Assessment for Reflective Teaching & Scholarship
Workshop Evaluation Report

Executive Summary:
The Assessment for Reflective Teaching & Scholarship workshop was offered twice during the Fall 2016 semester: September 22nd and 28th, 2016. Facilitated by Yao Hill, this workshop was created for all instructional faculty and staff – particularly new faculty members – seeking to reflect and refine their courses to contribute to the program curriculum quality and coherence. The format of this workshop included a presentation and interactive reflection tasks.

Thirty-seven participants attended the workshop and 28 participants completed and submitted an evaluation survey (76% response rate). Overall, respondents found the workshop useful (100%) and effective (100%) in increasing their understanding of using assessment for reflective teaching. The facilitator considered the learning outcome achieved based on the quiz results.

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

The workshop had one primary outcome: The participants are able to reflect and investigate how their courses contribute to the program’s quality and coherence using program learning assessment tools and processes, namely SLOs, curriculum maps, signature assignments, and rubrics.

The facilitator assessed the outcome achievement using one closed-ended and one open-ended quiz question:
(1) Select program learning outcome tools/processes that you plan to use in your reflective teaching journey. Options are: Student learning outcomes, Curriculum map, Signature assignment, and Rubrics.
(2) Describe a specific inquiry question that you intend to explore.

An evaluation form was administered to determine if the workshop was effective and useful in increasing their understanding of the outcome, 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 one quiz question and five evaluation questions.

3. State How Many Pieces of Evidence Were Collected
Out of the 37 who attended and completed the workshop, 28 submitted an evaluation survey (a 76% response rate).

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

The workshop facilitator scored the first quiz question, identified valuable/least valuable aspects and other constructive comments, and used descriptive statistics to summarize the remaining results.

5. Summarize the Actual Results

*Learning outcome achievement*

- 100% of the respondents selected at least one strategy that they plan to use in their reflective teaching journey. 75% of respondents selected at least two strategies. 79% of the respondents chose SLOs and rubrics to apply in their reflective teaching; 71% selected curriculum map; and 64% selected signature assignment.
- 26 respondents answered the second quiz question. 96% of them provided an appropriate inquiry question to explore. Nine respondents intended to explore inquiry questions related to SLOs and rubrics; six intended to explore signature assignments, and five curriculum maps.
- The learning outcome of the workshop has been successfully achieved.

*Workshop Participant Evaluation results*

- 100% said the workshop was ‘Useful’ or ‘Very Useful.’
- 100% said the workshop was ‘Effective’ or ‘Very Effective.’
- All of the participants found the workshop to be useful to them. The most valuable aspects of the workshop reported are: the presentation, the list of reflection questions given, and the opportunity to share with peers.

*Detailed results are presented in Appendix A.*

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

This is one of the well-attended workshops. Participants provided a very positive evaluation of the workshop. It seems to be a workshop relevant and meaningful to individual faculty members. The facilitator should consider offering the workshops again, especially to new faculty members.

7. Use of Results/Program Modifications:

Promoting discussion with colleagues was appreciated throughout the workshop. The peer discussion and reflection portions were highly valued and should be further instituted. One respondent desired to see some example signature assignments. Further workshops on this topic can include additional signature assignment examples. A couple of respondents felt that the workshop can be broken down into several sessions. For future workshops, the
facilitator may consider offering separate sections in order to cover topics presented in greater depth.

8. Reflect on the Assessment Process

The assessment tool is satisfactory.

9. Other Important Information.

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

## Overall usefulness of the workshop

<table>
<thead>
<tr>
<th>Response Item</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Useful</td>
<td>18</td>
</tr>
<tr>
<td>Useful</td>
<td>10</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>

## Workshop effectiveness in increasing understanding

<table>
<thead>
<tr>
<th>Response Item</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Effective</td>
<td>17</td>
</tr>
<tr>
<td>Effective</td>
<td>11</td>
</tr>
<tr>
<td>Somewhat Effective</td>
<td>0</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

- Clarity
- It gave me a systematic perspective on course/program evaluation
- Going through the different areas with specific examples.
- Being able to discuss and reflect with colleagues about what we do.
- Specific examples for tools/processes.
- The list of sample inquiry questions. Really helpful to begin the process of reflective teaching.
- Progressive yet general approach to assessment process. Interactive discussion with other participants of MATLS/assignments.
- Speaking with other colleagues about assessment.
- How to assess students learning outcome for critical thinking
- Description of how SLO’s relate to PLO’s evaluation based on rubrics
- Discuss with other colleagues
- Choosing questions to reflect upon
- Talking with colleagues near and far. Stimulated dialogue between me and another.
- Making us reflect the whole process although we thought we did a lot
- Overview of assessment tools - some were familiar others not!
- It allows to gain a preliminary understanding of what lies beyond buzz words. Essential to avoid treatment SLOs in a mechanical way.
- Resources for more info.
- Explicitly outlining questions ---> it is difficult to start from zero.
- The mix of presentation and peer discussion was really helpful
- Strategies to align course SLOs to program SLOs.
- The peer discussions
- Everything
- All elements are valuable.
- All of it!
- Learning definitions and examples of scaffolding and signature assignments. Explanation of cycle of assessment and reflective teaching.
- How to close the gap between instructor and students in [turn] of learning outcomes

Least valuable aspect of the workshop

- How to get information of SLOs and PLOs.
- Some of the content need a little more coverage - consider splitting into two sessions
- Introduction of attendees
- I found all of the workshop beneficial
- Too reviewed. It needs to be more detail oriented (more in depth). However, this is considered a workshop.
What other assessment workshops would you like us to offer in the future?
- Could be a series.
- We still need assessment specialist to help us during the process
- More time for discussion with colleagues? Perhaps in support group!
- Could you please provide a couple of concrete examples of signature assignments?

Other constructive comments
- Thank you!
- Thank you! Very helpful.
- Great work! I look forward to the future workshops.
- Great workshop!
- Tell audience where they can download the PPTs before session begins. Thanks.
- It would be helpful to have access to some of the documents beforehand.
- I appreciate the list of resources
- Thank you! Very informative and helpful!
- I'm an individual that has to learn how to teach and address the student's concerns. This workshop [nale] open new perspectives of my [fliche] teaching skills.