

ASSESSMENT GUIDEBOOK

For Academic & Administrative Departments

BYU-Hawaii
University Assessment Committee (UAC)

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INTRODUCTION & BACKGROUND

What is assessment and why is it needed at BYU-Hawaii?

As a university, we are a “**community of learners**” (Smith 2004). We should be constantly learning about ourselves, how well we’re doing, and how we can improve. We might ask ourselves, *what would it take to move from just a “good” department to “great” department?* If we truly believe that students matter most and our primary enterprise is engaging students in active learning (or supporting that process), how would we be organized best? What kinds of resources are needed? What support or services should be provided for this important “enterprise” of learning?

In order to learn about ourselves, we must assess our efforts. “Assess” is an action verb meaning to examine carefully. Assessment in higher education has been defined as the “***systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development.***” (Marchese, 1987) “The overriding purpose of assessment is to understand how educational programs are working and to determine whether they are contributing to student growth and development.” (Palomba and Banta, 1999) Continuous assessment leads to continuous improvement.

Effective assessment efforts seek to answer these important questions: How do our students learn best? What should students know, value or do when they graduate from BYUH? How can departments best support student learning? Have our graduates acquired the knowledge, values, attitudes and/or abilities they need to be successful? What is the cumulative impact of BYUH and its environment, activities and programs on student learning and growth? How can student learning be improved and/or better supported by each department on campus?

Each department at BYU-Hawaii, whether academic or administrative, supports this student-learning process. The central focus for academic departments is **student learning**. The central focus for most administrative departments is the **quality** of activities, programs and/or services provided for students and/or **student satisfaction**.

Thus, the purpose of this guidebook is to assist academic and administrative leaders in facilitating student learning and institutional effectiveness activities within each department at BYU-Hawaii. Departments develop effective assessment plans annually which lead to quality programs/services and continuous improvement within the institution. Quality is defined by outcomes in the lives of our learners. Quality is not defined by inputs called “teaching” but by outputs or results called “learning.” (Collins 2001, p. 54)

What is the history of assessment efforts at BYU-Hawaii?

Campus-wide assessment began at BYU-Hawaii in March 2001 with the visit of Dr. James and Karen Nichols from Institutional Effectiveness Associates. The purpose of their visit centered on helping BYUH develop and initiate plans that focused on student learning and program outcomes assessment. Intensive assessment training was provided to all academic and administrative leaders over a two-day period.

The **University Assessment Committee** (UAC) was organized in May 2001 to follow up with the Nichols' visit and help implement campus-wide assessment initiatives and support assessment efforts by all academic and administrative departments. The UAC requested that each department at BYUH create an annual assessment plan. The first assessment plan proposals were submitted during fall 2001. The practice of departments submitting annual assessment plans has continued since then.

PRINCIPLES OF GOOD ASSESSMENT PRACTICE

Doing good assessment is based on applying effective assessment practices. The American Association for Higher Education (AAHE) proposes nine basic principles of good practice for assessing student learning:

1. What kinds of learning do we value most for our students? Assessment of student learning begins with these **educational values**, which should drive not only what we choose to assess, but how we do so.
2. Learning is complex and requires a diverse array of methods to give a more complete and accurate picture of learning. Thus, assessment is most effective when it reflects an understanding of learning as **multidimensional, integrated, and revealed in performance over time**.
3. Assessment as a process moves us forward and helps us focus more clearly on where to aim and what standards to apply. Thus, assessment works best when the programs it seeks to improve have **clear and explicitly stated purposes**.
4. Where students "end up" matters greatly, but to improve assessment we also need to know how they got there (the student experience along the way). Thus, assessment requires **attention to outcomes but also and equally to the experiences that lead to those outcomes**.
5. Assessment has a "cumulative" effect when it entails a planned, purposeful, linked series of events over time. Thus, assessment works best when it is **ongoing and not episodic**.

