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# 2018-2020 Analysis of University of Hawai'i at Mānoa Academic Degree Programs' Use of Assessment Results

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## Executive Summary

This report provides the use-of-assessment-results status for all academic degree programs at the University of Hawai'i at Mānoa (UHM), using the 2018-2020 program assessment reports submitted to the Assessment & Curriculum Support Center (ACSC). The institution expects programs to systematically collect, analyze, and evaluate evidence of learning and use learning assessment to improve program quality and student learning, thus engaging in the assessment-for-continuous-improvement cycle. For the 2018-2020 reporting period, the ACSC received reports from 236 out of 239 programs (99% report submission rate). 91% (n = 218) of programs reported engaging in assessment activities, and 83% (n = 198) of programs reported that they used their assessment results in some way.

We conducted a qualitative content analysis of the 2018-2020 program assessment reports for programs that met the following conditions: 1) engaged in assessment activities during the reporting period, 2) had assessment results, and 3) used assessment results. We classified ways that programs used results into seven categories: assessment-related, course curriculum-related, program curriculum-related, resource-related, student support-related, results indicated no action needed, and celebration of results. We used a set of criteria to distinguish different levels of results-use, i.e., excellent, good, minimum, and trying. We also identified level of faculty collaboration in using assessment results.

The analysis showed that the most common types of use of assessment results were program curriculum-related (64%), assessment-related (46%), and student support-related (32%). 16% of the 198 programs had a "good" level of use of results, and 22% had very high levels of faculty collaboration in the use of results. The analysis process identified excellent assessment practices undertaken by these programs. It provided recommendations for the ACSC to further meaningful use of results among academic programs through communicating our findings, showcasing excellent examples, and providing customized support for programs at different stages. The analysis can also be improved for future studies by fine-tuning the coding scheme.

# Introduction

The University of Hawai‘i at Mānoa (UHM) is a public research-intensive comprehensive university, accredited by the Western Association of Schools and Colleges Senior College and University Commission. UHM faculty conduct program and institutional level learning assessment mainly for the purpose of improvement of teaching and learning. The learning assessment activities and reporting also help the institution maintain its accreditation status. The institutional accreditation standards require that systematic investigations of student learning achievement take place for all undergraduate and graduate degree programs and that findings are applied to the improvement of program quality and student learning.

The main mechanism used to document program level learning assessment activities is through the program assessment reports that the Assessment & Curriculum Support Center (ACSC) periodically collects from all academic degree programs. (See the 2020 report template.) Since 2015, the ACSC shifted from an annual reporting cycle to a multi-year reporting cycle, e.g., 2015-2018 and 2018-2020. Such a shift is to reinforce the idea that program learning assessment is a multiphase cyclical activity and to dispel the misconception that a program needs to complete the entire cycle of assessment within a single year. Engaging in the assessment-for-continuous-improvement cycle includes collecting, analyzing, and evaluating evidence of learning and using learning assessment results to make improvements to the program and student learning environment and experiences. The most recent reporting period was November 2018 to November 2020.

This report provides the use-of-assessment-results status for all degree programs that described how they used assessment results in their 2018-2020 assessment reports. The analysis process intends to identify excellent assessment practices undertaken by these programs, as well as areas where the ACSC can focus support to further improve program assessment practices.

For the 2018-2020 reporting period, we received reports from 236 out of 239 programs (99% report submission rate). 91% (n = 218) of programs reported engaging in assessment activities, and 83% (n = 198) of programs reported that they used their assessment results in some way.

# Methods

## Data

We conducted a qualitative content analysis of the 2018-2020 program assessment reports that met the following conditions:

- Engaged in assessment activities during the reporting period (November 2018 to November 2020)
- Had assessment results

- Used assessment results[1]

198 program reports met these criteria, representing 83% of all programs at UHM (n = 239) and 84% of all reports received (n = 236). Out of the 198 reports, 82 (41%) were from undergraduate programs and 116 (59%) were from graduate programs.

We used data from both closed-ended and open-ended responses in the reports. In particular, the quantitative data was collected from Q14: "What best describes how the program used the findings/results?" and the qualitative data was from the responses to Q15: "Please briefly describe how the program used its findings/results."

Q14: What best describes how the program used the findings/results? (Check all that apply.)

- Assessment procedure changes (SLOs, curriculum map, rubrics, evidence collected, sampling, communications with faculty, etc.)
- Course changes (course content, pedagogy, courses offered, new course, pre-requisites, requirements)
- Personnel or resource allocation changes
- Program policy changes (e.g., admissions requirements, student probation policies, common course evaluation form)
- Students' out-of-course experience changes (advising, co-curricular experiences, program website, program handbook, brown-bag lunches, workshops)
- Celebration of student success!
- Results indicated no action needed because students met expectations
- Use is pending (typical reasons: insufficient number of students in population, evidence not evaluated or interpreted yet, faculty discussions continue)
- Other:___

We also reviewed the entire report for each program to capture any use-of-results activities described in other sections of the report.

## Coding Scheme

The coding for open-ended responses in the reports was grouped into seven major categories of results use, most of which closely aligned with the self-reporting options in Q14. The categories were:

- Assessment-related use: use of results is related to assessment procedures (e.g., created/modified a curriculum map)

[1]Whether a program engaged in assessment activities, had results, and used results is based on ACSC coding of program assessment reports as a whole and not simply claims/self-reports in Q6, Q13, and Q14, respectively.

- Course curriculum-related use: use of results is related to individual course curriculum changes (e.g., developed signature assignment across different sections of a course)
- Program curriculum-related use: use of results is related to program curriculum or program policy changes (e.g., changed graduation requirement)
- Resource-related use: use of results is related to resource or personnel allocation changes (e.g., acquired new faculty)
- Student support-related use: use of results is related to students' out-of-course experiences (e.g., increased/modified academic advising and/or mentoring)
- Results indicated no action needed
- Celebration of results

Each category had between six and eighteen specific codes, except for "Results indicated no action needed" and "Celebration of results" which had one code each. The coding scheme used was thus much more detailed than the checklist options offered in the report. This helped us gain a fine-tuned understanding of the variety of ways that programs use assessment results, and we can use such specific coding to extract examples that can guide programs in the planning of their own use-of-results activities. See the Appendix for a full list of codes in each category.

For all of the above categories, programs that had completed use-of-results activities and programs that had in-progress or planned the use of results were coded the same. In other words, for example, a program that modified an assessment rubric and a program that planned to modify an assessment rubric both received the code "created/modified rubric" in the "Assessment-related use" category.

There were two other codes important for our analysis: "level of faculty collaboration in use of results" and "level of use." We encourage widespread collaboration among program faculty members in the entire assessment process, including the planning and use of results. Therefore, to identify exemplary programs, we assigned a rating to each program report regarding the level of faculty collaboration (Table 1).

