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THE UNIVERSITY OF BRITISH COLUMBIA

Centre for Teaching, Learning and Technology

# Course Design Intensive: Program Evaluation

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CTLT Course Design Intensive (June 2015, December 2015, June 2016)

Program Evaluation Report

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## Acknowledgements

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## **Introduction to the CDI Program Evaluation**

Beginning in 2015, the Course Design Intensive (CDI) planning and facilitation team created and implemented a program evaluation of the CDI. This initiative was motivated by the fact that the CDI is one of the major offerings from the CTLT Teaching and Learning Professional Development Team and, though it requires a significant amount of investment in terms of human resources and time, had not undergone a thorough evaluation. We were interested to know more about the impact of this educational development initiative.

## **Summary of Key Evaluation Findings**

This program evaluation has confirmed that the concepts of alignment and backward design were key learnings for participants in the CDI. Data from the summative evaluation, and from the pre- and post- survey results showed that, at the end of the CDI, participants considered the principles of alignment and learning-centered teaching as most important among the various skills. Participants said that the CDI was helpful in learning these skills and that, by the end of the CDI, they were more confident in these areas as compared to before the CDI. The evaluation also highlighted that the peer learning incorporated into the workshop was highly valued by the participants.

Given these results, we can assume that the CDI learning outcome #1, 2, and 4 have been met. As a facilitator team, we will consider how the CDI can be modified to better meet CDI learning outcome #3.

## **Brief Overview of the Course Design Intensive**

The CDI is a 3-day workshop during which participants work, individually and collaboratively, to design or re-design a course they are (or will be) teaching. Participants are UBC instructors of all ranks, including graduate students. Occasionally, participants include instructors from other institutions.

By reflecting on their course and engaging with peers and course activities, participants have an opportunity to achieve the following outcomes:

1. Approach the design of their course from a learning centered orientation.
2. Apply principles of alignment to develop learning outcomes and select aligned assessment methods and learning activities.
3. Assess various learning activities and technologies for their value in supporting the learning outcomes they have developed and propose how these may be

incorporated into their course design.

4. Engage in peer learning as a means of enhancing their teaching practice and student learning.

The CDI workshop has been offered since 2009. It is offered twice a year (in the spring and in the winter) and is facilitated by a team of CTLT educational developers.

## Sources of Data for CDI Program Evaluation

The following sources of data have been used as part of the program evaluation:

1. Summative evaluations from the June 2015 CDI, December 2015 CDI, and June 2016 CDI.
2. Pre- and post- program evaluation surveys from June 2015 CDI, December 2015 CDI, and June 2016 CDI.
3. Individual reports for the June 2015 CDI and December 2015 CDI. Detailed program evaluation data can be found in each of these reports.

Please note that the Day 3 Summative Evaluations and the Pre- and Post- Program Evaluation Surveys were not consistent for all CDI offerings as we learned from the previous experience and modified accordingly. Therefore, responses differ because questions differ.

We encourage you to read the individual reports for a detailed summary of the program evaluations conducted for each CDI. Individual reports contain additional information from the Day 3 Summative Evaluations, the Pre- and Post- Program Evaluation Surveys and the follow-up conversations with CDI participants (held 4-5 months post-CDI). For a copy of the individual reports, please contact Isabeau Iqbal.

## Part 1: Summative Evaluations

### CDI Outcomes

The summative evaluation was completed by participants at the end of day 3 of the CDI; time was given during the session to complete the questions. The response rate for the June 2015 CDI was 100%, 79% in the December 2015 CDI, and 94% in the June 2016 CDI.

The first question of the summative evaluation was an open-ended question prompting participants to indicate the most important things they learned from participating in the CDI, and to discuss valuable aspects of the CDI.

### Top responses

Concept	% of Total Responses
Backward design	30%
Alignment	25%
Assessing learning outcomes	6%

Other responses are captured in the overall broad themes of:

- Peer learning
- Learning outcomes
- Big idea
- Syllabus development
- CTLT resources

Participants were also asked to rank components of the CDI that contributed to their learning. In all three CDIs, feedback from peers and facilitators contributed the most to the participants' learning.

