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ITaLI Evaluation Framework

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1   Introduction

This scholarly informed framework has been developed for evaluating projects and services offered by the Institute for Teaching and Learning Innovation (ITaLI), The University of Queensland (UQ). It is referred to as the *ITaLI Evaluation Framework* or the *Framework.* While it is intended primarily for use by ITaLI's staff and teams, faculties and schools seeking to evaluate educational practices and/or programs may also find the Framework useful. Elements included in the Framework are a description of the background – organisational context, theoretical basis, and key terms – and the aims and scope. It also outlines 9 principles of effective evaluation gleaned from scholarly literature, provides relevant resources, and presents an overview of the evaluation process. The Framework's appendices include a template and sample survey that can be adapted for various ITaLI evaluation activities, and suggestions regarding evaluation methods.

2   Background

2.1   Organisational context

Evaluation is integral to ITaLI's projects, professional learning programs, and other services and resources (referred to hereafter as *programs and services*). The centrality of evaluation relates to ITaLI's commitment to effective educational design and development, of which ongoing evaluation is a key part, as well as ITaLI's position as an integrated teaching, research, and service-delivery centre for teaching and learning practices at UQ. The results of evaluation purposefully inform future directions, planning, development, and practice within and affecting ITaLI so that it can support the UQ community more effectively.

Despite evaluation being an important part of ITaLI's ongoing work, it has largely been conducted on a project by project, service by service, or program by program basis, without a consistent or comprehensive approach. This was highlighted in the recent ITaLI Review (15-17 November 2021). The Review Committee commented on the need for "strong, sustained and comprehensive evidence of evaluation of ITaLI programs and activities" (Review Committee Report, 30 November 2021), and recommended that:

> *ITaLI should regularly evaluate its programs and their outcomes to build best practice and ensure continuous improvement to assure the University of its value proposition (Recommendation 4).*

> *ITaLI continue to include the student voice and broaden the scope for student input into the implementation and evaluation of all ITaLI activities, functions, and services, including particularly new learning tools and systems (Recommendation 10).*

This Framework addresses the Review Committee's recommendations. It has been developed in consultation with ITaLI staff, teams, and affiliates to foster a shared understanding and shared language around evaluation practices, and to facilitate a more consistent and systematic approach across ITaLI, whilst simultaneously maintaining ITaLI's distinctive characteristics and position within the University. The Framework has considered that ITaLI:

- is a central unit with university-wide responsibilities and accountabilities. This has implications regarding ITaLI work in alignment with broader University priorities and strategies, as well as for evaluations that might be necessary or requested beyond regular and informal ongoing evaluation processes

- has, as its core business, the support of teaching and learning (T&L) programs, T&L practices, and staff professional learning in T&L across the University, and has an important role to play in modelling sound T&L practices including educational evaluation

- offers programs, projects, and services that are diverse in nature, goals, context, stakeholders, scale, and degree of formality, such as learning designer consultation with teams, eLearning team

appointments with individual teachers, professional learning courses open to all UQ staff, one-off workshops for targeted groups, and media team resource development

- has finite resources (including ITaLI staff time)

- is committed to evidence-informed practice

- has staff members and teams who work in partnership with individuals and teams across the University

- has a core of staff members with extensive knowledge and experience regarding educational evaluation and T&L at UQ, some of whom have published on evaluation in higher education.

These characteristics, taken together, necessitated an evaluation framework that is, above all, useful, but, more specifically, that:

- enables systematic and, where relevant, extended, evaluation across ITaLI programs, affording a comprehensive picture of ITaLI's broader impact, opportunities for development, and future resource needs

- supports evaluation of activities both (a) from a student learning perspective, and (b) in a way that promotes the learning of those involved (and as such could contain elements of potential benefit beyond ITaLI)

- is flexible, allowing responsiveness to context (i.e. purpose of evaluation; program-specific context), whilst remaining strategically aligned

- incorporates the voices of a range of stakeholders within and outside ITaLI, including ITaLI staff, academic and professional colleagues, UQ leadership, and students

- helps streamline decision-making processes in evaluation planning, leading to less work for ITaLI staff and less strain on ITaLI resources, not more

- is grounded in relevant research and capitalises on, and makes accessible to all, the insights of experienced ITaLI staff.

2.2 Theoretical basis

Evaluation is considered essential in higher education due to its importance to development and improvement processes, quality assurance and accountability requirements, and staffing and resource allocation decisions. It plays a key role at an organisational/unit level in providing an evidence-base for policy and practice, and at an individual level, in informing reflective practice, professional judgement, and ongoing professional learning.

With increasing attention being paid to the quality of teaching in higher education, the demand for more systematic evaluation of programs and services and evidence of impact on T&L has grown (Chalmers & Gardiner, 2015). This has implications for central T&L units whose core business involves quality enhancement and related professional learning support. Such units are necessarily responsive to the evolving needs and priorities of, and conditions surrounding, the university communities they serve. They are also increasingly called upon to demonstrate how their activities have contributed to improvements in teaching and the student experience and outcomes. As Ahmad et al. (2018) note, "we have reached a point where isolated, insular studies and anecdotal evidence are not enough - not for our stakeholders, nor for the educational community at large" (p. 2). Having a clear evaluation framework and effective strategies in place is an important move towards successfully responding to changing demands for a central T&L unit like ITaLI.

