

# L5.210 Leeward Community College Policy on Assessment

Policy Number: L5.210

Effective Date: March 2, 2012

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## 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 4.205 Institutional Accountability and Performance  
<https://www.hawaii.edu/policy/?action=viewPolicy&policySection=Rp&policyChapter=4&policyNumber=205>
- University of Hawaii Executive Policy E5.210 Institutional Accountability and Performance  
<http://hawaii.edu/policy/?action=viewPolicy&policySection=ep&policyChapter=5&policyNumber=210>
- Leeward Community College Faculty Senate Statement on Assessment  
<http://www2.leeward.hawaii.edu/facultysenate/sites/default/files/20110511-fs-statementonassessment.pdf>
- University of Hawaii Community Colleges Faculty Classification Plan  
<https://www.hawaii.edu/policy/?action=viewPolicy&policySection=ep&policyChapter=5&policyNumber=221>

### Policy Objectives:

The purpose of this policy is to implement the guidelines provided by BOR Section 4.205 and UH Executive Policy E5.210. It will more specifically outline the requirements, participants, and procedures of assessment at Leeward Community College.

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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 iterative 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 data collection and entry 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 support areas outcome (SAOs). To ensure uniformity of data collected, it is expected that all assessments be documented using current procedures and forms, which are provided as related documents to this policy.

Institutional learning outcomes (ILOs) general education learning outcomes (GELOs), 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, GELOs, and PLOs, reviewing the culminations of applicable course assessments, and ascertaining ILO, GELO, 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.

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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.

Lecturers are responsible for assessing their course learning outcomes and are expected to follow the course, program, and institutional student learning outcomes and assessment methodologies as adopted by faculty members for the courses they are teaching. However, lecturers are not responsible for the development of student learning outcomes or other assessment duties including input into a database that is expected of tenured and non-tenured faculty members that are not lecturers. Lecturers are welcome to contribute more fully to the assessment process on a voluntary basis.

The assessment of ILOs, GELOs, and PLOs may rely heavily on course assessments, to which faculty are responsible. But, the completion of ILO, GELO, 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, units, and the Faculty Senate Assessment Committee 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.

The Faculty Senate Assessment Committee is responsible for reviewing and making recommendations to the Faculty Senate on policies and procedures relating to assessment. The Assessment Committee is also responsible for working with divisions, units, and OPPA to facilitate the assessment process and establish a culture of assessment continuous improvement in support of student learning and achievement.

## **Related Documents:**

- [Current Course and Support Area Assessment Forms and Procedures](#)

## **Campus Approvals:**

- Faculty Senate approval date: January 18, 2012
- Campus Council approval date: February 6, 2012