

**Executive Summary of the Divisional Assessment Self-studies: Reflections
on the UHWO 2007-2012 Learning Assessment Cycle**

Prepared by

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In collaboration with

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The academic programs of UHWO have successfully completed a planned 5-year cycle of student learning assessment (from AY 2007-08 through AY 2011-12). These were direct standards based summative assessments that included every UHWO academic division (Education, Business Administration, Humanities, Public Administration and Social Sciences) and evaluated student learning on the UHWO Institutional Learning Outcomes that were developed during AY 2006-07. A campus-wide Assessment Committee composed of one representative from every academic division directed the assessment of one ILO during each year of the cycle. At the start of each academic year the Assessment Committee developed: 1) a timeline for conducting assessments, 2) guidelines for how the assessments were to be carried out, and 3) rubrics for faculty to apply in evaluating student works.

Divisional faculty were instructed to assess one course in each concentration with student learning outcomes aligned with the ILO under evaluation. In practice, some divisions annually assessed one core course with an aligned SLO that was required for all the concentrations under a divisional Bachelor of Arts degree, rather than one course in each concentration under a degree. In total 64 courses delivered by 37 faculty were subject to these assessment exercises (see Tables 1 and 2). The vast majority of the participating faculty held tenure-line positions, with only one adjunct involved in the completed assessments (Table 2). Forty of the courses assessed were in-person sections, while 19 online sections were subject to assessment. Eleven of the assessed courses were lower division, 40 were upper-division, and 15 of the courses were senior capstone sections.

During AY 2012-13, the Assessment Committee directed a planned “year of reflection” to take stock of the assessments completed and prepare for the second UHWO assessment cycle. In preparation for the new assessment cycle the UHWO faculty: 1) completely revised the UHWO ILOs, 2) developed General Education Learning Outcomes, and 3) drafted Assessment Guidelines, 4) conducted an assessment orientation for new faculty, and 5) conducted an all-faculty Assessment Orientation during the Fall 2013 UHWO Professional development Day. In

place of conducting further assessments of learning, the divisions and associated concentrations were asked to conduct self-studies on their completed assessments that focused on the following 5 questions:

1. Could the rubrics developed be applied reliably?
2. Did the Assessments performed identify program strengths and weaknesses?
3. Have identified weaknesses informed program changes?
4. Did the changes implemented improve student learning?

Of the 21 academic concentrations delivered at UHWO only 4 did not participate in the self-study exercise as requested by the Assessment Committee. The following will summarize the major findings of the concentrations that did participate in the campus-wide assessment self-study exercise.

Reliability of Rubric Application

The Assessment Committee instructed divisional faculty to have two faculty members who were not the instructor of an assessed course, independently apply a supplied rubric and then measure their percentage correspondence as a measure of inter-rater reliability. The faculty were further instructed to first calibrate their ratings prior to applying the rubrics independently and measuring inter-rater reliability. Compliance with these directions varied greatly by division and concentration for several reasons. First, UHWO has many of single and two faculty concentrations requiring the recruitment of faculty from outside a discipline to apply the rubric for compliance with the directive. Second, some concentrations were uncomfortable with the imposition of a Social Sciences measurement protocol to entirely qualitative and contextual student work. Third, the labor associated with calibrating rubric ratings was deemed to be too labor intensive. Last, some areas seemed to not clearly understand what was expected. What evolved over the assessment cycle was a practice of concentration faculty discussing their rubric ratings and agreeing on common scores.

Identifying Strengths and Weaknesses

The assessments conducted were very effective in identifying program strengths and weaknesses. Virtually every assessment conducted during the completed cycle was able to discern areas for improving student learning and strengths in student learning. In some cases engaging the assessment process identified problems in the methods by which the assessments were conducted or the language in the rubrics applied. These procedural insights have been valuable in revising assessment protocols for the next assessment cycle.

Informing Program Changes

Our assessment findings have informed a very substantial collection of program changes designed to ameliorate identified weaknesses in student learning. Table 3 summarizes 68 academic changes that were implemented over the course of our first completed assessment cycle. These initiatives range from using rubrics as pedagogical tools, to adding assignments to

program courses, to providing greater feedback to students on assigned work, to being more responsive to the needs of ESL students, to refinements in signature assignments, to developing instructional resources in collaboration with the No'eau Learning Center.

