

CIT Instructional Technology Showcase 2004 Evaluation Report

Yvonne Belanger
Program Evaluator, CIT
June 14, 2004

Executive Summary

The CIT Instructional Technology Showcase was held on April 22, 2004 in Duke's Bryan Center. The program included 8 panels and presentations by faculty, staff, and students; a keynote address by nationally known speaker Blaise Cronin of Indiana University at Bloomington; and a poster session with [34 posters](#) of faculty projects and other Duke initiatives. CIT's goals were to:

- Provide recognition for faculty with CIT-funded projects or others who are innovators or leaders in using instructional technology
- Enhance visibility of CIT on campus and with local institutions
- Motivate new faculty to get involved with instructional technology
- Foster collaboration by providing faculty and staff with an opportunity to make connections
- Inform the Duke community about instructional technology services offered by CIT and other IT units on campus

The primary intended audience was Duke faculty, with administrators, staff and graduate students also considered important audiences. Through the Showcase, CIT hoped to reach a wide variety of people with different levels of experience in instructional technology.

Evaluation Findings

A total of 255 people attended this year's event, a 50% increase over 2003 Showcase attendance. More faculty (n=64) attended than in 2003; however, the largest group of attendees (64%) were staff. Attendees represented all of Duke University's schools and colleges as well as other regional institutions. Feedback from surveys sent to all registrants and presenters indicate that attendees were generally satisfied with the event, found the content interesting, the event well-organized, and 97% indicated that they would be likely to attend a future CIT Showcase. Seventy-seven percent indicated that they had made a useful contact at the event. Specific evaluation methods used and detailed findings are included in the remaining pages of this report.

More information about the Showcase including a detailed schedule from the event, photos, session abstracts, a list of presenters, digital images of posters, and preliminary information about the 2005 Showcase is available at: <http://cit.duke.edu/showcase/2004/>

Showcase Evaluation Process

Information was gathered about the Showcase in three ways:

- prior to the Showcase via the an online registration form
- on the day of the Showcase (e.g. session attendance counts)
- after the Showcase via online questionnaires for registrants and presenters¹

Key questions to be answered by the evaluation included:

- How effective are the various methods used by CIT to publicize the Showcase?
- Who attended? What motivated them to attend?
- What types of activities at the showcase are most successful? Least?
- Is the Showcase an effective venue for fostering collaboration, & awareness of IT at Duke?

Summary of Key Findings

Registration and Attendance

255 attendees came from over 40 departments and programs within Duke University and the Duke Medical Center, including 29 attendees from other institutions including the University of North Carolina at Chapel Hill, North Carolina State University, and Elon University. Of the 255 attendees, 229 (90%) had pre-registered, and the remaining 26 were walk-in registrants on the day of the event. Only 20% of 285 pre-registrants cancelled their registration or did not attend.

Figure 1 - Showcase Attendees by Role, 2004
Percentages of 255 attendees

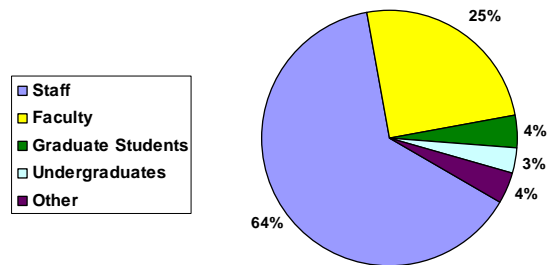
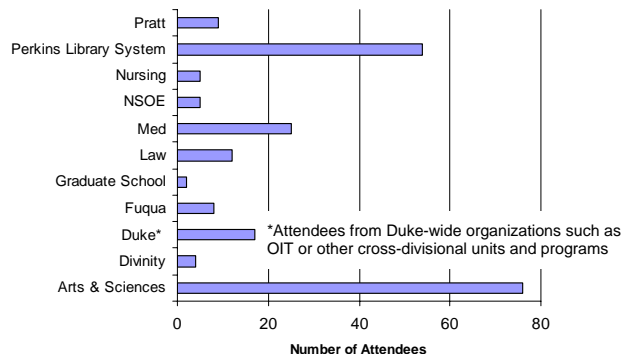


