



SCHOOL OF MEDICINE

INDIANA UNIVERSITY

Where's the Evidence?

Assessing the Impact of Faculty Development

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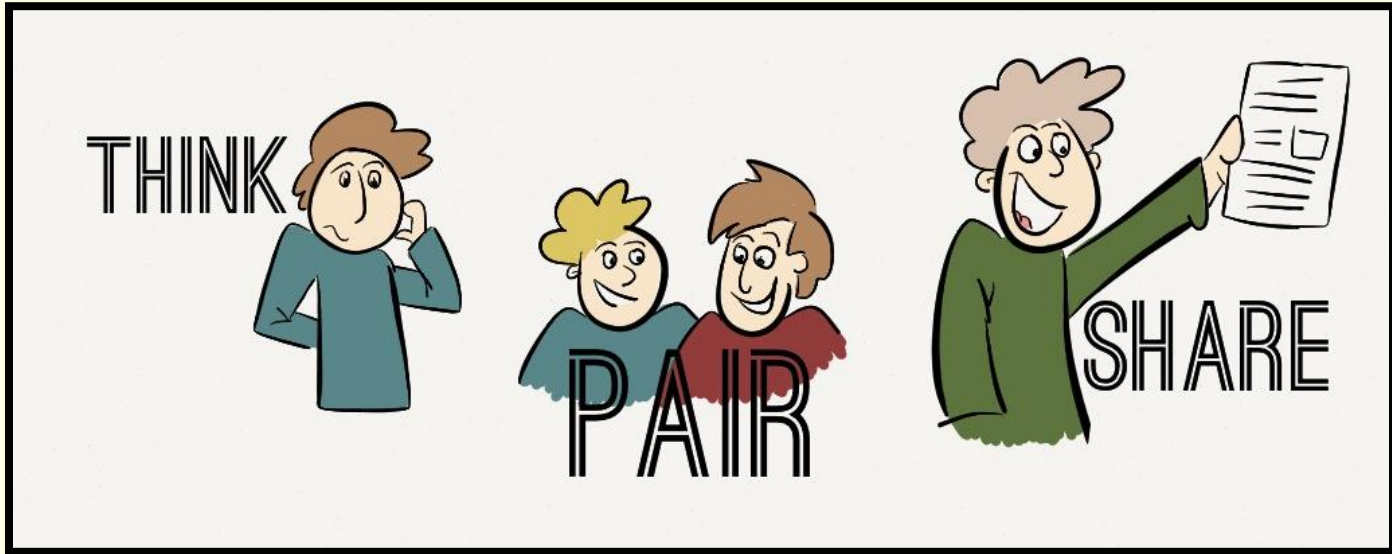
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Session Objectives

As a result of this session, participants will

- Explore how to use and collect evidence about faculty development to demonstrate the impact of our work
- Consider an evaluation plan that could be used across programs
- Develop strategies for turning evaluation work into scholarly outputs



- *Choose one*

- What is your current strategy for assessing faculty development programs?
- What do you want faculty members to understand, know, and do after participating in your programs?



