *Efforts to inform practice with data-integrate assessment into daily workflow of CTL* (Plank, et al., 2004)



AGE OF EVIDENCE

2010-
Now

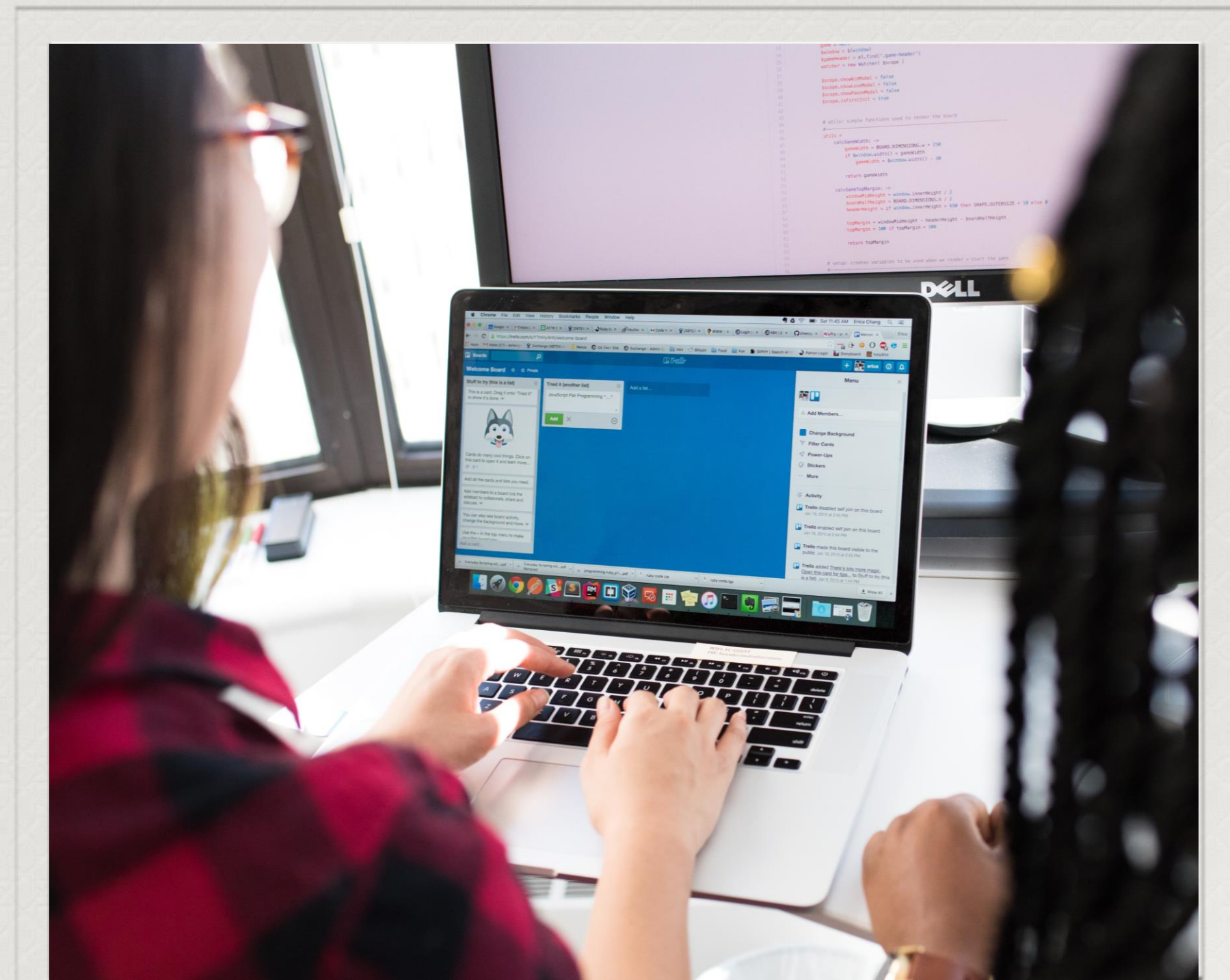
- *Surge of studies on FD program evaluation*
- *Evidence of stronger practices for evaluating services in CTLs* (Beach, et al., 2016)
- *New resources for CTLs to measure impact*



REFLECT AND TYPE INTO CHAT

Which measure do you/your CTL collect data on to the **greatest extent**? Why?

