The purpose of this document is to provide an overview of staff development assessment in practice at Western Michigan University, to provide a sample of evaluation tools being utilized, one customized evaluation instrument for assessment of a one or more day event, and one evaluation instrument for provision of a comprehensive review of staff development at an institution.

Methods for Assessing Staff Development Activities at Western Michigan University

The principal investigator has been employed at Western Michigan University for nearly ten years and has participated in development and delivery of staff development workshops and seminars designed to expose faculty and staff to new software tools and practices. For nearly all staff development activities evaluation has been conducted informally through verbal feedback, short questionnaires, or electronic surveys.

Western Michigan University Evaluation Instrument Sample

The evaluation instrument samples presented here were retrieved from archived e-mails sent to workshop participants within a period of one week after completion of workshop participation. The surveys were part of workshops conducted between 2001 and 2004.

Verbal evaluation of workshops tended to be very brief in order to enable participants to return to their work as soon as possible. Feedback received during a verbal evaluation tended to be more qualitative in nature.

VERBAL EVALUATION

What do you think of the software package we covered today?

How easy or difficult do you think this tool would be to use for developing course materials?

Would you recommend this tool to your associates?

What could we have done differently today to make this workshop better?

Written evaluations also were conducted quickly in order to provide enough time to cover workshop topics and enable participants to return to their offices quickly. The written evaluations provided both qualitative (Question #5) and quantitative data (Likert scale questions #1-4).

WRITTEN EVALUATION

1. **Did this workshop meet your expectations based on the description listed in the schedule of workshops?** (yes) (no)

2. **Please rate the level of difficulty of the materials covered:**
(very hard) (hard) (neutral) (easy) (very easy)

3. **Please rate your satisfaction with the materials covered:**
(very dissatisfied) (dissatisfied) (neutral) (satisfied) (very satisfied)

4. **Please rate the workshop presenter:**
(very bad) (bad) (neutral) (good) (very good)

5. **Please provide feedback regarding how we could improve future workshops:**

_____
_____
_____
_____
_____
_____

Online surveys tended to be longer in length and provided participants with a broader range of

questions regarding the quality of the workshop materials/topic, presenter, participant

information/profile, and general feedback. The advantages found with online surveys included the

ability for participants to choose when they would complete the evaluation. The disadvantage of the

online survey was the risk that fewer respondents would complete the survey.

ONLINE SURVEY

Workshop topic
1. The topic presented was well represented by the workshop description in the course catalog.
(strongly disagree) (disagree) (neutral) (agree) (strongly agree)

2. The topic presented was easy to understand/comprehend.
(strongly disagree) (disagree) (neutral) (agree) (strongly agree)

3. The materials for the workshop were well prepared.
(strongly disagree) (disagree) (neutral) (agree) (strongly agree)

4. The length of the workshop was adequate for the topic covered.
(strongly disagree) (disagree) (neutral) (agree) (strongly agree)

Presenter
5. The presenter was well prepared for the workshop.
(strongly disagree) (disagree) (neutral) (agree) (strongly agree)

6. The presenter spoke clearly.
(strongly disagree) (disagree) (neutral) (agree) (strongly agree)

7. The presenter used examples that made the topic easier to understand.
(strongly disagree) (disagree) (neutral) (agree) (strongly agree)

8. The presenter took time to answer my question(s).
(strongly disagree) (disagree) (neutral) (agree) (strongly agree)

Participant information
9. I plan to utilize the skills gained in this workshop.
(strongly disagree) (disagree) (neutral) (agree) (strongly agree)

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10. I am very comfortable with technology.

(strongly disagree) (disagree) (neutral) (agree) (strongly agree)

11. I feel comfortable learning new things.

(strongly disagree) (disagree) (neutral) (agree) (strongly agree)

Please use the space below to provide any other feedback

_____

_____

_____

Evaluation Instrument: One or More Day Event

Evaluation of one or more day online course design/development/methods staff development

event would be implemented using a revised version of the 21 item survey developed by South Carolina

Advanced Technological Education Center of Excellence (ATECE) and Kelly Spence Western Michigan

University Evaluation Center Intern to measure the perceptions of faculty who participated in a

technology education program (Spence, 1999). The ATECE and Spence instrument was selected because

of its utilization of both open-ended and closed-ended questions. Open-ended questions allow

respondents to answer in their own words and closed-ended questions present a set of pre-selected

answers (Adler and Clark, 2007). The careful wording of the ACTECE and Spence instrument and

utilization of two question types increases the likelihood that the evaluation will provide useful results

(Adler and Clark, 2007). The training program would be designed to encourage peer based mentoring

and teamwork in order to benefit from the connection between peer based professional development

and changes in professional practice (Wenghofer, Way, Shaw, Wu, Faulkner and Klass, 2006).

