Using Program Assessment Results to Improve Student Learning
Workshop Evaluation Report, March 2013

Executive Summary:
As part of the spring 2013 Making Program Learning Assessment Happen workshops, the Assessment Office (AO) offered Using Program Assessment Results to Improve Student Learning on March 8, 2013. The workshop was advertised as an advanced beginner-level workshop suitable for faculty and assessment coordinators looking to increase their understanding of how to use program-level assessment results for program improvement. The format of this workshop was a short presentation along with an interactive small group activity.

Eighteen of 19 participants completed and submitted an evaluation survey (95% response rate). Nearly all of the respondents (98%) correctly answered both learning outcome questions, suggesting that the workshop was highly effective in meeting the learning goal. The respondents reported the workshop useful (100%) and effective (94%) in increasing their understanding of how to use program-level assessment results for program improvement.

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

Workshop learning outcomes: participants will be able to specify ways to use assessment results, how to interpret results, and strategies to help faculty act on results. The facilitator investigated the extent to which the attendees met the learning outcomes and the extent to which they viewed the workshop as useful and effective in increasing knowledge.

2. State the Type(s) of Evidence Gathered

The facilitator distributed a paper survey during the workshop.

3. State How Many Pieces of Evidence Were Collected

Eighteen out of 19 participants completed and submitted an evaluation survey (95% response rate). One participant (5%) 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 the open-ended responses on the valuable/least valuable aspects and other constructive comments.

5. Summarize the Actual Results

- 100% of respondents successfully answered Question 1, “Why do assessment results fall short of the ‘criteria for success’?” (N=18).
- 17 out of 18 (94%) identified two ways to use assessment results to improve student learning. One respondent (6%) identified only one (Question 2) (N=18).
These results suggest that the workshop was effective in helping attendees interpret and use assessment results.

Respondents perceived the workshop as useful and effective in increasing their knowledge. Overall, 100% found the workshop useful or very useful and 94% found it effective or very effective in increasing their knowledge:

<table>
<thead>
<tr>
<th>Number of Respondents (%)</th>
<th>Not Useful At All</th>
<th>Of Little Use</th>
<th>Useful</th>
<th>Very Useful</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>6 (33%)</td>
<td>12 (67%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Respondents (%)</th>
<th>Not Very Effective</th>
<th>Somewhat Effective</th>
<th>Effective</th>
<th>Very Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>1 (6%)</td>
<td>6 (33%)</td>
<td>11 (61%)</td>
</tr>
</tbody>
</table>

The most valuable aspects of the workshop included the following:

- Group activity (8 respondents)
- Handout (1 respondent)

In terms of a least valuable aspect and constructive criticism, three attendees asked for more examples. Appendix A contains detailed results and all open-ended responses.

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

No.

7. Use of Results/Program Modifications:

The content of the workshop will remain the same because respondents met the learning outcomes and 94% reported that the workshop useful and effective.

The group activity will be modified slightly. During this workshop, attendees received only one of the three scenarios. In the future, they will receive a copy of all scenarios and be asked to analyze and report on one. An attendee made this recommendation because it was difficult during the sharing session to understand the other groups’ reports.

8. Reflect on the Assessment Process

The evaluation form worked well.

9. Other Important Information

None.
Appendix A. Detailed Results

Q1 What is one common reason why assessment results fall short of the "criteria for success"?

<table>
<thead>
<tr>
<th>Number Correct</th>
<th>Number of Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/1</td>
<td>18</td>
</tr>
<tr>
<td>0/1</td>
<td>0</td>
</tr>
</tbody>
</table>

Q2 Please list two specific ways a program can use assessment results to improve student learning:

<table>
<thead>
<tr>
<th>Number Correct</th>
<th>Number of Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/2</td>
<td>17</td>
</tr>
<tr>
<td>1/2</td>
<td>1</td>
</tr>
<tr>
<td>0/2</td>
<td>0</td>
</tr>
</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>12</td>
</tr>
<tr>
<td>Useful</td>
<td>6</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>11</td>
</tr>
<tr>
<td>Effective</td>
<td>6</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)

• The content. How to improve assessment design. How to determine pukas in the assessment design.
• the hands on activity
• why criteria for success not met...
• the exercise--applying theory helped
• discussion of alignment-issue we are trying to address in our office.
• The "real-world" examples were beneficial for identification of actual mistakes & options for improvement.
• work on specific program scenarios and think about ways to address the problems! great!
• informative value
• group work & real scenarios that helped us see assessment in practice
• the discussion was the most valuable aspect of the workshop.
• Application exercise using the case studies
• Need to relook at course revision I edit every semester with professional/practice partners
• Group activity and sharing.
• Group Discussion
• group activity :)
• The exercise/very challenging--but I liked hearing the results from the different tables
• Ideas to use to develop activities to help us look at outcome achievement--and what to do where gaps exist.
• The outline followed by a chance to work together and apply what we had learned.

Q6 Least valuable aspect of the workshop (open-ended)
• N/A
• None
• 0
• 0
• N/A
• could use more descriptions of diff scenarios before hearing responses--more engaging.
• A few more examples of department problems might help.
• I found all parts of the workshop useful.

Q7 Other constructive comments (open-ended)
• More examples would be always nice (e.g. how each program handles the problems and what the outcomes were)
• Thank you for the help--it has made a difference in how we do our work--and although not quite there--we are progressing. Immeasurably helpful--we owe you! A debt of gratitude.
• Somewhat difficult to understand the scenarios at the other tables when they were bring presented. Maybe have one copy of the cases of other tables available to look at??
• All were very organized
• Another helpful workshop, Mahalo Monica and Yao.
• thank you for putting everything online.
• Thanks!
• :) 
• :) 
• Mahalo
• Great class  Mahalo
• very good.