1. *Numbers served*
2. *Satisfaction of participants*
3. *Increase in the knowledge/skills of participants*
4. *Change in the behavior/practice of participants*
5. *Increase in student learning*
6. *Change in teaching culture of institution*



Extent to which CTLs collect data on key outcomes:

- 4 ≡ To a great extent*
- 3 ≡ To a moderate extent*
- 2 ≡ To a slight extent*
- 1 ≡ Not at all*

	Rating
<i>Numbers served</i>	3.78
<i>Satisfaction of participants</i>	3.53
<i>Increase in knowledge, skills of participants</i>	2.70
<i>Changes in the behavior, practices of participants</i>	2.54
<i>Increase in learning of those served by participants</i>	2.15
<i>Changes in teaching culture of institution</i>	2.07

(BEACH, SORCINELLI, AUSTIN & RIVARD, 2016)

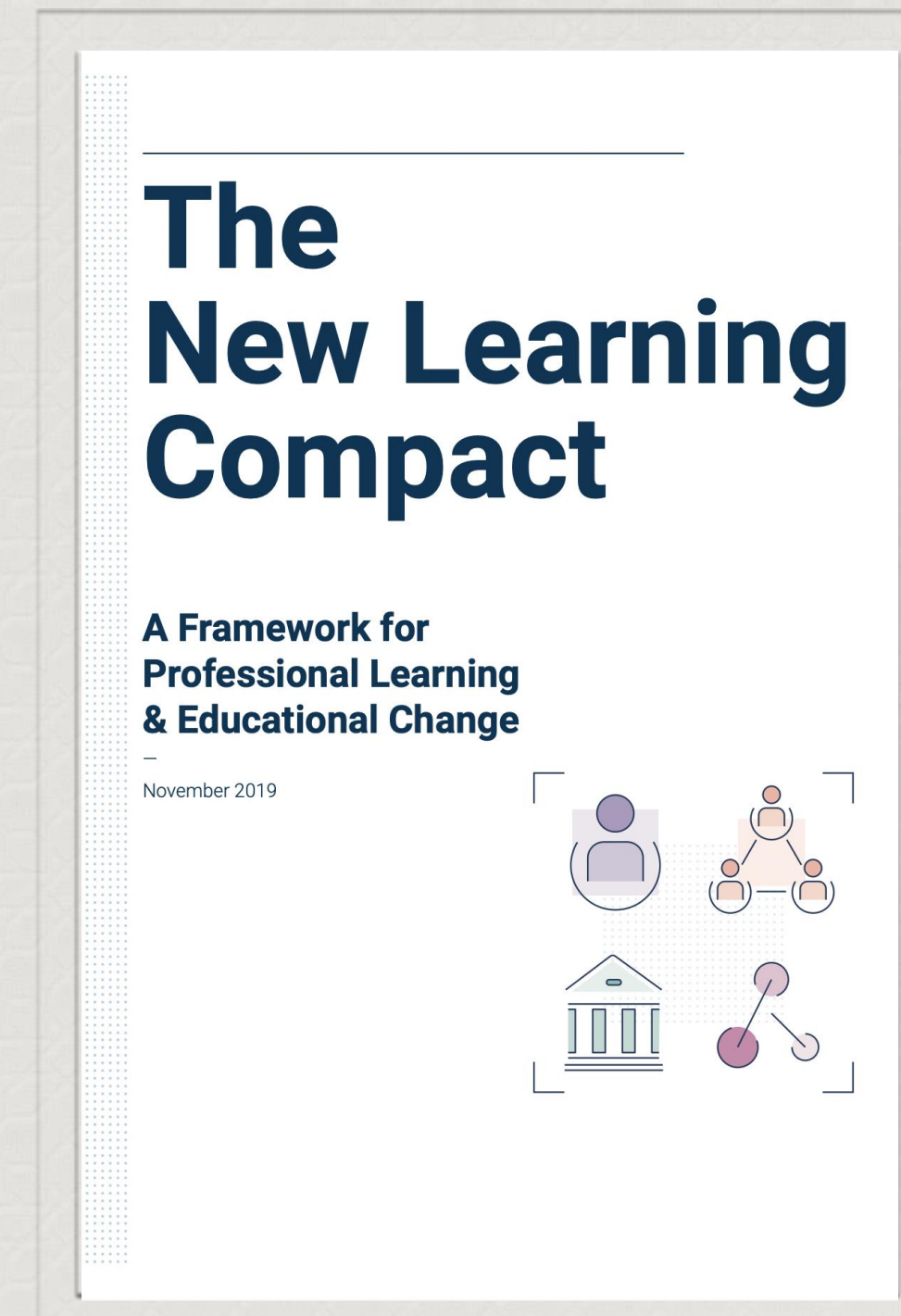
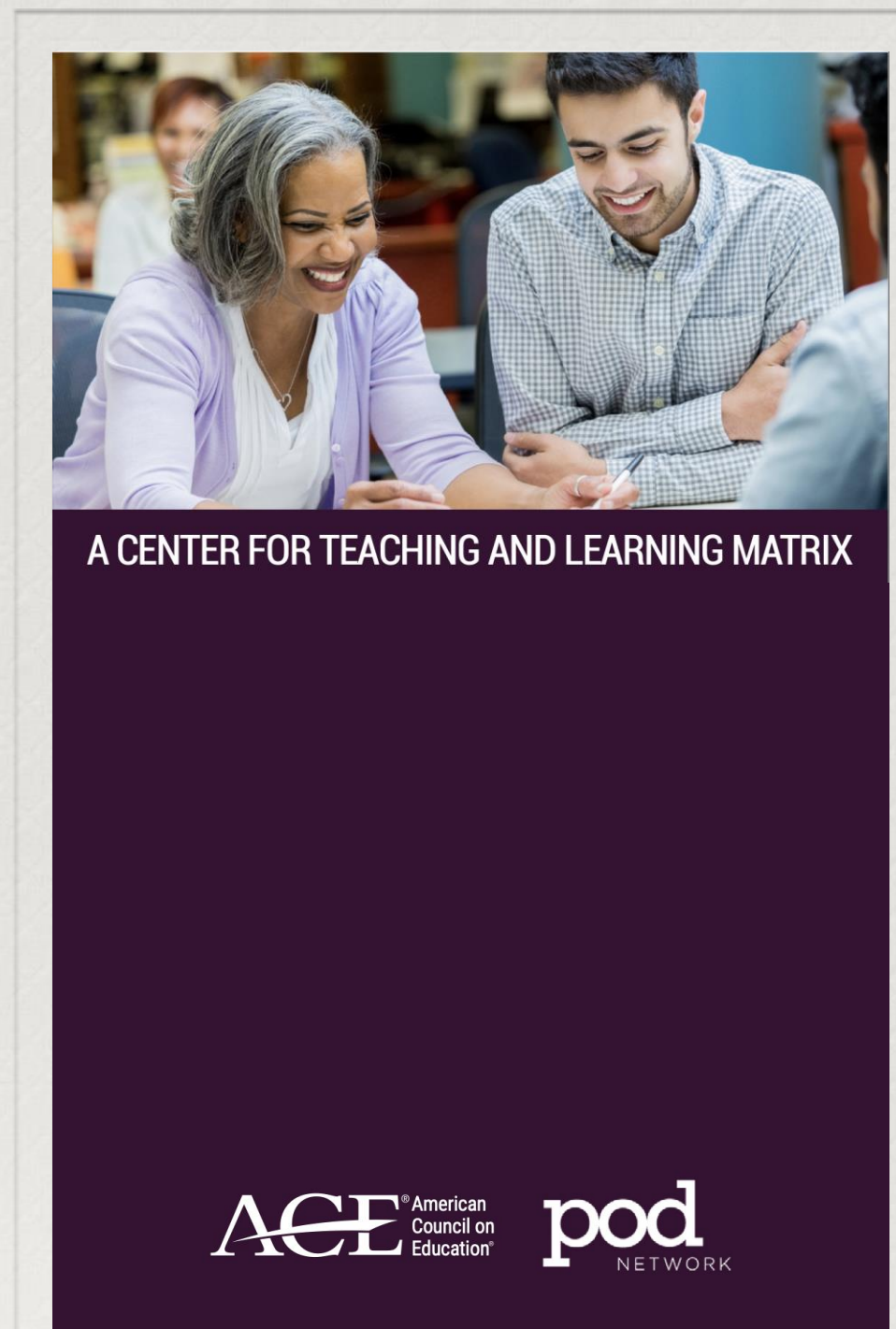
REFLECT AND TYPE INTO CHAT

Which measure would you most like to collect **more data** on?

