Assessment townhall: Spring 2021

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I. Upcoming opportunities
II. Resources
III. Covid-19 surveys: National results
IV. Covid-19 survey: HonCC
V. How to organize your assignments around outcomes
VI. Great examples from last semester’s assessment reports
VII. Submission of assessment reports in eLumen
I. Upcoming opportunities

**eLumen trainings:**
- **Tuesday, 1/26, 1pm:** Faculty
- **Thursday, 1/28, 12pm:** Unit/Area Coordinators (instructional)
- **Monday, February 1, 1pm:** Unit/Area Coordinators (non-instr.)

**Assessment: I Did It My Way!**
- **Wednesday, 2/3, 2pm**
- **Tuesday, 3/2, 2pm**
- **Wednesday, 4/7, 2pm**
II. Resources: honolulu.hawaii.edu/assessment

1. Outcomes
2. Methods
3. Evidence
4. Analysis
5. Improvement
III. Covid-19 surveys: National results

Students face difficulties in:
- Finding a place to do their course (55%)
- Managing coursework with home and family responsibilities (54%)
- Feeling too unwell mentally to participate (45%)
- Connectivity issues (44%)
- Fitting the course into their work schedule (31%)
- Software and hardware issues (23%)

They also:
- Lost a job, internship, or job offer (40%)
- Worry about having a safe place to sleep every night (21%)
- Delayed graduation (13%)
- If they were considering leaving college pre-COVID, now those feelings are amplified
- Minority students report higher levels of difficulties across all areas

1. Quotes:
   - “The virus really showed that HonCC is prepared to continue the education of its students.”
   - “My instructors adapted very well and provided great instruction. I experience no decrease in the level of instruction.”
2. With regard to courses that were converted to an online or remote teaching delivery mode after Spring Break, students stated:

- My instructors have been responsive and available to answer my questions (79%)
- My instructors have used technology effectively to keep me engaged (70%)
- This college has done a good job of helping me to continue my education in spite of the changes in instruction that have happened because of the COVID-19 pandemic (70%)
- I have been able to learn effectively despite the sudden transition to online learning (52%)
IVa. Covid-19 survey: HonCC students

3. Top challenges for students:

- Collaborating with other students (64%)
- Having space to study (57%)
- Non-school issues (e.g., housing, food, child care, healthcare) (54%)
- Communicating with instructors (46%)
- Having reliable internet connection for school work (40%)
IVa. Covid-19 survey: HonCC students

4. In addition, students struggled with:
   ▪ Maintaining concentration, focus, motivation, engagement
   ▪ Staying informed, up-to-date, on a schedule with courses (e.g., “it’s been very hard to have so much unstructured time,” “since two of my instructors didn’t require some kind of online meeting”)
   ▪ Missing hands-on activities, chanting together, “face to face time that helps me to learn”
5. With regard to online teaching and services, students ask HonCC to:

▪ Be approachable and understanding
▪ Answer emails promptly
▪ Increase interaction (e.g., text messages, video calls as students work on assignments, online office hours for immediate responses)
▪ Send constant reminders, updates, feedback
▪ Provide online support on all fronts (e.g., Advisors, Math Labs, Writing Center, Library, Tutoring, mental services, cybersecurity, computer skills)
▪ Loan laptops/tools and provide internet, or at least connection locations
▪ Everyone should use Zoom and Laulima so students do not have to relearn platforms
▪ Use Laulima so everything is in one place, well organized, and ahead of time, prior to class (e.g., calendar, announcements, notes, handouts, samples, links to videos and recorded sessions, up-to-date grade book, tests, quizzes)
IVb. Covid-19 survey: HonCC faculty (65)

1. Mostly used platforms:
   - Zoom (73%)
   - Laulima (71%)
   - Emails (33%)
   - YouTube (25%)
   - Google Meet (17%)
2. Top challenges in online teaching:
   - Communicating with students (55%)--the highest ranked challenge for all campuses
   - Providing proctored exams (46%)
   - Having access to technology for instruction (45%)
   - Using online communication tools (e.g., Zoom, Google Meet) (43%)
   - Having reliable internet connection for instruction (40%)
   - Having a dedicated space to work (40%)
3. Faculty find that teaching online is especially challenging with:

- Labs
- Research classes
- Hands-on experiences
- 3-hour synchronous classes (unrealistic to run)
- Timed exams and proctored exams
- CTE, ESL students, children
4. The majority of the respondents (58%) reported a decrease in student participation but also found that students achieved course learning outcomes at a similar (55%) or better (11%) rate than previous semesters.
V. How to organize your assignments around outcomes

1. Outcomes
2. Methods
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Developing a Course with SLOs to map to assessment

Jeff Stearns 1.8.21
Mapping to Assessment

• If assignments are mapped to SLOs (CLOs), then assessment becomes easy.
• Assessments can be the results of assignments you choose.
Example of SLOs for ENG 100
(also called CLOs)

CLO1: Demonstrate clear, logical, and inventive thinking through writing.
CLO2: Gather and evaluate information purposefully from electronic and print sources.
CLO3: Produce writing whose form, organization, syntax, diction, style, and tone are appropriate for college writing.
CLO4: Write a research paper that supports a thesis, integrates expert opinions from various sources, and documents sources appropriately.
CLO5: Revise, edit, and proofread for correctness, clarity, and effectiveness.
Step 1 - View the course as modules to control organization

