Assessment Townhall Meeting

August 15 ~ 12-1pm ~ 2-201

Overview

I. Increasing focus on learning outcomes
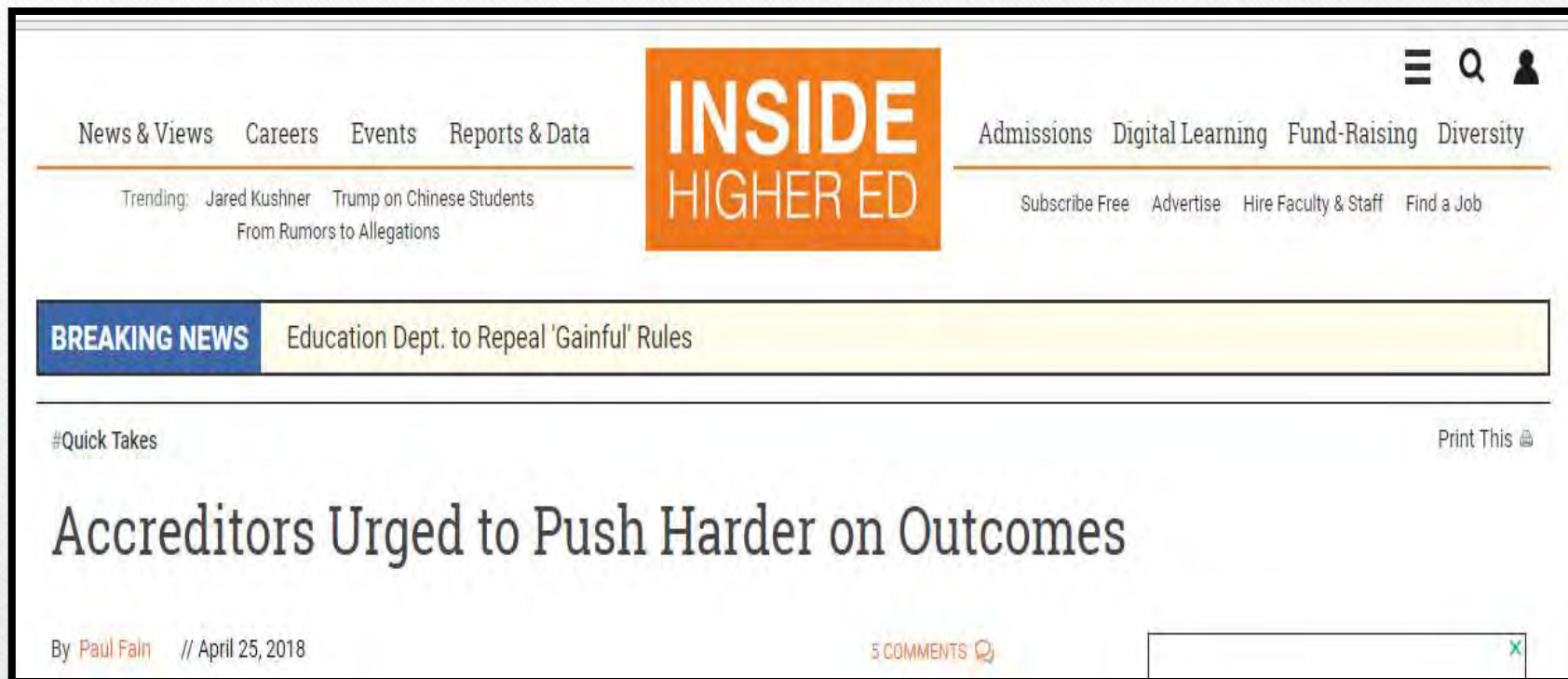
I. Increasing focus on learning outcomes

Federal recognition standards would now focus, first and foremost, on "student and educational outcomes."

I. Increasing focus on learning outcomes

News & Views   **Careers**   **Events**   **Reports & Data**

Trending: Jared Kushner   Trump on Chinese Students   From Rumors to Allegations

INSIDE HIGHER ED

Admissions   Digital Learning   Fund-Raising   Diversity

Subscribe Free   Advertise   Hire Faculty & Staff   Find a Job

BREAKING NEWS   Education Dept. to Repeal 'Gainful' Rules

#Quick Takes   Print This

Accreditors Urged to Push Harder on Outcomes

By Paul Fain   // April 25, 2018   5 COMMENTS

I. Increasing focus on learning outcomes

ABOUT US ∨   ADVERTISE ∨   SUBSCRIBE ∨

Diverse
ISSUES IN HIGHER EDUCATION

Equity Gaining Emphasis in Assessing Student Outcomes

February 11, 2018 | :

