



SPRING 2022

ASSESSMENT TOWNHALL

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Content

Assessment: For improvement and compliance

Entering data: Scorecard, Action Plan, map

Avoiding mistakes

Ensuring data validity and usability

2020-2021 assessment results

Spring 2022 timeline

An underwater photograph of a coral reef. On the left, there is a large, complex coral structure. The water is a deep blue, and many small, reddish-brown fish are swimming in the center. A larger, dark fish is visible in the upper right. The overall scene is vibrant and detailed.

IMPROVEMENT

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



Compliance

Outcomes, maps, and assessments are required by accreditation standards and UH policies.

If you do not have outcomes/maps or do not submit assessment, you are not in compliance.

For example, ACCJC's Accreditation Standards require to:

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

Entering data: Scorecard & Action Plan

Term: Fall 2020

SLO	Meets outcome 1	Does not meet outcome 0		Scored Students Current/Total
All agreed work requests will be completed by the scheduled deadline following UH Executive Policy E2.214.	100	0		
Determine sufficiency of information provided (clarity, usability, appropriateness), timeliness of response to requests; anticipate future college needs.	100	0		
Improve College program review and assessment by revising current, and creating new, data definitions, metrics, and rubrics.	90	10		
Provide input to the College Institutional Effectiveness Plan that reflects the current and evolving role of institutional research.	100	0		

Action Plan: Instructional Areas

1) What are some key instructional strategies that supported your students' mastery of the Course Learning Outcomes (CLO)? In other words, what teaching strategy, instructional design, assignment, content material, or anything else you have done has been the MOST influential on students' learning? If relevant, note any NEW strategies used. (Reflection)

Response

Response

2) What are the changes that you'll implement in the future to support students' mastery of the Course Learning Outcomes (CLO)? In other words, what teaching strategy, instructional design, assignment, content material, or anything else do you plan to adjust to BETTER influence your students' learning? What do students STILL need to improve upon as they exit your class? (Reflection)

Response

Response

3) What method/activity have you used to assess the Course Learning Outcomes (CLO)? List all that apply: - 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) - Other activity (please explain) (Reflection)

Entering data: Scorecard & Action Plan

		Meets outcome	Does not meet outcome	
SLO		1	0	N/A
Ariana	Describe the partnership between early childhood professionals and families.	1	0	<input type="checkbox"/>
	Discuss the foundations, issues and trends of early childhood care and education.	1	0	
	Identify roles and career opportunities in early childhood education.	1	0	
	Recognize and practice observation and documentation strategies.	1	0	
Christen	Describe the partnership between early childhood professionals and families.	1	0	
	Discuss the foundations, issues and trends of early childhood care and education.	1	0	
	Identify roles and career opportunities in early childhood education.	1	0	
	Recognize and practice observation and documentation strategies.	1	0	
o, Jizelle	Describe the partnership between early childhood professionals and families.	1	0	
	Discuss the foundations, issues and trends of early childhood care and education.	1	0	

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Linking outcomes: Curriculum map

<div>Core ILOs</div> <div>Courses</div> <div>- No Course Group Selected -</div> <div><input type="checkbox"/> Include inactive Courses</div>	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
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	✓	✓	✓		✓



WHY MAPPING CLO TO ILO?

SPLIT MODULE

The CLO-ILO and CLO-PLO mapping is more valid compared to CLO-PLO and PLO-ILO

CLO DATA ENTRY

We collect data at the course level only

ILO & PLO DATA EXPORT

We need results for both ILOs and PLOs, while keeping confidentiality at the course level

CURRICULUM MAP

Course assessment automatically populates program and institution outcomes

What if my CLO maps to all PLOs or ILOs (i.e., over-mapping)?

Data loses validity and the curriculum map loses relevance.

Solution: Focus on the top connections, the top 1-3 PLOs or ILOs that each CLO relates to.

What if my CLO maps to no PLO and ILO at all (i.e. under-mapping)?

The CLO is not helping students mastering the ultimate and overarching outcomes.

Solution:

- Read the outcome more broadly;
- Start with the CLO-PLO and PLO-ILO maps and retrieve the CLO-ILO map (e.g., if CLO1 links to PLO2 and PLO2 links to ILO3, so CLO1 maps to ILO3)
- Revisit the CLO.

Avoid mistakes

All outcomes (SAOs & CLOs):

- Always meeting 100% outcomes
- Having no data in Scorecard
- Having no Action Plan

Course Outcomes (CLOs):

- Overusing "N/A"
- Under-mapping
- Over-mapping
- Mis-mapping

Service Outcomes (SAOs):

- Having 1 participant/case



Ensure validity

Spring 2022

All outcomes (SAOs & CLOs):

- Update outcomes and map
- Complete Scorecard & Action Plan
- Not meeting some outcomes is OK

Course Outcomes (CLOs):

- Use "N/A" for students who (a) withdrew, (b) did not finish, (c) received an incomplete, (d) did not provide evidence.
- Type "Same as other section" (don't copy/paste answers), if you're submitting Action Plans for multiple sections

Service Outcomes (SAOs):

- Have "enough" participants/cases (20-50?)

