Assessment Townhall

AUGUST 18, 2022 | 10:30AM | 2-214

Content layout

1. Assessment focus

2. Equity concerns

3. Assessment meaning

4. Assessment process

5. Takeaways

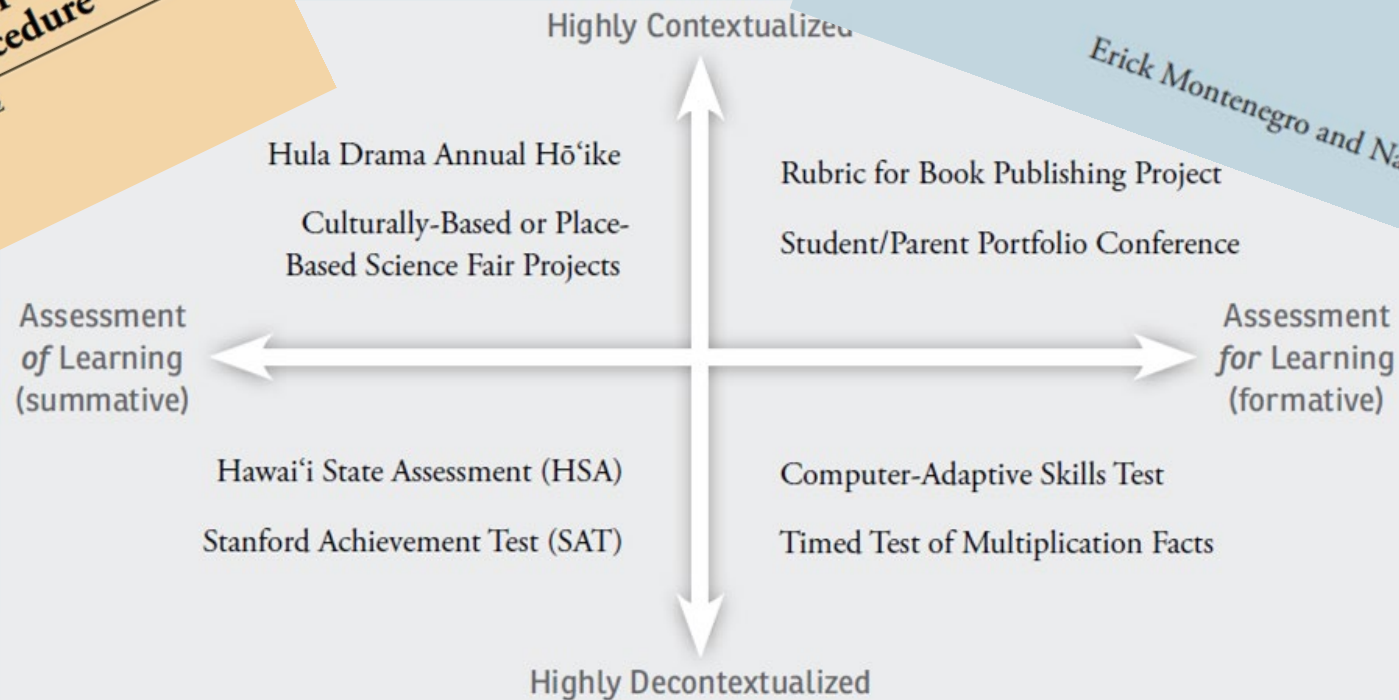6. Directions

7. Be in compliance

8. Support

1. Assessment focus

Learning assessment at UNESCO
Ensuring effective and relevant learning for all

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

HONOLULU COMMUNITY COLLEGE
EDUCATIONAL & STRATEGIC PLAN

2. Equity concerns

Assessment 2.0: An Organic Supplement to Standard Assessment Procedure

Eric T. Metzler and Lisa Kurz

Equity and Assessment: Moving Towards Culturally Responsive Assessment

Erick Montenegro and Natasha A. Jankowski

Highly Contextualized

Hula Drama Annual Hōʻike

Culturally-Based or Place-Based Science Fair Projects

Rubric for Book Publishing Project

Student/Parent Portfolio Conference

Assessment *of* Learning (summative) ← → Assessment *for* Learning (formative)

