



UNIVERSITY
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MĀNOA



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Uses of Program Assessment Results: Best Examples from UH Mānoa

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Slide 1

Use of Program Assessment Results:

Best Examples from UH Mānoa

Yao Zhang Hill, Ph.D.
Assistant Specialist
Assessment Office



Workshop Description

Use of Program Assessment Results: Best Examples from UH Manoa

What are the possible ways to use program learning assessment results? How can programs make programmatic changes that are feasible and meaningful? What kind of interventions have programs used to improve written communication, oral communication, and information literacy? Come and learn from the best examples at the UH Manoa campus and leave with a plan to use learning assessment for program improvement.

Level: Basic knowledge recommended (e.g., learning outcomes, curriculum map)

Who should attend: Program assessment coordinators, department chairs, assessment and curriculum committee members, and interested faculty.

Format: Presentation + Interactive Activities

Date/time/location:

Thursday, October 20, 2016, 10:30 AM - 11:45 AM, KUY 106

OR

Monday, October 24, 2016, 3:00pm - 4:15pm, KUY 106



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Program Assessment Definition

An on-going process designed to monitor and **improve** student learning. Faculty: a) develop explicit statements of what students should learn (i.e., student learning outcomes); b) verify that the program is designed to foster this learning (alignment); c) collect data/evidence that indicate student attainment (assessment results); d) use these data to **improve student learning** (close the loop). (Allen, M., 2008)

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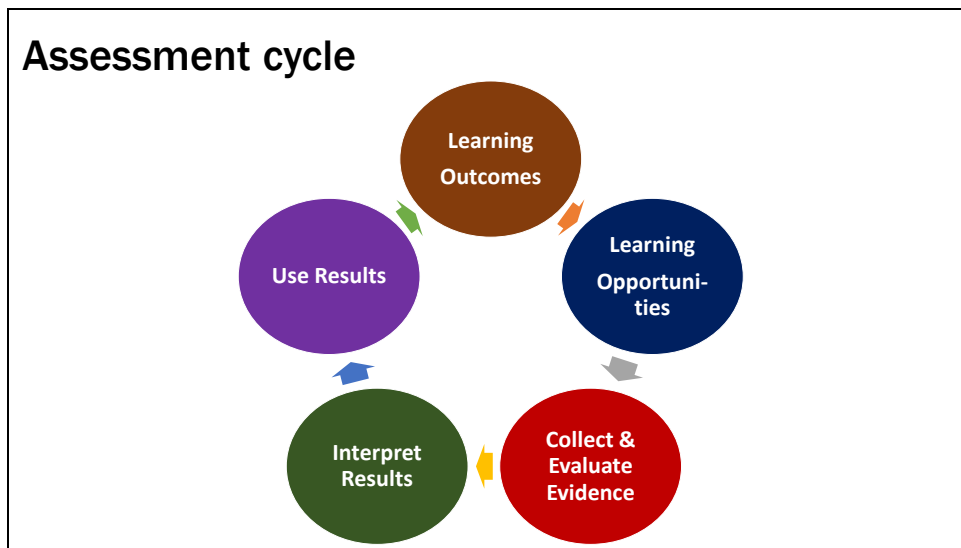
MISSION

**Use program assessment to
improve teaching and learning**


The Assessment office was established in 2008 based on faculty senate recommendation. It reports to both faculty senate and AVCAA. There are two faculty specialists currently in the office to carry out the mission of the office.



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Slide 5



238 academic degree
programs need to demonstrate **using
assessment for improvement**

To what extent is this happening?

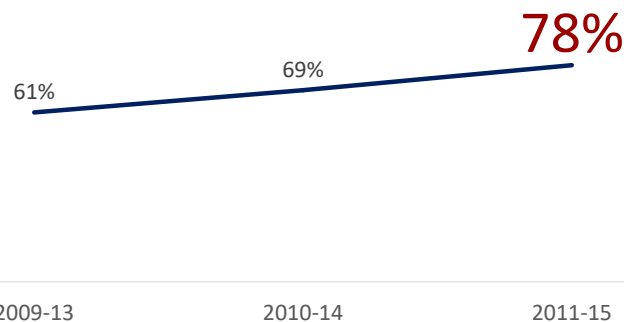


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Overview of Campus Status

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Over **3/4** programs used assessment **twice** in a five-year period