Improvements in Student Learning

While our past assessment cycle led to substantial course and program level changes, the impact of these changes on student learning have not been empirically studied. In reflecting on our completed assessment cycle during AY 2012-13 as planned: the ILOs were changed significantly, new General Education outcomes were developed and the protocols for conducting assessments of learning were completely revised. Unfortunately, these changes will make future assessments of learning difficult to compare with our previous assessment findings. Our new assessment protocols, however, formalize a timely process for the reassessment of courses to identify the impact of any changes informed by learning assessments.

Table 1. The number of courses assessed by each academic division and concentration during each academic year of the completed 5-year assessment cycle.

Concentration	AY 2007-08 (Written)	AY 2008- 09 (Oral)	AY 2009-10 (Quantitative)	AY 2010-11 (G&I Pers.)	AY 2011-12 (Critical Th.)	Total Courses Assessed
Business Administration						
Core courses	1	0	0	1	2	4
Accounting	1	1	1	0	0	3
Finance	0	0	0	0	0	0
General Bus.	1	1	0	0	0	2
Management	0	0	0	0	0	0
Marketing	0	0	0	1	0	1
<i>Division Totals</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>2</i>	<i>2</i>	<i>10</i>
Education						
Elementary Ed.	1	3	1	1	3	9
Humanities						
English	3	2	0	1	1	7
HPST	NA	NA	NA	NA	NA	NA
History	1	2	0	1	1	5
Philosophy	NA	NA	NA	NA	NA	NA
Math & Science (sub-division)	0	0	3	0	0	3
<i>Division Totals</i>	<i>1</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>2</i>	<i>12</i>
Public Administration						
Public Admin.	0	1	0	0	1	2
Health Admin.	0	1	0	1	1	3
DPEM	0	0	0	0	1	1
Justice Admin.	0	1	0	0	1	2
<i>Division Totals</i>	<i>0</i>	<i>3</i>	<i>0</i>	<i>1</i>	<i>4</i>	<i>8</i>

Table 1 continued.

Concentration	AY 2007-08 (Written)	AY 2008- 09 (Oral)	AY 2009-10 (Quantitative)	AY 2010-11 (G&I Pers.)	AY 2011-12 (Critical Th.)	Total Courses Assessed
Social Sciences						
Anthropology	1	1	0	1	1	4
Early Child. Ed.	2	3	0	1	1	7
Econ. & Fin.	0	1	1	0	1	3
Political Sci.	1	1	0	1	1	4
Psychology	1	1	0	1	2	5
Sociology	1	1	0	0	0	2
<i>Division Totals</i>	<i>6</i>	<i>8</i>	<i>1</i>	<i>4</i>	<i>6</i>	<i>25</i>
Total Courses Assessed	11	20	6	10	17	64

Table 2. For each UHWO concentration and division: the number of full-time faculty, the number of full-time and adjunct faculty who volunteered courses for assessment; and the number of in-person, online, lower-division, upper-division and capstone courses assessed.

Concentration	FTE Faculty	FTE Faculty Assessed	Adjunct Assessed	In-person Sections	Online Sections	Lower Division	Upper Division	Senior Capstone
Business Administration								
Core	1	0	1	2	1	0	3	0
Accounting	3	2	0	3	0	0	1	2
Finance	0-1	0	0	0	0	0	0	0
General Bus.	0	0	0	2	0	0	1	1
Management	3	3	0	0	1	0	1	0
Marketing	1	1	0	0	1	0	1	0
<i>Division Totals</i>	<i>8-9*</i>	<i>6</i>	<i>1</i>	<i>7</i>	<i>3</i>	<i>0**</i>	<i>7</i>	<i>3</i>
Education								
Elementary Ed.	5	4	0	8	1	2	7	0
Humanities								
English	5	5	0	7	0	0	7	0
HPST	3	NA	NA	NA	NA	NA	NA	NA
History	3	3	0	4	1	2	3	0
Philosophy	1	NA	NA	NA	NA	NA	NA	NA
Math & Science	4	3	0	3	0	3	0	0
<i>Division Totals</i>	<i>16</i>	<i>6</i>	<i>0</i>	<i>11</i>	<i>1</i>	<i>6</i>	<i>6</i>	<i>0</i>

