

## Assessment Results & Improvement Plan

Department/Program and Degree:	Assessment Office
Assessment Project Name:	<i>Workshop Needs Assessment Report</i>
Semester/Yr Evidence Collected:	Spring 2011
Program Assessment Coordinator:	Marlene Lowe & Monica Stitt-Bergh
Person Submitting:	Marlene Lowe
Date Submitted:	February 8, 2011

### Executive Summary:

After 3 years of facilitating workshops, the AO wanted feedback from assessment coordinators and past workshop attendees on preferred days/time for workshops and topics of interest. The AO invited assessment coordinators and past workshop attendees to participate in the 4-question online survey. Of the 194 invitees, 61 completed the survey (31% response rate).

The results indicate the preferred day for workshops is Tuesday and the preferred time is early afternoon. Respondents indicate they would like workshops in February, March, and April. Respondents indicated they would like workshop topics to include: data collection methods, how to increase faculty engagement in assessment, and assessing graduate programs.

### 1. State the SLO(s) that was Assessed, Targeted, or Studied

Outcome #1: The Assessment Office has in place an infrastructure to sustain a culture of assessment.

Outcomes #3: Academic degree programs complete the assessment cycle, which includes faculty members using assessment results to improve student learning.

Questions: a) When should the AO schedule workshops? b) What topics should be covered?

### 2. State the Type(s) of Evidence Gathered

4-question online survey

### 3. State How the Evidence was Interpreted, Evaluated, or Analyzed

The data were analyzed using descriptive statistics and thematic grouping of open-ended responses.

### 4. State How Many Pieces of Evidence Were Collected

61. Assessment coordinators who submitted 2010 annual assessment reports and past workshop attendees were invited to take the online survey. A follow up invitation was sent a week later. Of the 194 invitees, 61 completed the survey, resulting in a 31% response rate.

## **5. Summarize the Actual Results**

- Preferred months for workshops are: February, March, and April
- The top 7 days/times for workshops are:
  - Monday – Early Afternoon
  - Tuesday – Late Morning, Noon, Early Afternoon, Mid-Afternoon
  - Wednesday – Early Afternoon
  - Thursday – Early Afternoon
- Suggested Workshop topics include:
  - Specific Assessment Methods: focus groups/interviews, survey design, and rubric design/usage, etc.
  - How to increase faculty engagement in assessment
  - Assessing graduate programs

## **6. In addition to the actual results, were there additional conclusions or discoveries?**

No.

## **7. Briefly Describe the Distribution and Discussion of Results**

Internally, Monica & Marlene discussed the results. This report will be available on the AO's website.

## **8. Use of Results/Program Modifications:**

AO will work with the Center for Teaching Excellence to schedule workshops in March, April, and May on Tuesdays, 1:30pm - 2:45pm. AO will facilitate 4 workshops: a) Graduate Program Assessment, b) Make The Most Of Your Curriculum Map, c) Introduction to Focus Groups, Interviews, and Survey Design, and d) Increasing Program Assessment Engagement.

## **9. Reflect on the Assessment Process**

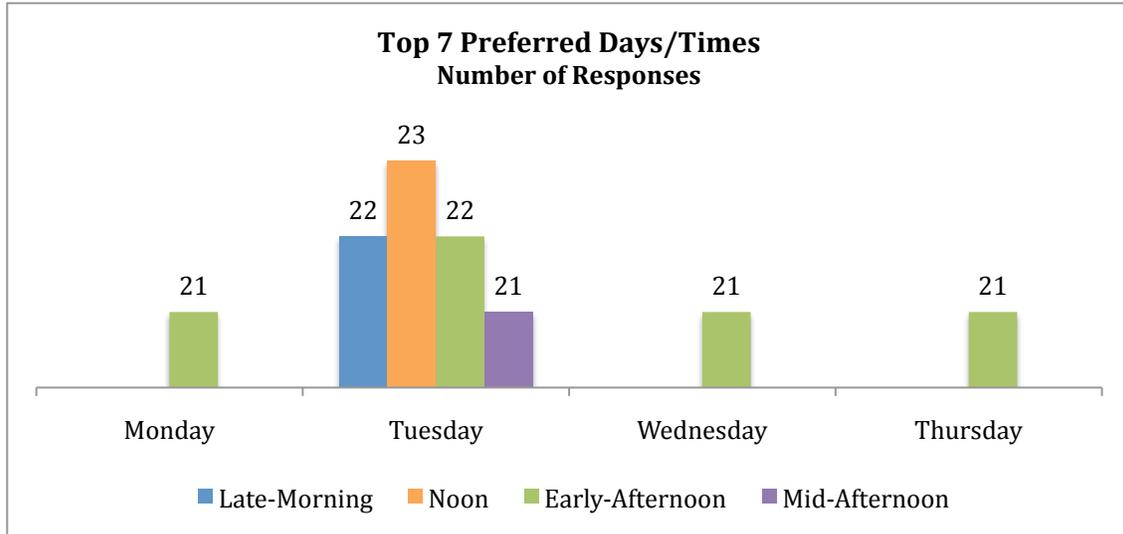
In the future, the AO will send 2-3 follow-up emails to encourage survey participation.

