

Program-level Learning Assessment Report Questions 2022

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New: Two-part report

The 2022 report on program's learning assessment activities consists of two parts:

1. Alignment and learning achievement information (a Google Sheet)
2. Learning assessment activities (a Google Form).

Login **[Closed on 1/6/2023]**

To complete the report, login on the Assessment and Curriculum Support Center's website:
[online portal login](#).

Need help logging in? Consult the [login instructions](#).

Once logged in, you will see links to each program's Google Sheet and Google Form

Deadlines

Early deadline: **Friday, November 18, 2022**

Final deadline: January 6, 2023 [no changes allowed after 1/6/23]

Information and resources

- What happens to the reports?
 - We (the Assessment and Curriculum Support Center) analyze the reports and use that analysis to guide the support we offer; we summarize the reports for the Faculty Senate Committee on Education Effectiveness, UHM administration, and WSCUC (WASC institutional accreditation)
 - We give the reports to teams conducting external program review

- We use the reports as evidence that UHM meets the institutional accreditation requirements for learning outcomes assessment and use of assessment results for improvement.
- The online reports serve as a central repository for programs to help them track assessment activities across years.
- **Feedback on your report is available by request.** If you input the program's assessment activities, you can ask for feedback via question 15 on the Google Form.
- All reports will be **publicly available**.

Help available

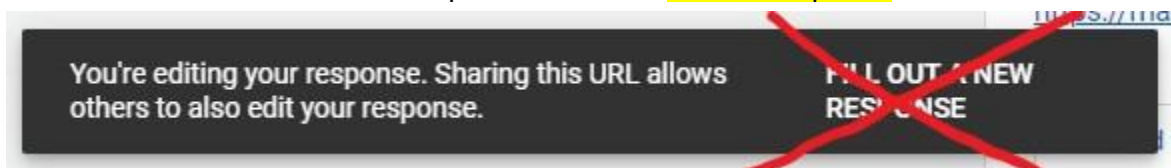
- Read exemplary reports: [Examples of Program Assessment in Action](#) –search for “Report” type
- Watch a video
 - [What, why, who, when, how: Overview of the report \(part 1\)](#) (11 minutes)
 - [Details about completing the report–question by question \(part 2\)](#) (33 minutes)
- Contact Monica or Yao for assistance.
 - [Online office hours \(no appointment needed\)](#) on most Tuesdays and Wednesdays
 - Make an appointment
 - Monica Stitt-Bergh, bergh@hawaii.edu, 808-956-6669
 - Yao Hill, yao.hill@hawaii.edu; 808-956-4283

Questions on the Google Form: Learning Assessment Activities

We recommend that you save a copy of this document, input your answers on the saved copy, and then copy and paste open-ended answers into the Google Form.

Tip: you may leave and reenter the Google Form; you may share the Google Form link with colleagues.

****Please do not “Fill out a new response.” Instead, edit the response.****



****Always press "Submit" before you exit the Form to ensure your answers are saved****

1. Please upload your current curriculum map (PDF preferred; document or spreadsheet allowed).

A curriculum map is a graphical illustration of the relationship between a program's courses/requirements and the program's student learning outcomes. Usually presented as a matrix/table. Examples on the Assessment and Curriculum Support Center website: <https://manoa.hawaii.edu/assessment/resources/how-to/curriculum-mapping-curriculum-matrix/>

[Document Upload Button]

Tip: [2020 curriculum maps \(PDFs\) are online](#) (scroll to question 3)

2. What percentage of courses have course student learning outcomes (SLOs) explicitly stated on the syllabus, a website, or other publicly available document? (Check one.)

- 0%
- 1 - 50%
- 51 - 80%
- 81 - 99%
- 100%

3. Understanding the usage of assessment software on campus helps our center make recommendations to UHM programs. Please select the assessment management software your program uses, or check "None," or check "Other" and write-in if it is not listed here.

