HAWAI'I COMMUNITY COLLEGE
UNIT ANNUAL REVIEW REPORT

Institutional Assessment Office

Date: April 11, 2017

Review Period
July 1, 2015 to June 30, 2016

Initiator: Joni Onishi
Writer: Reshela DuPuis

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 and Institutional 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/files/program-unit-review/

Please remember that this review should be written in a professional manner. Mahalo.

UNIT DESCRIPTION

Describe the Unit	
Provide the short description as listed in the current catalog.	**Assessment** Assessment is the process of gathering and analyzing information about student learning and services for the purposes of evaluating and improving the learning environment. Hawaiʻi 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.
Provide and discuss the unit's mission (or goals and objectives if no unit mission statement is available).	**IAO Unit Mission** *The Institutional Assessment Office organizes Hawaiʻi Community College assessment to sustain continuous improvement for instructional activities and support services.* The Institutional Assessment Office (IAO), through its unit manager, the Institutional Assessment Coordinator (IAC), provides coordination, training, and consultation for instructional programs and service/support units to facilitate assessment activities, as well as support for program and unit annual and comprehensive reviews, and strategic and operational leadership in support of institutional effectiveness leading to the renewal of accreditation. The IAC is charged with coordinating and facilitating a comprehensive program of institution-wide assessment and review in accordance with institutional policies to enhance academic decision making and promote continuous quality improvement of programs and services, and to assist the College in meeting standards of accreditation. To this end, the IAC develops and disseminates assessment resources, and provides multi-level professional development opportunities including assessment and program/unit review trainings and workshops. Consultations with individuals, instructional programs and departments/divisions, and non-instructional units are offered throughout the year to provide assistance with and coordination of the College's assessment and review requirements and practices. The IAC also chairs and convenes the **Assessment Committee**, a standing committee of the College Council. The Assessment Committee's **Mission Statement** is:

	The Hawai'i Community College Assessment Committee is dedicated to providing leadership to ensure that the College achieves its mission by sponsoring assessment activities, encouraging meaningful assessment practices and experiences, and promulgating discovery based on results of the assessment process.

Comprehensive Review information

Provide the year and URL for the location of this unit's last Comprehensive Review on the HawCC Program/Unit Review website: http://hawaii.hawaii.edu/files/program-unit-review/	
Year	N/A
URL	N/A
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 in this review.	The unit's first Comprehensive Review is being submitted this year for the AY14-16 review period. In prior review periods, the unit's data was reported as part of the Academic Support Unit report.

QUANTITATIVE INDICATORS
ARPD Data
<mark>**IF ARPD data is available for the unit, please attach a copy of the ARPD data and submit with the Unit Review document.**</mark>
<mark>**If no ARPD data is available for the unit, please provide and discuss relevant and/or comparable data as available from the unit's records.**</mark>

  a) **If you will be submitting the Unit Review document in hard copy, print and staple a copy of the ARPD data tables, if available, or other unit data as applicable, to the submission; the icon to print the ARPD data tables is on the upper right side, just above the data tables.**
     OR
  b) **If you will be submitting the Unit Review document in digital form, attach a PDF copy of the ARPD data tables, if available, or other unit data as applicable, along with the digital submission; the icon to download the ARPD data tables as a PDF is in the upper right side, just above the data tables.**

Unit ARPD data, if available, can be found on the ARPD website:
http://www.hawaii.edu/offices/cc/arpd/

ANALYSIS OF THE UNIT'S DATA

Describe, discuss, analyze, and provide context for the unit's data.	

Discuss, analyze, and provide context for the unit's ARPD health scores in the Demand, Efficiency, Effectiveness, and Overall Health categories as applicable.	The UH System does not collect or provide ARPD data for the unit. However, the unit collects data on the IAC's provision of services to the College and accomplishment of operational tasks.
	
	DEMAND: The unit considers its Demand indicators to be the level of faculty/staff participation in its offerings of professional development opportunities, and faculty/staff requests for course, program, curriculum, service-unit and other support.
	
	Professional Development
	In AY15-16, the unit's IAC provided **291.95 hours** of professional development workshops, trainings, consultations, and events to 730 participants (duplicated count), representing approximately 65% of the College's instructional and non-instructional faculty and approximately 30% of non-instructional-non-clerical staff.
	
	• Conducted **22** small and large group assessment trainings and workshops in Division/Department-Unit-Program-Course meetings.
	• Conducted **119** individual and small group assessment consulting sessions.
	• Planned, organized, and led **3** large Kauhale-wide assessment activities, including:
	    ▪ 2015 ILO Assessment Summit (Instructional).
	    ▪ 2015 *E ʻImi Pono* Day, ILO Summit Follow-up Discussion Session.
	    ▪ 2015 ILO Assessment Summit (Non-Instructional).
	• Conducted **29** small and large group trainings and workshops on program/unit annual and comprehensive review.
	• Conducted **17** individual and small group consulting sessions on program/unit annual and comprehensive review.

Curriculum and Services Support

The IAC facilitated, supported, and provided technical assistance to faculty and staff for the development and assessment of learning and service outcomes at the course, program, unit, and institutional levels, including co-chairing the year-long effort of the College Council Task group on Mission-Vision-ILO review and revision.

