



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, 530-470³BC)





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

SLOs	SAOs
<ul style="list-style-type: none">• Exam (29%)• Embedded question (21%)• Lab (18%)• Activity (9%)• Presentation (8%)• Project (7%)• Paper (4%)• Practicum (3%)	<p><u>Direct methods:</u></p> <ul style="list-style-type: none">• Pre-/post-test• Software count• Website count• Manual tallying• Staff observation of users• Staff debriefing <p><u>Indirect methods:</u></p> <ul style="list-style-type: none">• Survey question

II. Assessment process: (c) Evidence

- Numerical data: How many students met the SLO/SAO
- Textual data: How to improve that SLO/SAO
- Various report formats: Paper, PDF, Word, Excel.

Honolulu Community College Student Learning Outcomes (SLO) Assessment Inventory Course Level Assessment				
Course Title & Number: Geography 122: The Geography of Hawai'i		Division: Social Sciences		
Submitted by: John DeLay		Date Submitted: 1/24/16		
Course Delivery Method: On Campus		Goal: 70% correct		
Course Student Learning Outcomes (as stated on syllabus)	Assessment method used to determine success	Summary of data collected Spring 2015	How were the results of this assessment used to improve student learning?	Course SLO is linked to which PLO*?
1. Identify principal locations in the Pacific, and physical and cultural features in Hawai'i by their Hawaiian names.	Exam Question: Which mountain or mountain range is labeled 5?	Responses: 88% responded correctly: Haleakalā	Over 70% responded correctly. No change made.	3, 5
2. Explain the unique aspects of Hawai'i's natural history, and the relationship between Hawaiian environments and their flora and fauna, and the human impact on the environment.	Exam Question: The percentage of native flowering plants found only in Hawai'i is ___?	Responses: 54% responded correctly: 90%	The previous semester the response rate was 100%. Revising the wording in the study guide for Spring 2016 as previous wording referred to number no percentages. Also added to an additional section in the study guide to reflect course coverage.	3

