Executive Summary:

Fourteen people attended the *What’s Good Enough* workshop on 4/27/2012 facilitated by Monica Stitt-Bergh. All attendees completed an end-of-session questionnaire that asked them to rate the workshop, provide constructive criticism, and state the purpose of standard setting. Results from the questionnaire indicate the workshop was successful in meeting the desired outcomes and it will be offered again.

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

I collected evidence on the extent to which participants were satisfied with the usefulness and effectiveness of the workshop in relation to the workshop outcomes: (a) understand the purpose of standard setting and (b) become familiar with standard-setting methods. I used a quiz question to determine if participants understood the purpose of standard setting.

2. State the Type(s) of Evidence Gathered

End-of-workshop questionnaire/quiz.

3. State How Many Pieces of Evidence Were Collected

14 (100% of attendees).

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

Workshop facilitator used a scoring key to evaluate open-ended quiz question, descriptive statistics to summarize closed-ended questions, and a close reading of open-ended questions to summarize themes.

5. Summarize the Actual Results

86% of the participants were able to state the purpose of standard setting. 93% rated the workshop as *useful or very useful.*
86% rated the workshop as *effective* or *very effective* in increasing their understanding of standard setting.

Thirteen people provided a most valuable aspect of the workshop:
- 7 valued learning the process of standard setting
- 3 valued the examples given

Four provided a least valuable aspect of the workshop. Each discussed a different aspect.

Detailed results are presented in Appendix A.

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

None.

7. Use of Results/Program Modifications:

Overall, the workshop was successful in meeting the desired outcomes. This workshop will be offered again for faculty.

8. Reflect on the Assessment Process

The end-of-session questionnaire works well to capture knowledge, perceptions, and constructive criticism.

9. 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>10</td>
</tr>
<tr>
<td>Useful</td>
<td>3</td>
</tr>
<tr>
<td>Of Little Use</td>
<td>1</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>7</td>
</tr>
<tr>
<td>Effective</td>
<td>5</td>
</tr>
<tr>
<td>Somewhat Effective</td>
<td>1</td>
</tr>
<tr>
<td>Not Very Effective</td>
<td>1</td>
</tr>
<tr>
<td>Not Sure</td>
<td>0</td>
</tr>
</tbody>
</table>

Most valuable aspect of the workshop

- “Explanations of process to establish proficiency was most helpful for me.”
- “Process/Flow of how to set standards”
- “Process of standard setting - for my program w/ the constructed response model”
- “Learning varying methods of setting standards”
- “How to set standards using borderline students”
- “Helps us to understand how to set standards- process, complexity, how to do it. Helps to shed light on how we can proceed out, we may need help down the road.”
- “Explanations of defining standards based on borderline student.”
- “Examples”
- “Specific examples”
- “Practical exercises helped clarify concepts”
- “Introducing university faculty to standards practices that are already familiar to K-12 DOE teachers”
- “It got me thinking about a department-wide placement test we currently use-need to share ideas with colleagues”
- “Peer's questions”
- “Very good”
Least valuable aspect of the workshop

- “I think there needs to be a clearer delineation for participants between program assessment and student assessment. There seemed to be several who wanted to focus on student assessment”
- “I was somewhat confused (at first) about the history excerpt, but understood as we worked through the exercise.”
- “The exercises were a little confusing”
- “Not enough time to talk in groups about application”
- “All valuable”
- “N/A”

Other constructive comments

- “Blue sheet not consistent with multiple choice exam”
- “Lots of information was shared in this workshop. Maybe an intermediate/ part 2 for standards setting can be offered in the future.”
- “Offer earlier in the semester-too close to finals. Mahalo!”
- “The exercises may have been a little advanced for our group. Need more explanation to understand the concept (exercises could be portion of an "advanced workshop")”
- “This was a really good presentation, well organized with instructive activities, but I was already familiar with many of the principles and practices. Hence I found it less valuable, personally, but would heartily recommend it for most university faculty. I was genuinely surprised at how difficult it was for many of the participants to understand the goals of this workshop and program assessment”
- “Very useful workshop!”
- “Keep up such excellent training, Very good quality.”
- “Thank you!”
- “Thanks for the m&ms!”