- Assisted faculty and staff with outcomes-based assessment planning, data collection, data analysis, and planning for improvement and re-assessment for **215** Courses and **16** Units.
- Assisted faculty and staff with preparation, review, and submission of assessment reports for **96** courses/units.
- Assisted faculty and staff with preparation, review, and submission of voluntary PLO assessment reports for **2** programs.
- Reviewed, standardized formatting, and posted **496** assessment reports to the website archive, including **131** back-logged reports from AY12-13, AY3-14, and AY14-15, and **165** reports from AY15-16 (includes plans, results reports, and closing the loop reports, all of which are filed separately).
- Assisted faculty with preparation of **145** curriculum modification proposals.
- Assisted faculty and staff with **2** Unit Outcomes (UO) modification proposals.
- Assisted faculty and staff with **4** Program Learning Outcomes (PLO) modification proposals.
- Assisted faculty and staff with **6** General Education designation proposals.
- Assisted faculty and staff with preparation, review, and submission to Curriculum Central of **466** Alignment Verification Forms (AVFs).

In all cases, the data above demonstrates a significant increase in provision of services and support to the College community over the AY13-14 and AY14-15 periods. Demand for professional development opportunities and services is expected to continue and generally increase as more faculty and staff share their positive experiences of working with the IAC with those who may have been reluctant to participate in assessment activities. In addition, the large backlog of previously un-posted reports from AY12-15 that were added to the assessment archive this year provides evidence the College demand for these types of "clean-up" services was very high.

The unit considers the Demand for the unit's services to be HEALTHY.

Efficiency: The unit has only one member, the non-instructional faculty IAC, who solely provided all services and professional development opportunities detailed above. Given the high volume of services provided without additional personnel, the unit is working as efficiently as it can.

The unit considers its Efficiency to be HEALTHY.

Effectiveness: the unit considers its Effectiveness indicators to be the number of assessments and program/unit reviews conducted by faculty and staff and reported to the College for posting to the appropriate websites, and completed through approval of curriculum, learning and service outcomes, and other assessment and review-related proposals assisted by the IAC. In Ay15-16, the IAC supported the following:

- **76%** of scheduled AY15-16 course assessments were completed and reports filed with the College.
- **23.62%** of courses in the catalog were revised via CRC or Fast Track proposals; **76%** included Course Learning Outcomes (CLO) modifications.
- **28** of 31 programs (90%) submitted annual reviews;
- **10** of 11 programs (90%) submitted scheduled comprehensive reviews;
- **19** of 31units (61%) submitted annual reviews;
- **8** of 11 units (72%) submitted scheduled comprehensive reviews.

While the number of completed course assessments remains below the goal of 100%, this year's completion rate shows a significant increase over the past 2-3 years. The completion rate for program reviews represents a 25% increase over the previous year, while completed unit reviews represents a 100% increase over last year.

The unit considers its Effectiveness in serving the College to be HEALTHY.

The unit considers the College's Effectiveness rating in completion of assessment and reviews to be CAUTIONARY.

The unit considers its Overall rating in serving the College to be HEALTHY.

Describe, discuss, analyze, and provide context for unit data that was collected based on its specific operations and functions. Examples could include, but are not limited to, work logs and activities records, meeting and session records, and any other relevant internal or external data, as appropriate.	A large part of the IAC's work is done in collaboration with other units and committees. During AY15-16, the IAC recorded **270.25 hours** spent in **109 meetings** of College committees and task groups, system working groups, and other work-related groups. The IAC served on the following committees and task groups in AY15-16: • College Council • College Council Task group on Mission-Vision-ILO Review • College Council Charter Review Sub-Committee • Assessment Committee (Chair) • CERC • UH Systems IAC working group Significant written contributions also were made by the IAC to the following ACCJC reports: ▪ 2015 Mid-year Report, October 2015 ▪ 2015 Data Report, March 2016 ▪ Midterm Report, March 2016 ▪ Follow-up Response Report re: ACCJC Action Letter on Standard III.A.1.C, March 2016 ▪ Substantial Change Report (Pālamanui), April 2016
Describe any trends, and any internal and/or external factors that are relevant to understanding the unit's activities during the review period.	**Trends**: Major trends in the assessment field include the movement to replace paper records with digital assessment management systems (AMS) for data collection and reporting. The unit's IAC spent a considerable amount of time and energy in AY15-16 attempting to procure such an AMS for the College, and participated in a UH-System-wide project to investigate AMS vendors and products that might be appropriate for System-level implementation. While no one AMS was found to be compatible with all UH System colleges' needs, this project did help clarify and focus the IAC's work to procure an appropriate system for the College. **Internal Factors**: The most significant factor affecting the unit was the hiring of the new IAC and the steep learning curve this faculty member had to undergo during the review period to meet and begin collaborations with the College's faculty and staff, to understand the College's assessment and review requirements and procedures, and to develop appropriate resources and outreach activities.

