

To: Michael Cawdery, Chair, Faculty Senate
From: Jeff Judd, Assessment Committee Chair
Re: Assessment Committee Annual Report, 2018-2010
Date: April 20, 2019

The committee's two main goals for the year was to:

- COMMUNICATE -Review and make recommendations to the Faculty Senate on policies and procedures relating to assessment.
- FACILITATE -Work with the Administration and Office of Planning, Policy & Assessment to facilitate the assessment process and establish a culture of assessment.

The committee's regular membership was made up of 34 division and support area representatives and the faculty assessment committee chair. Please see Faculty Senate Assessment Committee website to view a list of all committee members.

The committee also included an ad hoc AA Degree Task Force Committee whose task is to assess and evaluate the College's 7 General Educational Learning Outcomes. Please see report #3 below for membership and committee activities.

The committee membership does not meet regularly due to its size, but instead members communicate their assessment progress via a Google Sheet. Please see Faculty Senate Assessment Committee website to view the Course Assessment Status Google Sheet.

The committee leadership and OPPA met regularly to discuss assessment progress and recommendations made by accreditation team's visit in fall 2018 such as those found in the Accreditation Quality Focus Essay. Please see Faculty Senate Assessment Committee website to view minutes of these meetings.

The following are the major activities of the 2018-2019 academic year and are presented as:

Report #1: COMMUNICATE: Assessment Committee Activities
Report #2: FACILITATE: Assessment Committee Activities
Report #3: Report of AA Degree Task Force Committee (Eunice Brekke) - Pending

Report #1: COMMUNICATE: Assessment Committee Activities:

1. To communicate the assessment needs of the College, the Accreditation Quality Focus Essay was written via feedback from the Assessment Committee, OPPA, the OPPA Assessment Think Tank, and assessment forums. Please see Faculty Senate Assessment Committee website to the Quality Focus Essay.

This essay was included as part of the College's accreditation narrative report and its main focus is to improve student learning by making assessment more meaningful for faculty (Accreditation Standard II.A.3). The essay lists 3 outcomes that the Assessment Committee and OPPA will facilitate over the next few years:

- a. Provide faculty and staff with training assessment practices by way of learning and collaborative engagement opportunities with colleagues.
- b. Improve quality of outcomes assessment evidence in the College's database of assessment results
- c. Increase faculty and staff satisfaction with the process for reporting assessment results.

Report #2: FACILITATE: Assessment Committee Activities:

1. Division Area Representatives worked with their faculty to complete course learning outcome assessments. At the end of fall 2018, the overall course assessment was at 73% (target goal is 80%). The final overall course assessment percentage for the AY 2018-2019 is not available because the TK20 assessment database is currently being replaced by the Knack assessment database. The reason for adopting the Knack database is that it is easier and intuitive for faculty to use and costs much less than TK20.
2. Chair met and worked with individual Support Area Representatives to create and assess support area outcomes.
3. Assessment Committee continued working with Prior Learning Assessment (PLA) Committee to revise and align PLA Manual with College Catalog, College Website, and UHCC/LCC policies. In addition, the Assessment Committee Chair assisted four Leeward CC Information and Computer Science students to obtain course credit via PLA options.
4. Assessment Committee hosted 4 help sessions in fall 2018 to assist folks with course and support area assessment.
5. The Assessment Committee plans to continue offering these help sessions in 2018-2019 as soon as the transfer of assessment reports from TK20 has been entered into the Knack database.
6. 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: Report of AA Degree Task Force Committee (Eunice Brekke)

To: Faculty Senate

From: Eunice Leung Brekke, AA Degree Program Review Coordinator

Re: Report on the AA Program Review Task Force

Date: May 24, 2019

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).”¹
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 2015-2017 (Round I) – Written Communication, Critical Thinking, Cultural Diversity

The 2015-2017 AA Program Review Task Force was comprised of the following members:

- 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 and Adam Halemano, Jr., OPPA
- Jeff Judd, Faculty Senate, Program Review and Assessment Committee, Chair
- Eunice L. Brekke, Chair

This task force revised the college’s general education learning outcomes and developed rubrics to assess written communication, critical thinking and cultural diversity. Rubrics were normed among the task force representing faculty from diverse disciplines within the AA degree. A total of 175 student artifacts (papers) from active WI courses representing 13 courses and all four AA degree divisions were collected and scored. Overall, a little over half of papers met proficiency in written communication and critical thinking (58 and 56 percent) and a third (30 percent) in cultural diversity.

Results and recommendations were reported to Faculty Senate - [Assessing the Associate in Arts in Liberal Arts degree at Leeward Community College: Written Communication, Critical Thinking and Cultural Diversity. \(2016\)](#)²

Task Force 2017 to present (Round II)

In 2017, a second task force was convened to assess the college’s four remaining general education learning outcomes – the arts, humanities, and sciences; information literacy; oral communication, and quantitative reasoning.

This AA Program Review Task Force is comprised of the following faculty and staff:

¹ Last done in 2011 (2005-2010). See

http://intranet.leeward.hawaii.edu/system/files/assessment_of_the_aa_degree_fall_2011_final.pdf

² Last done in 2016 https://www2.leeward.hawaii.edu/facultysenate/sites/default/files/assessing-liberal-arts_aa-degree_at_leewardcc-2016-final-report.pdf

- Weirong Cai, Suzette Scotti, Nabi Kapune (Arts, Humanities, and Sciences)
- Natalie Wahl (Information Literacy)
- Paula Tamashiro (Oral Communication)
- Jiajia Garcia and Christina Mende (Quantitative Reasoning)
- Daniela Elliott, Jeremiah Boydstein, Michael Oishi (Ethical Reasoning)
- Adam Halemano, Jr., OPPIA
- Jeff Judd, Faculty Senate, Program Review and Assessment Committee, Chair
- Eunice L. Brekke, Chair

This task force revised the college's general education learning outcomes and developed rubrics to assess the arts, humanities, and sciences; information literacy; oral communication, and quantitative reasoning. Rubrics were normed among the task force representing faculty from diverse disciplines within the AA degree.

To assess the arts, humanities, and sciences, information literacy, written communication, and critical thinking, student artifacts (papers) from active WI courses representing 13 courses and all four AA degree divisions were collected. As of this writing, a sample of approximately 80 papers have been or are in the process of being scored.

The oral communication sub-committee has collected approximately 50 speeches from active speech courses taught in Spring 2019. The speech faculty are in the process of scoring.

The quantitative reasoning sub-committee has developed a rubric and will be norming the rubric and developing an assessment strategy next academic year.

The task force is also determining the efficacy of recommending a general education learning outcome on ethical reasoning. The outcome and its accompanying rubric have been developed. The rubric has been presented to the Ethics Board.