Developing or deciding on an appropriate evaluation framework and strategies in such a context, however, is a complex matter because

- programs and activities that T&L units offer are diverse (Chalmers & Gardiner, 2015)

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- programs and activities and their outcomes are affected by a range of direct and indirect influences (Winter et al., 2017), including institutional culture (Chalmers & Hunt, 2016)

- impact is complex – it can happen rapidly, such as in changes to the learning environment during the Covid pandemic, and it can also emerge long after service delivery or program completion (Chalmers & Gardiner, 2015; Kucsera & Svinicki, 2010; Winter et al., 2017)

- causal relationships between development activities, teaching, and student learning outcomes are difficult to establish (Fink, 2013; Guskey, 2000)

- some outcomes of programs and activities are not tangible (e.g. cultural changes), raising questions about their measurability (Chalmers & Gardiner, 2015).

It is clear from relevant literature that there is not one reliable way of doing evaluation (Chalmers & Gardiner, 2015), nor one universally endorsed or applied evaluation framework or model (Ahmad et al., 2018; Stufflebeam, 2001). Nevertheless, there are some commonly expressed, evidence-informed views about what constitutes effective evaluation or how it should be conducted (e.g. Patton, 2008; Stufflebeam & Zhang, 2017; and regarding *higher education* specifically: Amundsen & Wilson, 2012; Chalmers et al., 2012; Chalmers & Hunt, 2016; Fink, 2013; Guskey, 2000; Kucsera & Svinicki, 2010; Winter et al., 2017), and broadly applicable models upon which we can draw.

Given the complexities highlighted above, and the ITaLI context, this Framework does not prescribe a particular model or approach to evaluation. Rather, it foregrounds a set of *9 evaluation principles* (see section 5) based on key ideas in relevant literature. These principles are intended to guide evaluation planning and decision making, and they are relevant to a range of evaluation types (e.g. formative or summative; accountability or quality-enhancement driven; small-scale or large-scale). The Framework also suggests methods and resources that can be employed to conduct and support evaluation processes. This includes an *adaptable template* (see Appendix 1) informed partly by the CIPP program evaluation model (Stufflebeam, 2015), which aligns well with the *9 evaluation principles* and ITaLI's evaluation needs.

The CIPP model outlines four categories, or evaluation types – **C**ontext, **I**nput, **P**rocess, **P**roduct – that are captured in the CIPP acronym. In later versions of the model, **P**roduct, is broken down into *impact, effectiveness, sustainability*, and *transportability* (Stufflebeam, 2015), taking into account the short- and long-term outcomes of programs and services (see Table 1 for details). These categories and subcategories highlight dimensions of a program or service that, if considered together when conducting an evaluation, enable a comprehensive assessment of that program or service. However, the categories do not need to be mobilised together. The relevance and significance of each one will differ depending on the purpose, scale, and timing of the evaluation being conducted (Stufflebeam & Zhang, 2017). The CIPP categories and subcategories are also relevant to both pro-active evaluation (informing/built into program or service design) and retrospective evaluation, and in this sense, are compatible with change and inquiry models like the *theory of change*[1] and *action research* (Kemmis, McTaggart, & Nixon, 2014; Zuber-Skerrit, 1991).

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[1] Used in previous ITaLI evaluations (see Student Strategy 2016–2020 Interim Evaluation Report I, 2019).

Table 1: CIPP model categories.

CIPP categories	Focus area
Context	Needs and problems addressed by a program, program goals and priorities, and contextual conditions and dynamics
Input	Program planning, design, and resourcing (including budget and staffing arrangements and choice of approaches/strategies etc.)
Process	How a program is implemented/organised/led
Product	Outcomes of a program (intended & unintended; short term and long term; expected and unexpected; positive and negative)
• *Impact*	The reach of the program (the actual persons served, including and beyond intended beneficiaries) and impact on the relevant environment
• *Effectiveness*	Quality, cost-effectiveness, and significance of outcomes; and the extent to which identified needs, problems, and goals are addressed
• *Sustainability*	The extent to which programs and services are (or can be) institutionalised, continued, and supported over time (i.e. long-term viability)
• *Transportability*	Adaptability / broad applicability of the processes and products to other settings

Note: See the Adaptable Template, Appendix 1, for sample questions aligned with these categories. References to *program* in the table denote programs, services, interventions, and so on. The table draws particularly on Stufflebeam (2015) and Stufflebeam and Zhang (2017).

