

**Assessment Office
 Annual Assessment Report
 12/30/2013**

1. Program Outcomes

1. Faculty are aware of the scholarship of teaching and learning.
2. Academic degree programs and the Institution complete the assessment cycle, which includes faculty members using assessment results to improve student learning.
3. Department leaders & administrators use results to guide planning.
4. The campus community (faculty members, administrators, staff, students) perceives program-level assessment as supporting student learning.

2. Publication of Program Outcomes

Published on the office website: http://www.manoa.hawaii.edu/assessment/ao_planning.htm

3. Program Activity-Outcome Matrix

OFFICE ACTIVITIES	OUTCOMES			
	1. Faculty are aware of the scholarship of teaching and learning	2. Programs and the Institution complete the assessment cycle	3. Dept. leaders & administrators use results to guide planning	4. Community perceives program-level assessment as supporting student learning
Workshops for faculty		X		
Consultations with faculty	X	X		
Events for students, faculty, administrators	X	X	X	X
General Ed/Institutional assessment		X		
Research educational/assessment contexts	X	X	X	X
Dissemination of good assessment practices	X	X	X	X
Annual assessment report collection, analysis, summarization, and response		X		

4. Did your program engage in any program assessment activities 2012-2013?

Yes

5. State the assessment question(s) and/or assessment goals. Include the outcomes that were targeted, if applicable.

- a) To what extent did academic degree programs complete an assessment cycle?
- b) To what extent did academic degree programs use results to guide planning?
- c) Are there programs that are not regularly conducting assessment?

6. State the type(s) of evidence gathered to answer the assessment question and/or meet the assessment goals that were given in Question #5.

- a) We asked each degree program to report on their 2012-2013 assessment activities via an online reporting system.
- b) We compared the results from 2012-2013 to previous years' results.

7. State how many persons submitted evidence that was evaluated.

121 individuals submitted annual assessment reports for 227 degree programs. Nearly all of these individuals were faculty members who lead assessment for their program/department.

8. Who interpreted or analyzed the evidence that was collected? Check all that apply.

- Program faculty/staff member(s)
- Faculty/staff committee
- Ad hoc faculty/staff group
- Director or department chairperson
- Persons or organization outside the university
- Students (graduate or undergraduate)
- Dean or Associate Dean
- Advisory Board
- OTHER:

9. How did he/she/they evaluate, analyze, or interpret the evidence?

- Compiled survey results
- Used quantitative methods on student data or other numeric data
- Used qualitative methods on interview, focus group, or other open-ended response data
- Scored exams/tests/quizzes
- Used a rubric or scoring guide
- Used professional judgment (no rubric or scoring guide used)
- External organization/person analyzed data (e.g., Social Science Research Institute, external evaluator)
- OTHER:

10. For the assessment questions/goals stated in Question #5, summarize the actual results.

Out of 232 academic degree programs, 227 (98%) submitted reports (programs that did not log into the online system or submit a report are counted as "no").

Analysis of the 2013 assessment reports revealed that

- a) 74% reported that they conducted assessment (3-year average=74%);
- b) 69% reported that they collected evidence (3-year average=69%);
- c) 55% reported results (3-year average=56%);
- d) 54% reported that they used results (an additional 12% reported that use is pending additional faculty input). (3-year average=51%)

Detailed results are posted on the Assessment Office website under “Reports, Plans, SLOs”: Degree Programs.

Table 1. Programs with Student Learning Outcomes and Curriculum Maps, 2008-2013

Indicator	Percent of Degree Programs					
	2013 (N=232)	2012 (N=233)	2011 (N=230)	2010 (N=227)	2009 (N=226)	2008 (N=224)
Program SLOs Exist	94%	94%	94%	94%	88%	77%
Program SLOs Published	91%	90%	89%	87%	81%	60%
Course SLOs Produced for Most Courses	87%	82%	81%	79%	68%	52%
Curriculum Map Exists	82%	77%	70%	66%	46%	41%

Table 2. Programs That Completed an Assessment Cycle, 2011-2013

Indicator	Percent of Degree Programs		
	2013 (N=232)	2012 (N=233)	2011 (N=230)
Reported conducting assessment	74%	73%	75%
Reported evidence collected	69%	72%	65%
Reported results	55%	53%	59%
Reported use of results	54%	48%	51%

Table 3. Identification of Programs not Regularly Completing the Assessment Cycle

Number of times in which programs* reported use of results in an annual report from 2006-2013	Number of degree programs*
0	20
1-3 times	78
4 or more times	121

*Excludes new and discontinued programs.

11. What was learned from the results?

Summary:

- a) Nearly three quarters of all degree programs reported conducting assessment in 2013 which the Assessment Office considers as successful (Table 2).

- b) About half of the degree programs completed an assessment cycle (e.g., collected evidence and used results) in 2013 which the Assessment Office considers as successful. Gathering quality evidence, interpreting results, and use of results cannot typically occur in one academic year. (Table 2)
- c) Although the number of programs with SLOs and curriculum maps increased since 2008 (Table 1), there is a group of programs (46) who are not regularly reporting that they use results and the Assessment Office needs to work with them (Table 3). Over half of the degree programs (121) are regularly engaged in the assessment cycle.

Details:

Degree programs have made great progress since 2008 (when the Assessment Office started) in terms of program assessment. The percent of programs with SLOs increased to 94% in 2013 from 77% in 2008. The percent of programs with a curriculum map doubled to 82% from 41% in 2008. Analysis of the annual reports since 2006 indicates that about half of the degree programs (121 programs) regularly use results.

Despite the noteworthy increases, we appear to have plateaued. Forty-six degree programs may be the cause of the leveling off. These programs have never or only once in the last eight years reported using assessment results for improvement or to guide program planning. Nearly half of these programs are located in the College of Natural Sciences and the Shidler College of Business Administration.

12. State how the program used the results or plans to use the results.

The Assessment Office will work with the College of Natural Science and the Shidler College of Business Administration and encourage them to use program assessment results to improve student learning.

Although completing an assessment cycle in one academic year is difficult and often not possible, the Assessment Office will continue to request submission of an annual assessment report so that programs can document completion of a partial assessment cycle.

13. Reflect on the assessment process.

The collection of evidence via an online report is effective. Now that we understand the range of possible responses to the open-ended assessment questions, we will replace at least two of the open-ended question with closed-ended questions with a limited set of check-box responses. This will require additional communication with degree programs to ensure that they understand the terminology used.

Open-ended questions to be replaced by closed-ended questions:

- State the type of evidence gathered
- State how the program used the results