

July 29, 2010

**Assessment Office Annual Progress Report
 July 31, 2009 – August 1, 2010**

MISSION

The mission of the Assessment Office is to improve student learning through academic program assessment. Assessment is faculty-driven and faculty-supervised. It involves establishing student learning outcomes, measuring/observing and documenting the extent to which outcomes are achieved, and finding ways to improve programs.

OUTCOMES

1. The AO has in place an infrastructure to sustain a culture of assessment.
2. Faculty members engage in the scholarship of teaching and learning.
3. Academic degree programs complete the assessment cycle, which includes faculty members using assessment results to improve student learning.
4. Department leaders and administrators use student learning assessment results to guide planning.
5. The campus community (faculty members, administrators, staff, students) perceives program-level assessment as supporting student learning.

A graphical illustration of the relationship between AO outcomes and activities can be seen in Appendix A.

GOAL & RESULTS

Based on AO's outcomes, nine goals were established. Below are goals and results.

☺ = met the goal, ☹ = did not meet the goal. AO met 75% of its goals.

Specific Goal	Result
1. 120 people attend workshops	☺ - 153 people attended workshops - 26 workshops were conducted (Appendix B) - The learning outcomes were met in 88% of the workshops - Workshops were attended by people outside UHM: Tokai University, Kapi'olani Community College, Oakland University
2. 40 units receive consulting services	☹ - 37 units received consulting services (Appendix C)
3. Audiences at events represent both UHM and non- UHM units	☺ - Events were attended people from Hawai'i Pacific University, Brigham Young University, Tokai, and Kapi'olani Community College (Appendix D)
4. Written reports on UHM assessment status	☺ - AO submits monthly updates to the MAC and OVCAA - Annual Assessment report summaries are publically available: http://manoa.hawaii.edu/assessment/reports/institution.htm
5. Useful website	☺ - Our website had over 7,000 visits between November 17, 2009 and July 28, 2010. ¹ Of these visitors, there were 4,859 unique visitors and over 2,000 visited more than once. - Other organizations have linked to our website: WASC, DePaul University, West Virginia University, National Institute for Learning Outcomes Assessment, and Internet Resources for Higher Education Outcomes (North Carolina State University)

¹ We started using Google Analytics to track visits on November 17, 2009.

Specific Goal	Result
6. Rubrics to evaluate student products	☺ - A rubric bank was developed and updated regularly: http://manoa.hawaii.edu/assessment/resources/rubricbank.htm
7. 100% of programs have SLOs & curriculum maps; 75% of programs completed 1 assessment cycle; 1 general education assessment cycle completed	☹ Programs' progress to date: - 88% have SLOs - 46% have curriculum maps - 55% completed at least 1 assessment cycle ☺ - One general education assessment cycle was completed
8. Data entry, basic data analysis, etc. for at least 3 units	☹ - While we offered data entry and analysis services to several programs, none accepted our offer.
9. An article/technical report on assessment in higher education	☺ - Stitt-Bergh, Monica, & Hilgers, Thomas. (2009, December 3). Program assessment: Processes, propagation, and culture change. [Special issue on Writing Across the Curriculum and Assessment] <i>Across the Disciplines</i> , 6. http://wac.colostate.edu/atd/assessment/stittbergh_hilgers.cfm
10. One presentation at a local or national conference	☺ - Presented at two conferences (Appendix D)

PRIORITIES FOR NEXT YEAR

The AO has identified four priorities and criteria for success for each.