2.3 Key terms

The working definitions of key terms used in this Framework are as follows:

- *Evaluation* – the systematic collection and analysis of information to assess the worth or merit of a program or service (Stufflebeam, 2001). In this Framework, *evaluation* is used in both a general sense (as just defined, i.e. as a practice) or in a singular sense to describe a specific evaluation study, project, activity, or process (as in 'an evaluation')

- *Evaluations* (plural) – denotes multiple evaluation studies, projects, or processes

- *Evaluator(s)* – the person or team responsible for planning, conducting, and reporting on the evaluation. This term is used to distinguish those involved in evaluation of ITaLI services from members of ITaLI's Student Surveys and Evaluations Team

- *Intended beneficiaries (or target group)* – The particular people for whose benefit a program or service is designed (e.g. particular course teaching teams or student groups and cohorts)

- *Interim evaluation* – evaluation of a program conducted after the initial implementation phase to inform, and ensure success/quality/sustainability of, ongoing activity. This is more relevant to programs extended over a significant period of time (i.e. more than a year), or where evaluation milestones are specified in a project proposal and/or there are obligations to report to an external party

- *Programs and services* – this phrase incorporates and represents the full range of pedagogical projects, services, professional learning programs, and resources offered by ITaLI

- *Program and service leaders/teams* – individuals responsible for the program being evaluated/teams involved in developing and or implementing the program being evaluated (in some instances *Program and service leaders* may also be *Evaluators*)

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- *Stakeholders* – people with a vested interest in the outcomes of the evaluation process, such as students, program teams, teachers, ITaLI staff, faculties and schools, institutional leaders, and the broader UQ community
- *Target group* – as in 'program target group'. *See intended beneficiaries* above.

3 Aim

The aim of this this Framework is to inform and guide the evaluation of ITaLI's programs and services. More specifically it aims to:

- facilitate a consistent and systematic approach to evaluation through the introduction of a set of guiding principles and an adaptable template
- support evaluation planning, decision-making, and reporting
- foster effective, efficient, and sustainable evaluation practices.

4 Scope

The Framework has been developed for the evaluation of ITaLI programs and services which are pedagogical in nature. It accommodates a wide range of evaluation activities (small/large-scale, quick/thorough, and formative/summative) to suit the variety of ITaLI's programs and evaluation needs, and is relevant to both internally-conducted evaluation studies and evaluation conducted by external evaluators.

This Framework is an operational guide for evaluation strategy and methodology, not a policy document, nor an exclusive compilation of evaluation resources. It does not negate the need for good judgment regarding the most appropriate resources and courses of actions to take, nor the need for diligence and care in planning and conducting evaluations[2] and reporting evaluation results. Advice regarding actions arising from evaluation learnings and outcomes are beyond the scope of this Framework.

Although the evaluation of ITaLI programs has implications for ITaLI management, administrative practices, infrastructure, budget, and other organisational aspects of the unit, and while the Framework may be relevant to the evaluation of such aspects (e.g. evaluation principles), their evaluation (other than in the context of program evaluation, where appropriate) is not the focus of this Framework.

5 Nine (9) evaluation principles

The evaluation of ITaLI's programs and services at UQ is guided and underpinned by the following *9 evaluation principles*, which may be interrelated and overlapping. Evaluation should be:

1. strategically aligned	2. fit-for-purpose	3. methodologically rigorous
4. ethically sound	5. embedded	6. operationally sustainable
7. holistic	8. participatory and inclusive	9. forward-looking

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[2] See section 2.3 Key Terms for explanation of use of *evaluation* versus *evaluations* in this document.

Each of these principles is elaborated below, with ITaLI-specific examples, where relevant, of how the principles can be applied.

5.1 Principle 1: Evaluation should be *strategically aligned*

Evaluation should be aligned with UQ's strategic plans, priorities, and relevant policies, as well as ITaLI's mission, core business, and articulated change processes.

Alignment with relevant policies, priorities, and plans is important not only for ensuring that ITaLI's programs and services are relevant, but also for generating strategically-relevant recommendations, that is, evidence-informed insights that provide direction to steering committees and working groups and fulfil governance reporting requirements. Alignment includes, for example, taking UQ and ITaLI priorities into account when drawing conclusions about program and service impact, effectiveness, and value.

Links to relevant policy documents:

- Student Survey Framework: https://ppl.app.uq.edu.au/content/student-survey-framework-guidelines
- Human Research Ethics: https://ppl.app.uq.edu.au/content/human-research-ethics-procedure
- Information Management Policy: 6.40.01 Information Management Policy - Policies and Procedures Library - The University of Queensland, Australia (uq.edu.au)

5.2 Principle 2: Evaluation should be '*fit-for-purpose*'

Evaluation methods and tools should be tailored to suit the purpose of the evaluation and the program nature and context.

For an evaluation to be effective or useful, the approach, methods, and tools need to be appropriate for the context of the program or service and the purpose of the evaluation (Ahmad et al., 2018; Stufflebeam, 2015; Winter et al., 2017). The context of a program or service can vary in terms of aims, target group, timeframe, people/teams involved, scale, historical foundations, and many other factors. (For questions to consider about context, see Adaptable Template, Appendix 1). Purposes for evaluating ITaLI programs and services are also wide-ranging. For example, they can include evidence of impact to funders, gathering user feedback to decide how to further develop a resource, determining whether an intervention has been effective in achieving intended outcomes, demonstrating contribution to the UQ community, supporting staff member career progression and Annual Performance and Development (APD) process, or informing policy review.