**Table 1. Level of Faculty Collaboration Descriptions**

| Level | Description |
|---|---|
| Unclear | Faculty collaboration in use of results is unclear from report |
| 1 | Use of results involved one faculty only |
| 2 | One faculty led the planning to use the results with feedback from others |
| 3 | One faculty coordinated use of results with active participation of multiple faculty members |
| 4 | Active and full participation from all faculty in the program |

"Level of use" refers to how closely aligned the use-of-results activities were with the student learning achievement results shared in the program report, plus the level of faculty collaboration in use of results. There were four possible ratings for "level of use" (Table 2).

**Table 2. Level of Use of Results Descriptions**

| Level | Description |
|---|---|
| Excellent | ● Clear alignment between student learning achievement results and actions taken<br>● Careful/Clear deliberation and reasoning behind choice of actions<br>● Actions taken seem to have a broader impact on the curriculum and students<br>● Active faculty collaboration |
| Good | ● The actions taken apparently address the student learning achievement results but lack of careful/clear deliberation/reasoning behind choice of actions<br>● Some faculty collaboration |
| Minimum | ● There are student learning achievement results and there are actions stated in the report, but it is not clear how the actions address the results<br>● Only one faculty was actively involved |
| Trying | ● Program has engaged in reflections and discussions of the results but no actions taken yet |

## Intercoder Agreement

Two coders (Maura Stephens-Chu and Yao Hill) first collaboratively coded six reports to test, discuss, and refine the coding scheme. Then the primary coder (Stephens-Chu) coded the remaining 192 reports. Next, the secondary coder (Hill) coded 20 reports randomly selected from these 192 reports. Both coders compared their codes of these 20 reports. We examined the intercoder agreement for each of the major coding categories (e.g., assessment-related, curriculum-related, resource-related). The intercoder agreement rates for all coding categories range between 70% and 90%. For example, the intercoder agreement in Assessment-Related Use is 80% meaning that the two coders completely agree with each other on whether a program engaged in assessment-related use 80% of the time (i.e., on 16 out of 20 reports). See Table 3 below for the intercoder agreement rates for all coding categories related to use activities. Since we are not making high-stakes decisions, the agreement rates were acceptable for us to carry out further analysis.

**Table 3. Intercoder Agreement Rates for Assessment Use Coding (n = 20)**

| Major Category | Agreement |
|---|---|
| Assessment-Related Use | 80% |
| Course Curriculum-Related Use | 75% |
| Program Curriculum-Related Use | 70% |
| Resource-Related Use | 75% |
| Student Support-Related Use | 80% |
| Results Indicated No Action Needed | 90% |
| Celebration of Results | 90% |

The two coders also examined agreement on "Level of use" and "Level of faculty collaboration" coding. For "Level of use," the coders had 65% complete agreement; in other words, for 65% of the reports, both coders assigned the exact same rating. We treated programs with either "Excellent" or "Good" ratings as having a high level of use, and those with "Minimum" or "Trying" as low level. The two coders agreed with each other 85% of the time for these distinctions. Similarly, for "Level of faculty collaboration," the coders had complete agreements 75% of the time.

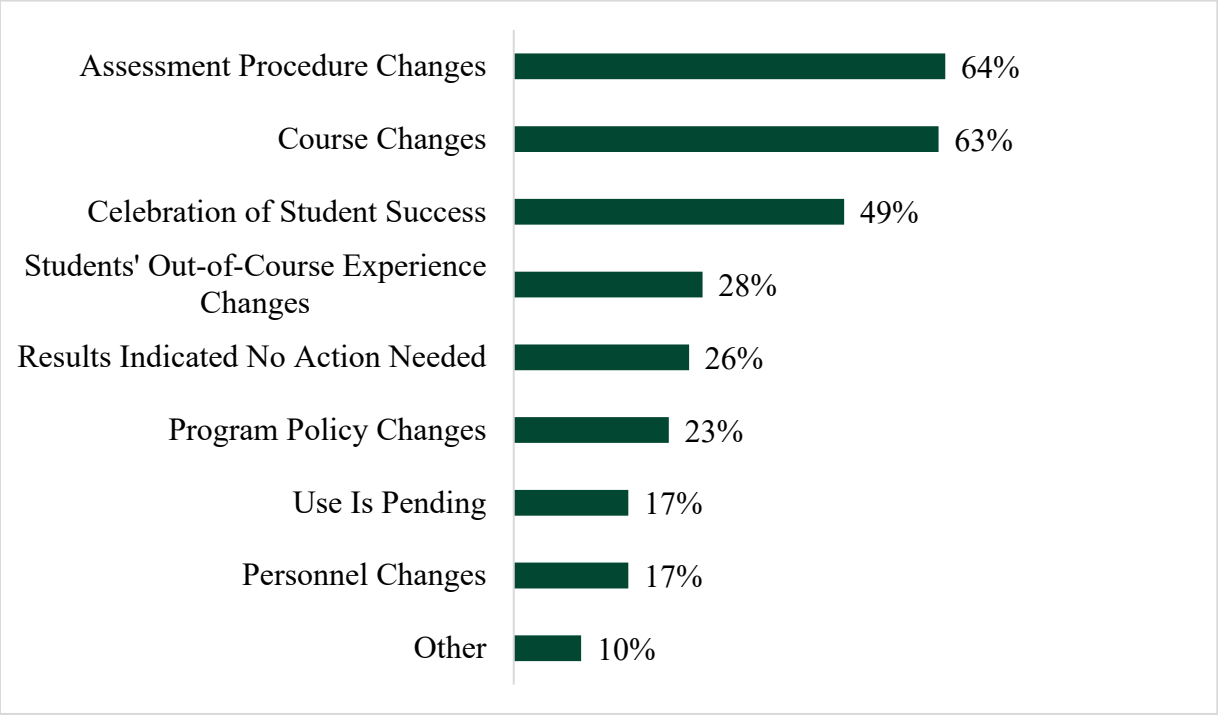
Based on the results of the intercoder agreement check, the coders decided to proceed with using the primary coder's coding data to calculate the results of the qualitative content analysis.

# Results

## Major Categories of Use of Results

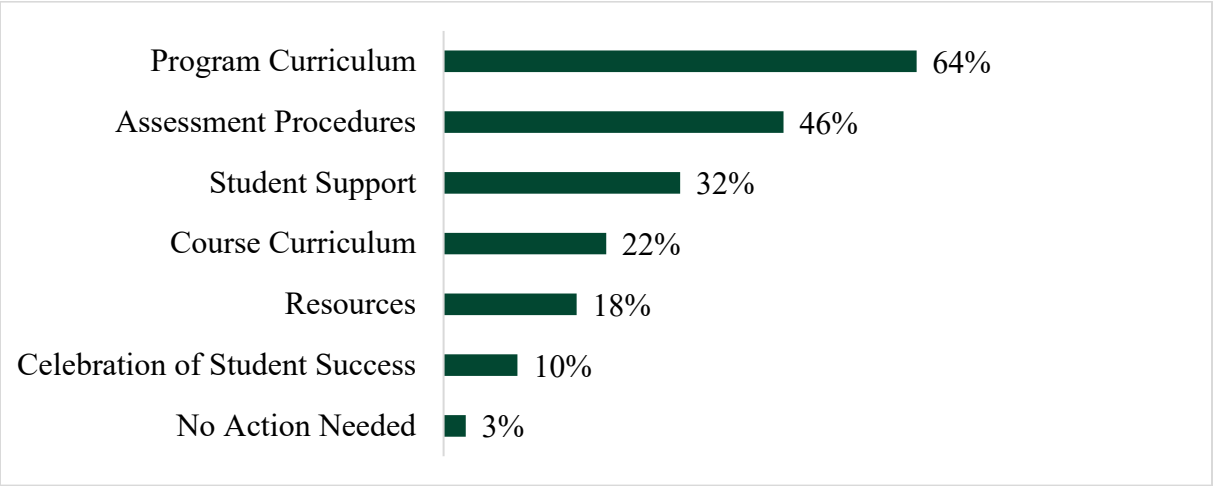
The quantitative analysis showed that the most common uses of results selected by programs in their program assessment reports (Q14) were assessment procedure changes (64% of 198 programs), course changes (63%), and celebration of student success (49%) (Figure 1).

