



# Excellent Uses of Assessment Results: A UH Mānoa Showcase

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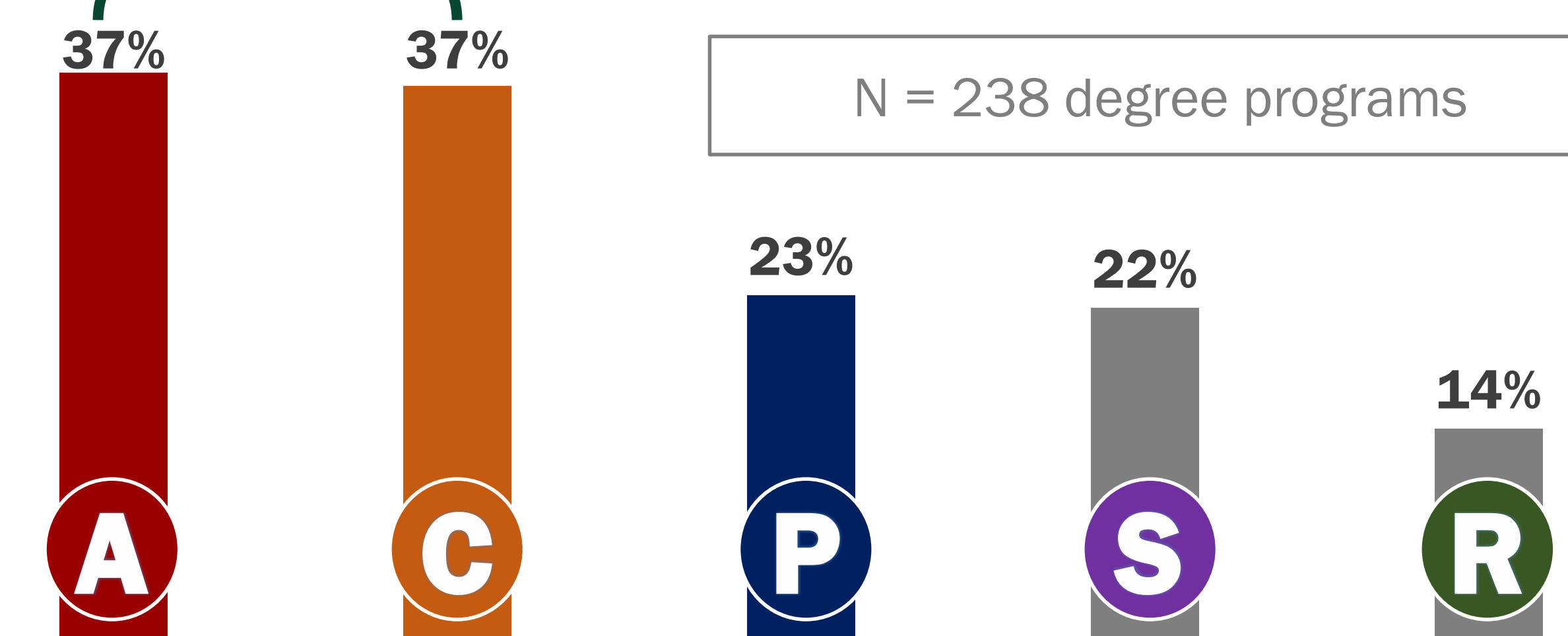
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UH Mānoa programs engaged in a variety of ways using assessment results to improve student experience & learning

- A** Assessment tools and procedures
- C** Course changes
- P** Program curriculum and policy
- R** Resources and personnel
- S** Student out-of-course experiences
- C** Celebration

Assessment tools & procedures and course changes are the most frequent types of use