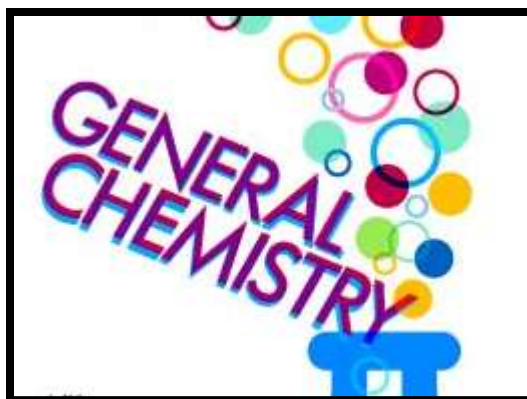
C	D	E	F	G	H	I	J	K	L	M	N
2.Course	3.CRN	4.Instructor	5.Semester (Fall/Spring only)	6.Year	7.P-Face-to-face; O-Online	8.SLO assessed	9.PLO linkage	10.How was SLO assessed	11.# and % of students meeting SLO	12.What you tried new and worked well it	13.What you need to change next time to meet SLO
AJ 150	21897	Diaz, O.	Fall	2014	F	SLO 7 Appreciate the complexities	1,2	Final exam question	14/15=93%	I started a field	Change officer for better
AJ 150	21897	Diaz, O.	Fall	2015	F	SLO 8 Understand the importance	2	Final exam question	18/19=95%	Change officer	Add a different area of the
AJ 150	21897	Diaz, O.	Fall	2016	F	SLO 9 Articulate an understanding	3	Final exam question	17/17=100%	Add a different	Add a female perspective to
AJ 200	21899	Diaz, O.	Fall	2014	F	SLO 1 Demonstrate a basic	6	Quiz#1	20/22=91%	First semester	SLO was met
AJ 200	21899	Diaz, O.	Fall	2015	F	SLO 1 Demonstrate a basic	6	Quiz#1	16/17=94%	Group Review	SLO was met
AJ 200	23172	Diaz, O.	Spring	2015	F	SLO 1 Define the exclusionary rule	6	Quiz#2	14/15=93%	Group Review	SLO was met
AJ 200	23172	Diaz, O.	Spring	2016	F	SLO 1 Define the law of arrest, the	6	Midterm Exam	22/26=85%	Group Review	SLO was met
AJ 200	23172	Diaz, O.	Spring	2017	F	SLO 1 Demonstrate a basic	6	Midterm Exam	20/20=100%	Group Review	SLO was met
AJ 208	21900	Diaz, O.	Fall	2015	F	SLO 1 Describe the various	6	Midterm Exam	26/26=100%	First Semester	SLO was met
AJ 208	21900	Diaz, O.	Fall	2016	F	SLO 2 Describe the impact of	4	Midterm Exam/Group	17/17=100%	Group Review	Maybe give questions on
AJ 220	24601	Diaz, O.	Spring	2015	F	SLO 1 Understand from a	6	Written Exam #1	15/18=83%	First time	SLO was met
AJ 224	22285	Diaz, O.	Fall	2016	F	SLO 1 Describe the historical	6	Quiz#1	12/12=100%	First semester	SLO was met
AJ 224	22285	Diaz, O.	Spring	2017	F	SLO 2 Articulate a fundamental	4	Quiz#2	14/14=100%	Have students	SLO was met
AJ 233	24602	Diaz, O.	Spring	2015	F	SLO 1 Discuss several	3	Midterm Exam	10/11=91%	First time	SLO was met
AJ 233	24602	Diaz, O.	Spring	2015	F	SLO 1 Discuss several	3	Midterm Exam	10/11=91%	First time	SLO was met
AJ 235	22079	Diaz, O.	Fall	2015	F	SLO 4 Identify and describe the	1,8	Quiz#2	10/11=91%	First semester	SLO Objectives were met
AJ 235	22079	Diaz, O.	Fall	2016	F	SLO 5 Explain the definitions and	8	Quiz#1	13/13=100%	Had students	SLO Objectives were met
AJ 280	24603	Diaz, O.	Spring	2015	F	SLO 1 Gather appropriate	4	Students writing and	14/14=100%	First semester	SLO was met
AJ 280	24603	Diaz, O.	Spring	2016	F	SLO 2 Construct an effective	6	Students conducted	11/17=65%	Survey	Assist students with conduct
AJ 280	24603	Diaz, O.	Spring	2017	F	SLO 3 Collect data	1	Students conducted	10/11=91%	Assist students	SLO was met
CENT 110	24310	Christabathina, S	Spring	2017	F	SLO 1 Write simple programs that	2	In class 4	20/20=100%	First time	
CENT 110	24310	Christabathina, S	Spring	2017	F	SLO 2 Explain the steps involved	1	In class 5	18/20=90%		Give more time for students
CENT 110	24310	Christabathina, S	Spring	2017	F	SLO 3 Solve simple problems and	2	Homework 6	17/20=85%		Give model examples on
CENT 110	24310	Christabathina, S	Spring	2017	F	SLO 4 Write, test and debug	3	Presentation 4	18/20=90%		
CENT 110	24310	Christabathina, S	Spring	2017	F	SLO 5 Describe how	3	Final Project	19/20=95%		Introduce projects earlier in
CENT 110	24310	Christabathina, S	Spring	2017	F	SLO 6 Be able to create simple	1	Homework 2	17/20=85%		
CENT 112	23952	Ross, J	Spring	2014	F	Be able to read some basic	PLO 2 -	Quiz	18/18 = 100%		
CENT 112	23952	Ross, J	Spring	2014	F	Know and follow safety	PLO 5 -	Lab	19/19 = 100%		
CENT 112	23952	Ross, J	Spring	2014	F	Know how to use a variety of test	PLO 3 - Use	Lab	13/13 = 100%		

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.

Drum Kit: Tracking Detail

Generated by: John Vierra 01/04/2018

Rubric Title:

Drum Kit: Tracking

Mapped standards:

AE2SLO1 - Analog and Digital Recording / AE2SLO2 - Audio Perception / AE2SLO3 - Studio Session Execution
/ ILO1 - Critical Thinking / ILO5 - Career Preparation / MPLO5 - Operation and Procedure / MPLO6 - Production
and Planning / MPLO7 - Music Fundamentals / MPLO8 - Recording Technology