**Figure 1. Responses to Q14: "What Best Describes How the Program Used the Findings/Results?" (n = 198)**




The qualitative analysis coding results showed that the most common types of use of assessment results were program curriculum-related (64% of programs), assessment-related (46%), and student support-related (32%) (Figure 2).

**Figure 2. Results of Major Coding Categories (n = 198)**




For the most part, the frequency of different types of use of results as reported in the closed-ended Q14 closely aligned with the frequency of different types of use of results as coded from the open-ended responses (Table 4). The closed-ended option of "Course changes" includes

"course content, pedagogy, courses offered, new course, pre-requisites, requirements." However, we think that it is important to distinguish between non-program-wide changes that happen in a single course and changes that impact the whole program curriculum such as adding a new course or changing pre-requisites, graduation requirements, and/or course sequencing. The latter instances were coded as program curriculum-related use in our qualitative analysis of the open-ended responses. This coding scheme led to the discrepancy between the closed-ended and open-ended results. No matter how the classifications go, course and program curriculum and policy changes are most directly related to teaching and learning environment; thus in Table 4, we grouped these two categories together.

There is also a large discrepancy in the "Celebration of student success" and "Results indicated no action needed" categories between the closed-ended and open-ended results. The reason is that many programs did not describe these types of uses in their open-ended responses. Additionally, moderately higher frequencies of coding category types in comparison to their closed-ended equivalencies could be explained partly by the fact that pending use was coded the same as completed use of results, while pending use was a separate option in the closed-ended question. This decision can be considered a limitation of the analysis, as we have no way to confirm whether programs followed through with their planned use of assessment results.

**Table 4. Alignment of Closed-Ended Response Options and Open-Ended Coding Categories (n = 198)**

| Closed-Ended Responses | | Open-Ended Coding | |
|---|---|---|---|
| Response Option | Frequency (%) | Frequency (%) | Coding Category |
| Assessment procedure changes | 126 (64%) | 91 (46%) | Assessment Procedures |
| Course changes + Program policy changes | 169 (85%) | 171 (86%) | Program Curriculum + Course Curriculum |
| Personnel or resource allocation changes | 33 (17%) | 35 (18%) | Resources |
| Students' out-of-course experience changes | 55 (28%) | 64 (32%) | Student Support |
| Celebration of student success! | 97 (49%) | 19 (10%) | Celebration of Student Success |
| Results indicated no action needed because students met expectations | 51 (26%) | 5 (3%) | No Action Needed |
| Use is pending | 34 (%) | | |
| Other | 19 (%) | | |

Below are the results for each major qualitative coding category, in order of most frequent to least.

## Program Curriculum-Related Use

Among the program curriculum-related use of results, excluding the unclear changes (28%), the most common uses were changing content in multiple courses (23%), creating (a) new course(s) (18%), and changing graduation requirements (18%) (Figure 3). The reason why unclear changes were coded so frequently is most likely because these programs provided nonspecific descriptions of their use of results.

**Figure 3. Program Curriculum-Related Use (n = 198)**

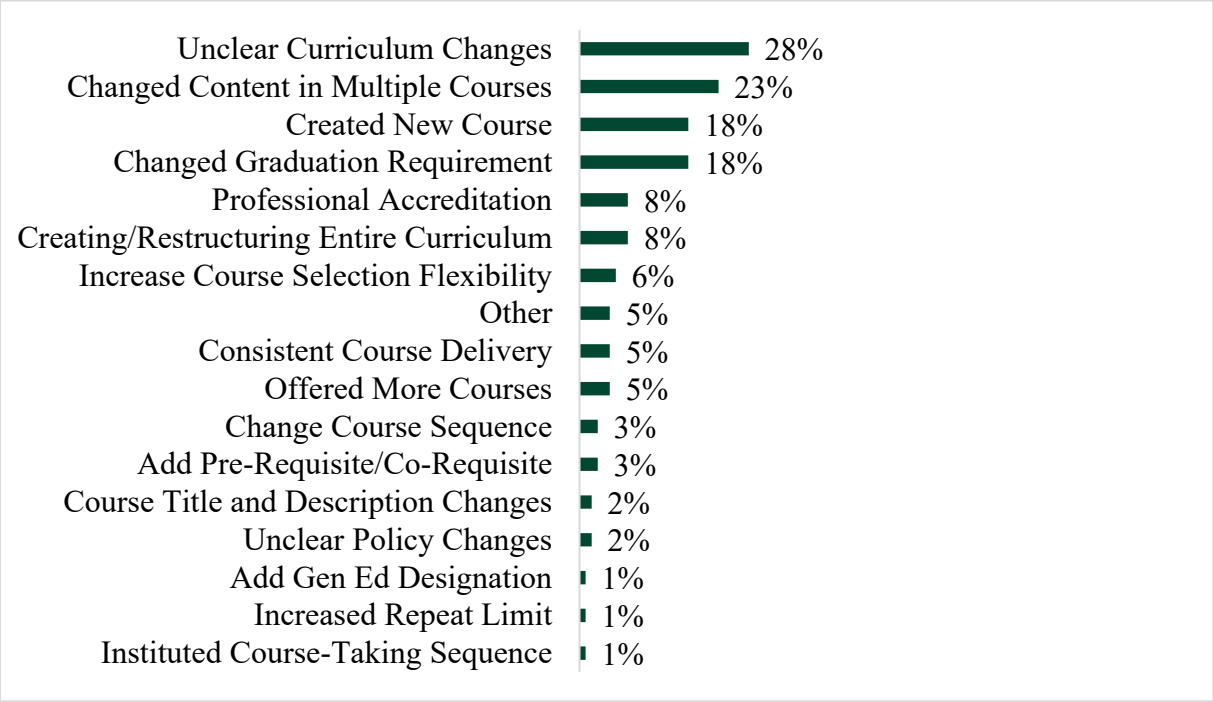



**Table 5: Examples of Common Types of Program Curriculum-Related Use of Results**

| Type | Example |
|---|---|
| Unclear Curriculum Changes | "over the past 5 years ***the college has implemented 55 curriculum changes based of SLO performance***…" (Entrepreneurship BBA) |
| Changed Content in Multiple Courses | "***Courses revised*** to increase emphasis on clinical applications…" (Nursing DNP) |
| Created New Course | "***We introduced new courses***: Econ 621 (Macroeconomics III) and Econ 630 (Econometrics III) in order to strengthen the achievements of SLO#1 and #2." (Economics MA) |
| Changed Graduation Requirement | "The HPE program has already begun to address these gaps by creating a Sociocultural Issues in Health and Physical Activity course, ***KRS 473 which is now mandatory for all undergraduate HPE students***." (Kinesiology and Rehabilitation Science BS) |

## Assessment-Related Use

Among the assessment-related use of results, the most common uses were establishing/modifying evaluation procedures (26%), creating/modifying rubrics (15%), and developing assessment plans (13%) (Figure 4).

