

Assessment Results & Improvement Plan

Department/Program and Degree:	Assessment Office
Assessment Project Name:	<i>Graduate Program Assessment: From Student- to Program-level Assessment</i>
Semester/Yr Evidence Collected:	Spring 2011
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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!