

Assessment Townhall

August 22, 2019

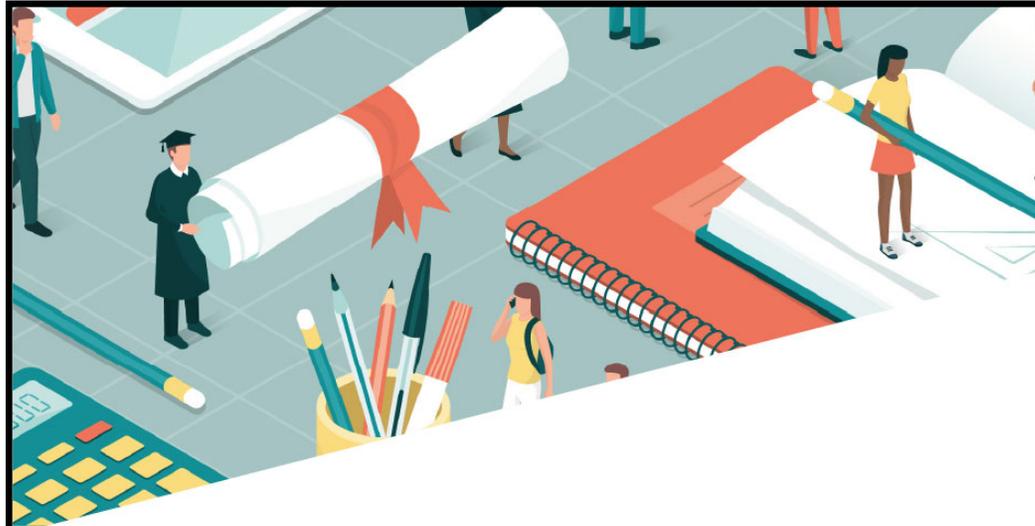
12-1pm

2-201

Outline

- I. In the news
- II. Culture-based assessment
- III. Assessment resources
- IV. Assessment workshops
- V. Assessment Ambassador Academy
- VI. Learning from what we have
- VII. eLumen
- VIII. What you can do

I. In the news



Accreditation and Student Learning Outcomes: Perspectives from Accrediting Organizations

CHEA/CIQG Publication Series

CHEA Council for
Higher Education
Accreditation
CHEA International Quality Group **CIQG**

I. In the news (cont.)

Several key points emerge. Accrediting organizations report that they have invested considerable time in addressing student learning outcomes through accreditation standards, policies, accreditation visits and training. They have focused many of these efforts on accreditation processes: creating, applying and revising standards and policies, expanding formal guidance to address student learning outcomes and obtaining feedback from institutions and programs. Accreditors also identify student learning outcomes as playing a significant role in their formal actions (e.g., award or deny accreditation), although this role is not always determinative. Accreditors also believe that the majority of their programs and institutions are providing adequate evidence of student achievement and that the quality of this evidence has improved. Accreditors indicate some concern that the external review of the quality and effectiveness of their organizations, through CHEA or the U.S. Department of Education (USDE), may move them away from their preferred approaches to assessing student learning outcomes.

The national conversation about accreditation during the past several years includes strong signals that accreditors need to take significant additional steps to make evidence of student learning central to judgments about academic quality and accredited status. There is a growing body of evidence that a considerable percentage of the public, government and media may not find

to achieving stated educational goals, completion of degrees and other credentials, successful transfer of credit, successful job acquisition, longer-term advancement and earnings. The future credibility and effectiveness of accreditation is likely dependent on such action, preferably led by the accreditation and academic communities:

Evidence of Student Learning

Further emphasize and make public what accreditors consider as robust and reliable evidence of student learning outcomes.

Acceptable Levels of Student Success

Identify and make public explicit levels of success with regard to student learning outcomes for institutions and programs, contingent on mission and student population, as a central requirement to obtain and maintain accredited status.

