Collect Evidence of Student Learning Using a Signature Assignment
Workshop Evaluation Report

Executive Summary:
The *Collect Evidence of Student Learning Using a Signature Assignment* workshop was held on November 19, 2015 and facilitated by Monica Stitt-Bergh. Advertised as a workshop appropriate for beginners, the interactive session featured two outcomes: (1) participants will be able to describe a signature assignment and how it is useful; and (2) participants will be able to identify learning outcomes and/or courses to target for a signature assignment in their degree program. Participants were led through the basics of a signature assignment and learned various ways in which signature assignments could be used to gather meaningful evidence of student learning for program-level decision making.

13 participants attended the workshop and 12 participants completed and submitted an evaluation survey (92% response rate). All of the respondents found the workshop useful (100%) and effective (100%) in increasing their understanding of using signature assignments.

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

   Evidence was collected on the extent to which participants achieved the learning outcomes and the extent of the perceived usefulness and effectiveness of the workshop in relation to the two workshop outcomes. Three quiz questions were used to directly assess whether participants could correctly describe a signature assignment, provide at least one way in which a signature assignment is useful for program-level assessment, and identify learning outcomes and/or courses in their own program to target for a signature assignment. An evaluation form was administered to determine if the workshop was effective and useful in increasing their understanding of the outcomes, and further assess aspects of the workshop that were most and least valuable.

2. **State the Type(s) of Evidence Gathered**

   The facilitator distributed a paper evaluation form with three quiz questions and five evaluation questions.

3. **State How Many Pieces of Evidence Were Collected**

   Out of the 13 participants who attended the workshop, 12 completed and submitted an evaluation survey (92% response rate).

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

   The workshop facilitator scored the three quiz questions and used descriptive statistics to summarize the remaining closed-ended questions. For open-ended questions, the facilitator identified themes from a close reading of the responses.

5. **Summarize the Actual Results**

   Most of the respondents (91%) were able to correctly describe a signature assignment (one respondent was partially able to describe a signature assignment).100% of respondents correctly described at least one way that a signature assignment is useful for program-level assessment and decision making. 92% were able to identify learning outcomes and/or courses within their own programs to target for incorporating a signature assignment.

   Workshop Participant Evaluation results
   - 100% said the workshop was 'Useful' or 'Very Useful.'
   - 100% said the workshop was 'Effective' or 'Very Effective.'
   - Overall, the majority of the participants found the workshop very valuable. They mostly appreciated the knowledge on signature assignments and having opportunities to reflect on its usefulness, and the group discussions and Q&A portion of the workshop.

   Detailed results are presented in Appendix A.

6. **In addition to the actual results, were there additional conclusions or discoveries?**
   No.

7. **Use of Results/Program Modifications:**
   In general, participants enjoyed having the opportunity to reflect on the usefulness of signature assignments and how it could potentially fit within their programs and curriculum and thus, these opportunities should be continued. This was supported by participants' comments when asked what the most valuable aspect of the workshop was: "Seeing how a signature assignment fits within the larger context of assessing and evaluating a program's performance", "Thinking about assessment of SLOs across the program…", and "How to design signature assignments & use it to reflect on the curriculum & program."

   One respondent reported that the way the material was presented (i.e., "birds-eye-view") made it challenging to grasp because it was "ambiguous" and "amorphous". Another respondent felt that the performance task introduced at the beginning was not an example of a signature assignment. For future workshops, the facilitator might consider supplementing the "birds-eye-view" with more concrete examples. Perhaps a follow-up workshop could be offered in which faculty, after identifying target outcomes and/or courses, develop signature assignments and receive feedback from peers.

8. **Reflect on the Assessment Process**

The combination of direct assessment and participants' perceptions seem to work well.

9. **Other Important Information.**

None.

Appendix A. Responses to Open- and Closed-Ended Questions

Stem: Overall usefulness of the workshop

Response Item	Number of Participants
Very Useful	8
Useful	4
Of Little Use	0
Not Useful At All	0
No Opinion	0

Stem: Workshop effectiveness in increasing understanding

Response Item	Number of Participants
Very Effective	7
Effective	5
Somewhat Effective	0
Not Very Effective	0
Not Sure	0

Most valuable aspect of the workshop
- Activity and small group talk
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- Seeing how a signature assignment fits within the larger context of assessing and evalauting a program's performance.
- Thinking about assessment of SLOs across the program. Not sure how our data is being analyzed now.
- With each workshop you present, I find myself understanding more & more about best assessment practices.
- Could think of the curriculum and how to apply a signature assignment to the curriculum
- Scaffolding sample
- questions & answers
- Hearing the practical experience of Monica and other faculty present
- Thought prompts after each part of the presentation. Get info, process it, act on it.
- How to design signature assignments & use it to reflect on the curriculum & program
- I didn't know what signature assignments were, so it was very informative.

- Based on the stability of Mānoa's student population, the student failure needs to be addressed by changing the present practice in the program.
- - The rate and frequency of collecting data and of how often to prompt student self reflection. Use of metacognition in moderartion.
  .

Least valuable aspect of the workshop
- n/a
- I don't think anything was a waste of time. All was useful. Presentation, PowerPoint, & assignments were all very well done.
- NA
- The "bird's eye view" kept some content ambiguous & amorphous.
- Starting the "green form" with a performance task that is not necessarily a signature assignment
- None -- maybe longer or a part II.
- none.
- NA -
- NA

Other constructive comments
- n/a. thank you!
- Thanks!
- Mahalo nui loa, Monica!
- Note: Scaffolding +1
- I always appreciate the practical experience (just reinforcing pt. 6)
- more explanation on diff kinds of rubrics.
- The workshop made me think about how deep I (we as a program) [need] to go over where we teach & assess std's work.
- Thank you.