I. Increasing focus on learning outcomes

HONOLULU COMMUNITY COLLEGE

EDUCATIONAL & STRATEGIC PLAN

2016 - 2021
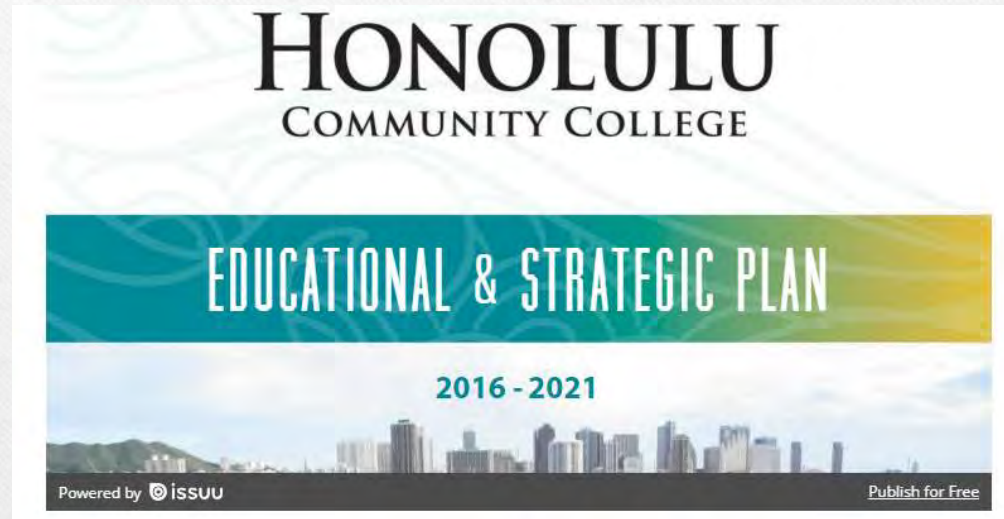
"assessment [and ….] will serve as the primary indicators for success."

I. Increasing focus on learning outcomes

2018-2019:

Year of purposeful engagement

II. Assessment directions

1. **Assessment Task Force: Your rep and support**

STRATEGIC DIRECTIONS   GOVERNANCE   FORMS   DEPTS A-Z   FUNDING   RESOURCES   HONCC WEBSITE

2018-2019 COMMITTEE ASSIGNMENTS

Search here...

ASSESSMENT TASK FORCE (ASTF) *

- Institutional Assessment Specialist: Chiara Logli (chair)
- Accreditation Liaison Officer: Jeff Stearns
- Institutional Research: Steven Shigemoto
- Academic Support: Stefanie Sasaki
- Administrative Services: Jamie Hernandez
- Communication/External Affairs/Design: __
- ITS: William Becker
- PCATT: Beryl Morimoto
- Student Services: Erica Balbag-Gerard
- Hawaiian Programs: Ka'iulani Murphy
- Humanities/Social Sciences: John Delay
- Language Arts: Conred Maddox
- Math/Natural Sciences: Brent Rubio
- Tech 1: Bob Perkins
- Tech 2: Eric Lagrimas

II. Assessment directions

This year, the AsTF will develop:

- Assessment policy and procedures
- Assessment Management System fields (KSCM/Banner/Laulima)
- New forums for assessment discussions: Talk Story, portion of division meeting, symposium.
- Assessment Ambassadorial/Leadership Institute

II. Assessment directions

1. Assessment Task Force
2. Assessment webpage: For info, resources, links.

UNIVERSITY of HAWAI'I
HONOLULU
COMMUNITY COLLEGE

HOW TO
APPLY

PROGRAMS
OF STUDY

PAYING FOR
COLLEGE

SERVICES
FOR
STUDENTS

CONTINUING
EDUCATION

INSTITUTIONAL ASSESSMENT

INSTITUTIONAL ASSESSMENT

E komo mai! Mahalo for visiting the Institutional Assessment page! The assessment office engages in systematic assessment of learning and service outcomes in order to create continuous opportunities for improvement in student success. Assessment is an ongoing and interactive process consisting of the following steps:

1. Defining the outcomes.
2. Determining appropriate methods to assess the outcomes.
3. Gathering evidence of the outcomes.
4. Analyzing the evidence.
5. Using this information to improve student learning and evolve the program/service.

🏆 OUTCOMES

🏆 SLO STREAMLINING IN KSCM (BY MID-SEPTEMBER)

📝 METHODS

💡 EVIDENCE

🔧 ANALYSIS

👍 IMPROVEMENT

Please contact us if you have questions. We are happy to support you!

