

Framework for Evaluation of Workshop

PURPOSES OF WORKSHOP EVALUATION	WHO WILL USE FINDINGS, WHAT DECISIONS MAY BE MADE	EVALUATION QUESTIONS	DATA OR INFORMATION TO ANSWER QUESTIONS	ASSESSMENT OR TOOL (End of day survey)
<p><i>Overall Goals of the Workshop: 1) participants will refine or learn approaches to evaluation; 2) participants develop specific evaluation plans for existing campus projects or new campus projects related to information literacy, information fluency, or instructional technology.</i></p> <p><i>Overall Purpose of the Evaluation of Workshop: Were our goals met? What elements were effective or not effective?</i></p>				
<p>•if participants gained [or refined] ability to conduct an evaluation</p>	<p>Mellon how funds spent offer similar workshops? Us redesign, drop or add components ACS to plan future activities or meetings that build on it Participants chance to reflect on day chance to provide feedback</p>	<p>How many participants improved their ability to conduct an evaluation</p>	<p>#, % of participants checking gained or refined [?are we interested in amount, e.g., a lot, a little?]</p>	<p>Q1 As a result of this workshop, did you – refine, gain, stay same – ability to conduct an evaluation</p>
<p>•If morning evaluation presentation and example activity and afternoon team work activity were helpful</p>		<p>?? Do we want to know if they found it helpful? Good? Informative? Valuable?</p>	<p>Mean ratings on Likert scale; #/% in categories</p>	<p>Q2 5 point Likert scale of helpfulness for each component</p>
<p>•Whether poster session was informative</p>		<p>To what extent do participants agree that poster session was informative</p>	<p>mean ratings, on Likert scale; #/% agreement in categories</p>	<p>Q3 The poster session was informative ... SA, A, N, D, SD</p>
<p>•what parts were most/least effective for workshop participants</p>		<p>what did participants find most helpful, least helpful change for unanticipated</p>	<p>comments next to questions and at end: list and categorize</p>	<p>Q4a & 4b what parts should we keep? Change or drop? Reasons</p>
<p>•If participants' responsibilities influence their reactions to the workshop?</p>		<p>What are the differences in responses and ratings between librarians, faculty, IT, administrators, other?</p>	<p>Mean differences statistical tests significance</p>	<p>Q5 My primary responsibilities are as librarian, faculty, instructional technologist, administrator, other</p>
<p>•what participants' overall rating of the workshop was</p>		<p>What are participants' overall rating of the workshop (similar to grade)</p>	<p>mean ratings, #/% outstanding, very good, good, okay, poor, fair</p>	<p>Q6 Overall, I would rate today's workshop as ... 6-point scale, forced choice</p>

NB: Two boxes have questions to show the process and thinking we went through. jh