



MAGNA ONLINE SEMINARS

PowerPoint Handouts

How to Evaluate the Impact of Faculty Development Programs

Thursday, March 17, 2011

Presented by:

Sue Hines

Sue Hines is the director of faculty development at Saint Mary's University of Minnesota and teaches in SMU's Doctor of Education in Leadership program. She has over 26 years of teaching experience in higher education combined with several years of academic administration, consulting, and research. Her research focuses on faculty development programs.

Need tech help?

Please visit: www.magnapubs.com/about/customer_service.html#Web_Seminars
or call Customer Service at (800) 433-0499 ext. 2

© 2011 Magna Publications Inc.

The information contained in this online seminar is for professional development purposes but does not substitute for legal advice. Specific legal advice should be discussed with a professional attorney.

To make this program available to all your faculty and staff, contact Magna's Customer Service department at 1-800-433-0499 ext. 2 and ask about our Campus Access License.

Thank you for participating in today's program.

Shouldn't You Be Reading Faculty Focus?

Faculty Focus is an online resource dedicated to effective teaching strategies for creating a better learning environment — both face-to-face and online.

Start your FREE subscription to *Faculty Focus* today and get complete access to all of our articles, plus our growing library of special reports on such topics as:

- Building student engagement
- Increasing online student retention
- Designing effective writing assignments
- Teaching large classes
- Promoting academic integrity

If you're interested in staying current on what works, and what doesn't, when it comes to teaching, learning, and leading in higher education today, you won't want to miss a single issue.

Join our nearly 50,000 subscribers, and sign up for this free e-newsletter.

Sign up at
www.facultyfocus.com

FACULTY FOCUS
FOCUSED ON TODAY'S HIGHER EDUCATION PROFESSIONAL



Upcoming Online Seminars:

Join us in the future for our other informative online seminars:

- April 5, 2011: **Building a Comprehensive Professional Development Program**
- April 26, 2011: **10 Strategies to Build and Sustain a Successful Academic Unit**
- May 11, 2011: **Helping Faculty Help Students Who Need Mental Health Care**

Please visit www.magnapubs.com for a complete list of Magna Online Seminars.



Magna Corporate Overview

Magna has been a valued knowledge and information resource within the higher education community for more than 30 years.

We publish six national newsletters:

- *The Teaching Professor*
- *Academic Leader*
- *Recruitment & Retention in Higher Education*
- *Distance Education Report*
- *Online Classroom*
- *Student Affairs Leader*

In addition, we produce student leadership and faculty development conferences, numerous online seminars, and online courses.

Additional information about Magna is available at www.magnapubs.com.

How to Evaluate the Impact of Faculty Development Programs



**March 17, 2011
Online Seminar CD**

**SAVE
50%**
plus
FREE SHIPPING!

Save 50% when you order this online seminar on CD before the expiration date below. This is a professional recording of the complete online seminar and is an excellent opportunity to:

- Catch something you may have missed
- Use as a staff training resource
- Listen to or read as many times as you wish
- Share with your colleagues
- Review whenever and it's convenient

Bonus Material

CD now includes:

- Transcript of online seminar
- Facilitator's Discussion Guide
- Supplemental Materials
- PowerPoint Handouts
- Event Description

Special attendee prices:

CD/Transcript: ~~\$239~~ \$120

CD/Transcript with Campus Access License: ~~\$439~~ \$320

A Campus Access License allows the purchasing institution to load this seminar onto the institution's password-protected internal web site for unlimited, convenient, on-demand access to members of the campus community.

This CD contains a recording of an Online Seminar and can be viewed on any computer equipped with Adobe Flash.

ORDER FORM Please note: CD ships one week following the online seminar.

Name:

Title/Department:

Institution:

Street Address:

City:

State:

Zip:

Business Phone Number:

Fax:

E-mail Address:

PAYMENT INFORMATION

Bill Me

Mastercard (16 digits)

VISA (13-16 digits)

American Express (15 digits)

Discover (16 digits)

Credit Card #:

Card Expires:

Total Payment: \$

Signature:

Mail to:

Magna Publications, Inc.
2718 Dryden Drive
Madison, WI 53704

or

Fax to:

608-246-3597

**Offer Expires
May 17, 2011**

***MONEY-BACK GUARANTEE:** If you are not completely satisfied with your online seminar CD you may return it for a full refund. Campus Access License sales are final and non-refundable. All requests must be received within 30 days after date of purchase.*

Magna presents

How to Evaluate the Impact of Faculty Development Programs

March 17, 2011

Copyright 2010 All Rights Reserved

1

Sponsored by



Copyright 2010 All Rights Reserved

2

Our presenter



- Sue Hines Ed.D.
- Saint Mary's University of MN

Copyright 2010 All Rights Reserved

3

Overview – in this session we will:

1. Differentiate between program evaluation, assessment, and review
2. Identify situational factors impacting program evaluation planning
3. Develop a framework for a customized program evaluation plan
4. Identify methods to evaluate services



Background

Ongoing Investigation of
Faculty Development Program Assessment Practices






Why are you joining us today?