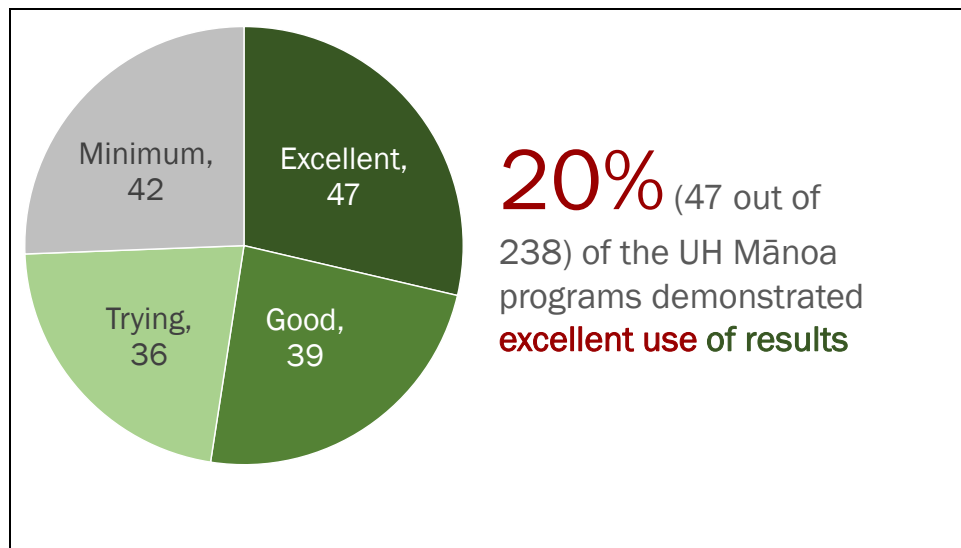


Data: 2015 Annual Program Assessment Reports

Sample: 151 reports from 164 programs that claimed use of results



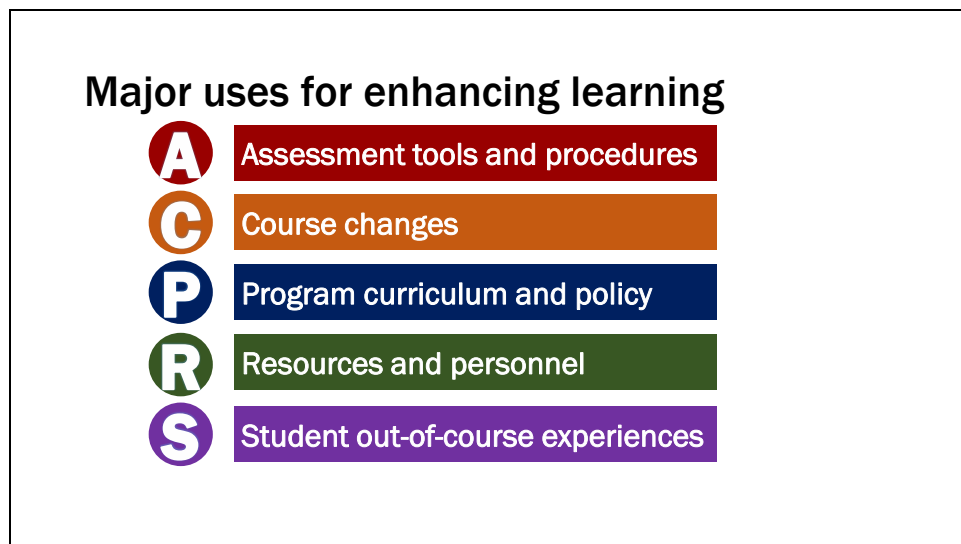
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Excellent use-of-results means that the actions taken are clearly aligned with the specific results and the judgment on the results. It is not sufficient to say: *"We changed the course content."* An excellent report would say: *"Because we found a deficiency in student writing, especially when it relates to summarizing primary sources, we added two writing assignments in course 123. In particular, we ask students to summarize three sources."*

A report that describes excellent use-of-result would demonstrate that the program carefully analyzed the reasons behind the results. The program used careful reflection, deliberation, and collaborative discussion that lead to the solution proposed and implemented.

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Major uses for satisfactory results



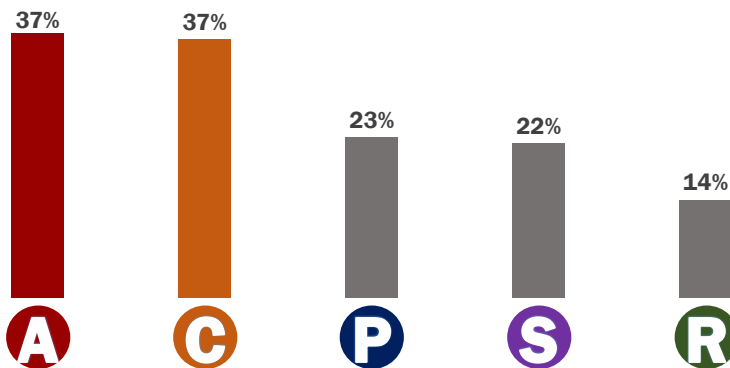
Celebration



No change needed

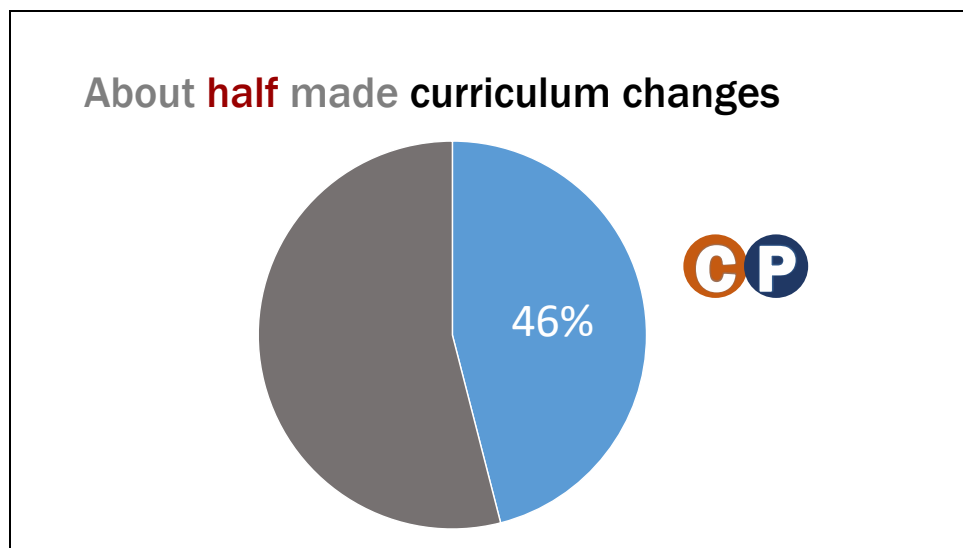
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Assessment & course changes are the most frequent uses

