



**Mānoa Assessment Committee
Spring 2013 Senate Committee report**

The Mānoa Assessment Committee (MAC) was formed during the 2007-2008 academic year and first met in the fall semester of 2008. This report of MAC's activities for Spring Semester 2013 describes the committee's purposes and major tasks, lists the committee members, and describes the major activities undertaken by the committee during the semester.

Committee Purposes and Major Tasks The purposes and major tasks of the MAC that were specified in the 2009 Senate resolution that authorized the committee were to (a) establish assessment policies, (b) identify the most appropriate assessment practices and uses, (c) review resource needs and recommend concomitant budgetary applications, (d) liaise with the faculty to promote effective practices, (e) consult with subject matter experts, (f) produce an annual report, (g) serve as a repository of assessment activities, (h) provide consultation to the administration about gaps in available assessment information, (i) recommend changes in processes, (j) review the usefulness of assessment strategies, and (k) ensure that the Mānoa campus uses assessment data to inform decision-making and improve student learning.

Committee Membership The resolution authorizing the committee states that MAC membership should include nine voting members (four from Arts and Sciences and five from other units) and four non-voting members (the Senate Executive Committee [SEC] liaison, the Assessment Office [AO] Director, an undergraduate student, and a graduate student). The voting members in 2012–2013 were Chairperson Peter Hoffmann (John A. Burns School of Medicine), Vice-Chairperson Scott Robinson (Education), Daniel Jenkins (Engineering), George Harrison (Curriculum Research and Development Group), Adam Pang (Learning Assistance Center), Sang-Hyop Lee (Economics), Sang Yee Cheon (Languages, Literature and Linguistics), and Amy Schiffner (Theatre and Dance). Peter and Scott were the two Faculty Senators on the committee. The SEC liaison was Thomas Conway. Ruben Campos served as the graduate student representative and Cori Grunenwald represented the Associated Students of the University of Hawai'i. Monica Stitt-Bergh and Yao Hill, faculty specialists serving as AO staff, attended the committee meetings contributed much information and expertise. During this semester Ian Belton (Arts and Humanities) joined MAC as another Faculty Senator.

Major Committee Activities The MAC met 4 times during the 2013 Spring Semester. Briefly, its activities included the following:

Participation in the Institutional Learning Outcomes (ILO) working group. Amy Schiffner and Monica Stitt-Bergh participated the ILO working group. The ILO Working Group is laying the groundwork for ILO assessment. This semester the members started mapping ILOs to existing degree requirements (major and general education), drafted a FAQ and "ILO introduction" letter to departments, and brainstormed ways to inform the campus community about the ILOs. This group met to explain ILOs, how they are relevant to UH programs, and their importance for maintaining standards for WASC accreditation.

Participation in the HDFWI working committee. Sang-Hyop Lee and Adam Pang were MAC representatives on this working group. The DFIW working group reviewed past reports for recommendations based on 2005-



2010 data. This working group did not meet during the Spring 2013 semester and will perhaps reconvene during the 2013/2014 academic year.

Assessment Office Annual Reports. Annual assessments are conducted by each program and submitted to the Assessment Office each fall semester. Of the 233 programs, 192 (82%) submitted assessment reports in Fall 2012. A total of 63 programs requested feedback from Assessment Office, with the important caveat that only those programs completing 100% of the report were given the option of requesting feedback. During the last year, MAC has discussed how to get programs to better participate. It was suggested that some program faculty feel that these assessment reports are either not meaningful or are never reviewed by anyone and thus not worthy of the effort. To better engage the faculty in the important task of assessing their programs in terms of meeting SLOs and providing a quality education to students, Assessment Office representatives with some suggestions by MAC developed a rubric to determine how well assessment reports analyze and report the programs' performance. This rubric was developed not as a scoring system, but to provide feedback to the departments as to how well the assessment was performed and how the SLOs were being met. After much discussion and refinement, a final rubric was established. The 63 assessment reports were assigned to different members of the MAC to have each report reviewed for strengths and weaknesses, with an average of eight reports per MAC member. The reports were discussed and feedback forms completed and provided to the Assessment Office. The Assessment Office then compiled feedback and sent this information back to the program officials as framework for improving the assessment process and adding value to the process. During this semester, the role of MAC in future Assessment report evaluations was discussed and it was determined that this is an important task for MAC. Therefore, MAC will again engage in evaluations of next year's Assessment Reports with the goal of improving the quality, providing motivation for complete and insightful assessment by each program official, and increasing the overall participation in the annual process.

Other Assessment Issues. MAC spent time looking forward to WASC 2015 accreditation update report. MAC discussed at length issues that need to be addressed to improve the quality of education and training at UH. In particular, the emphasis that WASC appears to increasingly place on real world training and hands-on practical skills in higher education was a major topic of discussion in MAC. Energetic discussions were carried out regarding means by which UH may obtain the necessary balance between providing practical training and skills and providing a well-rounded humanities education. While real world skills (writing, mathematics, critical thinking, presentation skills, computer competency, etc.) are important, we generally agreed that UH needs to remain committed to humanities and liberal arts that add to the personal growth and education of our undergraduate students. It was also discussed as to how best assess the students' achievements both at performance and values levels. ILO's and SLO's provide guidance, but accurate assessment of how programs at UH and UH as an institute are meeting those objectives needs to remain at the forefront of our activities. MAC will continue to be engaged in assessment at UH at the program and institutional level with the notion that the WASC 2015 report is a rapidly approaching.