

2015 Assessment Leadership Summer Institute

Evaluation Report

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2015 Assessment Leadership Institute Evaluation Report
Assessment Office
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Executive Summary

As part of the assessment leadership-building project (ALBP), the Assessment Office held the third annual Assessment Leadership Institute (ALI) on August 10th-12th, 2015. The Institute is aimed at cultivating a cadre of faculty in different programs to be willing, able, and ready to take a leading role in student learning assessment. Rooted in the principles of community of practice, the project also trains participants to help their faculty colleagues use assessment to improve teaching and learning. There were 12 participants from 9 schools/colleges and 12 departments. The Director of General Education also sat-in the ALI.

Overall, results indicated that the 2015 Assessment Leadership Institute was a success. Participants exceeded each of the five learning outcomes and 100% of respondents felt the Institute was very useful, especially the organization of the topics. All respondents (100%) shared that they would recommend the Institute to colleagues and believed it to be a worthwhile experience to attend. By the end of the Institute, each participant successfully shared a meaningful and manageable assessment project plan.

Event Goal(s)/Outcomes

The learning outcomes of the Institute are as follows: The participants will be able to:

- (1) Identify applicable learning assessment principles and practices to enhance student learning.
- (2) Develop learning assessment plans to implement in fall 2015 to support program or institutional level assessment.
- (3) Utilize learning assessment tools to implement assessment plans in a manner that is meaningful and manageable.
- (4) Identify venues and locate resources to develop scholarship in teaching and learning utilizing learning assessment.
- (5) Employ facilitation techniques to guide discussions and collaborative projects.

Type of Evidence Gathered

The Assessment Office distributed three daily post Institute evaluation surveys consisting of a total of 18 questions to each participant (4 questions on day 1, 4 questions on day 2, and 10 questions on day 3).

Number of Attendees and Response Rate

All of the 13 participants completed each of the post Institute evaluation surveys (100% response rate).

Method for Analyzing and Interpreting the Evidence

The Assessment Office used descriptive statistics to summarize close-ended survey results and carefully reviewed the open-ended responses for future Institute planning.

Results - Participant Learning Outcome Assessment

The Assessment Office set benchmarks for each of the five learning outcomes (see Table 1 for benchmarks and results under each outcome) (Question 1) [N=12] All learning outcomes were exceeded with three outcomes achieving a target of 100%.

Table 1. Evaluation Instruments and Results for Each Learning Outcome

Outcomes	Benchmark	Actual	Benchmark met?
(1) identify applicable learning assessment principles and practices.	80% of the participants report being able to distinguish good assessment practices from bad ones.	100%	Exceeded
(2) develop learning assessment plans to implement in fall 2015	80% of the participants report being able to develop a manageable assessment plan?	100%	Exceeded
(3) utilize learning assessment tools to implement assessment plans	80% of the participants report being able to utilize at least 3 good assessment strategies/tools	100%	Exceeded
(4) conduct research on teaching and learning using student learning outcome assessment	80% of the participants report being able to locate resources on learning assessment?	100%	Exceeded
	30% plan to conduct research or other forms of scholarly activity on learning assessment.	75%	Exceeded
(5) employ facilitation techniques to guide faculty discussions and collaborative projects	80% report being able to utilize at least 2 facilitation techniques to guide faculty discussions on learning assessment?	92%	Exceeded

Results – Day One

- In general, respondents felt the Institute’s topics and activities were useful or very useful. (Question 1) [N=13]
 - The following topics were considered very much useful by large majority of the participants: the curriculum map facilitation activity (77%) and direct assessment, capstone & signature assessment session (69%).
 - Lunch with previous poster presenters were also reported as useful or very useful (92%).

- Respondents reported facilitation techniques and engaging faculty in the assessment process as the most useful topic learned that they intend to apply in their assessment projects. Other useful topics for their assessment projects were using curriculum maps, rubrics, and capstone/signature assignments. (Question 2) [N=11]
- When asked what the Assessment Office should continue during the Institute, respondents commented mostly on the interactive, hands-on, engaging activities. Other comments included continuing to provide snacks and lunch, and allowing participants to practice facilitating. (Question 3) [N=12]
- Suggestions for improvement included better time management to allow for more sharing, questions, and discussion, considerations with materials (e.g., have handouts be provided in Word format, prepare name badges), and clearer guidelines for the facilitation exercises.

