

# **HAWAI‘I COMMUNITY COLLEGE UNIT ANNUAL REVIEW REPORT**

## **Institutional Assessment Office**

**November 16, 2015**

**Review Period  
July 1, 2014 to June 30, 2015**

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*Program/Unit Review at Hawai‘i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College’s budget process. This ongoing systematic assessment process supports achievement of Program/Unit Outcomes. Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability. Please see <http://hawaii.hawaii.edu/program-unit-review/>*

## **Unit Description**

**Please provide a brief description of your Unit. Include your Unit Mission statement.**

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### **INSTITUTIONAL ASSESSMENT OFFICE**

#### **Unit Description**

Assessment is the process of gathering and analyzing information about student learning and services for the purposes of evaluating and improving the learning environment. Hawai'i Community College engages in systematic assessment of learning outcomes at the institutional, program, and course levels and of services/support outcomes at the unit level to ensure continuous quality improvement and to create increased opportunities for student learning and success.

The Institutional Assessment Office (IAO) provides coordination, training, and consultation for instructional programs and services/support units to facilitate assessment activities. The Office's Institutional Assessment Coordinator (IAC) provides professional development opportunities through the creation and dissemination of assessment resources and the organization of assessment-based professional development training sessions and workshops. Consultations with individuals, programs, departments, and units are offered to provide assistance with and coordination of the College's assessment practices. The IAC is charged with designing and implementing a comprehensive program of institution-wide assessment to enhance academic decision making and promote continuous quality improvement of programs and services, and to assist the College in meeting standards of accreditation.

#### **IAO Unit Mission**

The Institutional Assessment Office organizes Hawai'i Community College assessment to sustain continuous improvement for instructional activities and support services.

#### **IAO Unit Outcomes**

The Institutional Assessment Office --

- Provides coordination, training, and support to develop, align, and assess institutional,

program, course, and unit outcomes;

- Maintains and publishes assessment documentation and reports;
- Collaborates with administrators, divisions/departments/units leadership and faculty/staff to provide assessment activities that foster continuous improvement.

## **Part I. Review of Unit Data**

**If ARPD data is submitted for your Unit, go to the Annual Reports for Program Data (ARPD) website linked below and review the data for your Unit.**

<http://www.hawaii.edu/offices/cc/arpd/>

ARPD data is not collected or reported by the UH System for this Office.

## **Part II. Analysis of the Unit**

**Provide a detailed analysis of the Unit during the review period. If ARPD data is available for your Unit, base this part on the ARPD data from Part 1 and analyze the Unit in terms of Demand, Efficiency, and Effectiveness, and include analysis of any Perkin's Core Indicator(s) for which the Unit's goal was not met. All Units should include and analyze significant Unit actions or changes (e.g., changes to the Unit's services or numbers served, gain/loss of positions, etc.). Also discuss results of prior year's action plan and include any trends or other factors (internal/external) affecting the Unit. Describe and analyze other significant information not included elsewhere.**

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### **Personnel Changes, FY15**

The Institutional Assessment Office has been identified as a separate office under the Academic Support Unit since FY13. During FY15, the Office experienced significant personnel changes. The instructional faculty member who had served as Institutional Assessment Coordinator in FY13 and FY14 left the College at the beginning of FY15. His successor, also originally an instructional faculty member, was appointed to the Office at the beginning of the fall 2014 semester, but she served actively only during the first months of that term.

Given the College's strong commitment to its assessment and review processes, and in light of the challenges presented by this rapid turnover in IAO personnel, the College Council and the

College-wide Assessment Committee took the operational lead in rethinking, redefining, and expanding the job description of the Institutional Assessment Coordinator and Office. Subsequent to the development and approval of a revised IAC position description, a rigorous search process was conducted by a selection committee composed of members from all sectors of the College community, including instructional and non-instructional faculty, staff, and administrators. After a comprehensive applicant selection and review process, a new IAC from outside the College was appointed to the position at the assistant professor rank just a few days before the end of the 2014-15 year.

As the IAO is staffed solely by the Institutional Assessment Coordinator, this series of events left the Office without any personnel for the majority of FY15.