- None
- Anthology (formerly Campus Labs)
- Blackboard Learn's assessment module
- CALIPSO
- Canvas assessment module
- ComplianceAssist
- CORE CompMS
- eLumen
- ExamSoft
- Typhon
- WeaveOnline
- Other: _____

4. Did your program engage in any program learning assessment activities between November 1, 2020 and October 31, 2022? *

- Yes (answer the questions on this page)
- No (skip the questions on this page by scrolling to the bottom and clicking "NEXT")

5. What best describes the program-level learning assessment activities that took place for the period November 1, 2020 to October 31, 2022? (Check all that apply)

- Created, modified, or discussed program learning assessment procedures (e.g., changed SLOs, revised the curriculum map, created a mechanism to collect student work, adapted a rubric)
- Collected evidence of student learning (e.g., student work; student performance; student self-reports of learning thru surveys, interviews, or focus groups)
- Analyzed or evaluated evidence of student learning (e.g., student work; student performance; student self-reports of learning thru surveys, interviews, or focus groups)
- Used assessment results to make programmatic decisions (e.g., change course content or pedagogy; design new course; hiring)
- Other: _____

6. Briefly explain the assessment activities that took place since November 2020. Please do not include findings/results here; include that information in questions 11 and 13.

7. If the program collected, analyzed, or evaluated evidence of student learning, what were the types of evidence? Check all that apply.

- Artistic exhibition/performance
- Assignment/exam/paper completed as part of regular coursework and used for program-level assessment
- Capstone work product (e.g., written project or non-thesis paper)
- Exam created by an external organization (e.g., professional association for licensure)
- Exit exam created by the program
- IRB approval of research
- Oral performance (oral defense, oral presentation, conference presentation)
- Portfolio of student work
- Publication or grant proposal
- Qualifying exam or comprehensive exam for program-level assessment in addition to individual student evaluation (graduate level only)

- Supervisor or employer evaluation of student performance outside the classroom (internship, clinical, practicum)
- Thesis or dissertation used for program-level assessment in addition to individual student evaluation
- Alumni survey that contains self-reports of SLO achievement
- Employer meetings/discussions/survey/interview of student SLO achievement
- Interviews or focus groups that contain self-reports of SLO achievement
- Student reflective writing assignment (essay, journal entry, self-assessment) on their SLO achievement
- Student surveys that contain self-reports of SLO achievement
- Other: _____

8. State the number of students from whom evidence was collected and the number of total students who could have provided evidence (e.g., 40 out of 50 seniors; 19 out of 20 students in CRS 701).

9. Who analyzed or evaluated the learning evidence (e.g., who scored student papers using a rubric; summarized survey results; coded focus group data)? If analysis/evaluation is pending, please select that choice. (Check all that apply.)

- Course instructor(s)
- Assessment coordinator
- Faculty committee
- Ad hoc faculty group
- Department chairperson
- Persons or organization outside the university
- Faculty advisor
- Advisors (in student support services)
- Students (graduate or undergraduate)
- No one at this time: analysis or evaluation is pending
- Other: _____

10. How did they analyze or evaluate the learning evidence? (Check all that apply.)

- Used a rubric or scoring guide
- Scored exams/tests/quizzes
- Used professional judgment (no rubric or scoring guide used)
- Compiled survey results
- Used qualitative methods on interview, focus group, open-ended response data

- External organization/person analyzed data (e.g., external organization administered and scored the nursing licensing exam)
- Analysis or evaluation is pending
- Other: _____

11. What were the results of the analysis/evaluation of student learning? Please include the SLO(s) and the minimum expectation. You may describe below or upload a document.

11a. Your answer (if not uploading a document)

11b. Document upload
[Document Upload Button]

12. If the program has the results/findings, who interpreted the results/findings? (Check all that apply)

- Course instructor(s)
- Assessment coordinator
- Faculty committee
- Ad hoc faculty group
- Department chairperson, Dean, or Director
- Persons or organization outside the university
- Faculty advisor
- Advisors (in student support services)
- Students (graduate or undergraduate)
- Interpretation is pending
- Other: _____

13. Given the interpretation of the results/findings, what were the major conclusions or takeaways regarding student learning (e.g., "Students are doing well with SLO 3 (research methods), but students did not do well with SLO 4 (communication). Faculty action needed on SLO 4.")? If interpretation is pending, please state when the interpretation will be available (e.g., next spring).

