Evaluation & Assessment Plan

The Center for the Enhancement of Teaching & Learning (CETL) Evaluation & Assessment Plan provides evidence of the effectiveness of CETL operations and the impact of CETL programming and services on UNC instructors' classroom practice and student learning.

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Last Update: November 17, 2022

Evaluation of CETL Operations

CETL conducts ongoing evaluation of operations using the ACE/POD matrix (POD Network, 2018). The ACE/POD matrix provides an evidence-based template for center directors and staff to inform "...goal-setting, strategic planning, benchmarking, self-study, program review, and/or reflection; assess the current status of a center and program offerings to improve impact and identify funding needs; and contribute to innovations, best practices, and research..." (POD Network). The matrix evaluates centers on three domains - Organizational Structure, Resource Allocation and Infrastructure, and Programs and Services – across three levels Beginning/Developing, Proficient/Functioning, and Accomplished/Exemplary.

The Director leads CETL staff in completing an annual evaluation using the ACE/POD matrix. Findings from this evaluation support goal development and budget requests for the following year. Annual scores are reviewed to answer the following questions:

1. In what categories did CETL's score increase?
2. In what categories did CETL's score stagnate or decrease?
3. What specific areas does CETL need to improve?
4. What resources are required for success?

Assessment of CETL Programming and Services

CETL programming and services, including webinars/workshops, learning communities, and consultations, are assessed using the Kirkpatrick Evaluation Model (2006), which describes four levels of evaluation:

- Level 4: Results
- Level 3: Behavior
- Level 2: Learning
- Level 1: Reaction

Results

Through CETL programming and services we will advance teaching excellence of all members of the teaching community through continuous teaching development opportunities that are responsive to current needs of educators.

Leading Indicators

Leading indicators are short-term observations and measurements that suggest critical behaviors are on track to create a positive impact on desired results. We use the following leading indicators to assess CETL program and services:

- Demographic data on program attendance, website traffic, and on-demand resource use
- Quantitative data on programming to assess reaction
- Qualitative data on programming to assess learning and behavior
- Quantitative and qualitative data on student impact
- Instructor Needs Assessment

Behavior

Behavior is the degree to which participants apply what they learned during training to their classroom practice. CETL recognizes that a significant change in teaching behavior is not likely to occur after one workshop. Therefore, behavior is assessed through our long-term programming that includes one or two semester learning communities and multi-day learning labs.

Critical Behaviors

The critical behavior we want to observe is that participants are incorporating concepts learned in the professional development to their classroom practice. We assess this critical behavior in the following ways:

- Survey follow-up with participants in the semester after participation asking questions about practice.
- Review of course materials, classroom observations, student interviews

Required Drivers for Behavior Change

Required drivers are processes and systems that reinforce, monitor, encourage, and reward performance of critical behaviors on the job. CETL supports participants' ability to consistently incorporate learning from professional development through program design.

- Facilitators are required to design programming that includes examples of how to incorporate concepts into courses.
- Facilitators of learning communities and learning labs must include opportunities to go over assignments in sessions (monitor and reinforce), share and discuss as a group (encourage), and receive feedback on their work (reward).
- CETL supports reinforcement, monitoring, and encouragement after participation in workshops/webinars and consultations by providing additional resources after programming, by follow-up communications with participants to encourage additional consultations, and by offering continued invitations to participate in learning communities and learning labs to motivate in-depth professional development.

Learning

Learning is the degree to which participants acquire the intended knowledge, skills, attitude, confidence, and commitment based on their participation in professional development. Learning is assessed across all CETL programming including workshops/webinars, learning communities, learning labs, and consultations. We assess learning in the following ways:

- Formative assessment during programming,
- Facilitator reflection following sessions,
- Summative assessment that evaluates knowledge, skills attitudes, confidence, and commitment to change.

Reaction

Reaction is the degree to which participants find the professional development favorable, engaging, and relevant to their jobs. Reaction is assessed across all CETL programming including workshops/webinars, learning communities, learning labs, and consultations. We assess learning in the following ways:

- Formative assessment during programming,
- Facilitator reflection following sessions,
- Summative assessment that assesses reaction.

Data Sources and Frequency

Kirkpatrick Level	Data Source	Frequency
N/A	ACE/POD Matrix	Annual
N/A	Instructor Needs Assessment	Biennial (started AY 21-22)
Behavior	LC Long Term Post Survey	Biennial (beginning AY 22-23)
Behavior	SoTL Special Project CETL staff will determine an impact project to assess long-term impact of programming on teaching and student learning. This may include pre/post observations, class observations, syllabus audits, research on student learning etc.	Biennial (beginning AY 23/24)
Learning Reaction	Workshop/Webinar Immediate Post Survey LC Immediate Post Survey CETL Consultation Feedback Facilitator reflections	Annual
Reaction	Net Promoter Score Workshop/Webinar Immediate Post Survey LC Immediate Post Survey CETL Consultation Feedback	Annual

Data Collection & Analysis Plan

This is a general timeline for data collection and analysis. CETL staff will determine specific dates and create a working timeline prior to the start of each fall semester. The working timeline will be posted on the CETL SharePoint site. Timelines will be reviewed in December for any adjustments.

