From Evaluation of Individual Students to Program Level Assessment of Learning – Implications for Graduate Programs
Workshop Evaluation Report

Executive Summary:
As part of the spring 2015 workshops, the Assessment Office (AO) offered a workshop called From Evaluation of Individual Students to Program Level Assessment of Learning – Implications for Graduate Programs on February 19, 2015. The workshop was led by Yao Hill. Advertised as a beginner-level session, the workshop was designed for graduate faculty and assessment coordinators seeking to learn how to plan and implement program learning outcome assessment practices in graduate programs. The format of this workshop was a presentation along with interactive activities.

Eleven participants participated in the workshop. Eight participants completed and submitted an evaluation survey (73% response rate). Overall, respondents found the workshop useful (100%) and effective (75%) in increasing their understanding of tools and strategies for harnessing individual student evaluation in graduate program learning assessment.

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 workshop outcomes: (1) understand tools and strategies to harness individual student evaluation for program assessment; and (2) their ability to develop a feasible assessment plan. Three quiz questions were used to directly assess whether participants could list specific tools and strategies, and feel confident in carrying out an assessment project with and without the assistance of the AO. An evaluation form was used to determine if the workshop was effective and useful in increasing their understanding of the outcomes, as well as 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 11 who attended the workshop, 8 completed and submitted an evaluation survey (73% response rate).
4. **State How the Evidence was Interpreted, Evaluated, or Analyzed**

The workshop facilitator scored the quiz questions; used descriptive statistics to summarize remaining results; 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**

All respondents (100%) were able to list at least one learned tool and/or strategy for program learning assessment. 88% felt that they were able to develop an assessment project to carry out with the assistance of the AO (n = 7). 29% felt they could develop an assessment project themselves!

**Workshop Participant Evaluation results**
- 100% said the workshop was ‘Useful’ or ‘Very Useful.’
- 76% said the workshop was ‘effective’ or ‘very effective.’ The rest 25% said it was ‘Somewhat Effective’.
- Overall, the majority of the participants found the workshop very helpful. They mostly appreciated the discussions (e.g., on rubrics, peer discussions regarding their respective programs’ assessment) and the examples.
- 100% of the respondents reported that the workshop was useful and effective.

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:**

Respondents mostly appreciated the use of examples and discussion-format. These features should be continued. For future workshops, the facilitator may consider allotting more time for participants to plan their individual assessment projects and going through each of the handouts. Time was limited due to the facilitator allowing more time for discussion and questions and answers. Other suggestions to consider include featuring how to use assessment results to improve programs, and presenting “gold-winning” examples first before going to the “bronze-winning” examples. Additionally, consider addressing “why assess?” question at the beginning of the workshop.

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

<table>
<thead>
<tr>
<th>Response Item</th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Useful</td>
<td>4</td>
</tr>
<tr>
<td>Useful</td>
<td>4</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>

Stem: Workshop effectiveness in increasing understanding

<table>
<thead>
<tr>
<th>Response Item</th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Effective</td>
<td>3</td>
</tr>
<tr>
<td>Effective</td>
<td>3</td>
</tr>
<tr>
<td>Somewhat Effective</td>
<td>2</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

- Discussion of use of rubrics for dissertations
- Expose to methodology of assessment
- Examples
- The examples
- Discussion w/ others at various stages of assessment in their programs
- The discussion of the concrete things that can be done to improve evaluations
- Examples + discussion
**Least valuable aspect of the workshop**

- Discussion of tests and usefulness
- What to learn more about using result of assessment to improve program
- Project plan (too little time)
- N/A It was great!
- Some handouts weren’t discussed - not sure if they’re valuable or not
- Going through poor examples before good examples and spending more time on the poor examples than the good ones
- More examples would be great

**Other constructive comments**

- The organizations may be more straight lined.
- Address the "why assess?" question up front
- Still need to figure out what to do with the data once they are collected
- Excellent!