### Top responses

Component	% of Total Responses
Feedback from peers	77%
Feedback from facilitators	72%
Time to work on own course	51%

Participants also provided specific examples of how the workshop will change the way they re(design) their courses and teach.

### Top responses

Concept	% of Total Responses
Evaluating/redesigning courses for alignment	28%
Approaching course with backwards design and big ideas	21%
Improving use of assessment	21%

Other responses are captured in the overall broad themes of:

- Designing and including more active learning activities
- Refining course learning outcomes and learning objectives
- Using more learner-centered approaches

### CDI Design

100% of the participants in the June 2015, December 2015 and June 2016 cohorts would

recommend the CDI to others.

However, they made various suggestions for modifying the CDI. Please see individual survey results for details.

#### Top responses

Suggestions	% of Total Responses
More time to spend on working on own course	15%
More definitions and explanations of terms	13%
CDI felt too rushed – slow down	6%

Participants also offered varied responses when asked about additional support they might like to get from CTLT in order to complete their course design project.

#### Top responses

Suggestions	% of Total Responses
Further professional development workshops	26%
One-on-one consultations	17%
Technical support	13%

#### CDI Logistics

Over time, people rated more positively on these two aspects:

- Registration procedure
- Information received prior to workshop

## Part 2: Pre- and Post- Program Evaluation Surveys

### Background

Participants were asked to complete an anonymous pre- and post- program evaluation survey as part of the CDI. The questions were administered via the UBC Survey tool (survey.ubc.ca). 67% of participants completed pre- and post- surveys in June 2015, 94% of participants in December 2015, and 89% of participants in June 2016. Since the pre- and post- survey questions changed after June 2015, the summary of responses will focus only on the post-survey results from December 2015 and June 2016 CDIs.

### Survey Questions and Scale

The pre- and post- survey questions aimed to detect how participants self-perceived their own changes in confidence levels and skills with respect to the learning outcomes.

### Pre- and Post- Survey Questions (December 2015, June 2016)

1. How important is this skill? Approach the design of your course from a learning centered orientation.
2. How important is this skill? Apply principles of alignment to develop learning outcomes and select aligned assessment methods and learning activities.
3. How important is this skill? Assess various learning activities and technologies for their value in supporting the learning outcomes you have developed and propose how they may be incorporated into your course design.
4. How important is this skill? Engage in peer learning as a means of enhancing your teaching practice and student learning.
5. How confident are you in your current skills in this area? Approach the design of your course from a learning centered orientation.
6. How confident are you in your current skills in this area? Apply principles of alignment to develop learning outcomes and select aligned assessment methods and learning activities.
7. How confident are you in your current skills in this area? Assess various learning activities and technologies for their value in supporting the learning outcomes you have developed and propose how they may be incorporated into your course design.
8. How confident are you in your current skills in this area? Engage in peer learning as a means of enhancing your teaching practice and student learning.

### Summary of responses to pre- and post- survey: How important is this skill?

By the end of the 3 day CDI in December 2015 and June 2016, participants who completed the survey indicated that overall, they considered the skills below more important as compared to prior to the start of the CDI (Appendix A). The post-survey results indicated that participants considered the two following skills the most

important:

- Applying principles of alignment to develop learning outcomes and select aligned assessment methods and learning activities (Figure 1)
- Approaching the design of your course from a learning centered orientation (Figure 2)

### Summary of responses to pre- and post- survey: How confident are you in this skill?

In all cases, participants' confidence grew as indicated by their responses to the questions of "How confident are you in your current skills in this area?" That is, overall respondents felt more confident about their skills with respect to the learning outcomes by the end of the CDI. The post-survey indicated that participants gained the most confidence in the following two areas:

- Applying principles of alignment to develop learning outcomes and select aligned assessment methods and learning activities (Figure 3)
- Approaching the design of your course from a learning centered orientation (Figure 4)

### Summary of responses to post- survey: How helpful has the CDI been in learning this skill?

In all cases, participants found the CDI to be helpful in learning the skills as indicated by their responses to the questions of "how helpful has the CDI been in learning this skill?". The majority of participants found the CDI particularly helpful in the following two areas:

- Approaching the design of their course from a learning centered orientation (Figure 5)
- Applying principles of alignment to develop learning outcomes and select aligned assessment methods and learning activities (Figure 6)

Interestingly, the same skills that participants valued and deemed important are also the ones in which they benefited and grew the most confidence in.

