

HAWAII COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

Institutional Assessment

November 27, 2013

July 1, 2012 to June 30, 2013

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Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. It is an important planning tool for the college budget process. Achievement of Program/Unit Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college-wide process, the Program/Unit Reviews are available to the college and community at large to enhance communication and public accountability.

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CERC Comments and Feedback (If you submitted a Comprehensive Unit Review in 2011 or 2012, please complete this section)

CERC gave recommendations intended as suggestions for improvement. Provide a brief response to the suggestions made. i.e. Were suggestion(s) valid? What change(s) were made as a result of the suggestion(s)?, etc.

Unit Description (In addition, give more in depth explanation of what the unit does, who it serves and generally describe its accomplishments)

Part I: Quantitative Indicators

NO ENTRY

Part II: Analysis of the Unit

Alignment with College Mission and ILOs

Write a brief narrative describing the unit and how it supports the College's mission and Institutional Learning Outcomes (ILOs).

College's mission:

Hawai'i Community College (Hawai'iCC) promotes student learning by embracing our unique Hawai'i Island culture and inspiring growth in the spirit of "E`Imi Pono." Aligned with the UH Community Colleges system's mission, we are committed to serving all segments of our Hawai'i Island community.

Unit Mission:

The Institutional Assessment Office organizes Hawai'i Community College assessment to sustain continuous improvement for instructional activities and support services.

Describe how this unit supports the College's mission.

The Institutional Assessment Office provides coordination, training and consultation for the instructional programs and support units to facilitate assessment activities. The office provides professional development opportunities through the creation of instructional resources and organization of training sessions. Consultation with individuals, programs, departments and open sessions provide assistance with assessment efforts.

Describe how this unit supports the College's Institutional Learning Outcomes below.

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ILO 1: Our graduates will be able to communicate effectively in a variety of situations.

Describe how the Unit supports ILO1:

The Institutional Assessment Office provides coordination, training and support to the instructional programs and support units as they assess their efforts to adopt, support and promote ILO 1.

ILO 2: Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.

Describe how the Unit supports ILO 2:

The Institutional Assessment Office provides coordination, training and support to the instructional programs and support units as they assess their efforts to adopt, support, and promote ILO 2.

ILO 3: Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.

Describe how the Unit supports ILO 3:

The Institutional Assessment Office provides coordination, training and support to the instructional programs and support units as they assess their efforts to adopt, support, and promote ILO 3.

Annual Report of Unit Data (ARPD)

Based on the data from this Unit's ARPD, analyze the Unit's strengths and weaknesses in terms of demand, efficiency, effectiveness, and any other data provided. Disregard Indicators not relevant to your unit.

Overall Health-- Healthy

Demand -- Healthy

Efficiency -- Healthy

Effectiveness -- Healthy

Other Data

Previous Unit Actions

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From previous Reviews, list the Unit Actions for this unit. Give a progress report for each Unit Action, describe the degree of achievement. Indicate "Delete" if this Unit Action will no longer be a priority Unit Action

Unit Actions	Progress Evaluation
No previous review(s)	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A

Significant Unit Actions for 2012-2013. (include gain/loss of positions, changes in procedures, etc.)

1. Implemented a permanent Assessment Committee reporting to the College Council.
2. The IAC and Assessment Committee developed new assessment planning and reporting procedures to assist instructional programs to comply with the ACCJC recommendation of conducting and providing evidence for course-level assessments.
3. Re-designed and implemented a new look and feel and content for the assessment website. This provided transparent access to assessment information for the public and better access to information and documentation for the college's internal use.

Analysis of Strengths and Weaknesses

Briefly describe the unit's top 3 strengths and 3 weaknesses. Provide an explanation and supporting evidence for each strength and weakness (e.g. assessment results, data elements from ARPD, surveys, etc.)

Strengths	Using supporting evidence, describe why this is a strength
S1. Documentation and Reporting	The assessment website is redesigned and is kept current with assessment information through IAC's updates.
S2. Intra-unit collaboration	The IAC has worked with members of the ASU to provide services and develop new initiatives to facilitate assessment and other institutional reporting.
S3.	

Weaknesses	Using supporting evidence, describe why this is a Weakness
W1. Communication	The information for conducting assessment is not always communicated in a timely or clear manner.

