



UNIVERSITY of HAWAII®
KAPĪ'OLANI
COMMUNITY COLLEGE
FACULTY SENATE

TO: Chancellor Leon Richards

From: Faculty Senate Chair Susan Dik

Date: May 6, 20124

RE: Resolutions 05052014-9: Guidelines for the Use of Learning Outcomes Assessment in Faculty Evaluation

On May 5, 2014, following a motion, a second, and an open dialogue among the Senators, the Faculty Senate officially passed a resolution to recommend the following guidelines to be used in the use of learning outcomes assessment in faculty evaluation:

Guidelines for the Use of Learning Outcomes Assessment in Faculty Evaluation

“The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of the effectiveness of producing that learning. Those employees use the results of the assessment of learning outcomes to improve teaching and learning.” (ACCJC Revisions to Accreditation Standards Approved for First Reading January 2014, Standard III.A.6)

The following questions are guidelines for presenting evidence of involvement with assessment and improvement of student learning as a component in faculty self-evaluation documents such as Contract Renewal, Tenure & Promotion, Lecturer Assessment, and Post-Tenure Review. The questions are adapted from the section addressing Standard III.A.1.c in the ACCJC Guide to Evaluating Institutions, July 2013.

The University of Hawaii Community College Faculty Classification Plan distinguishes three classes of faculty: instructional, counseling and academic support. In responding to the following questions, faculty members should discuss their work from within the framework of their classification.

Where appropriate, faculty members are encouraged to provide quantitative or qualitative assessment data to support their narrative. Aggregated data may be presented where common assessment methods are utilized.

1. What is your role in producing student learning outcomes?
2. What deep thinking have you, as an individual and with your colleagues, engaged in about how well students are learning. What measures have you, again individually and collectively, created or selected to measure that learning?
3. What discussions have you had about how to improve learning? What plans have you made?
4. What changes have you made in your methodologies to improve learning?
5. If you teach, what changes in your course content or sequencing have resulted from analysis of how well students are mastering course content?
6. How have you engaged in professional development toward the development and assessment of student learning outcomes?