Campus-wide Assessment meeting

January 4, 2018 ~ 1-3pm ~ 2-201
Timeline

I. Assessment meaning
II. Assessment process: Findings 1
III. Examples: SLO/SAO methods
IV. Assessment process: Findings 2
V. Examples: SLO/SAO utilization
VI. Directions
VII. Q&A
I. Assessment meaning

- The etymology of “to assess” is in the Latin “assidere” or “to sit beside.”

- Collaboration

- Improvement (not compliance)
  - Student learning
  - Faculty teaching
  - Staff services

- “The only constant is change” (Heraclitus, 530-470 BC)
II. Assessment process

Assessment is an *ongoing* and *interactive* process consisting of the following steps:

a) Defining the outcomes
b) Determining the methods to assess the outcomes
c) Gathering evidence of the outcomes
d) Analyzing the evidence
e) Using this information towards improve.
II. Assessment process: (a) Outcomes

- **Campus level**: Institutional Learning Outcomes (ILOs)
- **Program level**: Program Learning Outcomes (PLOs)
- **Course level**: Student Learning Outcomes (SLOs)
- **Service level**: Service Area Outcomes (SAOs)

ILO (6)

PLO (176)

SLO (6,037) and SAO (65)
II. Assessment process: (b) Methods

<table>
<thead>
<tr>
<th>SLOs</th>
<th>SAOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam</td>
<td>(29%)</td>
</tr>
<tr>
<td>Embedded question</td>
<td>(21%)</td>
</tr>
<tr>
<td>Lab</td>
<td>(18%)</td>
</tr>
<tr>
<td>Activity</td>
<td>(9%)</td>
</tr>
<tr>
<td>Presentation</td>
<td>(8%)</td>
</tr>
<tr>
<td>Project</td>
<td>(7%)</td>
</tr>
<tr>
<td>Paper</td>
<td>(4%)</td>
</tr>
<tr>
<td>Practicum</td>
<td>(3%)</td>
</tr>
</tbody>
</table>

Direct methods:
- Pre-/post-test
- Software count
- Website count
- Manual tallying
- Staff observation of users
- Staff debriefing

Indirect methods:
- Survey question
II. Assessment process: (c) Evidence

- Numerical data: How many students met the SLO/SAO
- Textual data: How to improve that SLO/SAO
III. Examples: SLO/SAO methods

- Imbedded questions
- Rubric
- Survey
- Text analysis
IIIa. Embedded Exam question

SLO1: To develop skills in employing the scientific method.

Result is 100% or 0% correct per student.
IIIa. Embedded questions (cont.)

Which of the following is a possible order of events for the Scientific Method?

a. Observations → Theory → Experiments → Hypothesis → Experiments
b. Hypothesis → Experiments → Observations → Theory → Experiments
c. Hypothesis → Experiments → Observations → Theory → Observations
d. Theory → Hypothesis → Experiments → Hypothesis → Experiments
e. Theory → Experiments → Hypothesis → Observations → Experiments
IIIb. Rubric

- Separate PPT is enclosed.
Rubric Title: Drum Kit: Tracking


Standards Mapped to the Overall Rubric

<table>
<thead>
<tr>
<th>Standard</th>
<th>Score requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>ILO1 - Critical Thinking</td>
<td>Score must &gt;= 75%</td>
</tr>
<tr>
<td>ILO5 - Career Preparation</td>
<td>Score must &gt;= 10%</td>
</tr>
<tr>
<td>MPLO5 - Operation and Procedure</td>
<td>Score must &gt;= 15%</td>
</tr>
<tr>
<td>MPLO6 - Production and Planning</td>
<td>Score must &gt;= 0%</td>
</tr>
<tr>
<td>MPLO8 - Recording Technology</td>
<td>Score must &gt;= 0%</td>
</tr>
<tr>
<td>AE2SLO3 - Studio Session Execution</td>
<td>Score must &gt;= 0%</td>
</tr>
<tr>
<td>AE2SLO1 - Analog and Digital Recording</td>
<td>Score must &gt;= 0%</td>
</tr>
</tbody>
</table>