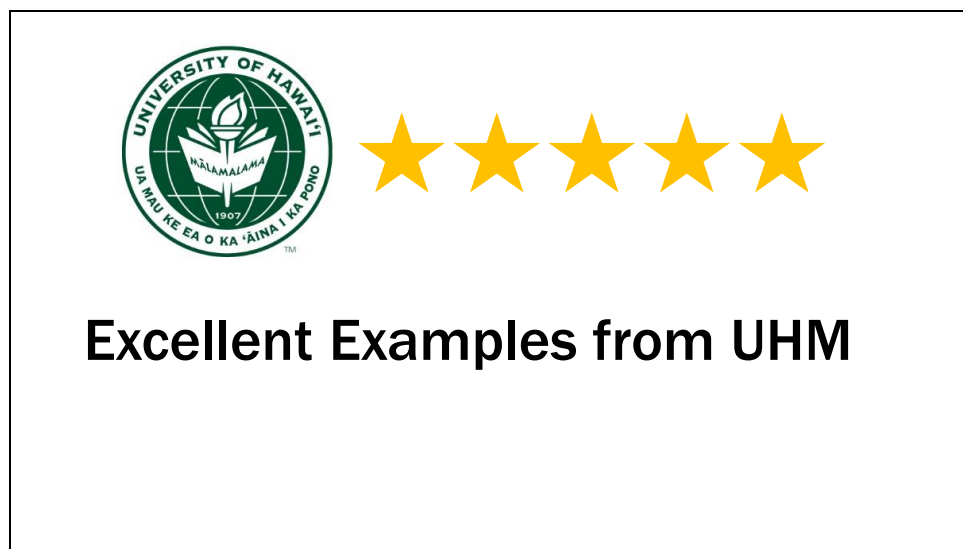




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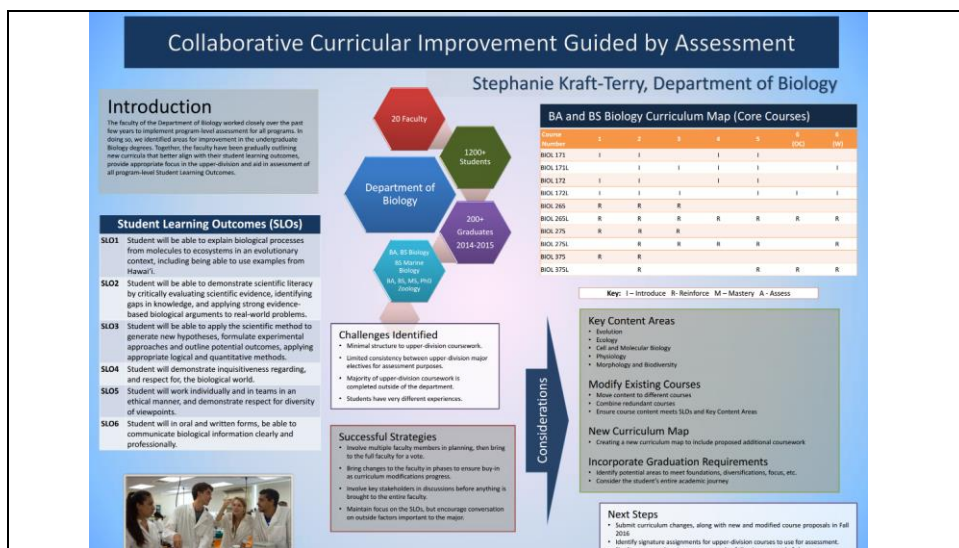
Slide 15

Slide 15 is a composite image. At the top left, it features the orange 'C' logo followed by the text "Content Coverage" in orange. Below this, on the left, is a photograph of a group of people in a forest setting. Above the photo is a green banner with white text: "UNIVERSITY of HAWAII MANOA College of Tropical Agriculture and Human Resources NREM | CTAHR | UH MĀNOA | Department of Natural Resources and Environmental Management". To the right of the photo is a green box titled "Reduce Coverage" in white. This box contains three white rectangular labels: "Topic 1", "Topic 2", and "Topic 3". To the right of each label are yellow dots representing a dot-voting system. Topic 1 has 5 dots, Topic 2 has 4 dots, and Topic 3 has 3 dots.

To increase the depth of content coverage, NREM faculty collaboratively reduced the topics in a newly designed introductory level graduate course. They used dot-voting to rank order priority topics. *Link to the poster is [here](#).*



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In the process of examining curriculum alignment with program learning outcomes, the Department of Biology discovered that there is minimal structure at the upper division courses. The assessment coordinator facilitated the collaborative decision on content coverage in the upper-level courses, both in electives and in the capstone course. *Link to the poster is [here](#).*

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Biology SLO 1: explain biological processes from molecules to ecosystems in an evolutionary context

Identified Key Content

- Cell & Molecular Biology
- Physiology
- Morphology and Biodiversity
- Evolution
- Ecology

The Biology faculty collaboratively determined the key content to cover in the upper-level courses that align with their SLOs.



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Assignment/Activities

To assess critical thinking better in upper level undergrad Chinese

800 word argumentative essay → 15-20 page research paper

Chinese

The Chinese Section of EALL consists of two subsections: Chinese language & linguistics and Chinese literary & cultural studies. Offering expertise in linguistics, language pedagogy, literary and cultural studies, the Chinese section at UH Mānoa is one of the largest of its kind outside East Asia



Through faculty collaborative discussion about curriculum alignment, the Chinese Department changed their culminating assignment to a formal research paper, instead of an argumentative essay, in upper level undergraduate courses. *Link to the assessment report is [here](#).*

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Assignment/Activities

Satisfactory results → further enhance critical analysis:

- Organized more structured class discussions
- Broke down assignments into smaller steps
- Clarified assignment instructions/directions



In Educational Foundations MEd program, the assessment results showed that all students met the standards (equivalent of SLOs). Even so, faculty still want to further enhance students' ability of critical thinking and analysis. Through faculty collaborative discussion and sharing strategies, they: a) Organized more structured class discussions, b) Broke down assignments into smaller steps, c) Clarified assignment instructions/directions. *Link to the 2015 assessment report is [here](#).*

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Classroom Activities

Yeah, WRITE!

