

Measuring What We Do:

Using Blue to Survey and Improve Our Landscape.

August 2, 2017

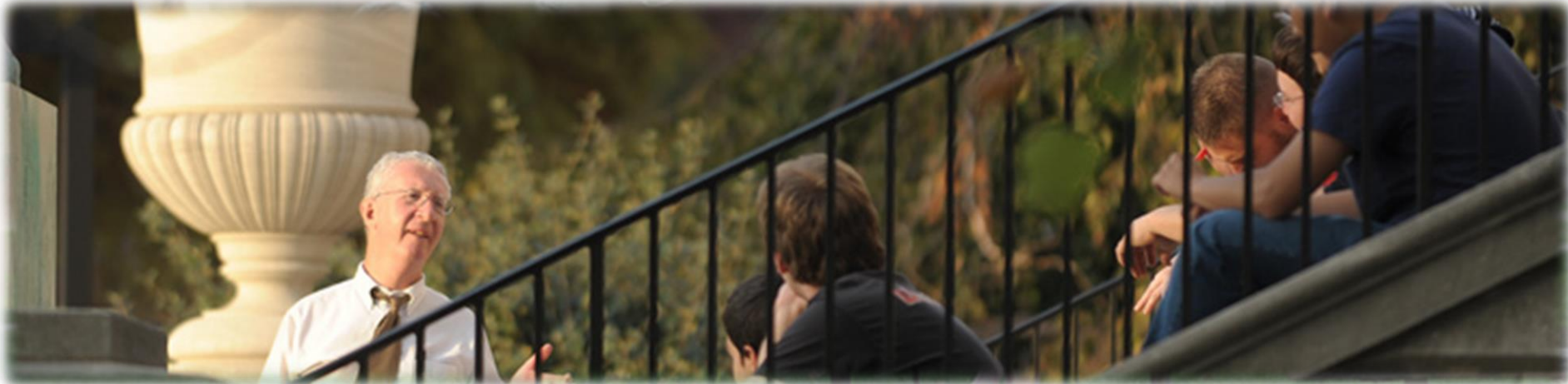
Today's Goal

- This session will focus on the various ways the Delphi Center utilizes Blue Survey to articulate the needs, satisfaction, and impact of our services and programs.
- The presenter will integrate best practices in assessment and evaluation to complement your use of Blue Survey.



Objective

- Provide you with a framework for using/understanding assessments in your work.
- Share, illustrate some examples of how we utilize Blue.
- Highlight some best practices in survey design and provide suggestions to inform your work.



About the University of Louisville

- **Mission:** Kentucky's premier, nationally recognized metropolitan research university
- **Located:** Louisville, KY
- **Total Enrollment:** 22,640 (Fall 2016)
- **Academic Colleges & Schools:** 13
- **Degree programs:** 200+
- **2015-2016 Degrees Awarded:** 4,824
- **# of Faculty:** 2,439
- **# of Staff:** 4,635

Data provided by UofL's Institutional Research and Planning



About the Delphi Center for Teaching & Learning



- **Mission:** To promote academic and professional growth through education
 - **Teaching Innovation Learning Lab**
 - Faculty Development
 - Quality Enhancement Plan
 - Instructional Design and Technology
 - Learning Management Support
 - Online Learning
 - Professional Development
 - Events and Conferencing Services
 - Lifelong Learning
 - ***Marketing/Finance***

To **S**urvey & **I**mprove

Provide you with a framework for using/understanding
assessments in your work

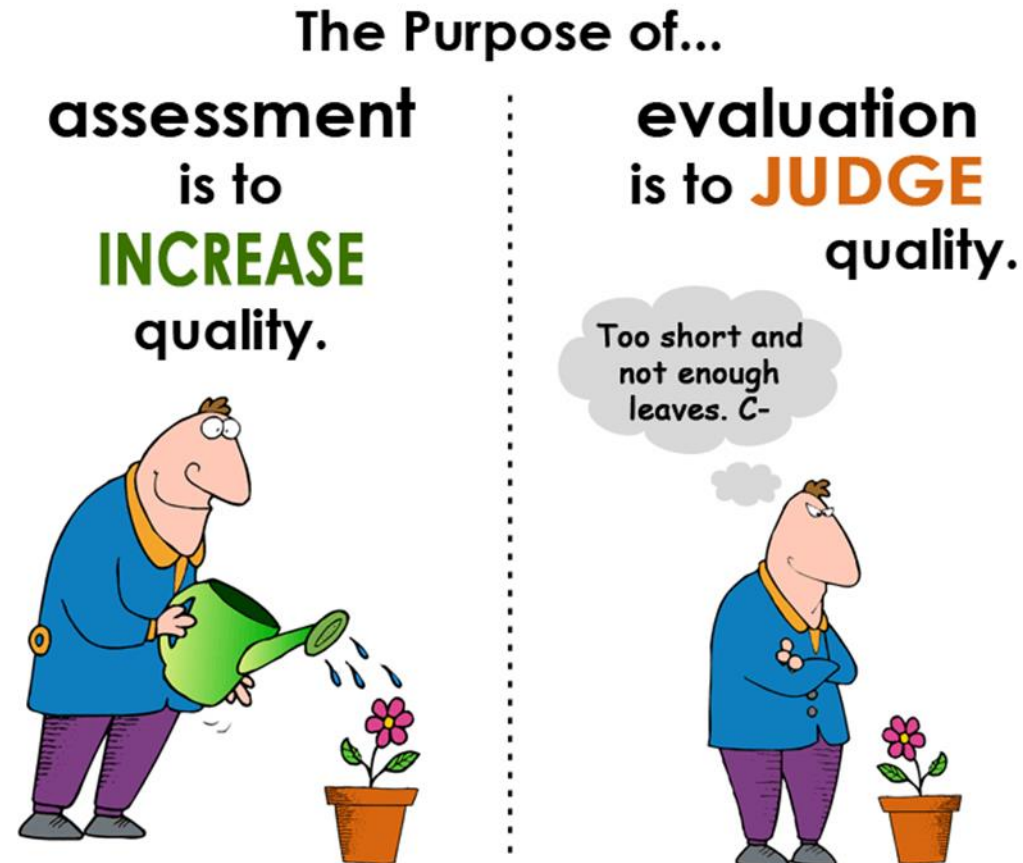
Key Concepts: Assessment versus evaluation



