C4WARD ASSESSMENT AND EVALUATION

05/15-5/18 CONCIERGE TRAINING AT KCC

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Workshop Outcomes

- Aware of concierge's roles in data collection process for C4ward evaluation.
- Tell the difference between well-articulated and ill-articulated outcomes.
- Aware of multiple ways to report their circle outcomes.

Professional Development Evaluation Model (Guskey, 2000)

- Participants' reaction
- Participants' learning
- Organization support and change
- Participants' use of new knowledge and skills
- Student learning outcomes

For most professional developers, that true purpose and ultimate goal was to provide educators with the professional knowledge and craft skills they need to help all students learn at high levels" (p. 209)

"It showed, for example, that large-group presentations, training programs, workshops, and seminars are not ineffective—they are just insufficient. They are an excellent means of sharing information and helping professional develop a common knowledge base. To lead to changes in practice and improved results with students, however, they must be accompanied by structured opportunities for practice with feedback, collaborative planning, and ongoing assistance" (p. 209).

C4wards Mission Statement

To improve student success and move the campus forward in collaborative, creative, and collegial way with faculty and staff in the center of innovation, improvement, and self-acculturation

Three C4ward Goals

- **Goal 1**: C4ward aims to increase awareness of the professional development, professional relationship-building, and support, leadership development, well-being activity opportunities among all faculty at the College. (KNOW)

- **Goal 2:** C4ward aims to maintain and improve faculty excellence by providing resources and opportunities for all faculty' professional and personal development in pedagogy, professional pathways, professional relationship-building, leadership, and well-being. (DO)

- **Goal 3:** C4ward aims to enhance morale and sense of trust among faculty, to empower faculty to be confident, responsible, willing, and able to exercise institutional responsibilities and to seek and provide help for professional and personal development. (EMPOWER)

All the goals are designed to…

- **improve student success and to the campus forward.**

How do we get there?

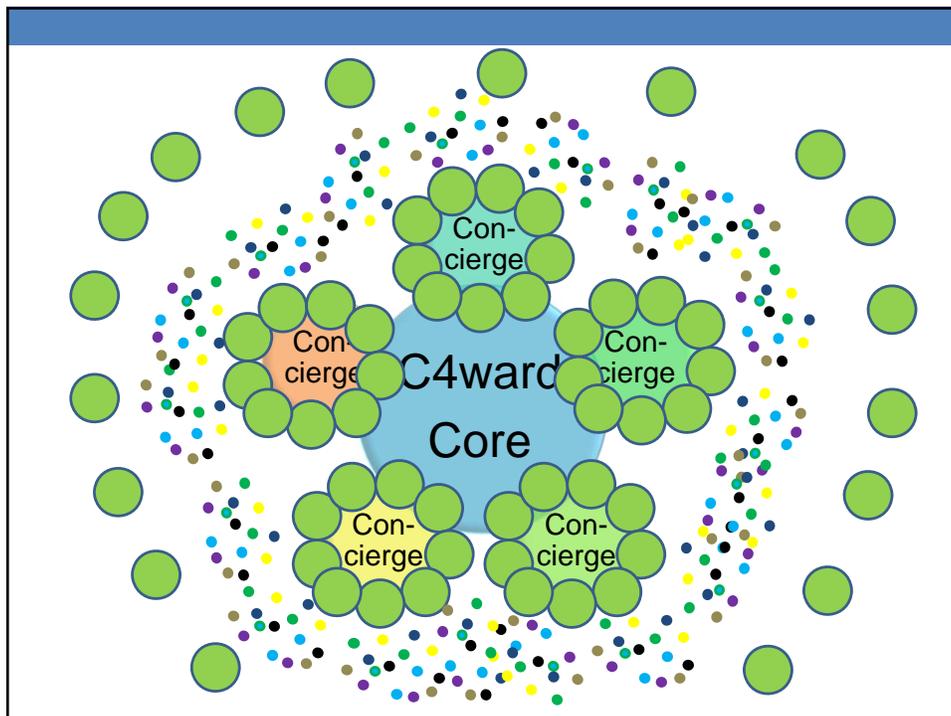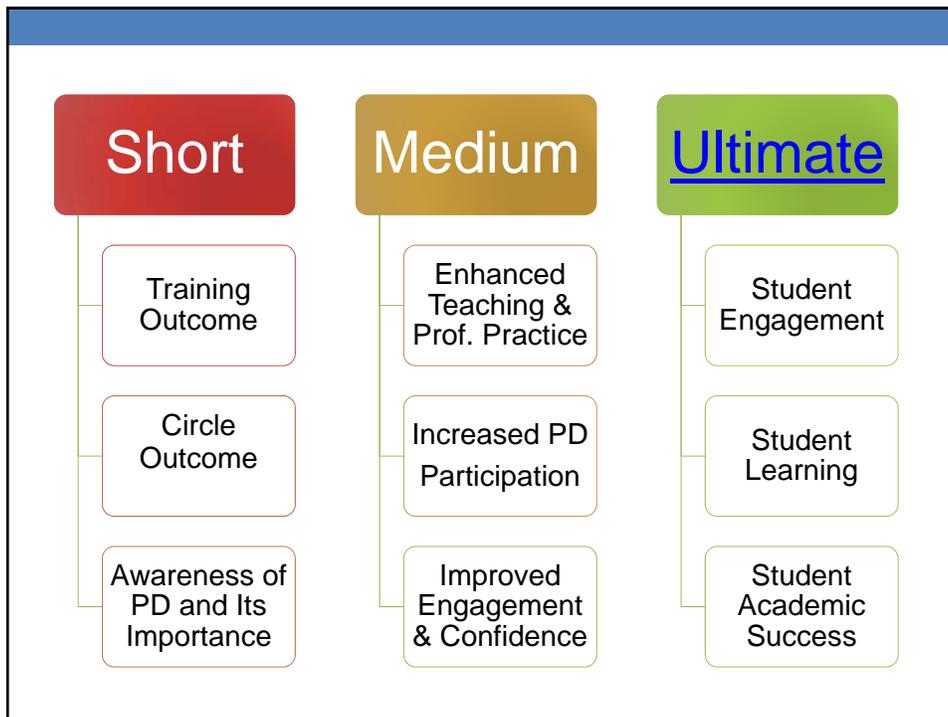| 2	C4ward circles form and are led by concierges
1	C4ward Concierge Training
3	Circle members learn and collaborate to implement strategies together
4	Circle members make impact on students and institution

