

Assessment Results & Improvement Plan

Department/Program and Degree:	Assessment Office
Assessment Project Name:	Workshop: Program-Level Assessment
Semester/Yr Evidence Collected:	Spring 2011
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Date Submitted:	February 11, 2011

Executive Summary:

The AO facilitated a workshop for a non-UHM campus entitled, "Program-Level Assessment" on January 26, 2011. Based on pre-workshop meetings with the campus leaders, the AO tailored a workshop to address the campus's desire to effectively use embedded assessment and rubrics in its program assessment.

Sixteen campus members attended the workshop and all 16 completed the workshop evaluation (100% response rate).

Three out of the 4 workshop outcomes were met.

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

Learning Outcomes. *You will be able to*

- 1) define embedded assessment
- 2) name at least one way to help multiple users consistently apply a rubric

Perceptions. Participants are satisfied with

- 3) the usefulness of the workshop
- 4) the effectiveness of the workshop

2. State the Type(s) of Evidence Gathered

Workshop evaluation

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

The AO student worker transcribed and analyzed the data. The AO student worker discussed the results with Monica and Marlene

4. State How Many Pieces of Evidence Were Collected

Sixteen

5. Summarize the Actual Results

See Appendix A for workshop evaluation results.

- 100% of respondents correctly explained the purpose of program assessment.
- 79% of respondents correctly defined the term “embedded assessment.” **Outcome #1 Not Met.**
- 100% of respondents correctly named at least one way to help multiple users consistently apply a rubric. **Outcome #2 Met.**
- 88% of respondents rated the workshop as either “Useful” or “Very Useful.” **Outcome #3 Met.**
- 88% of respondents indicated the workshop was either “Effective” or “Very Effective” in increasing their understanding of the topic. **Outcome #4 Met.**

The assessment benchmark is 80%.

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

None.

7. Briefly Describe the Distribution and Discussion of Results

The results were distributed and discussed informally.

8. Use of Results/Program Modifications:

At present the AO is satisfied with the assessment results.

9. Reflect on the Assessment Process

None.

10. Other Important Information

**Appendix A:
Program-Level Assessment
Workshop Evaluation Results**

1. What is the purpose of program assessment?

Answer: Program assessment is for program improvement and evolution. The objective is student success

14 Correct

2 Did not answer question

100% Correct:

- The purpose is to make program, curriculum, and pedagogical changes based on program assessment. The goal is to improve the program.
- To improve and evolve teaching and learning outcomes and making practical rubrics for teachers and students.
- Using data to drive program decisions and improvement.
- Collect info for improvement of program, for decision-making.
- We need to assess in order to improve the program and make necessary changes.
- To improve the program/successful student learning.
- Program improvement for better student success.
- To see if students are achieving learning outcomes.
- Improvement and evolution of programs.
- Assess and improve program.
- Improvement of programs.
- To improve the program.
- To improve program.
- Improvement.

2. Please define *embedded assessment*.

Answer: Collecting evidence on program learning outcomes by extracting course assignments or course exams.

11 Correct

2 Incorrect

2 Did not answer question

79% Correct:

- Using the existing program, such as class exam etc. to assess the SLOs.
- Using course work/tests for program assessment.
- Using course assignments for program assessment.

- An exam or paper in the course used for program assessment.
- Making use of data that's already there. Not an additional test, survey etc.
- A part of regular course assessment is used to assess the overall program. Could be part of a question, essay, etc. Used for the course grade.
- "Embedded assessment" can be course exams and assignments.
- Using assessment data that already exists. "Double dipping" or using what's already there.
- Methods of assessment already in use or that could be used.
- Work that is on-going and completed by students.
- Assessing for class work

21% Incorrect:

- Creating learning outcomes based on class work and assignments. Possibly the best choice.
- Use own exams instead of national exams.
- Use of assessments already in.

3. Name one way to help multiple users consistently apply a rubric.

Answer: Discuss rubric & calibrate/norm; practice using rubric; select representative anchors/examples; as a group read, evaluate & discuss the rubric and the anchors; reach consensus; recalibrate/norm every term or year.

13 Correct

3 Did not answer question

100% Correct:

- Discussion and consensus. Choose samples of developing, competent, and exemplary and use as rubrics from students.
- Agreed upon evaluative points – common grounds then discussion in design and use of rubric.
- Recalibrate each year or term.
- Discussion and agreement. Use anchors.
- Discussion → consensus.
- Practice and discussion.
- Regular discussion.
- Discussion/practice.
- Discussing examples.
- Use of anchors.
- Discussion.
- Discussion.
- Norming.

4. Please rate the overall usefulness of this workshop.

N = 16

75% Very Useful
13% Useful
6% Of Little Use
0% Not Useful At All
0% No Opinion
6% Other: Review

5. To what extent was this workshop effective in increasing your understanding of the topic?

N = 16

69% Very Effective
19% Effective
0% Somewhat Effective
6% Not Very Effective
0% Not Sure
6% Other: Review

6. Any constructive comments?

- Inclusion of exit assessment strategies.
- We should have brought our PLOs and rubrics for reference.
- I really liked how the workshop incorporated what we are currently doing.
- Nice workshop, thanks. Would improve with some air conditioning, please.
- Excellent job! Thank you.
- Excellent and very professional team. Great public speaking skills as well. Great job!
- Great job!
- Thank you.
- Thank you.