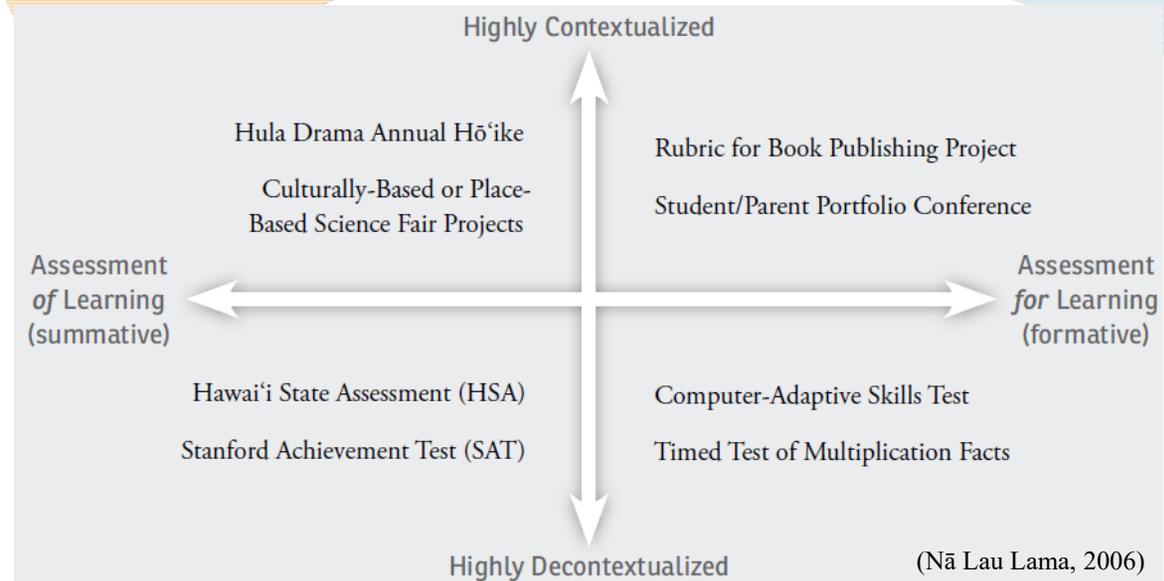
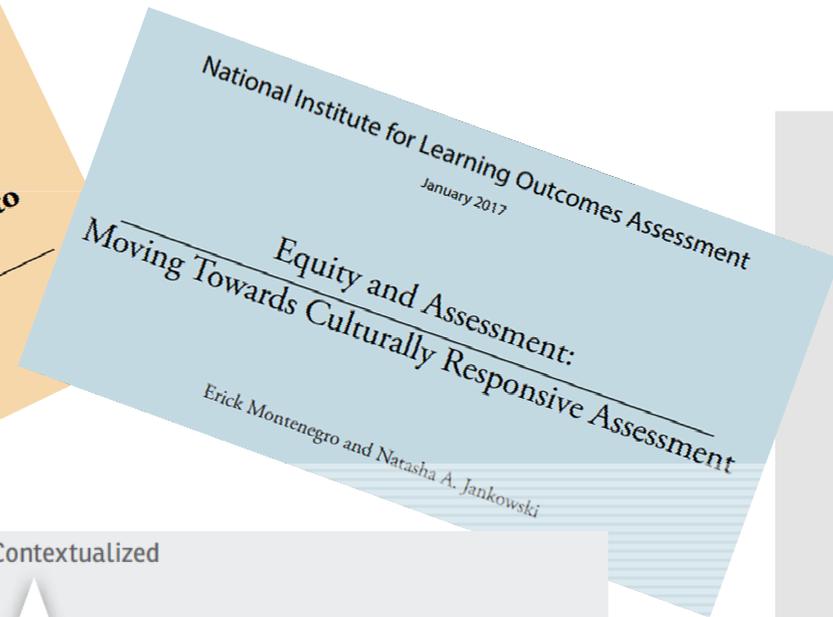
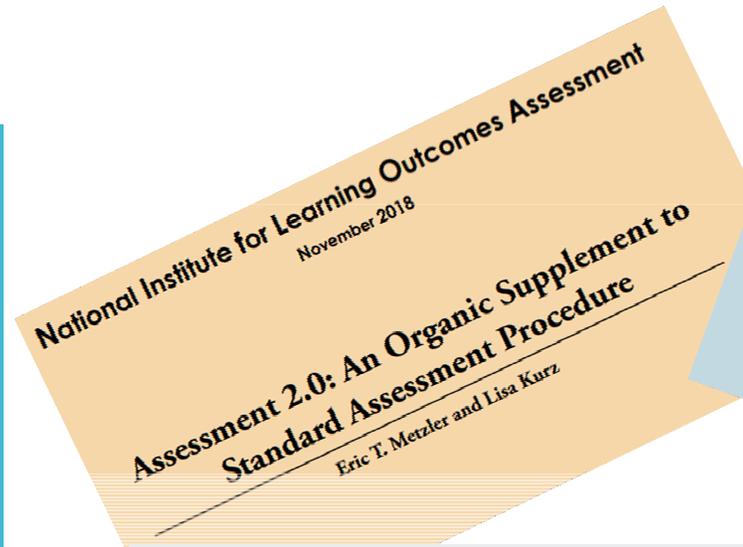
Expedient Action to Counter Substandard Performance

Develop and apply means to identify and act expeditiously on institutions and programs with substandard performance in relation to student achievement, as defined by the accreditor and its institutions and programs.

