Executive Summary:

On March 19, 2015, the Assessment Office (AO) offered a workshop titled "Make Undergraduate Program Decisions Based on Evaluation of Individual Students’ Learning." The session was advertised as a beginner-level workshop and was facilitated by Monica Stitt-Bergh. The workshop was specifically designed for faculty and assessment coordinators seeking to learn how to use individual student results for program-level assessment and decision making and use low- and high-tech solutions to efficiently collect data. The format of this workshop included a presentation, activity, and Q&A.

Ten faculty/staff participated in the workshop and submitted an evaluation survey (100% response rate). Overall, respondents found the workshop useful (100%) and effective (100%) in increasing their understanding of collecting and using student results to guide program-level assessment.

1. **State the SLO(s) that was Assessed, Targeted, or Studied**
   The workshop had two session outcomes: participants will be able to
   • use individual student results for decision making; and
   • name a technology solution for data management

2. **State the Type(s) of Evidence Gathered**
   The facilitator distributed a paper evaluation with two open-ended quiz questions, one on each learning outcome, and five effectiveness and usefulness evaluation questions (two closed-ended and three open-ended). Questions listed in Appendix A.

3. **State How Many Pieces of Evidence Were Collected**
   Out of the 10 who attended the workshop, 10 completed and submitted an evaluation survey (100% response rate).

4. **State How the Evidence was Interpreted, Evaluated, or Analyzed**
   The workshop facilitator used descriptive statistics to summarize evidence from the evaluation survey and identified themes from a close reading of the open-ended responses on valuable/least valuable aspects and other constructive comments. The two quiz questions were evaluated as “correct” or “incorrect.”

5. **Summarize the Actual Results**
   The results suggest that participants met the desired learning outcomes: they correctly answered the quiz questions and reported the workshop as useful and effective.
Open-ended quiz questions:
A) All respondents (10 out of 10) correctly described a program decision that could lead to program improvement.
B) All respondents (10 out of 10) correctly named a technology solution for data collection/management.

Usefulness and effectiveness questions:
- 100% reported the session as being ‘Very Useful’ and ‘Useful’ (N=10).
- 100% reported the session as being ‘Very Effective and ‘Effective’ in increasing their understanding of the topic (N=10).
- 100% reported a most valuable workshop aspect. The majority valued the examples from other programs, hands-on case study exercise, and the additional content (e.g., tips for faculty discussions and reminders regarding the importance of collaboration in assessment).
- 20% (2 out of 10) reported a least valuable aspect. One commented that there was not enough time to review the technology tools in sufficient depth and the other commented that there was not enough time to review the meeting facilitation strategies in enough depth.

Appendix A contains 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 real-life examples, a hands-on case-study exercise, and allowing time for discussion was successful and should remain the same. For future workshops, the facilitator will remove the sections on using technology for program-level assessment and on facilitating effective meetings; alternatively, the facilitator will increase the duration of the workshop from 75 minutes to 90 or more minutes to allow sufficient presentation and discussion of these two topics. Given that these topics are important and were valued by the participants, separate workshops on each could be created.

8. **Reflect on the Assessment Process**
The evaluation form with quiz questions and closed- and open-ended evaluation questions to gather respondents’ perceptions was an effective method of collecting evaluation data.

9. **Other Important Information.**
   None.
Appendix A. Detailed Survey Results

10 respondents (100% of attendees)

Q1. In 1-2 sentences, describe a program decision that could lead to program improvement.

<table>
<thead>
<tr>
<th>Response Item</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correctly described a program decision</td>
<td>10</td>
</tr>
<tr>
<td>Incorrectly described a program decision</td>
<td>0</td>
</tr>
</tbody>
</table>

Q2: Name a technology solution for data management.

<table>
<thead>
<tr>
<th>Response Item</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correctly named a technology solution</td>
<td>10</td>
</tr>
<tr>
<td>Did not correctly name a technology solution</td>
<td>0</td>
</tr>
</tbody>
</table>

Q3. 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>9</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>
</table>

Q4: 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>8</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>
</tbody>
</table>

Q5. Most valuable aspect of the workshop
- Looking at and discussing the example/sample data
- Hands-on exercise
- Discussion of the case study
- Hands on activity - group discussion on sample problem.
• Discussing the case study in *Teamwork* really demonstrated the importance of collaboration
• Evaluating another program's SLO and rubric used. Gave me a direct example of flaws in the rubric (possibly) and how to better address my program.
• It gave me a way to measure what we are doing against examples.
• I appreciated the tips for faculty meetings & discussions.
• Reminder to collaborate w/ others in the program when developing rubrics, when norming rubrics, deciding or evidence, etc.
• Easy to understand, well-presented. Thank you!

**Q6. Least valuable aspect of the workshop**
• Not enough time to discuss last topic: How to run effective meetings
• tech tools - too brief to explain how they would be helpful
• Some was review, but even that was worthwhile.
• All valuable
• No low spots! Great workshop!
• It was all very valuable.

**Q7. Other constructive comments**
• Would like to learn more about how to run effective, productive meetings
• thank you!
• Please keep offering these workshops!
• These workshops are great! I like how we are able to apply the ideas through the activities as well. Are these available to PhD students? I think PhD students in our program would benefit.
• Always nice to be reminded about the purpose of workshop, purpose of assessment, and cycle.
• It was very useful. I liked the various places you can improve your curriculum.