	External Factors: The IAC's work was impacted by the College's need to prepare for the impending accreditation self-study report. As well, changes in administrative personnel impacted the unit somewhat when the IAC's supervisor, the VCAA, was appointed Interim Chancellor and a new Interim VCAA was appointed for a one-semester replacement, leading to some delays in paperwork and approvals of some curriculum revisions on which the IAC was assisting faculty/staff.
Discuss other strengths and challenges of the unit that are relevant to understanding the unit's activities during the review period.	**Assessment Committee** The College's Assessment Committee is convened under the aegis of the College Council and chaired by the IAC. The Committee is comprised of representatives from every sector and division of the College from both the Manono and Pālamanui campuses. The Assessment Committee chair-ship takes a significant amount of the IAC's time and compromises a significant part of her workload. The Committee met seven times during AY15-16 for regular meetings, and since most members were relatively new to assessment and the College's processes and protocols, members also participated in five additional assessment training sessions during fall 15 that sequentially covered "big picture" and "nitty-gritty" aspects of assessment at the College. Committee members also actively participated in and supported the Assessment Summits and E 'Imi Pono Day activities. Individual committee members and the IAC volunteered with the College Council's Task Group to review and revise the ILOs-Mission- Vision, and were actively involved in on-going discussions regarding outcomes-revision procedures and policies. As a Committee, members began reviewing the College's assessment policies and expect to propose revisions to the Council in AY16-17. During spring 17, the Committee was instrumental in the search and vetting process for a commercial-vendor AMS platform. As part of that project, members assisted with the development of the HawCC AMS criteria list and carried out customer-satisfaction research on the selected vendor, Campus Labs. Upcoming Committee activities and tasks for AY16-17 include: ➢ continue review of assessment-related policies & recommend updates to the College Council; ➢ work to develop focused kōkua and support pathways for assessment activities in units and programs; ➢ help facilitate the implementation, roll-out, and trainings for the new

	AMS reporting system.

Report and discuss all major/meaningful actions and activities that occurred in the unit during the review period. For example:	

Changes to the unit's services, functions, and/or operations.	After a hiatus in AY14-15 when no IAC staffed the unit, the new IAC re-invigorated the unit's outreach to the Kauhale through the following activities:
	
	• Provided small and large group trainings and workshops, small group and individual consultations, and Kauhale-wide assessment events.
	• Facilitated, supported, and provided technical assistance to faculty and staff for the development and assessment of learning and service outcomes at the course, program, unit, and institutional levels.
	• Assisted webmaster in redesign of Assessment website & navigation;
	• Posted to the assessment website all annual and other significant IAO/IAC reports and summit presentations from AY12 through AY16.
	• Developed new, and revised/adapted existing, assessment-related resources and made them available to faculty and staff via the assessment website, email, Google docs, and hard-copy locations, including the following:
	   ▪ Report Templates for Courses, Units, and Programs
	   ▪ Course Assessment Schedules
	   ▪ Learning and Service Outcomes FAQ Sheets
	   ▪ Assessment Cycle and Process Graphics
	   ▪ Assessment Handbook (revised summer 2016).
	• Assisted webmaster in redesign of Program/Unit Review website's navigation infrastructure in preparation for the 2015 review cycle; continued co-management of the website throughout AY15-16.
	• Developed new, and revised/adapted existing, review-related resources and made them available to faculty and staff via the Program/Unit Review website, email, Google docs, and hard-copy locations, including:
	   ▪ Annual and Comprehensive Review report templates for programs and units;
	   ▪ Comprehensive Review Schedules for programs and units;
	   ▪ CERC Comprehensive Review Evaluation tool for programs/units.
	
	The IAC also attended **11** professional development conferences and seminars related to assessment, accreditation, and institutional effectiveness in AY15-16; all were held either on O'ahu or the

	continent, requiring travel away from the office during these P.D. opportunities.
Changes to the clients it serves (students, faculty, staff, community, UH System etc.).	The unit continues to serve the entire Kauhale. The IAC provides professional development services to all faculty and staff, and collaborates closely with administrators, other service-unit staff, and program and unit clerical staff to support institutional effectiveness through assessment and program/unit review.
Personnel and position additions and/or losses.	After an extensive search during spring and summer 2015, a new IAC was hired two weeks prior to the beginning of this review period, and has served in the position during the entire review period. No other staff positions currently are assigned to the unit.
Other major/meaningful activities, including responses to previous CERC feedback, if applicable.	This year the unit will submit its first Comprehensive Review, thus no previous CERC comments are available. However, the IAC sits on the College Effectiveness Review Committee (CERC) as a regular part of the position's professional duties. During the 15-16 program/unit review cycle, the IAC assisted the VCAA and Institutional Research (IR) staff with revisions to the report templates and the CERC evaluation rubric; assisted IR staff with large group trainings; and provided small group and individual training sessions to faculty and staff. While responsibility for submission of reviews from individual programs and units primarily rests with administration, the IAC will continue to assist faculty and staff as they analyze their program and unit data and write their annual and comprehensive three-year reviews.

Describe, analyze, and celebrate the unit's successes and accomplishments. (For example, *more students were served* OR *the unit successfully integrated new strategies/technologies*.)	
Discuss what the unit has been doing well that needs to be maintained and strengthened.	**Assessment:** As a consequence of the assessment outreach activities detailed above, AY15-16 assessments were completed and reports submitted for publishing to the assessment website archive for **86** courses and **10** units; a total of **165** assessment documents, including assessment plans, results reports, and closing the loop reports, were submitted in relation to these fall 15 and spring 16 assessments.

In addition, focused support for curriculum review resulted in **23.62%** of courses in the catalog being revised via CRC or Fast Track proposals; **76%** of those proposals included Course Learning Outcomes (CLO) modifications. Focused IAC support also assisted 2 programs to complete PLO assessments, 2 units to revise their service outcomes, and several faculty to propose General Education designation, 6 of which were approved.

Program/Unit Reviews: The table below details the completion rate for program and unit review completion n AY15-16. At least a part of the increase in completion rates over previous years was positively impacted by targeted assistance to review writers provided by the IAC.

