TLEF and SaP Evaluation Workshop

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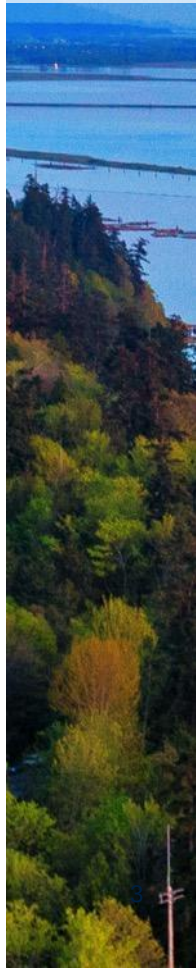
Workshop Objectives

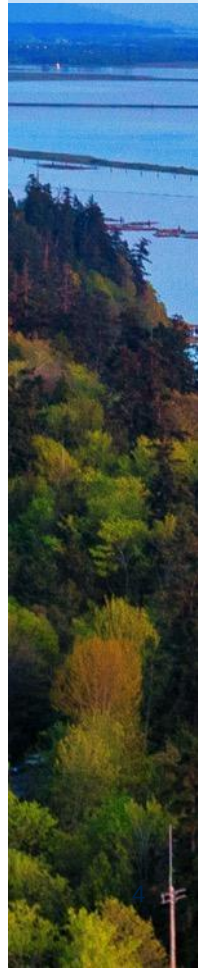
By the end of this session, you should:

- Understand how evaluation is necessary for project success.
- Have clear evaluation objectives (intended outcomes and measures of success) and ideas on potential methods to reach these goals.
- Be able to identify challenges that may affect your evaluation plan, and learn where to get support.



Outline

- Big picture (45 min)
  - ✎ Activity 1 & 2: Defining practice & intended outcomes
  - 🗨 Activity 3: Discuss your evaluation question
- Evaluation measures and approaches (15 min)
- Final considerations (15 min)
- Q & A (10 min)



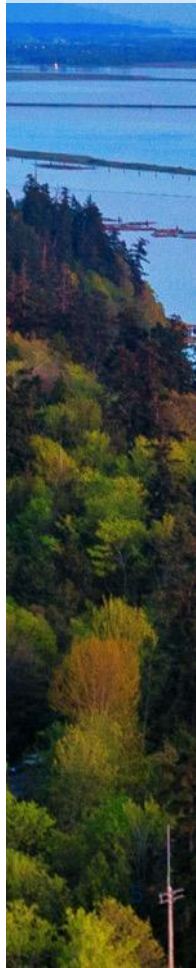
Why evaluate?

Evaluation is about making sure that your project outcomes are met, and your plan is working as intended.