Figure 2- Duke Showcase Attendees by Division/Unit



There were significantly more staff (n=163) than faculty (n=64) in attendance (Figure 1). The ratio of faculty to staff was lower than last year's showcase, but the total number of faculty in attendance was higher than last year. At least one person from each school at Duke attended the showcase (Figure 2), and most schools at Duke were represented in the program. Ninety-six percent (n=45) of attendees who reported having attending previous CIT Showcases rated the 2004 showcase as good or better than previous ones.

Presentations, posters, and activities

Respondents seemed pleased with the majority of the Showcase content. Several attendees commented that a diverse array of presenters from across campus is an important feature of the

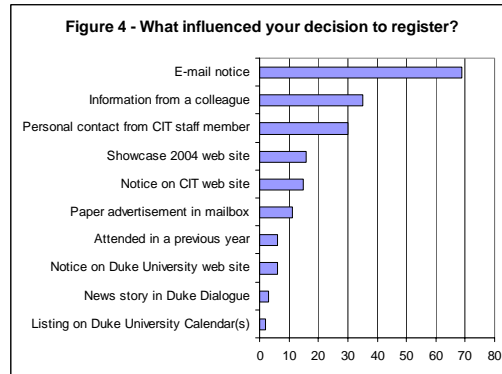
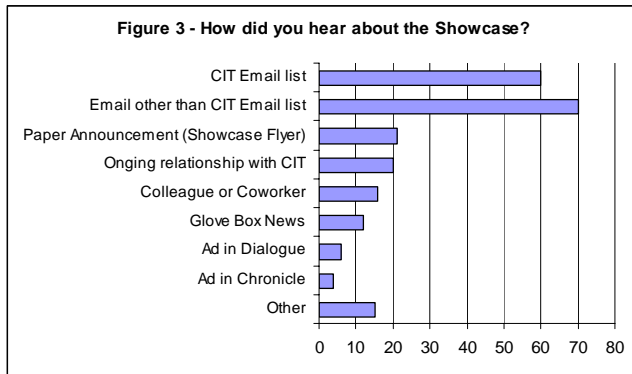
¹ For specific details about the web-based questionnaires used, please see *Appendix: Details of Evaluation Survey (p. 5)*

event. Satisfaction² with diversity of topics (93% satisfied, mean rating=5.0) was slightly higher than satisfaction with relevance of topics (87% satisfied, mean rating=4.6); this slight disparity was consistently reflected across several subgroups of respondents by academic role (tenure-track faculty, staff, administrators, etc.), although non-tenure track faculty (n=21) and graduate students (n=4) were equally satisfied with both the diversity and relevance of topics.

A large majority of attendees (92%) reported that they would be likely to use information from the Showcase in their work. Satisfaction with individual morning presentations ranged from 86-100%. The keynote speaker was highly rated (91% were satisfied, mean rating=5.1), with attendees characterizing the session as “fascinating,” “informative,” and “entertaining.” The newly added lunchtime discussion tables were popular, with 92% of respondents expressing satisfaction with this activity. Afternoon poster sessions were positively rated by 95% of respondents. Attendees commented positively on the consistent look of the posters.

Pre-event advertising

Email and personal contacts from CIT staff or word of mouth advertising among colleagues and co-workers continue to be influential in marketing the event and influencing decisions to attend. Pre-registrants using the online form were asked how they had heard about the Showcase, and in order to capture similar data from walk-in registrants, the post-event evaluation form asked attendees what had influenced their decision to register. Frequently cited advertising methods were email communication (50% of pre-registrants and 58% of attendees, Figure 3 and Figure 4), personal contact was cited by (26% of attendees, Figure 4), and web site notices (33% of attendees, Figure 4). Among the various print methods used to publicize the event, the CIT Showcase flyer appeared to be the most effective.