Workshops/Webinars

Data Collection Plan for Workshops/Webinars (Annual):

- At the end of each workshop/webinar, attendees will receive link to a Qualtrics survey
- 24-hours after participation in workshop/webinar, attendees will receive a reminder link

Data Analysis Plan for Workshops/Webinars:

- In May of each year, all data will be downloaded and aggregated into one file.
- NPS mean and range will be calculated for all attendees and for each workshop/webinar separately.

- Reaction: Total n of attendees who state "agree" or "strongly agree" Q2:1-3
- Learning: Total n of attendees who state "agree" or "strongly agree" Q2: 4-6
- Behavior: Content analysis of open-ended responses
- Are there differences between demographic groups (e.g., adjunct vs. full-time; assistant vs full professor) in Reaction, Learning, or Behavior?
- Data from open-ended questions will be analyzed using content analysis to identify themes.

<u>Learning Communities</u>

Data Collection Plan for Immediate LC Assessment (Annual):

- At the end of the final LC meeting, attendees will receive link to a Qualtrics survey
- 48-hours after the final LC meeting attendees will receive a reminder link

Data Analysis Plan for Immediate LCs:

- In May of each year, all data will be downloaded and aggregated into one file.
- NPS mean and range will be calculated for all attendees and for each LC separately.
- Reaction: Total n of attendees who state "agree" or "strongly agree" Q2: 1-3
- Learning: Total n of attendees who state "agree" or "strongly agree" Q2: 4-7
- Behavior: Content analysis of open-ended responses
- Are there differences between demographic groups (e.g., adjunct vs. full-time; assistant vs full professor) in Reaction, Learning, or Behavior?
- Data from open-ended questions will be analyzed using content analysis to identify themes.
- Every 4 years data will be aggregated to assess trends over time.

Data Collection Plan for Longitudinal LC Assessment (Biennial):

- Name and contact information for participants will be compiled in November and December of fall semester
- In early April, past attendees will receive a link to a Qualtrics survey
- In late April, past attendees will receive a reminder link
- In early May, past attendees will receive a final reminder link

Data Analysis Plan for Longitudinal LCs:

- In May of each year, all data will be downloaded and aggregated into one file.
- NPS mean and range will be calculated for all LC attendees.
- Reaction: Total n of attendees who state "agree" or "strongly agree" Q2: 1
- Learning: Total n of attendees who state "agree" or "strongly agree" Q2: 2-3
- Behavior: Total n of attendees who state "yes" to Q3; Content analysis of open-ended responses
- Are there differences between demographic groups (e.g., adjunct vs. full-time; assistant vs full professor) in Reaction, Learning, or Behavior?

- Data from open-ended questions will be analyzed using content analysis to identify themes.
- Every 4 years data will be aggregated to assess trends over time.

Data Reporting

An Assessment Report will be written by the end of July each year and shared with the Associate Vice-Provost for Academic Effectiveness, who will review and provide comments. A final version of the CETL Assessment Report will be posted on the CETL website by the end of August. The report will be advertised through the CETL Weekly newsletter and shared with campus leaders including the provost, deans, and associate deans.

Additionally, data may be reported through publication and presentation to highlight the work of CETL. CETL has IRB approval for this type of dissemination.

APPENDICES

Appendix A: Instructions for Updating CETL Survey Instruments

Get Started

1. Login to the CETL Qualtrics account
2. Go to the Assessment folder
3. Copy the survey you need
   a. Add a title – Workshop/Webinar Immediate Post Survey SEMESTER YEAR
   b. Add it to the correct AY subfolder

Webinar/Workshop Instruments

1. Insert the webinar titles and delete Note to CETL staff
2. Be sure all instructions to CETL staff are deleted and updated information is accurate for the semester/year.
3. Check display logic
4. Check settings to make sure the back button is enabled
5. Preview and test all skip/display logic
6. Publish

Learning Communities

Immediate

1. Update instructions with LC name in Q1
2. Add LC learning community objectives in Q3
3. Be sure all instructions to CETL staff are deleted and updated information is accurate for the semester/year.
4. Review display logic
5. Check settings to make sure the back button is enabled
6. Preview and test all skip/display logic
7. Publish

Longitudinal

There are no changes needed to the content of the longitudinal survey.