14. What best describes how the program used the assessment results/findings? (Check all that apply.)

- Assessment procedure changes (e.g., changes to SLOs, curriculum map, rubrics, evidence collected, sampling, communications with faculty, etc.)
- Course changes (e.g., changes to course content, assignments, pedagogy, courses required, pre-requisites)
- Personnel or resource allocation changes
- Program policy changes (e.g., changes to admissions requirements, student probation policies, common course syllabus, etc.)
- Students' out-of-course experience changes (e.g., changes to advising, co-curricular experiences, program website, program handbook, brown-bag lunches, workshops)
- Celebration of student success!
- Assessment results indicated no action needed because students met expectations
- Use is pending (typical reasons: insufficient number of students in population, evidence not evaluated or interpreted yet, faculty discussions continue)
- Other: _____

15. For each box checked above, briefly describe how that action addressed the assessment results/findings. For example, If you checked "Course changes", your description might state, "Students performed below expectations on SLO 3 (research methods). The faculty discussed their course assignments, provided feedback to each other, and then agreed to be more explicit on assignments and increase the number to provide students with more practice." See other examples

16. Were there additional conclusions or discoveries This can include insights about assessment procedures, teaching and learning, and great achievements regarding program assessment in this reporting period.

Would you like feedback on your report? *[This question appears only for the programs that conducted learning assessment activities.]*

- Yes
- No

The following question only appears when programs did not engage in any program learning assessment activities (i.e., answered “No” to question 4).

Please explain and justify why the program did not engage in learning assessment activities in this reporting period. (Note: all programs are expected to conduct regular program-level learning assessment both by UH Mānoa and the institutional accreditor. See, for example, [related accreditation criteria 2.4 and 2.6](#).)

Questions on the Google Sheet: **Alignment and Achievement**

After you login, open the program's Google Sheet. [\[Login instructions\]](#)

1. On the Google Sheet, open the “**Instructions**” tab for additional guidance.
2. Update your program student learning outcomes as needed.
3. **Alignment.** For each program learning outcome, indicate if it directly aligns with an institutional learning objective (ILO) by checking the box.

To read the ILOs, click the appropriate link:

[Undergraduate ILOs](#)

[Advanced Degree ILOs](#)

View examples of alignment:

[Undergraduate program alignment: program SLOs to the ILOs](#)

[Advanced degree program alignment: program SLOs to the ILOs](#)

4. Student Learning Achievement – **Year Assessed.** Select the last year each program student learning outcome was assessed. If never, select, “did not assess,”
5. Student Learning Achievement – **Assessment Results.** Of the students that were assessed in that year, what percentage met faculty expectations? Use the dropdown to select the answer:
 - a. Did not assess
 - b. 1-50% met faculty expectations
 - c. 51-74%

- d. 75-90%
- e. 91-100% met faculty expectations

What are “faculty expectations”?

In program-level learning outcomes assessment, faculty collaboratively establish the expectations which are also called

- Standards of performance
- Performance expectations
- Student achievement level
- Minimum competency score
- Cut-score

In most cases, the faculty expectation is **expressed as a number that corresponds to a written description (e.g., on a rubric)**. Alternatively, the faculty expectation may be expressed only as a written description.

For example, if the faculty are evaluating students' capstone projects using a scoring rubric, the faculty set the minimum score needed for the capstone project to be deemed competent or good enough. On a scale of 0-4, with 4 being the highest, the faculty may collaborate to decide that a score of “4” is needed – “4” is the faculty expectation. It's up to the faculty experts to set this minimum score for competency.

The formal process to establish the faculty expectations is called *standard setting* and the Assessment and Curriculum Support Center can lead the faculty through this process (see also the [workshop materials on standard setting](#)).

The WASC standards for accreditation state that all degree programs have set appropriate levels of student achievement for graduation. As mentioned above, these levels are often expressed as a number that corresponds to a written description.

What if we have not established the faculty expectations for one or more learning outcomes?

If the program faculty have assessment results but have not set expectations, select the year the assessment last occurred and then check "did not assess" for the “What % of students met faculty expectations?” It would look like this:

When was the SLO last assessed?	What % of students met faculty expectations?
2021 ▼	did not assess ▼

However, if the faculty have time, they can collaboratively set the minimum score needed/faculty expectations this semester. That can then be applied to previous assessment results to calculate the % of students who met expectations.

6. When finished, close the Google Sheet. Your responses are automatically saved.
 - a. You may re-open the Google Sheet to finish or to edit.
 - b. Deadline is November 18, 2022.
 - i. You may edit until January 6, 2023.