Importance of Assessing Faculty Development Interventions



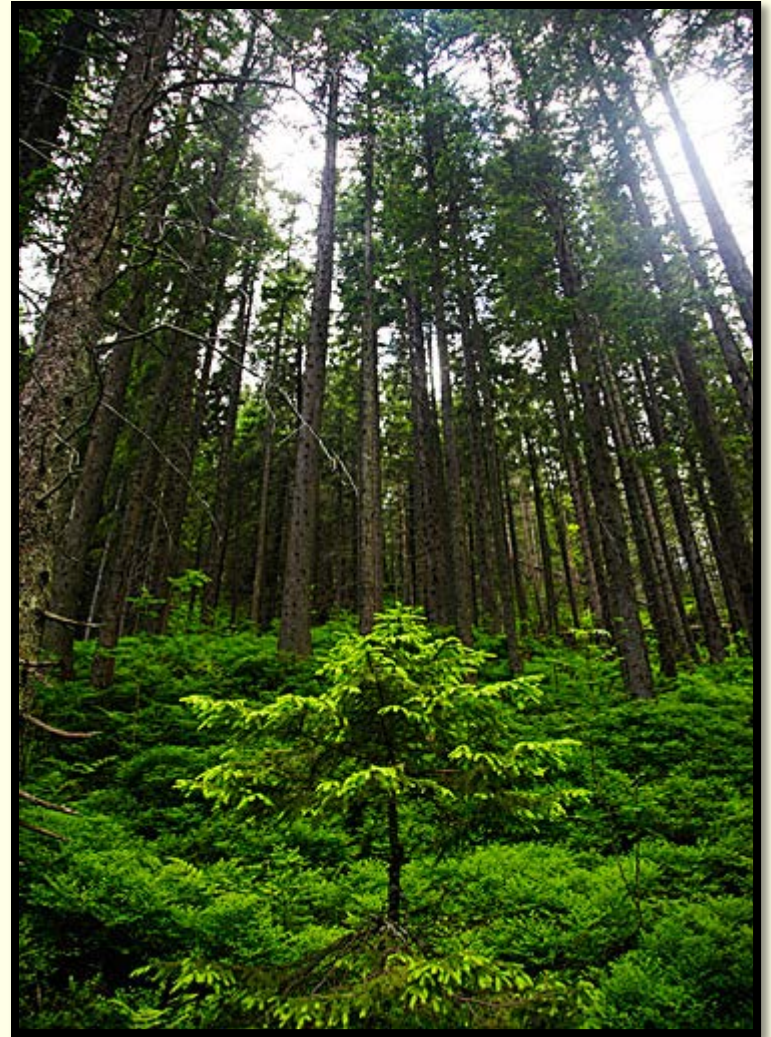


Workshop Outcomes



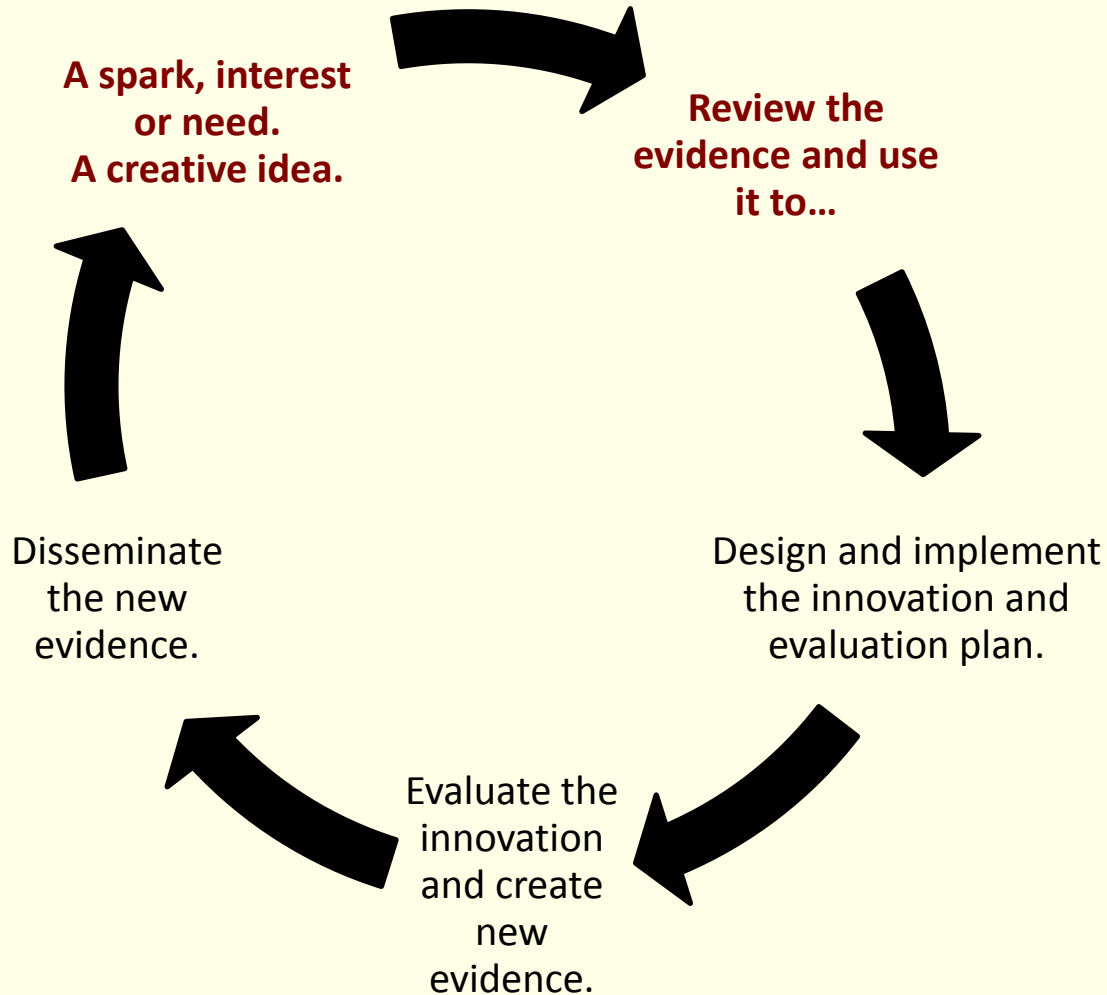


*Program
Outcomes*





The Cycle of Evidence





Kirkpatrick's Evaluation Levels	Definitions
1. Reaction	Satisfaction with the FD activity
2. Learning	Increase in knowledge or skills; change in attitude
3. Performance/Behavior	Application of the learning and/or changed behavior
4. Results/Impact	Demonstrated impact on individual, learners, the institution, and/or the community

Bothell, T.W. & Henderson, T. (2004). Evaluating the return on investment of faculty development. In C.M. Wehlburg, & S. Chadwick-Blossey. (Eds). *To Improve the Academy* (Vol. 22) (pp. 52-70). San Francisco, CA: Jossey Bass.

Kirkpatrick, D.L. (1994). *Evaluating training programs: The four levels*. San Francisco, CA: Berrett-Koehler.