**Figure 4. Assessment-Related Use (n = 198)**

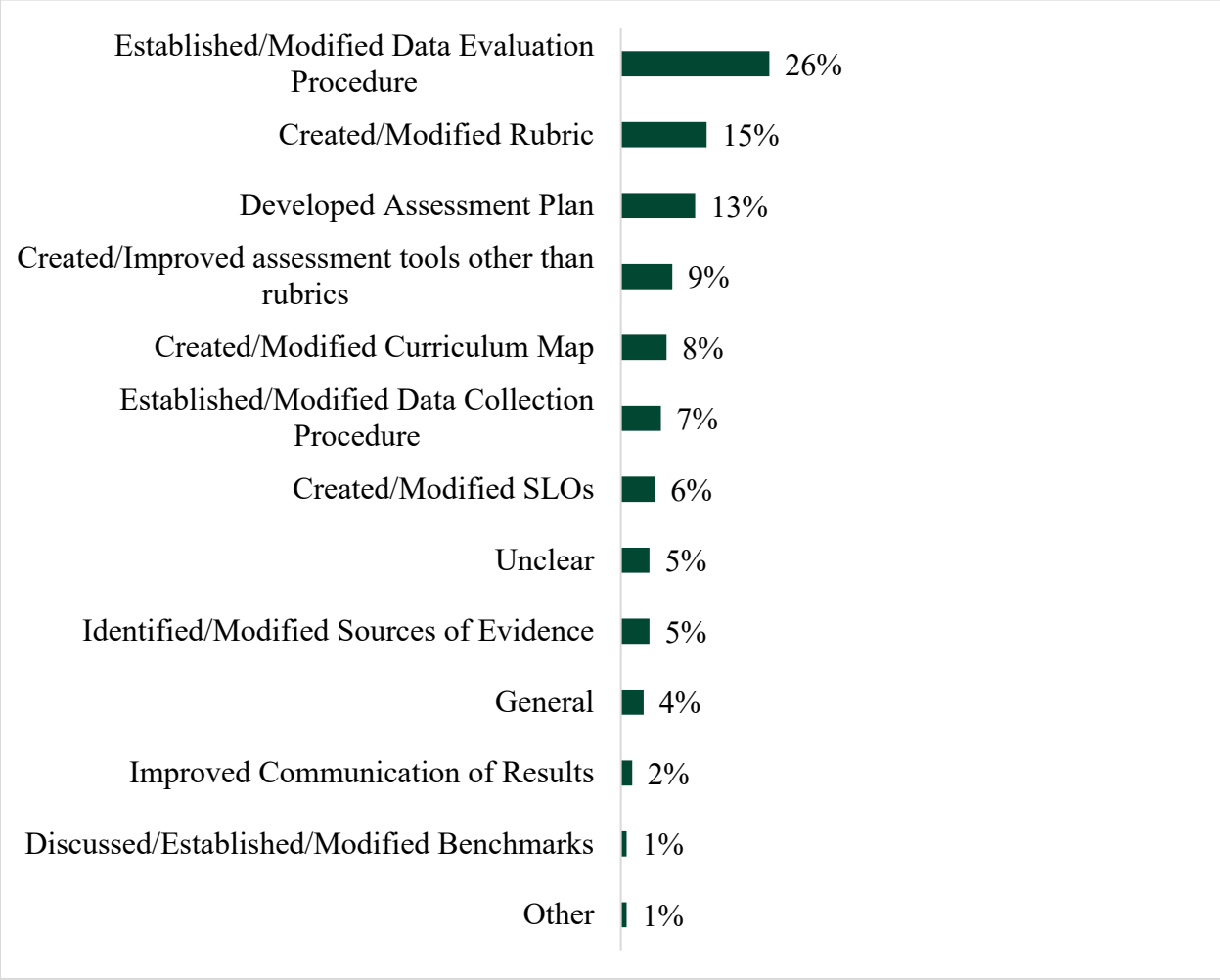



**Table 6: Examples of Common Types of Assessment-Related Use of Results**

| Type | Example |
|---|---|
| Established/Modified Evaluation Procedure | "Furthermore, ***the curriculum sub-committee has finalized the assessment form*** for the client of the practicum project to assess SLOs 4-6." (Urban and Regional Planning Master's) |
| Created/Modified Rubric | "***The faculty decided to develop a criteria of the proposal and final literature review rubrics***…" (Educational Psychology MEd) |
| Developed Assessment Plan | "…***an action plan was developed***…to support and assess students' achievement of SLOs…" (Communication Sciences and Disorders MS) |

## Student Support-Related Use

Among the student support-related use of results, the most common uses were increasing/modifying academic advising/mentoring (17%) and creating/modifying co-curricular activities (8%) (Figure 5).