Chiara Logli, Ph.D.
Faculty/Institutional Assessment Specialist

II. Assessment directions

1. **Assessment Task Force**
2. **Assessment webpage**
3. **Outcome transparency: KSCM, syllabi, web, files, everywhere.**

ILO

PLO

SLO/SAO

UNIVERSITY of HAWAI'I
HONOLULU
COMMUNITY COLLEGE

HOW TO APPLY   PROGRAMS OF STUDY   PAYING FOR COLLEGE   SERVICES FOR STUDENTS   CONTINUING EDUCATION

INSTITUTIONAL ASSESSMENT

INSTITUTIONAL ASSESSMENT

E komo mai! Mahalo for visiting the Institutional Assessment page! The assessment office engages in systematic assessment of learning and service outcomes in order to create continuous opportunities for improvement in student success. Assessment is an ongoing and interactive process consisting of the following steps:

1. Defining the outcomes.
2. Determining appropriate methods to assess the outcomes.
3. Gathering evidence of the outcomes.
4. Analyzing the evidence.
5. Using this information to improve student learning and evolve the program/service.

OUTCOMES

Our institution has established learning outcomes at three levels:

1. Non-instructional level: Service Area Outcomes (SAOs)
Constituents achieve SAOs [PDF] after participating in a particular experience, including students, staff, faculty, and any other participants.

2. Course level: Student Learning Outcomes (SLOs)
Students achieve SLOs after completing a course. All faculty are required to use the SLOs from the Kuali Student Curriculum Management System (KSCM) and list them on the course syllabi.

3. Program level: Program Learning Outcomes (PLOs)
Students achieve PLOs [PDF] after completing a specific degree or path of study.

4. College level: Institutional Learning Outcomes (ILOs)
Students achieve ILOs [PDF] across all disciplines, through both instructional and non-instructional support.

UNIVERSITY of HAWAI'I
HONOLULU
COMMUNITY COLLEGE

HOW TO
APPLY

PROGRAMS
OF STUDY

PAYING FOR
COLLEGE

SERVICES
FOR
STUDENTS

CONTINUING
EDUCATION

INSTITUTIONAL ASSESSMENT

INSTITUTIONAL ASSESSMENT

E komo mai! Mahalo for visiting the Institutional Assessment page! The assessment office engages in systematic assessment of learning and service outcomes in order to create continuous opportunities for improvement in student success. Assessment is an ongoing and interactive process consisting of the following steps:

1. Defining the outcomes.
2. Determining appropriate methods to assess the outcomes.
3. Gathering evidence of the outcomes.
4. Analyzing the evidence.
5. Using this information to improve student learning and evolve the program/service.

🏆 OUTCOMES

Our institution has established learning outcomes at three levels:

1. Non-instructional level: Service Area Outcomes (SAOs)
Constituents achieve SAOs [PDF] after participating in a particular experience, including students, staff, faculty, and any other participants.

2. Course level: Student Learning Outcomes (SLOs)
Students achieve SLOs after completing a course. All faculty are required to use the SLOs from the Kuali Student Curriculum Management System (KSCM) and list them on the course syllabi.

3. Program level: Program Learning Outcomes (PLOs)
Students achieve PLOs [PDF] after completing a specific degree or path of study.

4. College level: Institutional Learning Outcomes (ILOs)
Students achieve ILOs [PDF] across all disciplines, through both instructional and non-instructional support.

UNIVERSITY of HAWAI'I
HONOLULU
COMMUNITY COLLEGE

HOW TO
APPLY

PROGRAMS
OF STUDY

PAYING FOR
COLLEGE

SERVICES
FOR
STUDENTS

CONTINUING
EDUCATION

INSTITUTIONAL ASSESSMENT

INSTITUTIONAL ASSESSMENT

E komo mai! Mahalo for visiting the Institutional Assessment page! The assessment office engages in systematic assessment of learning and service outcomes in order to create continuous opportunities for improvement in student success. Assessment is an ongoing and interactive process consisting of the following steps:

1. Defining the outcomes.
2. Determining appropriate methods to assess the outcomes.
3. Gathering evidence of the outcomes.
4. Analyzing the evidence.
5. Using this information to improve student learning and evolve the program/service.

🏆 OUTCOMES

Our institution has established learning outcomes at three levels:

1. Non-instructional level: Service Area Outcomes (SAOs)
Constituents achieve SAOs [PDF] after participating in a particular experience, including students, staff, faculty, and any other participants.

2. Course level: Student Learning Outcomes (SLOs)
Students achieve SLOs after completing a course. All faculty are required to use the SLOs from the Kuali Student Curriculum Management System (KSCM) and list them on the course syllabi.

3. Program level: Program Learning Outcomes (PLOs)
Students achieve PLOs [PDF] after completing a specific degree or path of study.

4. College level: Institutional Learning Outcomes (ILOs)
Students achieve ILOs [PDF] across all disciplines, through both instructional and non-instructional support.

19

II. Assessment directions

1. Assessment Task Force
2. Assessment webpage
3. Outcome transparency
4. Assessment methods: Embedded in our assignments, activities, materials.