Results – Day Two

- Most respondents reported the second day's topics and activities as useful and very useful. (Question 1) [N=13]
 - The following topics were considered very much useful by almost all respondents: having time to work on individual assessment plans (73%), program level assessment planning (62%), and the standard setting session (62%).
 - Similar to day one, lunch with previous poster presenters was also reported as useful or very useful (93%).
- Respondents mentioned that having time to share ideas and receive feedback from each other as the most useful activity in which they intend to apply in their assessment projects. Other useful topics and activities for their assessment projects included standard setting, data analysis, reporting, and presentation, program level assessment planning, resources, strategies from other departments, time to work on individual plans, and receiving handout. (Question 2) [N=13]
- In general, respondents positively recommended that interactive activities and opportunities to provide peer feedback be continued during the remaining of the Institute. They also requested to continue to hear from previous poster presenters, have opportunities to practice facilitation, learn more about additional resources, have the Assessment Office be responsive to feedback, and enjoy "great" and "excellent" lunches. (Question 3) [N=13]
- Suggestions for improvement included better time management to allow for oral feedback (in addition to written feedback) and more time on data analysis and reporting, clearer guidelines and explanations on the standard setting activity, differences between the assessment poster presentation and poster exhibit, guidance with program level assessment planning, and more information on scholarly publication.

Results – Day Three and Overall Institute

- Respondents, overall, reported the third day's topics and activities were useful and very useful. (Question 1) [N=12]

- The following topics were considered very much useful by almost all respondents: the assessment project presentations (92%), time to work on the assessment project (83%), and conducting actionable assessment (use of results) (75%).
- Almost half of the respondents (47%) reported using rubrics and rubric development as a topic they intend to apply in their assessment projects. Other helpful aspects they intend to apply in their projects include utilizing their peer network and support system (e.g., learning from and sharing with others), tools for faculty involvement and engagement, facilitation techniques, putting assessment together and keeping assessment projects manageable, and a variety of specific assessment tools (e.g., SLO alignment, standard setting and benchmarks, online resources, using data, curriculum mapping, capstone assignments, indirect/direct assessment, etc.) (Question 3) [N=12]
- Additional recommended topics and activities included:
 - Literature on cutting edge approaches to assessment
 - Facilitation skills and techniques
 - A comprehensive post-experience review of the assessment process
 - Peer strategies
 - How to complete the Mānoa assessment report
 - Good vs. Bad SLOs
 - Assessment concept mapping and diagrams of assessment pathways
 - Conducting research or scholarly activity on assessment (Question 4) [N=10]
- In general, respondents considered each aspect of the Institute as very good or good. (Question 5) [N=12]
 - 100% of respondents reported the organization of the topics were very good and 92% reported the usefulness of the materials were very good.
- 100% of the respondents reported the overall Institute as very useful. (Question 6) [N=12]
- All of the respondents (100%) reported that they would recommend the Institute to colleagues. (Question 7) [N=12]
- All of the participants (100%) believed the Institute was worthwhile. (Question 8) [N=12]
- Half of the respondents (50%) reported that having the tablet computers as incentives helped them commit to the Institute (Question 9) [N=12]
- Overall, respondents were very positive about their experience with the Institute: (Questions 8 and 10)
 - *"It reinvigorated me to keep pushing things forward in my unit."*
 - *"I feel so much more competent in conducting and evaluating assessment. It's almost as if I know how to speak another language... :)"*
 - *"It was an outstanding experience to participate in 2015 Assessment Leadership Summer Institute. Monica and Yao provided every participants such an inspiring and engaging with positive, energetic vibes - mahalo, mahalo, and mahalo! I also wanted to show my deepest gratitude to Office of the Vice Chancellor for Academic Affairs for supporting this great opportunity for faculty who are in charge of assessment. Thank you so much, Vice Chancellor, Reed Dasenbrock &*

Associate Vice Chancellor, Debora Halbert, for coming to the Institute and spending your precious time with us!"