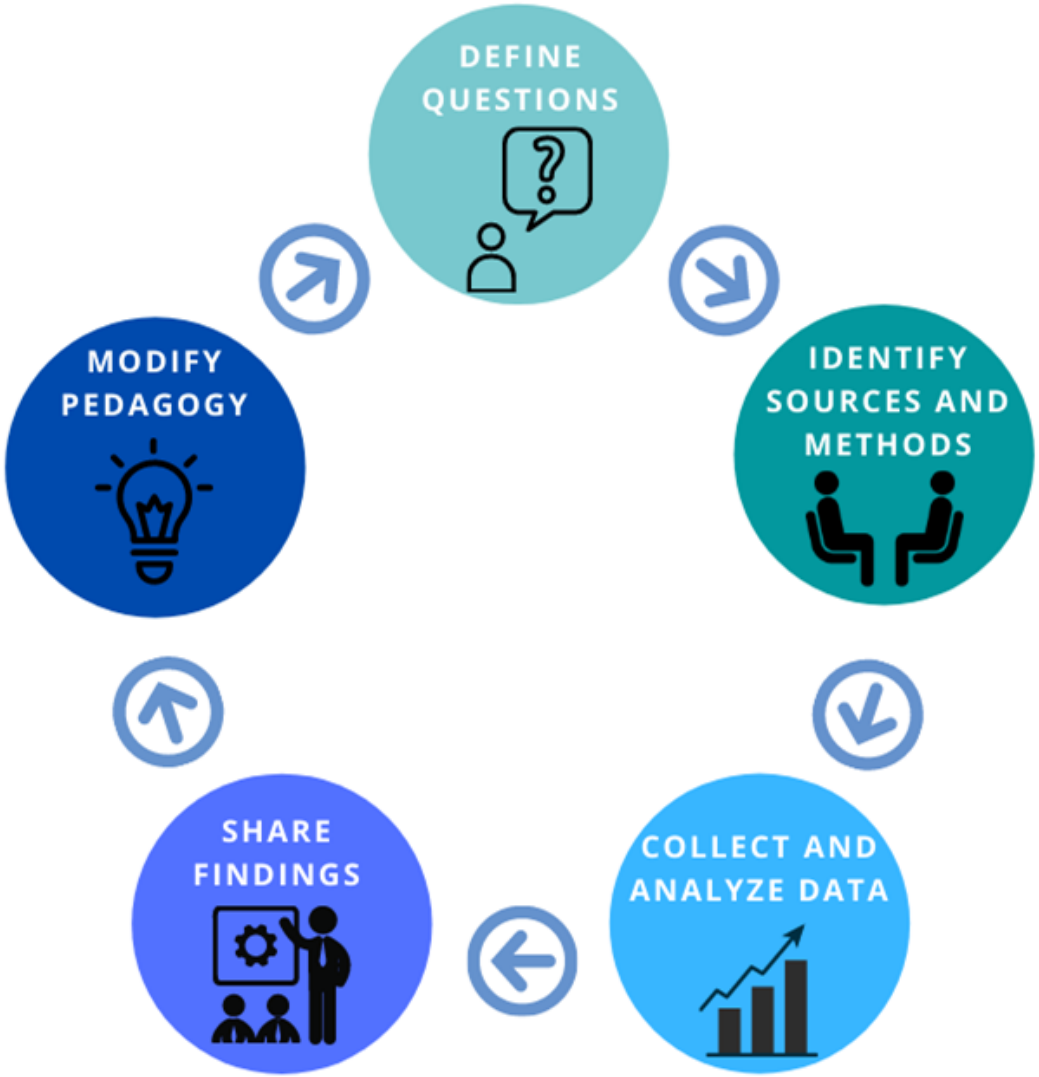
Evaluation helps you:

- Determine if stated objectives/goals are being met
- Improve project design and implementation
- Make informed decisions

Project evaluation is also a required component of the reporting process for TLEF and SaP project holders.



