**Assessment Support Committee**

Beginning in 2014, all institutions will be reviewed by WASC; by 2017, all institutions will have created a plan, identified standards of performance at the institutional and/or program level, and implemented assessment for all five competencies: written and oral communication, quantitative reasoning, information literacy, and the habit of critical analysis of data and argument (CFR 2.2a).

The new Accreditation guidelines also state that “The new institutional review process calls upon institutions to ensure that upon graduation students have achieved a defined level of performance of these five core competencies.” *(2013 Handbook of Accreditation Except, p. 22)*.

WASC also recognizes that “The institution’s student learning outcomes and standards of performance are developed by faculty and widely shared among faculty, students, staff, and (where appropriate) external stakeholders. The institution’s faculty take collective responsibility for establishing appropriate standards of performance and demonstrating through assessment the achievement of these standards” *(2013 Handbook of Accreditation, p. 13)*.

To help UH meet these requirements, the Assessment Support Committee will have two functioning bodies embedded within it: (1) a standing group of WASC-trained faculty experts to assist their peers develop assessment in their courses (for GE-certification) and within their programs (for Program Review), to be henceforth called the “Peer-Support Committee on Assessment”; and (2) a working body of faculty from across the colleges to undertake a cycle of assessing the 5 core competencies required by WASC for Accreditation per the 2013 revision of the Standards, to be henceforth called the “Core Competency Working Sub-Committee”.

The Congress will appoint/elect a Chair who has had or will be trained in WASC requirements for Assessment.

The Chair will familiarize him or herself with:

1. WASC Assessment Approaches: [http://wascsenior.org/redesign/assessmentapproaches](http://wascsenior.org/redesign/assessmentapproaches)
3. The most current research on assessment methodologies
4. Other key initiatives such as the Lumina DQP, the AACU’s LEAP, etc.

The job of the Chair also includes:

1. Annually convening and maintaining training of the Peer-Support Committee on Assessment;
2. Bi-annually convening a group that will develop institution-wide data on Assessment Targeting WASC Core Competencies;
3. Providing routine information to Congress on the progress of these efforts.

**Committee Responsibilities**

Per WASC CFR 4.1: 4.1 The institution employs a deliberate set of quality assurance processes in both academic and non-academic areas, including new curriculum and program approval processes, periodic program review, assessment of student learning, and other forms of ongoing evaluation. These processes
include: collecting, analyzing, and interpreting data; tracking learning results over time; using comparative data from external sources; and improving structures, services, processes, curricula, pedagogy, and learning results” (*2013 Handbook of Accreditation*, p. 17). The committee will also:

- promote a campus climate of assessment by working with peers in their departments, programs, divisions, and/or colleges
- promote and provide for assessment training for their peers
- serve as faculty (peer) resources for assessment
- collect annual assessment reports from departments and colleges
- review and provide input on annual assessment reports from departments and colleges
- work with departments and programs to develop assessment of the 5 core competencies at time of graduation for majors
- routinely review and (when necessary) revise Program Review Guidelines
- disseminate information/research on best assessment practices
- maintain a website where assessment data is made available to the public

Core Competency Working Sub-Committee Responsibilities

The Charge of the Core Competency Working Sub-Committee is to facilitate in 2-year cycles assessment of one of the competencies (Written Communication, Oral Communication, Information Literacy, Quantitative Fluency, and the Habit of Critical Analysis of Text and Information). The sub-committee will also:

- develop and run an institution-wide assessment of one of the 5 core competencies in a bi-annual cycle
- routinely report to the Congress on campus assessment activities, results and costs, which will form the basis of periodic reports to accrediting commissions
- develop (with the General Education Committee) annual campus-wide assessment initiatives, plans, and projects
- develop (with the General Education Committee) long-range assessment plans to meet WASC requirements
- propose ways for “closing the loop” (improving student learning based on data results)
- in years when expenditures is needed, propose purchases (i.e. resource books) and other expenditures (i.e. WASC training)

The Committee works by gathering as much faculty input as possible—planning and the scope of all assessment activities is the responsibility of faculty, and as such, the role of the Assessment Support Committee is to integrate faculty directives (in terms of what they can do given their workloads) with an ongoing culture of assessment that can satisfy accreditation needs. Committee members, trained in assessment, can provide advice and assistance to their peers in their departments/programs/colleges. When necessary, the Committee can advocate for additional resources as needed by the faculty to undertake meaningful assessment.

