

Policy Number: L5.210  
Approved Date:  
Review Date:

## **Leeward Community College Policy on Assessment**

### **Introduction:**

Leeward Community College is committed to a process of ongoing assessment to ensure a cycle of continuous improvement of student learning and support area effectiveness. This Policy on Assessment is established to ensure the implementation of regular and systematic assessment of outcomes for all areas of the institution.

Assessment includes the establishment of appropriate student learning outcomes and other outcome measures, administration of assessment tools, analysis of results, and the use of such results to inform and improve instructional practices and institutional effectiveness. Assessment results are integrated into program and area reviews, and subsequently into planning and resource allocation decision-making for the college.

### **Related Policies and Statements:**

Board of Regents Section 4-5 Institutional Accountability and Performance  
<http://www.hawaii.edu/offices/bor/policy/borpch4.pdf>

University of Hawaii Executive Policy E5.210 Institutional Accountability and Performance  
<http://www.hawaii.edu/svpa/ep/e5/e5210.pdf>

Leeward Community College Faculty Senate Statement on Assessment  
<http://emedia.leeward.hawaii.edu/senate/Statement%20on%20Assessment.pdf>

University of Hawaii Community Colleges Faculty Classification Plan  
<http://www.uhpa.org/web-links/university-of-hawaii/community-colleges/cc-classification-plan-approved-by-bor-nov-2007.pdf/view>

### **Policy Objectives:**

The purpose of this policy is to implement the guidelines provided by BOR Section 4-5 and UH Policy E5.210. It will more specifically outline the requirements, participants, and procedures of assessment at Leeward Community College.

The objectives of this policy are:

1. To promote an environment that is dedicated to the assessment of measurable outcomes, and the utilization of an ongoing, systematic practice of assessment to continually improve institutional effectiveness and student learning.

2. To encourage collaboration and dialogue amongst faculty and staff regarding student learning outcomes and other outcome measures, the assessment process, assessment results, and improvements to institutional effectiveness and student learning.
3. To ensure that the college is provided with the tools and data needed to understand and evaluate overall institutional effectiveness, which influences decision-making, program planning, and resource allocations.
4. To ensure that the college is provided with the tools and data needed to report its effectiveness in meeting its mission and strategic plan goals to appropriate constituencies.

**Assessment Requirements:**

Assessment is an ongoing process: divisions, academic areas, programs, and support areas should be assessing various aspects of their activities and outcomes continually. However, the formal review, assessment, and reporting of assessment of all institutional learning outcomes, student learning outcomes in courses and programs, and outcome measures in academic and support areas will occur periodically within a five-year time frame.

Assessment procedures are uniform for all instructional courses, and academic and support areas. Although, instructional courses assess student learning outcomes (SLOs) and academic and support areas assess outcome measures. To ensure uniformity of data collected, it is expected that all assessments be documented using current procedures and forms, which are provided as attachments to this policy.

Institutional learning outcomes (ILOs) and program learning outcomes (PLOs) are assessed through various methods, including, but not limited to, capstone projects, student portfolios, or alignment with course assessment data. The method of alignment with course assessment data involves mapping course student learning outcomes to ILOs and PLOs, reviewing the culminations of applicable course assessments, and ascertaining ILO and PLO achievement data.

**Responsibilities:**

As per UH Executive Policy E5.210, assessment implementation and reporting is the responsibility of the senior vice president/chancellors. At Leeward CC, vice chancellors, deans, division chairs and unit heads are also responsible for the assessment process and assuring the ongoing assessment of all courses and units.

As stated in the UHCC Faculty Classification Plan, faculty are responsible for designing measurable learning outcomes and assessing them to provide evidence of student learning and achievement. These efforts are considered a primary responsibility of faculty and all faculty are expected to participate in assessment given their expertise in their professions and content areas. Dialogue and collaboration are expected amongst faculty to create agreed upon student learning outcomes and tools for their measurement. This collaboration results in consistency and reliability of assessments, and continued improvement of instructional practices.

All staff are required to participate in the assessment of outcome measures for academic and support areas within the scope of their job duties and responsibilities. Staff without specific assessment responsibilities are encouraged to participate, where appropriate in the assessment process.

The assessment of ILOs and PLOs may rely heavily on course assessments, to which faculty are responsible. But, the completion of ILO and PLO assessments may be the responsibility of program coordinators, division chairs, OPPA or appropriate designates.

The Office of Planning, Policy, and Assessment (OPPA), or appropriate designates, are responsible for working with divisions and units to support the development of student learning outcomes, outcome measures, and measurement tools; overseeing assessment activities and progress; arranging assessment training; tracking assessment progress; and problem-solving as needed.