- *"I thought it was very useful and gave me a lot of ideas that I will use. Great Job!"*
- *"Well a great program, and I hope that with continued/increased funding that it expands and strengthens its position with the UHM system."*
- *"It was fun and informative!!! Thank you!"*
- *"Excellent organization and interactivity and support! Thank you!"*
- *"...I wish I had been warned to clear my calendar for Thursday and Friday so I could reflect on the institute and make plans while ideas and activities are fresh. I'm claiming Monday and more! Super worthwhile and Im eager to get started and pull in my colleagues."*
- Respondents also expressed the positive relationships between the participants:
 - *"This was such a great experience to share ideas in a safe place that is both critical and constructive."*
 - *"The importance is the connections, that others will go through this, and one is not alone."*
 - *"So nice to build a community of colleagues around such an important process..."*
- Participants also offered constructive comments regarding:
 - the accessibility of materials (e.g., having them be easily accessible and downloaded in advance, reminding participants of online note taking tools);
 - utilizing Google forms during the data collection portion of the rubric activity (Question 4);
 - the follow-up support group meetings (e.g., ensure they are useful and fun, provide structured material and assessment examples);
 - better marketing of the Institute (e.g., provide comments from previous participants to draw in potential participants; publicize the application/increase visibility) ;
 - and making the Institute a "required pre-requisite" for members of the Mānoa Assessment Committee (MAC).

Please see Appendix A for detailed results.

Additional Conclusions and Discoveries

Overall, a key evidence to support the Institute's success is that 100% of the participants presented a realistic, meaningful, and actionable assessment project plan by the end of the Institute (SLO 2). Given the responses regarding the difference that incentives, specifically the tablet computers, made in participation, we highly recommend continuing to provide tablet computers to future cohorts.

One of the new features introduced during the 2015 Institute was having previous poster presenters share their experiences with assessment during the lunch breaks. Given that many of the participants responded positively to this feature (over 90% reported it to be useful or very useful), the Assessment Office will continue to invite past presenters and allow more time for discussion and sharing.

Use of Results and/or Program Modifications

The Institute's general content and format will remain the same because of the positive evaluation of the Institute. The Assessment Office will make small modifications based on the comments and constructive feedback, such as:

- i. Re-evaluating the Institute schedule to allow more time for questions, sharing, discussion and both written and oral peer feedback (i.e., consider switching to a 3 ½ or 4-day Institute format).
- ii. Providing clearer guidelines and explanations for activities involving a facilitator(s).
- iii. Preparing name badges (rather than table cards) for participants.
- iv. Improving the accessibility of materials by providing them in both Word and PDF formats.

Reflections on the Assessment Process

The post Institute evaluation survey and assessment project plan presentation were adequate to collect Assessment Leadership Summer Institute evaluation data. They provide sufficient evidence to prove the success of the institution and actionable results to plan for next year's institution.

