Assessment Results & Improvement Plan

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<th>Department/Program and Degree:</th>
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<td>Assessment Project Name:</td>
<td>Graduate Program Assessment: From Student- to Program-level Assessment</td>
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<td>Semester/Yr Evidence Collected:</td>
<td>Spring 2011</td>
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<td>Program Assessment Coordinator:</td>
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Executive Summary:
As part of the spring 2011 Springing into Assessment Action! workshops, the Assessment Office (AO) offered a workshop entitled Graduate Program Assessment: From Student- to Program-level Assessment on March 8, 2011. The workshop was advertised as an introductory level workshop. Using an example, the facilitators guided participants through a graduate-level program assessment that was based on evaluations of individual students.

Of the 16 workshop attendees, 15 completed and submitted a workshop evaluation (94% response rate). The learning objective was met. Overall, participants found the workshop useful and effective in increasing their understanding of graduate-level program assessment.

1. **State the SLO(s) that was Assessed, Targeted, or Studied**
   Outcome: You will leave knowing how to approach graduate-level program assessment.

2. **State the Type(s) of Evidence Gathered**
   Evaluation survey

3. **State How the Evidence was Interpreted, Evaluated, or Analyzed**
   The evidence was gathered using an evaluation survey. The AO student worker ran descriptive statistics on the closed-ended questions and categorized the open-ended responses thematically.

4. **State How Many Pieces of Evidence Were Collected**
   15. Of the 16 workshop attendees, 15 completed an evaluation survey (94% response rate.)

5. **Summarize the Actual Results**
   • 100% of respondents were at least “Somewhat Confident” in their ability to approach graduate-level program assessment.
   • 100% of respondents indicated the workshop was either “Useful” or “Very Useful.”
   • 80% of respondents indicated the workshop was either “Effective” or “Very Effective” in increasing their understanding of graduate-level assessment
   • All respondents rated the level of information presented as “About Right.”
   • Respondents found the examples to be a valuable aspect of the workshop.
The assessment benchmark is 80%.

6. **In addition to the actual results, were there additional conclusions or discoveries?**
   - Number Registered = 18
   - Number of Registered Attendees = 14
   - Number of Registered Cancellations = 2
   - Number of Registered “No Shows” = 2
   - Number of Walk-ins = 2

   Number of Attendees = 16

   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:**
   Overall the AO is satisfied with the assessment results and at present has no plans for changes.

9. **Reflect on the Assessment Process**

10. **Other Important Information**
Appendix A

Graduate Program Assessment: From Student- to Program-level Assessment
Workshop Evaluation Results
(N=15)

1. How confident are you in your ability to approach graduate-level program assessment? (Check one)
   - 0 Not Confident
   - 4 (27%) Somewhat Confident
   - 11 (73%) Confident
   - 0 Unsure

2. Please rate the overall usefulness of this workshop. (Check one)
   - 4 (27%) Very Useful
   - 11 (73%) Useful
   - 0 Of Little Use
   - 0 Not Useful
   - 0 No Opinion

3. To what extent was this workshop effective in increasing your understanding of the topic?
   - 4 (27%) Very Effective
   - 8 (53%) Effective
   - 3 (20%) Somewhat Effective
   - 0 Not Very
   - 0 Not Sure

4. Please rate the level of information presented. (Check one)
   - 0 Too Basic
   - 15 (100%) About Right
   - 0 Too Advanced

5. What was the most valuable aspect of the workshop? Why?
   - Including the three examples helped me to understand the approach better.
   - Example of conducting activities addressing specific learning outcomes.
   - Specific examples – makes the idea of assessment tangible.
   - Example of SLO assessment from other programs.
   - Examples from other programs.
   - Examples
   - Experience from other programs.
   - Understanding how to tailor assessment to each department’s needs.
   - Different kinds of questions asked by departments.
• Discussion about what to assess (dissertations, defenses) gives a good starting point.
• Different method of assessing each program helped me visualize what I could do in my department.
• Understand the difference between individual and program assessment and the value of program assessment.
• Discussion of challenges – e.g. privacy issues, contact with alumni.
• Thinking about and writing/answering questions at the end.
• Reconfirmed importance of the assessment cycle.

6. What was the least valuable aspect of the workshop? Why?
• Too involved coverage of idiosyncratic situations from other programs that didn’t seem broadly applicable.
• Unhelpful criticism from some attendees of the workshop
• Not enough information sharing among workshop participants.
• Overview of assessment office, already knew that.
• No part really – nicely structured with time for Q/A.
• Felt that everything was valuable.

7. Other constructive comments?
• Maybe say something about getting faculty buy-in. I would have liked something about how to develop SLOs, at the graduate level. The history example was useful thanks! Thanks so much!
• Possibly more information/detail about how to implement the actual assessment. Example: number of students when in program, number and who should evaluate how many times.
• Could do more detailed analysis of examples’ whole cycle. i.e. what changes made, scores, scores next round, etc.
• Would appreciate a template/example for alumni survey. Also, exit interviews for graduates before they leave.
• It may be quite difficult for programs to carry out assessments due to the drastic staff shortages in the Departments. Assessments may not be considered a high priority in the office.
• Great concept of meaningful Q, but I know our faculty wouldn’t care about same issues...
• Like the low-level approach with friendly invitation to continue the enthusiasm.
• Very clear presentation, easy to understand. Thank you!