Executive Summary:
On March 15, 2016, 10 faculty and staff members participated in the Assignment Design for Powerful Learning workshop. The workshop was facilitated by Yao Hill from the Assessment Office in coordination with the CTHAR Dean’s office and Center for Teaching Excellence. This workshop was designed for faculty seeking to strengthen the connection between assessment, teaching, and learning. The format of this workshop included a presentation on assignment design principles and a group feedback activity.

10 participants attended the workshop and 8 participants completed and submitted an evaluation survey (80% response rate). Overall, respondents found the workshop useful (100%) and effective (100%) in increasing their understanding of assignment design and student assessment.

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

The workshop had four outcomes: (1) Apply excellent assignment design to empower learning, (2) provide and receive constructive feedback on assignment design with peer colleagues, (3) explore scholarship and funding opportunities, and (4) efficiently assess student learning using effective assignments.

2. State the Type(s) of Evidence Gathered

The facilitator distributed a paper evaluation form with one quiz question and seven evaluation questions.

3. State How Many Pieces of Evidence Were Collected

Out of the 10 who attended and completed the workshop, 8 submitted an evaluation survey (80% response rate).

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

The workshop facilitator scored the first quiz question; identified valuable/least valuable aspects, and other constructive comments; and used descriptive statistics to summarize remaining results.
5. **Summarize the Actual Results**

86% of respondents (6 out of 8) listed two strategies they wanted to try out after the workshop. 1 out of 8 respondents listed 1 strategy they wanted to try out after the workshop, and 1 participant did not respond.

*Workshop Participant Evaluation results*
- 100% said the workshop was ‘Useful’ or ‘Very Useful.’
- 100% said the workshop was ‘Effective’ or ‘Very Effective.’
- All of the participants found majority of the workshop to be helpful. They found the handouts, peer sharing and feedback, and the theory on how people learn to be the most valuable aspects of the workshop.

Detailed results are presented in Appendix A.

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

No.

7. **Use of Results/Program Modifications:**

The hands-on activities and discussions were most valued and should be continued. Two respondents suggested expanding on the topic in a follow-up session. For future workshops, the facilitator may consider offering an intermediate or advance level workshop in which the topic is expanded and participants bring their assessment plans and reflections for review and discussion.

8. **Reflect on the Assessment Process**

The combination of direct assessment and participants’ perceptions seem to work well.

9. **Other Important Information.**

None.
Appendix A. Responses to Open- and Closed-Ended Questions

Overall usefulness of the workshop

<table>
<thead>
<tr>
<th>Response Item</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Useful</td>
<td>5</td>
</tr>
<tr>
<td>Useful</td>
<td>3</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>

Workshop effectiveness in increasing understanding

<table>
<thead>
<tr>
<th>Response Item</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Effective</td>
<td>5</td>
</tr>
<tr>
<td>Effective</td>
<td>3</td>
</tr>
<tr>
<td>Somewhat Effective</td>
<td>0</td>
</tr>
<tr>
<td>Not Very Effective</td>
<td>0</td>
</tr>
<tr>
<td>Not Sure</td>
<td>0</td>
</tr>
</tbody>
</table>

Rate the following aspects of the workshop

<table>
<thead>
<tr>
<th>Response Item</th>
<th>Very helpful</th>
<th>Helpful</th>
<th>Somewhat helpful</th>
<th>Not really helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment refinement example given by Jinan Banna</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Yao’s presentation</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Handouts</td>
<td>3</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Peer sharing &amp; feedback</td>
<td>7</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
**Most valuable aspect of the workshop**
- Being exposed to more of the theory of how people learn and how assignments can be best designed to assess this learning
- Peer feedback from non-specialists
- Peer sharing - more in depth and specific examples
- Peer sharing - specific feedback and general ideas for improvement
- Peer sharing was fun
- Resources and theories that I didn't know existed and will help me design new course and assoc. syllabi and assignments
- Sharing - identified some shortcomings and specific strategies to improve them
- Sharing ideas with other faculty. Having other faculty provide feedback.

**Least valuable aspect of the workshop**
- Assignment refinement - no context
- Lunch (appreciated! But not needed)
- None
- None related to content - room was a bit chilly
- Not much!
- Nothing particular
- Rapid fire assignment sharing, I didn’t get much concrete feedback (but also my fault for not bringing a better developed assignment)
- Yao’s lecture was too long

**What other assessment workshops would you like us to offer in the future?**
- Anything that teaches us to be better teachers
- How to assess attainment of outcomes after students have graduated
- How to install rubrics for SLO assessment
- More on evaluating in class communication and discussion skills
- Not sure
- One on one feedback on rubrics and assignments (although [?] workshops I guess)
- Presentations, readings, flipped classroom
- Test design, follow up on assignment design (we rarely have an opportunity to follow up an implementation)

**Other constructive comments**
- Good workshop
- Great - thanks for your persistence in emailing and enticements
- Thank you
- Thanks