Event planning and logistics

There was a high level of satisfaction with the Showcase location, scheduling, food, web site, and printed materials (Table 1).

Table 1	% of 109 respondents		
	Satisfied	Dissatisfied	No Opinion
Venue/location	100%	0%	0%
Timing of the Showcase (during Spring reading period)	91%	3%	6%
Overall structure of the day	95%	0%	5%
Amount of time for each offering	91%	1%	9%
Program and other printed materials	95%	1%	4%
Showcase web site	82%	1%	17%
Refreshments	91%	0%	9%

² Satisfaction was rated on a 6-point scale which also included a “No Opinion” option. Satisfaction ratings are taken from the attendee questionnaire, for which the response rate was 43%.

Typical attendee comments were that the Showcase was “well orchestrated,” “smooth,” and “wonderfully organized and executed.” A number specifically commented on the high quality of the food and several positively reacted to having a vegetarian option. Many respondents commented positively on the convenience and comfort of the Bryan Center venue. Several attendees noted their appreciation that the event was less than a full day.

2005 Showcase planning recommendations

1. The Bryan center appears to be a good choice for the location of the event. Catering and other logistics were also positively reviewed and do not require change.
2. Several attendees commented on the absence of vendors to provide an opportunity to review new technology. CIT could revisit whether to invite some limited participation by vendors, as this would also provide a “hands-on” experience that attendees noted was not present in this year’s event.
3. Student participation and presentations generated great interest and were enthusiastically received; CIT should support some type of student presentation again next year.
4. Several poster presenters commented that they had no opportunity to review the other posters; CIT should investigate whether early set-up or late breakdown of the posters is possible to provide all presenters with the opportunity to review the posters.
5. As noted above, satisfaction with the relevance of topics was slightly weaker than satisfaction with the diversity of topics included, although attendees were satisfied with both. Feedback from this year’s Showcase included only a few specific suggestions for additional topics to include, although several attendees did comment that they would be interested in hands-on workshops. CIT could poll former Showcase attendees and other faculty and staff for suggestions about workshop topics and other topics of interest to support planning for the 2005 Showcase program.
6. One theme repeated in this year’s feedback was concern over insufficient time for discussion and questions at the end of presentations. CIT could schedule slightly longer time slots or provide for better communication between presenters and session facilitators in order to wrap up the presentations and leave time for discussion.
7. A diverse strategy for publicizing the event appears to be the best option; however, CIT should continue to pursue ways to attract more teaching faculty to the event.
8. Although attendees were asked for comments on individual sessions on the survey form, specific feedback offered on individual sessions was minimal. CIT should consider offering presenters the option of making session-specific evaluation forms available on the day of the Showcase to gather feedback useful to each presenter and to guide CIT in its selection of future presentations.

Appendix: Details of Evaluation Surveys

All pre-registrants and attendees were emailed a link to an online anonymous web-based evaluation form on the day after the Showcase. 110 attendees and 10 non-attending registrants completed surveys after the Showcase (43% response rate). An incentive was offered to improve response rates, and these response rates are comparable to those achieved in past years when paper forms were handed out on the day of the event.

17 presenters (33%) also completed a separate questionnaire about their experiences consisting of primarily open-ended questions. Presenters were offered the choice of an anonymous web-based questionnaire or a direct email response option.

Satisfaction questions on the attendee survey used a 6-point scale and also provided “No Opinion” options. The web-based questionnaire for registrants included logical branching so that irrelevant questions were skipped. For example, only attendees who indicated that they currently teach were asked about their current usage of classroom technology. Also, non-attendees who pre-registered were only asked questions about why they were unable to attend and what factors would influence attendance of future CIT events. No questions on the evaluation form were required; however, most respondents answered nearly every applicable question.