Assessment
Townhall Meeting

August 15 ~ 12-1pm ~ 2-201
Overview

I. Increasing focus on learning outcomes
II. Assessment directions
III. Assessment and equity
IV. Assessment in action
V. Takeaways
I. Increasing focus on learning outcomes

Learning assessment at UNESCO
Ensuring effective and relevant learning for all
I. Increasing focus on learning outcomes

Federal recognition standards would now focus, first and foremost, on “student and educational outcomes.”
I. Increasing focus on learning outcomes
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“assessment [and ....] will serve as the primary indicators for success.”
I. Increasing focus on learning outcomes

2018-2019:
Year of purposeful engagement
II. Assessment directions

1. Assessment Task Force: Your rep and support
**ASSESSMENT TASK FORCE (ASTF)**

- Institutional Assessment Specialist: Chiara Logli (chair)
- Accreditation Liaison Officer: Jeff Stearns
- Institutional Research: Steven Shigemoto
- Academic Support: Stefanie Sasaki
- Administrative Services: Jamie Hernandez
- Communication/External Affairs/Design: ...
- ITS: William Becker
- PCATT: Beryl Morimoto
- Student Services: Erica Balbag-Gerard
- Hawaiian Programs: Kaliiulani Murphy
- Humanities/Social Sciences: John Delay
- Language Arts: Conred Maddox
- Math/Natural Sciences: Brent Rubio
- Tech 1: Bob Perkins
- Tech 2: Eric Lagrimas
II. Assessment directions

This year, the AsTF will develop:

• Assessment policy and procedures
• Assessment Management System fields (KSCM/Banner/Laulima)
• New forums for assessment discussions: Talk Story, portion of division meeting, symposium.
• Assessment Ambassadorial/Leadership Institute
II. Assessment directions

1. Assessment Task Force
2. Assessment webpage: For info, resources, links.
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:

1. Defining the outcomes.
2. Determining appropriate methods to assess the outcomes.
4. Analyzing the evidence.
5. Using this information to improve student learning and evolve the program/service.

Please contact us if you have questions. We are happy to support you!

Chiara Logii, Ph.D.
Faculty/Institutional Assessment Specialist
II. Assessment directions

1. Assessment Task Force
2. Assessment webpage
3. Outcome transparency: KSCM, syllabi, web, files, everywhere.
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### OUTCOMES

Our institution has established learning outcomes at three levels:

1. **Non-instructional level: Service Area Outcomes (SAOs)**
   - Constituents achieve SAOs by participating in a particular experience, including students, staff, faculty, and any other participants.

2. **Course level: Student Learning Outcomes (SLOs)**
   - Students achieve SLOs after completing a course. All faculty are required to use the SLOs from the Kuali Student Curriculum Management System (KSCM) and list them on the course syllabi.

3. **Program level: Program Learning Outcomes (PLOs)**
   - Students achieve PLOs after completing a specific degree or path of study.

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

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   Constituents achieve SAOs [PDF] after participating in a particular experience, including students, staff, faculty, and any other participants.

2. **Course level: Student Learning Outcomes (SLOs)**
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   Students achieve PLOs [PDF] after completing a specific degree or path of study.

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

1. Assessment Task Force
2. Assessment webpage
3. Outcome transparency
4. Assessment methods: Embedded in our assignments, activities, materials.
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OUTCOMES

SLO STREAMLINING IN KSCM (BY MID-SEPTEMBER)

METHODS

Once the SLOs and SAOs are created, faculty and staff determine how to assess them and what criteria will be used for success. There are two kinds of assessment:

1. **Direct assessment** methods require participants to demonstrate knowledge/skills and provide data that directly measure achievement of expected outcomes. In many cases, the same instruments that are used for grading are adapted to provide data on SLO assessment—this is known as embedded assessment. Examples [PDF] include embedded questions, lab tasks, and projects.

2. **Indirect assessment** methods require that faculty and staff infer participant abilities from sources other than observable evidence. Often this involves participants self-reporting their learning. Examples [PDF] include various types of surveys.