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#### **IAO Activities, FY15**

This personnel situation significantly affected some, but not all, of the College's assessment efforts. For example, during the early part of the fall 2014 term the active IAC conducted various assessment activities, coordinated two college-wide assessment events, produced a major report in support of the College's accreditation effort, and provided guidance on assessment to programs and units. In addition, during the few months that she served in fall 2014, the IAC chaired and convened the College-wide Assessment Committee, and developed and distributed a number of assessment resources to the College community. These included guidelines for unit, program, and course learning outcomes, and revised Assessment Plan, Results, and Closing the Loop report templates for programs and units.

The two Kauhale-wide events the IAC coordinated and convened included the August 2014 Institutional Learning Outcome (ILO) Assessment Summit, during which the annual review and verification of outcome alignments was conducted, and an E 'Imi Pono Development Day Assessment Resource Fair and Open House, through which Instructional programs and services/support units on both the East and West Hawai'i campuses were provided opportunities to share focused dialogue about outcomes, assessment, data collection and

analysis, and action planning for instructional improvements to enhance student success. The College-wide Assessment Committee assisted in coordinating these two events as part of its mission to provide on-going support for assessment implementation at the institutional, course, program, and unit levels.

After this IAC's mid-semester departure and throughout the rest of FY15 during which the College did not have an active faculty member in the position, various Administrators and members of the College Council and College-wide Assessment Committee stepped up to help ensure that the Kauhale's assessment efforts stayed on track. For example, in prior years, the IAC would have been expected to provide direct assistance to instructional programs and services/support units for on-going reviews of course, program, and unit outcomes, assessment plans, and analyses of assessment results. During the long-term absence of an IAC, College administrators, chairs, and unit managers worked with their faculty and staff on outcomes-based assessment planning and implementation.

As well, leaders of the College Council and College-wide Assessment Committee played significant roles in the College being able to continue implementing its full cycles of assessment. Importantly, key members of the Council and Committee, as noted above, took the lead in developing the revised position description for the Institutional Assessment Coordinator during fall 2014, and in the search for and selection of a new IAC in spring and summer 2015.

### **IAO-sponsored Assessment Events, FY15**

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The College has long focused on providing ongoing professional development to ensure continuous meaningful discussion about assessment's role in improving instruction, student learning, and services and support, and the fostering of continuous, regular assessment cycles. As a part of this effort, the College dedicates institutionalized time to its assessment efforts through the annual Assessment Summits and E 'Imi Pono Development Day assessment events, both scheduled every fall. The annual Assessment Summits provide faculty and staff designated time for focused collaborative dialogue about the College's Institutional Learning

Outcomes (ILOs) and assessments at the program and unit levels, while the E ‘Imi Pono Day activities are dedicated to the review and update of assessment procedures, strategies, materials, and analyses of course and unit assessment results for instructional and support services improvement.

The annual **2014 ILO Assessment Summit** was held just prior to the start of the fall term on August 22<sup>nd</sup>. This event, coordinated by the IAC and Assessment Committee, was attended by 143 faculty, lecturers, staff, and administrators from both the West and East Hawai‘i campuses. The IAC began the day’s activities with an overview of the College’s planned AY2014-15 assessment efforts to demonstrate accountability of the quality of student learning.

One major Summit activity brought together all facets of the College’s workforce to take stock of outcomes-based assessments implemented at the program, course, and unit levels and to align those assessment efforts with the College’s Institutional Learning Outcomes. Additionally, services/support units and instructional programs met separately to share best practices and review how they had “Closed the Loop” with analyses of assessment results and implementation of action plans for improvements in student learning and success.

Analyses of the Summit’s collected data and information about program and course learning outcomes’ alignments to the ILOs, and summaries of the community’s dialogue about the ILOs and assessment, were reported to the College Council on September 12<sup>th</sup> in the *2014 ILO Assessment Report*, which was prepared by the IAC.

One week later, on September 19<sup>th</sup>, she coordinated and convened an **Assessment Resource Fair and Open House** for E ‘Imi Pono Development Day. This event was open to faculty, lecturers, and staff from both programs and units, and provided assistance on setting up an assessment schedules, creating a simple, but effective assessment plan, and using the College’s two primary database platforms, Curriculum Central and PATH. Concurrent sessions were held on the Hilo and Pālanui campuses for this event with a total of forty members of the Kauhale participating.