Rubric Structure

<table>
<thead>
<tr>
<th>Elements</th>
<th>Sounds Great</th>
<th>Sounds Good</th>
<th>Needs Work</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5 Points</td>
<td>4 Points</td>
<td>2 Points</td>
</tr>
<tr>
<td>Instrument</td>
<td>Audibly clear presents of Frequencies: Bottom at 60-100Hz; minimal hollowness at 400Hz; point or beater at 3-5kHz</td>
<td>Audibly recognizable but not clear presents of Frequencies: Bottom at 60-100Hz; minimal hollowness at 400Hz; point or beater at 3-5kHz</td>
<td>Minimal or nonexistent representation of Frequencies: Bottom at 60-100Hz; minimal hollowness at 400Hz; point or beater at 3-5kHz</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Kick Drum</strong></td>
<td>5 Points</td>
<td>4 Points</td>
<td>2 Points</td>
</tr>
<tr>
<td><strong>Snare</strong></td>
<td>Audibly clear presents of Frequencies: Fatness at 120-240Hz; boing at 900Hz; crispness at 5kHz; snap at 10kHz.</td>
<td>Audibly recognizable but not clear presents of Frequencies: Fatness at 120-240Hz; boing at 900Hz; crispness at 5kHz; snap at 10kHz.</td>
<td>Minimal or nonexistent representation of Frequencies: Fatness at 120-240Hz; boing at 900Hz; crispness at 5kHz; snap at 10kHz.</td>
</tr>
<tr>
<td><strong>ILO1 - Critical Thinking</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MPLO8 - Recording Technology</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MPLO7 - Music Fundamentals</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>AE2SLO2 - Audio Perception</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Set Title: AE2 - MELE 220 Audio Engineering II
Standard Title: Analog and Digital Recording
Standard Identifier: AE2SLO1
Standard Description: advance explanation and operation of analog and digital recording consoles in the MELE Studios.
Mapped to: Overall rubric

Set Title: AE2 - MELE 220 Audio Engineering II
Standard Title: Audio Perception
Standard Identifier: AE2SLO2
Standard Description: Apply advance audio perception skills required of the recording engineer.
Mapped to: Kick Drum / Snare / Toms / Floor Toms / Hi Hat and Cymbals

Set Title: AE2 - MELE 220 Audio Engineering II
Standard Title: Studio Session Execution
Standard Identifier: AE2SLO3
Standard Description: Organize, execute, document and perform audio engineering duties in the Mike Curb MELE Studios.
Mapped to: Overall rubric

Set Title: ILO - Honolulu Community College Institutional Learning Outcomes
Standard Title: Critical Thinking
Standard Identifier: ILO1
Standard Description: Effectively analyze arguments, assumptions, and problems and draw conclusions.
Mapped to: Overall rubric / Kick Drum / Snare / Toms / Floor Toms / Hi Hat and Cymbals
IIIc. Survey

• Separate PPT is enclosed.
Service Area Outcomes
Continuing Ed & PCATT
SAO Process

What is most important?

Overall satisfaction
Registration process
Facilities
Instructors
Survey

- Course title
- Instructor’s name
- Course code
- Course time
- Course date
Core Questions

- Overall, were you satisfied with this course?
  
  Yes
  
  No
Core Questions

- Please rate the following areas
  - Classroom/Lab facilities
  - Registration process
  - Overall, how would you rate the instructor
More Data

* What did you like?
* What improvements would you like to see?
* Other topics?
* Demographics
* How they heard about us
Recommendations

- Ask the same questions consistently
- Regularly view the details as well as the big picture
- If you can, do the evaluations online
- Do the survey now
Questions?

Beryl Morimoto
Ext 464
beryl.morimoto@hawaii.edu
IIIId. Text analysis
<table>
<thead>
<tr>
<th>Codes</th>
<th>Examples/quotes</th>
<th>* Anxiety Presentation</th>
<th>Total Codes</th>
</tr>
</thead>
</table>
| Offering meditation          | • Breathing exercise  
• Relaxing voice  
• Longer meditation                                           | * 11/6/17  
* 10-11:15am  
* AJ #  
* Instructor: O. Diaz  
* 21 students  
* K. Wear/R. Hutchison,  
* Other: meditation | 7           |
| Being inviting               | “I like that the presentation makes me aware about the Wellness Center, makes me feel relieved that I can go somewhere to make my mind at ease.” |                                                                                          | 1           |
| Total comments               |                                                                                   |                                                                                          | 23          |
IV. Assessment process: (d) Analysis

• **Bottom-up process:** From SLO/SAO to PLO to ILO

• **Population:** Tech 2, Hawaiian Programs, Natural Sciences

• **Findings:** 1,834 SLOs reported, of which:
  – 95.3% provided numerical data (1,747)
  – 26.17% provided textual data (480)
IV. Analysis: Numerical data

87.6% of the assessed students met SLO (28,967 of 33,070):
• Face-to-face: 87.6% (26,583 out of 30,347)
• Online: 88.2% (2,044 out of 2,317)
• Hybrid: 85% (17 out of 20)
IV. Analysis: Numerical data (Cont.)