Standards Mapped to the Overall Rubric

ILO1 - Critical Thinking	Score must \geq 75%
ILO5 - Career Preparation	Score must \geq 10%
MPLO5 - Operation and Procedure	Score must \geq 15%
MPLO6 - Production and Planning	Score must \geq 0%
MPLO8 - Recording Technology	Score must \geq 0%
AE2SLO3 - Studio Session Execution	Score must \geq 0%
AE2SLO1 - Analog and Digital Recording	Score must \geq 0%

Rubric Structure

Elements	Sounds Great	Sounds Good	Needs Work
	5 Points	4 Points	2 Points

Drum Kit: Tracking Detail

Generated by: John Vierra 01/04/2018

Kick Drum	Audibly clear presents of Frequencies: Bottom at 60-100Hz; minimal hollowness at 400Hz; point or beater at 3-5kHz	Audibly recognizable but not clear presents of Frequencies: Bottom at 60-100Hz; minimal hollowness at 400Hz; point or beater at 3-5kHz	Minimal or nonexistent representation of Frequencies: Bottom at 60-100Hz; minimal hollowness at 400Hz; point or beater at 3-5kHz
ILO1 - Critical Thinking			
MPLO8 - Recording Technology			
MPLO7 - Music Fundamentals			
AE2SLO2 - Audio Perception			
	5 Points	4 Points	2 Points
Snare	Audibly clear presents of Frequencies: Fatness at 120-240Hz; boing at 900Hz; crispness at 5kHz; snap at 10kHz.	Audibly recognizable but not clear presents of Frequencies: Fatness at 120-240Hz; boing at 900Hz; crispness at 5kHz; snap at 10kHz.Fatness	Minimal or nonexistent representation of Frequencies: Fatness at 120-240Hz; boing at 900Hz; crispness at 5kHz; snap at 10kHz.Fatness
ILO1 - Critical Thinking			
MPLO7 - Music Fundamentals			
MPLO8 - Recording Technology			
AE2SLO2 - Audio Perception			
	5 Points	4 Points	2 Points

Drum Kit: Tracking Detail**Generated by: John Vierra 01/04/2018**

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?