Hawaiʻi State Assessment (HSA)

Stanford Achievement Test (SAT)

Computer-Adaptive Skills Test

Timed Test of Multiplication Facts
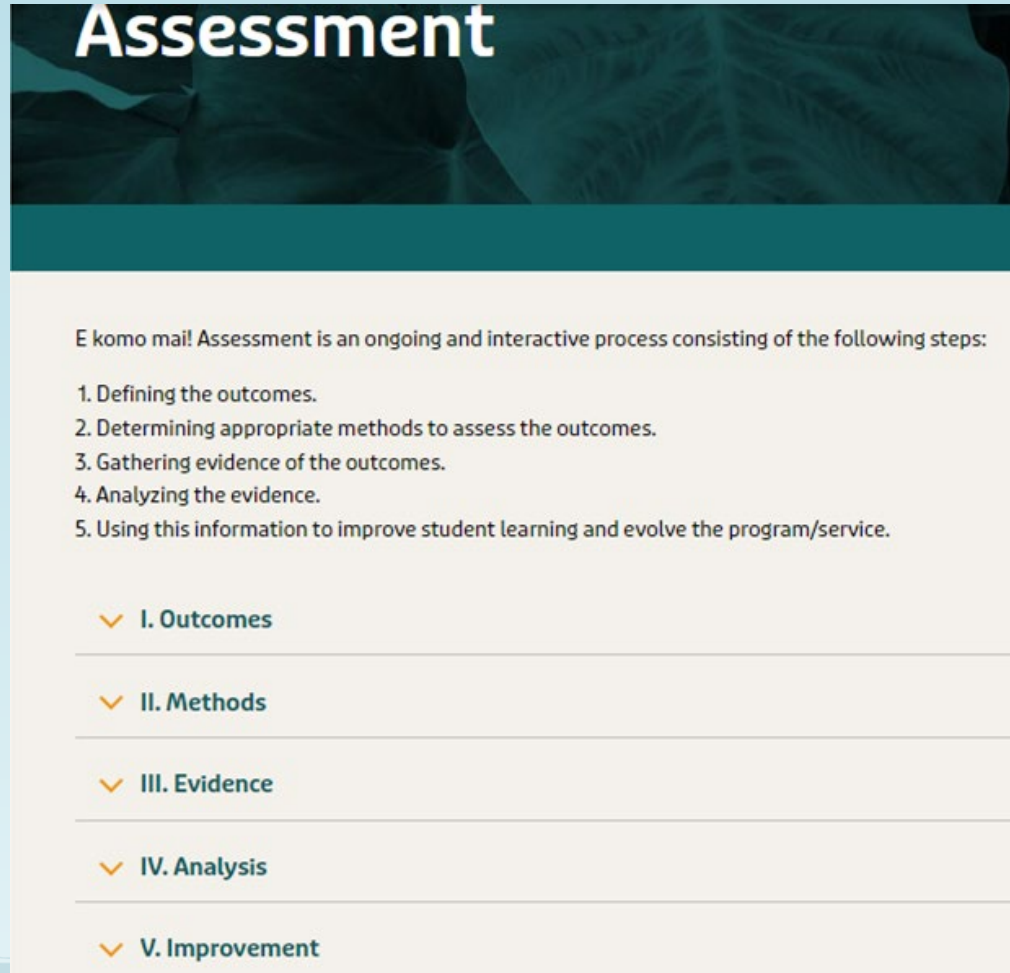
Highly Decontextualized

3. Assessment meaning

- Etymology: Latin "assidere", to sit beside

- Collaboration & improvement

- What, why, how students learn

- What, why, how we serve

- "The only constant is change"
  (Heraclitus, 530-470 bc)

- "Ma ka hana ka 'ike", in working one learns
  (2088 'Ōlelo No'eau)

4. Assessment process

Assessment

E komo mai! 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.