Possible Types of Data Collected	Reaction	Learning	Behavior	Impact
Workshop Evaluations	X	X		
Analysis of individual faculty participation rates	X		X	
Pre/post measures		X		
Follow-up surveys	X	X	X	X
Focus groups	X	X	X	
Teaching Observations			X	
Analysis of faculty-generated documents (syllabi, assignment descriptions)		X	X	
Analysis of student-generated documents			X	X
Analysis of department participation rates			X	X
CV analysis			X	X

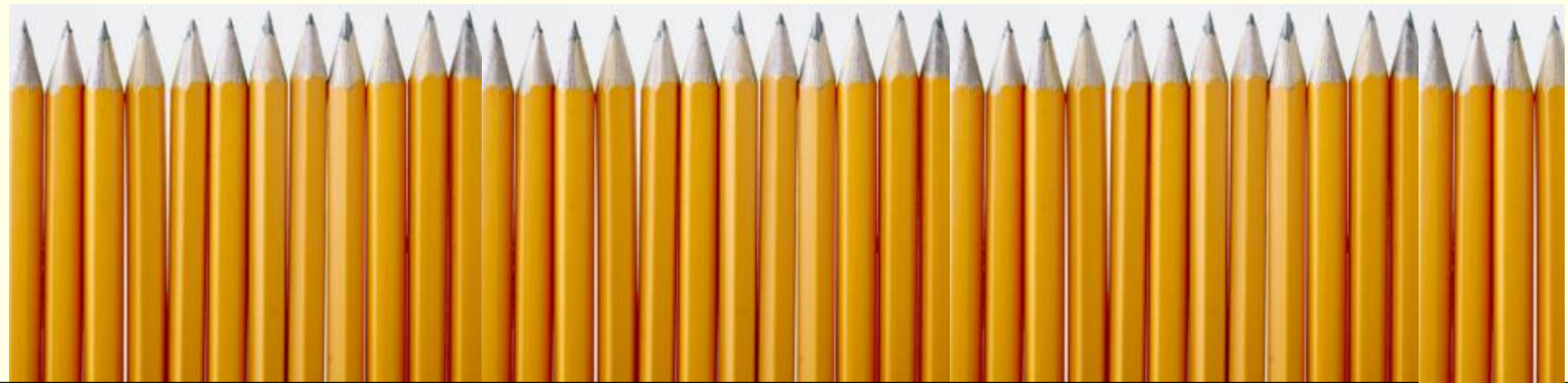


Examples in Literature – Assessment Interventions

Learning Outcome	Level	Examples from Literature
Establish a descriptive profile of learning in general education	2	Alignment of student and faculty perceptions of learning outcomes (Gandolfo, 1994)
Increase use of formative assessment	2	Improved attitudes toward Classroom Assessment Techniques (Ross, Schwaller, & Helmin, 2000)
	3	Increased use of questioning in instruction (Behar-Horenstein, Childs, & Graff, 2010)