- What do you think when you hear the words assessment and evaluation?
- How are they the same?
- How are they different?
- *Let's take a few minutes ...*

Assessment versus evaluation

- Development/
Learning
- Improvement
- Ongoing
- Feedback
(Low stakes)
- Closing the
loop



- Comprehensive
- Judgments
- A clear point in
time
- High stakes
- Worth/Value

<http://trainingrx.org/assessment-vs-evaluation-whats-the-diff/>

What is evaluation?



“Evaluation is the (*intentional*) identification, clarification, and application of defensible criteria to determine (*measure*) an evaluation object’s value (worth or merit) in relation to those criteria (*standards*).”

- Fitzpatrick, Sanders, and Worthen
Program Evaluation

Program Evaluation: Formative or Summative

Formative Evaluation:

- The primary purpose is to provide information for program improvement. Often, such evaluations provide information **to judge the merit or worth** of one part of a program.

Summative Evaluation:

- Concerned with providing information to serve decisions or assist in making judgements about program adoption, continuation, or expansion. They assist with judgements about a program's overall worth or merit in relation to important criteria.

Fitzpatrick, Sanders, & Worthen. (2011). *Program evaluation: Alternative approaches and practical guidelines*. Person Education, NJ.

What is assessment?

“Assessment is the systematic (*intentional*) collection, review, and use of information (*data, observations*) about education (*-al*) programs (*environment*) undertaken for the purpose of improving (*enhancing*) student learning and development.”

- Palomba & Banta (1999)



Assessment Purpose: Formative or Summative

Formative Assessment:

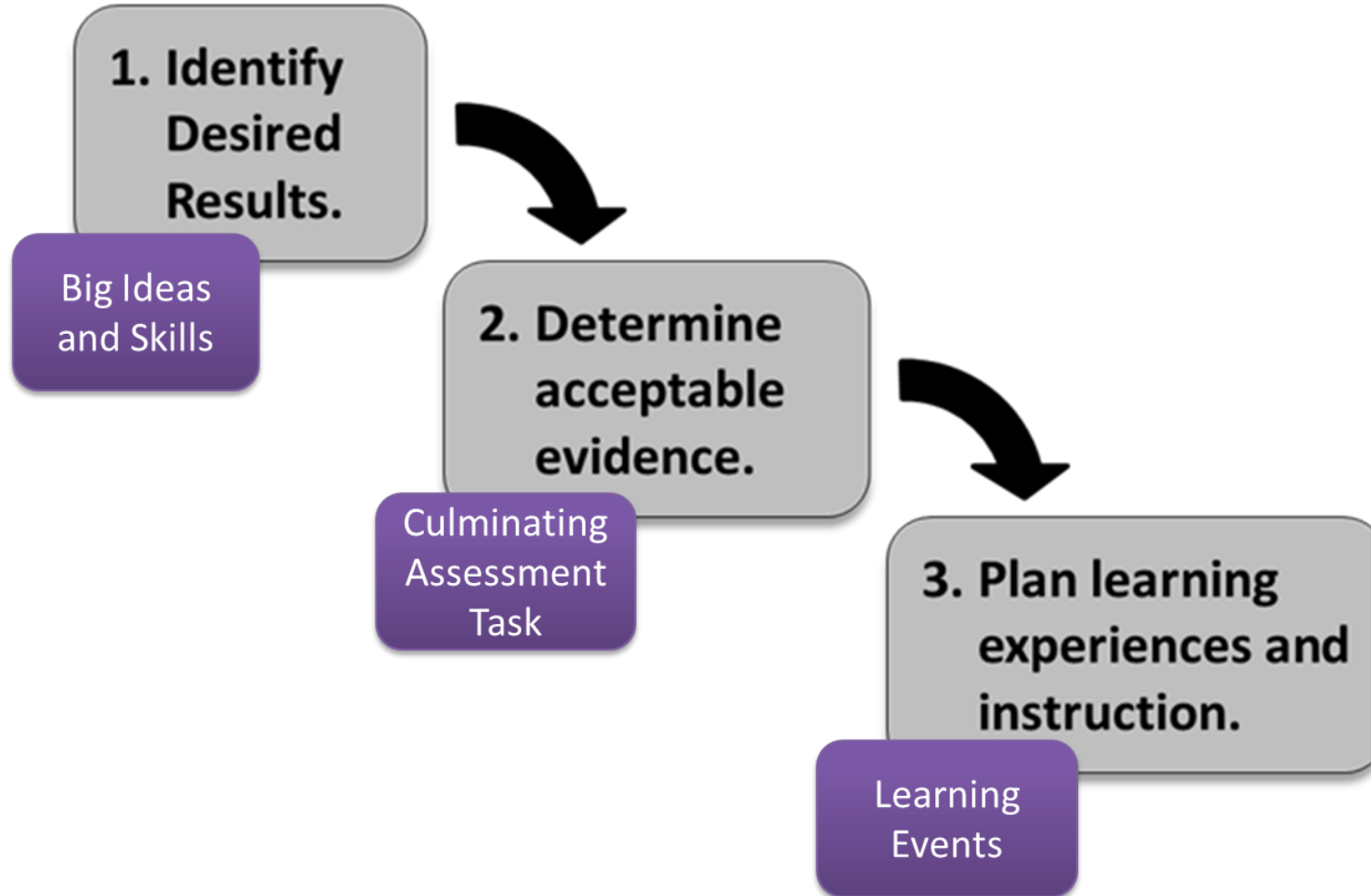
- The gathering of information about student learning-**during** the progression of a course or program and usually repeatedly- to improve the learning of **those students**.

