Developing Learning-assessment Surveys
Workshop Evaluation Report, March 2014

Executive Summary:
Given the popularity of exit and alumni surveys in program assessment, the Assessment Office offered a workshop on using surveys to gather student perceptions on learning related to learning outcomes. The eleven attendees listened to a brief lecture on learning-assessment surveys, reviewed examples, and then created their own set of survey questions. The workshop was advertised as a beginner level workshop suitable for faculty and assessment coordinators looking to develop their knowledge of program assessment. All attendees submitted an end-of-workshop evaluation form and 100% rated the workshop useful and effective. However, on the workshop evaluation form, only 30% (3 attendees) correctly identified learning-assessment survey items (3 out of 3 correct) and 70% (7 attendees) correctly identified two out of three.

1. **State the workshop goals that were assessed.**
   Goal assessed=Attendees will be able to identify learning-assessment survey items.
   Other workshop outcomes included the following:
   - Describe how survey results can be used to guide program improvement
   - Develop survey items
   - Increase survey response rates

2. **State the Type(s) of Evidence Gathered**
   The facilitator distributed a paper evaluation form with one 3-part direct assessment “quiz” question.

3. **State How Many Pieces of Evidence Were Collected**
   11 out of 11 attendees submitted an evaluation survey (100% response rate).

4. **State How the Evidence was Interpreted, Evaluated, or Analyzed**
   The facilitator scored the direct assessment quiz question, used descriptive statistics to summarize the closed-ended survey results, and identified themes from a coding of the open-ended responses.

5. **Summarize the Actual Results**
   The results are as follows:
   - 100% reported the workshop was “Very Useful” and “Useful.” (Question 2) [N=11]
   - 100% reported that the workshop was “Very Effective” and “Effective” in increasing their understanding of the topic. (Question 3) [N=11]
   - 30% correctly answered the question, “are the following learning-assessment items or not?” (3 out of 3 correct). 70% answered 2 out of 3 correctly. [N=10]
   - 100% provided a “most valuable aspect”: five mentioned examples and four mentioned the activity.
   - Only one attendee provided a “least valuable aspect” and suggested decreasing the lecture portion by 5-10 minutes.
Please see Appendix A for detailed results.

6. In addition to the actual results, were there additional conclusions or discoveries?
   More investigation regarding why the attendees had difficulties identifying learning-assessment survey items (question 1 on the evaluation form) is needed to determine which aspects of the workshop or evaluation form need modification.

7. Use of Results/Program Modifications
   The workshop’s content and format will remain the same because of the positive evaluation of the workshop. The facilitator will make small modifications based on feedback, such as providing copies of PPT before the presentation which was requested by one attendee.

8. Reflect on the Assessment Process
   The evaluation form was adequate to collect workshop evaluation data.

9. Other Important Information
   None
Appendix A. Detailed Results

Q1. Are the following learning-assessment items or not?

Question format:

A. The instructor knew the scientific method.  
   Strongly Agree to Strongly Disagree  

B. I have the ability to graph/chart a complex data set.  
   Easily, With some difficulty, With great difficulty, Not at all  

C. To what extent did English professor provide opportunities for you to critically analyze contemporary texts?  
   Great extent, Moderate extent, Some extent, No extent  

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
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<tbody>
<tr>
<td>A.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C.</td>
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Q1 Results

Number of Respondents

<table>
<thead>
<tr>
<th>Number of Correct Answers</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 correct answers</td>
<td>3</td>
</tr>
<tr>
<td>2 correct answers</td>
<td>7</td>
</tr>
<tr>
<td>1 correct answer</td>
<td>0</td>
</tr>
<tr>
<td>No response</td>
<td>1</td>
</tr>
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Q2. Please rate the overall usefulness of this workshop (check one)

<table>
<thead>
<tr>
<th>Response Item</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Useful</td>
<td>10</td>
</tr>
<tr>
<td>Useful</td>
<td>1</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>
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Q3. To what extent was this workshop effective in increasing your understanding of the topic?

<table>
<thead>
<tr>
<th>Response Item</th>
<th>Number of Respondents</th>
</tr>
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<tbody>
<tr>
<td>Very Effective</td>
<td>9</td>
</tr>
<tr>
<td>Effective</td>
<td>2</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>
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Q4 What was the most valuable aspect of the workshop? Why? (Open-Ended Question)

100% of the attendees (N=11) provided at least one “most valuable aspect.” Responses:

- Activity and feedback from Monica and Yao
- all the examples; individual feedback
- How to align SLO, how to word questions; sample responses
- Knowing in what circumstances surveys are best used. How to utilize SLO/rubric language to create questions/prompts. These were helpful in further understanding how to create a survey for my own program.
- Overview
- The "Guiding questions" worksheet was great.
- The activity #2 (because I had my SLOs accessible on my smartphone)
- The concept of using survey to evaluate curriculum-SLO alignment. This concept was completely new to me and I will definitely use this.
- The information provided and the handout
- The presenter was very knowledgeable. The examples provided clarify. The handout included useful material. Power Point was easy to follow.
- working in group. try/apply new info.
Q5 What was the least valuable aspect of the workshop? Why? (Open-Ended Question)
One person wrote a least valuable aspect; 7 wrote “none” or “n/a”; one person made a comment.

- Cut down a little on the "lecture" aspect by 5-10 minutes
- n/a
- n/a
- NA
- none
- none
- none
- None. It was all good
- The fact that I missed the first 30 minutes. I apologize, I know it is rude to arrive so late.

Q6 Other constructive comments? (Open-Ended Question)
Six responded to the question and gave positive comments.

- Excellent job!
- Great workshop. Nice mix of activities and lecture. Thanks
- I was debating coming once I knew I would be so late, but I knew I would get a valuable nugget and I did! I am glad I came.
- Thank you for providing us with very informative professional development session.
- Thank you!
- This was my favorite workshop so far. It was very useful and informative - and targeted/could be targeted to what person is doing.