## **10. Other Important Information**

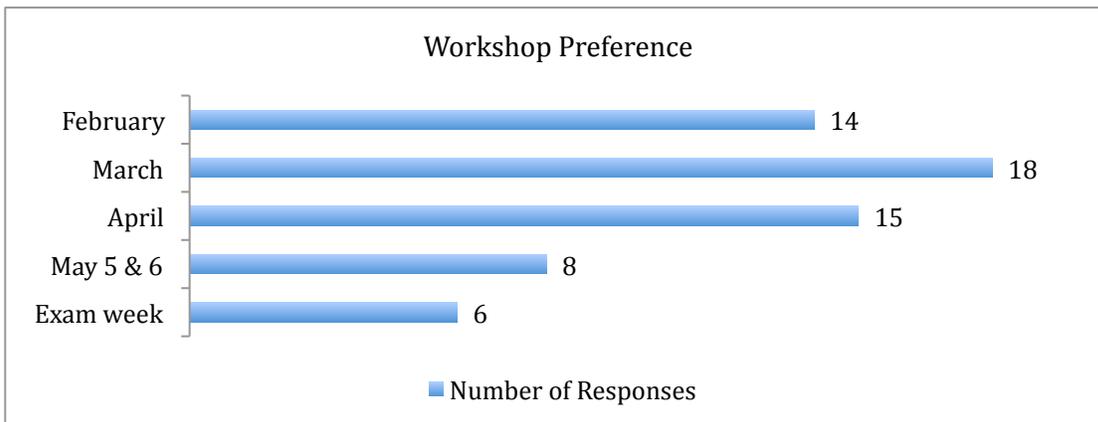
None.

**Appendix A:  
2011 Workshop Needs Assessment  
Results**

1. What days/times would you prefer to attend a spring workshop? Choose all that apply.  
N=61



2. When would you prefer the workshops to be scheduled?  
N=61



3. What assessment-related topics would you like to see covered in future workshops? (Please be as specific as possible.)

**40 Responses**

**Specific Assessment Methods (11)**

- More details on exit interviews as a form of assessment
- Interviews and focus groups. Student portfolios.

- Focus groups: best practices for conducting focus groups in an academic setting and how to gather and analyze data from focus groups.
- Developing a rubric for program assessment (not course assessment)
- How to fine tune my rubrics to be sure I am measuring what I say I want the students to actually know (and to be able to demonstrate in terms of knowledge)
- Additional workshops on rubrics – different kinds, how to develop, how to use, etc.
- Templates for student and alumni assessment polls
- This topic may have already been covered, but I would be interested in workshops on collecting data/evidence, especially on designing evaluations (of presentations, course papers, and other in-course projects) that are easy to use and implement (not time consuming). I'd also be interested in seeing some alternative forms of data collection – tests, but projects, portfolios, group interviews, etc.
- Advanced Curriculum Mapping, Developing Assessment Tools
- Workshops for departments/programs in constructing curriculum maps. In attendance: small teams that represent department curricula committees; takeaway would be rough draft of a map. Logistically, you'd only be able to include a few departments at a time.
- Program assessment to assist with accreditation requirements. Creating effective surveys to assess satisfaction with hiring graduates of our professional program. Strategies for student tracking and assessment of program satisfaction.

#### Increasing Engagement (7)

- Engaging faculty to become more involved in the process. Best practices/tools to collect information useful in assessing the attainment of SLOs.
- Advice on people skills to get your faculty to participate with a little more enthusiasm.
- How to get faculty buy-in? How to minimize the amount of work to get the most results in terms of assessment?
- More specific techniques for getting all faculty to buy in to assessment
- How to enforce and follow assessment plan with faculty and staff.
- Realistic strategies for answering faculty objections about assessment, and help constructing assessment instruments that don't add to faculty workload.
- Assessment capacity building

#### Not Sure/Unspecified Topic/Other (7)

- Not sure at this time
- I do not know. I have not participated in any assessment so far. I prefer no assessment and no meeting. I am researcher who is spending too much time away from research.
- Any relevant topics
- In depth special topics.
- Whatever preps us for turning in the next assessment report, due when -- October?
- The topics you offered in December were good - it was just a bad week.
- Programs and universities with their progress towards assessment (SLOs for both program and courses, curriculum, etc.) that can be linked on your webpage.