Ensure usability: From Action Plans to program review



BARRIER

What is hindering
learning/service

CHANGE

What can break down
the barrier to
learning/service

IMPROVEMENT

Evidence that barrier to
learning/service was
addressed

Example:

- (a) FIRE students were well prepared but had difficulty in passing the state certification written exam.
- (b) As a result, FIRE has worked with the certification agency and revamped the practice quizzes.
- (c) All FIRE students passed the state certification written exam in Fall 2021.

The poster features a vibrant floral border with yellow, orange, and red roses and green leaves. The background is a solid dark blue. The text is white and centered within a white rectangular area.

SPRING 2022

Assessment Series

TOWNHALL

Thursday January 6, 12-1pm

2020-2021 Assessment results, lessons learned, tips for the future, top priorities

STUDENTS AS PARTNERS IN ASSESSMENT

Thursday February 17, 2-3pm

- Assessing tutoring impact on learning outcomes by Charlene Gima (English)
- Making assessment transparent for students by Kalehua Kamakawiwoole (ESL)
- Student surveys and follow-up class discussion by Prateek Kunwar (Math)

COLLABORATIONS ACROSS COURSES

Tuesday March 8, 1-2pm

- Assessing computer hardware lab activities by Roger Mitchell (CSNT)
- Faculty survey: ILOs and asynchronous discussions by Paul Sherard (Physics)
- Rubric to assess PLOs by Mitchell Okamura (Speech)

PROGRAM REDESIGN & STUDENT FOCUS

Wednesday April 6, 10-11am

- Student surveys to re-examine SAOs by Ina Miller-Cabasug (CARE)
- Student surveys to assess SAOs by Scot Parry (Academic Counseling)
- Revisiting outcomes and curriculum map by George Boeman (CARP)
- Reaching UHM equivalency by Guy Fo (AECT)

2020-2021 assessments results

2020-2021 ASSESSMENT CYCLE

We launched eLumen AMS
and started a new
ASSESSMENT CYCLE.

eLumen gathers assessment
REPORTS in the form of
Scorecards and Action Plans.

26 services and 107 courses
were PLANNED for an
assessment report.

“

*'IKE 'IA NO KA LOEA
I KE KUAHU.*

EXPERTS ARE
RECOGNIZED BY THE
ALTAR THEY BUILD.

”

