### Assessment Project Results

<table>
<thead>
<tr>
<th>Department/Program and Degree:</th>
<th>Assessment Office (AO)</th>
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<tbody>
<tr>
<td>Assessment Project Name:</td>
<td>Collecting Data &amp; Evidence of Student Learning (workshop)</td>
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<tr>
<td>Semester/Yr Data Collected:</td>
<td>Spring 2009 (offered on April 21 and repeated on April 22)</td>
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<tr>
<td>Program Assessment Coordinator:</td>
<td>Monica Stitt-Bergh &amp; Marlene Lowe</td>
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<td>Department Chair:</td>
<td>Paul Adams</td>
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<td>Person submitting results:</td>
<td>Marlene Lowe</td>
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<td>Date submitted:</td>
<td>July 8, 2009</td>
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**Executive Summary:**
One of the Assessment Office’s (AO) goals specified in its mission statement is to serve as an assessment resource to the university community and 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 “Collecting Data & Evidence of Student Learning” workshop on April 21 and again on April 22, 2009. The workshop was an introduction to common data collection methods used for student learning assessment. It also introduced a decision-making process to facilitate the selection of a data collection method. In an effort to engage participants, the AO incorporated story telling, a “match the method” activity, and case studies as teaching tools. Two methods were used to gather data on the workshop’s learning outcomes: case study activity (direct assessment) and a pen & paper satisfaction survey (indirect assessment).

At least 25 of the 27 participants took part in the case study activity. Twenty-five of the 27 participants who signed in (93%) completed and returned the satisfaction survey.

**RESULTS:**
The criteria for success were met.
- **LO #1:** 100% could name and describe common “direct” data collection methods.
- **LO #2:** 100% could select an appropriate method for a particular outcome/question.
- **LO# 3:** 100% used the decision-making process when choosing a data collection method.
  Satisfaction survey: 95% of participants found the workshop useful.

**OUTCOMES ASSESSED:**

1. **Assessment Question(s) and/or Goal(s) of Assessment Activity**
   *What did the program want to find out?*
   Because the workshop topic inherently has the potential of being mundane, particularly if a lecture style is used, the facilitators minimized lecturing and maximized active learning opportunities. The AO wanted to know if the learning outcomes could be achieved using teaching techniques such as story telling, a matching activity, and case studies.

- At the end of today’s session, you can:
  1. Name and describe common “direct” data collection methods
  2. Select an appropriate method for a particular outcome/question
  3. Know the questions to ask when deciding on a method.

- Participants are satisfied with the quality and usefulness of the workshop
<table>
<thead>
<tr>
<th>2. <strong>Outcome(s)/Questions Assessed</strong></th>
<th>3. <strong>Method(s) to Gather Evidence</strong></th>
<th>4. <strong>Method to Evaluate</strong></th>
<th>5. <strong>Program Size &amp; Sampling Technique</strong></th>
<th>6. <strong>Criteria for Success</strong></th>
<th>7. <strong>Results</strong></th>
<th>8. <strong>Met/Not met criteria for success</strong></th>
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<tr>
<td>1) Name &amp; describe common direct data collection methods</td>
<td>Using case studies, participants formed groups and were assigned a case. They were instructed to identify the concerns/questions of the “department,” identify and discuss the pros/cons of potential data collection methods and make a recommendation. Each group reported an analysis and recommendation. (see Appendix A: “Case Studies”)</td>
<td>Facilitators and participants evaluated each groups’ analysis and recommendation.</td>
<td>.</td>
<td>80% correct</td>
<td>100% correct.</td>
<td>Met</td>
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<tr>
<td>2) Select an appropriate method for a particular outcome/question</td>
<td></td>
<td></td>
<td>.</td>
<td>80% correct</td>
<td>100% correct.</td>
<td>Met</td>
</tr>
<tr>
<td>3) Know the questions to ask when deciding on a method</td>
<td></td>
<td></td>
<td></td>
<td>80% correct</td>
<td>100% correct</td>
<td>Met</td>
</tr>
<tr>
<td>4) Quality and usefulness of workshop – satisfaction survey</td>
<td>Paper survey: a) Participants were asked to rate the presentation, discussion, handouts, and overall usefulness of the workshop on a scale of 1 (low) to 5 (high). b) Participants were asked, “What was most helpful to you?” Participants submitted the survey to the Center for Teaching Excellence (CTE).</td>
<td>CTE compiled the results and emailed them to the AO.</td>
<td>25 (93%) of the 27 people who signed in, completed the survey</td>
<td>80% rate the 4 areas as a “4” or “5”</td>
<td>% who rated the following areas as “4” or “5”: Presentation: 92% Discussion: 96% Handouts: 88% Overall Usefulness to You: 92% What was most useful: See Appendix B</td>
<td>Met</td>
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9. **Conclusions and Discoveries**
   There was concern that the “match the method” activity, case studies, and brief lecture would not provide enough information or learning opportunities for the participants to successfully achieve the learning outcomes. The results indicate the criteria for success were met and participants enjoyed the varied learning activities. These results provide the AO with the evidence needed to continue to actively search for new learning activities to incorporate into workshops.