Members shall serve for two-year staggered terms. In recognition of the duties and responsibilities associated with this office, the Vice Chancellor of Academic Affairs shall grant the chair a course reduction of not less than one course per semester. Terms of office will overlap so that each year half the membership shall be replaced to provide continuity from year to year.
Student Success and Admissions Committee
The Congress will appoint a standing Student Success and Admissions Committee composed of no fewer than five nor more than seven faculty members from the University Hawai‘i at Hilo. The Congress will also appoint a faculty member to serve as chair of this committee. The chair will ensure that the selection of this committee is widespread throughout the University. The committee will be charged with:

- reviewing and recommending general admission standards for UH Hilo undergraduates. These standards will address first-time new students, transfer students, home schooled students, dismissed students, and students who would otherwise be denied admission but have exceptional skills and talents of interest to the university. While the committee makes recommendations for general admission standards, it will not infringe on the prerogative of individual colleges to 1) establish higher admission standards for students enrolling in its courses or programs, and 2) establish admission opportunity programs for students that would not otherwise meet the university’s general admission standards;
- making periodic assessments of admission standards in light of the mission of the university, the strategic plan, financial considerations, University of Hawai‘i system policies, and Board of Regents policies; making periodic, evidence-based assessments of admission opportunity programs established for students that do not meet the general admission standards. These assessments must also address whether the admission opportunity programs have admission standards, a faculty review process, an on-going academic support structure to assist students, and an evaluation component to monitor effectiveness of the program;
- facilitating discussions and initiatives aimed at improving overall student success. The Committee will solicit input from faculty and works towards addressing such areas as admissions, matriculation, retention, graduation rates, engagement, transfer and other such factors that affect student performance and achievement. By working with the General Education Committee and the Assessment Support Committee, the Student Success Committee may also review data from assessment to develop initiatives that can help the campus “close the loop” and improve learning.

The Student Success and Admissions Committee will report to Congress. Faculty members shall serve for two-year staggered terms. The Congress Chair may negotiate a course reduction with the Vice Chancellor of Academic Affairs for the Chair of this Committee, depending on the agenda of the Committee for the upcoming year. Terms of office for faculty committee members will overlap so that each year half the membership shall be replaced to provide continuity from year to year.

General Education Standing Committee (revisions in red)
The Congress will appoint a General Education Standing Committee of no fewer than five faculty members and one student representative. The Congress will also appoint a faculty member to serve as Chair of this Committee. This committee shall be charged with advising the Congress on all matters relating to campus-wide General Education, developing policies and procedures for implementing and monitoring General Education including certification and re-certification of courses, and undertaking regular assessments of the effectiveness of General Education at the University. The General Education Committee will work with the Assessment Support Committee, other appropriate constituencies to produce periodic assessments and evaluation of the quantity and quality of General Education at UH Hilo. Members shall serve two-year staggered terms. The Congress Chair may negotiate a course reduction with the Vice Chancellor of Academic Affairs for the Chair of this Committee, depending on the agenda of the Committee for the upcoming year. Terms of office will be overlapped so that each year half the membership shall be replaced to provide continuity from year to year.

CURRENT:
a. Academic Policy Standing Committee
The Congress will appoint an Academic Policy Standing Committee of not less than five members with at least one member from each college, one member from the Office of Student Affairs, the Vice Chancellor for
Academic Affairs or his/her designate, and a student representative. The Congress will also appoint a faculty member to serve as Chair of this Committee. The purview of this committee will be academic issues that affect more than one college. Members shall serve two-year staggered terms. The Congress Chair may negotiate a course reduction with the Vice Chancellor of Academic Affairs for the Chair of this Committee, depending on the agenda of the Committee for the upcoming year. Terms of office will be overlapped so that each year half of the membership will be replaced to provide continuity from year to year.

PROPOSED:

a. Academic Policy Standing Committee
Congress will nominate and select a faculty member, by vote, to serve as Chair of a standing Academic Policy Committee. The Chair of this Committee will select no fewer than five faculty members and one student representative to serve for the ensuing academic year, and their selection will be subject to the approval of Congress. If feasible, the Committee should be comprised of at least one representative from each college at UH Hilo. The purview of this Committee will be undergraduate academic policy issues affecting more than one college. These may include, but are not limited to policy on: student enrollment; grading; classification; degree requirements; academic honesty; and disability services and compliance. Agenda items will be routed to the Committee through the Chair of Congress. The Chair of Congress may negotiate with the Vice Chancellor of Academic Affairs for a course reduction for the Chair of this committee.