Timing of evaluation activities also needs to fit the purpose and context. Should evidence gathering be pre- or post- program/service or continuous, or short-term or longitudinal (Ahmad et al. 2018; Winter et al., 2017)? For example, if the purpose of an evaluation is to discern whether teachers' assessment practices are transformed through engagement with a particular assessment-related program, then the evaluation methods and instruments chosen or developed would need to capture teacher practices before that engagement as well as during or after to enable comparison, and any indicators of impact would need to be related to assessment practice.

5.3 Principle 3: Evaluation should be *methodologically-rigorous*

The evaluation should be conducted in a systematic, effective way using sound data collection and analysis methods.

This principle highlights the need to carefully design and plan evaluation; to choose *data collection and analysis meth*ods and instruments that are *fit for purpose* (see Principle 2), complement each other, and can generate 'reliable' evidence; and to properly and systematically employ chosen methods and instruments (see Kucsera & Svinicki, 2010).

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Use of a *range of methods and sources* (especially via a *mixed methods* approach) is widely recommended (e.g. Ahmad et al., 2018; Chalmers & Gardiner, 2015) to address the limitations of any one method or source (Chalmers & Hunt, 2016; Guskey, 2000). This allows evaluators to capture a range of perspectives and enables sensitivity to the complexities of T&L development work and assessing impact (Fink, 2013). Having multiple sources of evidence also makes it possible to triangulate data in the interests of balance and credibility of the evaluation findings.

A collaborative approach to analysis can help ensure that data use and interpretation is fair, relevant, and accurate. As with any research, it is considered good practice to keep adequate records of the data, procedures, and analysis so that the quality and appropriateness of the inquiry can be scrutinised (see Denzin & Lincoln, 2003, p. 257, and the notion of 'dependability').

5.4 Principle 4: Evaluation should be *ethically sound*

Evaluation processes should be undertaken in ethically sensitive ways. They should adhere to UQ ethics policies and procedures and be grounded in widely accepted ethical evaluation practices.

Care should be taken to ensure that ethical issues are considered and appropriately acted upon in all phases of an evaluation, including an assurance of a shared understanding between participants and stakeholders of the purpose of the evaluation (Ahmad et al., 2018). Individuals and teams should consider whether formal ethics approval is required to conduct an evaluation (the Ethics Committee can be contacted for advice on whether ethics approval is required). If so, ethics approval needs to be obtained through the University Ethics Committee before data collection commences. If not, consideration ought to be given to risk analysis and mitigation, data use, data ownership and storage, anonymity and confidentiality, participant burden, transparency and accuracy, unconscious biases, unfavourable findings, fair and balanced reporting, consent, cultural sensitivity, and conflicts of interest.

Evaluation processes should comply with all health and safety policies and procedures of the University and take all reasonable care to ensure that evaluation does not negatively impact on the health and safety of team members and the stakeholders involved. See UQ guidelines/policies regarding Human Research Ethics, and the Australasian Evaluation Society (2013) guidelines for the ethical conduct of evaluations, for further guidance.

5.5 Principle 5: Evaluation should be *embedded*

An evaluation plan and/or evaluation strategies should be built into program design and service activities and be part of ongoing endeavours to improve/develop programs and services in step with evolving stakeholder needs and changing circumstances.

Evaluation can sometimes be considered and conducted as an 'after-thought' or an 'add-on' activity. When it is *instead* planned for and built into programs and services from the outset (Ahmad et al., 2018), evaluation becomes an integral part of the program or service activity and aligns with intended outcomes (Winter et al. 2017). This can be achieved by working through key questions when designing an initiative – What do I want to achieve (goals and intended outcomes)? How will I know if this has been achieved? (indicators), What information do I need to collect to evidence this? – and then planning information gathering activities that become a natural and organic part of the activity. This kind of 'embedding' can mean that the evaluation activity feels less like "burdensome, additional work" (Ahmad et al., 2018, p. 7) and can "enable practitioners, researchers, and institutions to ask more complex questions on whom the programmes have an impact, and where and why they have impact" (Chalmers & Gardiner, 2015, abstract). The evidence arising from the evaluation activity in turn becomes "part of a reflective cycle" leading to, for instance, improved opportunities and practices (Chalmers & Hunt, 2016, p. 26). To illustrate this reflective cycle, in the context of professional learning programs like Teaching@UQ, strategies for gleaning program participant perspectives on their learning can be embedded in workshops via regular and culminating activities such as polls, Blackboard discussion posts, and Padlet activities that are set up before the programs commence. The information

gained on each occasion can inform the planning of subsequent workshops, but also be analysed after program completion to gain a deeper sense of how the program has contributed to participant learning (at least in the short term) and help improve future offerings of the program.

5.6 Principle 6: Evaluation should be operationally *sustainable*

Evaluation processes need to be sustainable in terms of ITaLI's and UQ's resources and staff and student workload.