6. Student-learning is a **campus-wide responsibility**. It's not a task for a small group of "experts," but a collaborative activity. Thus, assessment fosters wider improvement when representatives from across the educational community are involved.
7. To be useful or make a difference, assessment is connected to **issues or questions people really care about**. The point of assessment is not to gather data and return "results"; it is a process that starts with questions decision-makers have, involves them in the gathering and interpreting of data, and informs and helps guide them in continuous improvement efforts.
8. Assessment is most likely to lead to improvement when it is part of a larger set of **conditions that promote change**. Assessment alone changes little. Its greatest contribution comes when the quality of teaching and learning is valued and is central to the University's planning, budgeting, and personnel decisions.
9. There is a compelling **public stake in education**. Our deeper obligation – to ourselves, our students, and society – is to improve. Through assessment, educators meet responsibilities to students, parents and the public.

(See <http://www.aahe.org/assessment/principles.htm>; these nine principles were developed with input from Alexander W. Astin, Trudy W. Banta, K. Patricia Cross, Elaine El-Khawas, Peter T. Ewell, Pat Hutchings, Theodore J. Marchese, Kay M. McClenney, Marcia Mentkowski, Margaret A. Miller, E. Thomas Moran, and Barbara D. Wright)

STUDENT-LEARNING FOCUS

Effective academic and administrative processes are student-focused. There are several articles that support this practice and are great reading for department leaders. These articles are listed here, but complete articles are included in the "Resources" section of this Guidebook.

Angelo, Thomas A. "Doing Assessment as if Learning Matters Most" AAHE Bulletin, May 1999.

Cross, K. Patricia. "WHAT DO WE KNOW ABOUT STUDENTS' LEARNING AND HOW DO WE KNOW IT?"

http://www.aahe.org/nche/cross_lecture.htm

Maki, Peggy L. "Developing an Assessment Plan to Learn About Student Learning."

<http://www.aahe.org/assessment/assessmentplan.htm>

ASSESSMENT & ACCREDITATION

At least two of WASC's "standards" for accreditation directly apply to BYUH assessment efforts in academic, administrative and student life departments:

- **Standard 2 (Achieving Educational Objectives through Core Functions)** emphasizes that BYUH achieves institutional purposes and educational objectives "through the core functions of teaching and learning, scholarship and creative activity, and support for student learning. Standard 2 also states that BYUH should be able to "demonstrate that these core functions are performed effectively and that they support one another in the institution's efforts to attain educational effectiveness." (WASC 2001, p.20)
- **Standard 4 (Creating an Organization Committed to Learning and Improvement)** emphasizes that BYUH must conduct "sustained, evidence-based, and participatory discussions about how effectively it is accomplishing its purposes and achieving its educational objectives", and that these activities "inform both institutional planning and systematic evaluations of educational effectiveness ... to help establish priorities at different levels of the institution, and to revise institutional purposes, structures, and approaches ..." (WASC 2001, p. 29)

Also, in BYUH's 2003 **Institutional Proposal (IP)** for re-accreditation, two of the four major accreditation themes relate directly to outcomes assessment. One theme focuses on assessing program outcomes to improve student learning. It centers on work accomplished by various campus departments and their annual assessment plans *as reviewed by the University Assessment Committee (UAC)*. Thus, goal three of the accreditation proposal is to "*implement meaningful, positive changes in the teaching-learning process at BYU-Hawai'i by building on assessment of student learning outcomes.*" (BYUH IP 2003, p. 7)

BYUH'S ASSESSMENT MODEL

BYU-Hawaii's assessment model focuses on academic and service improvement. This is accomplished by using information (evidence) obtained through systematic feedback. The annual assessment of intended departmental outcomes is one way to achieve this goal. The BYUH Assessment Model was adapted from the Nichol's "Institutional Effectiveness Paradigm" (see Nichols 2000, p. 13)

MISSION STATEMENT & GOALS – University

All departments must be aligned with the over-arching vision, mission and purposes of the University. The University's mission statement can be found in the General Catalog and on the internet (see <http://www.byuh.edu/about/mission.jsp>). Campus departments create a critical link in their assessment plan to the overall mission and/or goals of the

University. In the Assessment Plan template, there is a place to include that portion of the mission statement that most closely links to specific department functions and/or purposes.

