

Title: Assessment plan Open Forum
Date: Wednesday, April 19, 2017
Time: 12:00pm-1:30pm
Place: Olona 205

Facilitator: Louise Pagotto, Interim Chancellor
Introduction: Joanne Whitaker, Accreditation Liaison Officer

- The open forum is an opportunity to receive your feedback.
- Timeline –
 - There are two open forums on April 19 and 20, 2017, a meeting with the Math and Science dept. on April 28, and a Google form to collect written comments will be available until April 28.
 - All comments will be consolidated and the plan will be revised in the summer
 - The revised assessment plan will be presented in the fall.
- The goal is to identify 2-3 things that can be completed in 2017-2018.
- How the plan was created.
 - In the fall 2016, the co-chairs for the ACCJC Institutional Self-Evaluation report worked with the Faculty Senate SLO committee and the Chair of the SLO committee to frame an assessment plan.
 - It was determined that the more effective role of the SLO committee would be to vet the plan. Sally Pestana and Tanya Renner, who have deep knowledge of assessment and accreditation, were asked to draft a plan balancing the requirements of ACCJC accreditation and a more organic approach to assessment.
 - Sally and Tanya interviewed the following to collect information for the Plan: (page 2 of the Assessment Plan)
 - Taskstream Coordinator,
 - General Education Board members,
 - CTE Assessment Coach,
 - Arts & Sciences Coach,
 - Faculty Senate Student Learning Outcome Committee,
 - Accreditation Liaison Officer,
 - College Accreditation Consultant, and
 - Various other faculty and staff working on assessment
- Here are the requirements for accreditation:
 - All courses need outcomes
 - All course outcomes need to be mapped to program, general education (if applicable) and institutional outcomes
 - All outcomes need to be assessed but not all outcomes need to be assessed on the same timeline.
 - There will be a cycle for assessment like the 5-year curriculum review process
- How we approach the process will be Kapi'olani's story. We need to ensure

that students are learning what we think they are learning

Feedback on the Assessment Plan:

- Support Unit Outcomes – SUOs. The terminology used to be Service Area Outcomes (SAOs). The reason for using “unit” was that we use that term more than “area’ to define our groups. The terminology can be changed to SAOs.
- The SLO Committee introduced a different way of doing assessment - inquiry based assessment. An outcome can be assessed as long as it is necessary. Response: Outcomes can be assessed that way but the other outcomes will need to be addressed as well. As a teacher, you address all the outcomes for every student each semester. How can you ensure that the student successfully addressed the outcomes in your course?
- Are these requirements written in the Standards? Response: It is not explicit but the accreditors will be looking for it. Susan Kazama, ACCJC Commissioner, Stephanie Droker, ACCJC Vice President, and many more have confirmed this.
- It is a workload issue. If faculty want to assess one outcome over time, the results will be more meaningful versus assessing all the outcomes. Faculty may feel less enthusiasm if all student outcomes need to be assessed.
- A suggestion was made to bring people together during duty week and have the conversation on student learning. Schedule it in the framework of the college during a time when there are no conflicting meetings.
- The LERAs and SERAs will not ensure that assessment will happen. Faculty need the time. There are three problems with assessment: time, data and uncertainty. Uncertainty was addressed by the SLO coaches and data was addressed by Taskstream.
- Discipline assessment coordinators were used in 2012. After 2012, the discipline assessment coordinators disappeared.
- The Cluster meeting can be replaced to do assessment. Give the faculty time back. Response: How do we keep the faculty accountable for the time and what they produce? A mechanism is needed to keep track.
- In 2008, faculty were given three days in Naio to map all the course outcomes to program outcomes. They had to submit documentation.
- If regular events are scheduled, it will show regular assessment. If we go back to the every outcome on a cycle, it will be just checking off the box. Response: if there are many outcomes, create an assignment that addresses groups of outcomes. We need to track our work.
- Documentation feels like an extra step.
- The issue is how are we doing assessment? Teachers naturally do assessment, they just don’t like recording it. Taskstream – the issue is learning the program. A simple sheet is needed that says what we are supposed to do. Step 1, step 2, step 3.
- A suggestion was to assign the faculty who will assess the course.