- a. To learn how to evaluate faculty development
- b. To improve on our current evaluation practices
- c. To guide others on faculty development evaluation
- d. To gather knowledge for evaluation research
- e. Other


Differentiating between program evaluation, program review, & program assessment

7


What's the difference?



Program Evaluation: Judging the value of services and need for improvement. (Morrison, Ross & Kemp, 2004; Suskie, 2009)



Program Review: A comprehensive self-study of the center typically conducted by an outside team. (Suskie, 2009)



Program Assessment: Determining the level to which the center achieved its specific outcomes. (Posavac & Carey, 1997)

Copyright 2010 All Rights Reserved

8

Identifying situational factors impacting program evaluation planning.

9

3 Main Situational Factors Impacting Program Evaluation

1. Evaluation mindset



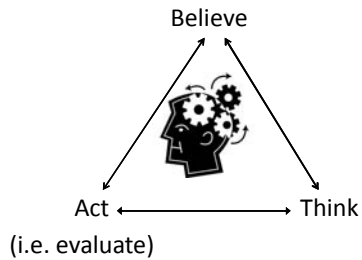
2. The center's organizational structure



3. The center's purpose



1st Situational Factor: Evaluation Mindset





Evaluation Mindset resulting in *REDUCED* evaluation

Believe:  Think:

1. Not enough time Evaluation is time consuming
2. It's not done in my field It's a specialized discipline
3. Admin. already believes in us It's for accountability
4. Our work comes first It's a low priority
5. Too many variables It can't be done



**Evaluation Mindset
resulting in *INCREASED* evaluation**

Believe:  Think:

- | | |
|------------------------------------|------------------|
| 1. See if we're meeting our goals | It's informative |
| 2. Want to model it | It's valued |
| 3. Provost expects it | It shows merit |
| 4. Staff enjoy it | It's fun |
| 5. There's a culture of assessment | It's what we do |



What belief have you most commonly heard?

1. We don't have the time & resources
2. We don't know how to evaluate
3. We want to evaluate to improve our services
4. We evaluate because administration expects it
5. We need to evaluate to prove our worth
6. Other

**2nd Situational Factor:
Faculty Development Organizational Structures**



- A. Centralized university-funded center with full-time director and staff
- B. Semi-structured, led by part-time faculty member
- C. Loosely structured, led by department head
- D. No structure, faculty self-direct their development



What is your center's structure?

- a. A
- b. B
- c. C
- d. D

**3rd Situational Factor:
The Center's Purpose or Mission**



4 General Categories:

- a. Support the faculty's (professional) needs
- b. Support the institutional (advancement) needs
- c. Promote academic quality
- d. Promote an academic culture (e.g. collegiality, scholarship, global awareness, teaching excellence)



What is your center's purpose?

- a. Serve the needs of the faculty
- b. Serve the needs of the institution
- c. Promote academic quality
- d. Create a particular academic culture
- e. Other?

The situational factors greatly influence evaluation planning

1. Evaluation mindset



2. Organizational structure



3. Mission or Purpose



Questions at this point?



Developing a framework for a customized program evaluation plan.

**As you begin evaluation planning,
see your center's services through a curricular lens**

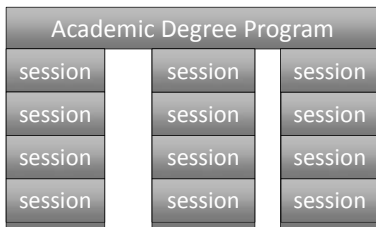


Copyright 2010 All Rights Reserved

Institute for New Faculty Developers, 2009

22

The Curricular Lens-

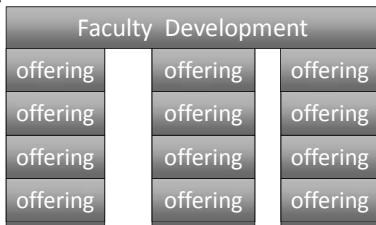


Copyright 2010 All Rights Reserved

23

The Curricular Lens-

Similar!




Similar!

Copyright 2010 All Rights Reserved


24

However, the difference is

Students attend entire program




Faculty pick and choose




Copyright 2010 All Rights Reserved

So we need to pick and choose what and how we evaluate




Copyright 2010 All Rights Reserved

Questions at this point?