Both methods are valid, although indirect methods alone are often considered insufficient in providing evidence in instructional areas.
II. Assessment directions

1. Assessment Task Force
2. Assessment webpage
3. Outcome transparency
4. Assessment methods
5. Assessment evidence: Ongoing SLO/SAO assessment according to your division forms/filing.
Please email us your SLO/SAO reports and syllabi, if not done yet!

1. Syllabi: Fall 2017 Listing
   a. Arts and Humanities, Social Sciences [PDF]: Received 37/37 Syllabi (Completed).
   b. Communication and Services [PDF]: Received 86/94 Syllabi.
   c. Hawaiian Programs [PDF]: Received 10/10 Syllabi (Completed).
   d. Language Arts [PDF]: Received 24/24 Syllabi (Complete).
   e. Math and Natural Sciences [PDF]: Received 51/51 Syllabi (Complete).
   f. Transportation and Trades [PDF]: Received 78/81 Syllabi.

2. SLO/SAO reports: Schedule
   a. Arts and Humanities, Social Sciences [PDF]: Received 61/66 SLO Reports.
   b. Communication and Services [PDF]: Received 96/164 SLO Reports.
   c. Hawaiian Programs [PDF]: Received 14/14 SLO Reports (Complete).
   d. Language Arts [PDF]: Received 56/56 SLO Reports (Complete).
   e. Math and Natural Sciences [PDF]: Received 68/86 SLO Reports.
   f. Transportation and Trades [PDF]: Received 199/233 SLO Reports.
   g. Academic Support [PDF]: Received 7/7 SAO Reports (Complete).
   h. Administration [PDF]: Received 4/4 SAO Reports (Complete).
   i. Communications and External Affairs [PDF]: Received 2/2 SAO Reports (Complete).
   j. Information Technology Services [PDF]: Received 6/6 SAO Reports (Complete).
   k. Office of Continuing Education [PDF]: Received 1/1 SAO report (Complete).
   l. Student Services [PDF]: Received 7/7 SAO Reports (Complete).

4. SLO/SAO Assessment: Samples [PDF]
Key questions:

• How do we assesses.

• How many students met, did not meet, SLO/SAO.

• What is working well.

• What can be adjusted for improvement.
II. Assessment directions

1. Assessment Task Force
2. Assessment webpage
3. Outcome transparency
4. Assessment methods
5. Assessment evidence
6. Assessment analysis of SLO/SAO reports
INSTITUTIONAL ASSESSMENT

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**OUTCOMES**

**SLO STREAMLINING IN KSCM (BY MID-SEPTEMBER)**

**METHODS**

**EVIDENCE**

**ANALYSIS**

While your SLO/SAO assessment support teaching/learning in your classroom, we take your collective data and analyze them according to ACCJC's. We have analyzed both your numerical and textual insights, and found so many wonderful practices across campus! You can find them on page 2 of Evidence for ACCJC Assessment [PDF].

Much more to come once we choose and launch our new Assessment Reporting System!
Assessment Management System (AMS) committee

- John Delay (University College)
- Robert Perkins (Tech I)
- Vern Takebayashi (Tech II)
- Zane Nedbalek (Information Technology Services)
- Steven Shigemoto (Policy, Planning, Institutional Research)
- Chiara Logli (Institutional Assessment)
II. Assessment directions

1. Assessment Task Force
2. Assessment webpage
3. Outcome transparency
4. Assessment methods
5. Assessment evidence
6. Assessment analysis
7. Assessment for improvement
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.OUTCOMES

.SLO STREAMLINING IN KSCM (BY MID-SEPTEMBER)

.METHODS

.EVIDENCE

.ANALYSIS

.IMPROVEMENT

Action plans related to assessment findings develop in a variety of contexts, including:

2. Assessment Townhalls: Spring 2018 [PDF].
3. Assessment Taskforce: Membership, Minutes.
4. Assessment consultations: Call, email, or meet with me to set up one-on-one or departmental training.
5. Faculty development (face-to-face instruction): Email Roya M. MaroufiKhani Dennis, Faculty Support Coordinator, at roya@hawaii.edu.
6. Faculty development (online instruction): Email Ross Egloria, Distance Learning Coordinator, at egloria@hawaii.edu or https://www.honolulu.hawaii.edu/distance.
7. Reflections: Instructor/staff’s self-reflection, collaborations with colleagues, discussions in faculty/staff meetings. Example from instructional [PDF] and non-instructional [PDF] units.
Year of Purposeful Engagement | Fall 2018

Professional Development Opportunities

- [T2EL] Teachers and Educators Talk Learning: Roya M. Dennis | roya@hawaii.edu
- [FDC] Faculty Development Committee | roya@hawaii.edu
- Assessment: Chiaro Logli | logli@hawaii.edu
- My Success & iPASS: Rachel Mullins Veney | rmullins@hawaii.edu
- Meliʻukaʻa: A Hawaiian Cultural Series: Hauʻoli Lorenzo-Ellaro | jelaro@hawaii.edu

August

- Laulima Drop-In Support: Tues. 14, 3-4:30pm [2-401]
- FDC Campus Resource Tour Wed. 15, 3-4pm [Arch between Bldg 2 & 7]
- Assessment: Developing Learning Outcomes: Mon. 27, 2:30-3:30pm & Tues. 28, 10-11am [2-214]
- My Success & iPASS Training: Wed. 29, 2:30-3:30pm & Thurs. 30, 10-11am [2-401]
- FDC Dossier Workshop on Pagniation, Organization and Appendices w/ Brent Rubie Fri. 31, 9-10:30am [2-214]

September

- My Success & iPASS Training: Wed. 5, 2:30-3:30pm & Fri. 7, 9-10am [2-401]
- Faculty Development Outcomes Panel Discussion: Fri. 7, 2:30-3:30pm [2-201]
- T2EL: How I Support Students in Becoming Students: Mon. 10, 2:30-3:30pm & Tues. 11, 10-11am [2-214]
- T2EL: How I Use My Success and Coaching: Mon. 17, 2:30-3:30pm & Tues. 18, 10-11am [2-214]
- Assessment: Creating an Assessment Plan: Mon. 24, 2:30-3:30pm & Tues. 25, 10-11am [2-214]
- Maʻuaʻa: Mon. 24, 1:30pm [5-205]

October

- FDC: Safe Zone Certification: Tues. 2, 10-11:30am [2-214]
- T2EL: Using Place-Based Learning: Mon. 8, 2:30-3:30pm & Tues. 9, 10-11am [2-214]
- T2EL: Different Ways and Levels of Learning: Mon. 22, 2:30-3:30pm & Tues. 23, 10-11am [2-214]
- Assessment: Using Assessment Findings: Mon. 29, 2:30-3:30pm & Tues. 30, 10-11am [2-214]
- Maʻuaʻa: Mon. 8, 15 & 29, 1:30pm [5-205]

November

- T2EL: Practicing Self Care: Tues. 13, 10-11am [2-214]
- Wed. 14, 2:30-3:30pm [7-535]
- T2EL: Engage Students & Clarify Goals... [Syllabus]: Mon. 19, 2:30-3:30pm & Tues. 20, 10-11am [2-214]
- Assessment: Sharing Our Assessment Stories: Mon. 26, 2:30-3:30pm & Tues. 27, 10-11am [2-214]

December

- T2EL: The Impact of the Rail: Engaging our Students with OER, DL and Other Modalities: Tues. 4, 10-11am & Wed. 14, 2:30-3:30pm [2-214]
- T2EL: Next Steps for 2019 Wrap Ups: Mon. 17, 2:30-3:30pm & Tues. 18, 10-11am [2-214]

This is not a comprehensive list.