Appendix A. Results from the Post Institute Evaluation Surveys

1. Please rate the usefulness of the Institute topics and activities (topics for Day 1, 2, and 3)						
#	Topic/Activity	Not at all Useful	A little Useful	Useful	Very Useful	Total Res
1	Day 1: Introduction to the Institute	0%	8%	62%	31%	13
2	Day 1: Participants' Self-Introductions	0%	8%	46%	46%	13
3	Day 1: Introduction to Program Assessment	0%	0%	62%	38%	13
4	Day 1: SLO Facilitation Activity	0%	0%	54%	46%	13
5	Day 1: Curriculum Map Facilitation Activity	0%	0%	23%	77%	13
6	Day 1: Lunch with Poster Presenters	0%	8%	67%	25%	12
7	Day 1: Direct Assessment, Capstone & Signature Assessment Lecture and Activity	0%	8%	23%	69%	13
8	Day 1: Rubric Facilitation Activity	0%	8%	42%	50%	12
9	Day 1: Institute Reflection	0%	8%	75%	17%	12
10	Day 2: Sharing Assessment Plans and Peer Review	0%	0%	46%	54%	13
11	Day 2: Standard Setting Lecture and Activity	0%	0%	38%	62%	13
12	Day 2: Data Analysis, Presentation, and Reporting	0%	0%	42%	58%	12
13	Day 2: Lunch with Poster Presenters	0%	8%	31%	62%	13
14	Day 2: Program Level Assessment Project Planning	0%	0%	38%	62%	13
15	Day 2: Resources, Scholarship, and Poster Tips	0%	17%	58%	25%	12
16	Day 2: Assessment Plans and Working Time	0%	0%	27%	73%	11
17	Day 3: Time to work on Assessment Project	0%	0%	17%	83%	12
18	Day 3: Conduct Actionable Assessment – Use of Results Presentation	0%	8%	17%	75%	12
19	Day 3: Curriculum Development through Engaging Faculty	0%	0%	50%	50%	12
20	Day 3: Assessment Project Presentations	0%	0%	8%	92%	12

Note: May not sum to 100% due to rounding errors.

Day 1 Survey Results

2. List two things that you found most useful that you intend to apply in your assessment project.

Text Response

1. Facilitation activities, others have their stuff more together and I can learn from them
2. application of the curriculum map and multiple ways to put in the SLO's development of rubrics
3. 1. Different ways to show curriculum maps (e.g., using visual graphic organizers and tables) 2. Ways to facilitate program improvement through assessment with faculty members
4. Curriculum mapping and Student learning objectives
5. Signature assignment/assessment; faculty perception and understand of assessment, and what it involves
6. Sense of being part of a community that cares for assessment; activities that help bring out new ideas about assessment methods
7. I will develop a signature assignment and use the strategies that came up in the activity to develop appropriate rubrics. I really like the curriculum map but I'm not sure its relevant to my context right now.
8. Direct vs Indirect assessments
9. 1) Being able to listen to the thoughts and experiences of others who are assessment point persons in their departments. 2) Opportunity to get clear answers on many points from personnel in the Assessment Office.
10. 1. Capstone & signature assessment lecture and activity 2. Rubric facilitation activity
11. Careful targeting of data, not forget indirect assessment has value too.

3. What did we do well that should be continued?

Text Response

1. all of it!
2. great lunch
3. Help with practicing processes to facilitate assessment
4. Hands on activities were great! It was nice to practice what was preached.
5. Facilitate and direct discussions to cover key points of interest
6. group work, team work, share what each other does and needs
7. Practice facilitating and goal/strategy setting.
8. Engagement in different types of activities that are mixed in to content. Lots of snacks, etc. Great selection to role model healthy behaviors.

9. **Quite a few things. I thought the exercises, while a bit rushed, were instructive and showed what could be done in a small amount of time - this is important for busy people. Yao and Monica are patient, good listeners, and are answering questions clearly and directly. The experience, demeanor, and civility of the other people in the Institute is very helpful - this is a good group to be going over assessment matters with - and the selection of this group was well done. The pace is a little fast (perhaps), but that is much better than the pace being a little slow. The activities are also well chosen.**
10. **Utilized various class activities as main part of the institute. Had lunch with poster presenters**
11. **the pairing of the content presentation/activity**
12. **Great facilitation!**

4. How can we improve?

Text Response

1. **can't think of anything offhand**
2. **Give participants time to work on their own program assessments**
3. **Maybe a bit more time for questions before the activities begin.**
4. **Provide handouts and exercises in word format, so we can modify specifically for our dept. use/exercises in curricula development**
5. **I'm not sure how to get folks to follow the scripts more closely.**
6. **Give everyone a time limit on the introductions to promote succinct intros**
7. **I will be very interested in hearing from Yao, Monica, and other members in attendance what works well - in their experience - for developing an effective assessment program, and where the bottlenecks tend to be.**
8. **N/A**
9. **Streamline the facilitator's sheets. It was hard to read all of the details and integrate them during my role as a facilitator. Provide name badges that people can wear. I was OK when people were seated next to their names but it was hard to remember who's who when we all started moving around**
10. **A bit more sharing time?**