Summative Assessment:

- The gathering of information at the **conclusion** of a course, program, or undergraduate career to improve learning or to meet accountability demands. When used for improvement, impacts the **next cohort** of students taking the course or program.

Leskes, A. (2002). Beyond confusion: An assessment glossary. *AAC&U Peer Review*, (4) 2/3.

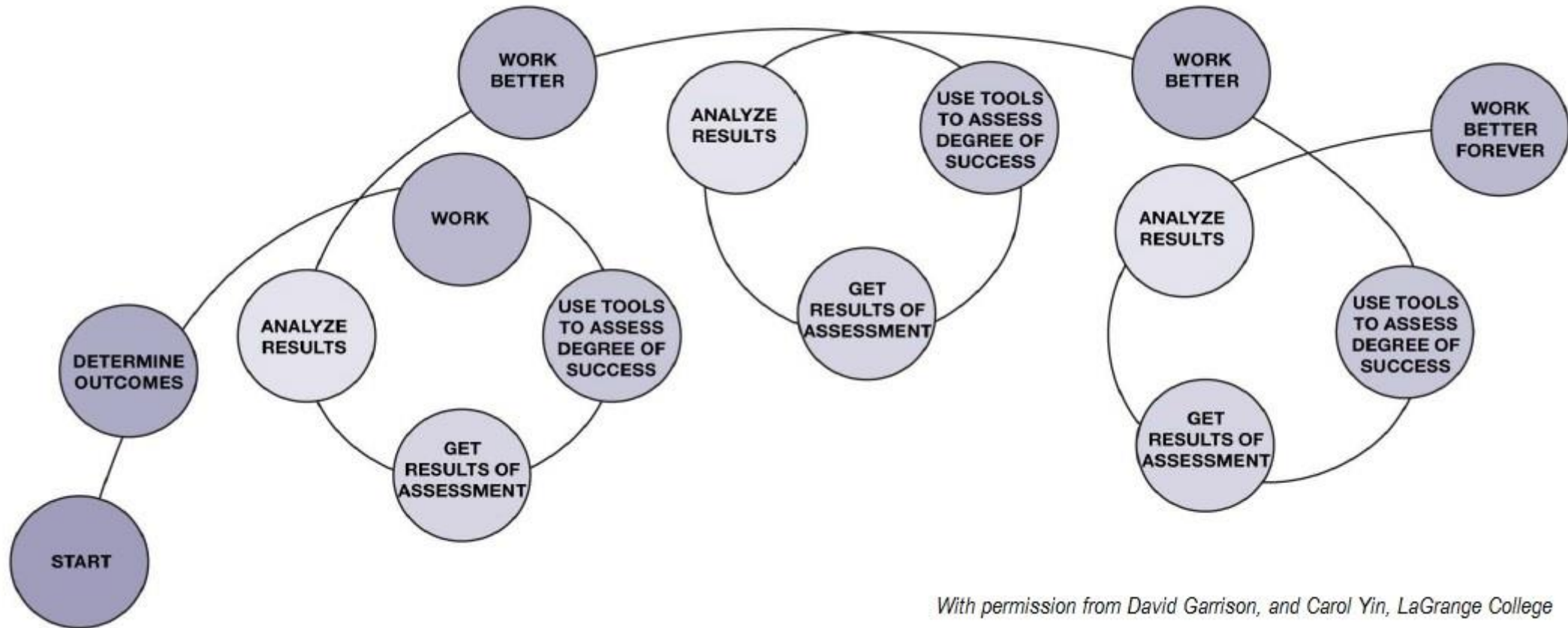
Let's work backwards: Backward design



Wiggins, G. P., & McTighe, J. (2005). *Understanding by design*. Association for Supervision & Curriculum Development.

<http://educationaltechnology.net/backward-design-understanding-by-design/>

How am I closing the loop?



With permission from David Garrison, and Carol Yin, LaGrange College

Reflect & evaluate

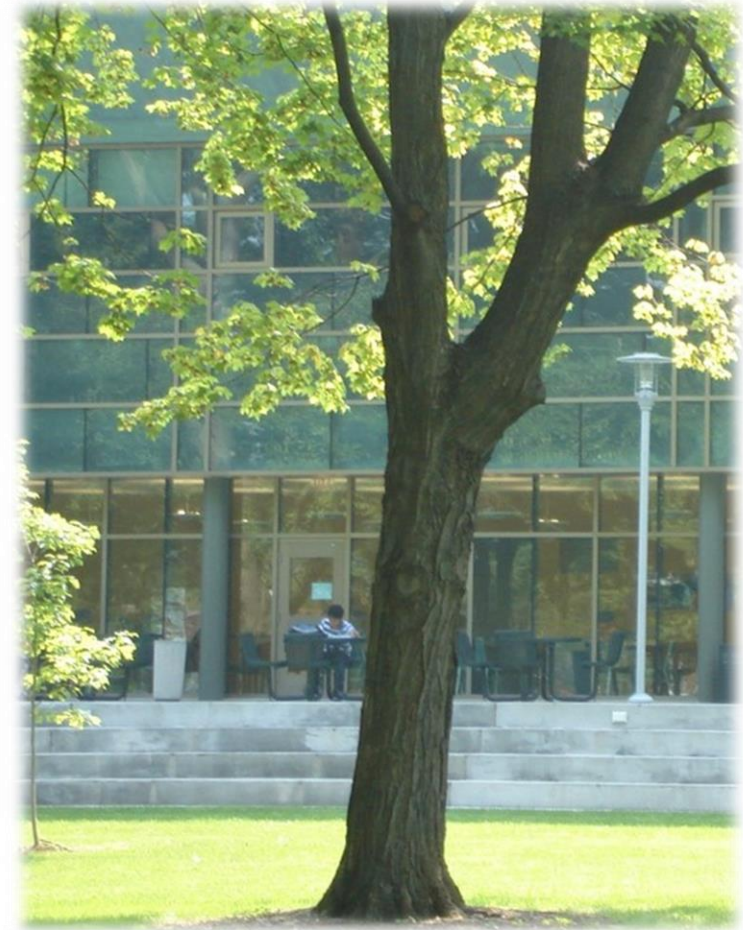
- Take a moment and identify an aspects of assessment and/or evaluation that you believe you do well. What is working well for you?
- Take a moment and identify an example of an assessment and/or evaluation process or product that you could improve or introduce. What am I not doing that I could implement?
- Include 1-2 examples for each. Challenge yourself.