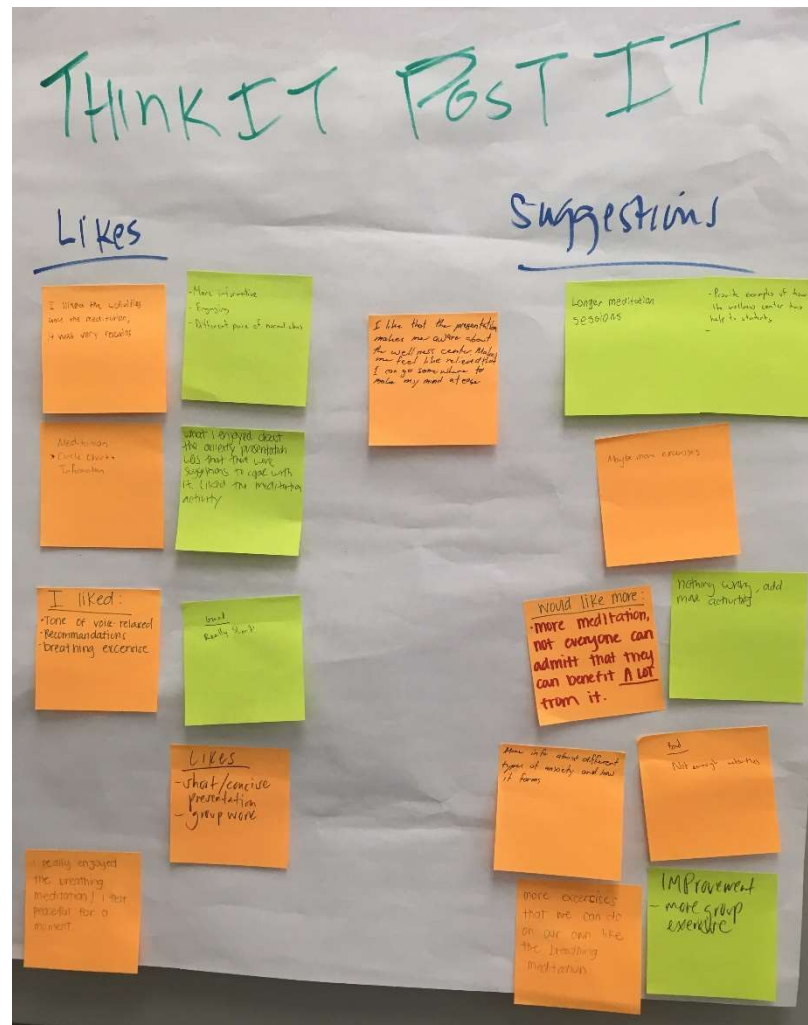
Beryl Morimoto

Ext 464

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IIIId. Text analysis



Codes	Examples/quotes	* Anxiety Presentation * 11/6/17 * 10-11:15am * AJ # * Instructor: O. Diaz * 21 students * K. Wear/R. Hutchison, * Other: meditation	Total Codes
Offering meditation	•Breathing exercise •Relaxing voice •Longer meditation	7	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	1
Total comments		23	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

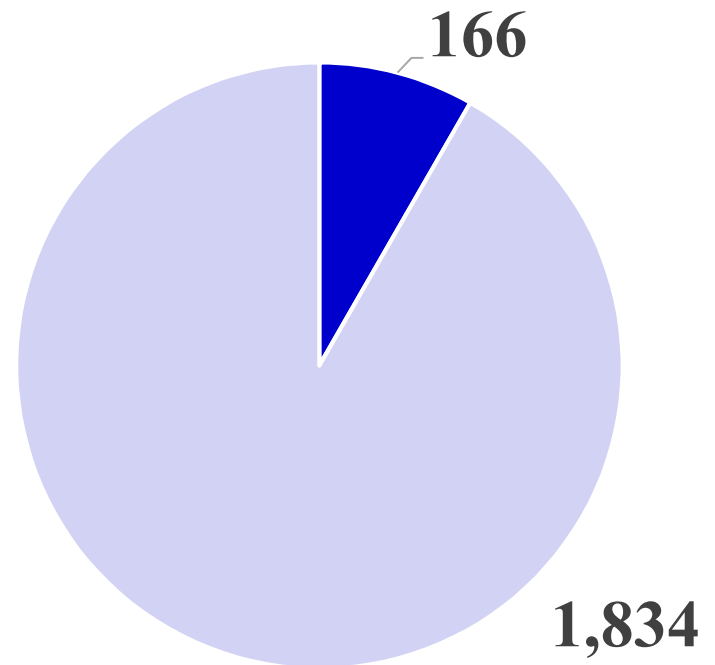
87.6% of the assessed students met SLO (28,967 of 33,070):

- 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)



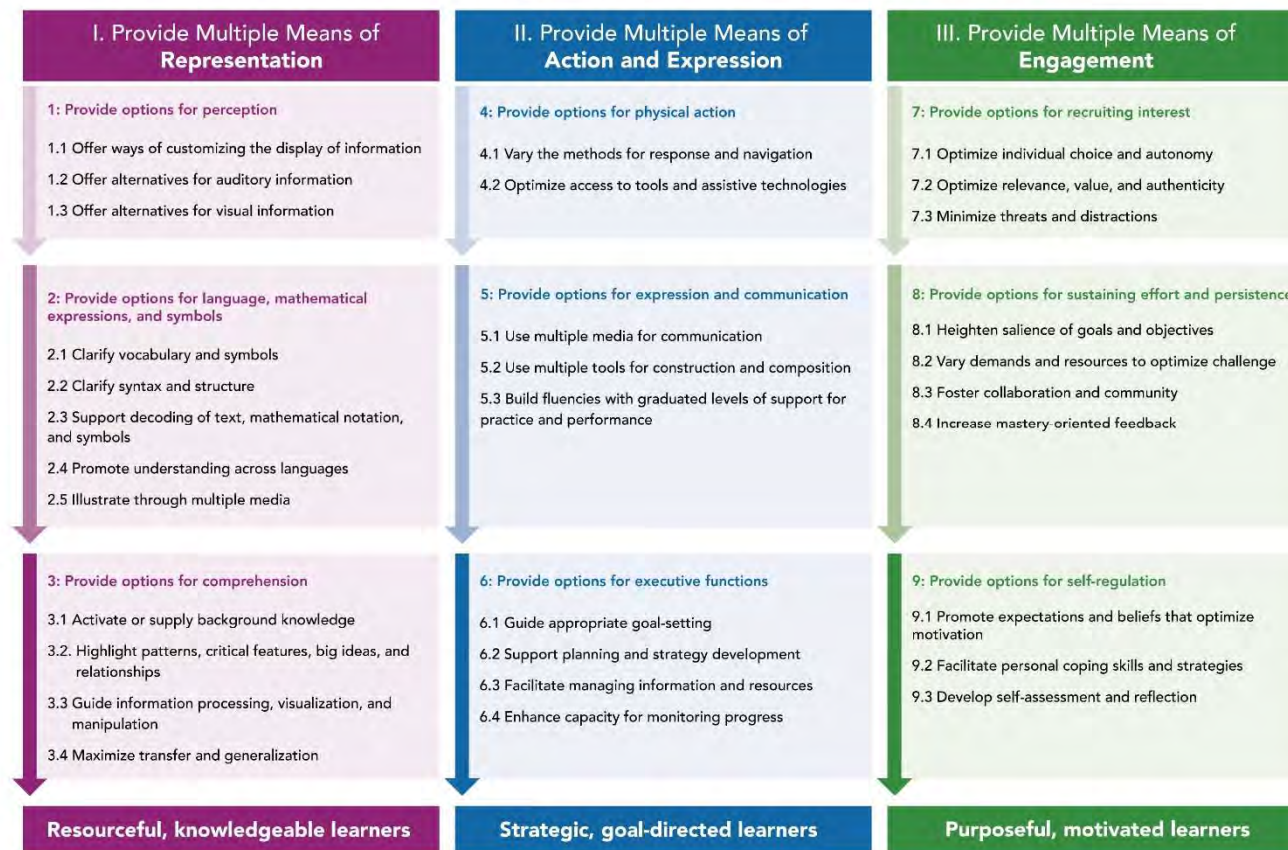
IV. Analysis: Numerical data (Cont.)

