

To: William Albritton, Chair, Faculty Senate

From: Jeff Judd and Michael Cawdery Co-Chairs, Assessment Committee

Re: Assessment Committee Annual Report, 2016-2017

Date: May 3, 2017

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This is the Annual Report Summary of the Assessment Committee. The following are the major activities of the 2016-2017 academic year and are presented as:

Report #1: Pending and Approved Motions made by the Assessment Committee(Jeff Judd)

Report #2: Assessment Committee Activities

Report #3: Final Report of AA Degree Program Review, Eval, and Assessment Committee (Eunice Brekke)

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### **Report #1: Pending and Approved Motions made by the Assessment Committee:**

#### **Approved**

1. Motion to Faculty Senate to Accept Proposed Revision to Policy on 300+ Course Level Transfer Credit 10-19-16
2. Motion to Faculty Senate to Accept Proposed Revision to Prior Learning Assessment Manual 2-15-17

#### **Pending**

1. Motion to Faculty Senate to Accept Proposed Revision to Back Language Credit 4-3-17
2. Motion to Faculty Senate to Allow Senate to make direct resource requests in planning budget process 4-3-17

### **Report #2: Assessment Committee Activites:**

1. Division Area Representatives worked with their faculty. As of 4/2017, the overall course assessment is at 86% (target goal is 80%).
2. Chair met and worked with individual Support Area Representatives to create and assess support area outcomes.
3. Assessment Committee worked with Prior Learning Assessment Committee to revise and align PLA Manual with College Catalog, College Website, and UHCC/LCC policies.
4. Assessment Committee hosted 2 help sessions twice a month for 2017 to assist folks with course and support area assessment. The Assessment Committee plans to continue offering these help sessions in 2017-2018.
5. Assessment Committee Chair worked with OPPA to support accreditation evidence and to create a one-stop webpage for OPPA and Assessment Committee. Both groups continued to refine tutorial videos/resources on assessment procedures.

Report #3: Final Report of AA Degree Program Review, Eval, and Assessment Committee (Eunice Brekke)

1. Eunice Brekke completed the final report for assessing 3 general learning outcomes of the AA degree and presented the results to the committee and to the UHCC system. Please see Faculty Senate Assessment Committee website for a copy of the results.
2. As a follow-up, the Assessment Committee attempted to organize a meeting between faculty who submitted evidence for the 3 general learning outcomes, specifically those who addressed critical thinking, but time constraints/lack of interest did not allow the meeting to take place. To address this issue of discussing strategies to improve students' critical thinking, the Assessment Committee will broaden the discussion to the entire faculty and hold a meeting in the fall 2017.

**Report #2: Progress Report of AA Degree Program Review, Evaluation, and Assessment Committee:**

To: Faculty Senate

From: Eunice Leung Brekke, AA Degree Program Review Coordinator

Re: Report

Date: May 4, 2016

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**Background**

In Spring 2013, the Faculty Senate unanimously approved the creation of an AA Degree Program Review Coordinator (Motion 13-06) to:

1. Form and convene regular meetings of an AA program committee composed of broad campus representation that relates to the AA program to discuss, recommend, and facilitate appropriate activities to ensure the AA degree is meeting the needs of our students.
2. Recommend and facilitate appropriate actions to respond to the findings of the "Assessment of the Associate in Arts Degree at Leeward Community College (2005-2010)." <sup>1</sup>

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<sup>1</sup> Last done in 2011 (2005-2010). See [http://intranet.leeward.hawaii.edu/system/files/assessment\\_of\\_the\\_aa\\_degree\\_fall\\_2011\\_final.pdf](http://intranet.leeward.hawaii.edu/system/files/assessment_of_the_aa_degree_fall_2011_final.pdf)

3. In concert with the Dean of Arts & Sciences and the Office of Planning, Policy, and Assessment (OPPA) assist in the development of a systematic process that best assesses the effectiveness of our AA degree.
4. With the Dean of Arts & Sciences and the OPPA, contribute to the writing of the Annual Review of Program Data and the Comprehensive Review and Evaluation Report for the AA degree program that is required by the UHCC system.
5. Provide regular reports, results, and recommendations on the AA Program to the Senate either in person, or through the Senate's Program Review Committee.