HONOLULU COMMUNITY COLLEGE
UNIVERSITY of HAWAI'I

HOW TO APPLY | PROGRAMS OF STUDY | PAYING FOR COLLEGE | SERVICES FOR STUDENTS | CONTINUING EDUCATION

INSTITUTIONAL ASSESSMENT

E komo mai! Mahalo for visiting the Institutional Assessment page! The assessment office engages in systematic assessment of learning and service outcomes in order to create continuous opportunities for improvement in student success. Assessment is an ongoing and interactive process consisting of the following steps:

1. Defining the outcomes.
2. Determining appropriate methods to assess the outcomes.
3. Gathering evidence of the outcomes.
4. Analyzing the evidence.
5. Using this information to improve student learning and evolve the program/service.

🏆 OUTCOMES

🏆 SLO STREAMLINING IN KSCM (BY MID-SEPTEMBER)

✏️ METHODS

Once the SLOs and SAOs are created, faculty and staff determine how to assess them and what criteria will be used for success. There are two kinds of assessment:

1. Direct assessment methods require participants to demonstrate knowledge/skills and provide data that directly measure achievement of expected outcomes. many cases, the same instruments that are used for grading are adapted to provide data on SLO assessment—this is known as embedded assessment. Examples [PDF] include embedded questions, lab tasks, and projects.

2. Indirect assessment methods require that faculty and staff infer participant abilities from sources other than observable evidence. Often this involves participants self-reporting their learning. Examples [PDF] include various types of surveys.

Both methods are valid, although indirect methods alone are often considered insufficient in providing evidence in instructional areas.

II. Assessment directions

1. **Assessment Task Force**
2. **Assessment webpage**
3. **Outcome transparency**
4. **Assessment methods**
5. **Assessment evidence: Ongoing SLO/SAO assessment according to your division forms/filing.**

♀ EVIDENCE

Please email us your SLO/SAO reports and syllabi, if not done yet!

1. Syllabi: Fall 2017 Listing

    a. Arts and Humanities, Social Sciences [PDF]: Received 37/37 Syllabi (Complete!).
    b. Communication and Services [PDF]: Received 86/94 Syllabi.
    c. Hawaiian Programs [PDF]: Received 10/10 Syllabi (Complete!).
    d. Language Arts [PDF]: Received 24/24 Syllabi (Complete!).
    e. Math and Natural Sciences [PDF]: Received 51/51 Syllabi (Complete!).
    f. Transportation and Trades [PDF]: Received 76/81 Syllabi.

2. SLO/SAO reports: Schedule

    a. Arts and Humanities, Social Sciences [PDF]: Received 61/66 SLO Reports.
    b. Communication and Services [PDF]: Received 96/164 SLO Reports.
    c. Hawaiian Programs [PDF]: Received 14/14 SLO Reports (Complete!).
    d. Language Arts [PDF]: Received 56/56 SLO Reports (Complete!).
    e. Math and Natural Sciences [PDF]: Received 68/86 SLO Reports.
    f. Transportation and Trades [PDF]: Received 199/233 SLO Reports.
    g. Academic Support [PDF]: Received 7/7 SAO Reports (Complete!).
    h. Administration [PDF]: Received 4/4 SAO Reports (Complete!).
    i. Communications and External Affairs [PDF]: Received 2/2 SAO Reports (Complete!).
    j. Information Technology Services [PDF]: Received 6/6 SAO Reports (Complete!).
    k. Office of Continuing Education [PDF]: Received 1/1 SAO report (Complete!).
    l. Student Services [PDF]: Received 7/7 SAO Reports (Complete!).

SLO/SAO Assessment: Samples [PDF]

Honolulu Community College
Student Learning Outcomes (SLO) Assessment Inventory
Course Level Assessment

Course Title & Number: Geography 122: The Geography of Hawai'i
Submitted by: John DeLay
Course Delivery Method: On Campus

Division: Social Sciences
Date Submitted: 1/24/16
Goal: 70% correct

Course Student Learning Outcomes (as stated on syllabus)	Assessment method used to determine success	Summary of data collected Spring 2015	How were the results of this assessment used to improve student learning?	Course SLO is linked to which PLO*?
1. Identify principal locations in the Pacific, and physical and cultural features in Hawai'i by their Hawaiian names.	Exam Question: Which mountain or mountain range is labeled 5?	Responses: 88% responded correctly: Haleakalā	Over 70% responded correctly. No change made.	3, 5
2. Explain the unique aspects of Hawai'i's natural history, and the relationship between Hawaiian environments and their flora and fauna, and the human impact on the environment.	Exam Question: The percentage of native flowering plants found only in Hawai'i is ___?	Responses: 54% responded correctly: 90%	The previous semester the response rate was 100%. Revising the wording in the study guide for Spring 2016 as previous wording referred to number no percentages. Also added to an additional section in the study guide to reflect course coverage.	3