Sample: 9% of the SLO reported

75.7% of the assessed students met SLO (2,179 of 2,877)
IV. Analysis: Numerical data (Cont.)

Of the students assessed:

1. 72.9% met ILO 1 Critical Thinking (970 out of 1,330)
2. 72.2% met ILO 2 Information Literacy (866 out of 1,199)
3. 74.5% met ILO 3 Effective Communication (1,215 out of 1,631)
4. 73.2% met ILO 4 Quantitative Reasoning (334 out of 456)
5. 73.3% met ILO 5 Career Preparation (1,234 out of 1,684)
6. 77.2% met ILO 6 Community Awareness/Social Responsibility (1,291 out of 1,673)
IV. Analysis: Textual data

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

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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IV. Analysis: Textual data (cont.)

Principle 1: Provide multiple means of representation

Clarify vocabulary: Definitions, terminology.
Quote: “I used relevant supplemental media materials to illustrate terms and concepts.”

Illustrate through multiple media: Visuals, diagrams, charts, colors, pictures, slides, videos, demonstrations, activities.
Quote: “I used a variety of videos to peak interest in ...”
IV. Analysis: Textual data (cont.)

Activate knowledge: Lectures, stories, examples.

Quote: “I replaced textbook examples with local businesses’ examples.”

Highlight key concepts: Chapter summary, lecture outline, content page, handout notes, study guide, workbook.

Quote: “I change the chapter handouts into a worksheet format which will allows students to work on a clear framework before they are reading each chapter.”
Guide information processing: Critical thinking exercises.

Quote: “In class discussion with expanded critical thinking scenarios.”

Maximize transfer/generalization: Practical scenarios, approaches to help students connect with the topic.

Quote: “I compared communication styles of the dominant Western culture with other prevalent cultures such as Asian or local culture.”
Principle 2: Provide multiple means of action/expression

Optimize access to technologies: Online learning tools, auxiliary materials, usage of Laulima.

Quote: “I integrate online research skills into some of the hands-on assignments.”

Use multiple media for communication: Discussion, Q&A.

Quote: “Student participation is encouraged and/or picked randomly to participate to open ended questions.”
Build practice and performance: Application activities, project-based assignments, practical exam.

Quote: “Lab included hardware to provide real life experience in a controlled environment.”

Guide appropriate goal-setting: Syllabus topics/sub-topics, course pace, assignment instructions/due dates.

Quote: “I had exemplary samples as models.”
IV. Analysis: Textual data (cont.)

Support planning and strategy development: Tools to improve learning, encouragement to use campus resources.

Quote: “I had a Library workshop—librarian spoke about skills for researching and resources that could be used.”

Facilitate managing information:
Mind mapping, practice sheet analysis.

Quote: “Transition project from working on analog gear to digital workstation (Pro Tools).”
IV. Analysis: Textual data (cont.)

Enhance capacity for monitoring progress: Review sessions before exam, practice exam with samples, graded pre-quiz.

Quote: “I have to continue to have more problems in class and homework to reinforce the exam.”
3. Provide multiple means of engagement

Optimize individual autonomy:
Choice in topic, learning tools, assignment.

Quote: “Students chose the ideas/activities they want to plan/share with classmates.”

Optimize relevance/value: Create technical material and products.

Quote: “Had the student make safety posters.”
Heighten salience of objectives: Real world problems, current events, case studies, real situations.

*Quote:* “Students recognize effective conflict management skills in real-life scenarios.”

Foster collaboration and community:
Group problem process, practice in small groups, pair activities.

*Quote:* “Students worked in group to create a set of activities.”
IV. Analysis: Textual data (cont.)

Increase mastery-oriented feedback: Reviews of outlines, drafts, assignments; opportunities to revise; peers’ feedback.