New Disciplinary Writing Curriculum as Outcome of Assessment Cycle

Center for Pacific Islands Studies, SPAS

Julie Walsh and Jan Rensel

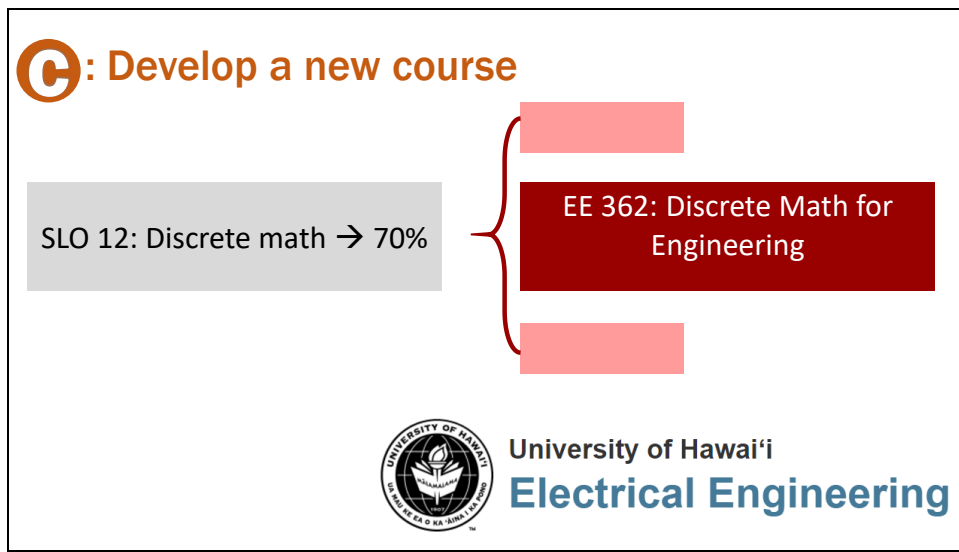
Sample Topics in Yeah, WRITE! Curriculum

Reading Notes	Prewriting	Writing as Performance	Writing for Different Audiences and Purposes
Writing Book Reviews	Writing Film Reviews	Writing Grant Proposals	Writing Reflection Papers
Writing Research Papers	Engaging with Literature	Citations and References	Visual Presentations

Center for Pacific Islands Studies developed lessons which function as workshops to be integrated into individual courses. These workshops were offered by a senior editor and a graduate assistant. Course instructors, after sitting through the workshop with their students, started to teach the workshop themselves. *Link to the poster is [here](#).*



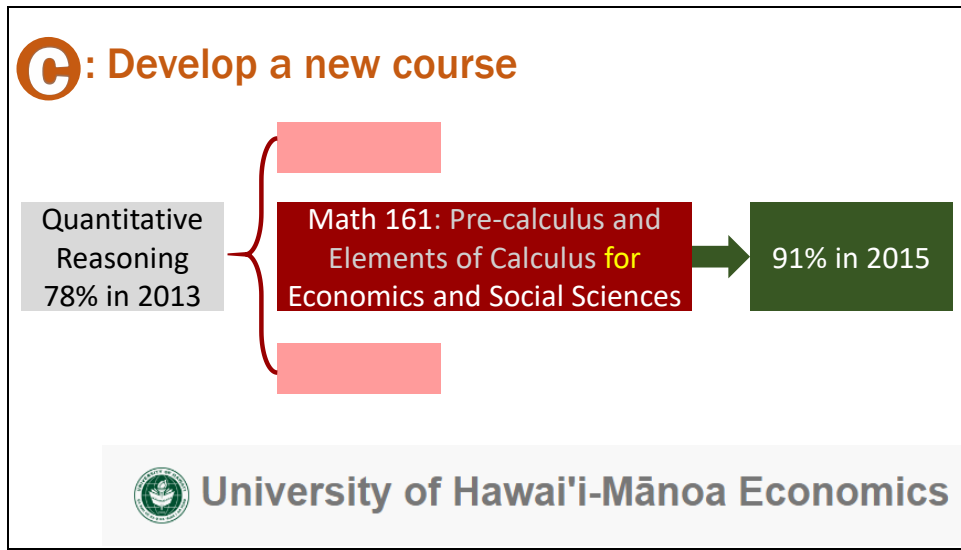
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Computer Engineering BS: Achievement in SLO 12: Discrete Math is the lowest at 70% in comparison with the other outcome achievement. To increase this outcome achievement, the department took many actions, and one of them is to create a new course EE362 which covers the materials in both the introductory Discrete Math course in ICS 141 and the next level Discrete Math course in ICS 241. It is designed with solving engineering problems in mind. They also make EE362 a pre-requisite for an advanced computer algorithms course. *Link to the 2015 Assessment Report is [here](#).*



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Among an array of actions to improve the students on quantitative reasoning, the most commendable is this cross-discipline collaboration with the math department to make this pre-requisite calculus course more relevant to the majors. They also offered Econ 420: Mathematical Economics on a regular basis. Requested TA support for Econ 130: Principles of Microeconomics. *Link to the 2015 Assessment Report is [here](#).*

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After the program revised their SLOs, they see the need to revise an existing core course. When the instructor showed unwillingness to change the course content, they created a new course and asked the same instructor to teach the new course. *Poster Link is [here](#).*



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: Other

- Assign General Education designation (e.g., writing intensive)
- Course title & description change
- Delete/combine courses


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Summary

- a) Content coverage ([NREM](#), [Biology](#))
- b) (Signature) Assignment ([Chinese](#))
- c) Classroom activities/materials ([Pacific Island Studies](#), [Education Foundations](#))
- d) General Education Designation ([Pacific Islands Studies](#))
- f) Course title & description change ([Curriculum Studies](#), [Dance](#))
- g) Delete/combine courses ([American Studies](#))
- h) Add a new course ([Public Administration](#))



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Make the change feasible—
Have faculty share


[Picture of two
faculty discussing
with each other]

Activities

Assignment

Content

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Program Curriculum & Policy Changes




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P Make learning path clear through pre-requisite policies

SLO 12: Discrete math → 70%

Prerequisites grade requirement C- to C

EE 362 as prerequisite for EE 367 in advanced algorithm



University of Hawai'i
Electrical Engineering

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P Make learning path clear through course-taking sequence

ACM Animation Curriculum Flow

Level	Course	Description
200 Level Skills-based Curriculum	ACM 215	3D Modeling
	ACM 216	Animation Principles
300 Level Advanced Skills	ACM 316	3D Character Animation
	ACM 317	3D Cinematics
	ACM 318	Classical 2D Animation
	ACM 320	Animation Filmmaking
	ACM 325	Visual Effects
400 Level Capstone Courses	ACM 420	Collaborative Animation Filmmaking
	ACM 399/499	Independent Projects
	ACM 495	Internship

Poster link is [here](#).