Our Story

Sharing, illustrating some examples of how we utilize **blue**

What are we measuring?

- Our ability to promote academic and professional growth through education
 - services;
 - programs; &
 - partnerships
- Needs, satisfaction, impact, and improvement



Who/what are we informing?

- Our community
- Delphi Advisory Board
- Delphi leadership
- Projects & Initiatives
- Programs
- Services
- Partners

blue®

2016-17 ADVISORY BOARD

Representative	College/School
Kathy Baumgartner	Public Health and Information Sciences
Marie Kendall Brown	Delphi Center
Darcy Deloach	School of Music
Gail DePuy	J.B. Speed School of Engineering
Alicia Dunlap	Delphi Center
Tracy Eells	Office of the Provost
Aimee Greene	Delphi Center
Deborah Keeling	College of Arts and Sciences
Bruce Keisling	University Libraries
Keith Lyle	College of Arts and Sciences
Michael Metz	School of Dentistry
Larry Michalczyk	Kent School of Social Work
Patty Payette	Delphi Center
Gerard Rabalais	School of Medicine
Gale Rhodes	Delphi Center
Manish Sharma	College of Education and Human Development
Lars Smith	School of Law
Bill Stout	College of Business
Jeff Sun	College of Education and Human Development

A few examples

- Delphi Consultation Survey
- Annual Celebration of Teaching and Learning Evaluation
- Annual i2a Institute Evaluation
- Annual Pathways Women's Leadership Conference
- Teaching Innovation Learning Lab Perception Survey for Faculty
- Teaching Innovation Learning Lab Perception Survey for Students
- QEP Development Committee Survey
- QEP Faculty Workgroup Survey
- Faculty Development Workshops
- University of Louisville Faculty Development Needs and Preferences Survey
- Hotel Louisville Computer Training Course I

Center-wide Needs Assessment

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University of Louisville Faculty Development Needs and Preferences Survey

Communication Preferences

Please indicate which methods you use to stay up to date with teaching and learning best practices, trends, and research. (Please apply.)

- ☐ Articles in print journals and magazines
- ☐ Articles published online
- ☐ Blogs
- ☐ Email newsletters
- ☐ Social media (e.g., Facebook, Twitter)
- ☐ Discussions with colleagues
- ☐ Not applicable
- ☐ Other (Please specify.)

How **likely** are you to use the following platforms for keeping up to date with teaching and learning best practices, trends, and research?

	Not at all likely	A little likely	Somewhat likely	Very likely
Blogs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Email newsletters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Twitter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How **likely** are you to access information about campus news and events via the following means?

	Not at all likely	A little likely	Somewhat likely	Very likely
Colleagues (word of mouth)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Departmental/unit correspondence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flyers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Posters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Outline Proposal for Annual Submission of Academic and Student Support Outcomes Reporting Delphi Center for Teaching and Learning January 5, 2017

The purpose of this document is to provide a general outline and approach for reporting out annual outcomes at the team level.

Team: Delphi Center for Teaching and Learning – Division-wide
Contact Person: Gales Rhodes, Ed.D., Executive Director

Team Mission Statement

The Delphi Center for Teaching and Learning at the University of Louisville provides excellent, responsive, innovative services and programs to enhance teaching and learning for faculty, students, staff, and the community. We deliver expertise, leadership, and resources to become the first-choice partner for fostering educational excellence.

Team Assessment Goals, Expectations, and Measures

Team Goal 1: The Delphi Center offers programs and services that meet the needs of our customer.

Team Outcome 1: To provide responsive, excellent, innovative, result-driven services that meet our customers' needs.

Team Measure 1: Bi-annual Survey

Team Target 1: Develop and administer Delphi Survey of need, impact, and satisfaction to all campus participants by the end of the spring 2017 semester.

Team Findings 1: Historically, Delphi-wide metrics were assessed and evaluated at the programmatic level. Ad hoc surveys and assessments have been conducted in the past, but we recognize the growing need to establish an ongoing, comprehensive survey that can be administered either biannually or annually. This would also allow us to begin the process of understanding clearly and accurately the types of data we would find informative and actionable. Based on the research we conducted last academic year, we have collected artifacts that can help shape the type of assessments we want to conduct as well as inform how we would align specific items from programmatic assessments that can be rolled up to the center level.

Team Goal 2: The Delphi Center strategically partners with the university community.


Team Outcome 2: To build long-term, mutually beneficial relationships that generate high value returns and weave us into the fabric of the university.