Day 2 Survey Results

2. List two things that you found most useful that you intend to apply in your assessment project.

Text Response

1. The program assessment planning worksheet and activity was really useful to think through the process in a systematic way. Doing a shortened version of the standards setting will be helpful for later this week I missed quite a bit today so my comments are not as thorough as I would like.
2. The standard setting activity was really helpful. We have had a challenge with this in the past. The list of organizations, conferences, etc. to be involved in scholarship was great.
3. 1.Collection and group grading of student assignments 2. Strategies used by other departments
4. Options for data analysis, reporting, and presenting
5. Sharing with each other and gathering feedback Time to work on own plans
6. Alice's feedback
7. Data reporting techniques and program level assessment techniques.
8. Suggestions from other participants on assessment strategies; ideas from poster presenters
9. The handout with the WASC rubric is invaluable. Requiring us to start on the presentation we will give tomorrow (this includes the feedback from others).
10. 1. Standard setting lecture and activity 2. Program level assessment project planning session
11. peer feedback on assessment plan relating yesterday's content to today's materials
12. Going to provide one (a)'useful' and one (b)'let me get back to you'... = 2 :) (a) The concept of data reporting - 'reporting the essences' and thinking in terms to getting the most out of the data. (b) The "Standard Setting" was most thought provoking session yet. In a real-world multiple dis. prog. it is going to be hard to define. Although not 100% with it, nor in total agreement with the approach/mechanism, I'd think it would be the last thing I'd want to tackle academically - due to difficulty and hitting a nerve(s) with faculty. Maybe an alternative mechanism of some sort needs to be developed/explored.
13. Loved brainstorming projects with peers. The exchange of feedback and encouragement was awesome. Standard setting activity was essential. Really needed that modeled for me and practice helped.

3. What did we do well that should be continued?

Text Response

1. **feedback on plans and having past leadership fellows present offering their challenges and successes is very useful because they provide real world strategies.**
2. **all of it**
3. **the great lunches and the presentations during lunch**
4. **Rehearsing the assessment facilitation process**
5. **Make changes based on feedback**
6. **The organization and the reality of role playing**
7. **I really like the feedback portions of today. It is hard to hear and uncomfortable to give at first, but it became easier and is so valuable.**
8. **The interactive format for the presentation and planning session**
9. **I thought the whole day today was really quite good. It developed some very valuable new pieces, and built on the material of yesterday and drew pieces together. The whole picture/context really snapped into much sharper focus for me today - I felt like I had a large "AHAH!" moment. Also, the group of people that have been selected for this are really good. They are informed, knowledgeable, helpful, and kind. Whatever you are doing to get a group like this, please continue it. Finally, Yao's enthusiasm really shined through at the end, and I really got a kick out of that.**
10. **Having participants actively engaged**
11. **group interactions**
12. **The food was excellent....**
13. **Strong positive feedback, excellent online resources so we can go back to review materials and find examples, sharing examples from real programs, too, is so helpful.**

4. How can we improve?

Text Response

1. **It would have been nice to have had time for folks to give oral feedback on the assessment plans. We wrote down comments but didn't have time to discuss them with each other. That extra step might have helped with the presentation prep.**
2. **Provide more information about what sorts of information gets published. Much of what we are talking about is very elementary, can this sort of stuff get published? If not, how do you develop it into publishable information in the future?**
3. **I don't think you can improve (really!)**
4. **I was just a little confused between the topic/purpose of the mini-presentation and the poster session for next spring. Also, when will the 2015 Manoa Assessment Report be opened?**
5. **Great job!**
6. **I think more time could be spent on Data analysis and reporting.**
7. **I was a bit slow to understand the standard setting game - I think the explanation of this**

could probably have been a bit better.