*E 'Imi Pono Development Day  
Assessment Resource Fair  
Sept. 19, 2015*

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### **IAO Action Plan, FY15**

Among the IAC's last actions prior to her departure from the College was submission on October 23, 2014, to the College Council and Chancellor of a report entitled *Recommendations for Assessment at Hawai'i Community College*, which included recommendations for action items related to review and assessment of the College's General Education, Course, and Unit outcomes, and a suggestion to change the course assessment cycle to three years instead of the current five-year cycle to match the program Comprehensive Review cycle.

Unfortunately, due to this IAC's early departure from the position, none of these action items were implemented during the remainder of AY15. As well, almost all of the action items initially planned for FY15 as reported in the Office's first Unit Annual Review, November 27, 2013, which was written by the previous IAC, also remained un-implemented during AY15. These action items included the design and implementation of an assessment orientation and training curriculum for new faculty and staff, and the provision of regular assessment-procedures updates to all faculty and staff.

### **Part III. Action Plan**

**Describe in detail the Unit's overall action plan for the current/next academic year. Discuss how these actions support the College's Mission. Include specific action plans to address any barriers or challenges that affect the Unit's efficiency, effectiveness, and operational performance.**

#### **FY16 Action Plan**

The action plan below was presented to Kauhale at the ILO and IUO Assessment Summits, Aug 20<sup>th</sup> and Oct 2<sup>nd</sup> respectively.

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#### **Where We're Going: Assessment Action Plan for 2015-16**

- 1) Clean up our Tools
  - a. Review our CLOs, PLOs, ILOs Kauhale-wide.
  - b. Collaboratively develop processes and procedure for review modification of outcomes at each level.
  - c. Collaboratively develop institutional service unit outcomes - IUOs.
- 2) Fill in our document trough
  - a. Continue developing PATH-CARS data-collection and reporting system as a user-friendly and integrated system for assessment data management.
  - b. Support and coordinate getting all missing AY14-15 assessment documents docs filed on PATH-CARS.
  - c. Support and coordinate getting all AY15-16 assessment documents are filed on PATH-CARS.
  - d. Work to make sure our assessment data & documentation are accessible, searchable, sustainable, and manageable.
- 3) Analyses and Action Plans – Closing the Loop
  - a. Collaboratively develop good analytical methods/strategies to make sense of our assessment data.
  - b. Collaboratively build good action plans to use that data to guide instructional change and “Close the Loops” by assessing how well we’ve improved student learning.

In addition, the IAO FY16 action plan includes the following action items:

- Develop more effective assessment and program/unit review training modules and provide a realistic schedule of on-going trainings and consultations to programs and units kauhale-wide.
- Continue to coordinate and support faculty and staff in their assessment planning and



reporting, and for program and unit annual and comprehensive reviews.

- Provide operational support and coordination for strategic planning through college effectiveness review.
- Assist the College in meeting standards of accreditation for assessment.
- Provide operational support and coordination for review and revision of the assessment policy, HawCC 5.202 [Assessment Policy](#), and review and revision of the policies guiding program/unit annual review and comprehensive review, HawCC 5.250 [Course Review Policy and Procedure](#).
- Provide operational and strategic support to the College Council and the Kauhale for review and modification of the ILOs, Mission, and Vision.
- Provide operational and strategic leadership in the development of Institutional Unit Outcomes, IUOs, and procedures for their regular review and modification.
- In consultation with Administration, continue to provide leadership and strategic planning related to the development of the PATH-CARS data-collection and reporting system/platform and/or a vendor-product Assessment Management System.

#### Part IV. Resource Implications

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**Please provide a brief statement about any implications of current operating resources for the Program.**

**Budget asks are included in the 3-year Comprehensive Review, except for the following that may be included here: health and safety needs, emergency needs, and/or necessary needs to become compliant with Federal/State laws/regulations. Describe the needed item(s) in detail, including cost(s) and timeline(s). Explain how the item(s) aligns with one or more of the Strategic Initiatives of the Hawai'i Community College 2015-2021 Strategic Plan. Identify and discuss how the item(s) aligns with the Initiative's Goal, Action Strategy, and Tactic.**

[HAWCC Strategic Plan](#)

The Institutional Assessment Office has sufficient general operating resources at this time. In the Office's next Comprehensive Review, due November 2016, the Coordinator intends to submit a personnel budget-ask for one APT staff position to assist with the duties of the Office.