Timely Action to Improve Performance

For institutions and programs that need to improve their performance but are not considered substandard with regard to student learning outcomes, assure that improvement takes place in a timely way in order that students are not harmed.

II. Culture-based assessment



III. Assessment resources

UNIVERSITY of HAWAII
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:

- I. Defining the outcomes.
- II. Determining appropriate methods to assess the outcomes.
- III. Gathering evidence of the outcomes.
- IV. Analyzing the evidence.
- V. Using this information to improve student learning and evolve the program/service.



I. Outcomes



II. Methods



III. Evidence



IV. Analysis



V. Improvement



VI. Contact

(Resource: <https://openstax.org/r/ez>)

 I. OUTCOMES
 II. METHODS
 III. EVIDENCE
 IV. ANALYSIS
 V. IMPROVEMENT

IV. Assessment workshops

FALL 2019

ASSESSMENT SERIES

Assessment is for you!

Thursday, August 22, 12-1pm, 2-201

Join this townhall to learn about our directions for the academic year, including the launch of a new platform for our assessment reports.

Assessment for busy people: Part 1

Tuesday/Wednesday, September 17/18, 2:30-3:30, 2-214 (same session offered twice)

Join this workshop to learn how to create an assessment plan, including writing your course/service outcomes, linking them to program-level outcomes, and choosing an assessment method that reflects what you already do.

Assessment for busy people: Part 2

Tuesday/Wednesday, October 15/16, 2:30-3:30, 2-214 (same session offered twice)

Join this workshop to learn how to complete your assessment plan, including collecting results, analyzing findings, and using what you discover to support student learning and participant experience.

V. Assessment Ambassador Academy



ASSESSMENT AMBASSADOR ACADEMY

MAY 19, 2020
9:00AM-4:00PM
ROOM 2-214

REGISTER VIA EMAIL BY
FEBRUARY 29, 2020

TOPICS

Participants will enhance their knowledge in:

- Assessment concepts
- Assessment practices
- Conducting research
- Facilitation of program/department assessment

Examples: curriculum map, rubric, survey, data analysis, graphical displays, discussion facilitation, result utilization.

BENEFITS

- Become an Assessment Ambassador to support your unit in student learning and service quality
- Make assessment part of what you already do
- Gear up for accreditation and annual reports
- Network with colleagues
- Develop your unit assessment plan (1-page outline/presentation)
- Gain a Certificate of Completion

"I love the way this all aligns to our institutional goals."

"Great presentations!"

"Great readings!"

"I learned so much!"

SCHEDULE



ELIGIBILITY

Open to all HonCC staff and faculty, who:

- Know assessment basics
- Have some assessment experience
- Are interested in contributing to their program/department assessment

CONTACT

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VI. Learning from what we have

Use results to improve:

- CCSSE
- Campus surveys (faculty/staff and student)
- Campus activities (e.g., "I wish my teacher knew")
- UH results (e.g., climate survey)

VII. Assessment Management System (AMS)



VII. eLumen (cont.)

Unanimous selection:

- John Delay, University College
- Robert Perkins, Transportation and Trades Programs
- Vern Takebayashi, Communication and Services Programs
- Zane Nedbalek, Information Technology Services
- Steven Shigemoto, Policy Planning Institutional Research
- Chiara Logli, Institutional Assessment

Approvals:

- IRB
- Data Governance
- Procurement

VII. eLumen (cont.)

Now:

- Map institutional hierarchy (Chiara)
- Streamline KSCM, which feeds into Banner and catalog: Need for outcomes for ACTIVE courses only (Deans)
- Create ODS tables (Steve)
- Develop eLumen fields (Chiara)

September 20:

- Export Fall 2019's offered classes from Banner (Steve)
- Export outcomes and linkages from KSCM (Chiara)

Next:

- Pilot eLumen

VIII. What you can do

- Use resources
- Attend assessment workshops
- Join the Assessment Ambassador Academy
- Continue doing your assessment and using your results
- Pilot eLumen

Mahalo!

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