Team Measure 2: Annual Partnership Survey

Team Target 2: Research, develop, and administer a Delphi-wide partnership survey to key partners by the end of the 2016-17 academic year.

Team Findings 2: The Delphi Center continues to develop new partnerships with campus constituents while nourishing pre-existing relationships. Originally, the Delphi Center was going to measure this outcome by the number of partnerships we have with different groups, departments, and units on campus. We recognize the need and importance of being able to speak to the quality and impact these relationships generate in the scope of the direction of the university. We expect to be able to better articulate the level of satisfaction of our partnerships,

Teaching and Learning Programs

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2016 Celebration of Teaching and Learning Evaluation

Thank you for attending the 2016 Celebration of Teaching and Learning!

Program evaluation is of great importance to the Delphi Center. The information we gather is used for ongoing improvement of Delphi Center programs and offerings. Please know that your feedback and input is integral to the process.

The following survey will take approximately 15 minutes to complete. You may save your responses and finish the survey at a later time by clicking "Save" and "Exit", and using the original link in your email to access the survey.

Previous


Next

Save

Exit

Submit

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Teaching and Learning Programs

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2016 Celebration of Teaching and Learning Evaluation

By participating in Celebration, I made progress toward:

	Strongly Disagree					Strongly Agree	
	1	2	3	4	5	6	N/A
Feeling a sense of empowerment with my teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling greater self-efficacy as a teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling increased satisfaction with my teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflecting on my teaching strengths, weaknesses, or areas of improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflecting on my professional development as a teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying appropriate literature/scholarship to inform my teaching practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in discourse on evidence-based teaching practices or teaching innovation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Delphi Consultation Services

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2016-17 Delphi Consultation Survey

When answering these questions, please think about your work with one or more of the individuals listed below. A **consultation** is defined as any interaction in which a Delphi Staff member provides individual or small group support. This may have occurred in face-to-face, online, or email contexts.


Adam Huddleston	Aimee Greene	Alicia Dunlap	Angela Yates
Beth Case	Brad Lawton	Deb Hatfield	Edna Ross
IL Barrow	Jason Zahndt	John Morgan	Kevin Batman
Linda Leake	Marie Kendall Brown	Mike Homan	Nisha Gupta
Patty Payette	Rebecca Denny		

What is your primary employment status at UofL?

Please indicate your **unit/college**:

Please select the type(s) of consultation service(s) you participated in during the 2016-17 academic year. *(Check all that apply)*

TILL Active Learning Initiatives



TILL Perception Survey for Faculty


Please take *five minutes* to complete the **Teaching Innovation Learning Lab (TILL)** Perception Survey for Faculty.

This instrument was designed to measure your perceptions of teaching and learning as they relate to your experiences in the TILL. Your individual responses will be kept confidential.

The results from this survey may be used to inform and improve best practices in teaching and future development of learning spaces at the **University of Louisville**. Any questions regarding this survey should be directed to Marie Kendall Brown (marie.brown@louisville.edu), Associate Director for Teaching, Learning & Innovation.

[Previous](#) [Next](#) [Submit](#)

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TILL Active Learning Initiatives



TILL Perception Survey for Faculty

Prior to teaching in the Teaching Innovation Learning Lab (TILL):

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
I received information about all of the available features in the TILL.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I received training on the use of hardware or devices that were available in the space.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I received training on how to connect personal devices such as laptops and tablets for audio/visual needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was informed of options for facilitating learning activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was satisfied with the level of instructional/pedagogical support I received.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

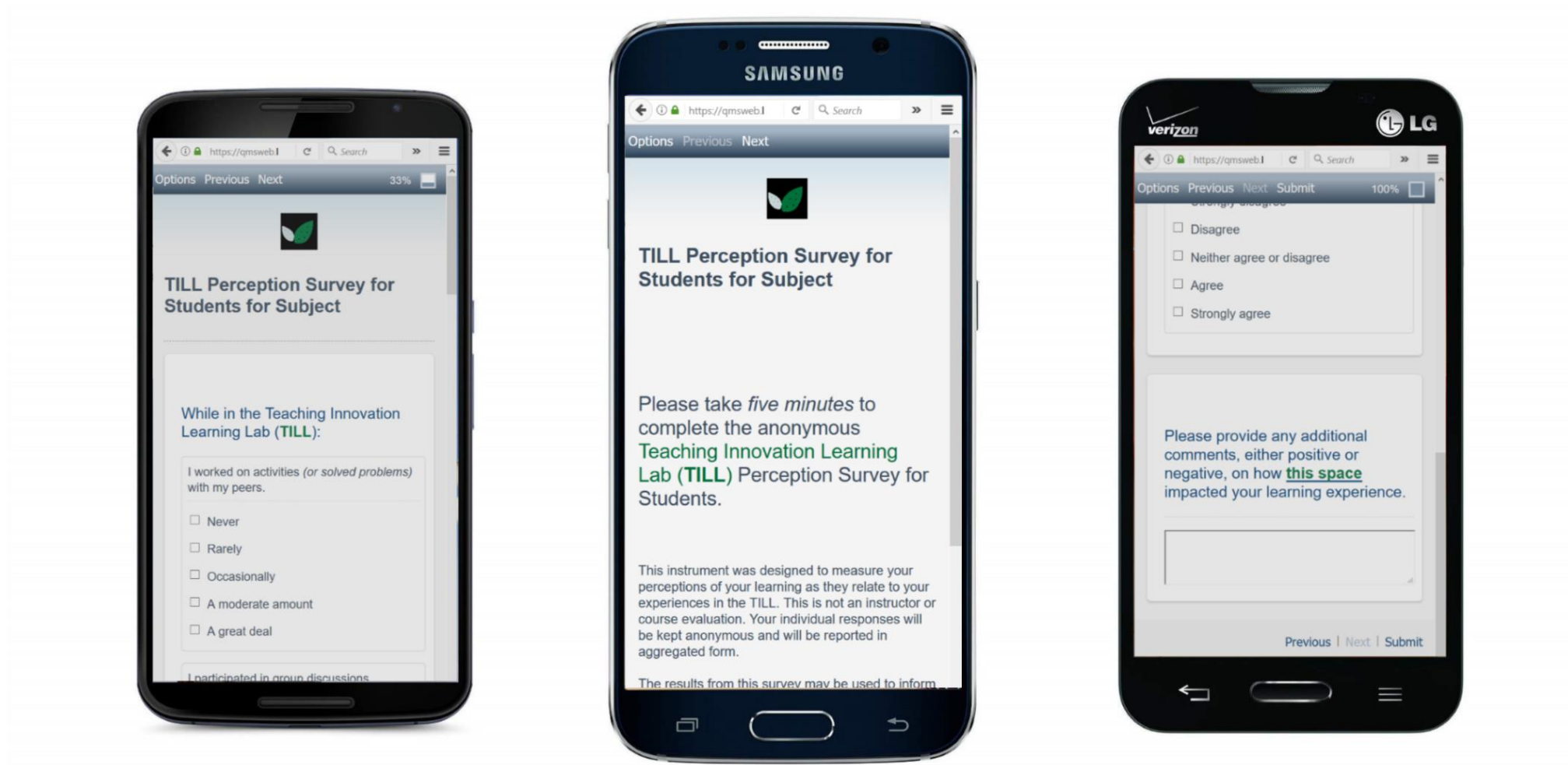
While teaching in the TILL:

	Never	Rarely	Occasionally	A moderate amount	A great deal	Not applicable (NA)
I had my students work on activities <i>(or solved problems)</i> with their peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had my students participate in small group activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had my students use the technology in the classroom <i>(e.g. Catch Boxes, plugs/outlets, monitors, white boards, cameras)</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I lectured to the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I required/requested technical support during classroom time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

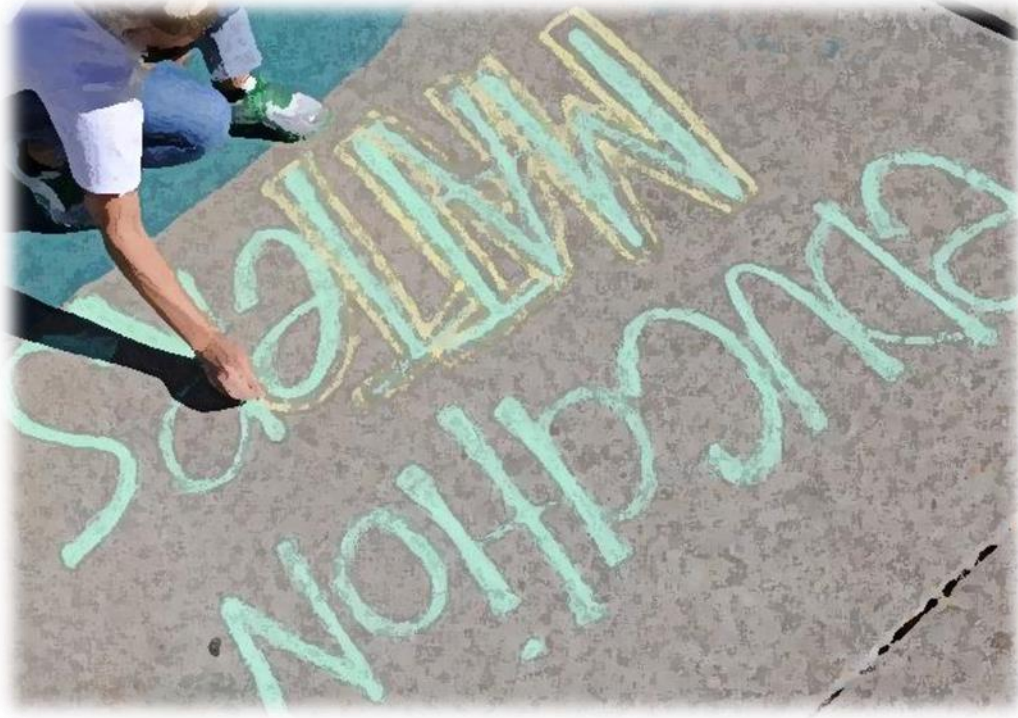
When thinking about teaching in the TILL:

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
The setup <i>(e.g. tables, desks, chairs)</i> of the room was conducive to my teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TILL Active Learning Initiatives



Moving Forward



**Are there areas where using
Blue makes sense, *or not*?**

- Survey Partnerships
 - Delphi-wide partners
 - Team-specific partners
- Quality Enhancement Plan
 - Project-level assessments
- Impact of active learning
- Online Learning

Things to Consider

Highlights for survey design best practices and suggestions to inform your work

General guidelines for survey design



- Make sure your asking questions that matter (you can use and report out)
- Short, simple, and easy
- Watch your “and”
- Don’t lead or be biased in framing your question
- Know or identify your audience
- Stray away from dichotomies
- Format matters
- Take it for a test drive

<https://njaes.rutgers.edu/evaluation/resources/survey-instrument.asp>

Are you using the information?



Putting Critical Thinking into Practice

2015 i2a Institute in Review

i2a Ideas to Action

Overall Institute Satisfaction

The table to the right shows the overall satisfaction of the Institute as well as attendee's experiences in related subcategories for the last three Institutes. *Independent t-test* was conducted to examine statistical differences for each area from year to year. From 2013 to 2014, there were no statistical difference in attendees perception in each of the prompted areas of evaluation. In 2015, scores in two areas were significantly higher than in 2014: variety of session topics and website. Historically, "variety of session topics" and "length and structure" rated the lowest of these indicators. Although "length and structure" rated the lowest again, there have been improvements in this area.