P/U Review Completion	ANNUAL	COMPREHENSIVE
PROGRAM	28/31 (90%)	10/11 (91%)
UNITS	15/29 (52%)	8/11 (72%)

Assessment Website: the site continues to undergo significant restructuring and updating. Recent modifications and additions to the site and its subsidiary Assessment Committee and Reports & Resources pages include:
- Reports Archive Updated to AY15-16
- Assessment Handbook Updated & Revised
- Five-year Course Assessment Schedules Updated & Posted
- Suggested Report Due Dates Updated & Posted
- Assessment Committee Page Updated
- Assessment Committee Mission Updated
- Revised graphics of Steps in the Assessment Cycles (Course and Unit)
- Unit Outcomes tab and links
- College Council Assessment Reports, 2011-2016 posted

Validate these successes by discussing positive improvements in the unit.

See the assessment website archive for access to published reports from this and earlier years:
http://hawaii.hawaii.edu/files/assessment/reports/

The main assessment website can be accessed at:
http://hawaii.hawaii.edu/files/assessment/

Please provide evidence if applicable (ex: unit data reports, relevant URL links, etc.).	Program/Unit Annual and Comprehensive Reviews can be accessed at: http://hawaii.hawaii.edu/files/program-unit-review/http://hawaii.hawaii.edu/files/program-unit-review/

Describe, analyze, and discuss any challenges and/or obstacles the unit has faced.	
Identify and discuss the unit's challenges/obstacles.	**AMS**: Among the primary challenges facing the unit is the lack of a digital assessment management system (AMS). This has inhibited efficient data collection and reporting for the faculty and staff, and efficient and comprehensive reporting on assessment overall by the IAC to the College. **Assessmen**t: The assessment completion data represent approximately 76% of scheduled course assessments and 30% of scheduled unit assessments. These findings indicate that instructional programs and course faculty need continued and additional support for and coordination of their assessment efforts; detailed analyses indicate that directed support will be key to the success of targeted programs and disciplines across the College, including in the Liberal Arts, Public Services, and Career and Technical Education sectors. Additionally, the findings indicate a significant need for additional targeted assistance, facilitation and support, including coordination with the College's administrators and unit supervisors, to help staff on the non-instructional side of the College more fully engage with and participate in meaningful assessment efforts. **Program/Unit Review**: While Comprehensive Review completion rates increased dramatically, especially for units, Annual Reviews were not completed by some programs and many units. The main challenge is getting extremely busy program and unit writers to complete comprehensive reviews on time. **Assessment Committee**: The committee was re-composed in AY2015-16 with representation from all segments of the College community. However, few members had sufficient expertise,

	experience, or knowledge about assessment to conduct the business of the Committee as described in the Committee-on-Committees charge document.
Discuss changes and actions taken to address those challenges.	**AMS**: The IAC spent a very large portion of her time during AY15-16 attempting to procure an AMS for the College. These efforts by the IAC included: ▪ Chaired PATH project management team, fall 2015; key contributor to analysis that led to administration team's decision to close the PATH project in Nov. 2015. ▪ Initiated and provided strategic and operational leadership and oversight for the project to develop a criteria list, select and procure a commercial vendor's AMS software platform/product for digital assessment data collection, analysis, and reporting. ▪ Wrote all project reports, recommendation memorandums, and all procurement documentation for 3 full rounds of procurement efforts, November 2015 – July 2016 (on-going). **Assessment**: As noted above, the IAC provided extensive trainings, workshops, consulting sessions, events, and other focused support for faculty and staff to participate in strengthening and invigorating their assessment and review practices. **Program/Unit Review**: The regular Review trainings (IRO/IAO collaboration) were supplemented by individual consultations, trainings, and editing support offered to faculty/staff Review writers by the IAC. **Assessment Committee**: The IAC as Committee Chair instituted a series of targeted in-depth assessment training sessions and discussion for all members.
Describe and explain the results of these actions.	**AMS**: As of the end of the review period, no AMS had been procured by the College. The primary obstacles during the repeated efforts by the IAC to procure an AMS have been administrative complications at the UH System level.

	Assessment: Completion rates increased significantly from previous years, and 24% of courses in the catalog were revised. **Program/Unit Review**: Completion rates increased from previous years, with a 25% increase in completion rates for programs and a 100% increase in completion rates for units. **Assessment Committee**: Members continued to struggle with completing specific tasks, such as revising the Assessment policy HawCC 5.202 and, more significantly, developing an independent action plan going forward. Committee meetings were not well attended at any time throughout the year.
Discuss what still needs to be done in order to successfully meet and overcome these challenges.	**AMS:** Procure an AMS for the College – effort remained on-going throughout AY15-16. [*NOTE: the College has secured its preferred AMS from Campus Labs as of January 13, 2017. At the time of this writing {April 2017}, the IAC and support staff were engaged in AMS core data set-up with implementation expected in Fall 2017.*] **Assessment:** Provide additional targeted support to instructional faculty and non-instructional unit faculty and staff. Develop and provide focused trainings, including small group workshops and individual support and consulting sessions, on assessment basics and assessment reporting for the entire Kauhale **For Program Unit Review**: Develop easy, efficient report templates & trainings. Provide focused support for units and continued support for programs. Explore annual/comp review software that can be integrated with the AMS. **Assessment Committee:** Upcoming Committee activities and tasks for AY16-17 include: • continue review of assessment-related policies & recommend updates to the College Council; • work to develop focused kōkua and support pathways for assessment activities in units and programs; • help facilitate the implementation, roll-out, and trainings for the new AMS reporting system.

	• re-organize Committee charge and tasks to meet College's needs for support in planning and operations leading to accreditation.