- In student affairs, counselors are on board but there is no compensated time to support their work. What if staff members want to be coaches? Offering overload is adding more to the workload.
- A suggestion was made to create a template that can focus the conversation. Then someone else can be assigned to input the work in Taskstream. In Culinary, someone other than the faculty is assigned to input the data. It makes it easier to get the data and puts the value of what's important. The learning is in the rich conversation.
- Student Affairs should be separated from Administrative Services as student affairs have learning outcomes as well as service outcomes.
- In the Assessment Plan, it recommends that all the discipline coordinators serve on the Gen Ed committee. This is not a good idea as it would make the Gen Ed committee too large.
- For the ILOs, someone has to be responsible for implementing them across the campus. Would this be the assessment director's responsibility?
- Bringing back the cornerstone project to assess general education outcomes is not a good idea as it was not successful in the past.
- There needs to be a creative, integrated approach to the assessment process. Knowledge on current practices is needed.
- There needs to be decisions made on the terminology. Student Affairs has an assessment glossary. Who will decide the terminology? Submit suggestions to a Google doc?
- Faculty are asked to map their courses to programs. Once the general education outcomes and ILOs are approved, there will be more work. If we identify people to do the work, there is a workload issue. In addition, what is the impact on the institution when we pull motivated faculty to do the work? Does it have a negative impact on instruction?
- The SLO coaches can coordinate and educate the discipline coordinators.
- Thoughts on recreating discipline coordinators. Faculty will be given time in their disciplines to do the work.
- The second Monday of the month used to be for assessment where conversations can happen. How can we schedule our classes so the time will be free? How likely is it to bring back the "activity hour"? Response: Department meetings are the third Monday of each month. Some departments have abandoned that activity hour free period. Some disciplines can meet on the second Monday. The second Tuesday can be assessment Tuesday.
- UHCCP 9.203 has a policy on discipline coordinators to provide 1-6 TEs annually for the work. The assessment plan says that program/discipline coordinators should be compensated, which is good.
- The faculty workload should be reduced from 27 to 24 credits.
- It is difficult with Student Affairs taking TEs. Can there be one discipline coordinator for Student Affairs and one for the Administrative Services? The assessment director will need to look at all the areas: student affairs, human resources, OCET, etc.

- The CAC Assessment Work Group can bring the silos together. Administrators over the units can play a role. The Deans and Vice Chancellors have an important managerial responsibility.
- For accreditation, the responsibility falls on the Chancellor.
- In the assessment management plan, the department chairs are not on the list but the academic counselors with assessment responsibility are in the departments.

What are the most important things to do next year?

- Hire an Assessment Coordinator. The name should be assessment “coordinator” not director as “director” sounds like an executive/managerial position. It will be a faculty position.
- Should the assessment coordinator be from inside or outside the College? If we reassign a position, that would be quicker. Is there anyone on campus who has an interest, assessment knowledge and credibility on campus? The goal is for the coordinator to start in the summer and be in place by the fall.
- Define the compensation to encourage people to volunteer. What is the appropriate workload compensation? Staff may be interested. Time is what is needed. A class can be reduced from the instructional faculty’s schedule but the workload issue is difficult for counselors and staff.
- The college needs to decide how much time and resources it will commit for assessment.
- A 3-day “institute” was effective in the past. A suggestion was to compensate faculty/staff for 3 days, a week before duty week, for assessment. This will provide concentrated time. Then, create regular ongoing times in the year to check in.
- The Math/Science department are concerned that an assessment coordinator position adds bloat to the administration.
- The Assessment Plan is too complicated.
- Someone is needed to enter the data into Taskstream.
- Institutional learning outcomes need to be the responsibility of the Assessment Coordinator. The Gen Ed board and SLO coaches can be a web of people supporting the process.
- Who should the position report to? A suggestion would be to reorganize OFIE. People whose work cuts across the entire institution should be under OFIE such as student success and assessment. Sharing data would strengthen the connections.
- If we reduce our learning outcomes from 30 to 5, meaningful data is going to be lost. Whatever mechanisms that are used to assess an outcome is the purview of the faculty. How do you know that the students are learning? All the faculty need to get together to discuss if the students are learning that outcome. Then, they need to document it.
- How do you deal with students who are not attending class or not doing well? It skews the data.