**Figure 5. Student Support-Related Use (n = 198)**

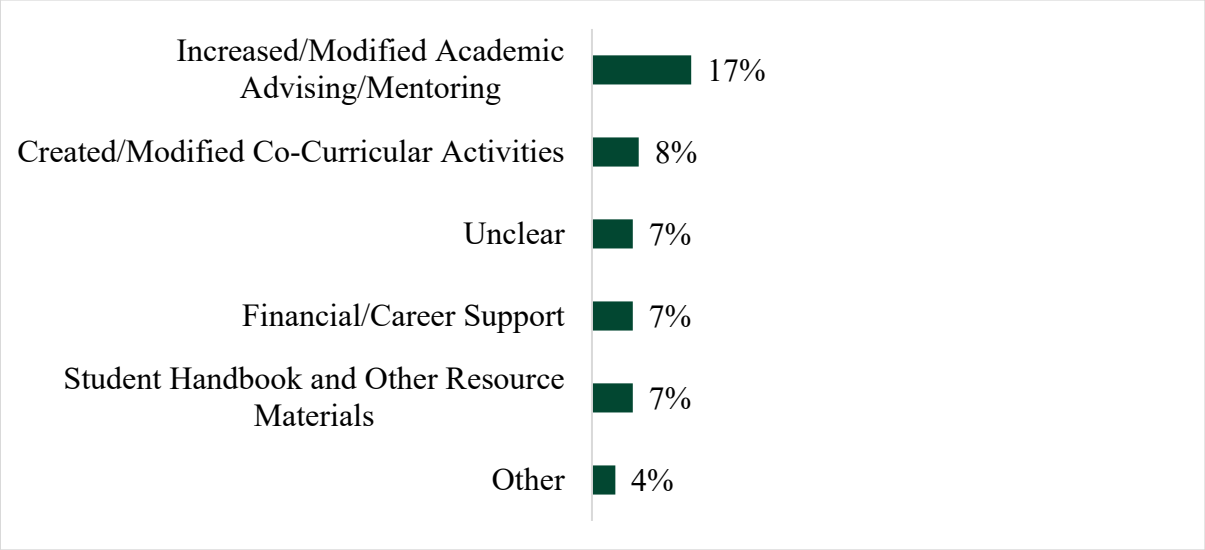



**Table 7: Examples of Common Types of Student Support-Related Use of Results**

| Type | Example |
|---|---|
| Increased/Modified Academic Advising/Mentoring | "***Faculty use [assessment] information as a way to help mentor students*** for better preparation in the field." (Music PhD) |
| Created/Modified Co-Curricular Activities | "To improve students' oral proficiency, non-credit ***free talking sessions were implemented***" (Korean BA) |

## Course Curriculum-Related Use

Among the course curriculum-related use of results, the most common uses were individual course actions (9%), unclear changes (8%), SLO alignment (7%), and creating/modifying assignments (6%) (Figure 6).

**Figure 6. Course Curriculum-Related Use (n = 198)**

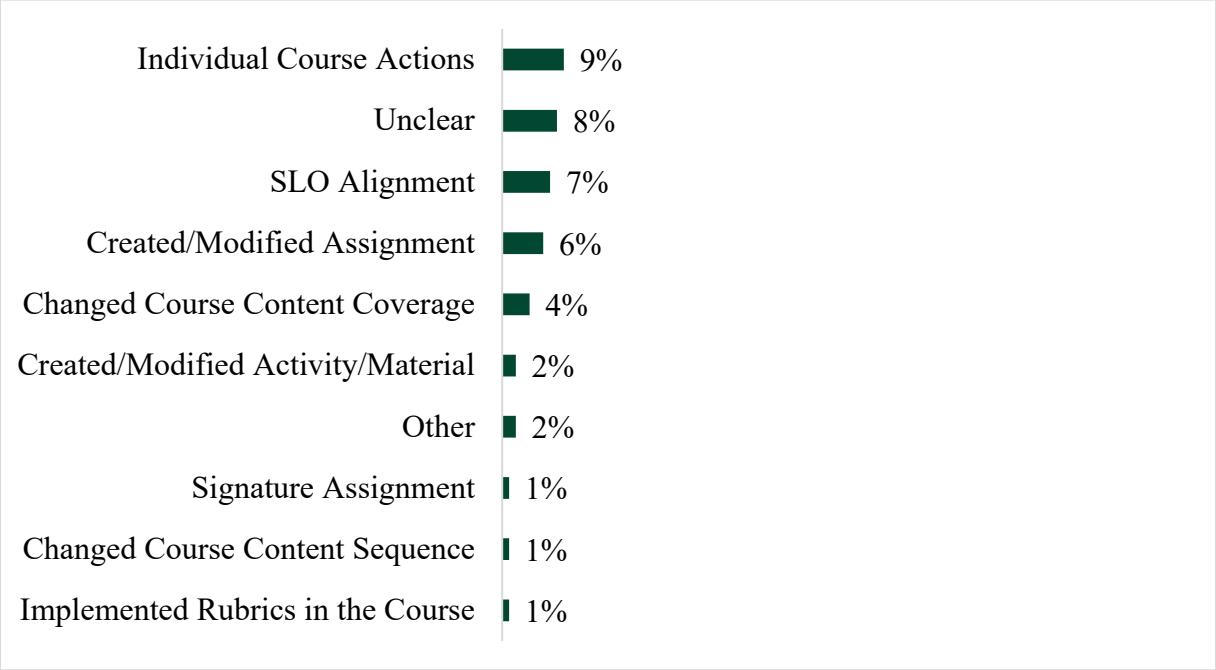



**Table 8: Examples of Common Types of Course Curriculum-Related Use of Results**

| Type | Example |
|---|---|
| Individual Course Actions | "***Course content in 300/300L was revised*** to reinforce topics discussed in 242." (Astrophysics BS) |
| Unclear Changes | "The program also integrates the students' evaluation of courses, instructors, clinical sites, and preceptors, ***to make adjustments to…course delivery method***." (Athletic Training MS) |
| SLO Alignment | "…we are in the process of ***addressing the SLOs in the graduate-level course syllabi***." (Electrical Engineering PhD) |
| Created/Modified Assignment | "for the first SLO, ***the final assignment was revised*** to focus on the pieces that we cared about for the SLO." (Public Administration MPA) |

## Resource-Related Use

Among the resource-related use of results, the most common uses were increasing faculty collaboration within and beyond the program (6%), professional development (6%), acquiring new faculty / faculty time (5%), and teaching duty rearrangement (4%) (Figure 7).