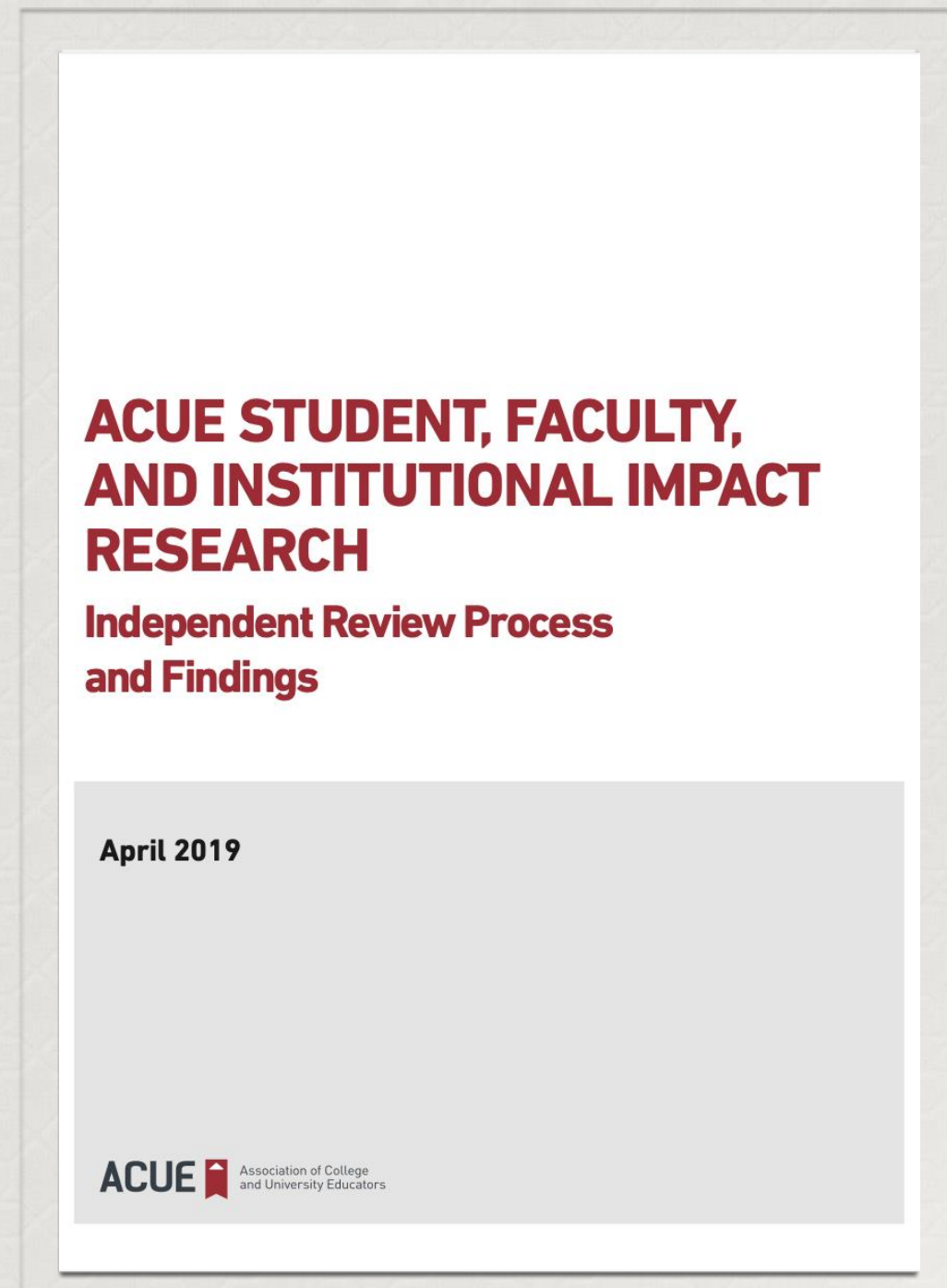
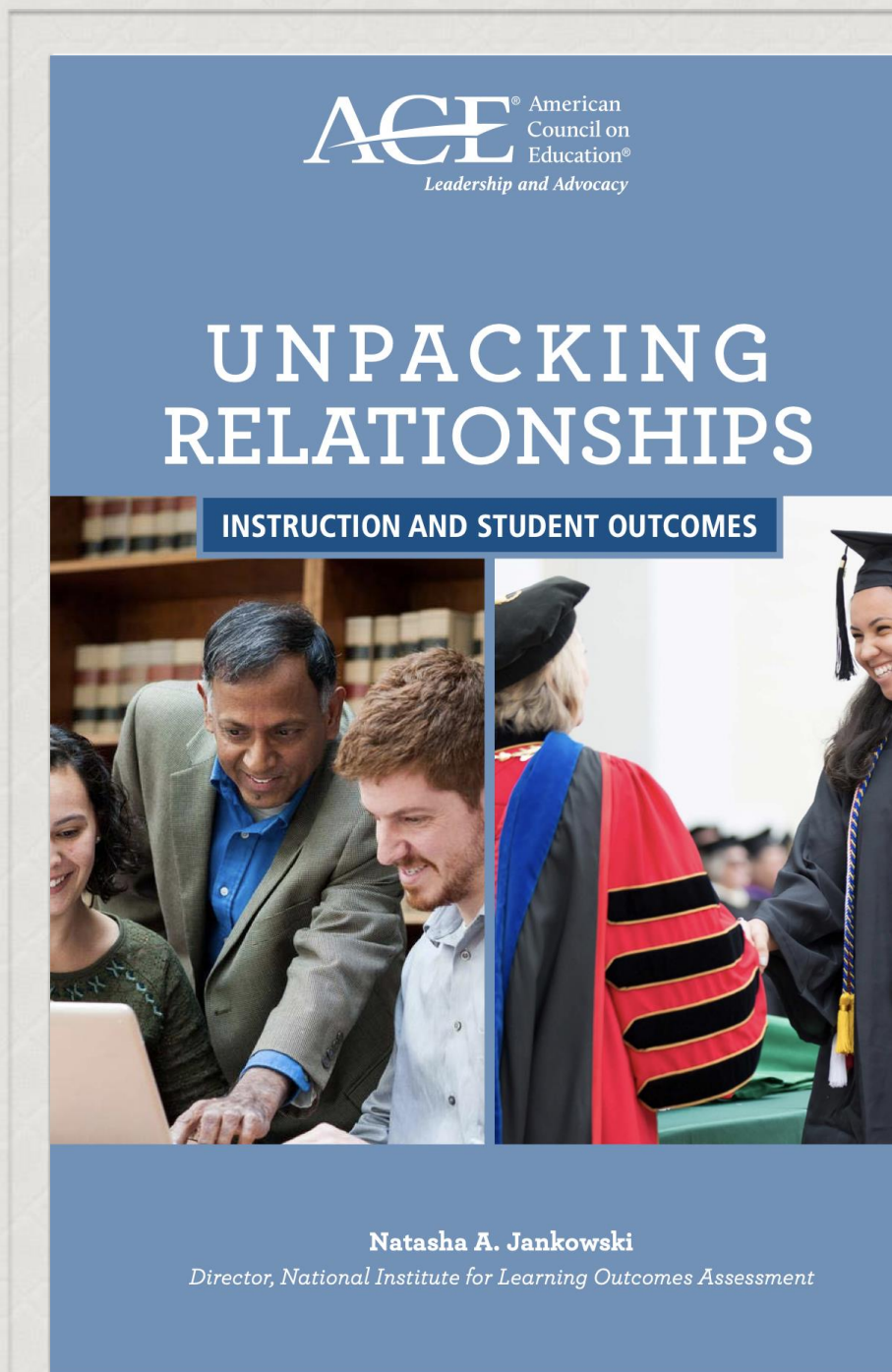
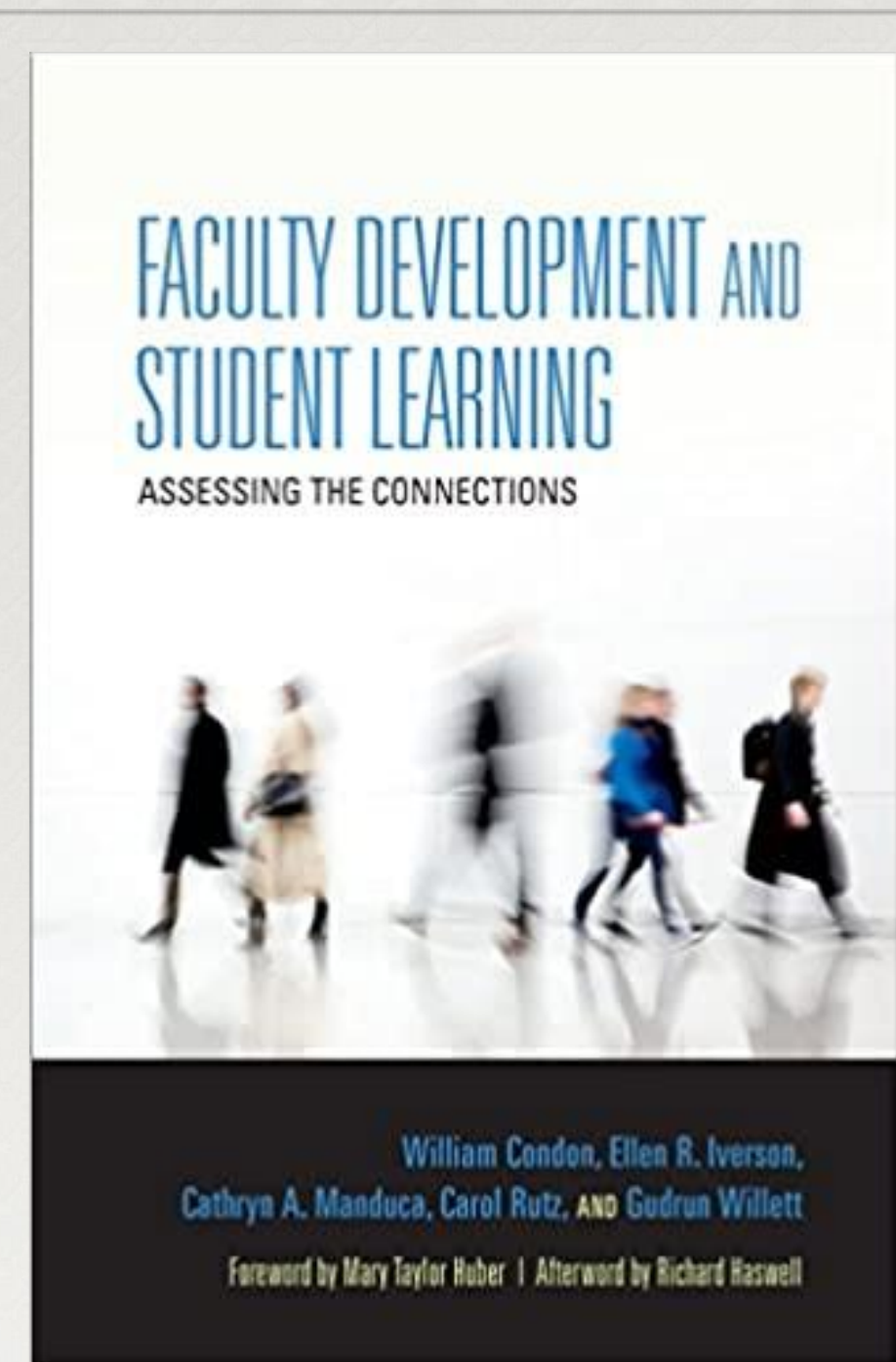
1. *Numbers served*
2. *Satisfaction of participants*
3. *Increase in the knowledge/skills of participants*
4. *Change in the behavior/practice of participants*
5. *Increase in student learning*
6. *Change in teaching culture of institution*