*OFAPD Approach:
Move from Collecting Evidence to an
Evaluation Strategy*





Evaluation Plan: Teaching Development Programs





Workshop Evaluation

Question Domain	Question <i>(As a result of attending this program, I...)</i>	Effective Feedback
Standard	Critically assessed my current practice	4.2
Standard	Identified resources to advance my work	4.3
Teaching Domain	Will apply new strategies to teaching	4.4
Teaching Domain	Will be more learner-centered	4.3

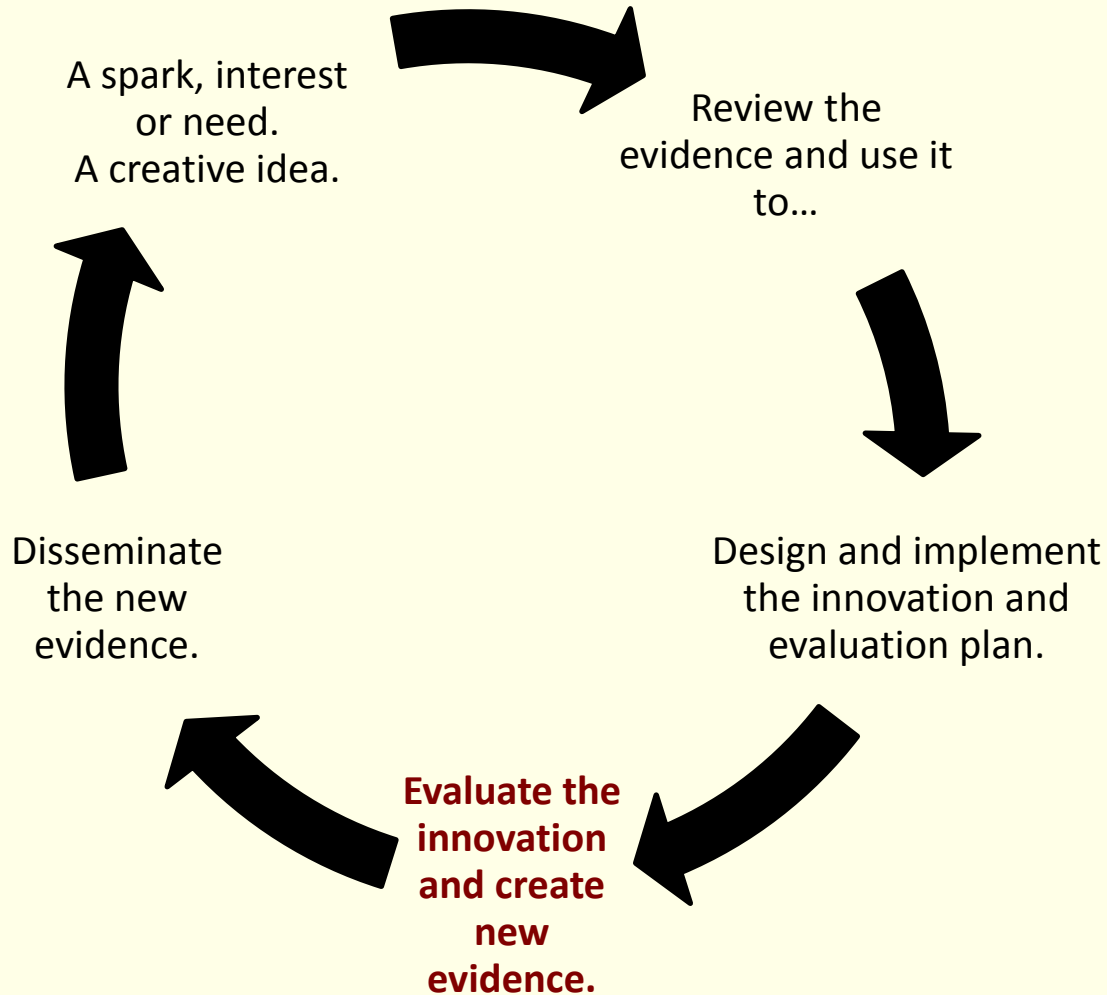


Program Evaluation

Question Domain	Question <i>(As a result of attending this program, I...)</i>	Programs			
		Effective Feedback	Preparing a Teaching Philosophy	Managing Disruptive Learners	Average Across Programs
Standard	Critically assessed my current practice	4.2	4.5	4.4	4.4
Standard	Identified resources to advance my work	4.3	4	4.3	4.2
Teaching Domain	Will apply new strategies to teaching	4.4	4.2	4	4.2
Teaching Domain	Will be more learner-centered	4.3	4.2	3.9	4.1



The Cycle of Evidence





Possible Types of Data Collected	Reaction	Learning	Behavior	Impact
Workshop Evaluations	X	X		
Analysis of individual faculty participation rates	X		X	
Pre/post measures		X		
Follow-up surveys	X	X	X	X
Focus groups	X	X	X	
Teaching Observations			X	
Analysis of faculty-generated documents (syllabi, assignment descriptions)		X	X	
Analysis of student-generated documents			X	X
Analysis of department participation rates			X	X
CV analysis			X	X



Long-Term Outcomes: Writing Program Assessment

- Participants since 2006
 - 230 invited
 - N = 115 responded; 50% response rate
- Survey subscales:
 - Confidence (*Kirkpatrick Level I, short-term*)
 - Improvement in writing (*Kirkpatrick Level II/III, intermediate*)
 - Productivity before and after the program

