Assessment Results & Improvement Plan

Department/Program and Degree:	Assessment Office
Assessment Project Name:	*Increasing Faculty Involvement in Program Assessment*
Semester/Yr Evidence Collected:	Spring 2011
Program Assessment Coordinator:	Marlene Lowe & Monica Stitt-Bergh
Person Submitting:	Marlene Lowe
Date Submitted:	May 12, 2011

Executive Summary:

As part of *Springing into Assessment Action!* the Assessment Office (AO) offered a workshop entitled *Increasing Faculty Involvement in Program Assessment* on April 26, 2011. The workshop was advertised as an introductory level workshop. The facilitators provided a framework, based on program factors, to identify effective strategies to increase faculty participation in program assessment.

All 12 workshop attendees completed and submitted a workshop evaluation (100% response rate). The learning outcome was met. Overall, participants found the workshop useful and effective in increasing their understanding of how to increase faculty involvement in program assessment.

1. State the SLO(s) that was Assessed, Targeted, or Studied
Outcome:
Participants will be able to state at least one strategy to increase faculty involvement in program assessment.

2. State the Type(s) of Evidence Gathered
Workshop evaluation

3. State How the Evidence was Interpreted, Evaluated, or Analyzed
The AO student worker ran descriptive statistics on the closed-ended questions and transcribed the open-ended responses.

4. State How Many Pieces of Evidence Were Collected
12. All 12 workshop attendees completed and returned a workshop evaluation (100% response rate).

5. Summarize the Actual Results
- 90% of respondents correctly identified 2 strategies that can increase faculty involvement in program assessment.
- 92% of respondents indicated the workshop was "Useful" or "Very Useful."
- 75% of respondents indicated the workshop was "Effective" or "Very Effective" in increasing their understanding how to increase faculty involvement program assessment.

The assessment benchmark is 80%.

6. **In addition to the actual results, were there additional conclusions or discoveries?**
Number Registered = 17
Number of Registered Attendees = 12
Number of Registered Cancellations = 0
Number of Registered "No Shows" = 6
Number of Walk-ins = 1

Number of Attendees = 12

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.

9. **Reflect on the Assessment Process**

10. **Other Important Information**

Increasing Faculty Involvement in Program Assessment
Workshop Evaluation – Results
(n=12)

- **What are two strategies that can increase faculty involvement in program assessment?**

    90% correct (n=10)
    - a) Create a committee – "curriculum/assessment"

      b) Bring an outsider
    - a) Recognition

      b) Start Small!
    - a) Small and meaningful projects with results presented to faculty

      b) Getting assessment support
    - a) Start from a small, but meaningful assessment project.

      b) Modify what we already have instead of adding a new task
    - a) Address faculty concerns

      b) Start small
    - a) Use existing structures already in place rather than create new mechanisms

      b) Keep things small and meaningful, not overwhelming
    - a) Acknowledge and address faculty concerns

      b) Use existing structures
    - a) Choose [illegible] issue – build from there – start small

      b) Modify what you have. So integrate assessment into curriculum decision.
    - a) Public appreciation

      b) Small meaningful project
    - X   a) Our unit is accredited by a professional body, so we are committed to this already (incorrect)

      b) I think Manoa's assessment efforts were hindered by appearing around the same time as a prioritized effort. It made many faculty on campus suspicious of admin motives. (incorrect)

- **Please rate the overall usefulness of this workshop**

    9 (75%) Very Useful
    2 (17%) Useful
    1 (8%) Of Little Use
    0 Not Useful At All
    0 No Opinion

- **To what extent was this workshop effective in increasing your understanding of the topic?**

    7 (58%) Very Effective
    2 (17%) Effective
    2 (17%) Somewhat Effective
    0 Not Very Effective
    1 (8%) Not Sure

- **What was the most valuable aspect of the workshop? Why?**
  - Changing a slow process and examples from other departments
  - Hearing other's stories and questions
  - Examples with specific departments
  - The encouragement to keep the faith!
  - Information shared in the workshop included many past experiences which helped us better understand the content of the presentation.
  - Specific examples of how to answer specific faculty concerns
  - Ideas to try with the faculty. We are in progress but have not completely made the quantum jump – some of the ideas may help to clarify and encourage everyone to LEAP.
  - Well delivered. Felt [illegible]. Interesting comments on portfolio. That's a great suggestion to rename curriculum committee as Curriculum and Assessment since ours is doing both.
  - Strategies and examples provided in the workshop were very specific so that I could get a picture of myself using similar ways to measure faculty involvement in my department.
  - Explanation of various strategies.
  - General suggestions to involve faculty in the assessment process.
  - Great to hear the stories of the situations/reactions of various programs.

- **What was the least valuable aspect of the workshop? Why?**
  - I think it would make more sense to have Assessment Office specialists meet with team leaders in each department. It seemed obvious that many units are at very different levels of ability. I am pleased to hear you are doing this in some units like Phil.
  - Appreciate reminder of [illegible]
  - All valuable
  - All was useful

- **Other constructive comments?**
  - For us, many of the skeletons are in place, it is covering in flesh that is the problem. We have a portfolio – specific – but now realize some of what we have is irrelevant. What is frustrating is that it was apparent to me when they made the choices – how to guide them as a non-faculty person is difficult. Any suggestions? How can I help them? Thank you Monica and Marlene. You have helped immeasurably and I will be in touch with questions for your advice.
  - One idea from my experience is to produce discipline – specific examples and value-added via assessment. It works when faculty see more peer role models.
  - Thank you for sharing your knowledge and expertise!
  - Thanks for the talk and M&Ms
  - Thank you so much!
  - Mahalo!