2.Course	3. CRN	4. Instructor	5.Semester (Fall / Spring only)	6.Year	7.F:Face-to-face; O:Onli	8.SLO assessed	9.PLO linkage	10.How was SLO assessed	11.# and % of students meeting SLO	12.What you tried new and worked well t	13.What you need to change next time to meet SLO
AJ 150	21897	Diaz, O.	Fall	2014	F	SLO 7 Appreciate the complexities	1,2	Final exam question	14/15=96%	I started a field	Change officer for better
AJ 150	21897	Diaz, O.	Fall	2015	F	SLO 8 Understand the importance	2	Final exam question	18/19=95%	Change officer	Add a different area of the
AJ 150	21897	Diaz, O.	Fall	2016	F	SLO 9 Articulate an understanding	8	Final exam question	17/17=100%	Add a different	Add a female perspective by
AJ 200	21899	Diaz, O.	Fall	2014	F	SLO 1 Demonstrate a basic	6	Quiz#1	20/22=91%	First semester	SLO was met.
AJ 200	21899	Diaz, O.	Fall	2015	F	SLO 1 Demonstrate a basic	6	Quiz#1	16/17=94%	Group Review	SLO was met.
AJ 200	23172	Diaz, O.	Spring	2015	F	SLO 1 Define the exclusionary rule	6	Quiz#2	14/15=93%	Group Review	SLO was met.
AJ 200	23172	Diaz, O.	Spring	2016	F	SLO 1 Define the law of arrest, the	6	Midterm Exam	22/26=85%	Group Review	SLO was met.
AJ 200	23172	Diaz, O.	Spring	2017	F	SLO 1 Demonstrate a basic	6	Midterm Exam	20/20=100%	Group Review	SLO was met.
AJ 208	21900	Diaz, O.	Fall	2015	F	SLO 1 Describe the various	6	Midterm Exam	26/26=100%	First Semester	SLO was met
AJ 208	21900	Diaz, O.	Fall	2016	F	SLO 2 Describe the impact of	4	Midterm ExamGroup	17/17=100%	Group Review	Maybe give questions on
AJ 220	24601	Diaz, O.	Spring	2015	F	SLO 1 Understand from a	4	Written Exam #1	15/18=86%	First time	SLO was met
AJ 224	22285	Diaz, O.	Fall	2016	F	SLO 1 Describe the historical	6	Quiz#1	12/12=100%	First semester	SLO was met.
AJ 224	22285	Diaz, O.	Spring	2017	F	SLO 2 Articulate a fundamental	4	Quiz#2	14/14=100%	Have students	SLO was met.
AJ 233	24602	Diaz, O.	Spring	2015	F	SLO 1 Discuss several	3	Midterm Exam	10/11=91%	First time	SLO was met.
AJ 233	24602	Diaz, O.	Spring	2015	F	SLO 1 Discuss several	3	Midterm Exam	10/11=91%	First time	SLO was met.
AJ 235	22079	Diaz, O.	Fall	2015	F	SLO 4 Identify and describe the	1,8	Quiz#2	10/11=91%	First semester	SLO Objectives were met
AJ 235	22079	Diaz, O.	Fall	2016	F	SLO 5 Explain the definitions and	8	Quiz#1	13/13=100%	Had students	SLO Objectives were met
AJ 280	24603	Diaz, O.	Spring	2015	F	SLO 1 Gather appropriate	4	Students writing and	14/14=100%	First semester	SLO was met.
AJ 280	24603	Diaz, O.	Spring	2016	F	SLO 2 Construct an effective	6	Students conducted	11/17=65%	Survey	Assist students with conducti
AJ 280	24603	Diaz, O.	Spring	2017	F	SLO 3 Collect data.	1	Students conducted	10/11=91%	Assist students	SLO was met.
CENT 110	24310	Chintabathina, S	Spring	2017	F	SLO 1: Write simple programs that	2	In class 4	20/20=100%	First time	
CENT 110	24310	Chintabathina, S	Spring	2017	F	SLO 2: Explain the steps involved	1	In class 5	18/20=90%		Give more time for students
CENT 110	24310	Chintabathina, S	Spring	2017	F	SLO 3. Solve simple problems and	2	Homework 6	17/20=85%		Give model examples on
CENT 110	24310	Chintabathina, S	Spring	2017	F	SLO 4: Write, test and debug	3	Presentation 4	18/20=90%		
CENT 110	24310	Chintabathina, S	Spring	2017	F	SLO 5: Describe how	6	Final Project	19/20=95%		Introduce projects earlier in
CENT 110	24310	Chintabathina, S	Spring	2017	F	SLO 6: Be able to create simple	1	Homework 2	17/20=85%		
CENT 112	23952	Ross J	Spring	2014	F	Be able to read some basic	PLO 2 -	Quiz	18/18* = 100%		
CENT 112	23952	Ross J	Spring	2014	F	Know and follow safety	PLO 5 -	Lab	19/19 = 100%		
CENT 112	23952	Ross J	Spring	2014	F	Know how to use a variety of test	PLO 3 - Use	Lab	13/13* = 100%		

Key questions:

- How do we assesses.