- Cohort Study: General Education Assessment and Exploration of the “Mānoa Experience”**
The AO is launching a cohort study to assess student proficiency in the General Education areas of written and oral communication; ethical reasoning; symbolic reasoning; global and multicultural perspectives; and Hawaiian, Asian, and Pacific issues and explore the factors and experiences that contribute to or hinder students' development in these General Education areas. The study will also explore students' perceptions of the Mānoa Experience and Hawaiian Sense of Place. The study will include 250 first-time freshmen; these students will be part of the study for their entire undergraduate experience. The AO will use for the results to develop faculty development materials to be distributed in workshops. Results will be reported to the General Education Committee, its Boards, and WASC.
GOAL: Launch it!
- Annual Assessment Reports: Degree Programs and Co-curricular Programs/Units**
GOALS: 1) Offer informational workshops for degree and co-curricular programs. 2) Establish an online reporting system for co-curricular programs. 3) Use the results to identify a topic academic departments need assistance in and create one new workshop.
- General Education: Foundations Written Communication and Ethical Reasoning**
GOALS: 1) Lead scoring sessions, analyze data, and write reports. 2) Work with faculty boards to create and distribute faculty development material.
- Assessment Office Self-Assessment**
GOALS: 1) Reevaluate and modify program outcomes. 2) Reevaluate and modify assessment plan.

APPENDIX A

RELATIONSHIP OF ASSESSMENT OFFICE ACTIVITIES TO OUTCOMES

ASSESSMENT OFFICE ACTIVITIES	ASSESSMENT OFFICE OUTCOMES				
	Assessment infrastructure in place	Faculty engage in the scholarship of teaching and learning	Programs complete the assessment cycle	Dept. leaders & administrators use results to guide planning	Community perceives program-level assessment as supporting student learning
A. Workshops for faculty & staff	X		X		
B. Consultations with faculty & staff	X		X		
C. Events for faculty, staff, administrators, students	X	X	X	X	X
D. General Education assessment			X		
E. Research educational contexts	X	X	X	X	X
F. Dissemination of good assessment practices, examples, guides		X	X	X	X

APPENDIX B

WORKSHOPS

Unless otherwise noted, Marlene Lowe and Monica Stitt-Bergh developed and facilitated the workshops.

Workshop Title	Materials	Date	# of Attendees
<u>Using Program Assessment Results: Closing the Loop</u>	a) <u>PowerPoint & Handouts</u> b) <u>Workshop Assessment Report</u>	5/2010	22
<u>Collecting Evidence of Student Learning</u>	a) <u>PowerPoint & Handouts</u> b) <u>Workshop Assessment Report</u>	5/2010	27
<u>Course Learning Outcomes: Creating & Aligning</u>	a) <u>PowerPoint & Handouts</u> b) <u>Workshop Assessment Report</u>	5/2010	25
<u>Efficient Program Assessment</u>	a) <u>PowerPoint & Handouts</u> b) <u>Workshop Assessment Report</u>	5/2010	28
<u>Curriculum Mapping for Graduate Programs</u>	a) <u>PowerPoint & Handouts</u> b) <u>Workshop Assessment Report</u>	4/2010	14
<u>Program-level Assessment: What is it? Who does it?</u>	a) <u>PowerPoint & Handout</u> b) <u>Workshop Assessment Report</u>	12/2009	25
<u>An Introduction to Learning Outcomes</u>	a) <u>PowerPoint & Handout</u> b) <u>Workshop Assessment Report</u>	12/2009	30
<u>Exit Interviews: Student Perception & Achievement</u> By Dan Jenkins, PhD, PE, Bioengineering	a) <u>PowerPoint & Handout</u> b) <u>Workshop Assessment Report</u>	12/2009	12
<u>An Introduction to Curriculum Maps</u>	a) <u>PowerPoint and Handout</u> b) <u>Workshop Assessment Report</u>	12/2009	26
<u>Alumni and Employer Surveys for Program Improvement</u> By Violet Horvath, PhD, Myron B. Thompson School of Social Work	a) <u>PowerPoint and Handout</u> b) <u>Workshop Assessment Report</u>	12/2009	10
<u>Creating an Assessment Plan & Using Assessment Templates</u>	a) <u>PowerPoint and Handout</u> b) <u>Workshop Assessment Report</u>	12/2009	19
<u>Capstone Experience to Assess Knowledge and Skills</u> By Henrieta Dulaiova, PhD, Geology & Geophysics	a) <u>PowerPoint and Handout</u> b) <u>Workshop Assessment Report</u>	12/2009	6
<u>Designing a Syllabus to Promote Student Learning</u>	a) <u>Handouts</u> b) <u>Workshop Assessment Report</u>	11/2009	11
<u>Annual Assessment Report: Information Workshop</u>	a) <u>PowerPoint and Handout</u>	9/2009	40