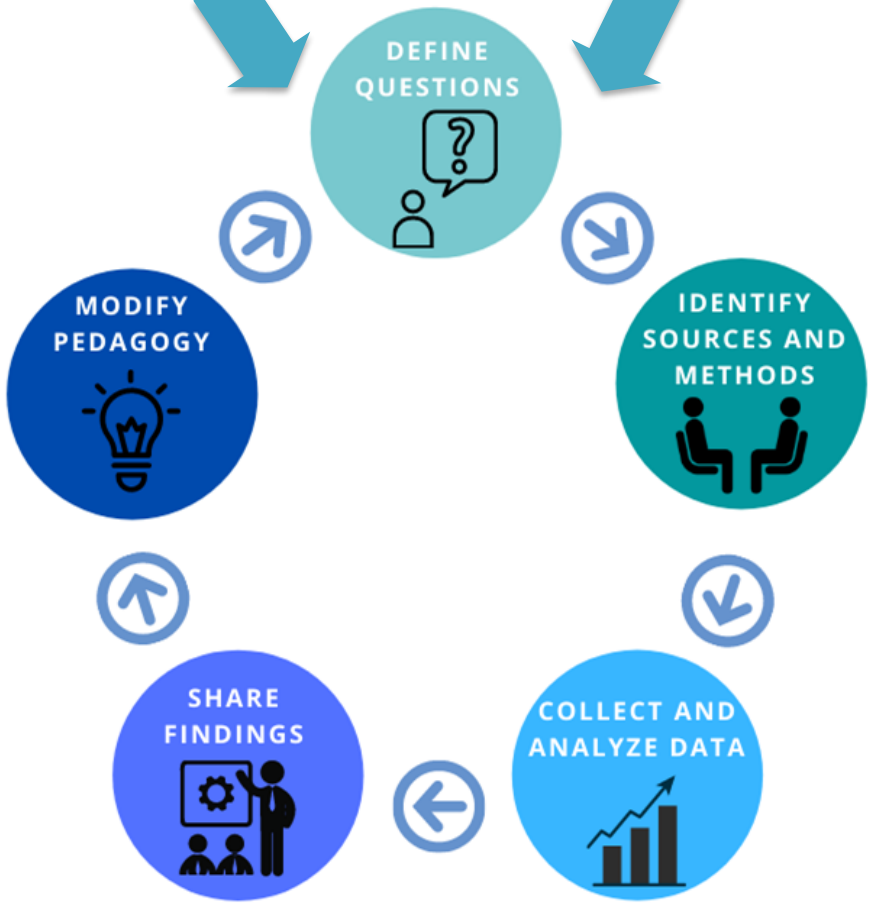
Evaluation cycle



Practice and Intended Outcomes

Practice:
What would you like to evaluate?

Intended outcomes:
What impact do you hope to the practice will have?



Practice and Intended Outcomes

Practice/Output:

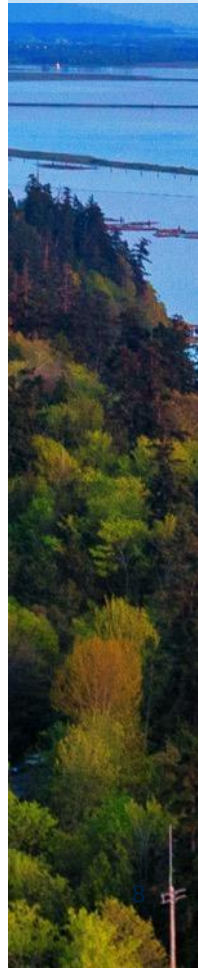
What are you doing that you would like to evaluate?

- Examples: Open-access resource creation; community engagement component; revisioning of program goals; TA training; making content more accessible; creating and re-designing course assignments

Outcome:

What impact do you want this practice to have?

- Examples: Performance; Motivation/Attitude change; Increased awareness to diversity issues; Increased understanding of course content

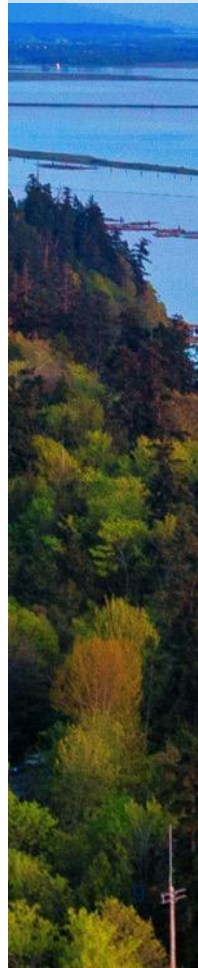


Define your practice

Practice(s)	Intended Outcome(s)	Evaluation Question(s)
Resource development: *Develop self-study quizzes for all sections of PSYC217*		

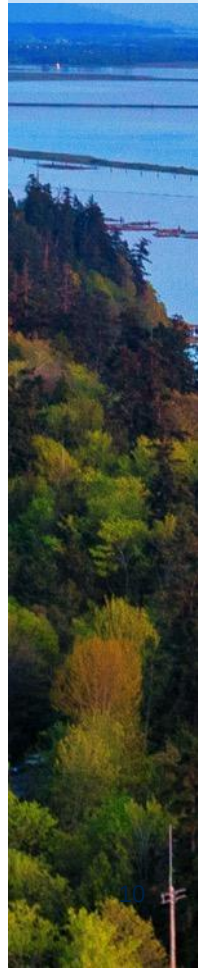
Make sure to consider the **context** in which the practice will take place (e.g., all Psyc217 classrooms, 1 seminar, specialized workshops for graduate students, etc)

Worksheet: https://tlef2.sites.olt.ubc.ca/files/2022/03/TLEF-Evaluation-worksheets-2020.pdf