Academy for Creative Media analyzed students' skill developmental needs. They added requirements in three tiers to strengthen students' skill development. Poster link is [here](#).



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- P Enhance learning opportunities**
- Increase course offers (sections/frequency)



UNIVERSITY OF HAWAI'I
OFFICE of PUBLIC HEALTH STUDIES

Public Health BA faculty reviewed Elective courses and assessed need (via online student survey) of additional PH elective courses/topics. Based on the survey results, they adjusted teaching priorities (in terms of courses offered), offered additional PH elective courses: a) Developed one new course, b) Taught 2 courses with more frequency. *Link to the 2015 Assessment Report is [here](#).*



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P Enhance learning opportunities

- Increase repeat limit

EDUC 710: Group Consultancy Project

Home > Academics > EdD Professional Practice

EdD Professional Practice

Professional Educational Practice (EdD) Assessment Report Excerpt:

We also used the results to inform our planning for the next EdD cohort, which will begin in Summer 2017. For example, we recently submitted the appropriate UHM-2 form to request a program change. Specifically, based on our data, we determined that we needed to make our EDUC 710: Group Consultancy Project course repeatable one more time in order to more closely meet our needs, as indicated by our data. Here's a summary of our proposed change:

"The Group Consultancy Project is one of two major projects required by the program. The change being requested is an increase in the repeat limit from one time to two times. The change is being requested because satisfactory completion of Group Consultancy Projects may require more time than currently available under the existing repeat limit."

As a program focused on the improvement of professional educational practice, our faculty members and mentors are very vigilant and committed to using the program data that we collect for our own program improvement.

Link to the 2015 Assessment Report is [here](#).



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P Align with SLOs

Examine curriculum coherence (e.g., scaffolding)

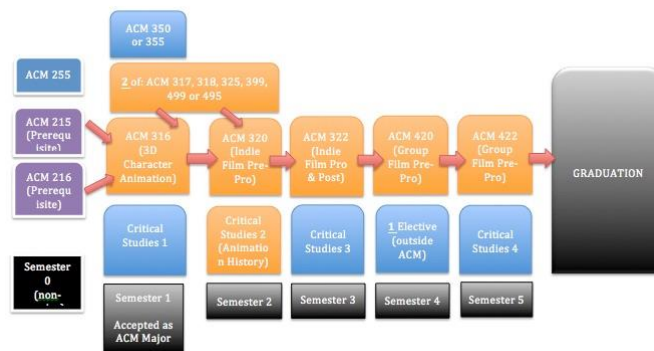
Department of Second Language Studies

Department of Second Language Studies found students need to improve on critical analysis SLO. Instructors collaboratively discussed ways to scaffold learning through multiple courses in the curriculum.

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P Align with SLOs – Curriculum Restructure

Proposed Model 42 credits in major – 24 credits are animation-production/ animation-history courses



ACADEMY FOR
acm
CREATIVE MEDIA

Based on the assessment results, Academy for Creative Media required students to take courses in specific sequence to achieve the target SLO. *Link to the 2015 Assessment Report is [here](#).*



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P Summary

Make learning path clear

- Add pre-requisite(s)/co-requisite(s)
- Mandate a course-taking sequence

Enhanced learning opportunities

- Increased sections/frequency
- Increased course repeat limit (e.g., internship, practicum)

Align with SLOs


- Examined curriculum coherence
- Created/Restructured curriculum

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Your turn




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Student Out-of-course Experiences


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Advising/Mentoring

SLO 2: Inquiry Skills
relatively low

Advise students to take two
methods courses

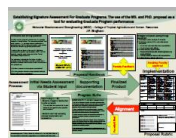


Educational Psychology MEd 2015 Assessment Report is [here](#).



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Resources for students



Student Handbook

- Ch 1: Standards ([rubrics](#))
- Ch 2: Preliminary procedures ([timeline](#))
- Ch 3: Formatting the manuscript
- Ch 4: Manuscript Elements
- Ch 5: Resources (e.g., [developing a hypothesis](#))



Molecular Biosciences and Bioengineering
College of Tropical Agriculture and Human Resources

Poster link is [here](#).

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Other

- Co-curricular activities (workshops) ([Pacific Island Studies](#))
- Financial/Career support ([Korean](#))



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Summary

- a) Academic advising/mentoring ([Education Psychology](#))
- b) Resource Materials (handbooks, website) ([MBBE](#))
- c) Co-curricular activities (workshops) ([Pacific Island Studies](#))
- d) Financial/Career support ([Korean](#))

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Program Resources & Personnel



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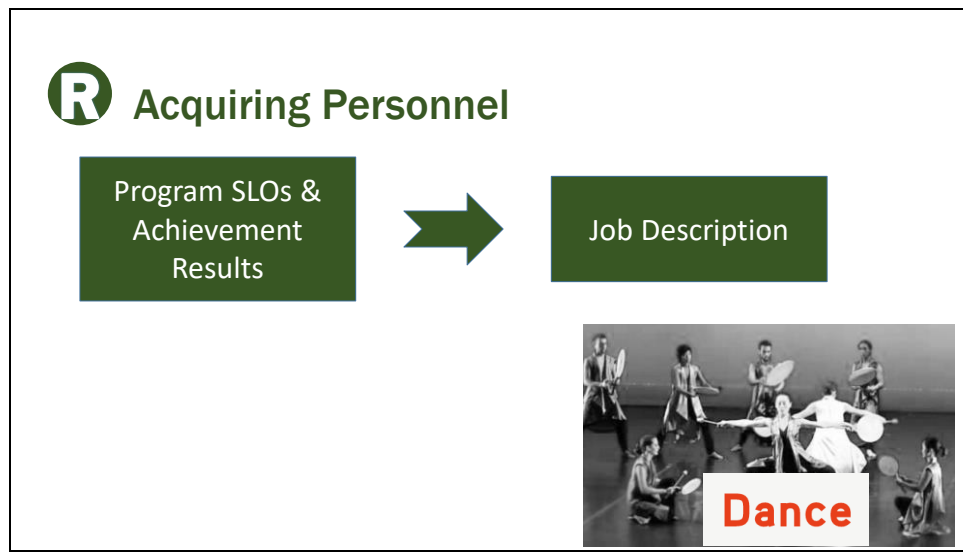
Professional Development