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





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.

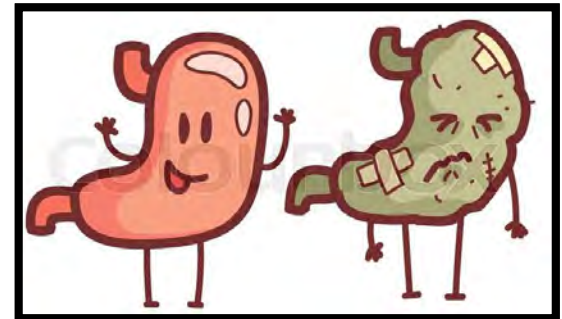
Quote: “I change the chapter handouts into a worksheet format which will allows students to work on a clear framework before they are reading each chapter.”



IV. Analysis: Textual data (cont.)

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.”

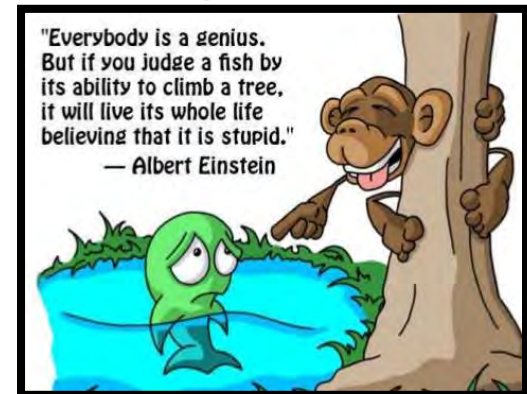


IV. Analysis: Textual data (cont.)

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.”



IV. Analysis: Textual data (cont.)

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.”

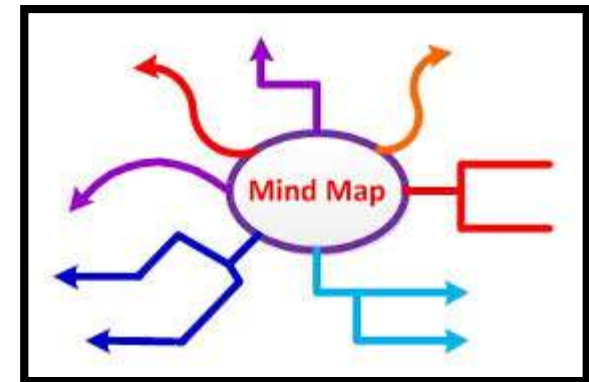


IV. Analysis: Textual data (cont.)

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.”





