SPRING 2022

ASSessment TownHall

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Institutional Assessment Specialist
Honolulu Community College
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
IMPROVEMENT

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

### Scorecard

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

### 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 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)

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)

3. What methods/activities have you used to assess the Course Learning Outcomes (CLO)? List all that apply. — Exam/pic — Paper/report/writing activity — Oral presentation — Creative performance — Visual display — Observation — Project — Survey — Counting/tracking: numbers (e.g., math, stats, online hits, transactions) — Other activity (please explain): (Reflection)
### Entering data: Scorecard & Action Plan

<table>
<thead>
<tr>
<th>SLO</th>
<th>Meets outcome</th>
<th>Does not meet outcome</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ariana</td>
<td>Describe the partnership between early childhood professionals and families.</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Discuss the foundations, issues and trends of early childhood care and education.</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Identify roles and career opportunities in early childhood education.</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Recognize and practice observation and documentation strategies.</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Christen</td>
<td>Describe the partnership between early childhood professionals and families.</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Discuss the foundations, issues and trends of early childhood care and education.</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Identify roles and career opportunities in early childhood education.</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Recognize and practice observation and documentation strategies.</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Sao, Jizelle</td>
<td>Describe the partnership between early childhood professionals and families.</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Discuss the foundations, issues and trends of early childhood care and education.</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

**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](image)

2. What are the changes that you will 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](image)

3. What method/activity have you used to assess the Course Learning Outcomes (CLO)? List all that apply. — Exam/poll — 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)

   ![Response](image)
## Linking outcomes: Curriculum map

<table>
<thead>
<tr>
<th>Core ILOs</th>
<th>Critical Thinking: Effectively analyze arguments, assumptions, and problems, and draw conclusions.</th>
<th>Information Literacy: Form strategies to locate, evaluate, and apply information, and know the ethical and legal issues...</th>
<th>Effective Communication: Actively express and exchange ideas through listening, speaking, reading, writing, and other modes of...</th>
<th>Quantitative Reasoning: Effectively analyze numerical data, solve quantitative problems, and apply mathematical concepts.</th>
<th>Career Preparation: Demonstrate knowledge and skills to successfully move to a baccalaureate education or selected vocation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses</td>
<td>EDU101 Introduction to Education</td>
<td>EDU202 Educational Psychology</td>
<td>EDU303 Child Development and Family interaction</td>
<td>EDU404 Human Development and Behavior</td>
<td>EDU505 Internship in Education</td>
</tr>
<tr>
<td>- No Course Group Selected -</td>
<td></td>
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<td></td>
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<tr>
<td>Include inactive Courses</td>
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<tr>
<td>ECED105 Intro to Early Childhood Ed</td>
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<td></td>
<td></td>
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<tr>
<td>Active since 8/2019</td>
<td></td>
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<td></td>
<td></td>
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<td>Describe the partnership between early childhood professionals and families.</td>
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</tr>
</tbody>
</table>
## WHY MAPPING CLO TO ILO?

<table>
<thead>
<tr>
<th>SPLIT MODULE</th>
<th>CLO DATA ENTRY</th>
<th>ILO &amp; PLO DATA EXPORT</th>
<th>CURRICULUM MAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>The CLO-ILO and CLO-PLO mapping is more valid compared to CLO-PLO and PLO-ILO</td>
<td>We collect data at the course level only</td>
<td>We need results for both ILOs and PLOs, while keeping confidentiality at the course level</td>
<td>Course assessment automatically populates program and institution outcomes</td>
</tr>
</tbody>
</table>
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.
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

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.

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%

51%

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

ike a no ka loea
i ke kuahu.

Experts are recognized by the altar they build.
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

2020-2021 ASSESSMENT CYCLE

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EXPERTS ARE RECOGNIZED BY THE ALTAR THEY BUILD.

COMPLETION
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SAO PERFORMANCE
Service Outcomes that were met
92%

ILO PERFORMANCE
Learning Outcomes that were met
87%

51%

93 out of 184 instructors and managers planned and submitted assessment for learning and service outcomes.
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.
<table>
<thead>
<tr>
<th><strong>SPRING 2022: TIMELINE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>&quot;YESTERDAY&quot;</strong></td>
</tr>
<tr>
<td>Faculty and lecturers:</td>
</tr>
<tr>
<td>Complete your assessments in eLumen for Fall 2021</td>
</tr>
<tr>
<td><strong>BY 1/30</strong></td>
</tr>
<tr>
<td>Faculty and lecturers:</td>
</tr>
<tr>
<td>Choose one CRN to assess in eLumen for Spring 2022</td>
</tr>
<tr>
<td>(via your eLumen Area Coordinator)</td>
</tr>
<tr>
<td><strong>SPRING</strong></td>
</tr>
<tr>
<td>Faculty, lecturers, and managers:</td>
</tr>
<tr>
<td>Update outcomes and mapping</td>
</tr>
<tr>
<td>Attend the Assessment Series</td>
</tr>
<tr>
<td><strong>BY 5/13</strong></td>
</tr>
<tr>
<td>Faculty, lecturers, and managers:</td>
</tr>
<tr>
<td>Complete your assessments in eLumen for Spring 2022 (CLOs) and AY/FY 2021-2022 (SAOs)</td>
</tr>
</tbody>
</table>
Mahalo

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Honolulu Community College
logli@hawaii.edu