**Figure 7. Resource-Related Use (n = 198)**

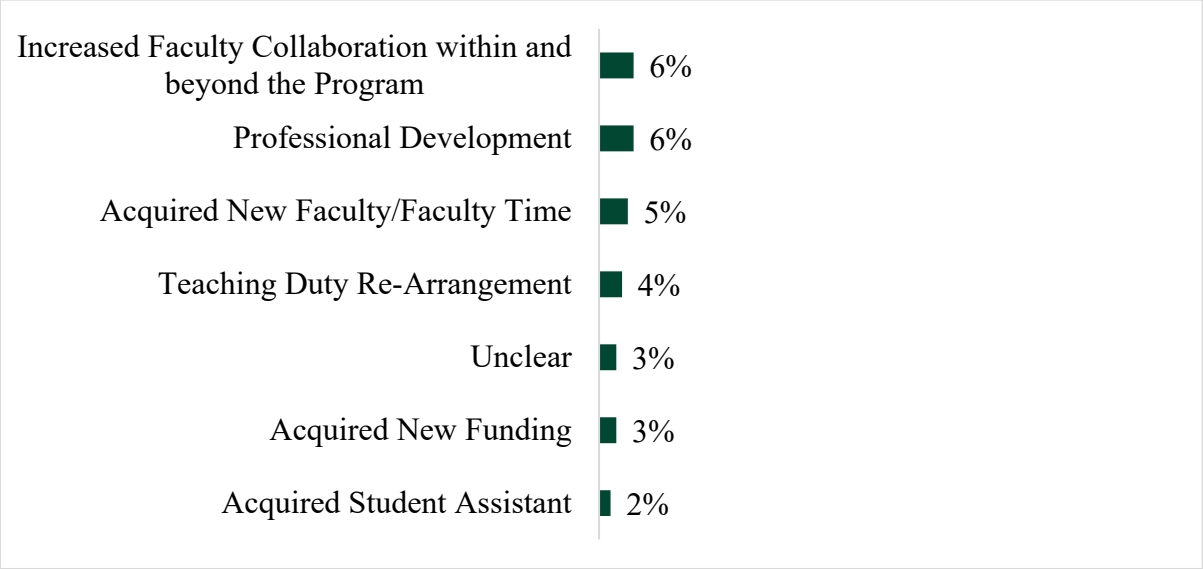



**Table 9: Examples of Common Types of Resource-Related Use of Results**

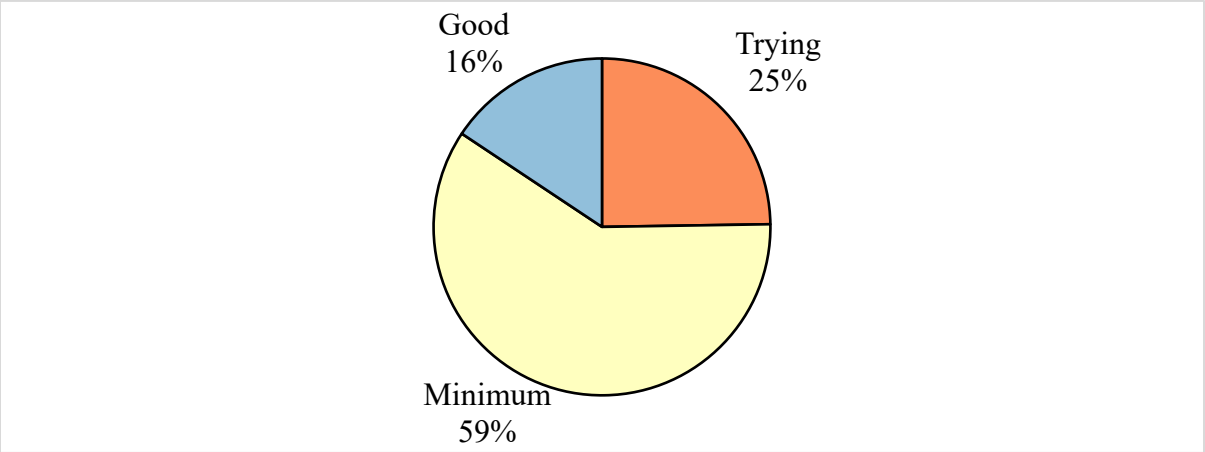
| Type | Example |
|---|---|
| Increased Faculty Collaboration within and beyond the Program | "The Covid 19 pandemic as well as global environmental issues showed that students were interested in how Asia and the Pacific fit into a wider global discourse. These concerns have resulted in ***the creation of an Asia Pacific Environmental issues taught jointly by Asian Studies and Pacific Island Studies***." (Asian Studies BA) |
| Professional Development | "Survey responses were used to ***improve subsequent [new graduate assistant and instructor] orientations***." (English PhD) |
| Acquired New Faculty / Faculty Time | "***Hiring of a new tenure track dance faculty member*** who brings needed discipline expertise to areas where the program has a lack of representation." (Dance Theatre BFA) |
| Teaching Duty Rearrangement | "We hope to change this and enable students to have greater access to faculty by developing an AMST gateway course, ***which faculty will teach on a rotating basis***." (American Studies BA) |

## Level of Use and Level of Faculty Collaboration

### Level of Use

"Level of use" refers to how closely aligned the use-of-results activities were with the student learning achievement results shared in the program report, plus the level of faculty collaboration in use of results. Based on the definitions for each of the four levels of use (Table 2), the primary coder found no programs at the level of "Excellent." 16% of programs had "Good" level of use, 59% were at "Minimum" level, and 25% were at "Trying" level (Figure 8).

**Figure 8. Level of Use (n = 198)**




There are several reasons for these results. First, in order for the level of use code to be confidently and accurately assigned, the description of the use must meet two criteria: 1) the action or planned action is clearly aligned with specific student learning achievement results, and 2) it indicates faculty involvement/collaboration in the planning and/or implementation of the use of assessment results. Many reports were missing one or both of these criteria; therefore, the primary coder could not confidently assign a high level of use of results to such programs. Thus, there was a higher percentage of "Minimum" level of use, in which programs reported having results and reported using results, but the alignment between the results and the use activities was not clear based on the information provided in the reports.

The second reason for there being no "Excellent" level programs is that no program provided "Careful/Clear deliberation and reasoning behind choice of actions," another criterion to classify use activities as "Excellent." Programs did not clearly explain why they chose specific uses of results over others (i.e., why a particular use of the results was the most appropriate compared to other possible uses). In hindsight, this criterion may be too stringent, especially considering that programs were not asked to provide deliberations as a reporting requirement. It is more reasonable to rate a program's use of results as "Excellent" if the program provides reasonings or explanations for the actions taken (e.g., "Students did not demonstrate acceptable levels of

achievement for SLO 2, research methods, so we required students to take two research methods classes.").

**Reanalysis of Level of Use**

Given the considerations mentioned above, the primary coder reanalyzed the reports that fell in the "Good" level of use category and found that 15 out of 31 reports rose above the others. These programs reported specific student learning achievement results (i.e., SLO results), had clear alignment between the student achievement results and their use of results, and provided an explanation of how they used the results. Below are five snapshots of how UHM programs meaningfully used assessment results.

**Best Examples of Use of Results**

1) The **Education PhD** program provided a clear and detailed report of student learning achievement results and the program's analysis and use of these results. The program collected direct evidence of student learning achievement through rubric scoring of research proposals and dissertations. Again, while overall student learning achievement was high across program SLOs, the program committee saw room for improvement with particular SLOs and planned changes for syllabi and coursework in response. For example, rubric scores showed that students could stand to strengthen their skills in framing a research problem within existing theory in the field. The committee discussed how to incorporate more information on theoretical frameworks in a consistent way across core courses in the program. Their findings have also led them to adjust their data collection methods to better track student improvement throughout their time in the program.

2) After a drop in the bar exam passage rate in 2019, all faculty in the **Law JD** program met to discuss the results and ways to improve in the future, both as a full faculty and in specialized committees (e.g., Curriculum Committee). They added a new resource for students: a bar skills intensive prep course designed to be taken over Spring Break. They also added a new three-credit course to their curriculum to assist in bar skills preparations. Further, the faculty made concrete plans to assess the efficacy of these prep courses and to examine the program curriculum to determine and improve bar exam content coverage across the program as a whole.

3) After using rubrics to assess students' key coursework and summative assignments, faculty in the **Learning Design and Technology PhD** program found that students were not as strong as desired when it came to synthesizing information. In response, faculty decided to move the literature review, a major assignment in preparation for students' research proposals and dissertations, from a course situated early in the program course sequence to one later in the sequence. In the original course, they substituted the literature review for a different assignment designed to increase students' synthesizing skills before they need to apply such skills to the literature review. Faculty later saw improvements in this skill when assessing final dissertations.

