

Assessment Project Results

Department/Program and Degree:	Assessment Office (AO)
Assessment Project Name:	Creating an Assessment Plan & Using Assessment Templates (workshop)
Semester/Yr Data Collected:	Spring 2009 (offered on February 3 and repeated on February 4)
Program Assessment Coordinator:	Monica Stitt-Bergh & Marlene Lowe
Department Chair:	N/A
Person submitting results:	Marlene Lowe
Date submitted:	February 9, 2009

Executive Summary:

One of the Assessment Office's (AO) goals specified in its mission statement is to educate on how to assess, what to assess, and how to act on the results. To this end, the AO partnered with the Center for Teaching Excellence (CTE) and conducted the "Creating an Assessment Plan & Using Assessment Templates" workshop on February 3 and again on February 4, 2009. The workshop was an introduction to assessment templates as tools to help departments plan and report. It was designed for faculty and staff with an intermediate to advanced knowledge of program-level assessment. Three data-collection methods were used: template fill-in-the-blank activity (direct assessment), a pen & paper quiz/self-assessment (direct and indirect assessment), and a pen & paper satisfaction survey (indirect assessment).

The 16 participants paired up and completed the template fill-in-the-blank activity. Thirteen of the 16 participants (81%) completed the quiz/self-assessment. Fourteen of the 16 participants (88%) completed the satisfaction survey.

RESULTS:

SLO #1: The criterion for success was not met. AO needs to emphasize the distinction between AO and CTE in future workshops.

SLO #2: The criterion for success was not met. AO is less concerned with this result because the pair with the incorrect template did not appear to be familiar with program-level assessment (a requirement for success in the workshop).

SLO# 3: The criterion for success not met.

Satisfaction survey: **Three out of the four areas met the criteria for success.** Overall, participants found the workshop to be useful.

OUTCOME(S) ASSESSED:

- *At the end of today's session, you can:*
 - 1) *Locate the templates*
 - 2) *Know how to complete the templates*
 - 3) *Understand the relationship among the assessment templates, Program Review, and successful reaccreditation.*
- *Participants will be satisfied with the quality and usefulness of the workshop*

1. **Assessment Question(s) and/or Goal(s) of Assessment Activity**

What did the program want to find out?

The AO wanted to know if using a lecture/activity type workshop would achieve the outcomes.

2. Outcome(s)/ Questions Assessed	3. Method(s) to Gather Evidence	4. Method to Evaluate	5. Program Size & Sampling Technique	6. Criteria for Success	7. Results	8. Met/Not met (the criteria for success)
1) Locate templates	Participants took a quiz at the end of the workshop (see Appendix A: "Quiz Results")	AO scored using an answer key and compiled results.	13 of 16 attendees completed the quiz/self-assessment.	80% correct	79% correct. (11 of 14 correct – one person gave 2 answers.)	Not Met
2) Know how to complete templates	Participants formed pairs and completed a "Planning & Implementing Assessment Project" template fill-in-the-blank.	AO scored and compiled results.	8 pairs completed the template fill-in-the-blank.	80% correct	88% correct. (7 out of 8 correct.)	Met
3) Understand the relationship among assessment templates, Program Review, and accreditation	Participants took a quiz at the end of the workshop (see attached "Quiz Results")	AO scored using an answer key and compiled results.	13 of 16 attendees completed the quiz/self-assessment.	80% correct	92% correct	Met
4) Quality of workshop – satisfaction survey	- Paper survey: a) Participants were asked to use a scale where 1=low, 3=medium, and 5=high to rate the presentation, discussion, handouts, and overall usefulness of the workshop. b) Participants were asked "What was most helpful to you?" -Participants submitted the survey to the Center for Teaching Excellence (CTE).	The CTE compiled the results and emailed them to the AO.	Of the 16 people who attended, 14 completed the survey.	80% of participants rate the 4 areas as a "4" or "5"	% of participants rated the following areas as "4" or "5": Presentation: 93% Discussion: 64% Handouts: 100% Overall Usefulness to You: 93% What was most useful: Reviewing the templates and the template activity	Mostly met

9. **Conclusions and Discoveries**

Given that incorrect answers for Quiz Question #1 (aka: SLO #1) identified CTE as the location for the templates, the AO concluded the facilitators need to make clear the distinction between AO and CTE. AO is less concerned with the results of SLO #2 and #3 as it appeared one participant was not familiar with program-level assessment or the definition of *template* and therefore not prepared for the workshop. This participant should be encouraged to sign up for the beginning-level workshops.

The satisfaction survey indicated that participants found reviewing the templates and the template exercise useful. The AO will continue to use active learning activities such as the template exercise in workshops.

10. **Distribution and Discussion of Results**

a) Who distributed the results and who received results?

The AO distributed the results to its facilitators and posted the results on the AO website.

b) How did the distribution take place?

The AO facilitators received the results through informal discussion while the “general public” viewed this report on the AO website.

c) How and when did the discussion of the results take place?

Discussion of the results took place in the office after each workshop.

11. **Use of Results/Program Modifications**

The next time this workshop is offered the AO facilitators will emphasize in the introductory remarks that AO is leading the workshop with logistics assistance provided by CTE. It will be reiterated that the templates are found on the AO website. If understanding the relationship among assessment, program review, and accreditation is deemed a highly-important outcome, an activity to reinforce the concepts would likely aid participants’ understanding. However, given the time constraints, another area of the workshop would need to be cut or shortened.