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W2. Clear, attainable assessment goals for the IAC and college	An Assessment Office survey provided evidence that this criteria was evaluated the lowest. The development of the Assessment Office outcomes and consistent information sharing should provide clarity of the office's goals.
W3. Professional Development Activities	The annual survey reflected this was one of the other areas needing improvement. There was no consistent, structured assessment training in place at the time of the survey.

Trends and Other Factors

Describe trends including comparisons to any applicable standards, such as government regulations, national standards from accrediting associations, etc. Include, if relevant, a summary of Satisfaction Survey Results, special studies and/or instruments used, e.g., CCSSE, etc. Describe any external factors affecting the unit or additional unit changes not included elsewhere.

Part III: Action Plan

Goals and Planning

List the top 3 immediate Unit Actions (Goals) for this unit for unit success. Identify the AMP Priorities (if applicable), College's ILOs, Strategic Plan Action Strategies, and UH System collaboration (if applicable) to which these Unit Action(s) align.

For Academic Support Units: List additional Unit Action(s), not included in the AMP to be implemented for unit success. Identify the AMP Priorities, College's ILOs, Strategic Plan Action Strategies, and UH System collaboration (if applicable) to which these Program Action(s) align.

Unit Action 1	AMP Priorities (disregard if NA)	ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
Design professional development tools for assessment training	Program Develo	None	E.4	c.	
	Graduation	ILO 1	A1.1	New Strategy	
	Graduation	ILO 1	A1.1	New Strategy	

[Link to Hawaii Community College Institutional Learning Outcomes](#)

[Link to Hawai'i Community College Strategic Plan](#)

[Link to Hawaii Community College Academic Master Plan](#)

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Narrative of New Strategy for Strategic Plan:

1.
2.
3.

Briefly explain how **Unit Action 1** aligns to the College's AMP Priorities (if applicable), ILOs, Strategic Plan, and UH System collaboration (if applicable):

<p>A training curriculum for assessment will be developed for orienting new faculty and staff and to provide updates for those familiar with assessment as procedures change. By developing a comprehensive set of professional development tools for assessment, the college will have better support for assessment orientation and training which aligns with the action strategy to increase capacity for insitutional research.</p>
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Calendar of planned activities for **Unit Action 1** – In chronological order, briefly describe the procedures/activities planned to achieve **Unit Action 1**

Activity(ies)	When will the activity take place
Example: Fire Drill	Fall 2014
Develop training modules for basic assessment principles	Fall 2013
Add the training modules to Laulima and incorporate background materials for self-paced learning	Spring 2014

Unit Action 2	AMP Priorities (disregard if NA)	ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
Assessment Planning, Reporting Software and evaluation technologies	Program Development	ILO 1	E.4	c.	
	Graduation	ILO 1	A1.1	New Strategy	
	Graduation	ILO 1	A1.1	New Strategy	

Narrative of New Action Strategy for Strategic Plan:

1.
2.
3.

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Briefly explain how **Unit Action 2** aligns to the College's AMP Priorities (if applicable), ILOs, Strategic Plan, and UH System collaboration (if applicable):

This activity will involve reviewing and evaluating assessment planning and reporting software for use in supporting instructional program and support unit assessment activities. The systems will include but not be limited to online and local database systems, tools used to evaluate artifacts, and related instruments. The evaluated systems should support the capacity for institutional research and assessment reporting and tracking.

Calendar of planned activities for **Unit Action 2** – In chronological order, briefly describe the procedures/activities planned to achieve **Unit Action 2**

Activity	When will the activity take place
Review systems supporting assessment activities	07/2013 - 03/2014
Evaluate systems and develop a report with findings and recommendations	04/2014 - 06/2014

Unit Action 3	AMP Priorities (disregard if NA)	ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
Communication initiatives	Program Development	ILO 1	E.4	c.	
	Graduation	ILO 1	A1.1	New Strategy	
	Graduation	ILO 1	A1.1	New Strategy	

Narrative of New Strategy for Strategic Plan:

- 1.
- 2.
- 3.

Briefly explain how **Unit Action 3** aligns to the College's AMP Priorities (if applicable), ILOs, Strategic Plan, and UH System collaboration (if applicable):

This activity involves developing a pro-active strategy for communicating assessment planning and procedures and follow-up to facilitate timely completing of required assessment activities.

