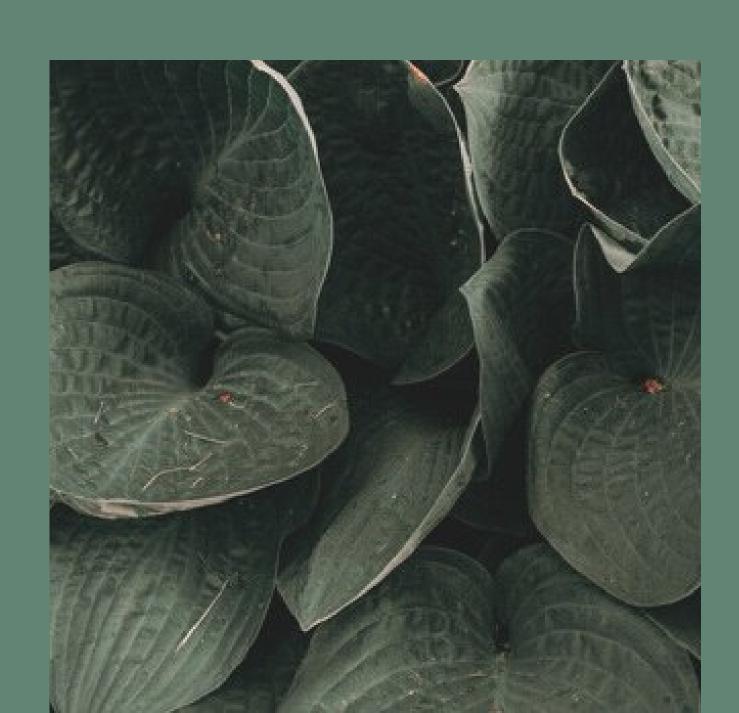# Shifting the narrative:

Moving competency-based assessment dialog to "I want to do it"

Chiara Logli, Honolulu Community College

Rachel Dwiggins-Beeler, eLumen

Outline

Mission & values

Focus on serving the Hawaiian people and fostering Hawaiian culture throughout the whole campus:

- **Mission**: Kuleana (responsibility) to native Hawaiians
- **Core values**: Indigenous Serving institution—supporting the Native Hawaiian community and its language, history, and culture

UNIVERSITY *of* HAWAI'I®
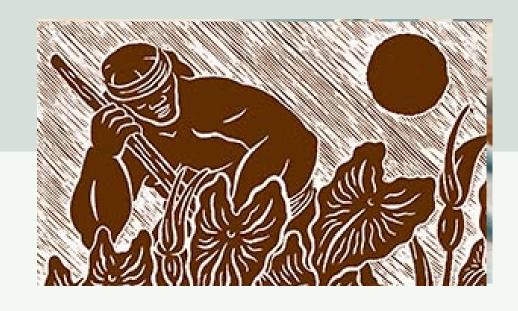
HONOLULU
COMMUNITY COLLEGE

3,000 students

Asian (41%)

Hawaiian (29%)

Mixed ethnicity (14%)

Caucasian (9%)

African American (2%)

Hispanic (2%)

American Indian/Alaska Native (0.21%)