The University's most recent mission statement (and goals) is as follows:

“Brigham Young University-Hawaii—founded by prophets and operated by the Church of Jesus Christ of Latter-day Saints—exists to assist individuals in their quest for perfection and eternal life and in their efforts to influence the establishment of peace internationally.

We seek to accomplish this by:

- Educating the minds and spirits of students within an intercultural, gospel-centered environment and curriculum that increases faith in God and the Restored Gospel, is intellectually enlarging, is character building, and leads to a life of learning and service.
- Preparing men and women with the intercultural and leadership skills necessary to promote world peace and international brotherhood, to address world problems, and to be a righteous influence in families, professions, civic responsibilities, social affiliations, and the Church.
- Extending the blessings of learning to members of the Church, particularly in Asia and the Pacific.
- Developing friends for the University and the Church.
- Maintaining a commitment to operational efficiency and continuous improvement.”

MISSION STATEMENTS – Departments

Each department mission statement should include core functions and/or responsibilities of the department. In the Assessment Plan template, there is a place to include the department mission statement. *(See specific samples of department mission statements in Appendices pp.18-19)*

OUTCOMES *(What impact will our efforts have on students? What will be the results of our actions?)*

Each year, departments review key outcomes or objectives from their “long list” of outcomes generated by their department. Departments should select 3-5 items from this list to work on for the coming year, thus creating a “short list” of outcomes on which to focus more intensely and purposefully. These outcomes can be adopted (or adapted)

from a previous year's assessment plan, or can be new ones selected from the longer list of intended outcomes. Outcomes focus on results and are not simply "administrative activities". Outcomes should focus on the impact that our activities, goals and decisions will have on student learning and/or the support for this process. (*See Writing Outcomes Effectively in Appendices, pp. 16-17.*)

MEANS OF ASSESSMENT (*What criteria will be used to measure outcomes?*)

Good evidence provides information on "multiple dimensions" or views of performance over time. Generally, each outcome should be supported by more than one piece of evidence. Means of assessment must clearly be measurable and should indicate what level of performance is expected. Departments should also indicate how, when and by whom evaluations will take place.

Helpful guidelines on measures for assessing outcomes more effectively are given in the **WASC Evidence Guide** (see http://www.wascweb.org/senior/Evidence_Guide.pdf). *A brief summary of this evidence guide is included in Appendices, p. 15.*

FINDINGS (*What did you learn?*)

Findings state specifically what was discovered about the intended outcomes being evaluated. These findings relate directly to the various means of assessment proposed in the original departmental assessment plan. **Findings should be written so that it is clear that the means of assessment were completed, what the specific findings were, and whether the outcome as measured by the means of assessment was achieved.** Results should be analyzed in such a way as to focus on accomplishments intended in the outcomes. Department leaders should ask, "Are sufficient data provided in the summary of assessment results to convince readers that the assessment described actually took place?"

ACTIONS (*What does this all mean? What are you going to do about it?*)

The end result of all assessment activities is improvement. Without being able to demonstrate department use of results, all previous activities fall short of their intended purpose (Nichols, 2000). Departments should **reflect** upon findings and engage in a continued dialogue about how this information will be used to become more effective in supporting student learning and/or increasing student satisfaction with key functions or services of the department. **The MOST important part of the assessment plan is what the department did or intends to do because of the findings.**

ANNUAL ASSESSMENT TEMPLATE

BYU-Hawaii has developed an assessment template adapted from the Nichol's assessment model and annual reporting system. This template has space to include (on a single page):