	2015	2014	2013
Please rate:	1-5	1-5	1-5
The overall quality of the Institute	5.21	5.30	5.15
Where 1=Poor and 5=Outstanding			
Please indicate your satisfaction with the following:	1-5	1-5	1-5
Variety of session topics	5.47²	4.96 ¹	5.09
Length and structure	5.32²	5.02	4.87 ¹
Registration process	5.81	5.85	5.68
Facilities	5.63	5.64	5.74
Parking	5.65	5.86	5.82
Food	5.34	5.43	5.55
Website	5.67²	5.40	5.51
Staff helpfulness and courtesy	5.85	5.82	5.84

Please indicate your level of agreement with the following:	1-5	1-5	1-5
The online materials were easy to access	5.63	5.30	5.47
The online materials were useful	5.51	5.50	5.25

Where 1=Strongly Disagree and 5=Strongly Agree
* Values represent the lowest mean score within a given year.
1 Sig at p<.05 (2 tailed). 2 Sig at p<.01 (2 tailed). 3 Sig at p<.001 (2 tailed).



Another major change for the 2015 i2a Institute was the change of venue. The first six Institutes were held on the Shelby-Hurst campus which is located in the eastern section of Louisville. Due to this major change, the i2a team asked Institute attendees to provide feedback on the change of venue. Below is the question asked on the i2a Institute evaluation survey and themes from responses.

If you have attended past Institute offerings, how did your experience of the facilities at the University Club compare to those at Shelby campus?

Themes

- About twice as many people preferred the UClub. (17 to 8)
- The UClub was more convenient to travel to than Shelby. (n=10)
- Both venues have pros and cons/are about equal. (n=6)
- Being at the UClub enabled me to attend necessary meetings/classes without missing the whole conference (n=6)
- The UClub was a bit crowded. (n=5)
- Shelby has a better sense of separation from daily duties and there is no temptation to leave (n=4)
- The UClub has convenient parking. (n=4)
- Shelby has better meeting rooms (designed for conferences). (n=3)
- The UClub served good food. (n=3)
- The UClub had a more pleasant environment than Shelby. (n=3)

Are you using the information?



Sustaining and Deepening Critical Thinking Pedagogy

2016 i2a Institute in Review

i2a Ideas to Action

Overall Institute Satisfaction & Featured Speakers

The table to the right provides an overview of the overall satisfaction as well as attendee's satisfaction with various aspects of the Institute from the last three Institutes. An independent *t*-test was conducted to examine statistical differences for each measure from year to year. Attendees satisfaction with parking was statistically higher in 2016 in comparison to 2015. There were no other statistical difference in attendees perception in each of the other prompted areas of evaluation. As in prior years, "variety of session topics" and "length and structure" are positively correlated with attendees overall satisfaction with the Institute. Attendees continue to be very satisfied with "staff helpfulness and courtesy" in delivering a quality i2a Institute.

Please rate:	2016 (n)	2015 (n)	2014 (n)
The overall quality of the Institute	5.10	5.21	5.30
Where 1=Poor and 6=Outstanding			
Please indicate your satisfaction with the following:	(n)	(n)	(n)
Variety of session topics	5.21*	5.47*	4.96*
Length and structure	5.31	5.32*	5.02
Registration process	5.89	5.81	5.85
Facilities	5.74	5.63	5.64
Parking	5.95*	5.65	5.82
Food	5.26	5.34	5.43
Website	5.78	5.67*	5.40
Staff helpfulness and courtesy	5.90	5.85	5.82
Where 1=Strongly Disatisfied and 6=Very Satisfied			
Please indicate your level of agreement with the following:	(n)	(n)	(n)
The online materials were easy to access	-	5.63	5.30
The online materials were useful	-	5.51	5.50
Where 1=Strongly Disagree and 6=Strongly Agree			

* Values represent the lowest mean score within a given year.
† Sig at p<.05 (2-tailed). ‡ Sig at p<.01 (2-tailed). § Sig at p<.001 (2-tailed).

Cultivating Thinking in the Classroom

Please rate:	(n=43) (n)
How satisfied were you with Dr. Hale's session?	5.28
Where 1=Very Dissatisfied and 6=Very Satisfied	
Please indicate the extent you agree with the following:	(n)
The presenter communicated the content effectively.	5.26
The presenter introduced me to evidence-based teaching resources, ideas, etc.	5.02
The presenter introduced me to ideas that I can apply to my own teaching/work.	5.17
The session advanced my knowledge of critical thinking.	5.00
Where 1=Strongly Disagree and 6=Strongly Agree	



For 2016, i2a invited Dr. Enoch Hale as one of two featured speakers to lead a discussion with UoL faculty on cultivating critical thinking within the classroom. Dr. Hale is a recognized authority on critical thinking theory and practice, and his dissertation stands as one of the most comprehensive analysis of Richard Paul's framework for critical thinking. The two goals for this session were: (1) to explicate and apply in the lecture setting the foundational principles of critical thinking drawn in part from the work of Dr. Richard Paul and Dr. Linda Elder, among others; (2) to highlight and contextualize best teaching and learning practices that help critical thinking principles become tangible actions for fostering deep learning. UoL faculty benefited from his unique insight and expertise.

2016 i2a Institute in Review | Page 7

Are you using the information?