HAWAIIAN INFLUENCES

LANGUAGE

Facility signs, office brochures, webpages in Hawaiian language (Ōlelo Hawai'i)
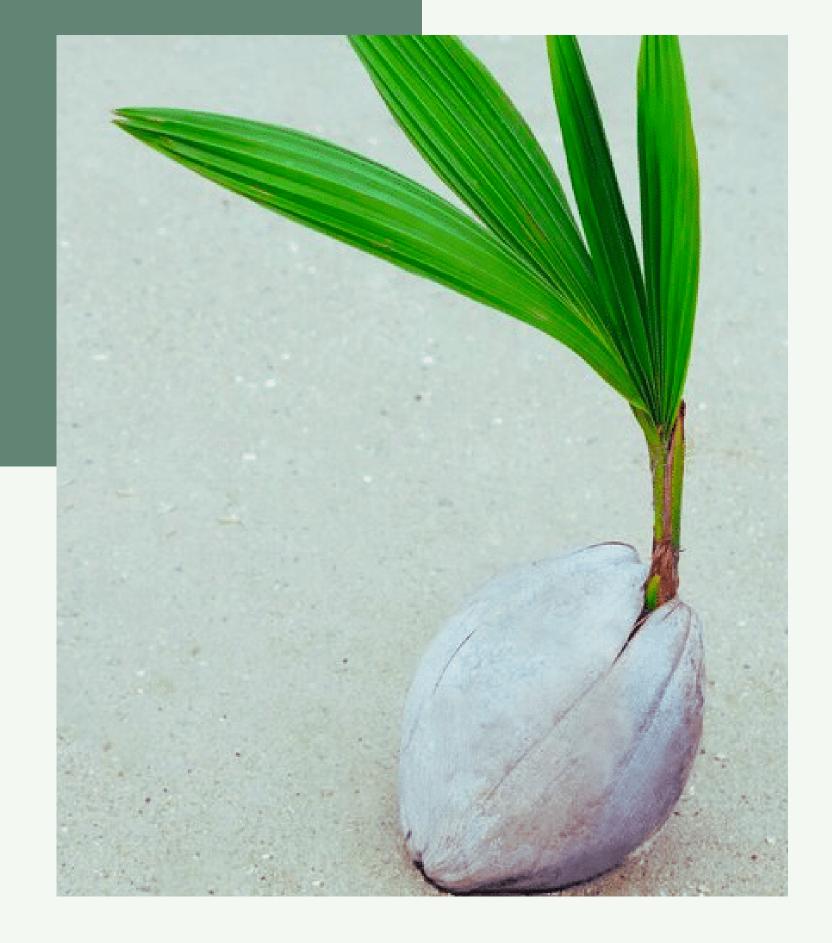
SPACES

Hawaiian spaces for gathering together (Hale), and caring for each other and for the land (Lo'i)

INITIATIVES

Faculty and staff development to integrate Hawaiian culture in everyone's work (Hoʻāla Hou, E Hōʻi Nā Wai)

Place-based education

Local heritage, culture, and landscape are foundation for the study of any subjects. By connecting learning and community, students are more engaged, improve their academic outcomes, better understand the world around them and how to impact it.

ʻIKE PILINA: RELATIONSHIP PATHWAY

Focusing on relationship in faculty and staff development

ʻIKE ʻŌLELO: LANGUAGE PATHWAY

Integrating Hawaiian proverbs in the website and materials

ʻIKE PIKOʻU: PERSONAL CONNECTION PATHWAY

Creating space for genuine conversations

Assessment office: Cultural Pathways (Nä Ala ʻIke)

ʻIKE HONUA: SENSE OF PLACE PATHWAY

Contextualizing outcomes in Hawaii

ʻIKE MAULI LÄHUI: CULTURAL IDENTITY PATHWAY

Incorporating Hawaiian methods

ʻIKE HOʻOKÖ: APPLIED ACHIEVEMENT PATHWAY

Gathering authentic evidence

Assessment office: Cultural Pathways (Nä Ala ʻIke)

ʻIKE NAʻAUAO: INTELLECTUAL PATHWAY

Analyzing results through Hawaiian framework

ʻIKE KUANAʻIKE: WORLDVIEW PATHWAY

Analyzing results through international framework

ʻIKE OLA PONO: WELLNESS PATHWAY

Using findings to improve student learning and, as a result, our community well-being

Assessment office: Cultural Pathways (Nä Ala ʻIke)