## **Part V. Comprehensive Review Information**

**Please provide a short summary regarding the last comprehensive review for this Unit. Discuss any significant changes to the Unit since the last comprehensive review that are not discussed elsewhere.**

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Although formal institutional assessment of student outcomes and program and unit review have been on-going at the College for well over a decade, the IAO as a separate Office in the Academic Support Unit is a relatively new organizational feature of the College. The Office filed its first Unit Annual Review on November 27, 2013 for the period July 1, 2012 to June 30, 2013 ([ASU - Institutional Assessment](#)). Due to the IAO personnel challenges experienced by the College during the latter part of AY15, no unit Annual Review report was submitted for the period July 1, 2013 to June 30, 2014. The Office's first Comprehensive Review is scheduled to be filed in November 2016 for the period July 1, 2013 to June 30, 2016.

**Required for ARPD Web Submission: Provide the URL to the specific location of this Unit's last Comprehensive Review on the HawCC Program/Unit Review website (see link on page 1):**

N/A

## **Part VI. Unit Outcomes**

**For all parts of this section, please provide information based on the Unit Outcomes assessed in AY 2014-15.**

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### **A) Assessment Strategy/Instruments**

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**Provide a description of the Unit's assessment strategy, including the type of work or activities assessed; type of assessment rubrics developed/adopted and used; how and when the assessment was conducted; and how the assessment was analyzed.**

No assessment activities to assess the IAO Unit Outcomes were conducted during AY15.

## **B) Expected Level of Achievement**

For each assessment conducted during the review year, describe the rubric(s) standards and the benchmark goal(s) for successful achievement of the Unit's Outcomes (e.g., "85% of work orders will have been filled within the original estimated completion time" or "90% of students will report satisfaction with Unit services"). Discuss why this achievement level is expected and how it compares to appropriate service industry standards.

No assessment activities to assess the IAO Unit Outcomes were conducted during AY15.

## **C) Results of Unit Assessment**

Provide a detailed description of the assessment(s) results. Discuss how these results collectively demonstrate achievement of the Unit's Outcomes and support of the College's Mission. Describe how the Unit's assessment results have guided the implementation of changes to improve the Unit's function(s), service(s), delivery, and/or organizational structure during the review period. If no change has been implemented for improvement based on assessment results, discuss any barriers or challenges that have hindered implementing improvements.

No assessment activities to assess the IAO Unit Outcomes were conducted during AY15.

Nevertheless, evaluation surveys were distributed to participants after the August 22<sup>nd</sup> ILO Assessment Summit and the E 'Imi Pono Day Assessment Resource Day and Fair. The data results of those surveys were reported in the *Hawai'i Community College ILO Assessment Summit Report*, submitted to the College Council Oct 23, 2014, and in the E 'Imi Pono Day Results Report (copy available in IAO files). Selected results of these two event evaluation surveys are presented below, as they provide a snapshot of the effectiveness of the IAO's activities during the early part of the fall 2014 term.

### **ILO Assessment Summit, Aug 22, 2014: Evaluation Responses**

An electronic survey was sent out immediately after the event to collect feedback from participants.

- 31%, or 45 of the 143 Summit participants, responded to the survey.
- 89% of respondents reported that their program or unit had a productive dialogue on

assessment during the event.

- 71% of respondents found the sessions in which they met in departmental or unit-specific groups to be the most helpful.

*The top three requests for further training are as follows:*

Another pre-semester Assessment Summit	32
Invite the assessment coordinator to our unit/program/department meeting for assistance	19
Training workshops on "Assessment 101"	15

*Selected Survey Questions:*

*1. Do you believe that your unit/program/department had a productive dialogue on assessment?*

Yes	No	Other	Total	Percent "Yes"
40	2	3	45	89%

Selected comments:

- It was good to sit down and just focus on this without the everyday distractions of the office.
- nice to have quiet time with no interruptions
- I think that we had a very active and productive dialog. I think that we identified some important areas where we can improve and made some good action plans in order to accomplish our goals.

