UNIVERSITY of HAWAI'I®
MĀNOA

Date: **July 15, 2016**

To: Mānoa Faculty Senate Executive Committee

From: Alice Tse, Chair

RE: Committee on Assessment (MAC) Spring 2016 Report

Membership:

Senators: Alice Tse (Chair)

Non-Senators: Penny-Bee Bovard, Hui-Ya Chuang (term began 4/21/16), George Harrison, Stephanie Kraft-Terry, Olivier Le Saux (Vice Chair), Leticia Pagkalinawan, Mandy Westfall-Senda (term began 4/21/16)

Non-Voting: Jordan Baker (Ex Officio-ASUH), *vacant* (Ex Officio-GSO), Yao Hill (Assessment Office), Monica Stitt-Bergh (Assessment Office), Bonnyjean Manini (Sec Liaison)

Number of Meeting Times This Semester: 7

Meeting Dates: 1/7/16, 1/28/16, 2/4/16, 2/18/16, 3/10/16, 4/21/16, 5/5/16

Activities:

1. Assessment software vendor demonstrations. Committee reviewed software demos, provided consultation to the Assessment Office on usability for capturing data for program reviews. Discussed need to request the software that best serves the campus assessment community, even if that means request a slightly more expensive software. Decision made to support the Assessment Office's request to purchase new commercial assessment software package upon review of the costs vs. benefits.
2. Graduate ILO. 3 MAC members volunteered to join the committee assembled by OGE to revisit the wording of ILO #6.
3. Annual Poster exhibit & proposals. Performed the review of submissions for the Assessment Office's Assessment Poster exhibit & Call for Proposals.
4. Initial invitation to join ILO assessment. Provided consultation to the Assessment Office and OVCAA on the wording of the departmental invitation. Suggestions: (a) use of a short initial invitation message so it engages the recipient; long messages tend to get pushed to the back burner; (b) remove the assessment "jargon" - write to the faculty who has little exposure to assessment and/or ILOs; (c) insert a statement in the initial message that this is a quality improvement initiative, e.g., take the 2 lines from the AO/MSC website about "Do I need permission . . ." and add to the initial message in order to help to deal with the concern about needing student consent; (d) time the follow-up request from the AO so it is in close

proximity to this initial message; and (e) implement this process very soon since we are heading into Spring Break.

- Reduction of AO, MAC, and program's workload related to annual assessment report. MAC work load has increased because more programs are requesting feedback Provided consultation to the Assessment Office: (a) Involve ad hoc reviewers: e.g., previous MAC members and faculty volunteers; (b) develop standardized verbiage to articulate common issues found in annual assessment reports; (c) organize the sections of the AO website and Laulima site containing examples, tips, best practices, etc. into one repository; (d) **HIGH PRIOITY** using previously submitted reports as examples, provide intensive "hands-on" training workshop in early Fall (Aug/Sept) to current MAC members; level the selected reports from an excellent format (easy to review) to one that requires feedback (harder to review); (e) develop a "buddy system" so new MAC members partner with more experienced MAC members for reviewing the annual assessment reports; (f) involve alumni of the Assessment Leadership Initiative (ALI) to assist with the assessment report reviews; (g) provide meaningful recognition of ad hoc reviewer's service to MAC; (h) split the programs submitting their annual assessment reports into a Fall group and a Spring group; (i) offer feedback every other year for the programs that collected and used results three times in the past five years, although it will be difficult to *determine whether program "used" result*s; (j) *a*sk the Assessment Leadership Institute members to volunteer to be the reviewers; and (k) ask past MAC members to be the volunteer reviewers. MAC did not agree with the Assessment Office's recommendation to ask programs who collected and used results three times in the past five years to volunteer to be the reviewers. MAC questioned whether this would this create unintended effects of a successfully performing program receiving additional work because they are successful?

5. Language for UHM catalog RE: conduct of program learning assessment. IRB correspondence reviewed. Paragraph proposed by AO edited as follows: *"The University of Hawaiʻi at Mānoa is obligated to carry out continuous quality improvement by collecting student course work and data (including grades, when necessary) to assess program and institutional effectiveness. Both students' and instructors' identities will be kept confidential and will not be linked to course work submitted to the institution in any reporting. The assessment activities will benefit you and future students as the University uses these assessment results for continuous improvement. You have the right to opt out from submitting assignments from a particular class by informing your course instructor that you do not want to share the course work outside of the class."* The committee requested information from the Assessment Office relating to the mechanism by which instructors communicate would names of students who opt out to the AO.

6. Mechanism for determining names of students who opt out of course work submission for UHM program learning assessment. Discussed potential concerns of students and need for option to opt out of course work submission for UHM program learning assessment. The wording drafted by MAC (4/21/16) for UHM catalog RE: ILO assessment and student option to opt-out forwarded for review by AVCAA (D. Halbert), Gen Ed Director (H. Aikau), and Accreditation Liaison (W. Pearson).