IV. Analysis: Textual data (cont.)

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.”



IV. Analysis: Textual data (cont.)

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.”



IV. Analysis: Textual data (cont.)

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.”

Develop self-assessment and reflection:
Self-assessment, self-reflection.

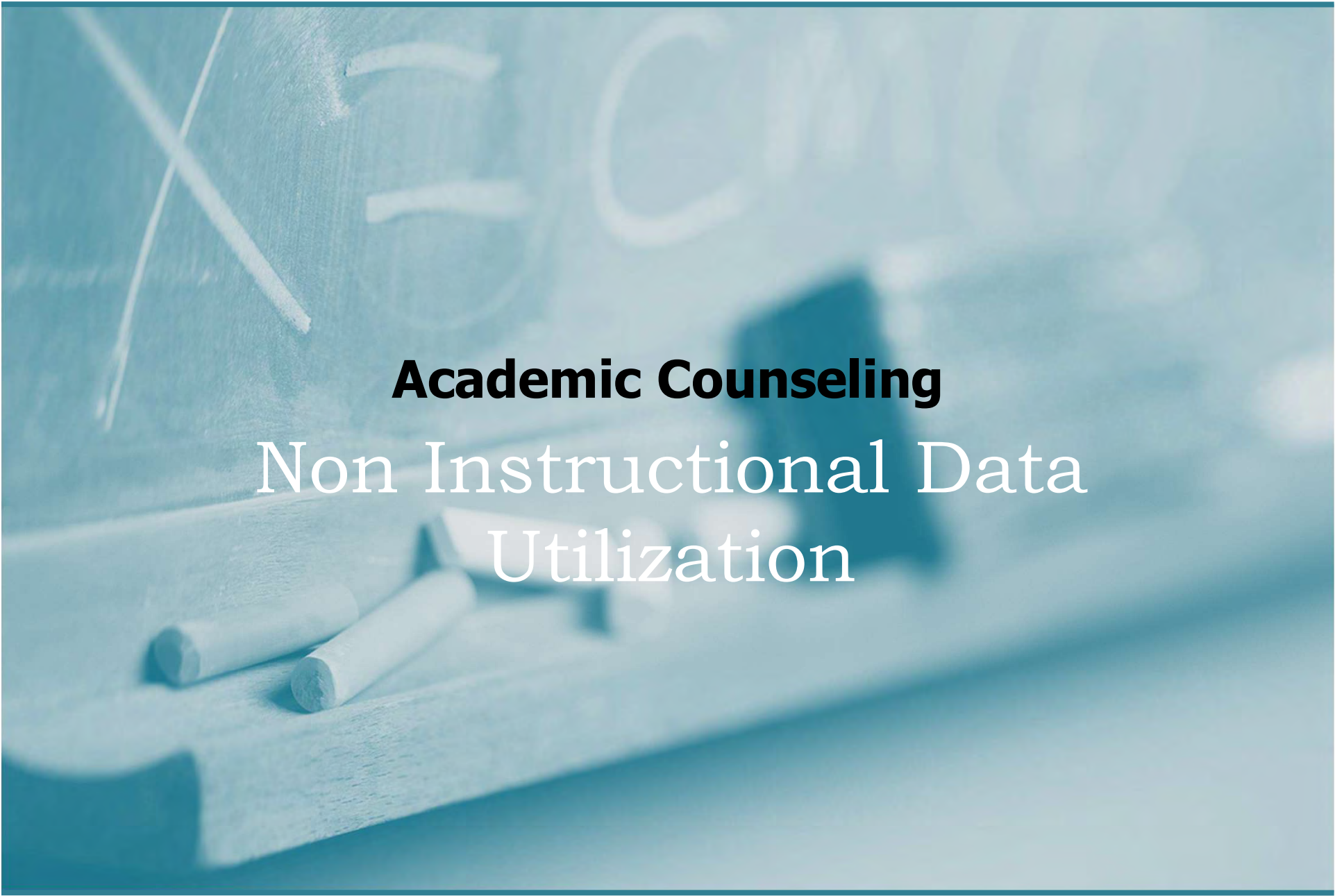
Quote: “I had students share their experiences with the material delivered in class.”