### **Part 3: Follow-up Group Discussion**

Four to six months post-CDI, all participants within the most recent cohort were invited for a 1-hour face-to-face facilitated conversation.

The purpose of meeting was:

1. To discuss and reflect on how participants have implemented some of the ideas from the CDI into to their course.
2. To determine how CTLT might further support the instructors as they design/re-design their course.

Participants offered varied responses when asked about their course design implementation, and additional support they might like to get from CTLT in order to complete their course design project. Requested support ranged from more professional development on syllabus creation, assessment, the use of technology, and one-on-one help. As there were no common themes, please see the individual reports for details.

### **Part 4: Next Steps in Program Evaluation**

We will continue to implement a program evaluation in upcoming offerings of the CDI. We will be looking into Retrospective Pretest Methodology for the December 2016 CDI, an approach that was recommended to us by evaluation expert Dr. Chris Lovato (participant in the June 2016 CDI); she recommended this as an alternative to the existing pre- and post- surveys we have been doing.

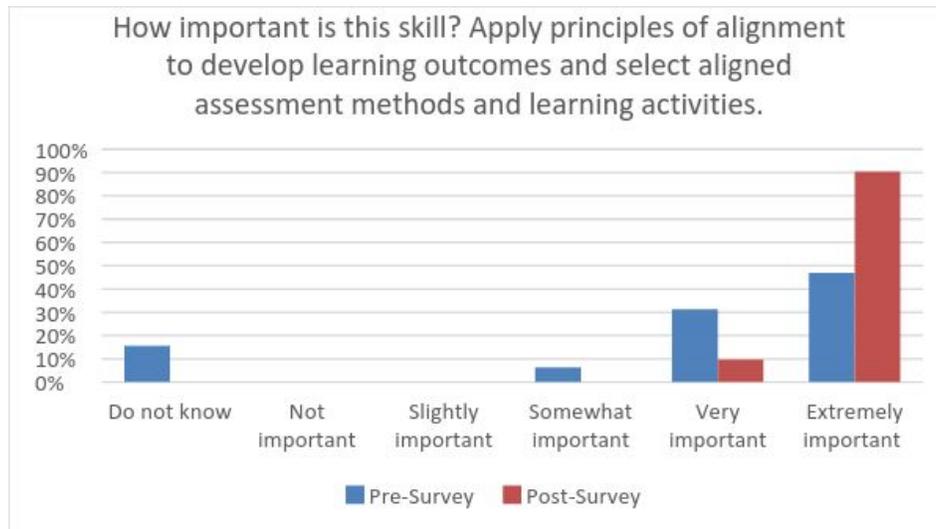
As previously mentioned, we will also look into ways to better address CDI learning outcome #2.

The CDI facilitator and re-design team will continue to carefully consider the results of the program evaluation as we design and facilitate the 'next' CDI.

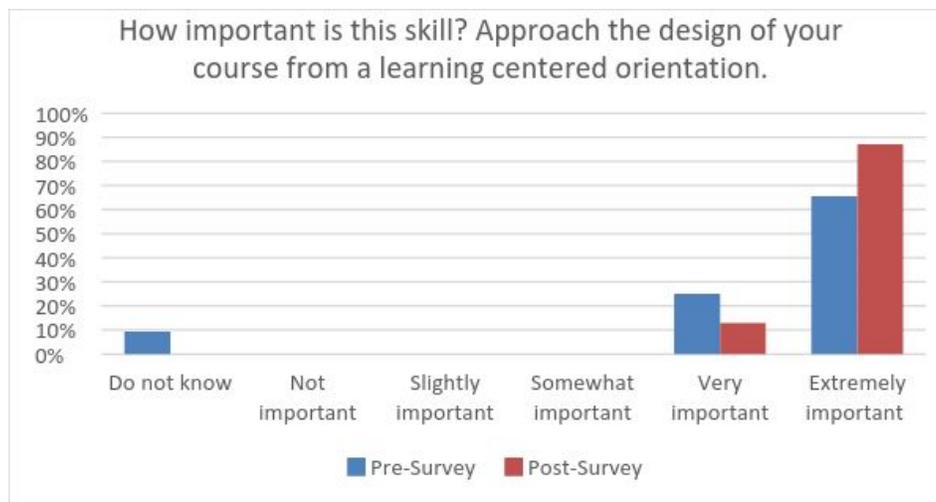
To date, we have found this process valuable in helping us to provide the best possible learning experience to our participants.