Appendix B: Survey Instrument Questions

Key for Kirkpatrick Levels

- Reaction
- Learning
- Behavior

Workshops/Webinars

Please rate your level of agreement with the following statements (1-4 Likert scale)

1. This session was worth my time.
2. What I learned will help me provide a better learning experience for my students.
3. What I learned will help me be a better teacher.
4. This workshop/webinar provided me with new knowledge to make changes to my teaching practices.
5. This workshop/webinar provided me with new skills to make changes to my teaching practices.
6. I feel confident that I can apply what I've learned from this workshop/webinar to my teaching practices.
    1. If 3-4, display: Briefly describe how you will incorporate what you have learned from the workshop/webinar into your teaching.
    2. If 1-2, display: What additional support do you need to make changes to your teaching practices?
        i. Please provide your name to receive additional resources and/or support.
7. Overall, I am satisfied with my experience
    1. If 3-4: display Please provide 1-2 sentences that explain your satisfaction with the workshop/webinar.
    2. If 1-2: display Please provide 1-2 sentences that explain your dissatisfaction with the workshop/webinar.
8. Net promotor score

Learning Communities

Learning Communities Post-Survey

Please rate your level of agreement with the following statements (1-4 Likert scale)

1. The facilitator held my attention
2. The content was easy for me to follow
3. I was encouraged to participate
4. My interactions with other participants enhanced my learning experience
5. What I learned will help me provide a better learning experience for my students.
6. What I learned will help me be a better teacher
7. Describe how your knowledge of the LC concepts and your skill in applying the concepts has evolved?

1. Will reference LC learning objectives in specific survey
8. Since joining this learning community, I feel more confident that I can improve my teaching practices.
9. Have you made changes to your teaching from what you've learned in the learning community?
    1. Yes, No, No, but I plan to make changes
        i. Yes: Describe any changes you have already made to your teaching from what you've learned in the learning community. How have your students responded to those changes? Describe additional changes you will make to your teaching from what you've learned in the learning community.
        ii. No: why? What additional resources do you need to support your teaching practice?
        iii. No, but: Describe the changes you will make to your teaching from what you've learned in the learning community. Do you need additional support from CETL?
10. Overall, I am satisfied with my experience
    1. If 3-4: display Please provide 1-2 sentences that explain your satisfaction with the learning community
    2. If 1-2: display Please provide 1-2 sentences that explain your dissatisfaction with the learning community.
    3. Net promotor score

Learning Communities Long-Term Change in Practice

Please rate your level of agreement with the following statements (1-4 Likert scale)

1. Looking back, the learning community was worth my time
2. What I learned helped me be a better teacher
3. What I learned helped me provide a better experience for my students
4. I have successfully applied what I have learned from the learning community into my teaching practices
    a. Please elaborate on how you have applied what you have learned from the learning community to your teaching practices. How do you think your students have responded to these changes?
    b. Please elaborate on why you have not applied what you learned from the learning community into your teaching practices

Demographic Questions

1. Please select your current rank from the following options
    a. Contract Renewable, Asst, Assoc, Full Professor, Graduate MA, Graduate PhD, Postdoc, Instructor, Lecturer, Adjunct, My Rank is Not listed Above (enter)
2. Please select your UNC college affiliation

    a. Natural and Health Sciences, College of Education and Behavioral Sciences, Performing and Visual Arts, Humanities and Social Sciences, Monfort College of Business, University Libraries

3. Please list your UNC Department
4. How many years have you been teaching in higher education?
    a. This is my first year, 1-3, 4-6, 7-10, 11-15, over 15
5. From the following list please select all of the teaching-related professional development experiences you have attended in the past three years.
    a. Pedagogy courses in graduate programs, UNCO CETL webinars, UNCO CETL learning community, UNCO CETL event (New Faculty Orientation, Teaching & Assessment Symposium), UNCO CETL Personal Consultation, Watched a video from the CETL Webinar Library, Attended teaching and learning events and programs at a different institution, Attended teaching and learning professional development through a professional organization in my field
6. The following questions ask about your gender identity, race, and ethnicity. You are welcome to skip these questions or select prefer not to answer.
7. Please describe your gender identity
    a. Prefer not to answer
    b. My gender identity is:
8. Please describe your race and ethnicity
    a. Prefer not to answer
    b. My race is:
    c. My ethnicity is:

Appendix C: Instrument Validity Report

CETL uses three main survey instruments to assess programs - Workshop/Webinar Immediate Post Survey, LC Immediate Post Survey, and LC Long Term Post Survey. The instruments were developed May-June 2022 and underwent testing for face validity in June 2022 to ensure that the questions assess reaction, learning, and behavior of program participants.

To test face validity, we sent the surveys to several doctoral students, providing them with the purpose of the surveys:

The surveys are meant to determine the effectiveness of the programs by gauging participants' reaction (i.e. whether it was engaging and relevant to their jobs), their learning (knowledge, skills, attitude, confidence and commitment), and behavior (what are they doing differently in the classroom) as a result of their experience, not necessarily to get feedback for improving the programs.

We then asked the reviewers to complete each survey and answer the following questions with the purpose of the surveys in mind:

1. Can you tell what each question is asking, and can you predict what we'll get from it?
2. Are any questions confusing or leading them to answer a certain way?
3. Is the survey an appropriate length, easy to follow and to complete?
4. Are there accessibility issues?

Reviewers indicated that the survey questions are clear and not leading respondents to answer in a particular way. Reviewers were not confused by the questions and indicated that they could predict responses based on the purpose and question. Reviewers also provided feedback specific feedback on question phrasing that supported instrument improvement. Based on the reviewer feedback we are confident that the survey instruments are asking appropriate questions to determine the reaction, learning, and behavior of program participants based on the Kirkpatrick Model.