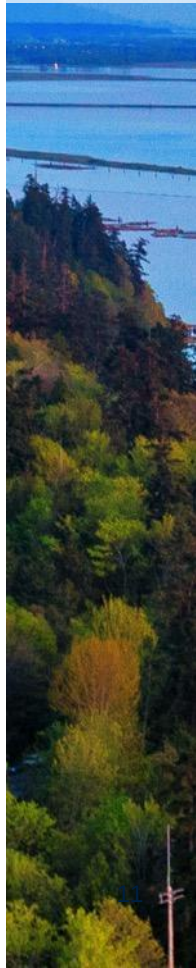
Activity 1: Identify Practice

Resource development - ***Restricted access*** (e.g. media; reading and PD materials; learning modules)	
Resource development - ***Open access*** (e.g. media; reading and PD materials; learning modules)	
Infrastructure development (e.g. LMS; repositories; physical spaces)	
Instructor-guided pedagogies for student learning / engagement (e.g. flipped classroom; clickers)	
Student-guided pedagogies for student learning / engagement (e.g. student-generated content; student choice; peer collaboration)	
Teaching roles and training (e.g. co-teaching; TA roles; office hours; participation in PD)	
Curriculum and design (e.g. course/program design; formulation of course/program learning outcomes)	
Innovative assessment (e.g. two-stage exams; peer-assessment; student choice in grading scheme)	
Community outreach and values (e.g. community service; inclusion and equity; indigenous; wellbeing)	



Define your outcome

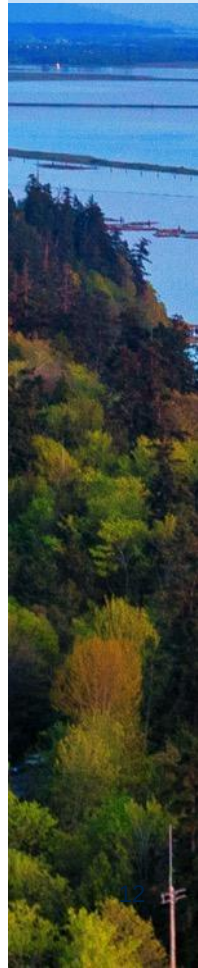
Practice(s)	Intended Outcome(s)	Evaluation Question(s)
Resource development: *Develop self-study quizzes for all sections of PSYC217*	*Increase* ***student learning and knowledge*** *as a result of these resources*	



Activity 2: Identify Outcomes

Student learning and knowledge	
Student engagement and attitudes	
Instructional team teaching practice and satisfaction	
Student wellbeing, social inclusion & community engagement	
Operations & processes including unit's priorities	
Awareness and capacity around strategic areas (indigenous, equity and diversity)	

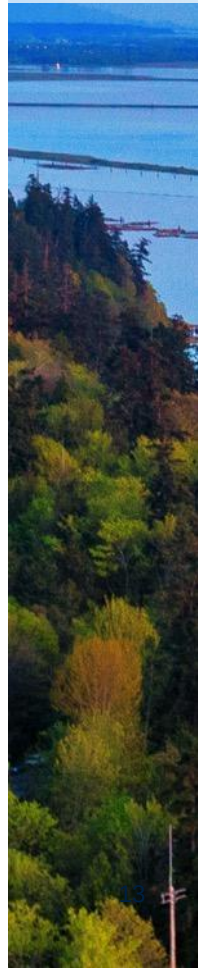
Worksheet: https://tlef2.sites.olt.ubc.ca/files/2022/03/TLEF-Evaluation-worksheets-2020.pdf