## Appendix A

### Summary of responses to pre- and post- survey: How important is this skill?

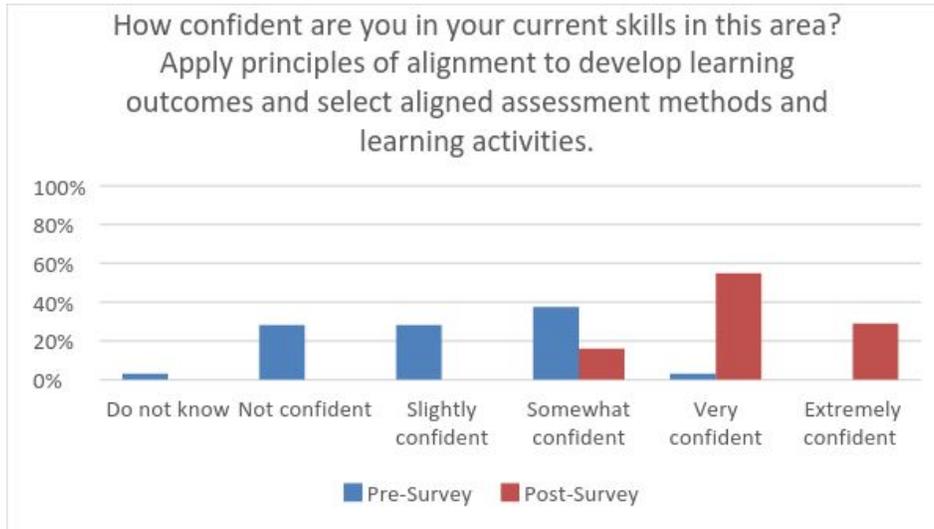


**Figure 1. 100% of participants chose either very important or extremely important in the post-survey**

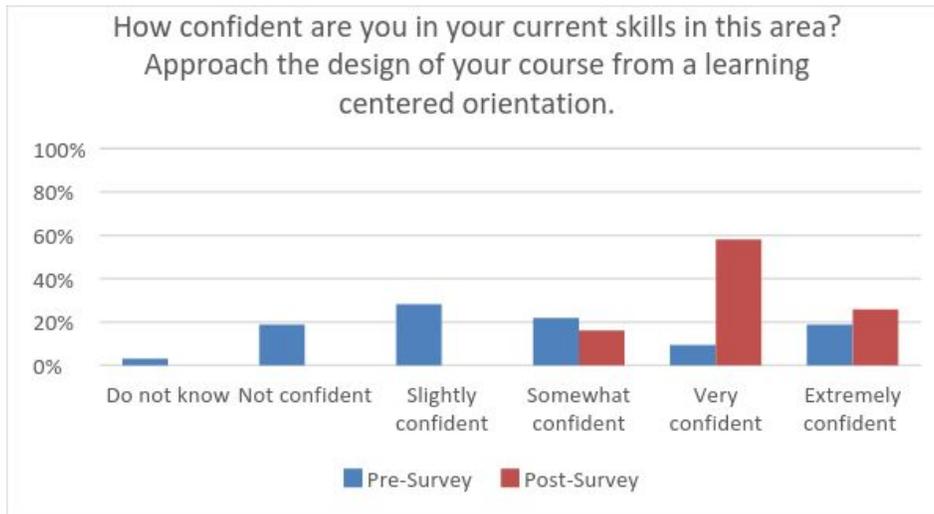


**Figure 2. 100% of participants chose either very important or extremely important in the post-survey**

**Summary of responses to pre- and post- survey: How confident are you in this skill?**



**Figure 3. 84% of participants chose very confident or extremely confident by the end of the CDI**



**Figure 4. 84% of participants chose very confident or extremely confident by the end of the CDI**

Summary of responses to post- survey: How helpful has the CDI been in learning this skill?