For the last two years the Social Work BSW and MSW Programs have held “teaching” sessions to address curriculum questions and common classroom issues. Topics have included curriculum rollout, vertical and horizontal sequencing, assignment design and implementation as well as classroom management. Also covered are SLOs, Student Learning Objectives (SLObs) and course assignment alignment. It is critical that both instructors and adjunct faculty recognize the need to connect assignments to stated outcomes and objects to measure competence. Because of this, the “teaching” sessions serve as both training site and site for program culture development that is competency based. *Link to the 2015 Assessment Report is [here](#).*

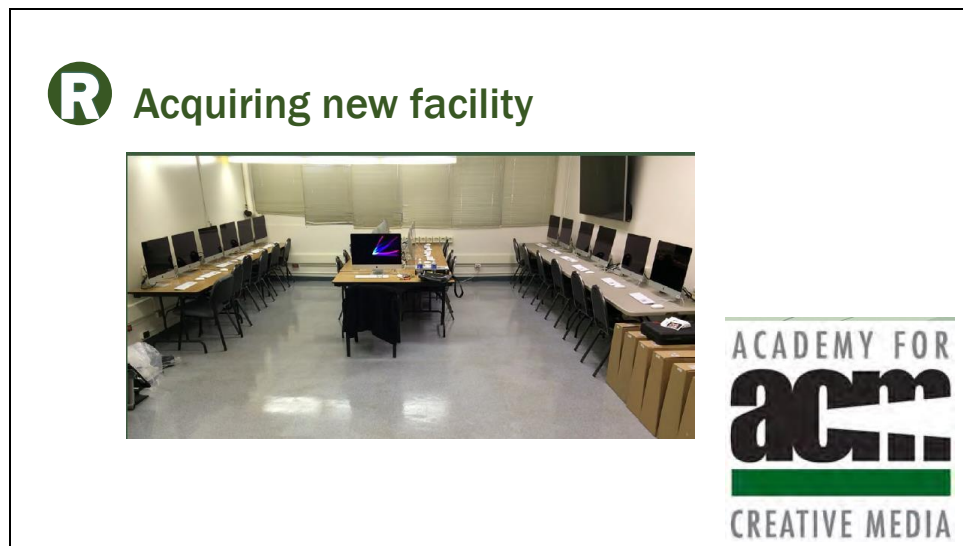


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When a faculty retired, the Dance BA program examined their program SLOs and the achievement results. They rewrote the job description to recruit a faculty in the areas of their students' learning needs. *Link to the 2015 Assessment Report is [here](#).*

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Poster link is [here](#).



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Summary

- a) Professional development for faculty (e.g., Hawaiian studies, English, Social Work)
- b) Acquire personnel (rewrite job ad in Dance)
- c) Acquire new technology/facility/material

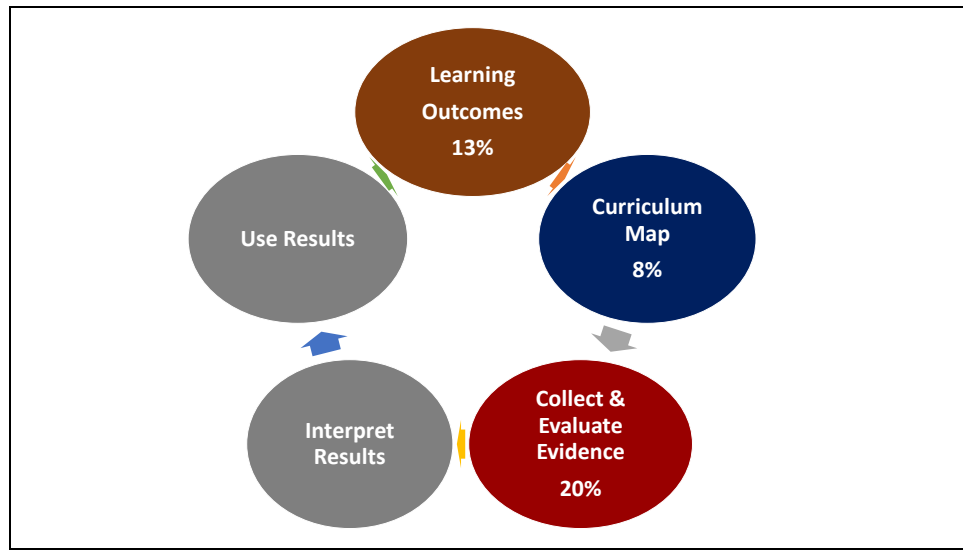
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Assessment




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Improving assessment processes and tools is a common way for programs to use results. 13% of the programs created or revised their program SLOs. 8% created or improved their curriculum map. 20% of the programs made changes to how they collect and evaluate evidence. *Side note:* Among the 20% of the programs who made changes to how they collect and evaluate data:

- Selected/Modified Evidence 7%
- Created/Modified Collection Method 8%
- Created/Modified Rubric 6%
- Changed Evaluation procedure 4%
- Set Standards 1%

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Student Learning Outcomes



Striving for Useful and Sustainable Outcomes Assessment

Department of Second Language Studies

Bonnie Sylwester and Kenton Harsch


Removal

SLO 9: Improve the quality of teaching...languages, in the state of Hawai'i...

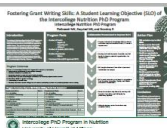
Poster Link is [here](#).