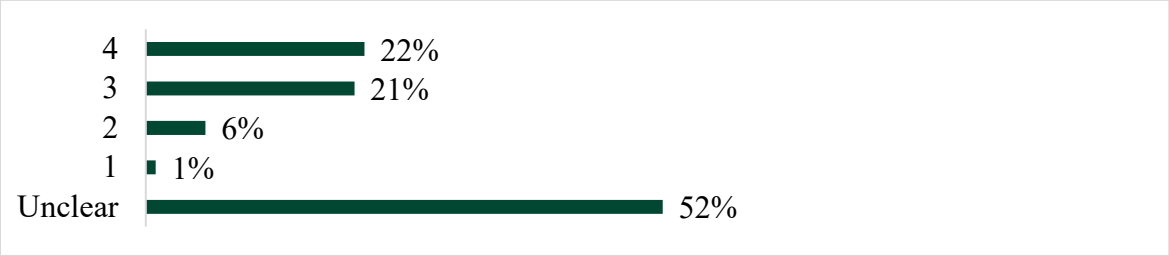
4) The **Women's Studies BA** program used student self-assessment surveys to measure student learning achievement of program SLOs. While overall student learning achievement has been high, program faculty noticed a trend of students' self-assessed strength in understanding the concepts of race and class as they intersect with gender being slightly lower than their understanding of other concepts. They responded to this finding by making changes to course syllabi and teaching materials to cover these concepts more explicitly, noticing a subsequent improvement in student self-assessment in these areas. They made similar changes in order to improve students' understanding of program concepts in an Asia-Pacific context.

5) All faculty in the **Sociology PhD** program met to evaluate student learning achievement at different milestones (e.g., qualifying review, dissertation defense). The faculty helped celebrate student success by highlighting student achievements at the end-of-semester departmental potlucks.

### Level of Faculty Collaboration

Similar to how lack of specific information affected "level of use" coding, the majority of programs (52%) had an "unclear" level of faculty collaboration in use of results (Figure 9), because this information was not explicitly requested or required in the program assessment reports (while faculty involvement in collecting/analyzing data was). Most of the programs that were coded as "Level 3" had a group of faculty, such as a curriculum committee or assessment committee, work on using assessment results. "Level 4" programs most often involved the entire program's/department's faculty in the assessment process, including use of results planning and implementation. Impressively, this means that nearly half of all programs (43%) actively involved multiple or all faculty members in their discussion and use of results.

**Figure 9. Level of Faculty Collaboration (n = 198)**




# Recommendations and Conclusion

## Recommendations to Promote Use of Assessment Results

The purpose of this analysis was to examine how UHM academic degree programs use assessment results to make improvements to the program and student learning environments. Now that we have a fairly comprehensive picture of how these programs use assessment results,

we in turn can use the findings from this analysis to help promote use of assessment results. We plan to communicate our results, showcase excellent programs in using assessment results, and provide customized support to programs needing guidance on using assessment results. Detailed recommendations are as follows:

### Communicating Our Results

Our next step should be to communicate our findings to the campus. A variety of communicative formats can help the campus community become aware of how programs are using assessment results and can inspire programs to improve how they use assessment results. For example, we could transform our findings into an easily digestible infographic or flyer to share to a mailing list or on our website. We can also create a short summary report based on this one. We have already recorded a ten-minute presentation about the methodology and findings of this analysis, and we could create others if needed (e.g., five-minute presentation, presentation focusing only on findings/examples). Lastly, we should consider presenting our analysis at the 2023 Assessment for Curricular Improvement Poster Exhibit, to be organized and hosted by our center.

### Showcasing Excellent Programs

We have included examples of excellent use of assessment results by programs in the 2018-2020 reporting period in our curated list of programs that have used assessment results and in our collection of examples of program assessment in action. We have also organized several workshops featuring graduate programs with excellent use of results, and we have created a Program Assessment Showcase video series. We plan to continue expanding this video series as well as organize future workshops on use of assessment results.

### Providing Customized Support

Our aim is for the above resources to prove useful for academic degree programs as they design and implement their assessment plans. We can provide targeted support for programs at different stages. For example, we can reach out to the programs that fell in the "Minimum" level of use category to help these programs better articulate their use activities to align with specific SLOs. Customized support can also go to programs that have assessment results but need to move to the stage of implementing use of results (i.e., the programs in the "Trying" category).

## Recommendations for Future Analyses of Program Use of Results

This is the second iteration of the ACSC using program assessment reports to analyze programs' use of assessment results. In the first iteration, the coding scheme was developed, and in this iteration, the coding scheme was only slightly modified with inapplicable codes being removed. For future iterations, the primary coder has recommendations for how to improve the coding scheme and thus analysis results.

There are some issues with the definitions and applicability of the codes "level of use" and "level of faculty collaboration." For the former, the primary coder's interpretation of the definition of "excellent level of use" led to no programs receiving this code. However, this may be because the information needed to confidently assign "excellent" level, specifically "careful deliberation of reasons behind choice of actions," is not explicitly required or requested in the program assessment report. Therefore, the code definition and/or the information required in the program report should be modified in the future in order to more accurately assess the level of use.

Furthermore, as it is currently defined, the "level of use" code is only appropriate for programs that provided specific SLO assessment results in their reports. Again, reporting of specific SLO results was not required in the current version of the program reports, which made it difficult to assign "excellent" or "good" level of use in many cases. However, future program reports *will* require specific reporting on SLO assessment results, which will be very useful for subsequent analysis of program use of results.

Like the issues with "level of use" coding, it was very difficult to code "level of faculty collaboration": 52% of programs had "unclear" levels of faculty collaboration. Again, this was mainly because information about faculty involvement in program use of results was not required or specifically requested in program reports. In the current version of the report, there is a question about which people/faculty collected and/or evaluated assessment data, but there is no question about who planned and/or implemented the use of assessment results. Since such information was not regularly provided, it was not possible to assign a code besides "unclear" in many cases. Again, the program report could be amended to require/request this information in the future.

Alternatively, the "level of use" and "level of faculty collaboration" could be reorganized into (a) coding category/ies containing specific binary characteristics of program use of results rather than "levels." For example, there could be a coding category called "excellence in use of results" or "robustness of use of results" with some or all of the following codes:

1. Has specific results for program SLOs.
2. Clear alignment between SLO assessment results and use of results
3. Provided reasoning or explanations for the actions taken
4. Use of results has broad impact on curriculum and/or students
5. The planned use of results has been implemented (rather than pending)
6. A faculty committee or entire program faculty were involved in the use of results

For example, when the primary coder reanalyzed the programs in the "Good" level of use category (n = 31), 15 met the first three criteria above, presenting a higher level of use of results than the rest in the category.

Since faculty engagement is already coded as a separate variable, it may be better to remove it from the coding for level of use. Moving forward, we should collect feedback on criteria for determining the level of use from campus stakeholders, such as the Mānoa Faculty Senate's Committee on Educational Effectiveness.

Additionally, the distinction between the coding categories "program curriculum-related use" and "course curriculum-related use" is often unclear and should be reevaluated, including the consideration of combining these categories.

## Conclusion

It is very encouraging that 83% of all academic degree programs at UHM used assessment results in some way during the 2018-2020 reporting period, which is an increase from the 2015-2018 reporting period during which 77% of programs reported using results (182 of 237 programs). Using assessment results helps to complete the cycle of assessment-for-learning-improvement. This analysis of programs' use of results is helpful both to highlight excellent assessment practices by UHM programs and to find ways that programs can most easily improve their use of results and other assessment procedures.