CULTURALLY RESPONSIVE ASSESSMENT

Matters of equity

ASSESSMENT 2.0

Assessment data that already exist and supplement assignments already being done

EVIDENCE-BASED STORYTELLING

Validity of assessment reflections and qualitative data

TRANSPARENCY IN LEARNING AND TEACHING

Students' involvement in all steps of assessment-- from design to analysis

RECENT ASSESSMENT TRENDS

Our Beginnings

First assessment steps

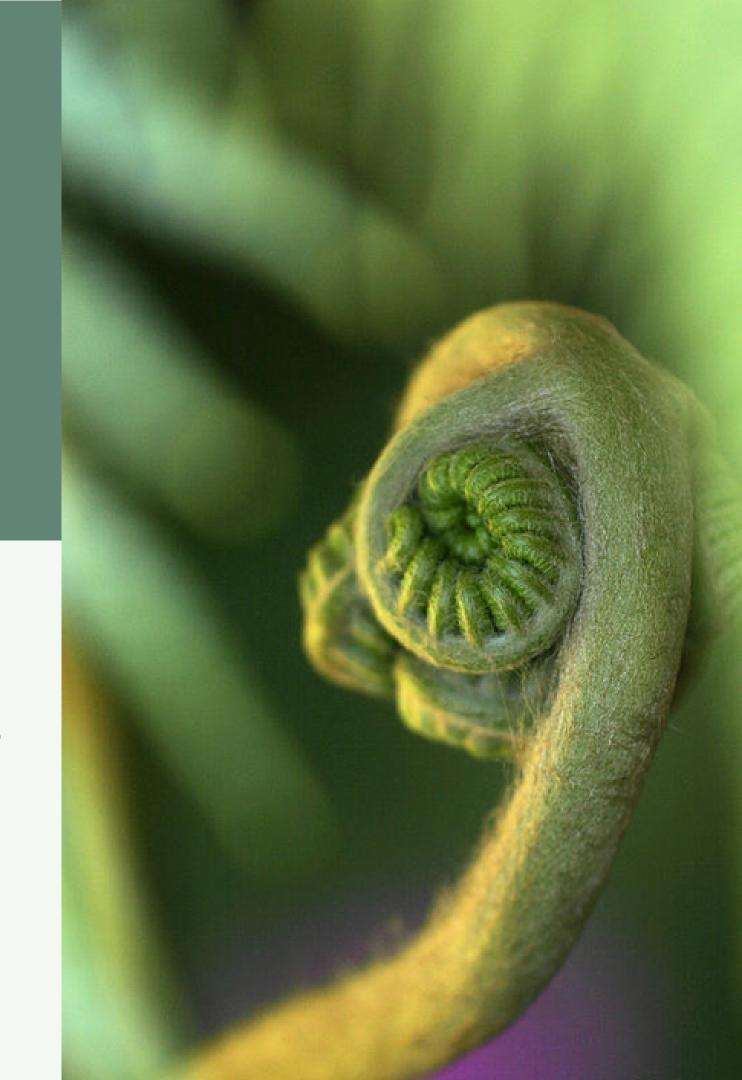# Four years ago

Assessment as compliance

Assessment reports were:

- Perceived as a requirement
- Submitted in Word, PDF, or hardcopy
- Offering limited room to examine learning outcomes and curriculum map
- Sitting unexamined and unused
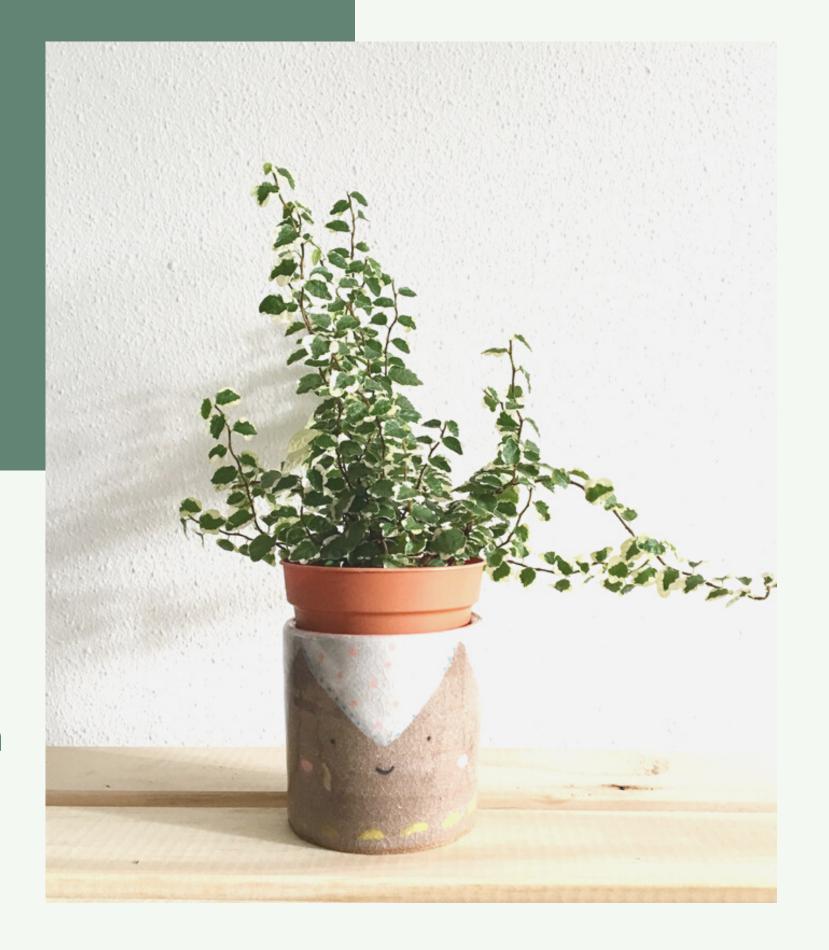- Disconnected from other campus-wide datasets

