

**Digital Preservation Management (DPM)
Continuing Education Program Impact Assessment (CEPIA) Model**

Background

The DPM team completed a scan of continuing education and training assessment methodologies and approaches (see Resources section for representative examples). The results of this scan informed the development of the preliminary *Continuing Education Program Impact Assessment (CEPIA) Model*. In addition, the original model the DPM workshops used in developing our program provided a starting point for discussion and developing the CEPIA Model.

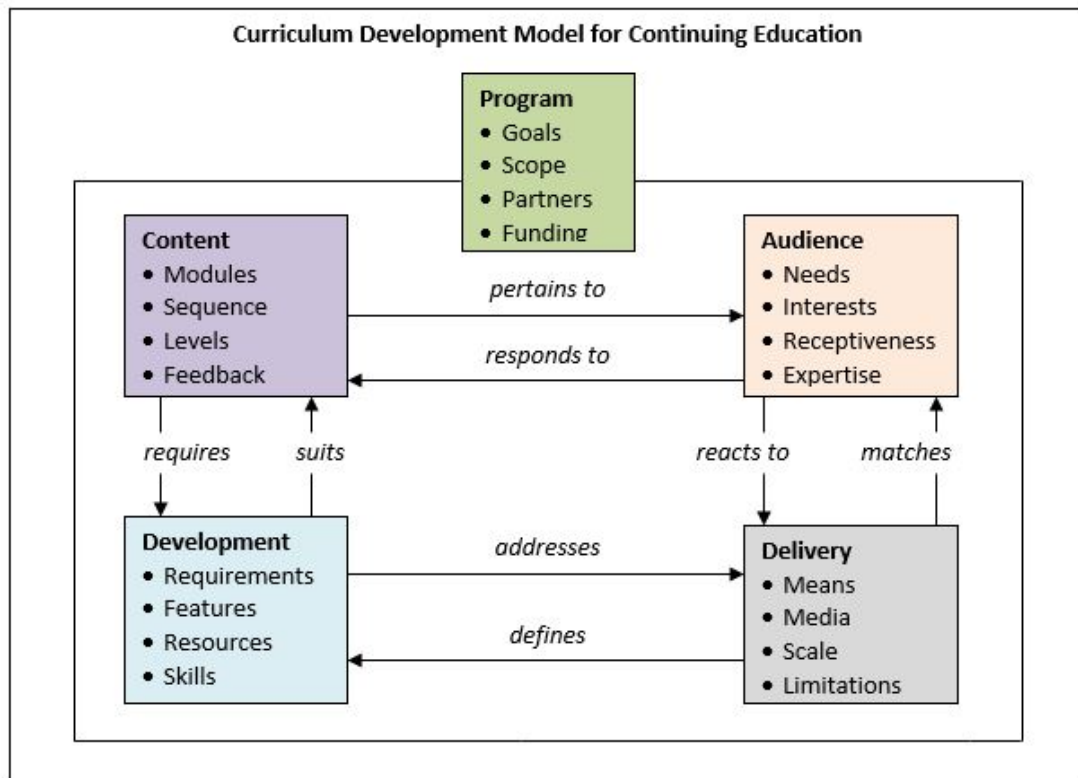


Figure 1. DPM Model for Curriculum Development, 2001

Outline of Continuing Education Program Impact Assessment (CEPIA) Model

Assessment factors with examples:

Program

Validity – indicators: e.g., vetted, evidence of influence, reflect standards and practice

Quality Control – indicators: e.g., instructors, knowledge, reviewers, feedback

Currency – indicators: e.g., topical, timely, extensible, reflects community discussion

Sustainability – indicators: e.g., continuity – instructors, content, hosting, benefits

Content

Coverage – indicators: e.g., criteria, reflects expected content, perspective, balance of core/new

Incorporates change – indicators: e.g., supplemental materials, openness

Responsiveness – indicators: e.g., adaptability, tailored to institutional needs, specific needs

Relevance – indicators: e.g., definition of real-world problem program addresses, delivery

Development

Continual improvement – indicators: e.g., systematic updates, identify/remove outdated content

Enduring Framework – indicators: e.g., necessary changes but recognizable, core principles

Ancillary components – indicators: e.g., requisite tools for post-training available and current

Durable – indicators: e.g., instructors (develop: topical to utility to anchor), levels of content

Audience

Demand – indicators: e.g., evidence of filling a need, subscriptions, word of mouth

Comprehension – indicators: e.g., demonstrate understanding – class project, next steps

Follow up – indicators: e.g., post-workshop support, passive to active, review/respond

Measurable impact – indicators: e.g., 1st year enthusiasm (50% of attendees), 3rd year (20%), ...

Delivery

Replicability – indicators: e.g., take-up, re-use examples, imitation

Modes – indicators: e.g., configurable to in-person and virtual, duration, frequency

Fidelity – indicators: e.g., concepts applicable in range of contexts, recognizable in any format

Track Record – indicators: e.g., modularity, repeated use, continuing interest

Representative resources

In addition to examples of assessment approaches from continuing education providers in the digital preservation and curation community (US-based programs), these are representative examples of curriculum assessment methods based on a scan of training assessment and evaluation that informed the development of our preliminary Continuing Education Program Impact Assessment (CEPIA) Model:

- *Curricula Assessment Tool (CAT)*, University of Maryland Extension, April 2013: “The CAT is a criterion-referenced assessment tool that permits multiple individuals to make judgments using common criteria with common definitions.”
- *Continuing education and training models and strategies: an initial appraisal*, National Vocational Education and Training Research Program, Australia, 2012: “the authors evaluate a number of potential training models and strategies that might constitute a national approach to continuing education and training.”
- *Evaluation of Adult Education and Training Programs*, Dublin City University, Dublin, Republic of Ireland, 2010 – citing:
 - Kirkpatrick’s Model - results or goal-based evaluation; criticisms: question value of prepackaged, standardized process
 - Jacobs’ Model - built-in evaluations using negotiated and iterative process
- *Principles of Good Practice for Assessing Student Learning*, American Association for Higher Education’s, 1996 with updates
- *Principles for Effective Assessment of Student Achievement*, National Institute for Learning Outcomes Assessment, 2013
- *OAPA Handbook Program-Based Review and Assessment*, UMass Amherst, 2001
- PART III Building Capacity: Curriculum, Competencies, and Careers, by Nancy McGovern in *The Open Data Imperative: How the Cultural Heritage Community Can Address the Federal Mandate*, July 2016 citing:
 - Preparing the Workforce for Digital Curation (NRC 2015)
 - Data Curation Education: A Snapshot (Keralis 2012)
 - The Problem of Data: Data Management and Curation Practices Among University Researchers (Jahnke and Asher 2012)
 - A New Value Equation Challenge: The Emergence of eResearch and Roles for Research Libraries (Luce 2008)