# Appendix: List of Codes

| Category | Code (Variable) | Description |
|---|---|---|
| | Report ID | Internal ID for 2020 program assessment report |
| | Coder | First name of primary coder |
| | Second Coder | First name of secondary coder |
| | Coding consistency | Used for intercoder agreement check |
| Level of use | Excellent | • Clear alignment between assessment results and actions taken<br>• Careful deliberation of reasons behind choice of actions.<br>• Actions taken seem to have a broader impact on the curriculum and students.<br>• Active faculty engagement |
| | Good | • The actions taken apparently address the assessment results but lack of careful deliberation of the choices of actions.<br>• Some faculty engagement |
| | Minimum | • There are assessment results and there are actions but it is not clear how the actions address the results.<br>• Only 1 faculty is actively involved. |
| | Trying | • Programs have engaged in reflections and discussions of the results but no actions were taken yet. |
| Assessment-related use | Assessment-Related Use | Verbal summary of the coding in Assessment-related use, e.g., Created/Modified SLO, Created/Modified Rubric, Developed assessment plan |

| | | |
|---|---|---|
| Assessment-related use | Assessment-Related Use Code | Count of the number of Assessment-related use variables |
| | Assess_SLO | Created/Modified SLO |
| | Assess_CM | Created/Modified Curriculum Map |
| | Assess_Rubric | Created/Modified Rubric |
| | Assess_Evidence | Identified/Modified sources of evidence |
| | Assess_Data collection | Established/Modified data collection procedure |
| | Assess_Evaluation | Established/Modified data evaluation procedure |
| | Assess_Communication | Improved communication of results |
| | Assess_Unclear | Unclear assessment-related use |
| | Assess_Planning | Developed assessment plan |
| | Assess_Standard benchmark | Discussion about benchmarks |
| | Assess_Tool improve | Created/improved assessment tools other than rubrics (e.g., surveys, tracking sheets) |
| | Assess_General | Report/narrative claims to have used results for assessment-related activities but does not provide specifics |
| | Assess_Other | Other assessment-related use |
| Course curriculum-related use | Course Curriculum-Related Use | Verbal summary of the coding in Course curriculum-related use |
| | Course Curriculum-Related Use Code | Count of the number of Course curriculum-related use variables |

| | | |
|---|---|---|
| Course curriculum-related use | Course_Created/Modified Assignment | Individual faculty member(s) created or modified assignments in individual courses. |
| | Course_Created/Modified Activity/Material | Individual faculty member(s) created or modified course activities and/or materials |
| | Course_Implemented rubrics in the course | Individual faculty member(s) implemented (a) rubric(s) in a course |
| | Course_Changed course content sequence | Individual faculty member(s) changed content sequence in a course |
| | Course_Changed course content coverage | Individual faculty member(s) changed content coverage in a course |
| | Course_unclear | Unclear course curriculum-related use |
| | Course_signature assignment | Developed one or one set of common assignments across different sections of a course |
| | Course_SLO_alignment | Individual instructors aligned their course learning outcomes with the program learning outcomes or institutional learning outcomes |
| | Course_Individual_course_actions | Individual instructors took their own actions to improve the course without specifying what actions were taken |
| Program curriculum-related use | Program Curriculum-Related Use | Verbal summary of the coding in Program curriculum-related use |
| | Program Curriculum-Related Use Code | Count of the number of Program curriculum-related use variables |
| | Program_Created new course | Created a new course or courses |
| | Program_Changed content in multiple courses | Changed content in multiple courses |
| | Program_Add pre-requisite/co-requisite | Added prerequisite/corequisite |
| | Program_Changed graduation requirement | Changed graduation requirement |

| | | |
|---|---|---|
| Program curriculum-related use | Program_Change course sequence | Changed course sequence |
| | Program_Instituted course-taking sequence | Instituted course-taking sequence |
| | Program_Offered more courses | Offered more courses (more sections or more frequency) |
| | Program_unclear changes | Made program-level curricular changes but unclear what the changes are |
| | Program_unclear policy changes | Made program-level policy-related changes but unclear what the changes are |
| | Program_Consistent course delivery | Consistent course delivery (e.g., signature assignment, standardizing content) |
| | Program_Increase course selection flexibility | Allowed students to choose multiple options to fulfill program requirements |
| | Program_Creating/Restructuring entire curriculum | For new programs to establish a new curriculum or for existing programs to substantially restructure their curriculum |
| | Program_Policy_Increased repeat limit | Increased the limit on how many times a student can repeat a course (often the capstone research or internship course) |
| | Program_Course title and description changes | Changed the course titles and catalog descriptions for one or more courses |
| | Program_Add Gen Ed designation | Added Gen Ed designations to multiple courses |
| | Program_Professional Accreditation | Used the assessment results, processes, and action plans to support professional accreditation requirements |
| | Program_Other | Other program curriculum-related use |
| Resource-related use | Resource-Related Use | Verbal summary of the coding in Resource-related use |
| | Resource-Related Use Code | Count of the number of Resource-related use variables |

| | | |
|---|---|---|
| Resource-related use | Resource_Acquired a new lab/facility | Acquired a new lab/facility |
| | Resource_Acquired new material | Acquired new materials and/or technology |
| | Resource_Acquired new funding | Acquired new funding |
| | Resource_Acquired new faculty/faculty time | Acquired new faculty/faculty time |
| | Resource_Acquired student assistant | Acquired student assistant(s) |
| | Resource_Teaching duty re/arrangement | (Re)arranged teaching duties |
| | Resource_unclear | Unclear resource-related use |
| | Resource_Professional development | Professional development for faculty/instructors/TAs |
| | Resource_Increased faculty collaboration within and beyond the program | Increased faculty collaboration within and beyond the program |
| | Resource_Other | Other resource-related use |
| Student support-related use | Student Support-Related Use | Verbal summary of the coding in Student support-related use |
| | Student Support Related-Use Code | Count of the number of Student support - related use variables |
| | Student_Increased/Modified academic advising/mentoring | Increased/modified academic advising and/or mentoring |
| | Student_Created/Modified co-curricular activities | Created/modified cocurricular activities |
| | Student_Student handbook and other resource materials | Created/modified student handbook and/or other resource materials |
| | Student_unclear | Unclear student support-related use |

| | | |
|---|---|---|
| Student support-related use | Student_Financial/Career support | Created/modified financial/career support |
| | Student_Other | Other student support-related use |
| Results indicate no action needed | Results indicate no action needed | Results indicate no action needed |
| Celebration of student success | Celebration | Celebration of student success |
| Level of faculty collaboration in use of results | Unclear | Unclear faculty collaboration |
| | 1 | Use of results involves one faculty only |
| | 2 | One faculty led the planning to use the results with feedback from others |
| | 3 | One faculty coordinated use of results with active participation of multiple faculty members |
| | 4 | Active and full participation from all faculty in the program |