Our turning point

New format, new usage

1. Assessment reports in an Excel format

2. Four clear, concise, open questions
   - How many met and did not meet the outcomes
   - What assessment methods were used
   - What worked well
   - What needs to be adjusted

3. Assessment reports and other campus datasets
   - Faculty and staff's presentations and discussions
   - Students' focus groups and surveys (e.g., campus experience, Covid-19 needs, CCSSE—Community College Survey of Student Engagement)

4. Diversity and inclusion lenses (e.g., UDL—Universal Design for Learning model)

Faculty
"activate background knowledge"

- Replace textbook examples with local examples
- Explain stories behind place names
- Use familiar images to capture student attention
- Show relevance to local and global perspectives

Students
value "collaboration and community"

- "Ohana" (family) style, "second home"
- Small classes ("faculty get a close bond with students")
- Student relationship, mentorship, peer tutoring
- Compared to the 2018 CCSSE cohort, more HonCC students
  (a) learn to work effectively with others (94% vs. 90%)
  (b) participate in a community-based project (34% vs. 27%)
  (c) work with faculty on activities outside coursework (47% vs. 35%)
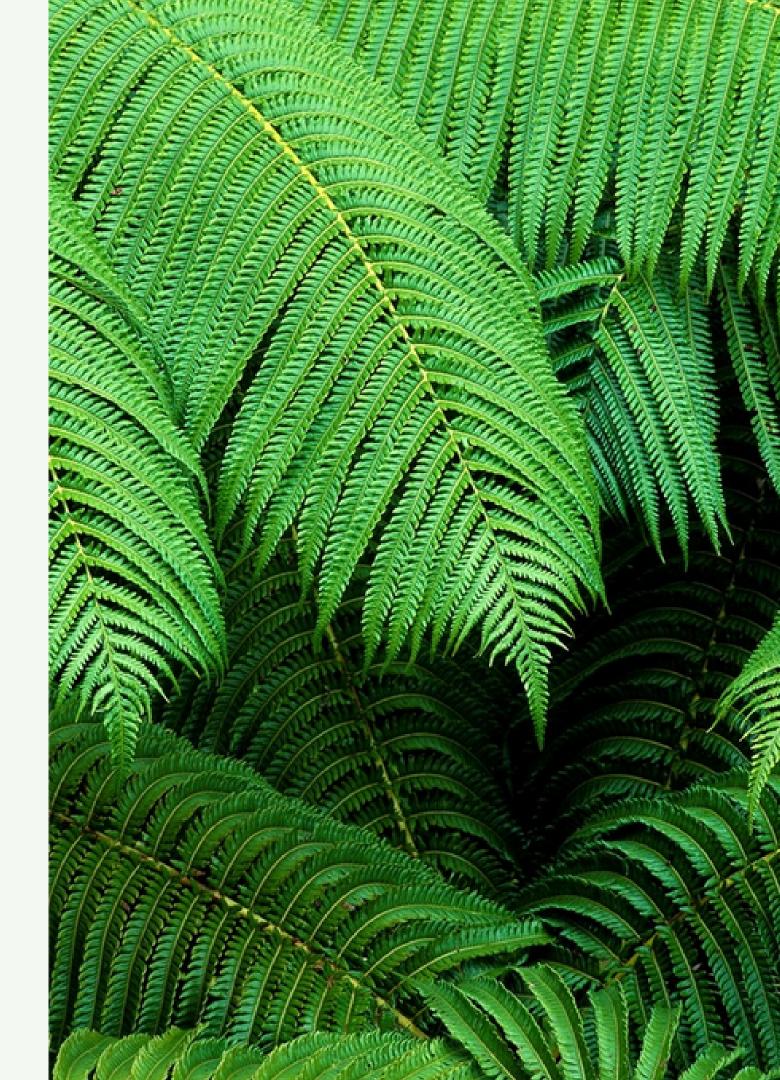
The study suggests:

- Student variability is high
- Faculty draw from place-based approaches
- Students and faculty value diverse strategies
- Academic and student affairs collaborate closely

Dissemination of findings:

- Faculty development
- Student services
- Curriculum mapping
- Fund allocation

Article in "Research and Practice in Assessment" journal (Logli, 2020)

Chapter in "Reframing Assessment to Center Equity" (Logli, 2022)

New aspirations

Further growth of engagement

Top Priorities

DESEGREGATE

By ethinicty

AGGREGATE

By program- and institutional outcomes

ANALYZE

By place-based assessment framework

SUPPORT

Faculty and staff in personalized ways

ASSESSMENT MANAGEMENT SYSTEM

CRITERIA

VETTING
PROCESS
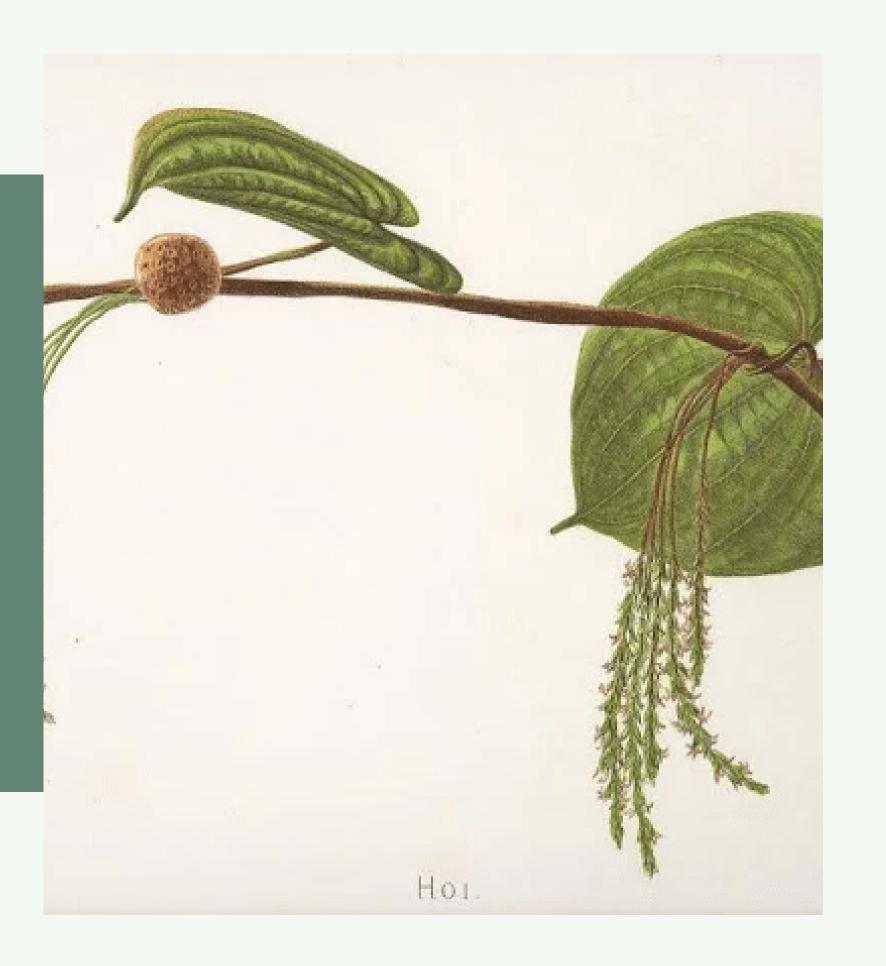
SELECTION

Along the way

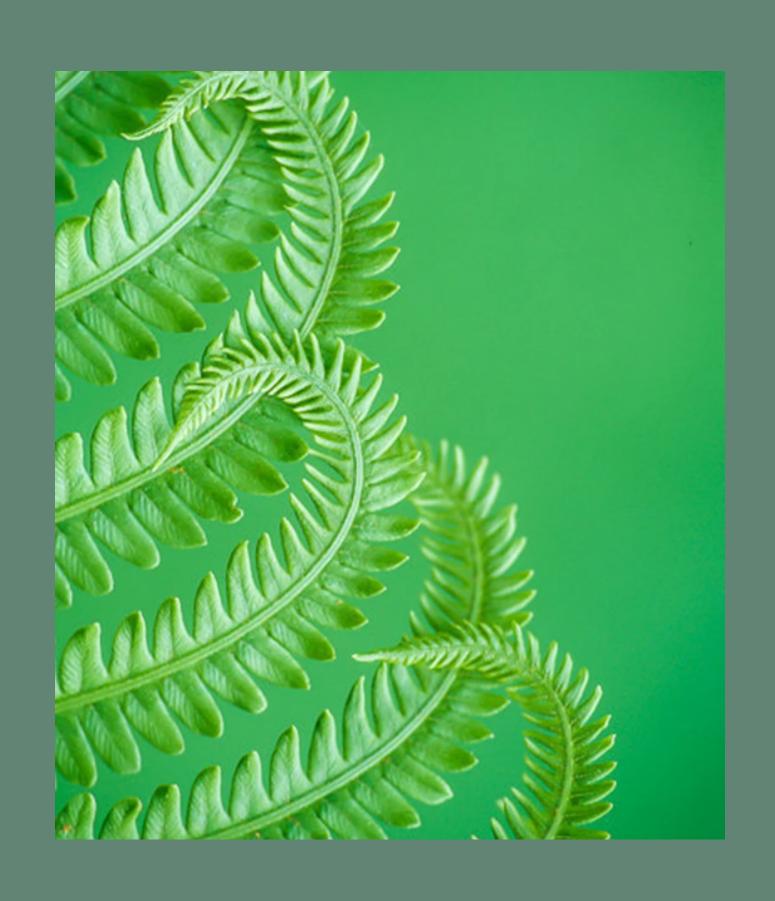Improvements

Filling gaps

Add outcomes

Deactivate courses

Realign programs