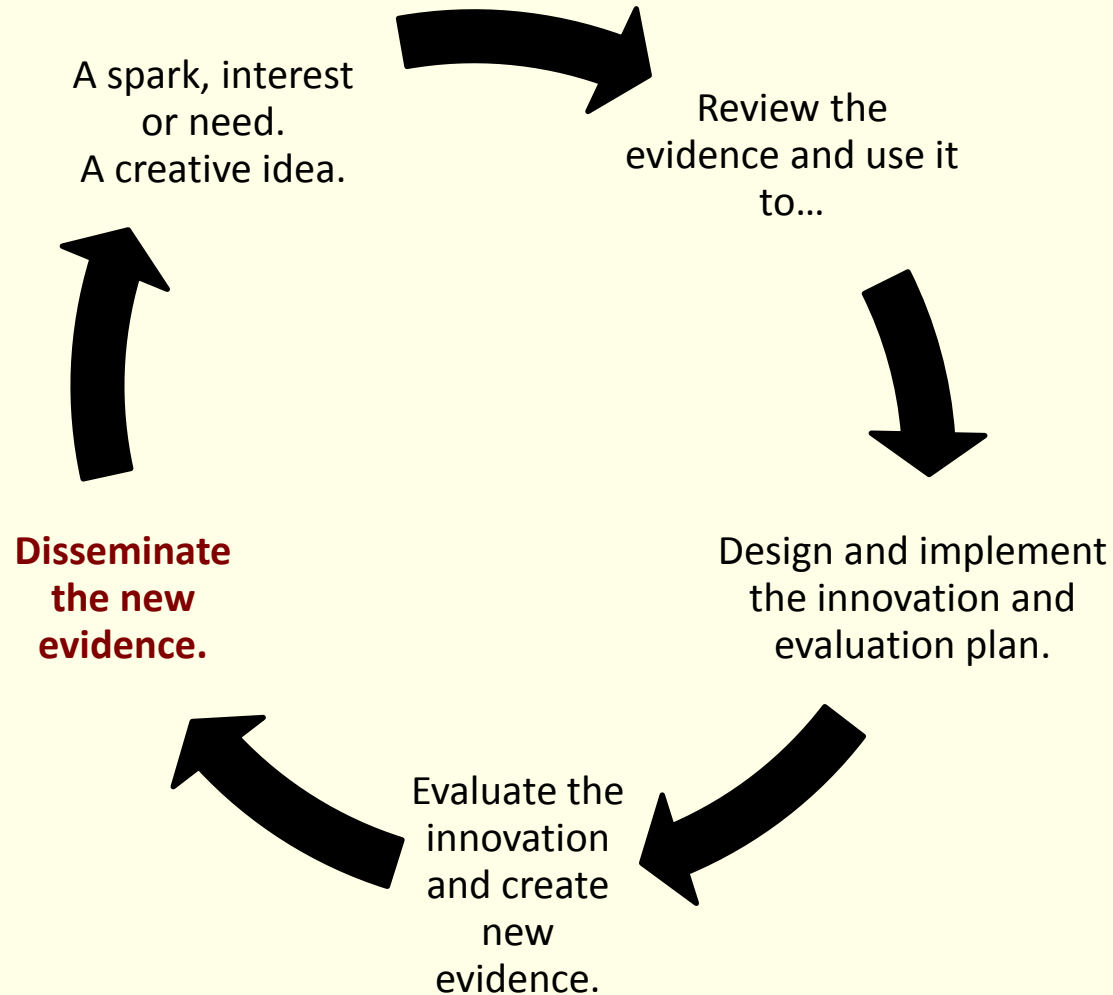


Achievements Before and After Program

Kirkpatrick Level	Timing of Outcomes	Item	It's Less	It's the Same	It's Greater	Mean (SD)
4	Intermediate & Long-term	Submitted grant proposal/s.	2%	64%	34%	2.30 (.51)
4	Intermediate & Long-term	Published peer-reviewed journal article(s).	7%	70.9%	23%	2.16 (.53)
4	Intermediate & Long-term	Published scholarly work(s).	3%	90%	7%	2.03 (.32)
4	Intermediate & Long-term	Received R01 grant(s).	4%	89%	7%	2.04 (.33)
4	Intermediate & Long-term	Received K08 grant(s).	6%	92%	2%	1.96 (.27)
4	Intermediate & Long-term	Received other external grant(s)	6%	72%	21%	2.15 (.51)



The Cycle of Evidence





Case Study:

Program for New Faculty



Wrap-Up & Discussion

- Making Assessment a Cornerstone
- Your Next Steps
- Discussion



Case Study:

Your institution recently hired a number of new faculty just out of graduate school. While most of them have some teaching experience, they haven't been involved in curriculum development or assessing learning outcomes. Your dean asks you to look at the literature to determine what new faculty might need to know about assessment and develop an intervention to address their needs.

After a thorough literature review, you decide to develop a new faculty "boot camp" on assessment. Your program will be delivered during monthly, two hour meetings over the course of the year. Topics include: assessment basics; giving formative feedback; writing learning outcomes and backward design; using rubrics; assessing experiential learning; and using data to make course improvements. In addition, participants will identify a scholarly assessment project to implement in their course during the boot camp.