It is important that the evaluation is doable and manageable given available resources and institutional and practical constraints. It should not place untoward or unnecessary strain on the organisation or overstretch people's good will. This principle is particularly important to consider when deciding on the scope of the evaluation, and how, what, when, and how much data are to be collected. It would be helpful to consider: Do the perceived benefits of the evaluations justify the expenditure of time, effort, and perhaps money to gather relevant information? Do relevant data sets already exist, or can previous analyses be replicated? Will the chosen methods elicit different evidence/data or 'more of the same'? When would stakeholders/participants be most easily accessed? Is there a risk of participants suffering from 'survey fatigue'? (see Adams & Umbach, 2012). Can the planned evaluation be adequately resourced?

It is also worth considering how evaluation expertise and resources within ITaLI can be shared and developed in a sustainable fashion. This has implications for staff mentoring, training, and transitioning between roles and teams, but also the sharing and accessibility of evaluation materials. Adopting project management and team collaboration tools, ITaLI will create a 'central' repository of evaluation instruments (e.g. the adaptable generic survey in Appendix 2) and evaluation reports that can serve as exemplars for future evaluation activities and promote business continuity.

5.7 Principle 7: Evaluation should be *holistic*

Evaluation should attend to a range of factors relevant to a program's worth, merit, and impact to allow the clearest and most comprehensive assessment possible.

ITaLI programs and services are not developed and implemented in isolation, but rather are part of broader programs with aims, goals, and contexts. They are also often co-designed and implemented in partnership with faculties, schools, or other business units. Thus, people and communities beyond the immediate programs and services can be affected. Also, a narrow focus on the achievement of set goals and objectives alone can be limiting (e.g. What if the goals themselves are no longer relevant or are problematic in other ways? What if the program's impact is more extensive than intended/anticipated?).

Similarly, a focus solely on 'user' satisfaction could mean that teacher learnings, changed practices, and other consequences of a program (like changes to institutional or departmental culture, strengthened relationships between organisational units, or 'ripple effects' regarding student experiences and learning) are missed. A more holistic approach (Chalmers & Hunt, 2016; Winter et al., 2017) that analyses multiple perspectives (see also Principles 3 and 8) at individual and community levels on a range of factors (e.g. satisfaction, student and staff learnings, performance, changed practices, goal achievement, broader impacts, enablers, constraints etc.) can potentially generate a clearer or richer picture of the quality, value, and contribution (or shortcomings) of ITaLI programs.

It is likely that ITaLI programs collectively have an impact in ways that are not necessarily discernible from the evaluation of any individual program. Periodic holistic evaluation of the sum/suite of ITaLI's programs would be worthwhile to provide a more comprehensive impression of, and to strengthen, ITaLI's overall contribution over time.

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5.8 Principle 8: Evaluation should be *participatory and inclusive*

Evaluation should involve stakeholders at various stages of the evaluation process (not just as sources of information) and include diverse perspectives.

This principle relates to the importance (for the sake of rigour, fair representation, and the balanced assessment of a program or service) of active engagement of relevant stakeholders in the evaluation, allowing input not only from those immediately engaged with/in a program or programs, but also from those who support, benefit from, or are impacted by those programs more broadly. This implies a *multi-voiced approach*, which is important for engendering a sense of ownership, and thus stakeholder engagement and 'buy in', of the evaluation and improvement process (Ahmad et al., 2018; Patton, 2008; Stufflebeam, 2015), and for capturing and valuing diverse perspectives, including the perspectives of students. It also allows those affected by the evaluation process and its outcomes to flag potential ethical risks (see Principle 4).

Program and service leaders/teams are generally best placed to choose/develop strategies and design/implement instruments or to modify existing evaluation instruments/tools to suit context and purpose and so at the very least ought to have input into the evaluation process, methods, and tool design. However, since some ITaLI services and programs emerge in response to faculty/school requests, where the 'end users' can be students with whom service and program leader/teams do not have direct contact, working in partnership with relevant non-ITaLI staff can be crucial, especially to access student perspectives in an authentic way without additional burden.

The communication of evaluation outcomes and resulting actions to those who have provided feedback (i.e. *closing the feedback loop* – see Harvey, 2011) is important for raising stakeholder awareness of what happens on the basis of their input. This fosters transparency and adds credibility to the evaluation process by sending the message that the feedback is valued and makes a difference. Closing the feedback loop also usefully open ups opportunities for further dialogue with stakeholders.

5.9 Principle 9: Evaluation should be *forward-looking*

Evaluation should provide insights and evidence that help ITaLI and its affiliates identify opportunities to improve ITaLI's services, programs, and practices; strengthen ITaLI's contribution to the UQ community; and develop ITaLI as an organisation.

For evaluation to support improvement and sound decision-making, it needs to be forward-looking. The insights arising from evaluation ought to provide direction and inform practice, whether the evaluation is conducted at an individual, program, team, or strategic level. This suggests, for example, that merely measuring programs and services against the goals and objectives may be necessary but not sufficient for identifying potential areas for growth and development. Combining this with other areas of inquiry (e.g. with questions concerning possible alternative approaches, opportunities for expansion, more sustainable practices, significance of the program/service) could prove more generative.