**Attachments:**

Attachment 1 Course SLO Assessment Procedures *LINK TO BE ADDED*

Attachment 2 Support Area Assessment Procedures *LINK TO BE ADDED*

Attachment 3 Assessment Form *LINK TO BE ADDED*

**Approvals:**

### Course SLO Assessment Procedures

Use these steps to guide you through the course SLO assessment process.	Progress:		
	Check when complete	Check when complete	Check when complete
<p><b>Step 1:</b> Discipline identifies SLOs to be assessed and completes Phase 1A of the Assessment Form (Q 1-4), attaches a rubric or assessment tool to the form, and submits form and rubric (by email with appropriate attachments) to division chair, unit head, or designate for review and feedback.</p> <p>After Q1-4 are reviewed by division chair, unit head, or designate, data from Assessment Form is input into Tk20 and submitted (by email with appropriate attachments) to OPPA for recording.</p> <p>Notes:</p> <ul style="list-style-type: none"> <li>- If assistance is needed in rewording SLOs or developing assessment tools, discipline consults with division chair, unit head, OPPA, or designate.</li> <li>- Modifications to SLOs MUST be approved by the Curriculum Committee before modified SLOs are included on course syllabus.</li> <li>- If Phase 1A has been completed in a previous cycle of assessment, then Phase 1A and 1B can be completed jointly.</li> </ul>	<input type="checkbox"/>		
<p><b>Step 2:</b> Discipline implements assessment tool. Data are collected and analyzed by the end of the semester. Results are reported in Phase 1B of the SLO Assessment Form (Q 5-7) and submitted (by email with appropriate attachments) to the division chair, unit head, or designate for review and feedback.</p> <p>After Q 5-7 are reviewed by division chair, unit head, or designate, SLO Assessment Form is input into Tk20 and submitted (by email with appropriate attachments) to OPPA for recording.</p>		<input type="checkbox"/>	
<p><b>Step 3:</b> The following semester (or the following time the course is offered), proposed changes to improve student learning, if any, are implemented and assessment is conducted a second time. Results are reported in Phase 2 of the SLO Assessment Form (Q 8-10) and submitted (by email with appropriate attachments) to the division chair, unit head, or designate for review and feedback.</p> <p>After Q8-10 are reviewed by division, SLO Assessment Form is input into Tk20 and submitted (by email with appropriate attachments) to OPPA for recording.</p>			<input type="checkbox"/>

### Support Area Outcome Assessment Procedures

Use these steps to guide you through the support area assessment process.	Progress:		
	Check when complete	Check when complete	Check when complete
<p><b>Step 1:</b> Unit identifies outcomes to be assessed and completes Phase 1A of the Assessment Form (Q 1-4), attaches a rubric or assessment tool to the form, and submits form and rubric (by email with appropriate attachments) to VC, dean, or designate for review and feedback.</p> <p>After Q1-4 are reviewed by VC, dean, or designate, Assessment Form is input into Tk20 and submitted (by email with appropriate attachments) to OPPA for recording.</p> <p>Notes:</p> <ul style="list-style-type: none"> <li>- If assistance is needed in wording outcomes or developing assessment tools, unit consults with VC, dean, OPPA, or designate.</li> <li>- If Phase 1A has been completed in a previous cycle of assessment, then Phase 1A and 1B can be completed jointly.</li> </ul>	<input type="checkbox"/>		
<p><b>Step 2:</b> Unit implements assessment tool. Data are collected and analyzed by the end of the semester. Results are reported in Phase 1B of the Assessment Form (Q 5-7) and submitted (by email with appropriate attachments) to the VC, dean, or designate for review and feedback.</p> <p>After Q 5-7 are reviewed by VC, dean, or designate, Assessment Form is input into Tk20 and submitted (by email with appropriate attachments) to OPPA for recording.</p>		<input type="checkbox"/>	
<p><b>Step 3:</b> The following semester, proposed changes to improve student learning, if any, are implemented and assessment is conducted a second time. Results are reported in Phase 2 of the Assessment Form (Q 8-10) and submitted (by email with appropriate attachments) to the VC, dean, or designate for review and feedback.</p> <p>After Q8-10 are reviewed by VC, dean, or designate, Assessment Form is input into Tk20 and submitted (by email with appropriate attachments) to OPPA for recording.</p>			<input type="checkbox"/>

# Leeward Community College Assessment Form

Revised 12/12/2011

Submitted by \_\_\_\_\_ E-mail \_\_\_\_\_ Ext. \_\_\_\_\_

Date Submitted \_\_\_\_\_

## Phase 1A: Pre-Assessment.

1. Check all that apply:  **Course**                       **Program**                       **Support Area**  
**Title/Name of Course (course alpha, course number, semester):**

2. **Course/Program/Support Area Student Learning Outcome(s)**

Check box if all SLOs are required through system-wide articulation or external review.

a. SLOs being assessed:

SLO No. \_\_\_\_\_

SLO No. \_\_\_\_\_

SLO No. \_\_\_\_\_

SLO No. \_\_\_\_\_

SLO No. \_\_\_\_\_

3. **Description of assessment tool** (written assignment, common test, embedded assessment within regular test or assignment, surveys, observations, demonstrations, performances, or other samples of student work). *Attach assessment tool and related scoring rubrics to this document.*

4. **Definition of Data Sample:**

- a. Where or from whom will assessment findings, data, or feedback be collected?
- b. When will data be collected?
- c. How many data samples do you intend to collect?
- d. How is this assessment strategy aligned to the student learning outcome?

Is Phase 1A complete? \_\_\_ Yes \_\_\_ No

**Phase 1B: Assessment 1.**

5. Description of assessment results, including the sample size and percentage of population, and any numerical data collected.

**SLO Results:** \_\_\_ Met \_\_\_ Not Met \_\_\_ Partially Met

\*Selecting Partially Met indicates that some of the outcomes were met, but some were not. If you selected partially met, please provide details about which outcomes were met and which outcomes were not met.

**6. Analysis**

- a. What have you learned about achievement of SLOs, as a result of this assessment?

- b. What have you learned about the assessment process?

**7. Plan of Action:**

What changes do you propose to improve student learning (for the student learning outcomes assessed)?

Is Phase 1B complete? \_\_\_ Yes \_\_\_ No

**Phase 2: Assessment 2.**

8. If assessment results suggest areas for improvement, what changes were implemented as a result of this assessment?

**9. What were the results of these changes? Include the sample size and any numerical data collected.**

**Overall SLO Results:** \_\_\_ Met \_\_\_ Not Met \_\_\_ Partially Met

\*Selecting Partially Met indicates that some of the outcomes were met, but some were not. If you selected partially met, please provide details about which outcomes were met and which outcomes were not met.

**10. What will be done for the next assessment of this course/support area/program?**

**Is Phase 2 complete?** \_\_\_ Yes \_\_\_ No