∨ I. Outcomes

∨ II. Methods

∨ III. Evidence

∨ IV. Analysis

∨ V. Improvement

https://www.honolulu.hawaii.edu/assessment/

(a) Outcomes

- SAOs: Service Area Outcomes map to Core Values

- SLOs: Student Learning Outcomes are layered in:
  - CLOs: Course Learning Outcomes
  - PLOs: Program Learning Outcomes
  - ILOs: Institutional Learning Outcomes
  * CLOs map to PLOs and ILOs

- Mapping illustrates the why of learning

(b) Methods

- Exam/quiz
- Paper/report/writing activity
- Oral presentation
- Creative performance
- Visual display
- Observation
- Project
- Survey
- Counting/tracking numbers (e.g., walk-ins, online hits, transactions)

(c) Evidence

- Numerical data: CLOs/SAOs met

- Textual data:
  - How we know (i.e., method)
  - What is working well
  - What can be improved

- Report format: eLumen

Linking outcomes: Curriculum map

Core ILOs ▾	Critical Thinking: Effectively analyze arguments, assumptions, and problems, and draw conclusions.	Information Literacy: Form strategies to locate, evaluate, and apply information, and know the ethical and legal issues...	Effective Communication: Actively express and exchange ideas through listening, speaking, reading, writing, and other modes of...	Quantitative Reasoning: Effectively analyze numerical data, solve quantitative problems, and apply mathematical concepts.	Career Preparation: Demonstrate knowledge and skills to successfully move to a baccalaureate education or selected vocation...
Courses ▾					
- No Course Group Selected - ▾					
☐ Include inactive Courses					
ECED105 Intro to Early Childhood Ed Active since 8/2019					
Describe the partnership between early childhood professionals and families. Active since 8/2019		✔	✔		✔
Discuss the foundations, issues and trends of early childhood care and... Active since 8/2019	✔				✔
Identify roles and career opportunities in early childhood education. Active since 8/2019	✔				✔
Recognize and practice observation and documentation strategies. Active since 8/2019	✔	✔	✔		✔

Example: Course outcomes --Results

ECED105: Intro to Early Childhood Ed

Fall 2020

Activity(Assessment): ECED105 (ECED105)

SLO	Does not meet outcome		Meets outcome		N/A		Total	
Describe the partnership between early childhood professionals and families.	2	10.53%	16	84.21%	1	5.26%	19	100.00%
Discuss the foundations, issues and trends of early childhood care and education.	2	10.53%	16	84.21%	1	5.26%	19	100.00%
Identify roles and career opportunities in early childhood education.	4	21.05%	14	73.68%	1	5.26%	19	100.00%
Recognize and practice observation and documentation strategies.	2	10.53%	16	84.21%	1	5.26%	19	100.00%
Total	10	13.16%	62	81.58%	4	5.26%	76	100.00%

Example: Program outcomes--Results

PLO: Build positive relationships and guide all children through supportive interactions.

	Does not meet outcome		Meets outcome	
Fall 2020	5	8.62%	53	91.38%
Spring 2021	10	14.08%	61	85.92%
Overall	15	11.63%	114	88.37%

(c) Evidence examples

- **Activate knowledge:** "I replaced textbook examples with local businesses' examples."

- **Facilitate managing information:** "I changed the chapter handouts into a worksheet format"

- **Optimize individual autonomy:** "Students chose the activity they want to plan with classmates."

- **Optimize relevance:** "Students made safety posters."

- **Facilitate personal strategies:** "Students shared their goals within the industry, and identified which job offers to accept according to their own criteria."

(d) Analysis

Assessment findings are meant to be used in departmental and campus-wide conversations in order to improve student learning and experience.