This principle also has implications for the timing and frequency of evaluation activities. Interim evaluations, for example, might be helpful for enabling adjustment to programs while they are still in progress, but also need to be scheduled so that sufficient data are available to support evidence-informed decision making by and about ITaLI.

6 Evaluation strategies/methods

There are a range of methods that can be used to gather evidence, and that are appropriate for evaluations of ITaLI programs and services. See Appendix 3 for an annotated list of possible strategies and methods. The choice of methods ought to be based on the purpose of the evaluation, the questions in focus, and the perspectives and kind of information/evidence being sought (see Principles 2 and 8). Other considerations

include the scale of the evaluation, resources available, ethical implications, deadlines, and experience and skills of the evaluators (see Principles 4 and 6).

7 Resources

A range of resources can be used to inform the planning, conduct, and reporting of evaluation, some of which are currently under development by ITaLI staff. Included as attachments to this Framework, and explained below, are an adaptable template and a generic survey. Other relevant resources are also mentioned below.

7.1 Adaptable template

To support the planning and conduct of ITaLI evaluation programs, an evaluation template that aligns with the *9 evaluation principles* outlined above, and that links to the CIPP categories (Stufflebeam, 2015) outlined in Table 1, has been developed for staff use. The template should not be treated as a recipe, but rather a starting point, since not all the questions and sections will be relevant for every program or evaluation context; the template needs to be adapted to suit particular programs, services, and evaluation contexts. A small evaluation study, for instance, would suggest a very scaled-back version of the template, and possibly the use of only one of the sections.

The template is divided into two sections. Section 1 ('Evaluation design') can be used to plan the evaluation, to draft a proposal (e.g. if the plan needs to be sanctioned, or if the evaluation study is to be funded), or to structure an evaluation report. It is deliberately comprehensive to facilitate a systematic approach. Section 2 ('Evaluation prompts') guides users through questions relevant to Context, Input, Process, and Product dimensions of a program (as in the CIPP model, Stufflebeam & Zhang, 2017 – see section 2.2, this Framework). The template is suitable for both interim and final evaluations. See Appendix 1 for the Adaptable Template.
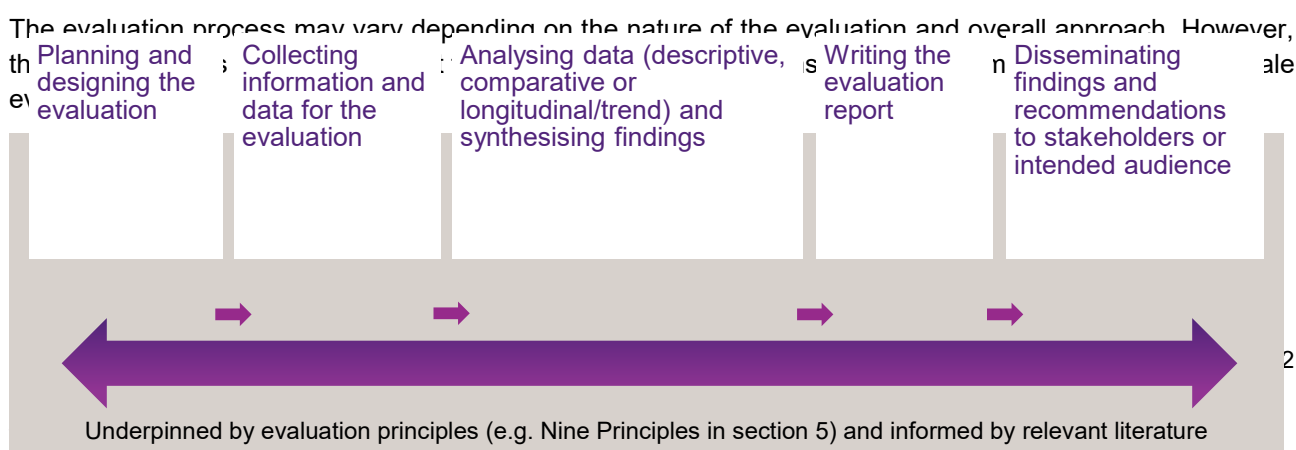
7.2 Ongoing feedback (a five-question short survey that can be adapted by service units)

See Appendix 2 for a short adaptable survey that can be used to gauge participant satisfaction with services or programs. If evaluation beyond participant satisfaction is desired, other methods and feedback instruments might be needed.

7.3 Other resources

Other resources and links to policies are available via the ITaLI MS Teams site.

8 Managing an evaluation process

The evaluation process may vary depending on the nature of the evaluation and overall approach. However, the

| Planning and designing the evaluation | Collecting information and data for the evaluation | Analysing data (descriptive, comparative or longitudinal/trend) and synthesising findings | Writing the evaluation report | Disseminating findings and recommendations to stakeholders or intended audience |

Underpinned by evaluation principles (e.g. Nine Principles in section 5) and informed by relevant literature

Program and team leaders might consider adopting a simple RACI model when planning, conducting, administering, and reporting an evaluation project or ongoing feedback collection (see Table 2). This would mitigate the risk of evaluations adding to individual staff or team workload.

