Facilitating Use of Program Assessment Results for Program Improvement
Workshop Evaluation Report

Executive Summary:
The Facilitating Use of Program Assessment Results for Program Improvement workshop was offered twice during the Fall 2015 semester: November 17th and 24th, 2015. The beginning level session was attended by 19 faculty and staff members. The facilitator, Yao Hill, guided participants through a series of interactive activities and presentations that focused on discovering how programs on campus have successfully used results, the major ways for results to be used, and facilitation strategies for collaborative faculty discussion on use of results.

Of the 19 participants who attended the workshop, 17 participants completed and submitted an evaluation survey (89% response rate). Most respondents, in general, found the workshop useful (88%) and effective (82%) in increasing their ability to select appropriate strategies to facilitate use-of-results discussion.

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

The workshop had two learning outcomes:

1. The participants will be able to describe major ways that the assessment results can be used.
2. The participants will be able to select appropriate strategies to facilitate discussion on use of assessment results.

The workshop was designed so that participants could leave with tangible activities and strategies that could be facilitated to encourage faculty discussion on using results for program level improvement.

2. State the Type(s) of Evidence Gathered

The facilitator distributed a paper evaluation form with two quiz questions and five evaluation questions.

3. State How Many Pieces of Evidence Were Collected

19 participants attended the workshop, and 17 completed and submitted an evaluation survey (89% response rate).
4. **State How the Evidence was Interpreted, Evaluated, or Analyzed**

   The quiz questions were scored. The workshop facilitator used descriptive statistics to summarize evidence from the closed-ended questions 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**

   Most respondents (93%) were able to name at least two ways to use assessment results. 86% of respondents were able to name one idea that they might try to facilitate discussion on using assessment results within their own program.

   **Workshop Participant Evaluation results**
   - 88% said the workshop was ‘Useful’ or ‘Very Useful.’
   - 82% said the workshop was ‘Effective’ or ‘Very Effective.’ One respondent (6%) reported it was ‘Somewhat Effective’.
   - Overall, the majority of the participants found the workshop helpful. They mostly appreciated the activities and examples provided, as well as the handouts that outlined scripts for facilitating discussion.

   Detailed results are presented in Appendix A.

6. **In addition to the actual results, were there additional conclusions or discoveries?**
   No.

   **Use of Results/Program Modifications:**
   The interactive activities, examples, and corroborating handouts were most valued and should be continued. It is interesting that one respondent felt that the game show/guessing game activity was least valuable because their faculty would view it as a waste of time. The facilitator might consider, for future workshops, emphasizing that the presented activities can and should be adapted and that the key is to be creative in thinking about ways to open the discussion on using results. Another respondent commented that the workshop was focused primarily on academic programs (as opposed to student services/co-curricular programs). The facilitator provided many examples for the co-curricular programs in the workshop and it is still possible to improve participants experience by possibly offering the workshop once to curricular and once for co-curricular programs. Another possibility is to encourage collaboration between academic and co-curricular faculty to discuss use of results together to come up with holistic solutions for improvement of learning.

7. **Reflect on the Assessment Process**

   The combination of direct assessment and participants’ perceptions seem to work well.
8. Other Important Information.

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

Stem: Overall usefulness of the workshop

<table>
<thead>
<tr>
<th>Response Item</th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Useful</td>
<td>4</td>
</tr>
<tr>
<td>Useful</td>
<td>11</td>
</tr>
<tr>
<td>Of Little Use</td>
<td>2</td>
</tr>
<tr>
<td>Not Useful At All</td>
<td>0</td>
</tr>
<tr>
<td>No Opinion</td>
<td>0</td>
</tr>
</tbody>
</table>

Stem: Workshop effectiveness in increasing understanding

<table>
<thead>
<tr>
<th>Response Item</th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Effective</td>
<td>5</td>
</tr>
<tr>
<td>Effective</td>
<td>9</td>
</tr>
<tr>
<td>Somewhat Effective</td>
<td>3</td>
</tr>
<tr>
<td>Not Very Effective</td>
<td>0</td>
</tr>
<tr>
<td>Not Sure</td>
<td>0</td>
</tr>
</tbody>
</table>

Most valuable aspect of the workshop

- Getting new ideas for activities --> I get stuck in a rut
- Learning more about the assessment office and what is done.
- The first exercise and the revealing of percentages of who reported.
- The handouts included actual examples of how different courses used the assessment results:) Also, Yao introduced practical activities.
- Find the gap -- it's more convincing to discuss what's lacking in our program than without basing on the results.
- Ways to engage faculty
- Handouts/templates for activities
- Various unscripted comments by Yao and other participants (e.g., J.P.)
- strategies to implement program changes
- I liked how the workshop itself demonstrated the methods involved rather than only describing them
- Engaged examples/activities. It was very applied knowledge that was practical. Prompted critical thinking & broad perspective.
- The 4 ways to apply results. I prefer practical skills.
- Seeing how programs can make changes based on collected data.
• The games used to facilitate discussion.
• Variety of ways to use results. Good handouts.
• curriculum map

Least valuable aspect of the workshop
• N/A
• Workshop was primarily focused on academic programs.
• Game show.
• The first guessing game. Our faculty would view that as a waste of time.
• We missed opening -- was not sure of reason for categorizing types of program changes (quiz)
• none.
• none

Other constructive comments
• Great!
• More discussion time.
• "Students out-of-course experience changes" was on the slide but not on the handout --> co-curricular changes
• I think it would help to ask for feedback from the attendees to see what they find is and is not working.
• The case studies are good illustrations
• Thank you!
• I liked your enthusiasm on the topic and interest in answering questions.
• Liked ideas on how to get faculty engagement & interest.
• Thank you