1. Supporters
2. Barriers
3. Barrier removals
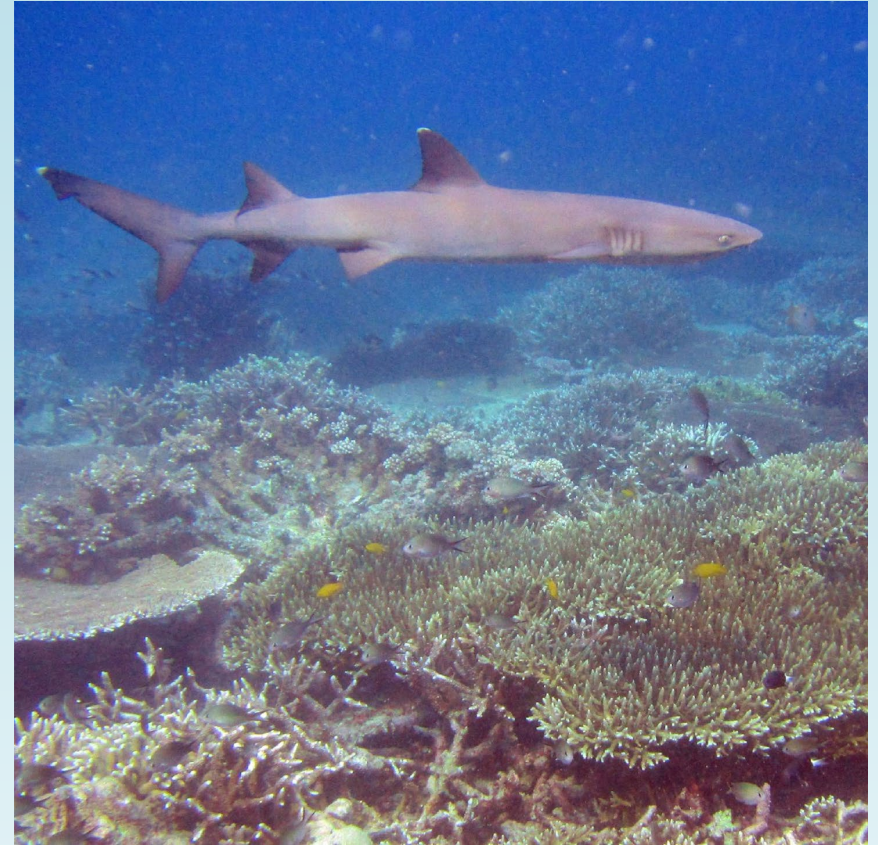
(e) Improvement

Each department should have one example of improvement from the 2020-2023 year cycle, to be featured in the next Accreditation Self-Study.

(e) Improvement examples

Early Childhood Education

- Found that a deeper insight into students' life was necessary to improve assessment feasibility as well as class scheduling and academic counseling.

- Therefore, ECED created and piloted an "About Me Questionnaire" to better support students and provide them with a better chance to succeed.

- Since 2020, ECED faculty have been using the questionnaire to design more accessible assessments, calendars, and advising.

(e) Improvement examples

Fashion Technology

• Found that students generally mastered the learning outcomes and were prepared to continue to 4-year colleges, but often faced obstacles in transferring credits.

• Consequently, FT synchronized with 4-year colleges by redesigning all outcomes, renumbering the course sequence, and including all 61 credits to the Course Equivalency List and Manoa graduation checklist

• Students can transfer seamlessly since 2022.

(e) Improvement examples

Fire and Environmental Emergency Response

- Found that the students were well prepared but had difficulty in passing the state certification exam.

- As a result, FIRE worked closely with the certification agency and revamped the practice quizzes.

- All students started to pass the statewide written exams, for example all 177 in 2021.

(e) Improvement examples

Language Arts

- Found that the sequence of courses around ENG100, the first-year English course, was not supporting students in meeting their learning outcomes.

- Thus, the department agreed to track assignments that would reveal results of learning outcomes.

- The student completion rate in ENG100 has progressed steadily since 2018.

To increase the depth of content coverage, NREM faculty collaboratively reduced the topics in a newly designed introductory level graduate course. They used dot-voting to rank order priority topics. *Link to the poster is* here.

® Acquiring Personnel

Program SLOs & Achievement Results ➡ Job Description

Dance

When a faculty retired, the Dance BA program examined their program SLOs and the achievement results. They rewrote the job description to recruit a faculty in the areas of their students' learning needs. *Link to the 2015 Assessment Report is here*.

Source: Hill, Y. Z. (2016, October). Uses of program assessment results: Best examples from UH Mānoa [Workshop PowerPoint slides and handouts]. Honolulu, HI: University of Hawai'i at Mānoa Assessment Office.