#### Course Level Assessment (5)

- More about SLOs for courses.
- 1. Assessing learner reactions to instructions (during the semester, not just at the end of the semester), 2. Attitudinal surveys, 3. Designing classroom assessment projects, and 4. Assessing skills in problem solving,

- Instead of CAFE, what more useful, and innovative assessments can be utilized to address instructional skills? Are there better evaluation tools used elsewhere? What assessment tools can be utilized for student services? Are there "best practice" models?
- Alternate methods of assigning letter grades (e.g., using Z-scores). Alternate metrics for evaluating students (e.g., pass/fail depending on level at which SLO has been accomplished)
- Methods for assessment of courses that include research-related instruction

#### Graduate Program Assessment (4)

- Graduate assessment
- Graduate Program level assessment that deals with not only academic mastery but professional development skills.
- Assessment of graduate programs.
- How to assess small graduate programs

#### Assessment Overview (2)

- The relationship and differences between three things: 1. performance assessment 2. program evaluation 3. research on learning variables
- Overview of how assessment will be implemented over the next 5 years. What to do to make sure that assessment will not be a huge amount of additional work. An example scenario of how a current non-assessed course could in 1 year be transformed into the ideal assessable course.

#### Using Results (2)

- Types of assessment tools and how the results might be used to improve instruction.
- How to implement assessment strategies within a specific department, and what changes are possible with the limitations of department decision making.

#### Small Program Assessment (2)

- Program assessment for small departments/programs, perhaps a workshop to create partnerships, share templates, etc.
- Assessment for a small group of students.

#### 4. Additional suggestions for the Assessment Office?

### **28 Responses**

#### Workshop Topics (5)

- More advanced workshops
- It would be nice to see a presentation on how "assessment" has been used to remove academic freedom, especially in the UH CC's, and the danger this poses for UHM. More generally, a balanced view of the detrimental effects of formal assessment programs on education would be welcome, including the inappropriateness of some of the paradigms used!
- Through no fault of mine, I missed the last workshops due to conflicts arising from my SEC membership. I was most upset by this because I had truly wanted to get a better understanding as to how your office supports the important functions of assessment.
- How do we provide incentives to make assessment a ritual to our daily lives?
- Ways to involve all faculty in assessment activities, beyond those who are charged with the task of inputting the SLOs, etc.

#### Workshop Scheduling (4)

- My dates are totally flexible so do not take the about preferences too seriously.
- Based on the assessment survey, we should be asked specific times that we are available. I would like the workshops to be around 2-4 p.m., but is this option early afternoon and mid-afternoon? Also, question 2 should allow us to choose more than one option because I would have liked non-instructional days and final exam week to be selected, but maybe every month as well.
- I very much recommend NOT scheduling workshops in exam week.
- I'd actually like to see a morning workshop. I am usually always teaching after 10:30am. Thanks!

#### Workshop Format (4)

- Several workshops I've attended in the past have featured a group interaction component. Most of these were of minimal benefit to me. I'd prefer a more densely-packed hour of options and how-to's at times. I don't need all of the workshops I attend to give me practice with the techniques DURING the workshop. Instead, use that time to showcase more techniques or more information. I'll practice on my own time. Of course, I do realize that some workshops need to feature such interactions. In this case, it'd be nice to see a rundown of the format of the workshop advertised with the sign up information. I really do appreciate both of your efforts all the same! :o)
- The examples given in the sessions are very helpful. Especially when we create a product right there using the knowledge we just learned.
- Have the workshop be long enough for the participants to work on the assessment-related topic.
- Provide a sample (could be digital file) as handout

#### Other Suggestions/Comments (4)

- Probably the most useful activity, from my viewpoint, would be sitting down "1-on-1" (meaning the Assessment Office w/ an individual unit) to review the unit's assessment plans, materials, etc.
- Assessment should be specifically done based on the program or section, not department. The department (DELETED) has three totally different sections. Each section may have similar SLOs depending on the proficiency level, not sections.
- A group list for people with interest in assessment would be helpful. It would offer a way to link people seeking information with those who are more seasoned or to share best practices.
- Provide lunch?

#### Annual Assessment Report Feedback (2)

- How about some feedback on the first round of assessment reports that were submitted last year? Not naming any departments specifically, but overall, what were some common mistakes or pitfalls you found in the reports (so we can avoid them this year) and also what are some characteristics of great reports – what did those departments do that we could model? Thanks for all your help!
- Currently, it looks as if we are handing in reports, but nothing really comes back.

#### Nice Comments (6)

- Do what you can to retain Monica and Marlene--they're outstanding!
- I think you both do a great job. I've learned a lot from your workshops.
- Keep up the good work.
- Keep up the good work, both of you!
- Thanks for the help -- you're doing a great job.
- Please continue to host trainings/ info. sessions! Quality assurance measures are helpful to define

in and outside of the classroom. Mahalo!

Other (3)

- None
- No suggestion
- NA