V. Examples: SLO/SAO utilization

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

The background of the slide is a photograph of a chalkboard. It has a blueish-grey tint. On the board, there are faint, light-colored chalk markings, including what appears to be a large 'C' and some other illegible scribbles. Two pieces of white chalk are lying on the wooden ledge at the bottom of the board. The overall image is slightly out of focus, giving it a soft, academic feel.

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!!!

January 4, 2018

Pat Patterson
History

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

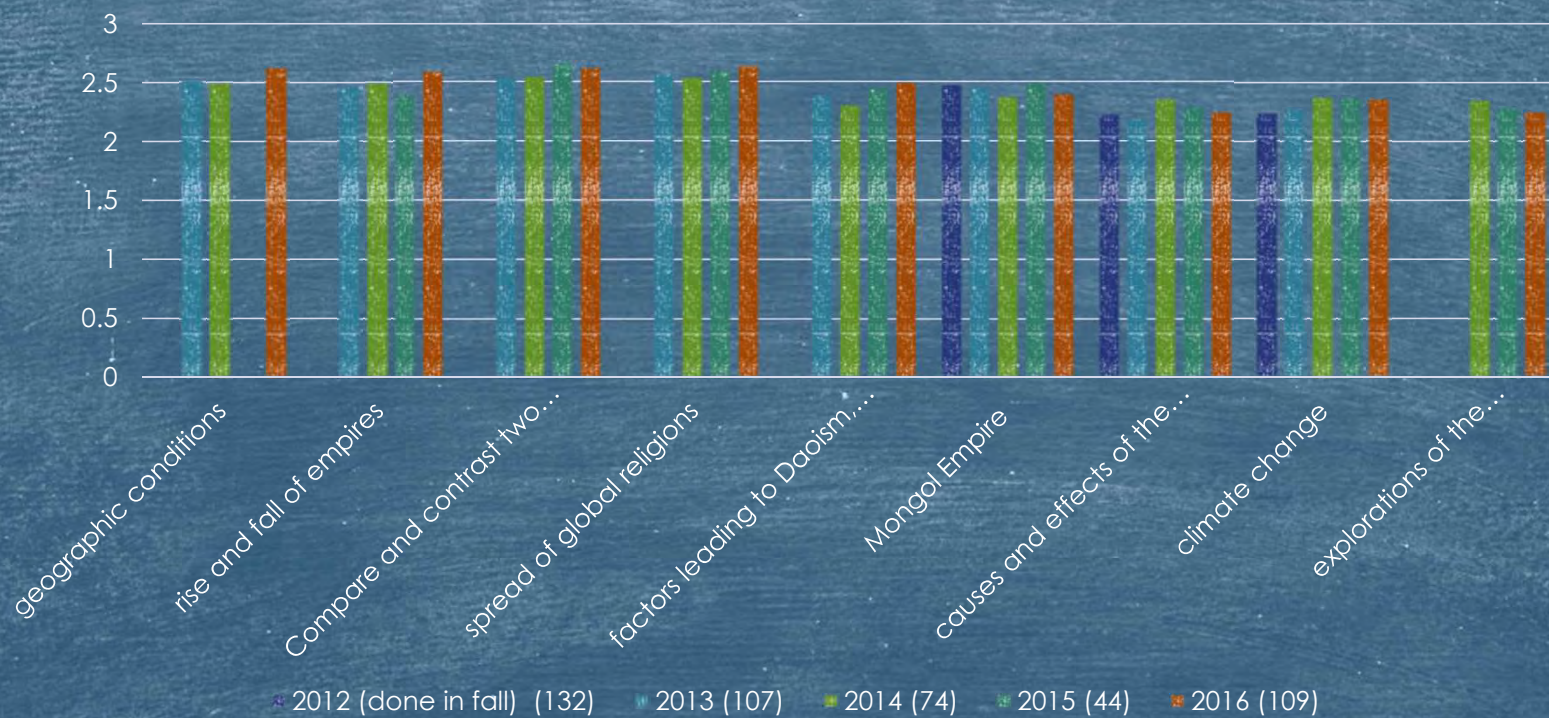
Objective

- ▶ To understand how confident our students are in key knowledge areas after taking a World History course.
- ▶ Their confidence largely matches our imbedded assessments and grades

