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.
(1) Define outcomes

I. OUTCOMES

O ke kahua mamua, mahope ke kūkulu.
The site first, and then the building.

Our institution has established learning outcomes at various 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. All SAOs are linked to ILOs.

2. **Course-level: Student Learning Outcomes (SLOs)**
   Students achieve SLOs after completing a course. All SLOs are recorded and linked to PLOs in the Kuali Student Curriculum Management System (KSCM) - if SLOs need to be updated and/or linked to PLOs in KSCM, teaching members should first talk to their division chair and then submit a proposal via the Committee for Programs and Curricula (CPC). SLO from KSCM are listed on all course syllabi.

3. **Program-level: Program Learning Outcomes (PLOs)**
   Students achieve PLOs [PDF] after completing a specific degree or path of study. All PLOs are recorded and linked to both SLOs and ILOs in KSCM.

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

When you develop outcomes, please follow:

1. Defining Outcomes Guidelines [PDF] and video tutorial.
2. Action verbs for SLOs: Bloom Taxonomy [PDF].
3. Action verbs for SAOs: Bloom Taxonomy's Affective Domain [PDF] and Support Outcome Taxonomy [PDF].

Source: honolulu.hawaii.edu/assessment
Outcomes: Guidelines

(a) Outcomes should:
- Be around 4-6 for SLOs and 2-4 for SAOs (certainly less than 10).
- Broadly and succinctly express what participants will be able to do upon completion.
- Begin with active verbs.
- Address at least two types of learning (e.g., understanding, applying, analyzing).
- Incorporate professional organizational outcomes, if they exist.
- Be assessable (quantitatively and qualitatively, through numbers and reflections).
- Align with higher outcomes:
  o Link each SLO with at least one PLO.
  o Link each SAO with the mission of your division as well as at least one ILO; units that do not have contact with students can select all ILOs for each SAO, as their work indirectly supports all facets of student learning).
- Result from collaborative writing and collective agreement (i.e., instructors who teach the same course, department liaison, and division chair must agree on the SLOs).
### REVISED Bloom’s Taxonomy Action Verbs

<table>
<thead>
<tr>
<th>Definitions</th>
<th>I. Remembering</th>
<th>II. Understanding</th>
<th>III. Applying</th>
<th>IV. Analyzing</th>
<th>V. Evaluating</th>
<th>VI. Creating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bloom’s Definition</td>
<td>Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.</td>
<td>Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.</td>
<td>Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.</td>
<td>Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.</td>
<td>Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.</td>
<td>Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.</td>
</tr>
</tbody>
</table>

| Verbs | Choose | Define | Find | How | Label | List | Match | Name | Omit | Recall | Relate | Select | Choose | Construct | Develop | Experiment with | Identify | Infer | Interpre | Make use of | Model | Organize | Plan | Analyze | Assume | Categorize | Classify | Compare | Conclusion | Contrast | Discover | Dissect | Distinguish | Divide | Examine | Agree | Appraise | Assess | Award | Choose | Compare | Conclude | Criteria | Criticize | Decide | Deduct | Defend | Adapt | Build | Change | Choose | Combine | Compile | Compose | Construct | Create | Delete | Design | Develop |
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Source: honolulu.hawaii.edu/assessment
(2) Determine assessment methods

Source: honolulu.hawaii.edu/assessment
Their answers inform my practice.

- Knowing which students do not have a working computer has prompted me to allow handwritten submissions for those who are interested.
- Knowing that most of my students do not have printers has prompted me to allow digital submissions of assignments.
- Knowing which students are not native English speakers has prompted me to slow down, and to be able to interpret roadblocks and misunderstandings from a cultural lens.
- Knowing that some students take the bus reminds me to make sure to open my classroom door ahead of time so that they’re not waiting in the hallway, and to end class on time.
- Knowing that a student has severe dyslexia has prompted me to allow her to turn in certain reflection assignments via audio recording.
- Knowing that I have students dealing with anxiety disorders has prompted me to do fewer whole-class presentation assignments and do smaller group work in their place.
- Knowing that one of my students is a vet with complicated medical issues and readjusting poorly has prompted me to view behavior that may seem otherwise antisocial (putting her head in her hands, standing up at odd times) as a response to easily triggered migraines and physical pain.

