

Institutionalizing Evaluation Within Instructional Technology Support Organizations

Yvonne Belanger
yvonne.belanger@duke.edu
Center for Instructional Technology
Duke University



Key Issues

- Building a culture of evaluation and evaluative thinking
- Developing systematic evaluation processes that are in line with the evaluation capacity of the organization
- Conducting evaluation that enables effective decision making and promotes organizational development



Context

Duke University

- Private, 4 year, Doctoral Extensive
- 9 schools: undergrad and professional
- ~12,000 FTE students; 2,350 faculty



Context

Role of Instructional Technology

- Undergrad ed = campus-based classroom teaching
- Growing interest in distance ed in professional schools
- Strategic plan encouraging experimentation with instructional technology



Context

Duke Center for Instructional Technology (CIT)

- Established 1999 in response to general Duke needs assessment on instructional technology
- Goals: increase faculty and student use of technology, leverage resources, coordinate planning
- CIT & evaluation: culture of evaluation vs. level of evaluation capacity



Context

Significant CIT stakeholders

- | | |
|--------------------------------|--|
| • Library Executive Group | • Faculty Advisory Board |
| • Provost | • Deans & Dept. Chairs |
| • VP of Information Technology | • Faculty |
| | • Students |
| | • Various information technology support organizations |

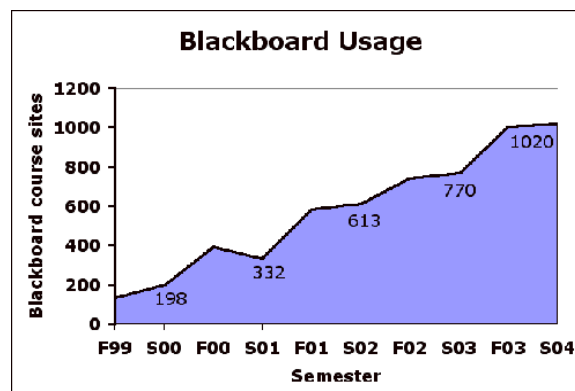


Context

Debunking “Myths”...

- Summative evaluations are more useful for decision-making
- Quantitative data are preferred by decision-makers
- Student learning is the only meaningful evaluation focus for instructional technology initiatives

Example: Evaluating Duke’s CMS



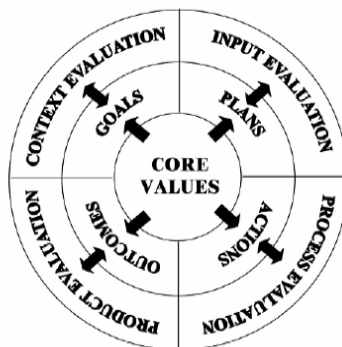
Structuring Evaluation for CIT

- CIPP
 - Context: Environment & Needs
 - Input: Strategies & Resources
 - Process: Implementation monitoring & analysis
 - Product: Measuring quality & significance of outcomes

Stufflebeam, D. (2003). The CIPP Model for Evaluation: An update, a review of the model's development, a checklist to guide implementation. Oregon Program Evaluators Network Conference, Portland.
<http://www.wmich.edu/evalctr/pubs/CIPP-ModelOregon10-03.pdf>



Using CIPP to Communicate about Evaluation



- Fostering evaluative thinking
- Building evaluation capacity
- Contributing to strategic planning
- Organizational development

Stufflebeam, OPEN, 2003



Four Uses of Logic Models in this Context

- Tool for articulating rationale
- Building systems thinking → evaluative thinking
- Contributing to organizational Context & Input evaluation and strategic planning
- Creating snapshots to communicate about how the organization was, is, and should be
- Communicating to External Review Panel



Yvonne Belanger, CIT Duke University
Fall 2004

CIT Organization Logic Model

Input	Process / Activities	ST Outcomes	LT Outcomes
Duke Funds	Scanning the IT horizon	Greater use of IT in effective ways	Improved student outcomes
External funding	Disseminating IT best practices within & beyond Duke	Increased recognition for IT innovators at Duke	Increased recognition of value of IT for Duke
IT Expertise	Piloting tools & techniques	Implementation of sustainable IT innovations	Increased buy-in from faculty for IT
Institutional value placed on IT	Supporting IT innovation at Duke	Increased visibility for CIT within & beyond Duke	Growing influencing for CIT in institutional decision-making
Models of faculty support	Building partnerships	Increased knowledge of and support for IT at department level	Decreased reliance on centralized IT services/support
Innovative/ interested faculty	Serving the needs of Duke decision-makers		
Partnerships within & beyond Duke	<i>Direct project support</i>		
	<i>Support for IT tools</i>		
Student labor	<i>Training faculty</i>		

Some Evaluation Questions That Grew from This Model

- To what extent has the context within which CIT operates changed since its founding? Are we still doing the right things for the right reasons?
- What are the most resource-intensive programs that CIT operates, and are these programs also its most effective?
- To what extent has CIT achieved the short term outcomes?
- Are the long term objectives still reflective of institutional priorities?