- Divided English 100 into five essay modules.
- Each module focuses on a different type of writing.
Step 2 - Wrote what I wanted to teach in a module

Example:
MO1: Write an effective thesis that includes an argument, controversy, and sophisticated topic.
MO2: Prepare an effective introduction to a paper that gives the reader an overview of the issue, defines terms, and argues the thesis.
MO3: Write an essay analyzing a topic, showing logical, clear, inventive thinking.
### Step 3 - Tied each module outcome to CLOs

| MO1: Write an effective thesis that includes an argument, controversy, and sophisticated topic. (4) |
| MO2: Prepare an effective introduction to a paper that gives the reader an overview of the issue, defines terms, and argues the thesis. (3) |
| MO3: Analyze a topic, showing logical, clear, inventive thinking. (1) |
| MO4: Prepare the organization of an essay in an outline. (3) |
| MO5: Write paragraphs that link to each other in logical order. (3) (1) |
| MO6: Write a paper in the MLA essay format that is appropriate for college writing. (3) |
| MO7: Provide a works cited list to a document. (4) |
| MO8: Proofread, edit, and revise writing for grammar correctness, sentence clarity, and logical effectiveness. (5) |
Step 4 - Created assignments for to teach each module outcome

- Assignment 1.1 Analysis Essay thesis (MO1)
- Assignment 1.2 Analysis Essay Introduction (MO2)
- Forum 1.1 Reading Response on an article (MO3)
- Tests and Quizzes 1.1 on use of Apostrophes (MO8)
Step 5 - For assessment in eLumen

- Picked assignment tied to a CLO
- Chose one for each CLO
VI. Great examples from last semester

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1. Non-instructional examples:
   - The [X] event allowed students to identify specific needs in areas that they felt would be an obstacle to their success. Based on this information, [our unit] ....
   - Since moving our services to online, it has been very difficult to gather assessments. We need to think of ways to ....
   - Survey, observation, tracking numbers.
2a. Instructional examples: What worked

Displaying
- Visual aids, color-coding, appropriate amounts of texts
- Videos (e.g., tutorial, instructional)
- “Synchronous lecture is necessary”

Providing
- Study guides
- Step-by-step templates
- Examples
- Issues/stories relevant to Hawai'i
VI. Great examples from last semester

2a. Instructional examples: What worked

Meeting
▪ Regularly
▪ For major assignment
▪ To work together on assignments

Providing “ability to get comfortable”
▪ In-class guided practice
▪ Daily in-class timed tasks (e.g., samples, error correction practice)
▪ Bi-weekly quizzes in Laulima
▪ Scaffoldings: From draft to final

“Crossover”
▪ Between courses: Learn and apply
▪ Reference to services (e.g., Writing Center)
VI. Great examples from last semester

2b. Instructional examples: What needs adjustment

- Align: Reading, assignments, CLOs
- Update: Readings, assignments, resources, “more videos than emails”
- “There never seems to be enough time to cover all” (i.e., shorten lessons and assignments, combine smaller units into larger ones, give more time, accept late work)
- From the start: Help students to time manage, set class boundaries (e.g., camera on, plagiarism)
- “Find more ways to establish pilina/connections with my students across the computer”
### Great examples from last semester

#### 3. Instructional examples: Assessment methods

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam/quiz</td>
<td>38</td>
</tr>
<tr>
<td>Paper/report/writing activity</td>
<td>23</td>
</tr>
<tr>
<td>Oral presentation</td>
<td>13</td>
</tr>
<tr>
<td>Visual display</td>
<td>5</td>
</tr>
<tr>
<td>Observation</td>
<td>6</td>
</tr>
<tr>
<td>Project</td>
<td>10</td>
</tr>
<tr>
<td>Survey</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>20</td>
</tr>
</tbody>
</table>
VI. Great examples from last semester

4. Some tips:

▪ Your answers can be key words, sentences, paragraphs.

▪ You can answer “same as my other sections” rather than copying/pasting answers, so you save time and data.

▪ Please avoid vague terms (e.g., homework, interactive activities) or share a bit of explanations.
VII. Submission of assessment reports in eLumen

- Non-Instructional unit coordinators: Temp link
- Faculty: Temp link
- Full resources: honoluluhawaii.edu/assessment
- Thanks to the participants from: BOT, CSNT, ECED, ENG, ESL, FT, GEO, HAW, HWST, ICS, JOUR, MARR, MATH, MELE, PHYL, PHYS, RAC; Care, Counseling, ITS, PPIR.
VIII. Conclusion

Assessment as a reflection: Ongoing for all outcomes
Assessment as a report in eLumen: Sample of the much larger reflective process (i.e., each faculty: all SLOs for one section per semester; each manager: all SAOs every semester/year)

eLumen is an Assessment Management System (AMS), not a Learning Management System (LMS) like Laulima or Canvas:
(a) Focuses on the end-results of the assessment of student learning and services (not on the process)
(b) Allows course and service data to generate program-, certificate-, and institutional outcome data automatically
(c) Allows culturally responsive assessment (i.e., Action Plans analysis, disaggregated data)
(d) Is secure, confidential, in compliance with FERPA (received UH Data Governance’s approval)

eLumen is the result of years of search and attempts for an AMS by several HonCC faculty and staff members. Finally, it took two years to select, to receive approval by UH Procurement and Data Governance, and to develop. Every step of the 2-year process was publicized via email, website, Assessment Committee reps in their groups.
Mahalo, grazie!
And happy new year!

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