Table 2 continued

Concentration	FTE Faculty	FTE Faculty Assessed	Adjunct Assessed	In-person Sections	Online Sections	Lower Division	Upper Division	Senior Capstone
Public Administration								
Public Admin.	1	1	0	1	1	0	0	2
Health Admin.	1	2	0	1	1	0	1	1
DPEM	1	1	0	1	1	0	2	0
Justice Admin.	2	2	0	1	1	0	2	0
<i>Division Totals</i>	5	6	0	4	4	0**	5	3
Social Sciences								
Anthropology	2	2	0	4	0	1	0	3
Early Child. Ed.	2	2	0	0	7	0	6	1
Econ. & Fin.	1-2	2	0	3	0	2	0	1
Political Sci.	2	2	0	1	3	0	4	0
Psychology	5	5	0	3	2	0	3	2
Sociology	3	2	0	2	0	0	0	2
<i>Division Totals</i>	15-16*	15	0	13	12	3	13	9
UHWO Totals	51	37	1	40	19	11	40	15

* Due to retirements, resignations and hires, the compliment of full-time faculty in some disciplines varied during the assessment cycle.

** The concentrations of Business and Public Administration have not yet developed lower division curriculums due to low faculty staffing.

Table 3. Summary of the program changes and initiatives informed by the 2007-2012 UHWO assessment cycle.

<i>Division/Concentration</i>	<i>Changes/initiatives Informed by Assessment</i>
Written Communication Assessment	
Business Administration/NA	<ul style="list-style-type: none"> - Improved assignment instructions - Provide examples of good student writing - Provide more detailed feedback specific to clarity on student writings
Education/Elementary Education	<ul style="list-style-type: none"> - Require ENG 200 for all program majors - Monitor the written communication skills of all teacher candidates and refer students with poor skills to the Nouveau Learning Center for tutorial assistance - Require preparation for the Praxis I writing for all candidates who exhibit persistent writing difficulties
Humanities/English	<ul style="list-style-type: none"> - Strengthen documentation skills for students completing written assignments in program courses
Humanities/History	<ul style="list-style-type: none"> - Substantially increased the number of writing-intensive courses offered in the History program

Table 3 continued.

<i>Division/Concentration</i>	<i>Changes/initiatives Informed by Assessment</i>
Written Communication Assessment	
Public Administration/NA	<ul style="list-style-type: none"> - Increased commentary/feedback on student writing assignments - Organized student conferences on writing - Increased the amount of required writing in program courses
Social Sciences/ Anthropology	<ul style="list-style-type: none"> - Reinforced the assignment of different forms of writing in program courses
Social Sciences/Early Childhood Ed.	<ul style="list-style-type: none"> - Increased commentary/feedback on student writing assignments - Organized student conferences on writing
Social Sciences/Political Science	<ul style="list-style-type: none"> - Worked with the campus learning center to make online tutoring software (Elluminate) available - Included writing samples and guidelines for the learning center Social Sciences handbook on writing
Social Sciences/Psychology	<ul style="list-style-type: none"> - Increased the amount of required writing in program courses
Oral Communication Assessment	
Business Administration/NA	<ul style="list-style-type: none"> - Increased faculty sensitivity to the oral needs of ESL students - Develop assessment procedures to ensure evaluation and reporting by scoring dimension to aid in identifying specific weaknesses to target for improvement
Education/Elementary Education	<ul style="list-style-type: none"> - Institutionalize use of the UHWO Oral Communication rubric in program courses - Use assessment data to inform individual teacher candidates - Continue curricular emphasis on oral communication skills throughout the program
Humanities/English	<ul style="list-style-type: none"> - Increase oral assignments throughout the English curriculum - Develop O-Focus courses for the English curriculum - Worked with the administration to develop a speech course (Speech 151) to strengthen the oral communication skills of UHWO students
Humanities/History	<ul style="list-style-type: none"> - Substantially increased the number of Oral-focused course offerings in the History program
Public Administration/NA	<ul style="list-style-type: none"> - Formalized electronic communications as oral expression in the program - Developed streamed oral assignments in program courses - Adopted the oral rubric as an instructional aide in courses with oral assignments
Social Sciences/ Anthropology	<ul style="list-style-type: none"> - Increased faculty sensitivity to the oral needs of ESL students - Added formal oral assignments to required program courses
Social Sciences/ Early Childhood Ed.	<ul style="list-style-type: none"> - Formalized electronic communications as oral expression in the program
Social Sciences/ Political Science	<ul style="list-style-type: none"> - Developed streamed oral assignments in program courses
Social sciences/ Psychology	<ul style="list-style-type: none"> - Adopted the oral rubric as an instructional aide in courses with oral assignments

Table 3 continued.