How do we get there

Training → Form circles → Learn & do → Make an impact

Short	Medium	Ultimate
Training Outcome	Enhanced Teaching & Prof. Practice	Student Engagement
Circle Outcome	Increased PD Participation	Student Learning
Awareness of PD and Its Importance	Improved Engagement & Confidence	Student Academic Success

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Short-Term Outcomes and Assessments

- Training outcome → C4ward Concierge Training Evaluation
- Circle outcome → Concierge's End-of Semester Survey; Concierge's evaluation of the circle; products/artifacts from the circle.
- Awareness of PD and its importance → Faculty Confidence and Engagement (FaCES) Survey

Mid-Term Outcomes and Assessments

- Enhanced teaching & Prof. practices → Circle members' end-of-semester report
- Increased PD participation → Participation list
- Improved engagement & confidence → FaCES survey

Ultimate

- Student engagement → Course level CCSSE survey, circle member end-of-semester survey
- Student learning → ???, circle member end-of-semester survey
- Student Achievement → Institutional data

To summarize what you need to take:

- C4ward Concierge Training Evaluation
  - When: on the last day of the training
- Concierge End-of-Semester Survey
  - When: Within 3 weeks of the end of the semester
- Faculty Engagement and Confidence Survey
  - When: End of Jan of every even-numbered year (e.g., Jan 2014)

To summarize what you need to prepare:

- The participant list in the following format:

First Name and M.I.	Last Name	C4ward ID (e.g., SPRING12pfs01)

- Circle outcome evaluation tools.

To summarize what you can help circle members with:

- Course level CCSSE (handout)
- Documenting members' activities/achievements/products

WHY BOTHER WITH OUTCOMES AND ASSESSMENT?

Outcomes are…

- Knowledge (know)
- Skills (do)
- Dispostion (feel)

Outcomes are not…

- Activities
- Experiences

Outcomes should be …

SMART

Goals vs. Outcomes:
Exercise

- Corner Stone Circle
- Academic Writing Circle
- Wellness C4ward
- Hawaiian Value in Classroom Circle

Group activities: Help your C4Ward with Generating Intended Outcomes

Circle 1: A group of faculty/staff who feverishly love google apps: Google docs, Google forms, Google calendar, Google chats, and etc. Your group include two teaching faculty, two counselors, and two program support staff.

Circle 2: A group of teaching faculty who are interested in finding ways to engage students so that they attend classes and complete homework or read assignment on time.

Reporting of the Outcomes

- Quantitative: performance indicators

e.g., # (%) implemented one innovative pedagogy in their classroom.

- Qualitative: testimonies, observations, story-telling
- Best: Quan + Qual

Sample outcome reports

- Qualitative:
  - TLC circle
- Products:
  - Academic Writing Circle
  - Hawaiian Value Circle
- Quantitative:
  - Corner Stone

QUESTIONS.