NEW FRAMEWORKS, MODELS, RUBRICS



NEW RESEARCH CONNECTING FD AND IMPROVED TEACHING AND STUDENT LEARNING



WATERFALL CHAT

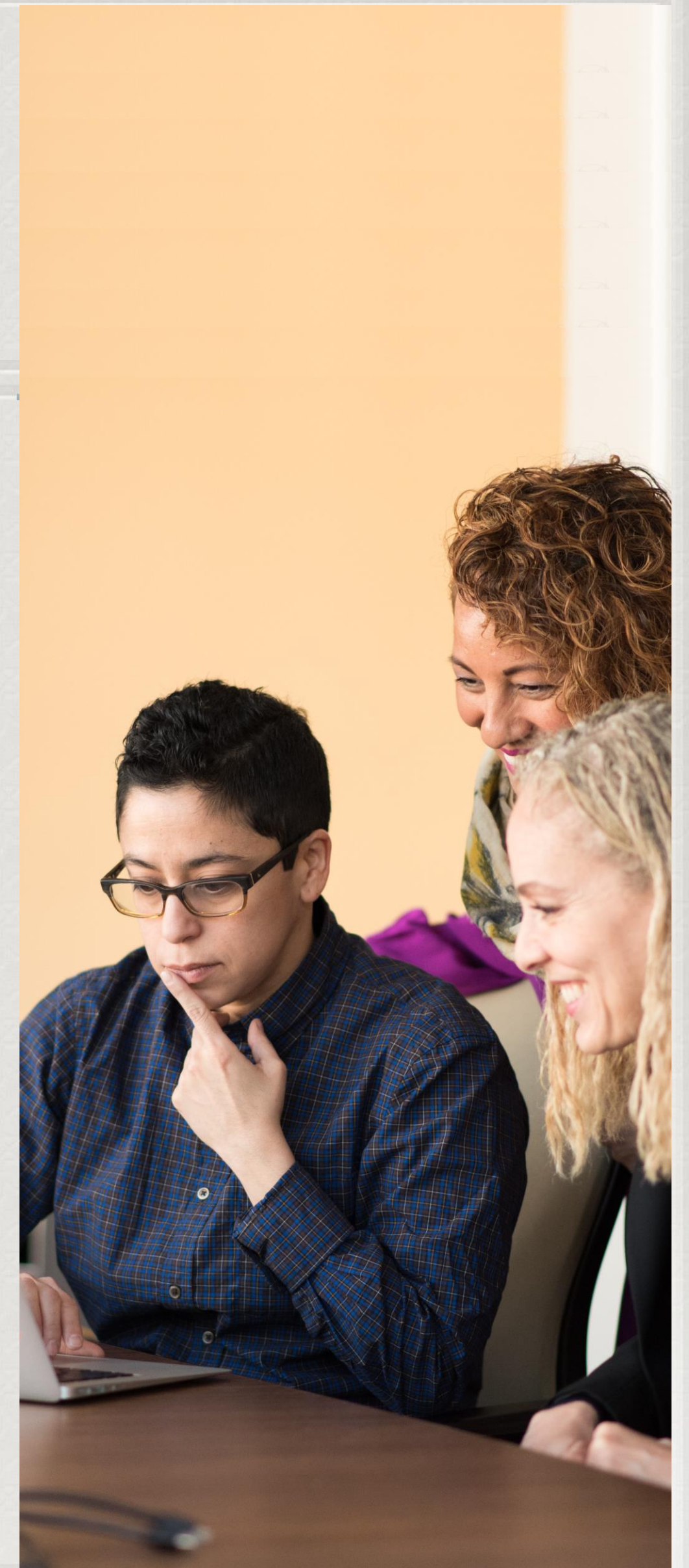
What FD program evaluation practices have you found helpful in your setting?



