Executive Summary:
The Assessment Office (AO) offered a session titled Identify Learning Evidence for Program-level Assessment Uses on March 12, 2015 as part of their spring 2015 workshop series. Facilitated by Monica Stitt-Bergh, the workshop was advertised as a beginner-level session. The session was specifically designed for faculty and assessment coordinators seeking to learn how to select appropriate pieces of evidence that demonstrate student learning using the program’s learning outcomes and curriculum map, and how to decide whether to collect from a sample of students or all students. The format of this workshop included a demonstration, activity, and Q&A.

Fourteen faculty/staff participated in the workshop. Twelve completed an evaluation survey (86% response rate). Overall, respondents found the workshop useful (100%) and effective (92%) in increasing their understanding of collecting evidence of student learning for program improvement. All respondents correctly answered the quiz questions and 83% reporting having a feasible plan as a result of the workshop.

1. State the SLO(s) that was Assessed, Targeted, or Studied
   The workshop had two learning outcomes: participants will be able to
   • select appropriate pieces of learning evidence and
   • decide whether to collect from a sample of students or all students.
   And, the workshop was designed so that participants left with a feasible plan to discuss with colleagues and implement.

2. State the Type(s) of Evidence Gathered
   The facilitator distributed a paper evaluation with two quiz questions, a yes/no question regarding participants’ plans, and five effectiveness and usefulness evaluation questions. (See Appendix A.)

3. State How Many Pieces of Evidence Were Collected
   Out of the 14 who attended the workshop, 12 completed and submitted an evaluation survey (86% response rate).

4. State How the Evidence was Interpreted, Evaluated, or Analyzed
   The quiz questions were evaluated for correctness. 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**

The results suggest that the workshop was useful and effective in helping respondents become familiar with the process of identifying evidence of student learning for program improvement.

Quiz questions:
A) All respondents (100%) provided one type of appropriate evidence or somewhat appropriate evidence for a given student learning outcome (N=11).
B) All respondents (100%) recognized an appropriate sampling technique for programs with over 100 graduating students each year (N=12).

Feasible-plan question:
83% reported having a feasible plan that they could discuss with colleagues as a result of the workshop.

Effectiveness and usefulness questions:
- 100% reported the session as being ‘Very Useful’ and ‘Useful’ (N=12).
- 92% reported the session as being ‘Very Effective and ‘Effective’ in increasing their understanding of the topic (N=12). One respondent (8%) reported the session as being ‘Somewhat Effective’.
- All respondents provided a most valuable workshop aspect. The majority valued the activities, content (including the examples, discussion, and tips), and the presentation format and style.
- One specific comment on a least valuable aspect: confusion over the “gold, silver, bronze” examples of collecting and evaluating learning evidence.

See Appendix A for more detailed results.

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

No.

7. **Use of Results/Program Modifications:**

The format of providing demonstrations and activities was successful and should remain the same. Suggestions from the attendees: use more specific examples; clearer explanations of the “gold, silver, bronze” examples. The presenter will consider mentioning that the Assessment Office offers a workshop solely designed to address the bronze, silver, and gold practice examples and encourage participants to attend for further information.

8. **Reflect on the Assessment Process**

The evaluation form of quiz questions and respondents’ perceptions was an effective method of collecting evaluation data.
Appendix A. Detailed Survey Results

Q1. What is one type of appropriate evidence for this student learning outcome? (*SLO = Students will be able to conduct and communicate research findings.*)

<table>
<thead>
<tr>
<th>Response Item</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate Evidence</td>
<td>10</td>
</tr>
<tr>
<td>Somewhat Appropriate Evidence</td>
<td>1</td>
</tr>
<tr>
<td>Inappropriate Evidence</td>
<td>0</td>
</tr>
</tbody>
</table>

Q2: As a general rule, what should a program do if it graduates over 100 students each year?

<table>
<thead>
<tr>
<th>Response Item</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess all graduating students</td>
<td>0</td>
</tr>
<tr>
<td>Assess a sample of graduating students</td>
<td>11</td>
</tr>
</tbody>
</table>

Q3. As a result of this workshop, do you have a plan to discuss with colleagues?

<table>
<thead>
<tr>
<th>Response Item</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>10</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
</tbody>
</table>

Q4. Please rate the overall usefulness of this workshop.

<table>
<thead>
<tr>
<th>Response Item</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Useful</td>
<td>6</td>
</tr>
<tr>
<td>Useful</td>
<td>6</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>
</table>

Q5: 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>
</thead>
<tbody>
<tr>
<td>Very Effective</td>
<td>6</td>
</tr>
<tr>
<td>Effective</td>
<td>6</td>
</tr>
<tr>
<td>Somewhat Effective</td>
<td>1</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

- Decide sample or not, & how to select samples
- We need to consider sampling & better capstone assessment.
- Verbs in SLOs
- Key idea - using the verb to identify the method of assessment. This is a new idea to me.
- A summary of evidence of student learning outcome.
- Example of evidence
- Tips for diff types of evidence
- Handouts and examples of assessment cycle was useful, and detailed discussion/activity was great.
- Exercises & explanations are very clear. Thank you!
- Practical
- Efficient & meaningful application to assessment
- Presentation

Least valuable aspect of the workshop

- Still confused about method (gold vs. silver...)
- Examples of evidence. That is only because I have attended your previous workshops and retained the information 😊 Also - I realized that we are not evaluating seniors. Need to change this! Some entry-level students are being evaluated.
- My department is not academic program so applying to special study was a challenge but Monica shared great tips!
- All good
- [hard] - not applicable [cannot read first word; handwriting unclear]
- Audience Q
- None.

Other constructive comments

- A more specific example might help.
- Really helpful! Thank you!
- Thanks! I'll be in touch.
- Very useful to identify ways for finding learning evidence
- Great presentation. Flow/timing was effective. Presenter is passionate about material & very helpful!
- Thank you!
- Mahalo nui!
- Thank you
- Great!