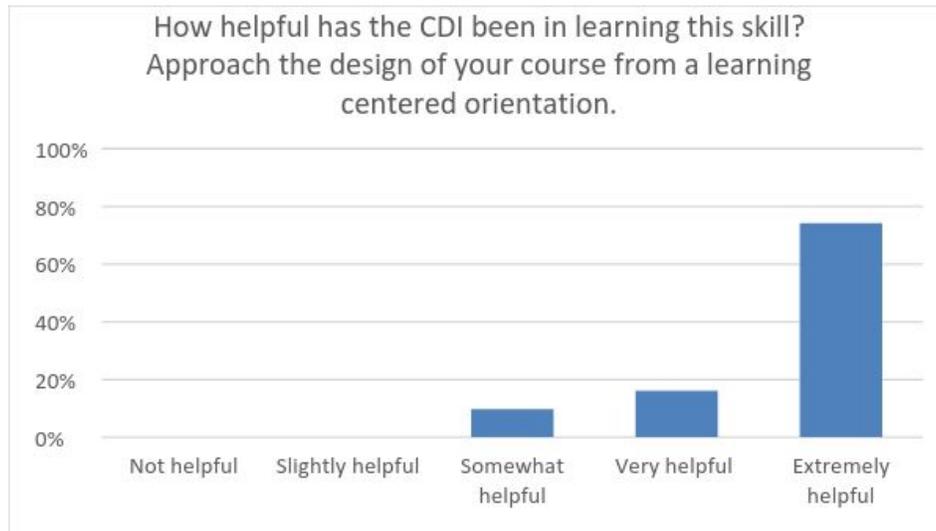


Figure 5. 90% of participants chose either very helpful or extremely helpful

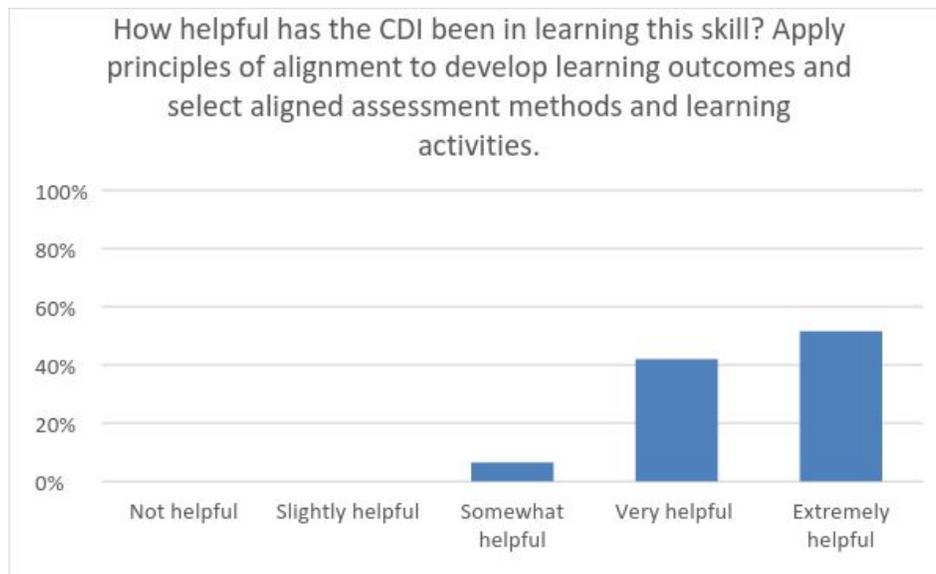


Figure 6. 94% of participants chose either very helpful or extremely helpful