What outcomes can you expect from this program (consider short-term, intermediate, and long-term)? How will you measure these outcomes? What data will you collect? That is, how can you prove that this program has made a difference (i.e. Kirkpatrick's Level 4)?

In small groups, please complete the worksheet and outline your assessment plans. The Kirkpatrick model below may help in this activity.

Kirkpatrick's Four Evaluation Levels (1994)	Definitions
1. Reaction	How participants felt about and reacted to the FD activity
2. Learning	Whether participants had an increase in knowledge or capacity from the FD activity
3. Performance/ Behavior	Extent to which participants applied the learning and changed behavior
4. Results	Effect on the entire institution or environment

References:

Bothell, T.W., & Henderson, T. (2004). Evaluating the return on investment of faculty development. In C.M. Wehlburg, & S. Chadwick-Blossey. (Eds). *To Improve the Academy* (Vol. 22) (pp. 52-70). San Francisco, CA: Jossey Bass.
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Kirkpatrick Level (indicate 1, 2, 3, or 4)	Outcomes	Data Sources: Evidence/Measures/Metrics
I. Short-term		
II. Intermediate		
III. Longer-term		

Short term

- do they come back for #2
- appreciation/recognition of assessment

Intermediate

- rubrics of assignments

long term

- promotion
- change in culture from dept → inst.
- portfolio
- measuring empathy
- focus groups

3 semester cycle

- overview artifacts from students

- change in 2nd sem

- next fall - reflection

Mentorship