- How many students met, did not meet, SLO/SAO.

- What is working well.

- What can be adjusted for improvement.

II. Assessment directions

1. **Assessment Task Force**
2. **Assessment webpage**
3. **Outcome transparency**
4. **Assessment methods**
5. **Assessment evidence**
6. **Assessment analysis of SLO/SAO reports**

UNIVERSITY of HAWAI'I
HONOLULU
COMMUNITY COLLEGE

HOW TO
APPLY

PROGRAMS
OF STUDY

PAYING FOR
COLLEGE

SERVICES
FOR
STUDENTS

CONTINUING
EDUCATION

INSTITUTIONAL ASSESSMENT

INSTITUTIONAL ASSESSMENT

E komo mai! Mahalo for visiting the Institutional Assessment page! The assessment office engages in systematic assessment of learning and service outcomes in order to create continuous opportunities for improvement in student success. Assessment is an ongoing and interactive process consisting of the following steps:

1. Defining the outcomes.
2. Determining appropriate methods to assess the outcomes.
3. Gathering evidence of the outcomes.
4. Analyzing the evidence.
5. Using this information to improve student learning and evolve the program/service.

🏆 OUTCOMES

🏆 SLO STREAMLINING IN KSCM (BY MID-SEPTEMBER)

📝 METHODS

💡 EVIDENCE

🔧 ANALYSIS

While your SLO/SAO assessment support teaching/learning in your classroom, we take your collective data and analyze them according to our ILOs. We have analyzed both your numerical and textual insights, and found so many wonderful practices across campus! You can find them on page ~ of **Evidence for ACCJC: Assessment** [PDF].

Much more to come once we choose and launch our new Assessment Reporting System!

Assessment Management System (AMS) committee

- John Delay (University College)
- Robert Perkins (Tech I)
- Vern Takebayashi (Tech II)
- Zane Nedbalek (Information Technology Services)
- Steven Shigemoto (Policy, Planning, Institutional Research)
- Chiara Logli (Institutional Assessment)

II. Assessment directions

1. Assessment Task Force
2. Assessment webpage
3. Outcome transparency
4. Assessment methods
5. Assessment evidence
6. Assessment analysis
7. **Assessment for improvement**

UNIVERSITY of HAWAI'I
HONOLULU
COMMUNITY COLLEGE

HOW TO
APPLY

PROGRAMS
OF STUDY

PAYING FOR
COLLEGE

SERVICES
FOR
STUDENTS

CONTINUING
EDUCATION

INSTITUTIONAL ASSESSMENT

E komo mai! Mahalo for visiting the Institutional Assessment page! The assessment office engages in systematic assessment of learning and service outcomes in order to create continuous opportunities for improvement in student success. Assessment is an ongoing and interactive process consisting of the following steps:

1. Defining the outcomes.
2. Determining appropriate methods to assess the outcomes.
3. Gathering evidence of the outcomes.
4. Analyzing the evidence.
5. Using this information to improve student learning and evolve the program/service.

🏆 OUTCOMES

🏆 SLO STREAMLINING IN KSCM (BY MID-SEPTEMBER)

✏ METHODS

💡 EVIDENCE

🔧 ANALYSIS

👍 IMPROVEMENT

Action plans related to assessment findings develop in a variety of contexts, including:

1. **Assessment trainings:** RSVP for our Fall 2018 workshops! Archives: Assessment Needs Survey [PDF], Introduction to learning outcomes and curriculum maps [PDF], SLO-PLO updates: Process, SLO-PLO updates: KSCM proposal.
2. **Assessment Townhalls:** Spring 2018 [PDF].
3. **Assessment Taskforce:** Membership, Minutes.
4. **Assessment consultations:** Call, email, or meet with me to set up one-on-one or departmental training.
5. **Faculty development (face-to-face instruction):** Email Roya M. Maroufkhani Dennis, Faculty Support Coordinator, at roya@hawaii.edu.
6. **Faculty development (online instruction):** Email Ross Egloria, Distance Learning Coordinator, at egloria@hawaii.edu or https://www.honolulu.hawaii.edu/distance.
7. **Reflections:** Instructor/staff's self-reflection, collaborations with colleagues, discussions in faculty/staff meetings. Example from instructional [PDF] and non-instructional [PDF] units.