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Final Report

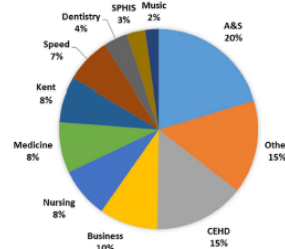
2016 Celebration of Teaching and Learning

On February 12, 2016, from 9am – 4pm, the Delphi Center for Teaching and Learning hosted the 2016 Celebration of Teaching and Learning on the Shelby Campus, with a total of 281 registrants and 232 attendees. The majority of Celebration attendees were from the College of Arts and Sciences (20%), other university centers (15%, e.g., libraries, REACH, Delphi), and the College of Education and Human Development (15%).

Dr. José Antonio Bowen, president of Goucher College, presented the keynote "Teaching Naked: How Moving Technology Out of Your Classroom Will Improve Student Learning." The conference considered how "teaching naked" guides our use of technology, assessment, and instructional strategies, and offers a lens to reflect on our teaching identity. The conference explored the following questions:

- How might we effectively use technology to enhance our students' motivation and foster durable learning?
- What evidence-based teaching strategies, principles, and assessment techniques maximize student success?
- How might reflection and mindfulness reconnect us with our authentic teaching selves and reinvigorate our teaching?

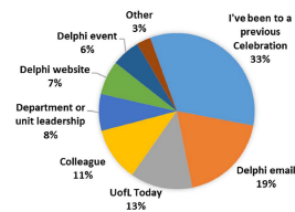
2016 CELEBRATION ATTENDANCE BY COLLEGE



Evaluation

Attendees received an email link to the web-based evaluation. They had two weeks to respond, during which they received two additional reminders. The total response rate was 48.8%. Additionally, debriefing sessions were held with Delphi Center staff and the 2016 Celebration Planning Committee.

HOW DID YOU FIRST LEARN ABOUT CELEBRATION?



Quantitative data are presented as collected through the evaluation survey, through numerical counts of qualitative data, or through Twitter analytics. Qualitative data are presented by theme with representative examples.

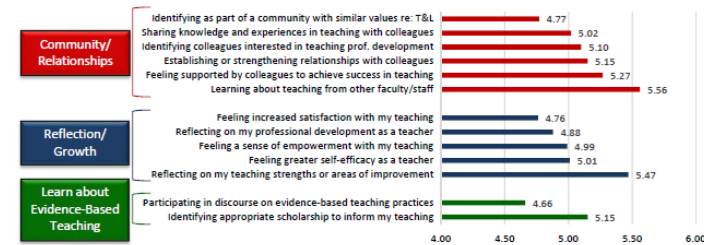
Respondents rated the overall quality of the conference highly, with an average response of 5.27/6, and 90% of respondents selecting a 5 or 6 [1 = not at all satisfied to 6 = very satisfied]. Other than having attended a previous Celebration, the primary source of learning about the Celebration was through a Delphi Center email.

This year's evaluation included items that assess broader goals of the Delphi Center related to building community, providing opportunities for reflection on teaching, and increasing knowledge about evidence-based teaching practices. Data suggest that Celebration is a particularly effective opportunity for faculty to develop and strengthen community and relationships, and reflect on their teaching strengths and areas of improvement.

I:\Delphi\Teaching and Learning\Celebration of Teaching and Learning\2016 Celebration\Evaluation

1

By participating in Celebration, I made progress toward...



Dr. José Antonio Bowen's Sessions

Respondents were highly satisfied with Dr. Bowen's keynote, with an average response of 5.37/6, and 88% of respondents selecting a 5 or 6 [1 = not at all satisfied to 6 = very satisfied]. Respondents noted that Bowen was an effective communicator (5.39/6) who introduced them to applicable ideas (5.68/6). Bowen presented resources and strategies that respondents would like to explore in greater detail (5.28/6) and share with colleagues (5.52/6) [1 = strongly disagree to 6 = strongly agree].

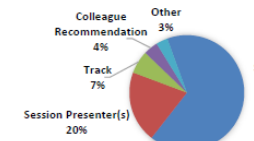
Bowen also facilitated a session for department chairs with 21 attendees. The session had low ratings of satisfaction (average 3.00/6), which may be partly due to a low response rate (19%). Those who responded did not agree that the session introduced applicable ideas (2.75/6).

Concurrent Sessions

This year, 21 concurrent sessions were offered in three time slots. Faculty presenters represented 7 academic units: A&S (9), Medicine (5), Kent (5), CEHD (3), Dentistry (2), Speed (1), and Business (1). Data for each concurrent session is presented in Table 1 (page 6).

The majority of respondents indicated that their decision to attend a concurrent session is primarily based on the topic of the session (66%).

DECIDING ON A CONCURRENT SESSION



Sessions were classified into four tracks. The *Instructional Technology and Tools* track had the lowest attendance, but highest ratings. *Teaching Strategies and Tips* had the highest attendance.

Data by Conference Track (# of Sessions)	Attendance (range)	Average of all items
Instructional Technology & Tools (6)	12.5 (4-21)	5.35
Our Teaching Selves (4)	16.0 (7-25)	5.02
Assessing Learning and Teaching Effectiveness (7)	18.9 (5-49)	4.77
Teaching Strategies & Tips (6)	25.5 (13-49)	5.09

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Parting Thoughts

- Know why your asking the question.
- Be thoughtful, direct, and clear.
- Make sure your closing the loop, not matter what the news is.
- Edibility and tastiness does matter.
- Don't be afraid to try something new, and then improve on it.
- Measuring, asking is hard, but don't get discouraged.



<https://atlasmonitor.wordpress.com/2015/05/07/institutional-thinking-the-matrix-1984-and-the-allegory-of-the-cave/>

In Closing

- Provide you with a framework for using/understanding assessments in your work.
- Share, illustrate some examples of how we utilize Blue.
- Highlight some best practices in survey design and provide suggestions to inform your work.



Questions



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