**Excellent Uses of Assessment Results: A UH Mānoa Showcase**

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**Assessment tools & procedures and course changes** are the most frequent types of use

- **37%** Assessment tools and procedures
- **37%** Course changes
- **23%** Program curriculum and policy
- **22%** Resources and personnel
- **14%** Student-out-of-course experiences

About half (46%) programs made curriculum changes

**Defining Excellent Use:**
- Clear alignment between assessment results and actions taken
- Careful deliberation of reasons behind choice of actions.
- Active faculty engagement

20% (47 out of 238) of the UH Mānoa degree programs demonstrated excellent use of results.

**Program assessment reports show**

- Over ¾ of 238 degree programs used assessment twice in a five-year period

- 2010-14: 69%
- 2011-15: 78%

**Act now on low-hanging fruit!**

- Re-examine the curriculum map
- Delete the courses no longer taught from the map
- Allow students to take the internship course twice.
- Tell the internship supervisors the program SLOs they can and should target.
- Change the course title & description to align with SLO
- Organize faculty assignment share session
- Advise students to take 2 method/writing/OC courses

**Findings from 2015 Assessment Reports**

**NREM**

- **Create team-taught interdisciplinary Social-Ecological System**
- **Integrate writing workshops in classes**
- **NREM**
  - Reading Notes
  - Previews
  - Writing as Performance
  - Writing for Different Audiences/Purposes
- **Social System**
  - Book Reviews
  - Grant Proposals
  - Reflection Papers
  - Research Papers
  - Citations and Visuals
- **Natural System**
  - **SLO: Critical analysis**
  - Faculty & TA discussed & developed activities/assignments to scaffold students' learning throughout curriculum from 100 level to 400 level
- **SLO 12: Discrete Math:**
  - Change prerequisite for majors from C- to C
  - Develop new course EE362 & make it the prereq for EE367
- **SLO 1&4: Critical Analysis**
  - Facilitate faculty discussion & developed activities/assignments to scaffold students' learning throughout curriculum from 100 level to 400 level
  - **Design Course-Taking Sequence**
    - **Scaffold throughout Curriculum**
  - **Change Program Policy**
    - University of Hawai'i Electrical Engineering
    - **SLO 1&4: Critical Analysis**
    - **SFS**
- **Create Graduate Student Handbook**
- **Thesis/Dissertation Filing Handbook**
  - **Ch 1: Standards (Rubric)**
  - **Ch 2: Procedures (Timeline)**
  - **Ch 3: Formatting the manuscript**
  - **Ch 4: Manuscript elements**
  - **Ch 5: Resources (e.g., developing hypothesis)**
- **Provide Professional Development**
- **SLOs Guide Job Description**
  - **“Teaching” Sessions**
  - Program SLOs & Achievement Results
  - Job description to fulfill position

**Celebrate & send the achievement results to alumni**

**Change the course title & description to align with SLO**

**Organize faculty assignment share session**

**Advise students to take 2 method/writing/OC courses**

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