COMPLETION

26/26 services and 106/107 courses
completed the assessment reports



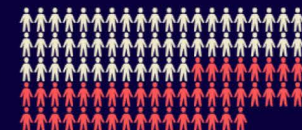
SAO PERFORMANCE

Service Outcomes that were met



ILO PERFORMANCE

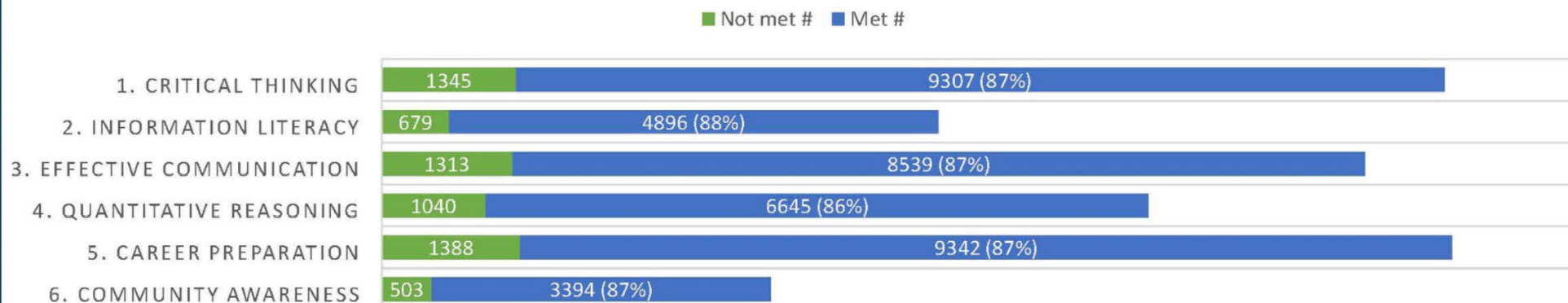
Learning Outcomes that were met



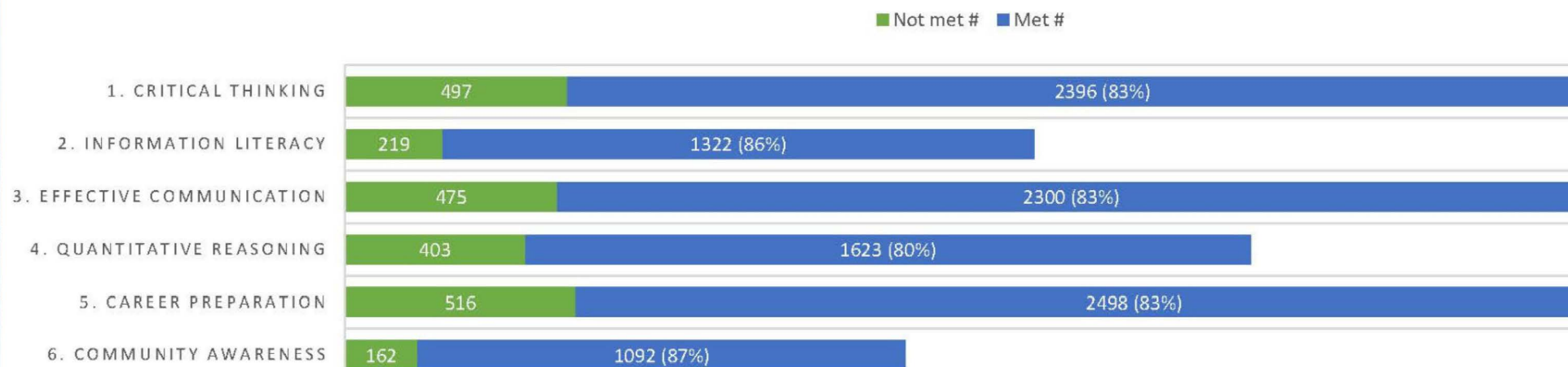
93 out of 184 instructors and managers planned and submitted
assessment for learning and service outcomes.

2020-2021 assessment: Ethnicity

ILO PERFORMANCE: 2020-2021



ILO PERFORMANCE: 2021-2021 (HAWAIIAN STUDENTS)



ASSESSMENT VS. GRADING

87% OF THE ILOS WERE MET

83% OF STUDENTS PASSED THEIR CLASSES

83% OF THE ILOS WERE MET WITHIN THE HAWAIIAN
STUDENT POPULATION

81% OF HAWAIIAN STUDENTS PASSED THEIR CLASSES

Let's increase faculty and lecturers' participation

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”

EXPERTS ARE
RECOGNIZED BY THE
ALTAR THEY BUILD.

COMPLETION

26/26 services and 106/107 courses
completed the assessment reports

99%

SAO PERFORMANCE

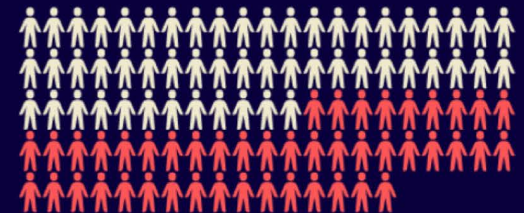
Service Outcomes that were met

92%

ILO PERFORMANCE

Learning Outcomes that were met

87%



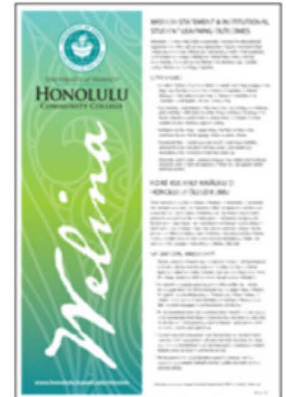
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Let's map SAOs to Core Values

1. Student-Centered and Student Focused
2. Community and Industry Partnerships
3. Indigenous Serving
4. Sustainability
5. Diversity and Equity

CORE VALUES

- Student-Centered and Student Focused – offering a supportive, high quality learning environment that guides students through their college pathway to become contributing members and leaders of our community.
- Community and Industry Partnerships – fostering educational partnerships with state-registered apprenticeship programs, local industries, and other organizations to create diverse academic and training opportunities.
- Indigenous Serving – supporting the Native Hawaiian community and its language, history, and culture.
- Sustainability – creating a culture of social responsibility around the conservation of resources and creating a foundation for environmental stewardship.
- Diversity and Equity – maintaining an equitable multicultural environment where all aspects of diversity are appreciated and respected.



SPRING 2022: TIMELINE

"YESTERDAY"

Faculty and lecturers:

Complete your
assessments in
eLumen for Fall 2021

BY 1/30

Faculty and lecturers:

Choose one CRN to
assess in eLumen for
Spring 2022

(via your eLumen Area
Coordinator)

SPRING

**Faculty, lecturers,
and managers:**

Update outcomes and
mapping

Attend the Assessment
Series

BY 5/13

**Faculty, lecturers,
and managers:**

Complete your
assessments in
eLumen for Spring
2022 (CLOs) and AY/FY
2021-2022 (SAOs)

Mahalo

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