UNIT ACTION PLAN

Discuss the unit's prior year's (AY14-15) action plan and results.	
Describe the unit's action plan from the prior review period and discuss how it was implemented in AY15-16.	The AY15-16 assessment action plan consisted of three primary objectives, each with proposed action items intended to help the faculty, staff, and administration of the College engage in meaningful, authentic, and useful assessment activities for positive change. Facilitated and coordinated by the IAC, this action plan was introduced to the College during the August and October Assessment Summits, and was implemented throughout the academic year with the goal of supporting student success and excellence in teaching, learning, and support services across the College.

	#1: <u>Clean & Hone our Tools</u>
	    Review CLOs, PLOs, UOs, ILOs and other Tools Develop Processes for Revisions of Outcomes
	#2: <u>Fill in our Document Trough</u>
	    Publish Previous-Year Assessment Reports
	    Conduct & Publish 2015-1 Assessments per Course and Unit Assessment Schedules
	    "Fix PATH"
	#3: <u>Action Plans & Closing the Loops</u>
	    Analyze our Assessment Data
	    Build good Action Plans based on Findings
	    Implement Action Plans and Re-Assess to Close the Loops

Discuss the results of the action plan and the unit's success in	<u>Action Item #1: Clean & Hone our TOOLS: Review Learning & Service Outcomes & other Tools</u> Below are summary data related to the review and revision of outcomes, other course elements contained in official Course Outline(s) of Record (CORs), and alignments between outcomes at the course, program, unit, and institutional levels. ✓ > 200 Courses reviewed

achieving its goals.	✓ 23.6 % of courses in the catalog were approved for modification
	    ❖ AY 15-16 Catalog = 614 Total Courses
	✓ 4 Programs and 2 Units revised their PLOs / UOs
	✓ Outcome Alignments Verified = 466 Courses
	✓ 145 Courses modified via the Curriculum Review/Academic Senate or Fast Track processes
	✓ 53 Programs modified via the Curriculum Review/Academic Senate process
	    CRC/Academic Senate modifications Fall 15: Courses -53; Programs - 21
	    Spring 16: Courses - 46; Programs – 32
	    Fast Track modifications Fall 15: Courses - 19
	    Spring 16: Courses – 27
	    76% of Fast Tracks were CLO modifications
	
	Action Item #1: Clean & Hone our TOOLS - Develop processes for revision of Outcomes:
	
	ILOs: Several Assessment Committee members and the IAC participated in developing processes for revision of the College's Institutional Learning Outcomes (ILOs) as volunteer members of the College Council's Task Group, which was charged with reviewing and recommending revisions to the Mission, Vision, and ILOs. This Task Group was co-chaired by the College Council Chair and the IAC. Please see the following documents for details of the review/revision process. Kauhale-wide voting on the Task Group's recommendations was on-going through the end of the review period; the ballot remained open until 2016-09-20.
	
	Procedures regarding Review and Modification of Institutional Learning Outcomes:
	https://docs.google.com/document/d/1laCvxCPD4oF96TC3OusSAdgMr_RQEPoyU3IZlt79JgM/edit
	
	Kauhale comments and suggestions, Google document open November 2015 to May 2016:
	https://docs.google.com/document/d/15yF87aIY5DqYOfqyvll6V4I52bJR4CFzs_h0dwY4qhg/edit
	
	FAQs**:** https://goo.gl/aArlIM
	
	PLOs and UOs: The IAC actively assisted administration, faculty and staff

decision-makers in their discussions regarding proposals to develop consistent, practical, and appropriate outcomes-revision approval processes and approval streams. These efforts including working with instructional program faculty and non-instructional faculty and staff as they collectively reviewed and revised their program (PLO) and unit (UO) outcomes. Four programs and two units successfully revised their outcomes during AY15-16, although each employed a different avenue and process to obtain consensus about these revisions from faculty and staff members within their program/unit, and fully-signed approvals from their respective administrators.

As well, the IAC assisted six programs and three units whose outcomes-review initiatives will carry on into AY16-17. Discussions with administration and the Academic Senate's Educational Policy Committee about proposed review protocols and procedures for program learning outcomes are expected to continue into fall 16, with the hope that recommendations and proposals can be approved by the appropriate College governing bodies and administration for implementation in spring 17.

Discussions with administrators regarding developing procedures and approval processes for revision of service unit outcomes also are expected to continue into AY16-17.

CLOs: The IAC actively participated in on-going policy and procedure discussions across the Kauhale and in multiple venues about modification processes for multiple COR elements, including course learning outcomes (CLOs); assisted the VCAA and Curriculum Support Office staff with revisions to the prior year's Fast Track form, which currently allows proposals for CLO modifications; and provided written and oral testimony on the Fast Track policy, form, and process to the Academic Senate's Educational Policy Committee and oral testimony to the full Senate.

Alignments and Tracking: In addition, the IAC facilitated an initiative to review and verify or revise alignments between outcomes at the course, program, and institutional levels that captured curriculum data for 75.8% of the courses in the AY15-16 catalog. The IAC also initiated and provided leadership for an on-going strategy proposal to digitize tracking of faculty proposals for course and program modifications made via any of the College's three modification-approval avenues (i.e., CRC/Academic Senate, Fast Track, and GE-designation) by using the recently-implemented Kuali

curriculum management system.

Action Item #2: Fill in our DOCUMENT Trough – Find & Publish Old Assessment Reports and Publish 2015-16 Assessments

Kauhale members submitted to the IAC a large number of prior year and current year assessment documents and records in their efforts to achieve this action item. In spring 17, the IAC instituted a project to update the assessment website's report archive. The first phase of this project involved revising the architecture of the digital archive so it could hold these records; this phase of the project was completed in early July 2016 with the assistance of Web Support and Data Support staff. Then the IAC and these IT-savvy support staff uploaded and published the submitted records, including over 200 individual assessment reports that previously had been entered by faculty and staff on the College's (now-defunct) PATH database, and all available current-year assessment records.