<i>Division/Concentration</i>	<i>Changes/initiatives Informed by Assessment</i>
Quantitative Literacy	
Education/ Elementary Education	<ul style="list-style-type: none"> - Work to facilitate students mathematical reasoning in Math 112 - Focus more on mathematical problems in which students must define the problem, apply multiple strategies to find a solution, draw conclusions, interpret and check results
Business Administration/NA	<ul style="list-style-type: none"> - Assess and measure courses across all concentrations especially in the core curriculum - More emphasis needed across all dimensions of the scoring rubric - Improved assessment measures to adequately evaluate the full scale for each dimension of the rubric
Global and Indigenous Perspectives Assessment	
Business Administration	<ul style="list-style-type: none"> - Increased program emphasis on Global and Multi-cultural perspectives - Improved measures to better inform on problematic areas
Education/Elementary Education	<ul style="list-style-type: none"> - Continue to assess the same signature assignment (Case Study of a Culturally and Linguistically Diverse Learner) - Incorporate language similar to that in the UHWO Global and Indigenous Perspectives rubric into the rubric used in the EDEE 444 signature assignment rubric - Emphasize globalization within all program methods courses
Humanities/English	<ul style="list-style-type: none"> - Revised the Global and Indigenous Perspectives aligned outcome for the English concentration - Developed courses on indigenous and multi-ethnic literature to strengthen student knowledge related to the Global and Indigenous Perspectives ILO
Public Administration/NA	<ul style="list-style-type: none"> - Increased program curricular emphasis on indigenous and multi cultural content - Adopted the Global and Indigenous Perspectives rubric as an instructional aide in courses with aligned content
Social Sciences/ Anthropology	<ul style="list-style-type: none"> - Increased program curricular emphasis on local-to-global relationships
Social Sciences/ Political Science	<ul style="list-style-type: none"> - Increased program curricular emphasis on indigenous and multi cultural content
Social Sciences/ Psychology	<ul style="list-style-type: none"> - Adopted the Global and Indigenous Perspectives rubric as an instructional aide in courses with aligned content
Critical Thinking Assessment	
Business Administration/NA	<ul style="list-style-type: none"> - Increased emphasis on ethical and logical analysis - Increase the opportunities and feedback to students on ethical and logical analysis problems

Table 3 continued.

<i>Division/Concentration</i>	<i>Changes/initiatives Informed by Assessment</i>
Critical Thinking Assessment	
Education/Elementary Education	<ul style="list-style-type: none"> - Have program students identify, apply and analyze an ethical problem and develop a solution - Integrate the book The Ethics of Teaching into program coursework throughout the curriculum - Analyze the content and delivery of the EDEE 492 course to identify changes and resources needed by students to achieve proficiency on ethics related critical thinking - Integrate/increase technology based assignments into program coursework throughout the curriculum - Integrate/increase problem based activities that require critical thinking and analysis in selected program courses
Humanities/English	<ul style="list-style-type: none"> - Reinforce established program practices that involve literary analysis and which were found to produce high critical thinking performance - Developed and scheduled more ethics intensive courses for the English curriculum
Public Administration	<ul style="list-style-type: none"> - Increased emphasis on the expression of critical thinking in student Senior Practicum writing assignments - Resolved to select courses better aligned with the Critical Thinking outcome in future assessments - Resolved to improve the language of the Professional Studies CLO aligned with critical thinking - Resolved to assess required program courses designed to address critical thinking in future assessments of the outcome
Social Sciences/ Anthropology	<ul style="list-style-type: none"> - Increased emphasis on the expression of critical thinking in student Senior Practicum writing assignments
Social Sciences/ Political Science	<ul style="list-style-type: none"> - Resolved to select courses better aligned with the Critical Thinking outcome in future assessments - Resolved to improve the language of the Political Science CLO aligned with critical thinking
Social Sciences/ Psychology	<ul style="list-style-type: none"> - Resolved to assess required program courses designed to address critical thinking in future assessments of the outcome