Things to be aware of in summative assessments

- Projects
  - Biased towards full-time students, those without jobs, those who are not caregiving for others
  - Can be difficult to manage multiple steps for students with organizational/attentional challenges (like ADHD)

- Papers
  - Again, biased towards full-time students, those without jobs, those who are not caregiving for others, as well as those with access to computers
  - Bias towards native English speakers
  - Bias towards those who are better writers - which, unless you are an English teacher, may not be what you’re trying to know about your students

- Exams
  - Trigger anxiety responses and hormone surges - prevent ability to show skills
  - Bias towards native English speakers
  - Implicitly assess other skill sets - test taking skills, attentional skills, speed reading and comprehension (more on this later)
  - Tricky to assess proper competency (more on this later)
Highly Contextualized

- Hula Drama Annual Hō`ike
- Culturally-Based or Place-Based Science Fair Projects

Highly Decontextualized

- Rubric for Book Publishing Project
- Student/Parent Portfolio Conference
- Assessment for Learning (formative)
- Computer-Adaptive Skills Test
- Timed Test of Multiplication Facts

Assessment of Learning (summative)

- Hawai‘i State Assessment (HSA)
- Stanford Achievement Test (SAT)
(3) Gather evidence
<table>
<thead>
<tr>
<th>SLO assessed</th>
<th>How SLO was assessed</th>
<th># of students meeting SLO</th>
<th># of student who did NOT meet SLO</th>
<th>Instructional strategies that supported student mastery of the SLO</th>
<th>Changes that you’ll implement in the future to support student mastery of the SLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1: Solve...</td>
<td>Exam question</td>
<td>43</td>
<td>7</td>
<td>Inclass pre-exam activities: students took a trial exam; then they discussed answers in small groups and shared corrections/uncertainties with the whole class.</td>
<td>Next time, I want to add another final step: I’ll ask them to retake the trial exam in class (the same one again) to check that they understood the correct answers (I may grade it as an assignment to encourage them to take the process seriously).</td>
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<td>SLO1</td>
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<td>Quiz 1, question 3</td>
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<td>1. Malia</td>
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<td>2. Lei</td>
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<td>Essay 1, question 2</td>
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<tr>
<th>SLO1</th>
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<th>SLO3</th>
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<tbody>
<tr>
<td>Quiz 1, question 3</td>
<td>Essay 1, question 2</td>
<td>Observation, rubric</td>
</tr>
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<td>1.Malia</td>
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<tr>
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<td>4.Kai</td>
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<th>Nalani</th>
<th>Kai</th>
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(4) Analyze evidence
<table>
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<tr>
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<th>SLO3</th>
<th>Action plan</th>
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<tr>
<td>1. Malia</td>
<td>Quiz 1, question 3</td>
<td>Essay 1, question 2</td>
<td>Observation, rubric</td>
<td>Reading X was difficult—break it a part.</td>
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<tr>
<td>2. Lei</td>
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<td>1</td>
<td>1</td>
<td>Quiz 1.3 was unclear—reword it.</td>
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<tr>
<td>3. Nalani</td>
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<td>1</td>
<td>1</td>
<td>Challenges with grammar—refer Writing Center</td>
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<td>4. Kai</td>
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<td>Confusion about thesis—explain directions more.</td>
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**Student evals**

| 3         | 2               | 4             | Shorten video Y, highlight chapter 2, replace article A with B, add debriefing with group after presentation, schedule library workshop for class. |

**Met=1**

**Not met=0**
<table>
<thead>
<tr>
<th>Student</th>
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<td>3 Challenges with grammar—refer Writing Center</td>
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<td>2 Confusion about thesis—explain directions more.</td>
</tr>
<tr>
<td>Student evals</td>
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<td>4</td>
<td>Shorten video Y, highlight chapter 2, replace article A with B, add debriefing with group after presentation, schedule library workshop for class.</td>
</tr>
<tr>
<td>Beyond me</td>
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<td></td>
<td>Reword SLO1, ENG prerequisite, purchase lab.</td>
</tr>
</tbody>
</table>

Met=1
Not met=0
Lastly, the SLOs were aligned with PLOs. It was determined that five of the six PLOs were met in the sample.