Year of Purposeful Engagement | Fall 2018

Professional Development Opportunities

- (T2EL)Teachers and Educators Talk Learning: Roya M. Dennis | roya@hawaii.edu
- (FDC)Faculty Development Committee | roya@hawaii.edu
- Assessment: Chiara Logli | logli@hawaii.edu
- My Success & iPASS: Rachel Mullins Veney | rmullins@hawaii.edu
- Mali'uka'ai: A Hawaiian Cultural Series: Hau'oli Lorenzo-Elarco | jelarco@hawaii.edu

August

- Laulima Drop-In Support: Tues. 14, 3-4:30pm [2-401]
- FDC: Campus Resource Tour: Wed. 15, 3-4pm [Arch between Bldg 2 & 7]
- Assessment: Developing Learning Outcomes: Mon. 27, 2:30-3:30 pm & Tues. 28, 10-11am [2-214]
- My Success & iPASS Training: Wed. 29, 2:30-3:30pm & Thurs. 30, 10-11am [2-401]
- FDC: Dossier Workshop on Pagination, Organization and Appendices w/ Brent Rubio: Fri. 31, 9-10:30am [2-214]

September

- My Success & iPASS Training:
  Wed. 5, 2:30-3:30pm & Fri. 7, 9-10am [2-401]
- Faculty Development Outcomes| Panel Discussion:
  Fri. 7, 2:30-3:30pm [2-201]
- T2EL: How I Support Students in Becoming Students:
  Mon. 10, 2:30-3:30pm & Tues. 11, 10-11am [2-214]
- T2EL: How I Use My Success and Coaching:
  Mon. 17, 2:30-3:30pm & Tues. 18, 10-11am [2-214]
- Assessment: Creating an Assessment Plan:
  Mon. 24, 2:30-3:30pm & Tues. 25, 10-11am [2-214]
- Mali'uka'ai:
  Mon. 17, & 24, 1-3pm [5-203]

October

- FDC: Safe Zone Certification:
  Tues. 2, 10-11:30am [2-214]
- T2EL: Using Place-Based Learning:
  Mon. 8, 2:30-3:30pm & Tues. 9, 10-11am [2-214]
- T2EL: Different Ways and Levels of Learning:
  Mon. 22, 2:30-3:30pm & Tues. 23, 10-11am [2-214]
- Assessment: Using Assessment Findings:
  Mon. 29, 2:30-3:30pm & Tues. 30, 10-11am [2-214]
- Mali'uka'ai:
  Mon. 8, 15, & 29, 1-3pm [5-203]

November

- T2EL: Practicing Self Care:
  Tues. 13, 10-11am [2-214] &
  Wed. 14, 2:30-3:30pm [7-533]
- T2EL: Engage Students & Clarify Goals[...]Syllabus:
  Mon. 19, 2:30-3:30pm & Tues. 20, 10-11am [2-214]
- Assessment: Sharing Our Assessment Stories:
  Mon. 26, 2:30-3:30pm & Tues. 27, 10-11am [2-214]

December

- T2EL: The Impact of the Rail| Engaging our Students
  with OER, DE and Other Modalities:
  Tues. 4, 10-11am & Wed. 14, 2:30-3:30pm [2-214]
- T2EL: Next Steps for 2019/ Wrap-Up:
  Mon. 17, 2:30-3:30pm & Tues. 18, 10-11am [2-214]

This is not a comprehensive list.
Please contact Hau'oli for the Ho'ala Hou: A Culture & Place-Based Learning Program | jelarco@hawaii.edu
Please check the calendar at https://www.honolulu.hawaii.edu/facdev/facdev-beta/
and look for email announcements from our Faculty Development Committee for additional opportunities.

Questions?

1. Assessment Task Force
2. Assessment webpage
3. Outcome transparency
4. Assessment methods
5. Assessment evidence
6. Assessment analysis
7. Assessment Improvement

III. Assessment and equity

ABOUT US ∨   ADVERTISE ∨   SUBSCRIBE ∨   **Diverse**
ISSUES IN HIGHER EDUCATION

Equity Gaining Emphasis in Assessing Student Outcomes

February 11, 2018 | :

III. Assessment and equity

Honolulu Community College
Fact Book
2018

III. Assessment and equity

- What are the types of "variability" among our students?

III. Assessment and equity

- What are the types of "barriers" to learning among our students?