Importantly, meeting this action item benchmark brings the College into compliance with the ACCJC's Standard II requirement that, "the institution…makes the results of its assessments available to the public."

During this archive-updating project, **496** Assessment Plans, Results Reports, and Closing the Loop Reports were added to the digital archive:
- 331 documents from AY12-13 to AY14-15
- 165 documents from AY15-16 (86 Courses, 10 Units, 2 LBRT PLOs)

Action Item #2: Fill in our DOCUMENT Trough - "Fix PATH"

The PATH assessment database project was closed by administration in early November 2015 on the recommendation of the PATH management team, which included the IAC, Curriculum/Kuali Support staff, the College's Webmaster, and Data Support staff. The IAC subsequently was tasked by the VCAA to review, vet, and develop a proposal and recommendation for the College to procure a commercial- vendor digital assessment management system (AMS) to support our efforts in assessment and accreditation compliance.

From November 2015 through May 2016, the IAC, with the assistance and support of the Assessment Committee, actively reviewed and thoroughly vetted ten nationally- recognized AMS platforms and products. The procurement process for Campus Labs' Outcomes AMS platform was

initiated by Interim Chancellor Onishi in early May 2016 with documentation provided by the IAC and with the assistance of HawCC Business Office staff and HawCC clerical staff. This six-month-long effort is detailed in Attachment C of the unit's 2015-16 Annual Assessment Report which includes the IAC's June 2016 report and recommendation along with the HawCC AMS criteria list, all of which were submitted to UH System during the procurement process:
(http://hawaii.hawaii.edu/files/assessment/reports/documents/2015-16_Annual_Assessment_Report.pdf)
As noted in these documents, the AMS product selected as most suitable and cost-effective to support Hawai'i Community College's assessment efforts is Campus Labs' _OUTCOMES_.

[NOTE: After several rounds of procurement requests and submission of multiple types of documentation regarding the College's selection of the Campus Labs' AMS product, on August 17, 2016 the UH System's procurement office, OPRPM, initially announced its officers had approved a purchase order for a three-year contract with Campus Labs' for the Outcomes AMS. However, this approval was pulled and the AMS was not fully approved until January 2917, after a fourth round of procurement documentation was submitted to OPRPM. Contracting with the Campus Labs company, configuration, and customization of the AMS architecture to fully support HawCC's assessment practices, protocols, and policies, followed by beta testing of the system, is expected to continue throughout summer 17. Implementation and roll out of the new AMS to the Kauhale community is hoped to commence in fall 2017.]

Action Item #3: Action Plans & Closing the Loops - Analyze Assessment Data, Build Action Plans based on Findings, Implement Action Plans and Re-Assess to Close the Loops

This action item remains on-going and is expected to persist as an enduring element in the assessment efforts of the Kauhale as we strive for excellence and continuous quality improvements in teaching, learning, and service. In order to assist these efforts, the assessment cycles for courses and units have been clarified and articulated in new graphics that are available in the revised Assessment Handbook on the assessment website and on the front page of the assessment website.

	At the core of the College's assessment initiative is our commitment to using our assessment data and other information as essential tools in our efforts to build a community of evidence-based decision-makers across all areas of the Kauhale. In all governance arenas, assessment is a vital resource that can allow Kauhale members to make consistent, valid, and meaningful decisions in all areas of their responsibility to the College and our students, including curriculum, teaching, wrap-around student services, professional and administrative services, strategic planning, and resource allocation. The steps outlined in action item #3 are intended to help us collectively achieve continuous quality improvement and student success in all areas.
Discuss any challenges the unit had in implementing that action plan or achieving its goals.	The primary challenges, as stated elsewhere in this report, have been procurement of an AMS and helping to create a culture of evidence-based planning and operations at the College. Both remain on-going and the IAC is committed to operationalizing the Campus Labs AMS as soon as possible, and to continue through enhanced services and support to help develop a positive culture of assessment and review at Hawai'i Community College.

- Did the unit review its website during AY15-16? Please check the box below that applies.

☐ Reviewed website, no changes needed.

X Reviewed website and submitted change request to webmaster - various dates & on-going.

☐ Reviewed website and will submit change request to webmaster.

☐ Unit does not have a website.

> *Please note that requests for revisions to unit websites must be submitted directly to the College's webmaster at*
> http://hawaii.hawaii.edu/web-developer

Discuss the unit's overall action plan for AY16-17, based on analysis of the unit's data and the overall results of unit outcomes assessments conducted during AY15-16.	Benchmarks and Timelines
Action Goal 1: Help build a community of evidence-based decision makers for whom assessment and review are useful and relevant tools that help support their efforts to increase student success. *Action Steps:* • Support and help faculty and staff to better analyze and use their assessment data and results to develop positive, meaningful, and reasonable follow-up action plans, assessment strategies, and instructional practices based on their assessment findings • Support and help faculty and staff to implement their action plans for improvement in their classrooms and offices • Support and help faculty and staff to re-assess to "Close the Loops" to improve student success, and to make consistent, valid, and meaningful decisions in all areas of their responsibility to the College and our students, including curriculum, teaching, wrap-around student services, professional and administrative services, strategic planning, and resource allocation. • Support faculty and staff to engage in high-quality, improvement-oriented self-evaluations of programs and units during the annual and comprehensive review cycle.	**Benchmarks or Timelines:** **On-going**
How can this Action Goal lead to improvements in unit services, functions, or operations, and support attainment of the unit's outcomes (UOs)? Facilitation and sustaining a culture of evidence-based decision making and positive approaches to assessment and review are at the heart of the unit's work. By continuing to focus on this long-term goal, the IAC is committing to supporting continuous improvements in teaching, learning and service across the Kauhale. **UOs #1, 2, 3 & 4.**	
Action Goal 2: Action Item #2: Implement Campus Labs' *Outcomes* AMS (assessment management system)	**Benchmarks or Timelines:**