8. **N/A**

9. **the name tags helped - thanks**

10. **e. Program level assessment project planning session - needs something to help it along to solidify the concepts/key points With everyone with the CPUs, have you considered complement wireless/wi-fi projection? We use it in the lectures**

11. **You've got it down to an art. :)**

Day 3 and Overall Institute Survey Results

2. As a result of the 2015 Assessment Leadership Institute,					
#	Question	Yes	Not Sure	No	Total Responses
1	I am able to distinguish good program learning assessment practices from poor ones.	100%	0%	0%	12
2	I am able to utilize at least 3 assessment strategies/tools.	100%	0%	0%	11
3	I am able to develop a manageable assessment project plan.	100%	0%	0%	12
4	I am able to locate resources on learning assessment.	100%	0%	0%	12
5	I plan to conduct research or other forms of scholarly activity on learning assessment.	75%	25%	0%	12
6	I am able to utilize at least 2 facilitation techniques to guide faculty discussions on learning assessment.	92%	8%	0%	12

3. List three things that you found most useful that you intend to apply in your assessment project.

Text Response

1. Tools discussed for faculty involvement Focus on information not gadgets Focus on the alignment of SLO's and measures
2. wasc rubric assessment the difference between a good assessment result and a poor one ways for a variety of people to assess one piece of work
3. Facilitation activities, learning what my peers are doing, empowering us with the tools to go forward and prosper
4. 1. Development of collegial & peer relationships among the institute participants/AO 2. Putting all of the program assessment components together conceptually so it illustrates the big picture 3. Keep assessment projects manageable in scope and on short timelines to assure their achievability
5. -Facilitation Tools (especially those around curriculum mapping, SLO development, and data reporting) -Online Resources -Rubric development approaches
6. Faculty engagement and participation/contribution Develop Rubrics, Standards and establish benchmarks Continued sharing experiences from other members who have done the 'institution' training
7. WASC rubric List I compiled (and the one Yao compiled) of good ideas Contacts ("multiple buddies")
8. 1. Use the data to help us focus on program improvement 2. Effective ways to facilitate assessment processes 3. Curriculum Mapping 4. Laulima site has many great resources!
9. Using a 'plant'! Reviewing and revising rubrics. Establishing benchmarks to weigh program success.
10. various ways to involve the faculty, use capstone in assessment, stickies on the wall
11. Indirect vs direct assessment curriculum map evaluating assessment results
12. 1. Standard Setting Facilitation Activity 2. Direct Assessment 3. Conduct Actionable Assessment

4. Please recommend additional topics/activities for us to provide in the future.

Text Response

1. I thought it was pretty comprehensive
2. review some primary literature on "cutting edge" approaches to assessment.
3. I would like to see a session that focuses specifically on facilitation skills.
4. Post-experience, implementation and training review -. 12 months after + did it work + what problems were accounted + what solutions were found to work
5. The WASC rubric and the signature assignments were eye openers for me. Please keep those. Alice Tse's shrewd strategies for dealing with recalcitrant and hostile faculty were good to include - make sure there is an Alice in each group.
6. 1. If many of the participants complete the Manoa Assessment Report, it might be helpful to go over it explicitly. We'll be able to see how the institute activities parallel the report.
7. Using google forms for rubric data collection. Please.
8. Good and bad SLOs; assessment concept map; various templates/diagrams for assessment path ways
9. The institute seemed to put a lot of emphasis on facilitation techniques of which many of the faculty do not have training in. I suggest to make it more meaningful that you combine the assessment institute with a 1 day facilitation training workshop. Although Donna Ching will be retiring soon you should discuss with her options for incorporating more of that training. I think the role playing with facilitation would be more meaningful if the faculty had a better understanding of the skills of facilitation.
10. The institute provided a broad range of topics and activities. It covered almost all possible areas. If I should recommend one - a topic of conducting research or other forms of scholarly activity on learning assessment.