<u>**Survey questions**</u>

1. **Supplemental instruction via remote delivery was more effective than a "traditional" workshop would have been.**
(Strongly Agree) (Agree) (Uncertain) (Disagree) (Strongly Disagree)

2. **Adequate resources were provided to support my learning needs.**
(Strongly Agree) (Agree) (Uncertain) (Disagree) (Strongly Disagree)

3. **I liked having the training in a series of sessions rather than all at once.**
(Strongly Agree) (Agree) (Uncertain) (Disagree) (Strongly Disagree)

4. **I understand the components an effective online course better as a result of this course.**
(Strongly Agree) (Agree) (Uncertain) (Disagree) (Strongly Disagree)

5. **As a result of these training sessions, I am less anxious about teaching a course online.**
(Strongly Agree) (Agree) (Uncertain) (Disagree) (Strongly Disagree)

6. **I know enough about the online course delivery tools to begin implementation.**
(Strongly Agree) (Agree) (Uncertain) (Disagree) (Strongly Disagree)

7. **As a result of these training sessions, I am better prepared to use online discussions as an instructional strategy.**
(Strongly Agree) (Agree) (Uncertain) (Disagree) (Strongly Disagree)

8. **I am better prepared to assess student learning in an online environment.**
(Strongly Agree) (Agree) (Uncertain) (Disagree) (Strongly Disagree)

9. **This course helped me develop my collaboration skills.**
(Strongly Agree) (Agree) (Uncertain) (Disagree) (Strongly Disagree)

10. **My colleagues and I are now better able to create a learning environment that supports and addresses the diverse learning styles of technology students.**
(Strongly Agree) (Agree) (Uncertain) (Disagree) (Strongly Disagree)

11. **My colleagues and I will be able to adapt the remainder of our face-to-face course materials for delivery online.**
(Strongly Agree) (Agree) (Uncertain) (Disagree) (Strongly Disagree)

12. **My colleagues and I can now produce a realistic action plan to recruit and advise students for online courses.**
(Strongly Agree) (Agree) (Uncertain) (Disagree) (Strongly Disagree)

13. **Working with my colleagues reinforced interdisciplinary teaching methods.**
(Strongly Agree) (Agree) (Uncertain) (Disagree) (Strongly Disagree)

14. **My colleagues and I have new ideas of how to use technology to teach online.**
(Strongly Agree) (Agree) (Uncertain) (Disagree) (Strongly Disagree)

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15. **My colleagues and utilized effective communication skills and other strategies during the course.**
(Strongly Agree) (Agree) (Uncertain) (Disagree) (Strongly Disagree)

16. **I would recommend this course to other faculty members who anticipate teaching online courses.**
(Strongly Agree) (Agree) (Uncertain) (Disagree) (Strongly Disagree)

<u>**Open-ended questions**</u>

1. **What aspect of the program was the most beneficial to you and why?**

2. **What aspect of the program was the least beneficial to you and why?**

3. **What ongoing activities would help you develop the skills needed to be a better instructor of online courses?**

4. **What suggestions for improvement would you propose?**

Evaluation Instrument: Comprehensive Review

A comprehensive review of staff development at Western Michigan University would be implemented utilizing the evaluation model described by Liaupsin which includes a content analysis of materials and tools provided to participants (to insure that training is complete, current and accurate), a congruence analysis to confirm that the instruction fulfills the needs of the participants and the organization, a formative evaluation of participants as they complete each activity, and summative evaluation of the impact of the activity on participants (Liaupsin, 2003).

Content Analysis

A staff development sub-committee would be formed and charged with confirming that the staff development program is complete, current and accurate. The sub-committee would be provided with worksheets and a list of standards for evaluating the qualities of the training program and related materials.

Content Analysis Worksheet

Module name: _____
Reviewer name: _____
Evaluation date: _____
Errors/omissions: _____
Level of omission: (minor)(medium)(major)
Recommended action: (patch)(formal review)(rebuild)

Congruence Analysis

An evaluation of each module would be conducted to confirm that the outcomes desired by the

institution and participants are in line with those designated in the module. Desires of the institution

and participants would be collected through a basic one question/answer electronic survey requesting

specification of desired outcomes from the training.

Congruence Analysis Worksheet

Module name: _____
Stated outcome: _____
Institutional desired: _____
Participant desired: _____

Formative Evaluation

A formative evaluation would be conducted at the conclusion of each training session or weekly

series of sessions. The evaluation tool utilized would be a simplified version of the tool described earlier

in the section titled "**Evaluation Instrument: One or More Day Event**".

Survey questions

1. **Adequate resources were provided to support my learning needs.**
(Strongly Agree) (Agree) (Uncertain) (Disagree) (Strongly Disagree)

2. **As a result of these training sessions, I am better prepared to use online instructional strategies.**
(Strongly Agree) (Agree) (Uncertain) (Disagree) (Strongly Disagree)

3. **I am better prepared to assess student learning in an online environment.**
(Strongly Agree) (Agree) (Uncertain) (Disagree) (Strongly Disagree)

4. **I have new ideas of how to use technology to teach online.**
(Strongly Agree) (Agree) (Uncertain) (Disagree) (Strongly Disagree)

5. **I would recommend this course to other faculty members who anticipate teaching online courses.**
(Strongly Agree) (Agree) (Uncertain) (Disagree) (Strongly Disagree)

Open-ended questions

1. **What aspect of the program was the most beneficial to you and why?**

2. **What aspect of the program was the least beneficial to you and why?**

3. **What ongoing activities would help you develop the skills needed to be a better instructor of online courses?**

4. **What suggestions for improvement would you propose?**

Summative Evaluation

The summative evaluation would be conducted utilizing the instrument described earlier in the

section titled "**Evaluation Instrument: One or More Day Event**".

Conclusion

Implementation of an effective staff development program requires significant evaluation at multiple stages of development. Summative evaluations that include open-ended and closed-ended questions will increase the changes of obtaining useful evaluation data. Evaluation of training materials, outcomes and learning objectives declared by stakeholders, and summative impressions will enable a staff development team to assess and revise a training program in a comprehensive method – resulting in data driven changes to the program that will better serve the goals of an institution and its members.

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