

## Workshop Evaluation & Improvement Plan

Department:	Assessment Office
Workshop Title:	<i>Program-level Assessment: What is it? Who does it?</i>
Semester/Yr:	Fall 2009
Workshop Facilitators:	Monica Stitt-Bergh, Marlene Lowe
Person submitting results:	Marlene Lowe
Date submitted:	January 26, 2010

### Executive Summary:

As part of the Fall 2009 *Get Your Assessment In Gear* workshop series, the Assessment Office (AO) offered a workshop entitled *Program-level Assessment: What is it? Who does it?* on December 14, 2009. Twenty-five people participated in the workshop. Three learning outcomes were assessed through an end-of-workshop quiz and participant satisfaction was assessed through a self-report evaluation.

Although participants reported being satisfied with the quality and usefulness of the workshop, quiz results indicated participants were not clear on the assessment roles and responsibilities of various campus groups. In future workshops, the AO should focus on key campus groups and/or incorporate a high-impact activity related to this outcome.

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

At the end of the workshop, participants can:

- 1) State the purpose of program-level assessment
- 2) List the 5 steps in the assessment cycle
- 3) Match roles & responsibilities with the correct campus group

Participant satisfaction with the quality and usefulness of the workshop

### 2. State the Type(s) of Evidence Gathered

- 1) End-of-workshop quiz
- 2) CTE workshop evaluation form

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

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

### 4. State How Many Pieces of Evidence Were Collected

Twenty-three of the 25 participants completed the quiz and the CTE workshop evaluation form.

**5. Summarize the Actual Results**

See Appendix.

83% of participants correctly stated the purpose of program-level assessment  
70% of participants identified at least 4 of the 5 steps in the assessment cycle  
26% of participants correctly matched at least 6 of the 7 roles with responsibilities

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

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

Of the 31 people registered, 35% (11) did not attend the workshop.

Of the 25 participants, 20 registered and 5 were walk-ins

Tracking this information will help the AO better plan future workshops. We will use this information to: a) estimate the number of handouts needed; b) determine workshop topics; c) determine workshop scheduling.

**7. Briefly Describe the Distribution and Discussion of Results**

Results were distributed and discussed informally.

**8. Use of Results/Program Modifications:  
State How the Program Used the Results**

--or--

**Explain Planned Use of Results**

Given the abysmal results on the “Roles & Responsibilities” outcome, the AO might consider focusing on the responsibilities of key campus groups, such as Faculty, AO, OFDAS, MAC, and Administration and/or consider using a high-impact activity to address this outcome.

**9. Reflect on the Assessment Process**

**10. Other Important Information**

## Workshop Quiz Key

1. State the purpose of program-level assessment.

*Improving student learning and development*

2. List the five steps of the assessment cycle:

- |      |       |                                    |
|------|-------|------------------------------------|
| i.   | _____ | <i>Program Learning Outcomes</i>   |
| ii.  | _____ | <i>Learning Opportunities</i>      |
| iii. | _____ | <i>Assessment Process</i>          |
| iv.  | _____ | <i>Results</i>                     |
| v.   | _____ | <i>Action Plan for Improvement</i> |

3. Match the roles & responsibilities with the correct campus group:

- |  |       |   |
|--|-------|---|
| A. Administrators                                | __C__ | Take the lead role in department/program assessment efforts   |
| B. Assessment Office                             |       |   |
| C. Department Assessment Coordinators            | __G__ | Complete assessment-related assignments/tasks to the best of their ability  |
| D. Faculty Development & Academic Support Office | __F__ | Establishes academic assessment policies  |
| E. Faculty members                               | __D__ | Offers course-level evaluation (e.g., mid-semester diagnostics, CAFÉ)   |
| F. Mānoa Assessment Committee                    | __A__ | Communicate the value of assessment and publicly promote its importance   |
| G. Students                                      | __B__ | Collaborates with faculty, staff, students, and administrators to establish meaningful, manageable, and sustainable assessment                                  |
|  | __E__ | Lead assessment activities: develop learning outcomes, collect samples of student work, score student work from colleagues' courses, discuss how to use results |

4. *BONUS QUESTION*: Name one myth associated with assessment.

- *Assessment will be used for evaluation of individual professors*
- *It is the responsibility of admin or IR*

CENTER FOR TEACHING EXCELLENCE EVALUATION FORM  
 N=23 (92% response rate)

Please rate the following:

	Low 1	2	Medium 3	4	High 5	N/A
Presentation:			9%	30%	61%	
Discussion		4%	17%	26%	53%	
Handouts:		4%	17%	17%	62%	
Overall Usefulness to You:		4%	9%	35%	52%	

What was most helpful to you?

- Useful review
- Ideas and information
- Good intro to SLO
- Identifying steps to take to assess program
- Discussion and other faculty about challenges
- Group discussion
- Power point overview of program
- Discussion
- Hearing examples
- Examples and power point
- 5 step cycle
- 5 step assessment and the role and responsibilities with each campus group
- All of it
- Mapping the assessment
- Defining what assessment is. Also, curriculum map example.
- Everything! The presentation was very organized and clearly presented with good examples.
- The wheel of assessment handout. Reflection on what I have done and what I have left to do. Identifying challenges and reflecting on how I can address these challenges.

What would you recommend for future workshops on this topic?

- Longer session
- Longer discussion after overnight preparation
- Better use of slides
- Be able to acknowledge different needs of academic vs. research assessment
- More examples from different departments
- How to create assignment rubrics connected to assessment (SLOs)