

Assessment Resources for Academic Program Reviews at BYU-Hawaii

Student Learning

- Annual Assessment Plans
- Multi-year Assessment Plan
- Embedded Assessment
- Benchmark Data (MFT and other tests and surveys)
- Reflection – What have we learned? How can we improve?

Student Feedback

- Student Ratings (*online ratings since Winter 2011*)
- Graduating Student Survey (GSS)
- Focus Groups
- Cognitive Interviews

Graduate Placement

- Next Destination
- 12-month Survey
- Alumni Questionnaire (*3-4 years after graduation*)

WASC Resources

- Rubrics (SLO and Program Review)
- AAC&U Rubrics
- Core Competencies
- Workshops & Retreats
- Other

Assessment Highlights for BYUH Faculty

What are student learning outcomes?

Student Learning Outcomes (SLO's) are brief statements clarifying what students should know, be able to do, and/or the professional attitudes and standards they should develop by the time they graduate. These outcomes are addressed at both the course and degree program level. Learning outcomes are established by the faculty and are specific and measurable. Outcomes can address either lower or higher levels of student learning and are aligned to the curriculum.

Assessment Quickies (podcasts from CSULB*):

- <http://www.youtube.com/watch?v=819OSM2QSKo> (What are SLO's?)
- <http://www.youtube.com/watch?v=KA0DeysBX7M&NR=1> (Writing SLO's)
- <http://www.youtube.com/watch?v=9XTpyloIuxA&NR=1> (Levels of student learning)
- <http://www.youtube.com/watch?v=U7tSPVEN3oM&feature=related> (SLO's & curriculum mapping)

What is assessment and why should I be involved as a faculty member?

At the heart of assessment is discovering how well students are learning outcomes agreed upon by the faculty. Faculty use both direct and indirect methods to gather evidence to evaluate and improve learning and teaching. Active involvement in assessment will help you become more effective in the classroom. Course objectives should align closely to program-level outcomes. Both program-level outcomes and specific course-level learning objectives should be listed in each course syllabus. Assessment activities are reported annually by each department and are included in a multi-year assessment plan (which focuses on 2-3 outcomes per year).

Assessment Quickies (podcasts from CSULB):

- <http://www.youtube.com/watch?v=pVyOQCpZI5w&NR=1> (Assessment measures)
- <http://www.youtube.com/watch?v=0S22TOBZGIM&NR=1> (Matching assessment to teaching & learning)
- <http://www.youtube.com/watch?v=Ld012Em96tU&feature=related> (Collecting evidence)
- <http://www.youtube.com/watch?v=BgYEWVVTiu80&feature=related> (Analyzing evidence)

How does assessment fit into the student learning framework at BYU-Hawaii?

Students are asked to prepare, engage, and improve. Meaningful reflection, self assessment, continual improvement and active engagement are an integral part of the student learning framework developed by BYUH faculty (see <http://about.byuh.edu/framework>). When the principles are embedded in class structure, students are better prepared to have active and meaningful learning experiences during and outside of class. As a result, students can reach the learning outcomes set by the instructors, which is an essential objective of assessment.

As a faculty member, why am I being held accountable for student learning?

Assessment is part of a much bigger movement to hold colleges and universities accountable to students, parents and government. Student learning is central to this movement, which includes program reviews and accreditation processes at the professional, regional and national level.

Assessment Quickies (podcasts from CSULB):

- http://www.youtube.com/watch?v=IDFk_6OWKy0&feature=related (Using evidence to improve)
- <http://www.youtube.com/watch?v=7HZPBM8AkLE&feature=related> (Why assess student learning?)

What can I do to help?

Inform students of the specific learning outcomes for each of your courses and how these outcomes will be evaluated. Provide a “rubric” before assignments to help students know how they are being evaluated and what is expected of them. Show how course outcomes align to their academic major (include this information in each of your course syllabi). Talk about student learning in your departments, how learning is assessed, and determine ways to improve. Participate in the development of your own department’s annual and multi-year assessment plans and share best practices with other faculty.

Where can I get further information?

BYUH University Assessment Committee (UAC), Jennifer Chen, Chair (jennifer.chen@byuh.edu)

BYUH Assessment website and online resources (<http://assessment.byuh.edu/>)

BYUH Academic Department Portfolios (https://apps.byuh.edu/apps/catalog/efolio/org.php?tree_id=2)

WASC* Assessment Rubrics

- *Program Learning Outcomes*
http://www.wascsenior.org/findit/files/forms/Program_Learning_Outcomes_Rubric_4_08.pdf
- *Educational Effectiveness Framework*
http://www.wascsenior.org/findit/files/forms/Educational_Effectiveness_Framework.doc
- *Program Review*
http://www.cdrewu.edu/assets/pdfs/ProgramReviewRubric4_08.pdf
- *General Education*
http://www.wascsenior.org/findit/files/forms/General_Education_Assessment_Rubric_5_09.pdf

AAC&U* Assessment and Learning Outcomes Resources

- LEAP* Vision for Learning http://www.aacu.org/leap/documents/leap_vision_summary.pdf
- Essential Learning Outcomes
<http://leap.aacu.org/toolkit/wp-content/uploads/2010/12/Essential-Learning-Outcomes.pdf>
- LEAP Campus Toolkit <http://leap.aacu.org/toolkit/>
- VALUE* rubrics (*15 learning outcomes*) http://www.aacu.org/VALUE/rubrics/index_p.cfm
- Assessing Learning Outcomes
http://www.aacu.org/peerreview/pr-wi09/documents/Peer_Review_Winter_2009.pdf
- High Impact Educational Practices http://www.aacu.org/leap/documents/hip_tables.pdf
- Integrative Learning and Assessment (*pp. 11-14*)
http://www.aacu.org/peerreview/pr-sufa05/documents/PRSUFA05_Web.pdf

NILOA* Assessment Briefs and Occasional Papers

www.learningoutcomesassessment.org

What New Faculty Need to Know About Assessment (2011, Pat Hutchings)

<http://www.learningoutcomesassessment.org/documents/ABfaculty.pdf>

From Gathering to Using Assessment Results (2011, Charles Blaich & Kathleen Wise)

http://www.learningoutcomeassessment.org/documents/Wabash_001.pdf

Opening Doors to Faculty Involvement in Assessment (2010, Pat Hutchings)

<http://www.learningoutcomeassessment.org/documents/PatHutchings.pdf>

Degree Qualifications Profile (Lumina Foundation)

http://www.luminafoundation.org/publications/The_Degree_Qualifications_Profile.pdf

Council for the Advancement of Standards (CAS) - learning & developmental outcomes

<http://www.cas.edu/wp-content/uploads/2010/12/Learning-and-Developmental-Outcomes-2009.pdf>

* **Acronyms:** AAC&U (Association of American Colleges & Universities); CSULB (California State University, Long Beach; Assessment Quickies used with permission); LEAP (Liberal Education & America’s Promise); NILOA (National Institute for Learning Outcomes Assessment); VALUE (Valid Assessment of Learning in Undergraduate Education); WASC (Western Association of Schools & Colleges, the regional accrediting agency for California & Hawaii).