III. Assessment and equity

Todd Rose: Variability Matters

Universal Design for Learning Guidelines

I. Provide Multiple Means of **Representation**	II. Provide Multiple Means of **Action and Expression**	III. Provide Multiple Means of **Engagement**
1: Provide options for perception 1.1 Offer ways of customizing the display of information 1.2 Offer alternatives for auditory information 1.3 Offer alternatives for visual information	**4: Provide options for physical action** 4.1 Vary the methods for response and navigation 4.2 Optimize access to tools and assistive technologies	**7: Provide options for recruiting interest** 7.1 Optimize individual choice and autonomy 7.2 Optimize relevance, value, and authenticity 7.3 Minimize threats and distractions
2: Provide options for language, mathematical expressions, and symbols 2.1 Clarify vocabulary and symbols 2.2 Clarify syntax and structure 2.3 Support decoding of text, mathematical notation, and symbols 2.4 Promote understanding across languages 2.5 Illustrate through multiple media	**5: Provide options for expression and communication** 5.1 Use multiple media for communication 5.2 Use multiple tools for construction and composition 5.3 Build fluencies with graduated levels of support for practice and performance	**8: Provide options for sustaining effort and persistence** 8.1 Heighten salience of goals and objectives 8.2 Vary demands and resources to optimize challenge 8.3 Foster collaboration and community 8.4 Increase mastery-oriented feedback
3: Provide options for comprehension 3.1 Activate or supply background knowledge 3.2. Highlight patterns, critical features, big ideas, and relationships 3.3 Guide information processing, visualization, and manipulation 3.4 Maximize transfer and generalization	**6: Provide options for executive functions** 6.1 Guide appropriate goal-setting 6.2 Support planning and strategy development 6.3 Facilitate managing information and resources 6.4 Enhance capacity for monitoring progress	**9: Provide options for self-regulation** 9.1 Promote expectations and beliefs that optimize motivation 9.2 Facilitate personal coping skills and strategies 9.3 Develop self-assessment and reflection
Resourceful, knowledgeable learners	**Strategic, goal-directed learners**	**Purposeful, motivated learners**

⊙ **CAST**

III. Assessment and equity
Pilot study: 166 SLOs; 2,877 students

- 73% met ILO 1 (Critical Thinking)

- 72% met ILO 2 (Information Literacy)

- 74% met ILO 3 (Effective Communication)

- 73% met ILO 4 (Quantitative Reasoning)

- 73% met ILO 5 (Career Preparation)

- 77% met ILO 6 (Community Awareness/Social
  Responsibility)

Universal Design for Learning Guidelines

I. Provide Multiple Means of **Representation**

1: Provide options for perception

1.1 Offer ways of customizing the display of information

1.2 Offer alternatives for auditory information

1.3 Offer alternatives for visual information

2: Provide options for language, mathematical expressions, and symbols

2.1 Clarify vocabulary and symbols

2.2 Clarify syntax and structure

2.3 Support decoding of text, mathematical notation, and symbols

2.4 Promote understanding across languages

2.5 Illustrate through multiple media

3: Provide options for comprehension

3.1 Activate or supply background knowledge

3.2. Highlight patterns, critical features, big ideas, and relationships

3.3 Guide information processing, visualization, and manipulation

3.4 Maximize transfer and generalization

Resourceful, knowledgeable learners

II. Provide Multiple Means of **Action and Expression**

4: Provide options for physical action

4.1 Vary the methods for response and navigation

4.2 Optimize access to tools and assistive technologies

5: Provide options for expression and communication

5.1 Use multiple media for communication

5.2 Use multiple tools for construction and composition

5.3 Build fluencies with graduated levels of support for practice and performance

6: Provide options for executive functions

6.1 Guide appropriate goal-setting

6.2 Support planning and strategy development

6.3 Facilitate managing information and resources

6.4 Enhance capacity for monitoring progress

Strategic, goal-directed learners

III. Provide Multiple Means of **Engagement**

7: Provide options for recruiting interest

7.1 Optimize individual choice and autonomy

7.2 Optimize relevance, value, and authenticity

7.3 Minimize threats and distractions

8: Provide options for sustaining effort and persistence

8.1 Heighten salience of goals and objectives

8.2 Vary demands and resources to optimize challenge

8.3 Foster collaboration and community

8.4 Increase mastery-oriented feedback

9: Provide options for self-regulation

9.1 Promote expectations and beliefs that optimize motivation

9.2 Facilitate personal coping skills and strategies

9.3 Develop self-assessment and reflection

Purposeful, motivated learners

CAST

IV. Assessment in action

- Split in groups

- One note taker

- Skim through these UDL practices that are currently used in our campus

- How can you consider learner variability in your work and add flexibility to your practice?

V. Takeaways

Assessment:

1. Task Force
2. Webpage
3. Outcome transparency
4. Methods
5. Evidence
6. Analysis
7. Improvement

V. Takeaways

Assessment:

1. Task Force
2. Webpage
3. Outcome transparency
4. Methods
5. Evidence
6. Analysis
7. Improvement

Learner variability is the norm

Design for variability to support all learners

V. Takeaways

Assessment:

1. **Task Force**
2. **Webpage**
3. **Outcome transparency**
4. **Methods**
5. **Evidence**
6. **Analysis**
7. **Improvement**

Intentionality

Learner variability is the norm

Design for variability to support all learners

Happy year of purposeful engagement!

Chiara Logli, Ph.D.

Institutional Assessment Specialist

logli@hawaii.edu