1. University's mission statement link
2. Department's mission statement
3. Three to five key intended outcomes to work on for the year
4. Two means for assessing each outcome
5. Findings (a summary of key findings for each outcome), and most importantly
6. Actions (what the department did or intends to do to become more effective because of these findings)

A one-page addendum can be added to the assessment plan for departments that need to provide more detail. *A sample template is located in the Appendices, p. 13 and is also available on the University's assessment website (see <http://w3.byuh.edu/about/pair/accreditation/forms/assessmentplan.pdf>).*

REPORTING

The **completed assessment plan** for the previous academic year must be sent to the University Assessment Committee (UAC) no later than October 31st. The **proposed assessment plan** for the new academic year (Annual Assessment Template items 1-4 only) is also due on this same date.

Department leaders will then meet with the Assessment Committee sometime between November and early February to make a presentation. **The presentation and discussion will take approximately 20-minutes** and should focus on: any questions, support or assistance needed from the committee; key findings from various assessment activities during the previous year (reflection about what was learned); actions taken or intended (what was done or will be done with this information); and changes (if any) that will be made to the new assessment plan.

Important: A **revised (updated) assessment plan** for the current year should be re-submitted to the UAC within 2-weeks of the department presentation to the committee, but no later than February 15th.

REFERENCES

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- Smith, Peter. *The Quiet Crisis*. Bolton, MA: Anker Publishing Co., 2004.
- WASC Handbook of Accreditation 2001.
(<http://www.wascweb.org/senior/handbook.pdf>)

APPENDICES

- Assessment Checklist
- Assessment Plan Template
- Assessment Summary (Nichols)
- A Guide to Using Evidence – Summary (WASC)
- Writing Outcomes Effectively
- Department Mission Statements (samples)
- Assessment Rubric for Department Assessment Plans
- Sample Completed Assessment Plan (Academic)
- Sample Completed Assessment Plan (Administrative)

CHECKLIST FOR REVIEW **OF UNIT ASSESSMENT PLANS**



DOES THE UNIT ASSESSMENT PLAN CONTAIN...

Mission Statements

1. A portion of the University's mission statement relative to their unit?
2. A unit mission statement that ties directly to the University's mission and describes key functions and areas of responsibility of the unit?

Outcomes

3. Two to five outcomes that tie to the unit's core mission and functions?
4. Outcomes that have only one central idea (avoiding conjunctions which "bundle" several ideas into one outcome and make it difficult to measure)?

Means of Assessment

5. Two means of assessment for each outcome (wherever possible)?
6. Sufficient detail in each means of assessment so it can be measured?

Findings

7. A concise description of key findings for each means of assessment? (Where greater detail is necessary, a one-page addendum can be included.)

Actions

8. A concise description of actions planned or taken (when necessary) for each outcome?

*****For next year (proposed department assessment plan)***

9. Does the plan have continuity? Does it use results from this year as a basis to develop next year's plan?
10. *Note: Departments may use or modify all or some of last year's outcomes, or use all new outcomes relevant to current efforts or departmental focus.*

| |
|------------------------------------|
| <Enter Department/unit name> |
| <Enter your name and phone number> |



BYUH Assessment Plan 2004-2005
Submitted <Enter today's date>

University Mission Statement/Goals

<<<<Enter portion of statement that relates to your unit & what you do>>>>

Unit Mission Statement

<<<<Enter your unit statement/functions; what you do>>>>

| Outcomes | Means of Assessment | Findings | Actions |
|-----------------|----------------------------|-----------------|----------------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |

Assessment in BYUH Administrative and Educational Support (AES) Units

STEP 1: Establish Linkage to Institution's Statement of Purpose

Support the overall mission, values and goals of BYUH (Expanded Statement of Institutional Purpose). Take a highlighter and underline portions of the mission and goals in the University Bulletin which you relate to what you do and can act as a "hook" on which to connect your mission statement and objectives.