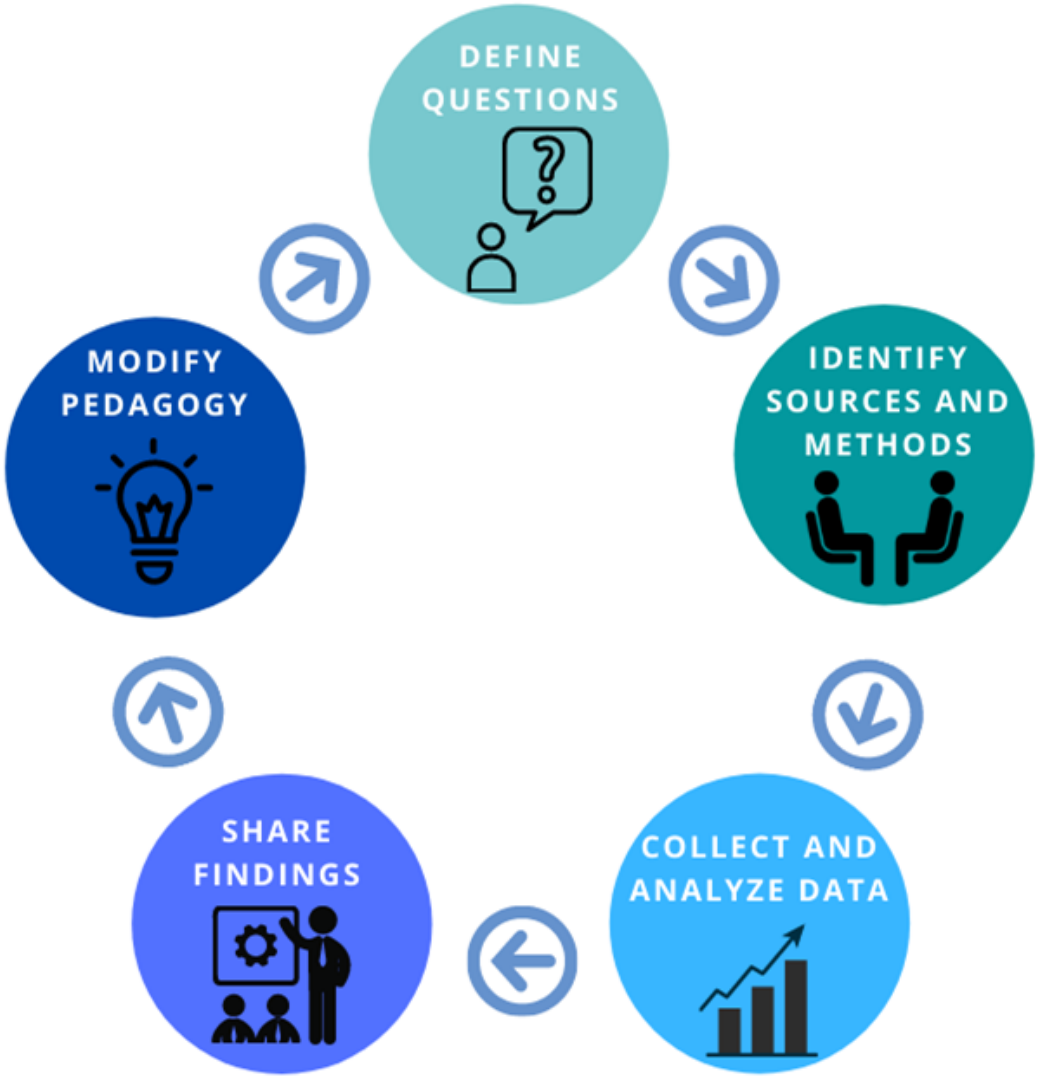
Activity 3:
Define your evaluation question(s)

Practice(s)	Intended Outcome(s)	Evaluation Question(s)
Resource development: *Develop self-study quizzes for all sections of PSYC217*	*Increase* ***student learning and knowledge*** *as a result of these resources*	*How do the self-study quizzes increase* ***students' knowledge*** *of core concepts?*

Use worksheet page 3 to develop and track these!



Evaluation cycle



Measures and evaluation method

Evaluation Question(s)	Measure(s)	Evaluation method(s)
How do the self-study quizzes increase students' knowledge of core concepts?	**Performance** on knowledge tests	Quizzes
	Students' **confidence**	Surveys Focus groups

Worksheet: https://tlef2.sites.olt.ubc.ca/files/2022/03/TLEF-Evaluation-worksheets-2020.pdf

Use worksheet Page 4 to develop and track these!

Evaluation methods

Rich data, small sample

Limited data, large sample

Common evaluation methods

Interviews

Focus groups

Surveys

Survey development, focus group and interview resources:
https://isotl.ctlt.ubc.ca/resources/resource-hub/ > How to Guides

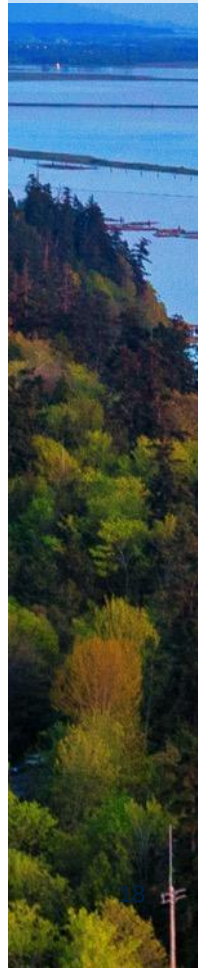
Interviews and focus groups

- Give a more detailed understanding of experience (descriptions, examples, stories, narrative), but only for a small subset of participants