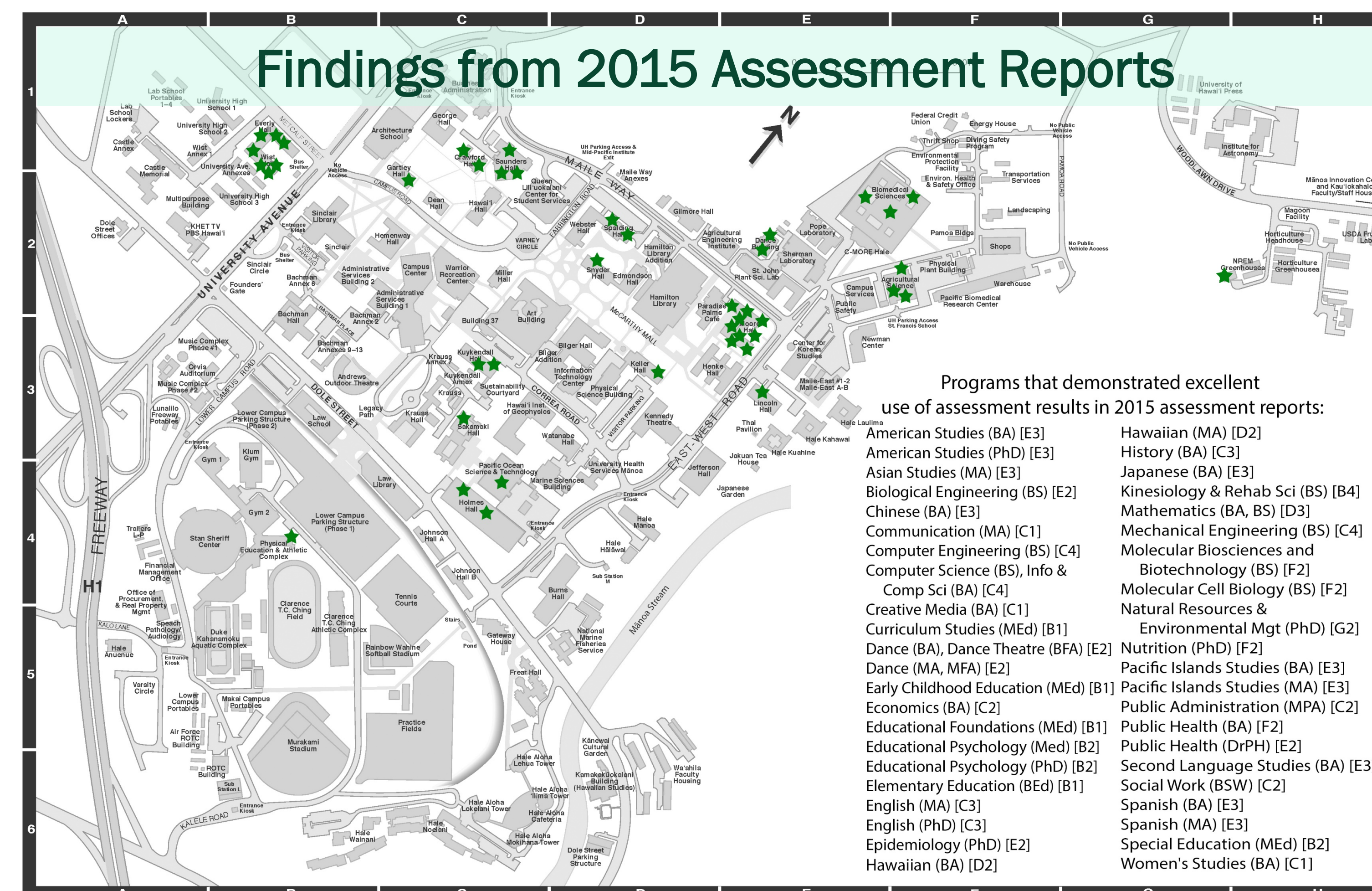
About half (46%) programs made curriculum changes

## Defining Excellent Use:

- Clear alignment between assessment results and actions taken
- Careful deliberation of reasons behind choice of actions.
- Active faculty engagement

**20%** (47 out of 238) of the UH Mānoa degree programs demonstrated **excellent** use of results.

## Findings from 2015 Assessment Reports



Act now on low-hanging fruit!

- C** Celebrate & send the achievement results to alumni
- C** Change the course title & description to align with SLO
- R** Organize faculty assignment share session
- S** Advise students to take 2 method/writing/OC courses
- A** Re-examine the curriculum map -> Delete the courses no longer taught from the map
- P** Allow students to take the internship course twice.
- S** Tell the internship supervisors the program SLOs they can and should target.

## Excellent Examples from UH Mānoa



**C** **Develop New Course**  
NREM  
Create team-taught interdisciplinary Social-Ecological System  
Natural System | NREM | Social System

**Enhance Classroom Activities**  
Center for Pacific Islands Studies  
Integrate writing workshops in classes  
• Reading Notes  
• Prewriting  
• Writing as Performance  
• Writing for Different Audiences/Purposes  
• Book Reviews  
• Film Reviews  
• Grant Proposals  
• Reflection Papers  
• Research Papers  
• Citations and Visuals

**Improve Assignments**  
SLO: Critical analysis  
• Organized more structured class discussions  
• Broke assignments into smaller steps  
• Clarified instructions

**P** **Design Course-Taking Sequence**  
ACADEMY FOR CREATIVE MEDIA  
UNIVERSITY OF HAWAII AT MANOA  
ACM Animation Curriculum Flow  
200 Level Skills-based Curriculum  
300 Level Advanced Skills  
400 Level Capstone Courses

**Scaffold throughout Curriculum**  
Department of Second Language Studies  
SLO 1&4: Critical Analysis  
Faculty & TA discussed & developed activities/ assignments to scaffold students' learning throughout curriculum from 100 level to 400 level

**Change Program Policy**  
University of Hawai'i  
Electrical Engineering  
SLO 12: Discrete Math:  
• Change prerequisite for majors from C- to C  
• Develop new course EE362 & make it the prereq for EE367

**RS** **Create Graduate Student Handbook**  
Department of Molecular Biosciences and Bioengineering  
College of Tropical Agriculture and Human Resources  
Thesis/Dissertation Filing Handbook  
Ch 1: Standards (Rubric)  
Ch 2: Procedures (Timeline)  
Ch 3: Formatting the manuscript  
Ch 4: Manuscript elements  
Ch 5: Resources (e.g., developing hypothesis)

**Provide Professional Development**  
"Teaching" Sessions  
Gathering of instructors & adjunct faculty to discuss  
❖ SLOs  
❖ Curriculum sequencing  
❖ Assignment design  
❖ Assignment alignment with SLOs ...

**SLOs Guide Job Description**  
Dance  
Program SLOs & Achievement Results  
→ Job description to fulfill position

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