12. **Assessment Modifications**

Do changes in the assessment methodology need to be made?

At present, the AO is satisfied with the assessment methodology used and does not feel changes need to be made.

13. **Other Important Information**

Creating an Assessment Plan & Using Assessment Templates Quiz February 2009

At the end of the workshop, participants were asked to complete the following quiz as an assessment of the workshop's learning outcomes.

At the end of today's session, you can:

- Locate the templates
- Know how to complete the templates
- Understand the relationship among the assessment templates, Program Review, and successful reaccreditation.

Of the 16 participants, 13 (81%) completed and returned the quiz. Below are the questions and responses. The responses are not edited.

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Please help the Assessment Office improve this workshop:

1. Where are the Assessment Plan and Assessment Project templates located?

**Assessment Website or website = 11**

**CTE Website = 3** [incorrect response]

\*one person gave 2 responses

2a. How confident are you in your ability to complete the Assessment **Plan** template?

2b. Please explain your answer to #2a. Why did you check that level of confidence?

*Responses are verbatim.*

**Not confident = 0**

**Somewhat confident = 6**

- I know what kinds of answers are expected. Where to look for those answers, either check other resources or create by our own
- I know what needs to be done, but currently lack resources (time and people)
- Because I worked with a partner – information new & fresh – material already written out – was written clearly (for most part)
- The specific assessment jargon is still unfamiliar to me, and so while I may be able to recognize it, I am not sure I could recall it in order to fill out a template on my own.
- I am coming from a slightly different perspective (library) than what these tools are really geared towards so I need to think and discuss with my colleagues a bit about how we can use/adapt this info & resources. However, I feel that I have a great start and a good understanding of what is involved in assessment.
- Better than yesterday. I'll want some rehearsal. This takes practice & reinforcement.

**Confident = 5**

- I'd say "very confident" except that I do want to reflect that it will be a challenge.
- The explanation & directions given from the assessment coordinators was very clear & concise. This will be the first time our program will be using the template, so we are not very confident.
- Breaks project up into steps w/ reasonable explanations of each column
- You explained it well

- Having worked in assessment previously, the template brings coherence to the work. It looks like a useful tool that I would have appreciated having earlier. I would like an opportunity to review the plan we create for my dept w/ the MAO experts.

**Very confident = 1**

- I actually create & used similar template w/ educational programs.

**Write in = NA**

- We are here to learn to confident somehow.

3a. How confident are you in your ability to complete the Assessment **Project** template?

3b. Please explain your answer to #3a. Why did you check that level of confidence?

*Responses are verbatim.*

**Not confident = 0**

**Somewhat confident = 6**

- Same as above. [I know what needs to be done, but currently lack resources (time and people)]
- In general ~ this was presented so well seems "easier" than I thought ahead – However when faced with reality – I'm glad there is info on the website.
- For the same reason as #2b. (The specific assessment jargon is still unfamiliar to me, and so while I may be able to recognize it, I am not sure I could recall it in order to fill out a template on my own.)
- Ditto. [I am coming from a slightly different perspective (library) than what these tools are really geared towards so I need to think and discuss with my colleagues a bit about how we can use/adapt this info & resources. However, I feel that I have a great start and a good understanding of what is involved in assessment.]
- The planned exercise helped us actually work the items of the project.

**Confident= 5**

- Same as above. [I'd say "very confident" except that I do want to reflect that it will be a challenge.]
- Same as 2b. [The explanation & directions given from the assessment coordinators was very clear & concise. This will be the first time our program will be using the template, so we are not very confident.]
- Since (hopefully) it'll be a collaborative effort, answering its questions/setting up the project should be easier than doing one by myself. Plus it questions provides clear guidance.

**Very confident = 1**

- Same. [I actually create & used similar template w/ educational programs.]

**Write in: repeat**

- Teachers ask for abstraction necessity.

4. What is the relationship among the assessment templates, Program Review, and successful reaccreditation?

- Reaccreditation is the biggest umbrella, it needs peer feedback from other institutions or organization. Program review is the second level. Templates can function as a guideline for us to manage these procedures.

- Depts will use assessment plans/results for Program Review, which in turn feeds into WASC reaccreditation. Assessment plans/results are required segments for both
- Assessment is part of the larger Program Review, and the Program Review (including assessment data) is used in accreditation.
- They are all intertwined [provided diagram]
- Templates codify the data and are used in Program Review successful reaccreditation come from success program review
- They are all interconnected and pieces of a larger puzzle.
- Templates give form to the Review; Good form → reaccreditation success
- Program review is part of the accreditation process. Accreditation emphasize that the program develop culture of evaluation/assessment (evidence-based education) and capacity to conduct evolution/assessment. The templates can be a useful and manageable way to report/compile/articulate the evaluation/assessment process and use of the results in programs.
- The template allows us to make a plan from PR – PR is actually carrying out the plan. Successful completion of PR leads to accreditation.
- As a newcomer, I must admit that I don't fully understand accreditation (though now I know to ask). But I can see how these templates & review will help UH (& our department) present & assess our program well.
- Feedback loop! Circular → informing/reinforming each other
- Hopefully direct positive results
- Very good, left early for my partner.