- 92% of students (602/654 assessments) met PLO 1 - Use knowledge of child development and of individual children to create healthy, challenging learning environments and experiences.
- 86% of students (321/372 assessments) met PLO 2 - Build respectful partnerships with children, families, and their communities.
- 82% of students (174/213 assessments) met PLO 3 - Observe, document and assess all children’s development and learning in partnerships with families.
- 88% of students (132/150 assessments) met PLO 4 - Use supportive interactions to build positive relationships and guide all children.
- 90% of students (260/289 assessments) met PLO 5 - Use content knowledge and appropriate pedagogy to create, design, implement and assess learning experiences.
(4) Analyze evidence: ILOs

2014-2018 SLO Assessment Reports: Analysis (summary)

Faculty …..

A) WHAT: Provide multiple means of representation (47%)
1. Clarify vocabulary: “A design project for understanding of the terms.”
2. Illustrate concepts: Animated diagrams, color charts, images, simulations, interactive activities.
3. Activate background knowledge: Explaining “stories behind place names” and “replacing textbook examples with local business examples.”
4. Highlight critical ideas/relationships: Chapter summaries, lecture outlines, theory-practice combinations before field trips.
5. Guide information processing: Critical thinking exercises and comparisons.
6. Maximize transfer/generalization: Hands-on learning experience to help students connect with the topic.

B) HOW: Provide multiple means of action and expression (30%)

Source: honolulu.hawaii.edu/assessment
(5) Use information to improve learning: Service

Clean Data = Good Data = Useful Data

- Targeted Advising.
- Strategic communication & outreach to students, faculty, & staff.
- Trends on current student needs.
- Purposeful department planning.

(5) Use information to improve learning: Course

History Department Discussion of Results

- Knowledge Surveys give a good overview of what students are learning. Primarily in terms of content areas.
- Imbedded assessment gives more specific data about historical analytical skills students are able to perform.
- Have identified and shared useful teaching strategies to improve our individual classes.
  - Our standards for inclusion of primary sources, student use of supporting examples, and references to vocabulary learned, and ways to help students work on those issues.
  - Better ways to employ the textbook.

Biology SLO 1: explain biological processes from molecules to ecosystems in an evolutionary context

Identified Key Content

- Cell & Molecular Biology
- Physiology
- Morphology and Biodiversity
- Evolution
- Ecology

The Biology faculty collaboratively determined the key content to cover in the upper-level courses that align with their SLOs.
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](#).
C: Assignment/Activities

To assess critical thinking better in upper level undergrad Chinese

800 word argumentative essay → 15-20 page research paper

Through faculty collaborative discussion about curriculum alignment, the Chinese Department changed their culminating assignment to a formal research paper, instead of an argumentative essay, in upper level undergraduate courses. Link to the assessment report is here.
Assignment/Activities

Satisfactory results → further enhance critical analysis:
- Organized more structured class discussions
- Broke down assignments into smaller steps
- Clarified assignment instructions/directions
(5) Use information to improve learning: **Curriculum map**

Among an array of actions to improve the students on quantitative reasoning, the most commendable is this cross-discipline collaboration with the math department to make this prerequisite calculus course more relevant to the majors. They also offered Econ 420: Mathematical Economics on a regular basis. Requested TA support for Econ 130: Principles of Microeconomics. **Link to the 2015 Assessment Report is here.**

Academy for Creative Media analyzed students’ skill developmental needs. They added requirements in three tiers to strengthen students’ skill development. Poster link is here.
(5) Use information to improve learning: Resources

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.
(5) Use information to improve learning: Industry

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.

Assessment cycle: 5 steps

INSTITUTIONAL ASSESSMENT

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