*3. Which activity was the most useful for you?*

Session 1	Session 2	Both	No response	Total
32	6	4	3	45

Selected comments:

- I appreciated the support received

- Our unit lacked direction. The process was started and direction was provided.
- When we went back to the bigger group to listen to the programs that were the demonstration programs, I was able to get a bigger picture of how as a group we could support each other to attain the bigger picture, like the word "Kakou" if we want to achieve being an accredited college, we have to work "KAKOU" all together, everyone.

#### *7. How could we have made this day more effective?*

Selected comments:

- Have admin demonstrate how they are involved in assessment of their unit; have admin discuss how they support faculty who want to improvements based on assessment data;
- Invite successful assessors to our College in the different areas.
- Have assessment specialists ready to assist in the second half to kick start the assessment process.
- Provide agenda more in advance so folks know how to prepare. I know you folks only had a week to prepare so was not feasible this time around but maybe going forward.
- Only require programs that do not have current assessment plans

#### *8. Is there anything else you would like to tell us?*

Selected comments:

- I like that we were given deliverables...felt accomplished.
- This was a very helpful event, and I appreciate that the information presented was clear and visionary. Sometimes we have a hard time connecting the dots between assessment, ILOs, SLOs, UOs, annual goals, and the missions of our college and our departments. We now better understand that we don't need to make all our UOs fit the ILOs, because if the Unit Mission aligns with the College's mission, and our UOs align with our mission, then we are inherently helping the college meet its mission by pursuing our UOs.
- My coordinator did a very good job with a diverse group she did not know.

9. Do you believe that this Assessment Summit helped your unit or program get a good start on assessment for this academic year?

Yes	No	Other	Total	Percent "Yes"
39	2	3	45	87%

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**E 'Imi Pono Development Day, Assessment Resource Fair and Open House, September 19<sup>th</sup>:**  
**Evaluation Responses**

A total of forty participants from both the Hilo and West Hawai'i campuses responded to questionnaires distributed after the Assessment Resource Fair. When asked if the event had met its goals of identifying campus activities that support ILO achievement, and of building cohesiveness and a spirit of kauhale through identifying common goals and shared responsibilities, 72 % of Pāalamanui-based respondents reported that it had. Hilo-based participants indicated their support for the event as noted in this table:

Item	Percent Strongly Agree or Agree
I feel I gained information and skills that could help improve my effectiveness at Hawai'i CC.	<b>73%</b>
The presenters were effective.	<b>86%</b>
Overall, I feel this session was valuable and informative.	<b>91%</b>

#### **D) Other Comments**

**Include any additional information that will help clarify the assessment results. Include comparisons to any applicable College or Unit standards, or to any national standards from industry, professional organizations, or accrediting associations. Include, if relevant, a summary of student survey results, graduate-leaver survey, special studies, or other assessment instruments used.**

N/A

#### **E) Next Steps**

**Based on the Unit's overall AY 2014-15 assessment results, describe the Unit's intended next steps to improve services in support of the College's Mission of promoting student learning. Discuss plans the Unit has developed for continuous improvement based on assessment results.**

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#### **FY16 IAO Strategy for Unit assessment**

- Revise Unit Mission to reflect breadth of IAO and IAC responsibilities regarding strategic and operational oversight and leadership of academic and administrative assessment, program and unit review, and institutional data-reporting activities.
- Revise Unit Outcomes to reflect breadth of IAO and IAC responsibilities, and to allow the Office to capture appropriate data about the IAC's provision of services as well as the satisfaction and "client impact" on those members of the College Kauhale who are served by or who participate in workshops, trainings, consultations, and events coordinated and offered by the IAC.
- Revise evaluation surveys to support assessment of revised Unit Outcomes, including:
  - develop evaluation instruments for all workshops, trainings, consultations, and events coordinated and offered by the IAC to faculty and staff;
  - implement by distributing new instruments to Kauhale participants to collect both formative and summative FY data;
  - analyze results and develop action plan to improve IAC's delivery of services going forward.