Please contact Hauʻoli for the Hāʻula Hau A Culture & Place-Based Learning Program | jelaro@hawaii.edu

Please check the calendar at https://www.honolulu.hawaii.edu/facdev/facdev-bela/

and look for email announcements from our Faculty Development Committee for additional opportunities.
Questions?

1. Assessment Task Force
2. Assessment webpage
3. Outcome transparency
4. Assessment methods
5. Assessment evidence
6. Assessment analysis
7. Assessment Improvement
III. Assessment and equity

Equity Gaining Emphasis in Assessing Student Outcomes
February 11, 2018
III. Assessment and equity

Honolulu Community College
Fact Book
2018
III. Assessment and equity

- What are the types of “variability” among our students?
III. Assessment and equity

- What are the types of “barriers” to learning among our students?
III. Assessment and equity
Universal Design for Learning Guidelines

I. Provide Multiple Means of Representation
   1: Provide options for perception
      1.1 Offer ways of customizing the display of information
      1.2 Offer alternatives for auditory information
      1.3 Offer alternatives for visual information
   2: Provide options for language, mathematical expressions, and symbols
      2.1 Clarify vocabulary and symbols
      2.2 Clarify syntax and structure
      2.3 Support decoding of text, mathematical notation, and symbols
      2.4 Promote understanding across languages
      2.5 Illustrate through multiple media
   3: Provide options for comprehension
      3.1 Activate or supply background knowledge
      3.2 Highlight patterns, critical features, big ideas, and relationships
      3.3 Guide information processing, visualization, and manipulation
      3.4 Maximize transfer and generalization

II. Provide Multiple Means of Action and Expression
   4: Provide options for physical action
      4.1 Vary the methods for response and navigation
      4.2 Optimize access to tools and assistive technologies
   5: Provide options for expression and communication
      5.1 Use multiple media for communication
      5.2 Use multiple tools for construction and composition
      5.3 Build fluencies with graduated levels of support for practice and performance
   6: Provide options for executive functions
      6.1 Guide appropriate goal-setting
      6.2 Support planning and strategy development
      6.3 Facilitate managing information and resources
      6.4 Enhance capacity for monitoring progress

III. Provide Multiple Means of Engagement
   7: Provide options for recruiting interest
      7.1 Optimize individual choice and autonomy
      7.2 Optimize relevance, value, and authenticity
      7.3 Minimize threats and distractions
   8: Provide options for sustaining effort and persistence
      8.1 Heighten salience of goals and objectives
      8.2 Vary demands and resources to optimize challenge
      8.3 Foster collaboration and community
      8.4 Increase mastery-oriented feedback
   9: Provide options for self-regulation
      9.1 Promote expectations and beliefs that optimize motivation
      9.2 Facilitate personal coping skills and strategies
      9.3 Develop self-assessment and reflection

Resourceful, knowledgeable learners
Strategic, goal-directed learners
Purposeful, motivated learners

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III. Assessment and equity
Pilot study: 166 SLOs; 2,877 students

- 73% met ILO 1 (Critical Thinking)
- 72% met ILO 2 (Information Literacy)
- 74% met ILO 3 (Effective Communication)
- 73% met ILO 4 (Quantitative Reasoning)
- 73% met ILO 5 (Career Preparation)
- 77% met ILO 6 (Community Awareness/Social Responsibility)
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IV. Assessment in action

- Split in groups
- One note taker
- Skim through these UDL practices that are currently used in our campus
- How can you consider learner variability in your work and add flexibility to your practice?
V. Takeaways

Assessment:

1. Task Force
2. Webpage
3. Outcome transparency
4. Methods
5. Evidence
6. Analysis
7. Improvement
V. Takeaways

Assessment:

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Design for variability to support all learners

Learner variability is the norm
V. Takeaways

Assessment:

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- Intentionality
  - Learner variability is the norm
  - Design for variability to support all learners
Happy year of purposeful engagement!

Chiara Logli, Ph.D.
Institutional Assessment Specialist
logli@hawaii.edu