Case Study: Faculty Fellows Program

Program Goals:

- Faculty Development
- Department Development

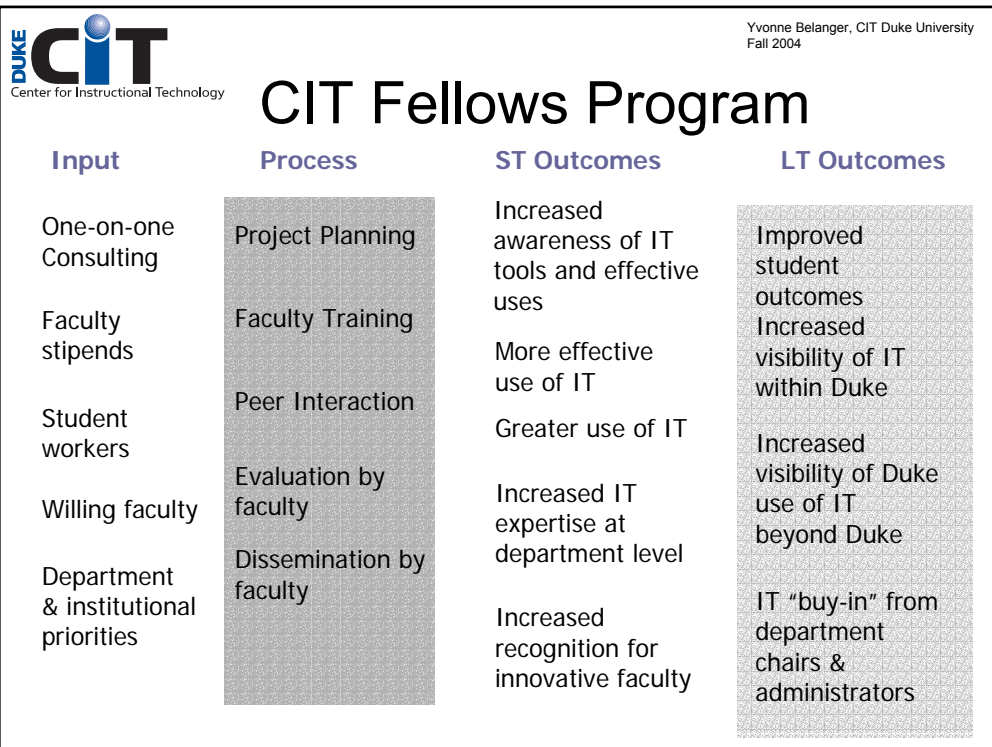


Activities

- Intensive orientation
- Occasional meetings
- One-on-one consulting
- Showcase presentation

Evaluation Concerns

- How can we get faculty to conduct and report more useful evaluations of their individual projects?
- How can we combine results from across the diverse faculty projects into a more effective assessment of the overall Fellows program?



Transforming the Fellows Program Evaluation



[Evaluation of Instructional Technology Fellows Program](#)

- Stating evaluation criteria up front
- Systematically gathering stakeholder and staff input to clarify program goals
- Developing consistent reporting tools
- Distributing effort
- Stakeholder review of outcomes & reports
- Participant responsibility for disseminating results

Last Example: Duke iPod First Year Experience

- Different nature of the project
- Initial questions
- Evaluation challenges
- Politics, press, and more

Focusing the evaluation of academic iPod use...

Focus of iPod Academic Projects

- Feasibility of using iPod to support teaching and learning (*)
- Improving logistics of course delivery
- Enhancing student learning and interest

Goals of Individual Faculty Projects

- Increasing use of course materials by providing ready, portable access for reference and review
- Supporting collaborative learning by facilitating storage and sharing of course-related materials among students and between students and instructors
- Providing richer learning experiences through the integration of audio-based resources
- Supporting learning and research in authentic field settings
- Simplifying course delivery or reducing time needed for course management

Unexpected Outcomes

- Partnerships
- Academic Publishers
- Publicity

Thank you...

Yvonne Belanger
Program Evaluator, Center
for Instructional Technology
Duke University
yvonne.belanger@duke.edu