Workshops for Specific Programs	Date
William S. Richardson School of Law	7/2010
Food Science and Human Nutrition	2/2010
School of Travel Industry Management	2/2010
Colleges of Arts and Sciences Student Academic Services	3/2010
Council of Academic Advisors	1-5/2010
Academy for Creative Media	8-9/2009
School of Travel Industry Management	9/2009
Biology 171-276	8/2009

APPENDIX C

CONSULTATIONS WITH FACULTY

Program	Date	
William S. Richardson School of Law	7/2010	
Hawai'i inuiākea School of Hawaiian Knowledge		
Food Science and Human Nutrition		
Kawaihuelani School of Hawaiian Language		
Food Science and Human Nutrition	6/2010	
Sociology		
Hamilton Library		
Hawai'i inuiākea School of Hawaiian Knowledge		
Kamakakuokalani Center for Hawaiian Studies	5/2010	
Urban and Regional Planning		
Mānoa Advising Center	4/2010	
Plant & Environmental Biology	3/2010	
Colleges of Arts & Sciences Program and Curriculum Committee		
Kinesiology		
System Council of Academic Advisors		
Kawaihuelani Center for Hawaiian Language	2/2010	
Council of Academic Advisors	1-5/2010	
Hawai'i English Language Program	1-2/2010	
East Asian Languages and Literatures	1/2010	
English		
William S. Richardson School of Law		
Cell & Molecular Biology	12/2009	
Astronomy	11/2009	
Economics		
First-year Programs		
Honors		
Marine Biology		
Physics		
Surgery		
Botany		10/2009
Center for Southeast Asian Studies		
Communications		
Interdisciplinary Studies		
Sinclair Library	8/2009	
Center for Southeast Asian Studies		
College of Languages, Linguistics, & Literature		
College of Social Sciences Chairs		
Hawai'i Institute of Marine Biology		
National Foreign Language Resource Centers		
Pre-Health/Pre-Law Advising Center		

APPENDIX D

EVENTS FOR FACULTY, ADMINISTRATORS, STUDENTS

Title	Date	# of Attendees
<i>Retreat on Student Learning and Assessment, Level 1</i> by WASC. Assessment Office sponsored a team of members from the Mānoa Assessment Committee	1/2010	3
<u>Techniques for Using Rubrics in Program Assessment</u> by Dannelle Stevens, Portland State University	1/2010	22
2009 Poster Session: <u>UHM Assessment Exhibit</u>	12/2009	--
Moving Forward: An Assessment Celebration <i>Implementing Outcomes-Based Assessment of Student Learning</i> by Dr. Marilee Bresciani, Associate Professor, San Diego State University a) <u>Connecting Student Learning Assessment and Assessment</u> [PowerPoint] b) <u>Meeting for Program Assessment Coordinators</u> [PowerPoint] c) <u>Meeting for Campus Leaders</u> [PowerPoint] d) <u>Meeting for Mānoa Assessment Committee (MAC)</u> [PowerPoint]	9/2009	9-85 attendees, varied by session

PRESENTATIONS AT LOCAL AND NATIONAL CONFERENCES

Description	Date
2010 Academic Resource Conference (WASC), Long Beach, CA. Co-facilitated a paper session entitled <i>Different Worlds, Same Challenges: Strategies for Sustained Faculty Engagement</i> with members of Brandman University and Blackboard and presented a poster entitled <i>Alignment and Assessment of an Ethical Reasoning Requirement</i> .	4/2010
<i>Cross-cultural Health Conference</i> , Hyatt Regency Waikiki. Presented a session entitled <i>Assessment & Evaluation Resources</i> .	2/2010