Best Practices for Planning Program-Level Assessment of Student Learning
Workshop Evaluation Report, February 2013

Executive Summary:
As part of the spring 2013 Making Program Learning Assessment Happen workshops, the Assessment Office (AO) offered a workshop called Best Practices for Planning Program-Level Assessment of Student Learning on February 22, 2013. The workshop was advertised as a beginner-level workshop suitable for faculty and assessment coordinators looking to increase their understanding of the best practices to create and successful implement a program learning assessment plan. The format of this workshop was lecture with a questions and answer period.

Fourteen of 15 attendees submitted an evaluation survey (93% response rate). Nearly all of the respondents (92%) correctly answered both learning outcome questions which suggests the workshop was highly effective in meeting its learning goal. The respondents reported the workshop useful (100%) and effective (93%) in increasing their understanding of the best practices for planning and implementing assessment projects.

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

Workshop learning outcome: attendees will be able to name and identify at least 2 best practices. She investigated the extent to which the attendees met the learning outcomes and the extent to which they viewed the workshop as useful and effective.

2. State the Type(s) of Evidence Gathered

The facilitator distributed a paper evaluation form.

3. State How Many Pieces of Evidence Were Collected

Fourteen out of 15 attendees submitted an evaluation survey (93% response rate). Of the 14 attendees, 3 attendees (21%) did not complete the form.

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

The workshop facilitator created an answer key for learning-outcome questions and scored the responses. She used descriptive statistics to summarize the results and identified themes from a close reading of the open-ended responses on valuable/least valuable aspects and other constructive comments.
5. Summarize the Actual Results

- 92% successfully described two best practices (Question 1). [N=13; one person did not answer the question.]
- 100% identified a best practice from the timeline example on the handout provided (Question 2). [N=11, three people did not answer the question.]

These results suggest that the workshop was effective in helping attendees learn about best practices.

- 9 out of 14 attendees (64%) said the workshop was ‘Very Useful’, and 5 (36%) said it was ‘Useful’. None said the workshop was ‘Of Little Use’ or ‘Not Useful At All.’
- 10 out of 14 attendees (71%) said the workshop was ‘Very Effective’, 3 (21%) said it was ‘Effective’, and 1 (7%) said it was ‘Somewhat Effective’. None said it was ‘Not Very Effective.’

Overall, 100% found the workshop useful and 93% found it effective in increasing their understanding.

The most valuable aspects of the workshop included the following:
- Suggestions/tips/advice (7 respondents)
- Examples (6 respondents)
- Handout (2 respondents)

Four attendees described a least valuable aspect: session too long for lecture format; address people’s question in a 1-1 setting; provide ways to measure outcomes and critical questions to ask; allow more time to review handout.

Appendix A contains detailed results.

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

Two attendees submitted a survey without answering the learning-outcome questions 1 and 2. Possible reasons could include the following: they did not learn the answers during the workshop, not enough time, unsure of their learning, or did not care.

7. Use of Results/Program Modifications:

The content of the workshop will remain the same because the results of the first two questions that assessed attendee learning indicated that the workshop was effective and 93% reported that the workshop useful and effective.
One attendee stated that attendee questions were too specific and best addressed one-on-one: the facilitator can try to answer the specific question and also explain how the answer may apply to other programs.

Regarding the length of the lecture, the facilitator can break the lecture into shorter, 15-minute chunks and include a 2-minute attendee activity between each segment.

8. **Reflect on the Assessment Process**

The evaluation form worked well.

9. **Other Important Information**

None.
Appendix A. Detailed Results

**Q1 Describe two best practices**

<table>
<thead>
<tr>
<th>Number Correct</th>
<th>Number of Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/2</td>
<td>12</td>
</tr>
<tr>
<td>1/2</td>
<td>0</td>
</tr>
<tr>
<td>0/2</td>
<td>1</td>
</tr>
<tr>
<td>Skipped</td>
<td>1</td>
</tr>
</tbody>
</table>

**Q2 Identify one best practice using the timeline example**

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<tbody>
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<td>11</td>
</tr>
<tr>
<td>0/1</td>
<td>0</td>
</tr>
<tr>
<td>Skipped</td>
<td>3</td>
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</tbody>
</table>

**Q3 Overall usefulness of the workshop**

<table>
<thead>
<tr>
<th>Response Item</th>
<th>Number of Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Useful</td>
<td>9</td>
</tr>
<tr>
<td>Useful</td>
<td>5</td>
</tr>
<tr>
<td>Of Little Use</td>
<td>0</td>
</tr>
<tr>
<td>Not Useful At All</td>
<td>0</td>
</tr>
<tr>
<td>No Opinion</td>
<td>0</td>
</tr>
</tbody>
</table>

**Q4 Workshop effectiveness in increasing understanding**

<table>
<thead>
<tr>
<th>Response Item</th>
<th>Number of Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Effective</td>
<td>10</td>
</tr>
<tr>
<td>Effective</td>
<td>3</td>
</tr>
<tr>
<td>Somewhat Effective</td>
<td>1</td>
</tr>
<tr>
<td>Not Very Effective</td>
<td>0</td>
</tr>
<tr>
<td>Not Sure</td>
<td>0</td>
</tr>
</tbody>
</table>
Q5 Most valuable aspect of the workshop (open-ended)

- all of it. It was amazingly useful, esp timeline + examples
- providing department examples and advice to working with department/faculty
- good overview of full cycle with examples & in layman’s terms.
- specific examples from different schools/colleges. Good ideas on how to efficiently & effectively implement meaningful assessment.
- The best practices (#1-6). It is very clear & well explained on how to go about assessing a program. The handouts were useful. Examples were explained really good to understand each best practice.
- The suggestions & ideas were great; providing a list of best practices and then clear ways to implement them.
- focus on a few assessment questions, so that it doesn't get overwhelming. Remembering about the time and workload.
- Raised awareness of the process of assessment.
- laying out a coherent approach to building SLO programs.
- getting multiple ideas of how to assess program & keep results short & simple
- It was a great review of all important points to consider when understanding program assessment.
- good ideas of projects - made an overwhelming task in front of us much more achievable.

Q6 Least valuable aspect of the workshop (open-ended)

- N/A
- 0
- 0
- NA
- Nothing
- None
- ?
- -
- many Q are individual specific & may be best to address in 1-1 setting.
- Too long of a session to sit there & listen.
- Need more on good ways to measure outcomes. What questions are critical to determining learning processes.
- I wish we could have had more time to review the Assessment Timeline example on the last page of the handout.
**Q7 Other constructive comments (open-ended)**

- NA. great use of examples, concise handout, very knowledgeable presenter
- Very helpful for someone who finds assessment to be overwhelming
- good overview & gives general understanding. could be expanded into longer/more in depth workshop.
- Thank you for offering this workshop. It helps to jump start the process & it helped me understand better.
- Thank you!
- Thanks!
- Thank you!
- Thank you!
- NA