HOW TO SUPPORT A CTL'S EVALUATION WORK

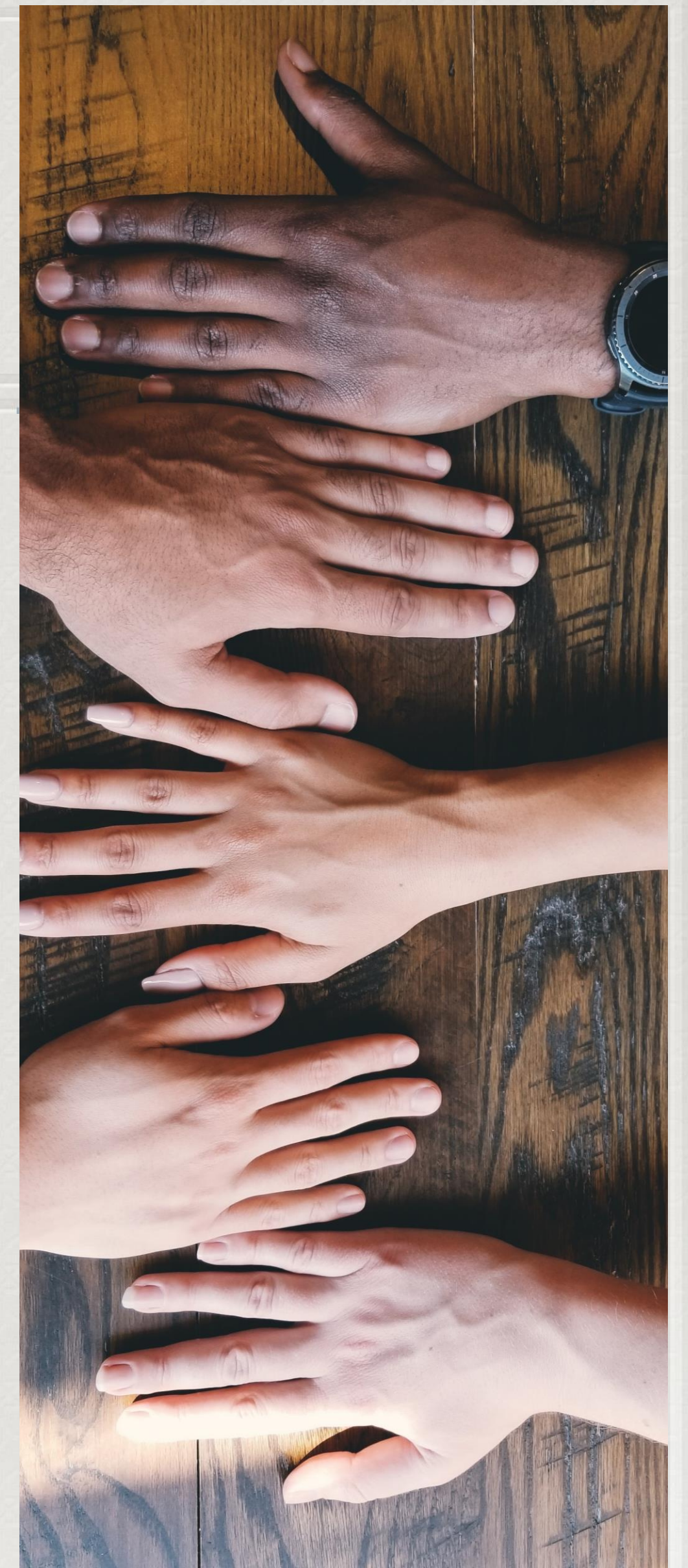
- *Pay attention to what key stakeholders want to see as measures of success*
- *Understand resource allocation—tensions b/w doing the work and evaluating the work*
- *Value the value of multiple metrics*
- *Save the deep dive for a signature initiative*
- *Rely on growing scholarship about outcomes of faculty development*

WRIGHT, HORII, FELTON, SORCINELLI, KAPLAN (2018)



HOW TO BUILD OUT YOUR ASSESSMENT NETWORK

- *Foster and promote communities of assessment (e.g., SoTL, DBER)*
- *Draw on expertise of your faculty or GS (e.g., educational measurement, social sciences)*
- *Collaborate with your office of assessment or institutional research*
- *Connect with other professional communities—NILOA, SoTL, ...*



Our CTL Impact Story Now...

2018-2019 HIGHLIGHTS

63
EVENTS + PROGRAMS FOR
1,189
PARTICIPANTS

"I'm grateful for this wonderful service and opportunity to collaborate with passionate teaching experts."
- MAP participant

12,524
STUDENTS PARTICIPATED IN OVER
200 MAPS
ACROSS CAMPUS

\$319,000
AWARDED TO FACULTY
FOR TEACHING
THROUGH THE CTL

295
PARTICIPANTS IN
DIVERSITY, EQUITY, AND
INCLUSION PROGRAMMING

240+
INDIVIDUAL
OR GROUP
CONSULTATIONS

What We Do



Consider what might be missing —
*“joy, trust, courage, openness,
connectedness, collaboration, community.”*

- GOLDBERG & SOMERVILLE, 2014



Observations, Questions, Hopes?

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