Copyright 2010 All Rights Reserved

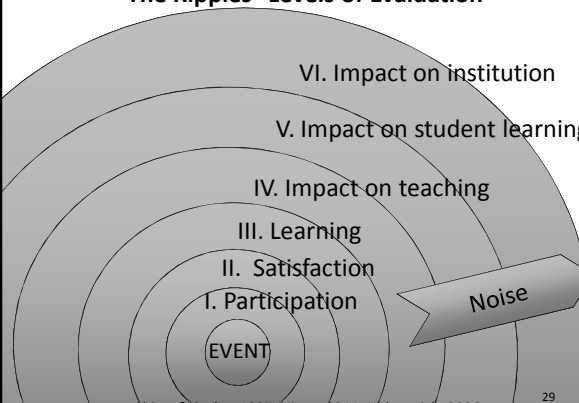
Levels of Evaluation



Every event has a ripple effect

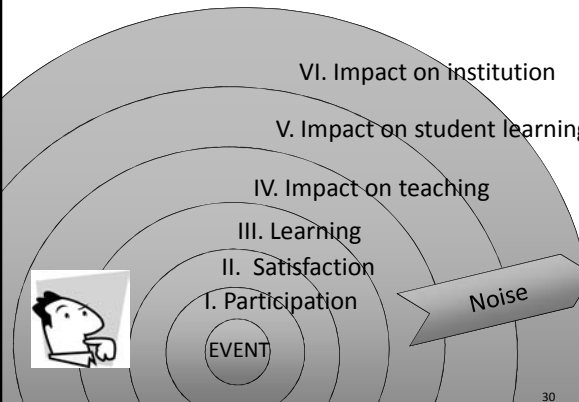
Copyright 2010 All Rights Reserved 28

The Ripples--Levels of Evaluation



Chism & Szabo, 1997; Hines, 2011; Kirkpatrick, 2006 29

What do you want to know about your programs?



30

Customize the plan to meet your needs

1. Select the evaluation level for each program
2. Determine timing for evaluations
3. For deep level evaluation consider
 - a. Staggering programs
 - b. Staging-out levels

CASE STUDY - ABC University

Refer to Handouts:

“CASE STUDY: ABC University”

“CASE STUDY: Evaluation Planning Framework”



Activity

Refer to handout “Evaluation Planning Worksheet”

1. Identify the programs you offer with an X
2. ✓ the levels you wish to evaluate for each program
3. Note the timing for each evaluation



Activity - Discussion

What went into your decision making process?





**Key questions for
guiding evaluation planning**



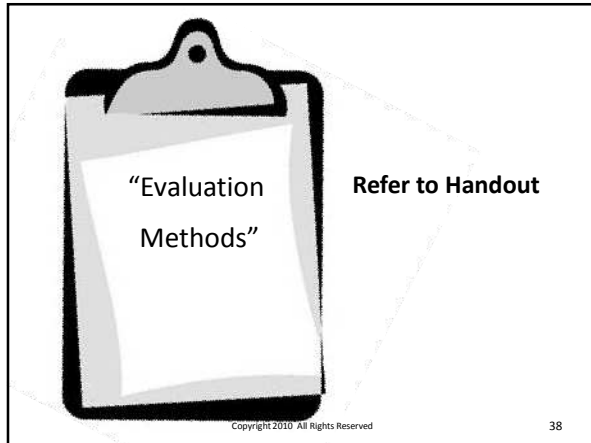
1. What is the effort designed to accomplish?
2. What impact do you expect to see?
3. Where & when do you expect to see it?
4. How will you know when it happens?
5. How can you gather evidence?
6. What is the most cost-effective manner to gather truthful evidence?

Identifying methods to evaluate
services

Selecting evaluation methods

Keep in mind:

- ✓ Multiple measures increase reliability
- ✓ Efficiency leads to a greater likelihood of implementation
- ✓ Staggering & staging-out timing eases the load



Lastly, think about staff evaluation duties

Consider:

- Sharing among all staff members
- Assigning survey duties to 1 administrative assistant
- Collaborating with the office of assessment staff
- Hiring an assessment specialist

**Example of a
Comprehensive Evaluation Plan**

**Refer to Handout
"Comprehensive Evaluation Plan Example"**

Copyright 2010 All Rights Reserved

40

Conclusion

Copyright 2010 All Rights Reserved

41

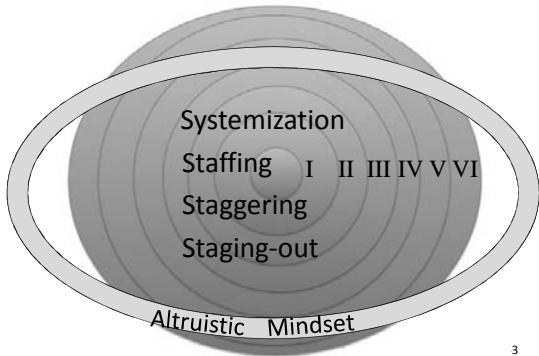
A effective comprehensive evaluation plan:

- ✓ Can measure up to 6 evaluation levels
- ✓ Is systemized to fit your center's purpose
- ✓ Is designed with consideration to staffing
- ✓ Has staged-out & staggered timing to reduce load
- ✓ Provides truthful data in a cost-effective manner
- ✓ Is designed with an altruistic evaluation mindset

Copyright 2010 All Rights Reserved

42

In other words, it's a
6 Level 4-S Approach to Evaluation



Questions?



Thank you for participating

- We would like to hear from you! Please consider completing an evaluation form found at:
- <http://www.surveymonkey.com/s/31711>