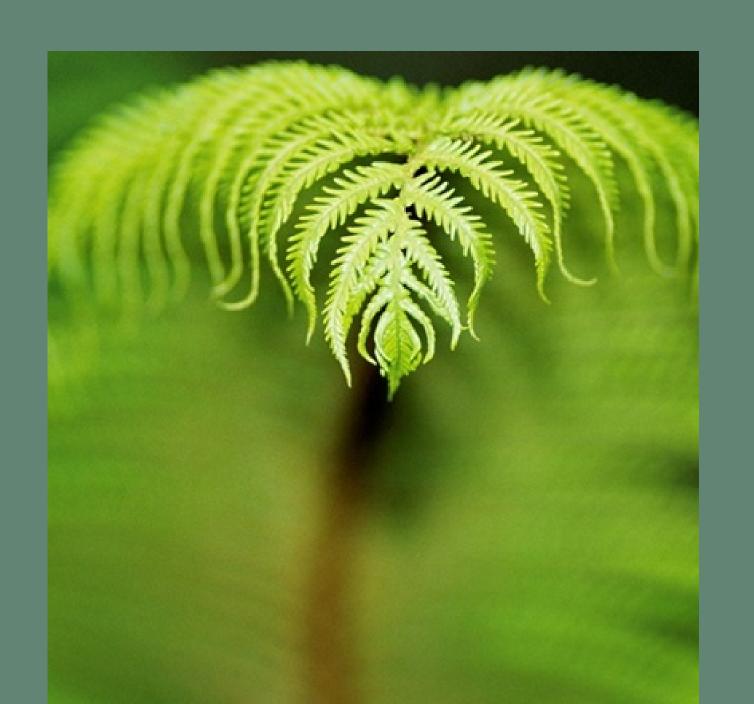
Adjust the curriculum process

MORE MEANINGS

Outcomes

Curriculum map

Assessment process

Transparency for students

Integration

Conclusion

Three takeaways

Assessment that engages

BLOOMS NATURALLY

- Many campus-wide insightful datasets
- Minimizes the risk of social desirability biases
- Data move the institution forward

IS GATHERED IN NUMEROUS WAYS

- Multiple sources of evidence
- Qualitative data
- Holistic and authentic evaluation of learning

IS EXAMINED THROUGH AN EQUITY LENS

- Ally with equity
- Amplifier of diverse practices
- Equitable decisions, meaningful evidence
- Diverse learning, diverse assessment

Talk to us!

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WHAT HAS HELPED ENGAGEMENT IN ASSESSMENT ON YOUR CAMPUS?

Think about it

WHAT DATA DOES YOUR CAMPUS USE FOR ASSESSMENT?

Think about it

HOW DOES YOUR CAMPUS MAKE ASSESSMENT EQUITABLE?