5. Please evaluate different aspects of the Institute.

#	Option	Very Poor	Poor	Fair	Good	Very Good	Total Res.
1	Application procedure	0%	0%	8%	33%	58%	12
2	Communication before the Institute started	0%	0%	8%	17%	75%	12
3	Organization of the topics	0%	0%	0%	0%	100%	12
4	Usefulness of the materials	0%	0%	0%	8%	92%	12
5	Monica's presentation skills	0%	0%	0%	0%	100%	12
6	Yao's presentation skills	0%	0%	0%	8%	92%	12
7	Interactive activities	0%	0%	0%	25%	75%	12
8	Lunch	0%	0%	0%	8%	92%	12
9	Snacks	0%	0%	0%	9%	91%	11

6. Rate the overall usefulness of the Assessment Leadership Institute.

#	Answer	Response	%
1	Not useful at all	0	0%
2	Of little use	0	0%
3	Useful	0	0%
4	Very useful	12	100%
Total		12	100%

7. Would you recommend this Institute to colleagues?

#	Answer	Response	%
1	Yes	12	100%
2	No	0	0%
3	Not sure	0	0%
Total		12	100%

8. Was this Institute worthwhile?

#	Answer	Response	%
1	Yes	12	100%
2	No	0	0%
3	Not sure	0	0%
Total		12	100%

Comments to Question 8:

- It reinvigorated me to keep pushing things forward in my unit.
- 1. definitely worthwhile, but can only be sustained with administrative support (Deans,

Dept. Chairs) 2. should be a "required pre-requisite" for members of MAC

- This was such a great experience to share ideas in a safe place that is both critical and constructive.
- The importance is the connections, that others will go through this, and one is not alone
- Very well done - congratulations on a job well done.
- Stronger self-efficacy for using assessment for program improvement.
- So nice to build a community of colleagues around such an important process. I wish I had been warned to clear my calendar for Thursday and Friday so I could reflect on the institute and make plans while ideas and activities are fresh. I'm claiming Monday and more! Super worthwhile and I'm eager to get started and pull in my colleagues.
- Thank you Monica and Yao!
- I feel so much more competent in conducting and evaluating assessment. It's almost as if I know how to speak another language... :)

9. Did the following help you commit to the Institute?

Commitment means: attending the Institute, actively engaging in activities; planning to join the support group meetings in the fall; and planning to present at the poster session in spring.

#	Option	It certainly helped me to commit	Helped somewhat	I would commit regardless	Total Responses
1	The tablet computer that I will be getting	17%	33%	50%	12
2	Provided snacks	8%	25%	67%	12
3	Provided lunch	8%	25%	67%	12

10. Any other comments related to your Institute experience?**Text Response**

1. **Although the lunch and snacks weren't a draw, they made the event more effective**
2. **I thought it was very useful and gave me a lot of ideas that I will use. Great Job!**
3. **Glad to finally participate.**
4. **1. Are there opportunities for the Institute participants to participate in UH's WASC activities? 2. The lunches were super yummy :) 3. Monica and Yao are excellent facilitators 4. Publicize the Institute application a little more (increase visibility) so the Institute is seen as a salient UH event OVERALL - THANKS!**
5. **Well a great program, and I hope that with continued/increased funding that it expands and strengthens its position with the UHM system.**
6. **If the notes could have been easily accessed or downloaded in advance it would help. I am a chronic note taker, and it helps me to be a note editor. Monica said the PowerPoints were available to annotate, but I did not know this. So a reminder might be all you need to do to address this comment. Let potential participants see the comments from previous participants. This will help draw participants.**
7. **It was fun and informative!!! Thank you!**
8. **Excellent organization and interactivity and support! Thank you!**
9. **Followup meetings and activities will be important in seeing the fruition of the workshop - it would be helpful if they are both useful and fun. The more structured material and specific assessment examples provided, the better.**
10. **Mahalo for a great experience! I look forward to working with my buddies. Perhaps there should be a follow-up meeting of the whole cohort in the future.**
11. **It was an outstanding experience to participate in 2015 Assessment Leadership Summer Institute. Monica and Yao provided every participants such an inspiring and engaging with positive, energetic vibes - mahalo, mahalo, and mahalo! I also wanted to show my deepest gratitude to Office of the Vice Chancellor for Academic Affairs for supporting this great opportunity for faculty who are in charge of assessment. Thank you so much, Vice Chancellor, Reed Dasenbrock & Associate Vice Chancellor, Debora Halbert, for coming to the Institute and spending your precious time with us!**