Innovative & Sustainable Teaching (IST)- Impact Evaluation

- Did the project reach to the target faculty members and their students with disabilities?
  - Achieved the target 78%
  - Exceeded the national and the UH-Manoa target numbers
  - Will train 425 faculty members and staff more in Hawaii by Sept. 2009
The intended impacts

- Pre-post surveys of the PD program
  - 100% - The PD program was useful.
  - More than 80% - Intend to use the strategies more than 50%
  - Improved in familiarity with the accommodations for students with disabilities and professional skills to make courses accessible to all students

- Will assess the change in the retention and completion rate of students with disabilities
IST project-Effectiveness Evaluation (2)

- Range of the project’s impacts
  - Will survey the project staff and participants on the unintended as well as intended project’s effects

- Quality and significance of the project’s impacts
  - Will compare the projects’ impacts with the similar projects conducted elsewhere
IST-Sustainability Evaluation

- Follow-up study (Pre-post test design)
  - **Methods**: faculty interview, student survey, class observation, analysis of syllabi and student records
  - **Participants**: 8 faculty members + 100 students (including 13 students with disabilities)
  - R1. To what extent, do the trained faculty employ the strategies learned at the PD program in their practice?
  - R2. How do their students compare the trained faculty with general college instructors in terms of instructional strategies and attitudes towards students with special needs?
  - R3. How do the faculty’s changed practices, if any, affect the academic performance (grade), retention (attendance), and completion (pass/fail) of students with and without disabilities?
  - R4. What influence the extent to which the trained faculty practice what they learned from the PD program?

- Results of evaluation studies
- Strengths
- Weakness
- Lessons learned
- Program merit and significance
Students with Disabilities as Diverse Learners (SDDL) – Context Evaluation

- Assess the faculty’s needs and assets
  (UDL, multiculturalism, & mentoring)
- Assess the needs of students with disabilities
  (achievement, retention, & completion in postsecondary education)
- Evaluate the project goals in light of the assessed needs and assets
- Assess the project environment (resources)
- Update the project related needs, assets, and problems annually
SDDL- Input Evaluation

- See if the developed PD modules (UDL, Multiculturalism, Mentoring) are responsive to the assessed needs of the faculty and students with disability

- Determine if the PD plans are sufficient and feasible
SDDL-Process Evaluation

- Monitor the PD and other project related activities

- Maintain an up-to-date profile of the activities
SDDL-Impact Evaluation

- Assess the extent to which the project reached the target number of the faculty and staff
  - UH-system
    - Year 1: 80; Year 2: 820; Year 3: 400
    - Total: 1300
  - Mainland & Pacific Jurisdictions: 100
SDDL-Effectiveness Evaluation

- Depth of the project’s intended impacts
  - Pre-post tests of the PD program
    - faculty survey, student survey, class observation, student record
  - Quasi-experimental study
    - 2 treatment groups + 1 control group

- Range of the project impacts
  - Survey project staff and participants about unintended as well as intended project impacts

- Quality and significance of the project impacts
  - Compare the project’s findings with similar projects
SDDL-Transportability Evaluation

1. Survey potential adopters (target at least 10)
   (1) Disseminate the project description, PD modules, and evaluation findings
   (2) Ask the project’s quality, significance, relevance to their situation, and replicability
   (3) Request to report what they adopt and how much they adopt

2. Visit and assess the adaptations of the project, if needed
Survey for Stakeholders

http://www.ist.hawaii.edu/assessment/