Task force members

Jeff Judd, Faculty Senate, Program Review and Assessment Committee, Chair

Susan Wood, Kathryn Fujioka-Imai, Leah Gazan (subcommittee on Written Communication)

Michael Lane and Blanca Polo (subcommittee on Critical Thinking)

James Fujita, Bruce Lindquist, and Luukia Archer (subcommittee on Cultural Diversity)

Guy Nishimoto, OPPA

James Goodman, Dean of Arts and Sciences

Eunice L. Brekke, Chair

Analytical Framework

Comprehensive Review, Evaluation and Assessment of the Associate in Arts (AA) Degree  
Analytical Framework  
Academic Years 2011 to 2015  
Due Fall 2016

Guiding Questions	Methods and Data Sources
1. Who are AA degree students?	Demographics Pre-College Experiences College Readiness (COMPASS) Motivation and College Expectations
2. To what extent does Leeward Community College provide opportunities for students to achieve the general education outcomes?  [Curriculum, co-curriculum, and pedagogy]	a) Curriculum Map <ul style="list-style-type: none"> <li>• Catalog</li> <li>• Survey of the Top 25</li> </ul> b) College experiences and perceptions <ul style="list-style-type: none"> <li>• Student Survey (Indirect Assessment)</li> <li>• Focus Groups and CSSE Survey Results</li> </ul>

Guiding Questions	Methods and Data Sources
<p>3. To what extent does the degree program achieve its general education learning outcomes (GELOS)?</p>	<p>a) Embedded Assessment Data – course level outcomes among the Top 25 courses (Tk20)</p> <p>b) Assessment of GELOs using rubrics designed for program level outcomes with signature (authentic) assignments across a sample of courses that target each outcome - Phase I: Pilot Study on Critical Thinking, Written Communication, and Cultural Diversity</p>

## Status

To what extent does Leeward Community College provide opportunities for students to achieve the general education outcomes?

1. Survey of the degree's Top 25 most enrolled courses completed (November 2014)
2. First Survey of Graduates completed (May 2014)

To what extent does the degree program achieve its general education learning outcomes (GELOS)?

1. Course level assessment is ongoing and all Top 25 course data will be uploaded into Tk20 (with some support)
2. Phase I: Pilot Study on Critical Thinking, Written Communication, and Cultural Diversity

Spring 2014

- Task force convened with input of the four division chairs of the AA degree
- Members were organized into the three respective GELOs (i.e., subcommittees)
- Each committed created proposed modifications to the outcome for clarity
- Developed definitions of each area (e.g., written communication, critical thinking, cultural diversity)
- Created rubrics to measure the outcome

Fall 2014

The task force began the process of norming, or testing for inter-rater reliability using the rubric to assess student work across disciplines.

- The written communication outcome, definition, and rubric passed the review of the task force
- The critical thinking outcome, definition, and rubric was slightly revised

Spring 2015

- The cultural diversity outcome, definition, and rubric was extensively normed with a wide variety of student work from disciplines in History, Hawaiian Studies, Sociology, and Art
- The AA Coordinator along with Lexer Chou, Student Life Coordinator, and three members of Student Government (Trong Dang, Christina Kaleiwahea, Rhonda Craig) conducted group interviews of graduates. The three groups represent both traditional and nontraditional students on both campuses. This qualitative piece supplemented last year's survey of graduates with an emphasis on student perceptions of what they learned (e.g., indirect assessment) and why or why not.

Fall 2015

- The cultural diversity outcome, definition, and rubric were revised and normed with a wide variety of student work from disciplines in History, Hawaiian Studies, Sociology, and Art.
- With the support of the Foundations and Writing Intensive boards, a sampling strategy was developed to conduct the pilot study.
- Inquiries to all Fall 2015 writing intensive course instructors were sent asking for participation in the assessment of the AA degree in the areas of written communication, critical thinking, and cultural diversity. A total of 177 student artifacts (papers) were collected representing 13 courses and all four AA degree divisions. A draft report was presented to Faculty Senate on 10/14/2015.

Spring 2016

- With the support of OPPA and the Assessment Coordinator, student artifacts and rubrics have been created in Tk20 and the training was provided to the task force.
- All three rubrics (written communication, critical thinking, cultural diversity) were normed once more among all participating task force members. Minor revisions were made to the critical thinking rubric.
- As of this writing, the task force has scored the majority of the data collected.

