Assessment Planning for Busy People
Workshop Evaluation Report

Executive Summary:
On October 26, 2015, 16 faculty and staff members participated in the Assessment Planning for Busy People workshop. The workshop was facilitated by Monica Stitt-Bergh and advertised as a beginning-level session with two outcomes: (1) Participants will leave with a plan to move assessment forward in their program; and (2) Participants will be able to describe how program assessment of learning outcomes relates to Program Review and Institutional Learning Objectives. Participants were guided through a presentation followed by an interactive hands-on session which allowed them to develop an assessment plan for their programs.

16 participants attended the workshop and all participants completed and submitted an evaluation survey (100% response rate). Overall, respondents found the workshop useful (100%) and effective (94%) in increasing their understanding of creating and managing a feasible assessment plan.

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

Evidence was collected on the extent to which participants achieved the learning outcomes and the extent of the perceived usefulness and effectiveness of the workshop in relation to the two workshop outcomes. Two quiz questions were used to directly assess whether participants could make the connection between program learning assessment and Program Review and identify strategies to move assessment forward in their program. An evaluation form was administered to determine if the workshop was effective and useful in increasing their understanding of the outcomes, and further assess aspects of the workshop that were most and least valuable.

2. State the Type(s) of Evidence Gathered

The facilitator distributed a paper evaluation form with two quiz questions and five evaluation questions.

3. State How Many Pieces of Evidence Were Collected

Out of the 16 who attended the workshop, 16 completed and submitted an evaluation survey (100% response rate).

4. State How the Evidence was Interpreted, Evaluated, or Analyzed

The workshop facilitator scored the first quiz question; identified themes from a close reading of the open-ended responses on the second quiz question, valuable/least valuable.
aspects, and other constructive comments; and used descriptive statistics to summarize remaining results.

5. **Summarize the Actual Results**

Most respondents (75%) were able to correctly articulate the relationship between program learning assessment and Program Review. 100% of respondents named at least one idea they might try in order to move assessment forward in their program: incorporating technology into their assessment plans (31%); evaluating and using existing practices, evaluations, student products, etc. (25%); allocating more time to reflection and using results (19%); thinking about their program’s outcomes and/or its alignment to institutional outcomes (13%), and other ideas (25%).

**Workshop Participant Evaluation results**

- 100% said the workshop was ‘Useful’ or ‘Very Useful.’
- 94% said the workshop was ‘Effective’ or ‘Very Effective.’ One respondent (6%) reported it was ‘Somewhat Effective’.
- Overall, the majority of the participants found the workshop very helpful. They mostly appreciated the hands-on activities, peer/small group discussions and feedback, and having time to reflect on their own programs, the process of assessment, and how to apply the workshop’s material to their assessment plans.

Detailed results are presented in Appendix A.

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

No.

7. **Use of Results/Program Modifications:**

The hands-on activities and discussions were most valued and should be continued. Two respondents suggested expanding on the topic in a follow-up session. For future workshops, the facilitator may consider offering an intermediate or advance level workshop in which the topic is expanded and participants bring their assessment plans and reflections for review and discussion.

8. **Reflect on the Assessment Process**

The combination of direct assessment and participants’ perceptions seem to work well.

9. **Other Important Information.**

None.
Appendix A. Responses to Open- and Closed-Ended Questions

Stem: Overall usefulness of the workshop

<table>
<thead>
<tr>
<th>Response Item</th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Useful</td>
<td>8</td>
</tr>
<tr>
<td>Useful</td>
<td>8</td>
</tr>
<tr>
<td>Of Little Use</td>
<td>0</td>
</tr>
<tr>
<td>Not Useful At All</td>
<td>0</td>
</tr>
<tr>
<td>No Opinion</td>
<td>0</td>
</tr>
</tbody>
</table>

Stem: Workshop effectiveness in increasing understanding

<table>
<thead>
<tr>
<th>Response Item</th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Effective</td>
<td>9</td>
</tr>
<tr>
<td>Effective</td>
<td>6</td>
</tr>
<tr>
<td>Somewhat Effective</td>
<td>1</td>
</tr>
<tr>
<td>Not Very Effective</td>
<td>0</td>
</tr>
<tr>
<td>Not Sure</td>
<td>0</td>
</tr>
</tbody>
</table>

Most valuable aspect of the workshop

- Activity and small group talk
- Reminding myself about ways to do assessment & to hear feedback/bounce ideas off of peers.
- The second activity to promote action
- Case study discussion.
- Making it easy to understand
- The examples. They show how something constructive can be done quickly.
- Providing reminders of how the assessment process doesn't have to be difficult. Providing tips of how to develop a small scale assessment project.
- Info on data collection times and the two activities, are collaborative, are reflective.
- How a program to do assess individual std program in the proj.
- thinking about our programs objectives/outcomes and how it relates to the overall schools outcomes.
- The activities helped us to think and reflect upon our own programs.
- I gained a better understanding of the relationship of course assessment all the way through to institutions review. Provided valuable insight into developing course learning outcomes so that they can be aligned to program outcomes.
• Both activities
• Discussion, connections to our programs
• outline #1
• Having the time to think @ what we learned and how to potentially apply it to my own program (so easy to leave a session like this & not have/take time to reflect & apply).

Least valuable aspect of the workshop
• N/A
• None
• Many of the tips are things I'm already trying. I still will be swamped using the tips here - and so are the other faculty in our department.
• NA. Perhaps time frame was slightly too short.
• --
• Was all valuable! Thank you.
• none
• Examples slightly distant from my reality
• no comment
• I'm glad there was a Res Life example/activity to help us think beyond academic programs

Other constructive comments
• great job!
• Offer a follow up session where we bring our assessment materials for review & development
• I look forward to PowerPoint
• I liked having the main points on one page. I also liked talking things out with someone I met at the Assessment Institute.
• Thank you!
• Can expand on the topic. Perhaps send out a summary and same pre-workshop reading materials.
• Helping me think about how we can use data to enhance program.
• Thank you for offering this workshop!
• Friendly, informative, helpful. Thanks!
• Ho [unsure?] part 2 ppt