- Focus groups may reveal more than 1-1s, by eliciting discussions/unique topics

Tips:

- Make sure to have a protocol
- Learn about how to elicit discussions
- Record the session (with permission!) you won't remember everything

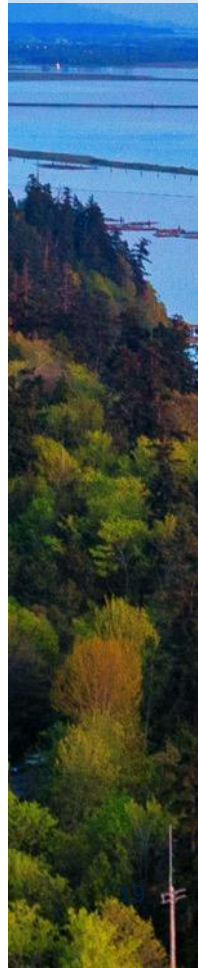


Surveys

- Can provide a wider, larger sample of the experience with the practice
- Good for comparing groups of participants
- Easy to integrate into activities/assignments

Tips:

- Keep it short! Focus on questions that will answer your evaluation goals
- Pilot: Results tend to be highly dependent on wording of items
- Use a FIPPA compliant tool (e.g., Qualtrics at UBC)

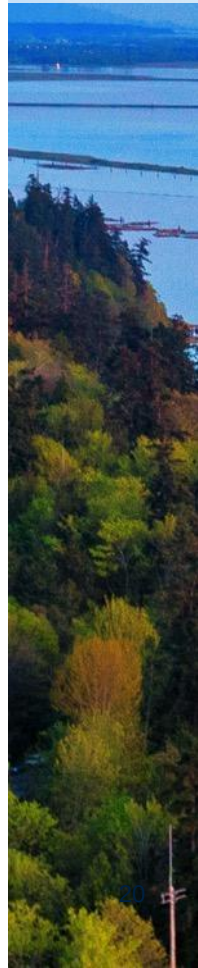


Create an action plan

Establish a timeline with milestones:

- Who is doing what?
- What “things” do you need?
- How can you tell if a milestone has been met?

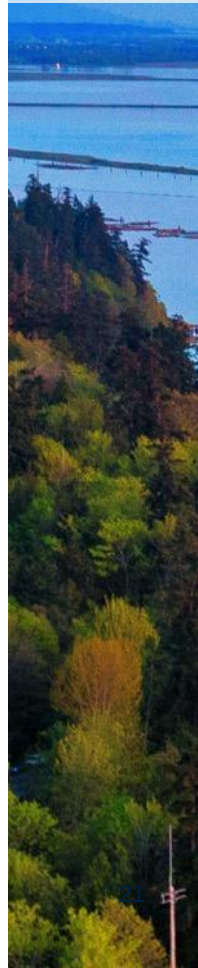
Use worksheet page 5 to develop and track these!



Additional considerations

- I understand ≠ Participants understand (make sure you pilot)

- “It’s interesting” ≠ Evaluation question (focus your questions)
  - Consider **relevance**: Do you need this item?
  - Consider **specificity**: How will you analyse each element you collect?
  - Consider **inclusion**: Asking information in an inclusive way

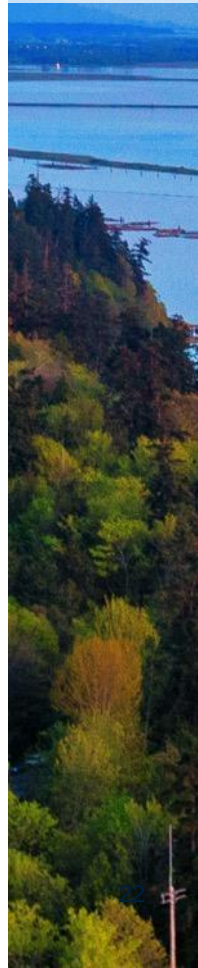


https://isotl.ctlt.ubc.ca/resources/resource-hub/ > How to guides > Inclusive Data Collection Tool Design