Quote: “Rubric assessment of their skills during the semester—techniques, time management,...”

Promote beliefs that optimize motivation: Mentorship

Quote: “The students worked well with their mentor teachers and built strong relationships with them.”
Facilitate personal coping skills and strategies: Discussion of options in preparation for future career goals.

Quote: “Students share short- and long-range goals within the industry, and learn to identify which job offers to accept according to their own criteria.”


Quote: “I had students share their experiences with the material delivered in class.”
V. Examples: SLO/SAO utilization

- Non-instructional areas (separate PPT is enclosed)
- Instructional areas (separate PPT is enclosed)
Academic Counseling

Non Instructional Data Utilization
FALL 2017 Clean Up!

• Protocol Changes in Utilization of Assessment Tool
  – Review of SAO’s
  – Re-identification of activity to assess SAO’s
  – Training Workshop to re-familiarize faculty with assessment tool.
  – Implementation of SOP’s regarding use of assessment tool.
  – Identification and commitment to benchmark goal.

• Organization of Existing Data
  – File naming convention identified and implemented.
  – Utilization of google drive shared network folder to organize and store data.
Clean Data = Good Data = Useful Data

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

- Committing to an assessment tool.
- Implementing a SOP.
- Having an overall goal and a benchmark goal.
- Re-grouping to review & discuss findings.
Next Steps...

• Mapping department SLO’s / SAO’s to Division SLO’s / SAO’s.

• Mapping department SLO’s SAO’s to Institution SLO’s / SAO’s
Whooohoooo Assessment!!!
Utilizing Assessment Data

A Two-Track Approach
Overview

- Knowledge Surveys mapped to SLOs
- Imbedded Assessment
  - various methods as a department
    - common question
    - individual questions
    - Cross-reading of limited examples
    - Read the same samples; read own samples and compare scoring on rubric
- Imbedded Assessment provides opportunities to discuss effectiveness and improvements?
- Assessment activities have been the basis of bi-annual department discussions about several aspects of teaching history – content, skills, changes in students etc.
**Knowledge Surveys**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>➤ To understand how confident our students are in key knowledge areas after taking a World History course.</td>
<td>➤ Students appear to be modest in their self-reporting.</td>
</tr>
<tr>
<td>➤ Their confidence largely matches our imbedded assessments and grades</td>
<td>➤ Year to year, our results have seen very little statistical change.</td>
</tr>
<tr>
<td></td>
<td>➤ Responses indicate student achievement of SLOS consistent with instructor expectations and remains at expected levels over time</td>
</tr>
</tbody>
</table>
KS Results 151 (2012-2016)
KS Results 152 (2012-2016)

- Renaissance and the...  (132)
- explorations of the...  (107)
- American and the French...  (74)
- nationalism, socialism, and...  (44)
- consequences of the...  (66)
- New Imperialism  
- decolonization  
- causes and consequences of...  
- causes and consequences of...  
- causes and consequences of...  
- impact of climate change

### Imbedded Assessment Example

<table>
<thead>
<tr>
<th>Organization</th>
<th>Comprehensive</th>
<th>Evidence</th>
<th>Analysis</th>
<th>Accuracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>151 FtF</td>
<td>2.31</td>
<td>2.06</td>
<td>1.79</td>
<td>1.97</td>
</tr>
<tr>
<td>151 DE</td>
<td>2.92</td>
<td>2.67</td>
<td>1.75</td>
<td>1.92</td>
</tr>
<tr>
<td>152 FtF</td>
<td>2.07</td>
<td>2.11</td>
<td>2.16</td>
<td>2.18</td>
</tr>
<tr>
<td>152 DE</td>
<td>2.27</td>
<td>2.12</td>
<td>2.08</td>
<td>2.00</td>
</tr>
</tbody>
</table>
We met to discuss these results and talked about:

- 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.
- The reasons for greater than expected accuracy in the papers.
- Better ways to employ the textbook
Conclusion

- In our discussions of the data we have learned:
  - 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
Questions & Discussion
VI. Directions

2013-2018: Closing 5-year cycle
• Chairs have the list of courses that need an SLO report
• Chairs have the list of courses that have to provide syllabi

2018-2023: Next 5-year cycle
• Procedures on outcome reports
• Assessment reporting system
• Faculty/staff support
VII. Q&As and online survey
Mahalo!

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