Table 2: RACI Model

Responsible	Accountable	Consulted	Informed
eLearning Advisor Learning Designer, etc.	Program Leaders Team Leaders	Key stakeholders: • Students • Staff (specific clients) External funders, if relevant	ITaLI Executives

To facilitate the monitoring and review of ITaLI's evaluation processes and outcomes, and in line with Principle 6 (sustainability), evaluation reports should be stored in a centrally located space that all ITaLI staff can access (this is currently being established). In this way, prior reports can serve as exemplars and be reviewed.

9 How this Framework can be used

Teams and individuals are best placed to decide how to use the Framework in their own contexts. However, it is recommended that:

- Individual ITaLI staff members
    - *familiarise* themselves with the Framework
    - *consider* how the principles (section 5) and resources (Appendices) can inform their reflective practice and ongoing pedagogical dialogue with partners
- ITaLI teams
    - *collaboratively discuss* which sections of the document are relevant to their activities and what and why they would evaluate, and consult the relevant sections as appropriate in the design phase of programs/services and when planning, conducting, and reporting evaluation activities
- ITaLI as an organisation
    - *use* the Framework to guide periodic comprehensive evaluation of ITaLI's contributions to the UQ community.

10 Monitoring, review, and quality assurance

The utility and currency of this Framework (and the evaluation activities it is intended to guide) also need to be periodically reviewed, updated, and evaluated; this should occur at a governance level. This level of evaluation is beyond the scope of this document. That said, an annual review of the Framework seems prudent so that it remains current and relevant.

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11 References

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12 Appendices

12.1 Appendix 1 – Adaptable Template - for the evaluation of ITaLI pedagogical programs and services

This template is designed to help with planning evaluation of programs, projects, resources, interventions, and services (referred to hereafter as *programs*) provided by ITaLI. It is a guide for practice, rather than a recipe, and should therefore be modified to suit the context of the program being evaluated, and the purpose and scope/scale of the evaluation. It is not possible to examine everything in depth (Patton, 2008), and so judgement is needed as to what should be in focus. Users of the template are encouraged to also consult the ITaLI Evaluation Framework and relevant UQ policies.

The template is divided into two sections. Each could possibly be treated as a template on its own.

Section 1, informed by Stufflebeam's CIPP model (Context, Input, Process, Product) (Stufflebeam, 2001; Stufflebeam & Zhang, 2017), contains prompts to be considered in the preparation and conduct of evaluation.

Section 2 contains the elements of an evaluation plan that are important to consider for a systematic and ethical approach. Not all categories and questions will be relevant for all evaluations. However, addressing Context, Input, Process as well as Product may help shed light on why certain outcomes (Product) emerge. The prompts, especially those related to Context and Input, can also be used proactively to inform program development.

Section 1: Evaluation prompts
(based on the CIPP model - _Context, Input, Process, Product_)

> This section can help you reflect on what you would like to evaluate, and to formulate guiding questions. It could also inform program planning!

Context
(program-related contextual factors)

- program goals and rationale (e.g. intended impacts? specific problems/issues the program was designed to address?)
- nature and scope of the program? (Any defining characteristics?)
- intended beneficiaries (target group) and their needs?
- program environment (values, customs, political dynamics, organisational arrangements, assets funding sources, historical/institutional context)?
- any unresolved problems?
- match between program goals and beneficiary needs?

Input
(program planning and resourcing)

- is there an action plan and is it effective (clarity, detail, responsiveness to needs, realistic schedule)?
- fit with other programs?
- adequate resourcing/budget?
- staff and staff competencies?
- decisions regarding design, approaches, ethical approach, potential risks?
- comparison to alternative approaches?
- provision for ongoing monitoring and assessment and stakeholder involvement?

- predictable barriers to success?

Process

(implementation of the plan/actions - What actually happened/is happening?)

- is/was the program/service carried out as planned?
- procedures and strategies?
- Timelines?
- communication processes?
- work structures and processes (e.g. division of roles, responsibilities)?
- any pilot activity?
- resource use and management and actual expenditure?
- policies developed and implemented?
- Events?
- how are/were problems addressed?
- opportunities for improvement?
- other?

Product

(costs and outcomes - impact, effectiveness, sustainability, and transferability)

Impact

- who has the program benefitted or affected (reach)?
- how has the program affected teacher knowledge and skills, teaching practice, the student experience, student engagement, student performance/achievement, the curriculum, the immediate environment, and the broader community?
- what specific outputs have been generated through the program (e.g. resources, new processes and practices)?
- were there any negative effects?

Refer to *Context* and *Input* prompts above

Effectiveness

- to what extent, and how, have the intended goals been addressed?
- are the outcomes reasonable relative to input, what was happening before the introduction of the program, cost, intended outcomes, and program/service design? (Amundsen & Wilson, 2012)
- what aspects of the program (including outputs and resources) are of high quality or need improvement (according to commonly agreed and relevant standards and measures where they exist)?