Calendar of planned activities for **Unit Action 3** – In chronological order, briefly describe the procedures/activities planned to achieve **Unit Action 3**

Activity	When will the activity take place
Develop assessment activity checklist and timeline	Fall 2013
Implement checklist	Fall 2013, Spring 2014
Assess the effectiveness of the checklist for improving	Spring 2014

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communication and assessment achievement.	

Part IV: Resource Implications

List Top 3 Cost Items needed for unit success. Identify alignment to the AMP Program Actions (if applicable), Strategic Plan Action Strategies and/or Strengths and/or Weaknesses to address.

Cost Item 1	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		AMP Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"		
Tablets	Equipmen	\$3,000	E.4	c.		S2	W3
			A1.1	New Strategy		S1	W1
			A1.1	New Strategy		S1	W1

[Link to Hawaii Community College Institutional Learning Outcomes](#)

[Link to Hawai'i Community College Strategic Plan](#)

[Link to Hawaii Community College Academic Master Plan](#)

Briefly explain why **Cost Item 1** is necessary to meet priorities of unit and/or to address strengths and/or weaknesses.

Part of Action Plan 2 will be to see how technology can assist in gathering assessment data. Using tablets has proven valuable for capturing data during activity-based assessments. For shop performance, presentations, speeches and similar exercises tablets can capture the "visual/audio performance" as well as provide an opportunity to document the evaluator's real-time assessments and comments.

Cost Item 2	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"		
			A1.1	New Strategy		S1	W1
	Equipmen		A1.1	New Strategy		S1	W1
		A1.1	New Strategy		S1	W1	

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Briefly explain why **Cost Item 2** is necessary to meet priorities of unit and/or to address strengths and/or weaknesses.

Cost Item 3	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Action from AMP (ie 4.3) or write "New Strategy"	From Part II above	From Part II above
	Equipmen		A1.1	New Strategy		S1	W1
		A1.1	New Strategy		S1	W1	
		A1.1	New Strategy		S1	W1	

Briefly explain why **Cost Item 3** is necessary to meet priorities of unit and/or to address strengths and/or weaknesses.

Part V: Unit Outcomes

For the 2012-2013 year, list all Unit Outcomes and check mark those assessed this year.

	Check mark if Assessed this year	Unit Outcomes
1	<input checked="" type="checkbox"/>	provides training and support to develop, align, and assess institutional, unit, program and course outcomes.
2	<input checked="" type="checkbox"/>	maintains and publishes assessment documentation and reports.
3	<input checked="" type="checkbox"/>	collaborates with administrators, divisions/departments/units leadership and faculty/staff to provide assessment activities that foster continuous improvement.
4	<input type="checkbox"/>	
5	<input type="checkbox"/>	
6	<input type="checkbox"/>	
7	<input type="checkbox"/>	
8	<input type="checkbox"/>	
9	<input type="checkbox"/>	
10	<input type="checkbox"/>	

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A) Expected Level of Achievement – Describe the different levels of achievement for each characteristic of the outcome(s) that were assessed. What represented “excellent,” “good,” “fair,” or “poor” performance using a defined rubric and what percentages were set as goals for student success. i.e. 85% of students will achieve good or excellent in the assessed activity
The assessment asked five questions to determine the level at which the IAC was performing key office duties. The evaluators were to use a scale of 1 to 4 with 4 being the highest ranking. A NO selection was provided for Not Observed. The goal was to have all the questions in the survey achieve a greater than 3.5 average score.

B) Assessment Strategy/Instrument – Describe what, why, where, when, and from whom assessment artifacts were collected.

To gather peer evaluation evidence, two surveys were conducted, the first during the Fall 2012 semester and the second during the Spring 2013 semester. The polls were by invitation but the results were received anonymously.

C) Results of Unit Assessment

All of the questions in the polls received a 3.5 or greater average except for "is respected by peers and staff" which received a 3.0 during the Spring 2013 semester. The surveys provided an opportunity for open-ended comments for each question. None of the comment sections were completed which detracted from the ability to understand why some of the scores were lower during the Spring 2013 semester.

D) Other Comments – Include any information that will clarify the assessment process report. There was a different population for the two polls which could account for the scoring differences. Without comment information, this is speculation.

E) Next Steps – Describe what the unit will do to improve the results.

The following steps will be undertaken to improve the survey results. The steps are also reflected in the action plans.

Develop a structured professional development strategy to strengthen the understanding of assessment and provide instruction for using the college assessment tools and process.

Provide robust and timely assessment information through the assessment website and emails.