

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.

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:

- x Level 4: Results
- x Level 3: Behavior
- x Level 2: Learning
- x 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:

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

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

Required Drivers for Behavior Change

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 | <p>SoTL Special Project</p> <p>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.</p> | Biennial (beginning AY 23/24) |
| Learning Reaction | <p>Workshop/Webinar Immediate Post Survey</p> <p>LC Immediate Post Survey</p> <p>CETL Consultation Feedback</p> <p>Facilitator rer r4.12 Tm(F)8 (a)61 (E)3 (T)3 (L):</p> | |

x Reaction: Total n of attendees who state “agree” or “strongly agree” Q2:1-3

x

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.

1. Will reference LC learning objectives in sn79B3/vr79B3/vc nnuse(i)-6 (yi)-6 ()TJ(10)Tj0 T22.66Tw 1

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. nta

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