Assessment Results & Improvement Plan

| Department/Program and Degree: | Assessment Office |
| Assessment Project Name: | Program Assessment in 24 Hours/Year |
| Semester/Yr Evidence Collected: | Fall 2011 |
| Program Assessment Coordinator: | Marlene Lowe & Monica Stitt-Bergh |
| Person Submitting: | Marlene Lowe |
| Date Submitted: | January 9, 2012 |

Executive Summary:
As part of the fall 2011 Making Program Assessment Happen workshops, the Assessment Office (AO) offered a workshop entitled Program Assessment in 24 Hours/Year on December 12, 2011. The workshop was advertised as suitable for faculty and assessment coordinators with a basic understanding of program assessment. Participants were guided through several blueprints as examples to lead their program through the stages of the assessment cycle.

All 18 of the workshop attendees completed and submitted a workshop evaluation (100% response rate). The learning objectives were met. Overall, participants found the workshop useful and effective in increasing their understanding of implementing the assessment cycle.

1. **State the SLO(s) that was Assessed, Targeted, or Studied**
   Outcomes
   By the end of the session, you will be able to
   1. Break the assessment cycle into manageable parts
   2. Create a timeline for your program to complete the assessment cycle
   3. Explain the purpose of program assessment

2. **State the Type(s) of Evidence Gathered**
   Evaluation survey

3. **State How the Evidence was Interpreted, Evaluated, or Analyzed**
   The evidence was gathered using an evaluation survey. The AO student worker ran descriptive statistics on the closed-ended questions. Open-ended responses were transcribed verbatim and grouped thematically.

4. **State How Many Pieces of Evidence Were Collected**
   18. All attendees completed an evaluation survey (100% response rate.)

5. **Summarize the Actual Results**
   See Appendix A for workshop evaluation results.
   - 83% of respondents indicated they could create a timeline for assessment on their own or with some assistance.
   - 89% of respondents correctly explained one of the purposes of program assessment.
   - 94% of respondents indicated the workshop was either “Very Useful” or “Useful.”
• 78% of respondents indicated the workshop was either “Effective” or “Very Effective” in increasing their understanding of (implementing?) the assessment cycle.
• 83% of respondents indicated that the level of information was “About Right”
• Respondents found the timeline, steps and examples to be valuable aspects of the workshop.

The assessment benchmark is 80%.

6. In addition to the actual results, were there additional conclusions or discoveries?
   Number Registered = 19
   Number of Registered Attendees = 17
   Number of Registered Cancellations = 0
   Number of Registered “No Shows” = 2
   Number of Walk-ins = 1

   Number of Attendees = 18

   This information is being tracked in order to better plan future workshops.

7. Briefly Describe the Distribution and Discussion of Results
   Results were distributed and discussed informally.

8. Use of Results/Program Modifications:
   Overall the AO is satisfied with the assessment results and at present has no plans for changes.

9. Reflect on the Assessment Process

10. Other Important Information
Appendix A

Program Assessment in 24 Hours/Year

Workshop Evaluation
(N=18)

1. As a result of this workshop, can you create a timeline for your program to complete a program assessment cycle?
   (n=17)
   
   39% (7) Yes
   44% (8) Yes, with some guidance
   0% (0) Probably not
   0% (0) No
   11% (2) Unsure

2. What is the purpose of program assessment?
   Working Definition: “The systematic collection, review, and use of information about education programs...for the purpose of improving student learning and development.”

   Possible Answers: To improve student learning, to ensure student learning outcomes are being achieved through the program, to determine program changes or improvements to fulfill learning outcomes

   (n=16)
   1. A systematic collection of evidence and analysis of data that leads to improvement of a programs SLOs and/or celebration of its successes.
   2. Blank
   3. Blank
   4. Improve program outcome
   5. Improve student learning
   6. Improve student learning
   7. Improves student learning
   8. Improving students’ learning
   9. Improving the program
   10. Make better students, better outcomes/SLOs
   11. To assess SLOs so that program improvement (if necessary) can be made
   12. To gauge student learning from/with the program
   13. To help make the right decision; to help design a program and evaluate at the going-on stages
   14. To improve student learning
   15. To improve the program
   16. To make sure students are learning/graduating with expected objectives of the program. Trying to ensure your program is successful.
   17. To see if you are teaching effectively - are students learning what you want successfully
   18. To see what are strengths and weaknesses of program and use it to improve program
3. Please rate the overall usefulness of this workshop.
   (n=17)
   39% (7) Very Useful
   56% (10) Useful
   0% (0) Of little Use
   0% (0) Not Useful At All
   0% (0) No Opinion

4. To what extent was this workshop effective in increasing your understanding of the topic?
   (n=17)
   22% (4) Very Effective
   56% (10) Effective
   17% (3) Somewhat Effective
   0% (0) Not Very Effective
   0% (0) Not Sure

5. Please rate the level of the information presented.
   (n=17)
   11% (2) Too Basic
   83% (15) About Right
   0% (0) Too Advanced

6. What was the most valuable aspect of the workshop? Why?
   1. The blueprints that were broken down so the assessment cycle doesn't seem so overwhelming
   2. blank
   3. Timelines/steps in process
   4. blank
   5. Logistical suggestions
   6. Having it broken down into manageable components so it doesn't seem so overwhelming.
   7. End up serving university and public
   8. Making yes/no questions for faculty because it is easy to do it (effective)!
   9. MAPS
   10. plo's and examples
   11. steps to engage in a practical, relevant way
   12. a)Gave us many things to think about - always b) is more complex than we always think it is
   13. Very practical timeline which is very hands-on
   14. hearing it again
   15. Concrete examples
   16. clear, concise, simple
   17. The clarity shed onto the topic.
   18. Great that you offer individualized help!!

7. What was the least valuable aspect of the workshop? Why?
   1. Use interactive method - faculty share evaluation questions and help develop it in small groups
      (I see that other workshops will be small group and interactive). Large group - concrete example
      all the way through steps.
2. The week-long format for workshops. Easier to schedule half-day away rather than several days in a row. (for those of us not based at Manoa)
3. the light in the room is (illegible) make audience sleepy
4. nothing
5. none
6. no small group activity time
7. Need to go to other workshops to find out more specifics
8. n/a
9. N/A
10. I wouldn't say least valuable, but information can be more challenging
11. everything was very useful!
12. blank
13. blank
14. blank
15. blank
16. blank
17. blank
18. blank

8. Other constructive comments?

1. unfortunately I have not been able to come to other workshops, but I hope that I can attend a course assessment workshop
2. The workshop was informative for a beginner, but too basic for a program that has already been involved with assessment for several years.
3. Thank you - as always it was great.
4. Maybe incorporate a whole process example of a particular program assessment would be a good idea
5. Longer workshops and include some hands-on/group activities. Provide supplemental materials
6. Keep them coming! :)
7. It might be more helpful if you gave us actual examples to discuss. Thank ya.
8. I don't necessarily deal with academic programs, maybe talking about co-curricular or service programs and how they tie into academic program assessment
9. great workshop - thank you!
10. Good overview and use of PPT
11. a) Please model what kinds of questions you want us to ask the office b) Also, many good ideas/content on ppt slides, but not all - "signpost" these more for us c) Sometimes you asked "so how do you do x?" - then waited longer and answer it for us - this was great!! esp during lecture
12. blank
13. blank
14. blank
15. blank
16. blank
17. blank
18. blank