Literature & UQ guidelines might help here

Sustainability

- to what extent has the program been institutionalised, or does it have the potential to be institutionalised?
- how viable is program continuation?
- what arrangements and resources are in place to support the program in the long term?

Transferability

- has the program or its outputs been adapted/applied in settings beyond the original implementation, and if so, how?
- is there potential for the program or its outputs to be used in/adapted to other settings?

Section 2: Evaluation planning

Title of evaluation:

Evaluator/s:

Program title:

Program/service context:
See Context prompts, Section 1 above.

This section can help you think through the evaluation design, or help you structure a proposal or report

Evaluation context:

Why (rationale) and for whom (intended audience) is the evaluation being conducted and how will they use the findings?

Who are the evaluation stakeholders?

Is it an interim or final evaluation?

Purpose of the evaluation:

What is the evaluation intended to achieve?

How will the information be used?

What will be understood that is not currently understood?

What actions will the findings enable?

Focus/questions:

What particular aspects of the program will be evaluated?

What questions will the evaluation address?

Are you concerned, for example, with context, input, cost-effectiveness? (see Section 1)

Scope:

What is included/excluded?

Will the evaluation include whole or part of the program?

Will the evaluation aim for breadth or depth of information/evidence?

Relevant literature:

What key literature will inform evaluation design or analysis and reporting of evidence?

Approach/methods:

What overall approach (e.g. mixed methods) will be adopted and why?

Who will be involved (participants) and why/how will they be selected, recruited, and involved?

What information/evidence is needed to address the focus questions?

What methods will be used to collect data and why?

How will data be analysed?

What instruments will be used to collect data (e.g. interview schedule, survey)?

What are the possible limitations of the chosen methods/approach?

See ITaLI Evaluation Framework, Appendix 3 for ideas.

Key milestones:

What key milestones will need to be reached and when?

Ethical considerations:

What ethical difficulties can you foresee?

How will you avoid or deal with them?

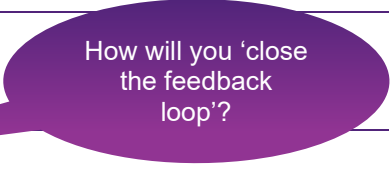Is ethics approval needed?

How will data be managed?

Resources:

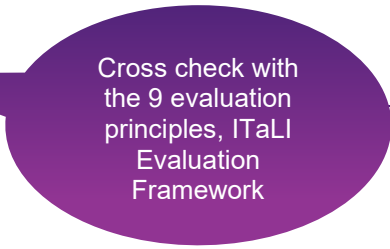What human and material resources will be needed to enable/ support the evaluation?

How will you 'close the feedback loop'?

Planned outputs:

What reports, presentations, publications, media releases, other outputs will be generated?

Other considerations:

Is there anything else that needs to be considered (e.g. governance, consultation, stakeholder involvement and engagement, etc.)?

Cross check with the 9 evaluation principles, ITaLI Evaluation Framework

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12.2 Appendix 2 – Ongoing service feedback – a short survey on MS Teams

Number	Question items (*a compulsory question)
1.	***Please select the program in which you participated/service that you received.** (pre-populated according to ITaLI's programs, services + others if it is a one-off event)
2.	***Overall, how satisfied or dissatisfied are you with our program/service?** 5-point Likert scale: • very satisfied • somewhat satisfied • neither satisfied nor dissatisfied • somewhat dissatisfied • very dissatisfied.
3.	**Please share your reasons for the chosen satisfaction rating in Q2.** [Open-ended question]
4.	**What are the best aspects of this program/service?** [Open-ended question]
5.	**What suggestion/s would you make to improve this program/service?** [Open-ended question]

12.3 Appendix 3 – Possible methods and strategies

Focus areas/ question/data needs	Suitable methods	Where these have been used in ITaLI	Comments
Staff and student satisfaction; perspectives on key dimensions of course and teaching; quantitative data	Surveys and questionnaires (e.g. SECaTs)	DLU program (teaching staff 'exit surveys' built into DLU initiative) Inspera evaluation	Useful for gathering baseline data, and for large program stakeholder groups
Student activity and engagement	Learning analytics (e.g. Course Insights) and other dashboard information; data/faculty's feedback included in AQA dashboard		
In-depth perspectives	Interviews	DLU evaluation Inspera evaluation	
End of program evaluation/case studies; representative student and staff views	Focus groups	Learning space planning and review DLU evaluation	Useful for understanding impact on a community
Ongoing operations/processes; teaching practice	Observation (e.g. peer observation)		
Small-scale or in-progress feedback	Polls (Echo/Zoom/MS-Teams) Purpose-built surveys	eLearning Advisor or Learning Designer consultations (after the session) Evaluation of professional learning courses/workshops	
Staff perspectives	Self-assessment (e.g. reflective journal, diaries, team debriefing notes)		
Quality of service/program and outputs	Analysis of program or service artefacts (e.g. reports, course/workshop materials, web-based resources)		
In-depth example of impact	Case study	Inspera evaluation	
Program/service context and process; quality of program/service; impact on student learning	Document/record analysis (e.g. course materials, student products)		

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