   In the satisfaction survey, several participants requested more information on course-level assessment and assessment of non-instructional areas such as advising and student services. Before responding to these requests, the AO must reach an internal consensus that its mission and priorities include course-level and non-academic assessment.

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 AO is satisfied with the assessment results. Internally, the AO will need to address the participants requests regarding course-level and non-instructional assessment.

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**
Appendix A

Case Studies
Collecting Data & Evidence of Student Learning Workshop

Case #1: Ready for Graduate School?

One of the goals of Fox Paw University's Psychology Department is to prepare their undergraduate majors for graduate school. Their related SLO states:

Students have the research skills necessary to apply and be accepted into advanced degree programs.

To achieve the SLO, the department has integrated independent student research into the curriculum and encouraged research faculty members to mentor students. The department would like to back up the claim that when students graduate, they are prepared to enter graduate school with sufficient research skills to be successful.

The assessment committee asks, “Do our graduates possess the research skills that graduate schools expect of incoming students?”

What data collection method(s) would you recommend? Why?

Case #2: Smarter Not Harder Assessment

Fox Paw University's Botany Department wants to assess its Communication Skills SLO:

Students can identify and analyze scientific problems and environmental issues using oral and written communication skills.

The assessment committee asks, “How well can students use oral and written communication skills to identify and analyze scientific problems and environmental issues?” The faculty members believe this is an important learning outcome; however, they worry that assessment will be an added burden. In addition, they do not want students to see assessment as something "extra."

What data collection method(s) would you recommend? Why?

Case #3: Unprepared for Math 321

The professors who teach Math 321 (Introduction to Advanced Mathematics) at Fox Paw University believe that students enter their course unprepared. The faculty members examined the Math curriculum map and confirmed that the course progression provides the necessary foundation for success in Math 321. They ask, “Are students entering unprepared? If yes, why?”

What data collection method(s) might the Math Department use to understand if students are unprepared for Math 321 and how might the department determine why that is occurring?
Case #4: Multi-Purpose Assessment

Fox Paw University’s Advertising Department wants to assess the following SLO:

Students can create effective advertisements across various media for targeted audiences.

The department wants to develop a sustainable assessment plan that engages both students and faculty. The assessment committee wants a data collection method that will a) be useful to students after they graduate and apply for a job or graduate school and b) answers the question, “Can students create effective ads across various media for particular target audiences?”

What data collection method(s) would you recommend?

Case #5: Meeting Accrediting Agency Standards

The Fox Paw University School of Engineering has an external accrediting agency (ABET). Criterion #3 of ABET’s Engineering Criteria includes the following:

“Engineering programs must demonstrate that their graduates have:
(a) an ability to design and conduct experiments, as well as to analyze and interpret data
(b) an ability to design a system, component, or process to meet desired needs
(c) an ability to function on a multi-disciplinary team”

The assessment committee turns the statements into questions:
• Can our students design and conduct experiments?
• Can they analyze and interpret data?
• Do their designs meet the desired needs?
• Can our students work effectively as members of a multi-disciplinary team?

Because ABET requires multiple data collection methods, the committee discusses a variety of methods.

What data collection methods would you recommend?
Appendix B

Quality and Usefulness of Workshop Satisfaction Survey
Responses to Open-ended Questions

What was most helpful to you? (Verbatim)
- Overview of methods
- Review main issues in assessment and reviewing methods
- Learning basic concepts
- Discussion of various collection methods
- Clear explanation and discussion
- Discussion, sharing/hearing anxiety
- Practical methods and discussion
- Handouts and explanations of assess. Methods strengths and limitations
- Examples/explanations of strengths/limitations of the different methods
- PPS examples
- Practical information; examples
- How the definitions were broken down w/ clear examples. Also liked case studies
- Practice with identifying & matching methods
- Explanation and activities
- Case study. Assessment decision making process
- The case studies
- Case study and handout activity
- Match the method & m&m candies
- List of data collection methods
- List of tests/assessments
- Methodologically thinking through decision-making process on assessment methods and actually practicing thinking through this process using case-study and method-problem/outcome matching
- Your class presentations – the interactive tasks that motivate attention

What would you recommend for future workshops on this topic? (Verbatim)
- Assessment in non-instruction contexts (e.g. student services)
- Assessment related to non-curriculum oriented programs – i.e. advising
- Follow this format, but maybe add a student services component (rather than focusing on in-class)
- Instrument construction ideas and more examples
- Designing interviews and survey questions, in depth about assessing portfolios
- More in-depth samples of different data collection methods Formative assessments
- More examples of the viewing methods with possible problems/challenges etc…
- I was interested in learning more about an individual class assessment rather than a program
- Distinguish between assessments at the class vs. department level
- Curriculum Review and Planning – obtaining valid evaluation. Thank you for useful interesting presentation
- More emphasis on 7 question decision making process and earlier
- Continuing offering of assess workshops
- Actual panel of faculty discussing their experiences