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Curriculum Map



Fostering Grant Writing Skills: A Student Learning Objective (SLO) of
the Intercollege Nutrition PhD Program
Intercollege Nutrition PhD Program
Fialkowski MK, Esquivel MK, and Novotny R



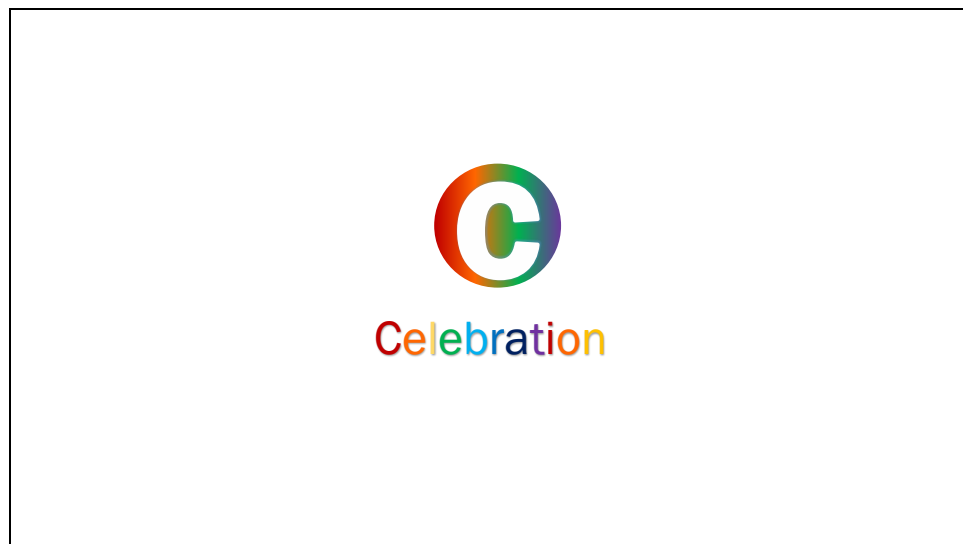
SLO: Grant Writing
Curriculum Map: nothing for grant writing

↓

Mock Grant proposal

Poster Link is [here](#).

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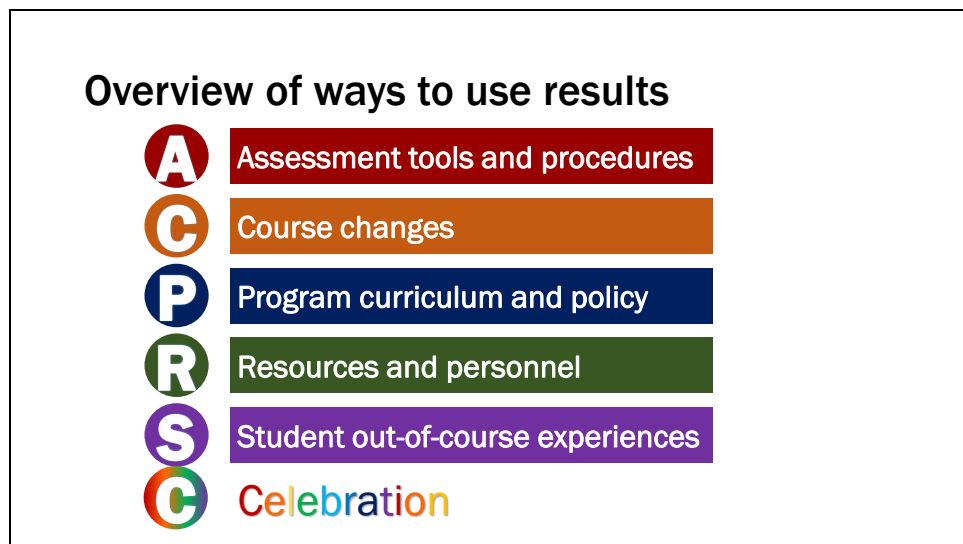


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School of Communications received high remarks from the External Advisory Committee, who evaluated their students' portfolios based on the program SLOs. Many committee members are employers. They expressed the desire to hire these graduating students. The department reported this positive evaluation results to their Alumni—A great way to generate pride and support for the program.

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Writing Skills

- American Studies (BA)
- American Studies (PhD)
- Chinese (BA)
- Elementary Education (BEd)
- English (MA)
- Molecular Biosciences and Biotechnology (BS)
- Pacific Islands Studies (BA)
- Pacific Islands Studies (MA)
- Public Health (BA)

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Information Literacy

- American Studies (BA)
- Early Childhood Education (MEd)
- Educational Foundations (MEd)
- History (BA)
- Mathematics (BA, BS)
- Pacific Islands Studies (BA)



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Oral Communication

- American Studies (PhD)
- English (MA)
- English (PhD)
- History (BA)
- Japanese (BA)
- Public Health (BA)

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Your turn



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Questions?

Thank you!

Yao Hill

Yao.hill@hawaii.edu

Assessment Office



UH Mānoa Ways of Using Program Assessment Processes and Results

Course Changes

- ☐ a) Content coverage ([NREM](#), [Biology](#))
- ☐ b) (Signature) Assignment ([Chinese](#))
- ☐ c) Classroom activities/materials ([Pacific Islands Studies](#), [Education Foundations](#), [English](#))
- ☐ d) General Education designation ([Pacific Islands Studies](#), [MBBE](#))
- ☐ f) Course title & description change ([Curriculum Studies](#), [Dance](#))
- ☐ g) Delete/combine courses ([American Studies](#))
- ☐ h) Develop a new course ([Public Administration](#))

Curriculum Changes

- a) Make learning path clear
 - ☐ Add pre-requisite(s)/co-requisite(s) ([Computer Engineering](#), [Education Psychology](#))
 - ☐ Mandate a course-taking sequence ([Academy for Creative Media](#))
- b) Enhance learning opportunities
 - ☐ Increase course offerings (sections/frequency) ([Japanese](#), [Public Health](#))
 - ☐ Increase course repeat limit (e.g., internship, practicum) ([Professional Educational Practice](#))
- c) Clearly align the curriculum with the program SLOs
 - ☐ Examine curriculum coherence ([Second Language Studies](#))
 - ☐ Create/restructure curriculum ([Academy for Creative Media](#))