Additional considerations

- How to integrate evaluation into the course?
  - Consider flow, time and cost to administer evaluation

- Ethics – do you need BREB approval?
  - https://isotl.ctlt.ubc.ca/breb-application/
  - https://www.youtube.com/watch?v=hU_SY5EeYSM
  - https://ethics.research.ubc.ca/sites/ore.ubc.ca/files/documents/BREB_ChecklistForResearchRequiringEthicsReview.pdf



Communicating your findings:

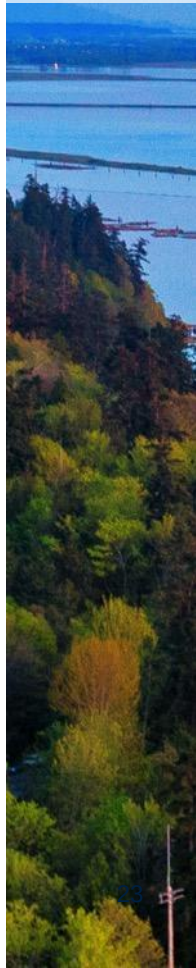
✗ “We conducted surveys to determine student satisfaction” [Need to elaborate on **what was learned** from the surveys]

✓ “In a Qualtrics survey on the new essay rubric [practice], majority of students reported that the new essay rubric helped them prepare for the final exam [outcome].”

✓ ”The new open-text [practice] in COURSE X saved students $X [outcome], based on the average cost of prior textbooks used”

✓ “50 interactions per student were recorded [indicator], indicating that students were engaged [outcome] with the self-study quizzes [practice]”

Explain what practice took place, how impacts were measured (strategies and methods used) and the outcome of evaluation.



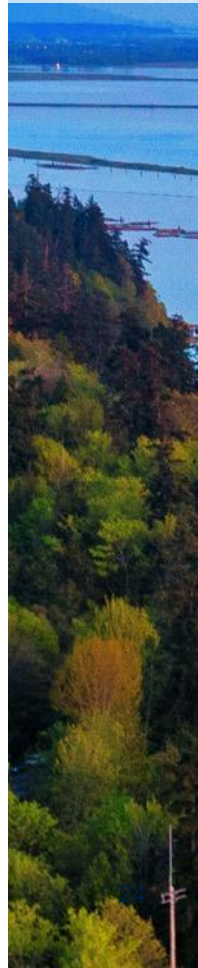
Additional web resources

Visit the ISoTL resource hub for:
(https://isotl.ctlt.ubc.ca/resources/resource-hub/)

- Survey and questionnaire development guides
- Interviews and focus groups quick guides
- Resources on asking about demographics and gender
- Tips on the BREB application process
- Sample consent forms

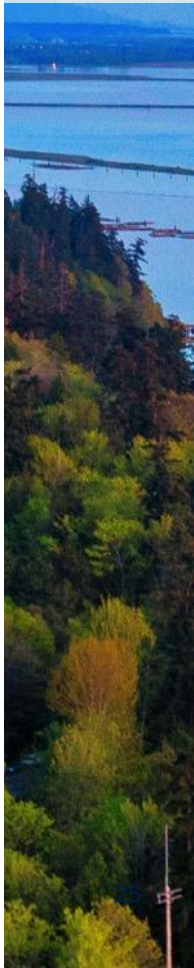
Visit the TLEF page for examples of:
(https://tlef.ubc.ca/evaluation-reporting/project-evaluation/)

- worksheets
- testimonials
- completed closure reports



Additional human resources

For TLEF projects: Trish Varao-Sousa - Evaluation and Research Consultant, CTLT (trish.varao-sousa@ubc.ca)
For SaP fund projects: Marissa Hall - Evaluation Specialist, CTLT (marissa.hall@ubc.ca)

Faculty Liaisons:

- Arts – Jason Myers (jason.myers@ubc.ca)
- Land and Food Systems – Judy Chan (judy.chan@ubc.ca)
- Sauder School of Business – Sunah Cho (sunah.cho@ubc.ca)
- Science – Ashley Welsh (ashley.welsh@ubc.ca)
- Vantage – Brian Wilson (brian.wilson@ubc.ca)
- Faculty-specific support units (e.g., Arts ISIT)