Assessment activities at the University of Hawai‘i at Mānoa are guided by Board of Regents and University of Hawai‘i policies as well as accreditation standards of the Western Association of Schools and Colleges (WASC) Senior Colleges Commission. Specifically, University of Hawai‘i Executive Policy E5.210, Institutional Accountability and Performance, calls for the “regular and systematic assessment of programs” which focuses on “overall program and institutional effectiveness” and for the “integration of assessment activities into the institution’s ongoing planning, program review, accreditation, student services, administration, budgeting, tuition-setting, and other processes.” The Committee on Academic Policy and Planning (CAPP) Resolution on Assessment states that the Faculty Senate of the University of Hawai‘i at Mānoa “supports an assessment process for all departments and programs, in order to revitalize the spirit and practice in higher education of paying substantial attention to the learning achievement of its students.”

As is the case on many university campuses, assessment efforts began in earnest at UHM just a few short years ago. Early efforts focused on the education of departments concerning the need for student learning assessment and methodologies for doing same. Additional energies were expended on persuasive and compliance-gaining efforts in order to maximize departmental participation. With increasing departmental compliance reaching satisfactory levels, more recent efforts have began to shift toward helping departments find the value-added benefits of active student learning assessment programs. This report provides a review of student assessment efforts at UHM for 2005-2006.

- UHM has achieved approximately 90% compliance across departments in data-based assessment activities. Very few departments remain at the “planning” stage.

- Over the past 18 months the Associate VCAA has met individually with representatives from all departments to discuss their assessment efforts with the goal of improving and simplifying efforts wherever possible.

- In addition, the Associate VCAA has met with the entire faculty of multiple departments to assist with their assessment efforts.

- In 2005 the Mānoa Academic Assessment Council (MAAC) was formed. MAAC consists of faculty members who have been directly involved in assessment efforts in their own departments or have extensive background in social scientific or psychometric research methods. MAAC was given three tasks:
  - read and prepare responses for each department’s assessment report (status: completed for 2005 department assessment reports);
  - serve as liaisons and consultants to departments re: their assessment needs (status: ongoing);
- develop a plan to assess the effectiveness of UHM’s general education program (status: ongoing).

- The assessment report request was updated and made more systematic in order to reduce the variance in the quality and quantity of information provided by department reports. Specific questions were developed that address the nature of student learning outcomes (SLOs), the publication of SLOs, the mapping of SLOs on curriculum, methodology for collecting assessment data, and the manner in which departments are using their results. Each item is provided with further instruction and elaboration such that the request form serves as a guide or checklist for assessment procedures as well as a request form.

- A web-based reporting system was developed for departmental assessment reports. The newly developed assessment report request can be completed online by departmental designees. The same items, instructions, and elaborations described above form the basis of the online reporting system. When completed, a department’s assessment report is automatically posted and made publicly available. Prior reports can be used as templates for future reports, i.e., an assessment coordinator can call up the 2006 report, edit or add the specific content that needs updating, and post the results as the 2007 report. This will make the process of reporting assessment efforts more efficient as well as highlight the continuity and evolution of assessment efforts over time.