Students' out-of-course experience changes

- ☐ a) Academic advising/mentoring ([Education Psychology](#))
- ☐ b) Resource materials (handbooks, website) ([MBBE](#))
- ☐ c) Co-curricular activities (workshops) ([Pacific Islands Studies](#))
- ☐ d) Financial/career support ([Korean](#), [Japanese](#))

Resource/Personnel

- a) Offer professional development ([Hawaiian Studies](#), [English](#), [Social Work](#))
- b) Acquire personnel
 - ☐ Re-write job description ([Dance](#))
 - ☐ Re-assign teaching duty ([Atmospheric Sciences](#))
 - ☐ Hire new faculty/TA ([Computer Engineering](#))
- c) Acquire new technology/facility/material ([Academy for Creative Media](#))

Assessment Changes

- ☐ Student learning outcomes ([Second Language Studies](#))
- ☐ Curriculum Map ([Philippine Language & Literature](#), [Nutrition](#))
- ☐ Rubrics & data collection ([Early Childhood Education](#))



Best Examples of Use-of-Assessment from the 2015 Assessment Reports

Report features:

- Actions are meaningful for learning improvement. Actions are clearly aligned with the results.
- There is careful deliberation of reasons behind actions.

List of Programs

Program Name(s)	Report ID	Assessment	Course	Program	Resource/Personnel	Student Support	Celebration
American Studies (BA)	1561	√	√			√	
Asian Studies (MA)	1470		√				
Biological Engineering (BS)	1525	√	√			√	
Chinese (BA)	1565	√	√			√	
Communication (MA)	1368	√	√			√	√
Computer Engineering (BS)	1514		√	√			
Computer Science (BS), Info & Comp Sci (BA)	1425		√				
Creative Media (BA)	1570			√			
Curriculum Studies (MEd)	1388		√			√	√
Dance (MA, MFA)	1492	√	√	√	√		
Early Childhood Education (MEd)	1360	√		√		√	√
Economics (BA)	1365	√	√		√	√	
Educational Foundations (MEd)	1385		√			√	√



Program Name(s)	Report ID	Assessment	Course	Program	Resource/Personnel	Student Support	Celebration
Educational Psychology (MEd)	1361	√		√		√	
Educational Psychology (PhD)	1532	√		√			
Elementary Education (BEd)	1378	√	√	√	√	√	
English (MA)	1410		√				
English (PhD)	1406				√	√	
Epidemiology (PhD)	1409	√				√	√
Hawaiian (BA)	1553		√	√	√	√	
Hawaiian (MA)	1554		√	√		√	√
History (BA)	1356	√		√			
Japanese (BA)	1522	√	√	√	√	√	
Kinesiology & Rehab Sci (BS)	1487		√				
Mathematics (BA, BS)	1469	√	√	√		√	
Mechanical Engineering (BS)	1560	√	√	√	√		
Molecular Biosciences and Biotechnology (BS)	1531		√	√	√	√	√
Natural Resources & Environmental Mgt (PhD)	1539	√	√				
Nutrition (PhD)	1369	√		√	√		
Pacific Islands Studies (BA)	1572		√	√		√	
Pacific Islands Studies (MA)	1571					√	



Program Name(s)	Report ID	Assessment	Course	Program	Resource/Personnel	Student Support	Celebration
Public Administration (MPA)	1402	√	√	√			
Public Health (BA)	1521	√	√	√	√	√	√
Public Health (DrPH)	1403			√	√	√	
Second Lang Studies (BA)	1481	√	√	√		√	
Social Work (BSW)	1508	√			√		√
Spanish (BA)	1526	√				√	
Spanish (MA)	1376	√		√		√	
Special Education (MEd)	1401	√	√	√			
Women's Studies (BA)	1528	√	√			√	



Apply Use of Program Assessment Results in Scenarios

Instruction:

Read the following two program outcomes, activities, and results. Suggest ways for the programs to act upon results.

Scenario 1:

Second Language Studies (BA) 2015 Assessment Report Excerpt ([report link](#), [poster link](#))

Target SLOs Assessed

1. Demonstrate critical thinking and awareness of issues within the context of their professional work and social practice.
4. Critically evaluate and make use of research into the learning, use, structure, and/or pedagogy of second languages.

Description of Assessment Activities

Faculty evaluated students' academic paper in the capstone course using a rubric. The rubric has three levels: Below expectations, Meet expectations, and Exceed expectations.

Results Summary:

SLO 1 Critical Analysis: SLS BA Committee members felt that too many students were below expectations.



Scenario 2:

Educational Psychology (MEd) 2015 Assessment Report Summary

Target SLOs Assessed

1. Educational Psychology graduate students are knowledgeable about learning and development, inquiry methods, and student assessment.
2. Educational Psychology graduate students have inquiry skills to conduct scholarly research effectively.
3. Educational Psychology graduate students present scholarly research effectively.
4. Educational Psychology graduate students model the ethical treatment of research participants.

Description of Assessment Activities

Faculty members rated different components of candidates' theses and Plan B:

- Literature review for SLO 1: Knowledge
- Methods section for SLO 2: Conduct research
- Presentation for SLO 3: Presentation of research

For SLO 4: Ethical treatment of research participants, faculty members documented whether their advisees successfully completed an on-line course on the ethical treatment of human participants in research.

Results Summary

SLO 1: Knowledge

- All received satisfactory or exemplary ratings for all components.
- 91% exemplary in 3 areas: problem statement, contextualizing the question, incorporating faculty feedback.
- 64% exemplary in 2 areas: organization and APA style

SLO 2: Scholarly Research

- All received satisfactory or exemplary ratings for all components.
- Strongest aspect: description of the participants (100% rated as exemplary)
- 91% exemplary: description of procedures and incorporating feedback from faculty members.
- 73% exemplary: research design.
- 55% exemplary: data analysis

SLO 3: Present Research & SLO 4: Ethics

- All received satisfactory or exemplary ratings for all components.