

Assessment Plan
UH - WO Assessment Office
December 13, 2002

I. Mission of Assessment

The mission of assessment at the University of Hawaii - West Oahu is for the improvement of student learning. We believe that assessment should be driven by objectives, should be multi-faceted, and should have results taken seriously in the ongoing process of teaching and learning. We further believe in the Principles of Good Practice for Assessing Student Learning and will strive to instill the spirit of those principles in every assessment activity.

II. Purposes of Assessment

1. To foster the progress of high quality academic programs and to sustain high levels of student learning.
2. To measure the extent to which college learning objectives and divisional learning objectives are met.
3. To provide data for resource management and academic decision-making, i.e. institutional research.
4. To satisfy the requirements of accreditation.

III. Assessment Cycle for Learning objectives

- a. The college learning objectives are given in Attachment 1.
- b. The divisional learning objectives are given in Attachment 2.
- c. The methods of assessment of the college learning outcomes are grades, pre and post-testing in critical thinking, and senior project evaluations.
- d. Specific performance outcomes will be measured by
 1. Course grades
 2. Pre and post critical thinking tests
 3. Math pre test
 4. Writing lab logs
 5. Writing tests
 6. Statistics pre and post tests
 7. Individual classroom assessment techniques
 8. Senior project evaluation
 9. Practicum evaluation
- e. Analysis of results - makes recommendations and implement new directions and/or adjustments.
- f. Dissemination of results - through reports to division chair via faculty senate meetings and/or assessment web site.

IV. Assessment Cycle for Institutional objectives

- a. The institutional objectives and measurable institutional outcomes are given in Attachment 3.

- b. The methods of assessment of the institutional outcomes are existing institutional data, tracking, grades, surveys, and course evaluations.
- c. Accreditation reviews.
- d. Sectional evaluations - library, computer lab, writing lab and tutors, assessment office, student services.
- e. Analysis of results – make recommendations and implement new directions and/or adjustments of institutional outcomes.
- f. Dissemination of results - through reports to faculty senate, professional development day, and website.

V. Governance and administrative responsibilities

- a. Faculty senate
- b. Assessment Committee
- c. Chancellor
- d. Assessment Director/Institutional Research Coordinator

VI. Resources for Assessment

- a. Sources
 - 1. Annual budget
 - 2. Grant funding (EIF, other system wide or non-system wide grants.)
- b. Uses
 - 1. Data gathering and analysis
 - 2. Educational activities for faculty: workshops, programs, and consultants.
 - 3. Training and education for Assessment Office: conferences, workshops.
 - 4. Incentives for faculty participation
 - 5. Staff support (institutional analyst) and administrative oversight (assessment director)
 - 6. Student help

VII. Timetable for Implementation

- a. Objectives for 2002-2003.
 - 1. Develop assessment plan. Included in the plan will be methodologies for assessment, specific instruments to be used, timetable, responsibilities, and other assessment activities (Summer 2002).
 - 2. Submit the plan for approval by the Faculty Senate and Chancellor (Fall 2002)
 - 3. Develop plan for gathering each set of required data, and develop procedures' manual for gathering, processing, and analyzing the data.
 - 4. Review and relate divisional objectives to college objectives
 - 5. Coordinate with program reviews and sectional reviews to obtain data relevant for college and divisional objectives.
 - 6. Sponsor assessment workshops and other assessment related meetings.
 - 7. Disseminate assessment reports via website and faculty senate.
 - 8. Maintain data in assessment website - institutional, course evaluations, surveys, other data.

b. Objectives for 2003-2004

1. Refine and modify assessment plan based upon feedback from faculty and staff.
2. Continue data gathering, processing, and analysis.
3. Implement recommendations from assessment analysis.
4. Work on developing strategic indicators and measurable outcomes for college objectives and division objectives (Spring 2003).