	full implementation by Fall 2017
Action Steps: Phase 1: Contract with the Campus Labs company for three years of AMS access and all support, training, configuration, and customization services (fall 16 – summer 17) Phase 2: Configure and customize the CL Outcomes architecture to fully support HawCC's assessment practices, protocols, and policies; upload all course, program, unit, and institutional data and build all individual input pages; beta test the system (summer 17) Phase 3: Implement and roll out the CL Outcomes AMS to the HawCC community; develop and provide AMS access & input trainings for large and small groups and individuals (fall17) Phase 4: Assess AMS roll-out and plan any necessary revisions or updates.	

How can this Action Goal lead to improvements in unit services, functions, or operations, and support attainment of the unit's outcomes (UOs)?

By providing faculty, staff, and administrators with the enhanced data-collection and reporting functions of an appropriate AMS, the unit will be in a much better position to help Kauhale members develop positive assessment and review reporting practices, which will help the College be awarded full accreditation.

UOs #1, 2, 3 & 4.

Action Goal 3:
 	
Action Item #3: Increase completion rates of scheduled assessments for courses and units, and increase completion rates of scheduled annual and comprehensive reviews for programs and units.
 	
  Action Steps:
 	
• Provide targeted assessment and review training and support to instructional faculty and non-instructional unit faculty and staff.
• Develop and provide focused trainings, including small group workshops and individual support and consulting sessions, on assessment basics and assessment reporting, and program and unit review.
 	
  Goals
	Benchmarks or Timelines:
	
	AY2017-18 & on-going

- Courses: completion rate increase in AY16-17 to 85%
- Units: completion rate increase in AY16-17 to 40%
- Program Annual Reviews: completion rate increase to 95%
- Program Comprehensive Reviews: completion rate increase to 100%
- Unit Annual Reviews: completion rate increase to 60%
- Unit Comprehensive Reviews: completion rate increase to 90%

How can this Action Goal lead to improvements in unit services, functions, or operations, and support attainment of the unit's outcomes (UOs)?

By supporting, facilitating and coordinating more faculty and staff to conduct and report assessments and regular review, the unit will be helping the College as a whole to increase student success.

UOs #1, 2, 3 & 4.

RESOURCE IMPLICATIONS

NOTE: General budget asks are included in the 3-year Comprehensive Review. Budget asks for the following categories only may be included in the Annual review: health and safety needs, emergency needs, and/or necessary needs to become compliant with Federal/State laws/regulations.

Please provide a brief statement about any implications of or challenges with the unit's current operating resources.

The unit does not have an independent operating budget, but generally is able to operate within existing available resources.

For budget asks in the allowed categories (see above):	
Describe the needed item(s) in detail.	**N/A**
Include estimated cost(s) and timeline(s) for procurement.	

Explain how the item(s) aligns with one or more of the strategic initiatives of 2015-2021 Strategic Directions.	

http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf

UNIT OUTCOMES ASSESSMENT

For all parts of this section, please provide information based on unit outcomes (UO) assessments conducted in AY 2015-16.

Unit Outcomes Assessed

- List all unit outcomes assessed during AY 2015-16.

Assessed Unit Outcome #	Unit Outcome Text
1	Provides coordination, training, and support to develop, align, and assess institutional, program, course, and unit outcomes;
2	Maintains and publishes assessment documentation and reports;
3	Collaborates with administrators, divisions/departments/units leadership and faculty/staff to provide assessment activities that foster continuous improvement.

Assessment Strategies

For each UO assessed in AY 2015-16 listed above, provide a brief description of the assessment strategy, including:	
a description of the type of unit work or activity assessed, including unit service records, client satisfaction surveys, and other types of assessment instruments.	Multi-tiered assessment activities were conducted by IAO staff in AY15-16, including targeted assessments of the College's programs, and of individual faculty & staff. 1. ACCJC's *Rubric for Quality Assessment*: As a component of the August 2015 and October 2015 Assessment Summit activities, instructional programs and units were asked to complete this self-assessment instrument. Nineteen participating Kauhale programs and units

	participated in this assessment. 2. <u>Annual IAO Survey, May 2016</u>
a description of <u>who conducted the assessment,</u> (e.g., an individual unit faculty/staff member, <u>OR</u> a group of unit faculty/staff).	1. ACCJC's *Rubric for Quality Assessment*: Institutional Assessment Coordinator designed, conducted, and analyzed the results. 2<u>. Annual IAO Survey</u>: Institutional Assessment Coordinator designed, conducted, and analyzed the results.
a discussion of the <u>assessment rubric/scoring guide</u> that identifies criteria/categories and standards used in the assessment.	1. ACCJC's *Rubric for Quality Assessment*: a self-assessment tool through which participants score their programs/units on nine indicators related to successful assessment, including intentions, efforts, and results in achieving their assessment goals. 2<u>. Annual IAO Survey</u>:

Expected Levels of Achievement
- For each unit outcome (UO) assessed in AY 2015-16, indicate the benchmark goal for unit success.
    - example 1: "85% of students surveyed will rate the unit's services as meeting or exceeding their expectation";
    - example 2: "95% of service requests will be completed on time and to the satisfaction of the requester."