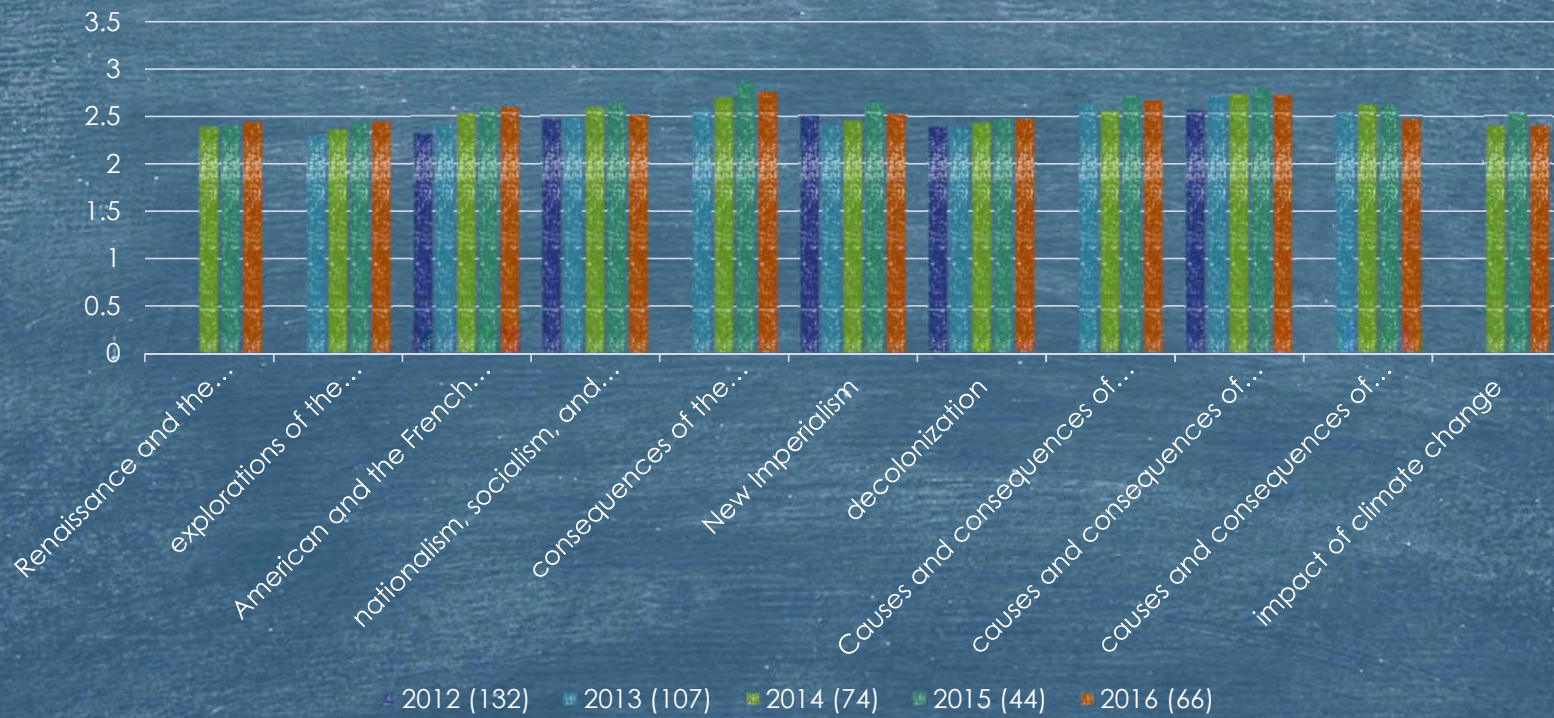
Results

- ▶ Students appear to be modest in their self-reporting.
- ▶ Year to year, our results have seen very little statistical change.
 - ▶ responses indicate student achievement of slos consistent with instructor expectations and remains at expected levels over time

KS Results 151 (2012-2016)



KS Results 152 (2012-2016)



Imbedded Assessment Example

	Organization	Comprehensive	Evidence	Analysis	Accuracy
151 FtF	2.31	2.06	1.79	1.97	2.18
151 DE	2.92	2.67	1.75	1.92	2.67
152 FtF	2.07	2.11	2.16	2.18	2.24
152 DE	2.27	2.12	2.08	2.00	3.00

History Department Discussion of Results

- ▶ 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



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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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