UNIVERSITY OF HAWAIʻi MĀNOA

SCHOOL OF COMMUNICATIONS
College of Social Sciences

To Alumni

School of Communications received high remarks from the External Advisory Committee, who evaluated their students' portfolios based on the program SLOs. Many committee members are employers. They expressed the desire to hire these graduating students. The department reported this positive evaluation results to their Alumni—A great way to generate pride and support for the program.

5. Takeaways: Focus on students

a) Outcomes: Clear (e.g., verbs)

b) Methods: Real chance (e.g., variability)

c) Evidence: Most interesting

d) Analysis: Helpful framework (e.g., culture based)

e) Improvement: Remove barriers
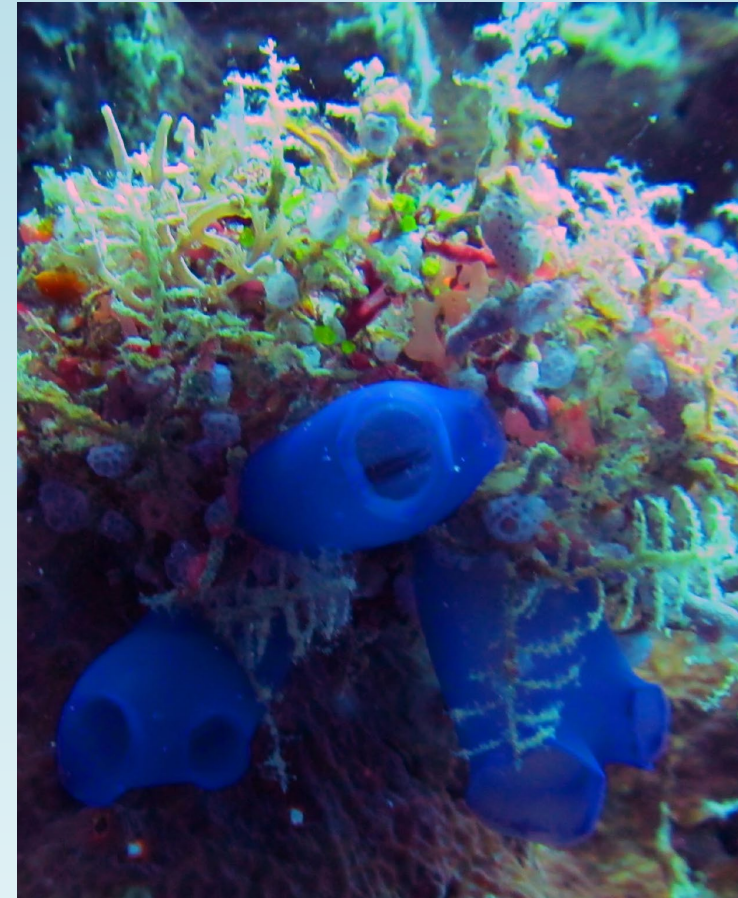
6. Directions

- 2020-2023: Closing 3-year assessment cycle in eLumen (data freeze)

- 2023-2024: Writing accreditation self-study

- 2022-2023 academic year:
  - Add missing outcomes and mapping (or retire course)
  - Submit assessment for courses that have no eLumen report yet
  - Look at results so far
  - Make adjustments in mapping
  - Provide one example of barrier removal in your unit

7. Be in compliance with ACCJC Accreditation Standards:

- Ensure that each course has <u>outcomes and mapping</u>
- Demonstrate <u>dialog</u> about outcomes
- <u>Disaggregate</u> outcomes for subpopulations
- Regularly <u>assess</u> outcomes, including pre-collegiate, career technical, continuing and community education courses
- Include in <u>syllabi</u> the outcomes (officially approved)
- <u>Award</u> course credit, degrees, and certificates based on student attainment of outcomes
- <u>Accept transfer</u> credits if the outcomes for transferred courses are comparable to the outcomes of its own courses

8. Support

- Assessment website: Policy & procedures, guides, eLumen tutorials

- Assessment Ambassadors Academy

- Assessment workshops

- Assessment Committee

- eLumen coordinators

- Assessment Ambassadors

Mahalo!

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