Assessed UO#	Benchmark Goal for Unit Success for Each UO Assessed
1	80% of administrators, faculty and staff respondents to the annual IAO survey will report that the assessment trainings and services they received from the unit were helpful.
2	100% of available assessment records and reports will be published to the assessment website in a timely manner.
3	65% of administrators, faculty and staff respondents to the annual IAO survey will report that collaboration with the unit has fostered continuous improvement in teaching, learning, and services

Results of Unit Assessments

For each UO assessed in AY 2015-16:	
provide a <u>description of the assessment</u> <u>results</u> in terms of unit's attainment of the UOs.	1. ACCJC's *Rubric for Quality Assessment*: Overall average score = **3.25**/4.00. Significant findings include a below-average score for the "Change, Follow-through, and Re-assessment" indicator, and higher-than-average scores for "Intention," "Learning Outcomes," and "Reflection." These high and low ratings both also are reflected in the achievements and on-going projects indicated in these areas elsewhere in this review.
	2. Annual IAO Survey: The IAC distributed the annual Institutional Assessment Office survey to the Kauhale in May 2016, with multiple email reminders sent to faculty and staff listservs throughout that month. Fifty-six Kauhale members responded to the google-doc survey, in all but a few cases providing substantive quantitative and qualitative replies to the survey's eleven questions. The survey consisted of five "big topic" questions that asked respondents to check as many of a set of multiple statements about each topic as applied to them; two quantitative-graph questions; and four qualitative open-text-response questions.
	Overall, positive responses to all questions ranged from a low of 47% to a high of 93%, depending on the type of question and whether the response concerned the College's assessment policies and practices, respondents' individual assessment experiences, or their experiences with and perceptions about the Assessment Coordinator. On average, about 58% of respondents provided replies across most assessment-related questions that can be characterized as "Good to OK," roughly 29% of respondents' overall replies can be characterized as "Wait & See" (15%) or "Neutral" (14%), about 7% of responses can be characterized as "Skeptical," and 6% as "Angry." Roughly 67% of respondents who wrote text responses to any of the four qualitative questions characterized their experiences in working with the IAC positively; when answering a direct question about their experiences of working with the IAC, 94% reported they had found her to

have been "helpful," while 6% reported they had found the IAC to have been "not helpful." Assessment events facilitated by the IAC rated an overall satisfaction score of 3.1 on a 4-point scale for all respondents.

Top Complaints

❑ Too much paperwork
❑ Process is cumbersome
❑ Uncertainty about guidelines/protocols
❑ Too much change over too many years

Top Suggestions

❖ Focus on relevance for positive change
❖ Consistent feedback
❖ More opportunities for discussion
❖ Replace PATH

A significant, and not unexpected, finding was that 17% of responders complained of course or program modification forms being lost, misplaced, or delayed along the signature-approval route. In addition, nearly 40% of responders reported needing help with the assessment forms or process.

Areas of needed improvement indicated by the survey results clearly support the College's AY 16-17 Kauhale-wide assessment action plan's focus on continuing our work to fully achieve the AY15-16 action plan's item #3 (above), and encourages us as a community to focus on using assessment for positive, productive change for improvement. As well, the findings provide direction and focus for upcoming Assessment Committee and IAC-facilitated activities centering on providing positive systems, tools, and activities that support our focus on assessment's relevance for positive change in teaching, learning, and service.

Among the on-going projects already initiated by the IAC or in planning with the Assessment Committee for AY16-17 that directly relate to Kauhale members' responses and comments on the survey are:

- continuing efforts to systematize and strengthen response and feedback mechanisms and protocols

	at all stages of the assessment cycle, including support for regular feedback to report writers from department and program chairs, unit administrators, and the IAC;
	• facilitating and coordinating the contracting, customization, implementation, and roll-out phases of the new Campus Labs OUTCOMES AMS to the College community;
	• completing the updating and re-vamping the assessment website and posting of additional assessment and teaching/learning/service resources;
	• continuing to provide leadership to develop and implement a digital tracking system for course and program modification forms along the various approval streams and routes; and
	• helping all Kauhale members focus on and renew their commitment to develop and implement positive, change-oriented assessments that can result in the appropriate use of data and information for good decision making in support of student success.

Other Comments

Include any additional information that will help clarify the unit's UO assessment results.
Include comparisons to any applicable College or related UH-System service-unit standards, or to any national standards from industry, professional organizations, or accrediting associations, as applicable.	N/A

Next Steps – Assessment Action Plan

Describe the unit's intended next steps to improve assessment of the UOs based on the unit's overall AY 2015-16 assessment results. Include any specific strategies, tactics, activities, or plans for revisions to assessment practices, and/or service or operational change, or increased student support:

Changes to assessment practices, activities, or projects.	IAC will redesign the IAO annual survey and redistribute in May 2017. The ACCJC rubric will not continue to be distributed in AY16-17.
Modifications to the unit's services, functions, operations, client relations, and/or faculty/staff professional development activities over the next 3 years.	No general modifications are expected to the unit's services, operations or clients, but the unit's IAC will continue to pursue appropriate professional development opportunities and bring back to the College new strategies with an emphasis on continuing to develop a strong culture of positive assessment practice at the College.
Increases or changes in student support activities and services to support student learning and achievement.	The unit does not work directly with students.