

Assessment Results & Improvement Plan

Department/Program and Degree:	Assessment Office
Assessment Project Name:	<i>Efficient Program Assessment</i>
Semester/Yr Evidence Collected:	Spring 2010
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Executive Summary:

As part of the spring 2010 *Making Program Assessment Work for You* workshop series, the Assessment Office (AO) offered a workshop entitled *Efficient Program Assessment* on May 10, 2010. The workshop was advertised as an advanced beginner level workshop. The workshop provided strategies to identify and use existing artifacts and discussed the benefits of using assignments from a capstone experience. The workshop was assessed using a quiz and a workshop evaluation.

Twenty-eight people attended the workshop and 22 participants completed and returned the quiz and workshop evaluation (78% response rate).

The learning outcomes were not met. This could be because the workshop did not have active learning activities associated with the outcomes. Incorporating active learning activities for these outcomes into this workshop may improve future assessment results.

Overall, participants were satisfied with the usefulness of the workshop.

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

1. Participants will know:
 - a) At least one strategy for efficient program assessment; and
 - b) The basic steps in efficient program assessment
2. Participants will leave with recommendations to share with their department
3. Participants be satisfied with the overall usefulness of the workshop

2. State the Type(s) of Evidence Gathered

Quiz and workshop evaluation

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

The AO student worker compiled the data; Marlene analyzed the data then discussed the results with Monica.

4. State How Many Pieces of Evidence Were Collected

22

5. Summarize the Actual Results

See Attachment A for quiz and workshop evaluation.

Quiz:

70% of participants were able to describe one strategy for efficient program assessment.
59% of participants were able to name at least 4 of the 5 basic steps recommended in efficient program assessment.

Evaluation:

81% of participants indicated the workshop was useful.
64% of participants indicated the workshop changed their understanding of the topic.

Benchmark for the quiz and evaluation is 80%.

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

Number of Attendees = 28
Number Registered = 29
Number of Registered “no shows” = 7
Rate of registered attendees = 79%
Number of Walk-Ins = 6

This information is being tracked in order to better plan future workshops.

7. Briefly Describe the Distribution and Discussion of Results

Results were distributed and discussed informally.

8. Use of Results/Program Modifications:

Because the AO’s assessment benchmark is 80%, it is not satisfied with the assessment results. This workshop did not have active learning activities associated with the outcomes. Incorporating active learning activities for these outcomes into this workshop may improve future assessment results.

9. Reflect on the Assessment Process

Overall, the AO is satisfied with the assessment methodology used. However, the AO may consider modifying workshop evaluation question #4. As it currently reads, there is no indication of the direction of change or the kind of change. An alternative to consider may be: Did the workshop clarify, confuse, or not change your understanding of the topic?

10. Other Important Information

ATTACHMENT A
***Efficient Program Assessment
Quiz & Workshop Evaluation***

1. Describe one strategy for efficient program assessment.

Built-in collection:

- a) Capstone experience*
- b) Embedded Assessment*

Streamlined analysis

- a) Analyze a sample*
- b) Apply a common rubric*

2. What are the basic steps to take in efficient program assessment?

- 1. Selected the program student learning outcome(s) that will be assessed*
- 2a. Identify appropriate courses or capstone experiences*
- 2b. Identify the related student products (evidence)*
- 3. Collect & analyze/evaluate the student products*
- 4. Discuss results and improvement plan (if needed) in committee or department meetings*
- 5. Implement improvement plan (as needed)*

3. Please rate the overall usefulness of this workshop.

- Useful (81%)
- Not So Useful (14%)
- Unsure (5%)

4. Did this workshop change your understanding of the topic?

- Yes (64%)
- No (23%)
- Unsure (14%)

5. What was the most valuable aspect of the workshop? Why? (*Verbatim Responses*)

- Talking to colleagues & advising colleagues about initial steps to develop outcomes.*
- The opportunity to hear from others & think about assessment.*
- Questions asked by attendees.*
- Meeting colleagues.*
- Description of capstone experience. Building in capstone experience will raise standards of learning and information delivering.*

- *The discussion of the capstone experience and embedded assessment were the most useful because they are highly relevant to the challenges my program is currently facing.*
 - *Focusing on this topic mindfully. Discussing grading of a capstone project.*
 - *Streamlined analysis.*
 - *Focus on differentiating program assessment from teaching evaluations. We have to get faculty thinking about a bigger picture of student learning quality.*
 - *Different methods available.*
 - *Strategies/examples*
 - *Curriculum mapping will help me determine where there are duplication and where courses are lacking.*
 - *Reminder of making evaluations a part of the learning and not apart from learning.*
 - *It gave me an idea of what academic program assessment is.*
 - *Students levels at achievement and learning outcomes.*
 - *Reminded of process and structure for assessment program.*
 - *Learning the context and process of program assessment.*
 - *Clarity of explanations given - making the assessment process not be so formidable.*
 - *I was an instructor for two semesters and this would be helpful information to know beforehand. I'm also a grad student - made me think about my program and how it could improve. Basic steps helpful. Difference between undergrad and graduate also.*
 - *Good overview.*
6. What was the least valuable aspect of the workshop? Why? (*Verbatim Responses*)
- *PowerPoint*
 - *Presentation on embedded - only remember the beds.*
 - *I didn't really need the 10 minutes of "discuss w/ neighbors", but it's okay for those who do.*
 - *Working time.*
 - *A bit redundant with other programs.*
 - *More focused on university departments, not so much smaller projects (I work on a fed grant project).*
 - *It was all helpful.*
 - *All was necessary.*
 - *The workshop was very valuable and useful!*
 - *None - I just need to apply within department with like-minded colleagues.*
7. Other constructive comments? (*Verbatim Responses*)
- *Since, for many, "program evaluation/assessment" is a relatively new & somewhat frightening concept which is externally motivated, a clarification (at the beginning of presentation) of program evaluation as an internally motivated (rather than externally motivated) process can provide & promote agency & ownership over the process thereby encouraging (over) faculty buy-in.*
 - *I'm from the library - planning to work with the program side to incorporate the assessment of my course more effectively into the program.*
 - *Really focused on instructional programs.*

- *Didn't clearly explain how this might work across programs; all examples dealt with assessment within programs.*
- *Need more examples of program assessment.*
- *Clearly organized and well-run by facilitators who really care about educational quality.*
- *More, more, more!*
- *None.*
- *Thank you!*
- *Mahalo*
- *Liked your examples, nice and short, like your post it activity.*