STEP 2: Prepare the Unit Mission Statement

Briefly describe your purpose (core functions, services, and responsibilities). Is the mission statement known by the employees within the unit? Did they participate in its development? Review other AES unit statements and peer institutions. Prepare a draft mission statement and circulate it among the staff for additions and corrections.

STEP 3: Formulate Objectives

Formulate specific objectives to implement the general concepts outlined the unit mission statement. Types of objectives may include **process** (the level, volume or efficiency of the unit), **outcome** (what students will be able to accomplish following service by the unit), and **satisfaction** oriented statements. Objectives should be linked to the unit mission statement, realistic, limited in number, and measurable. First, identify a potential **long list** of objectives. From this long list, select between three and five objectives for assessment during the current year. Include only one concept of service in each statement. Schedule two staff meetings, preferably the first one on a Friday (during the last two hours of the day). The second one on a Monday (during the last two hours of the day). Prior to the first meeting, have all staff anonymously submit three suggestions of unit functions that should be improved during the next assessment cycle. Compile the suggestions (exactly as worded) into one list for the first meeting. During the first meeting, discuss all of the potential objectives (long list) and clarify what is meant by each. Make clear that the goal during the first meeting is to select only three to five (short list) for assessment. Spend most of this initial staff meeting discussing and deciding which objectives should be assigned to the short list. Over the weekend, (without being directed) staff can think about the objectives and therefore will be better prepared for the second meeting. During the first half of the meeting, work on the wording of the objectives (other items from the long list may be substituted at this time). During the last hour of this meeting, select the means for assessment and establish the criteria for success.

STEP 4: Identify the Means of Assessment (Criteria for Success)

This is the "main event" of the assessment plan. Conduct several follow up staff meetings to identify the means of assessment and the criteria for success. Have each staff member complete the following sentence: "I want to be a successful _____." Once that is accomplished, ask them to complete this sentence: "I know that I am successful when _____." During the meeting, ask "Is this really a service worth measuring for improvement? How will you know if our objectives are being accomplished? What will provide us with the information necessary to see that these objectives are being met? When will assessment take place? How well should we be performing (level or key performance indicator)?" Use multiple means of assessing each objective. Use locally prepared and/or standardized instruments (see figure 22, p. 61). Check comparable peer institutions and determine benchmarks. Do not over survey students. If surveys are used, find alternatives to mailing them (low return rate).

STEP 5: Conduct Assessment Activities

Prepare a summary of the data

STEP 6: Document Use of Results for Service Improvements

Have a department retreat. Focus on the use of results for improvement of services. Document use of results for accreditation purposes (see *Institutional Effectiveness Associates website for forms*: www.iea-nich.com). Keep one report within the unit and one for the University Assessment Committee (UAC).

A GUIDE TO USING EVIDENCE **IN THE ACCREDITATION PROCESS** **(WASC January 2002)**

http://www.wascweb.org/senior/Evidence_Guide.pdf

*WASC promotes “within institutions a **culture of evidence** where indicators of performance are regularly developed and data collected to inform institutional decision-making, planning, and improvement.”*

Why Is WASC Concerned About Evidence?

“... Membership in the academy is based on the conviction that any form of inquiry must be informed and its results must be verifiable. All academic disciplines have established canons of evidence, which they use to assess the adequacy of their scholarly products. More importantly, all members of the academy accept the proposition that it is irresponsible to assert conclusions or to engage in serious scholarly discourse without recourse to evidence. A belief in the fundamental value of evidence, and the willingness to be disciplined by it, should thus be a defining characteristic for an institution of higher learning – perhaps the defining characteristic.”

According to WASC, evidence is ...

Intentional and purposeful; it is advanced to address deliberately posed questions that are important to both institutions and their stakeholders.

Interpretive and reflective; it does not “speak for itself.” This means that sound evidence involves more than simply presenting a body of data or “listing the facts.” Instead, it implies that the party advancing the evidence has thought about what it means and can interpret it appropriately to support a conclusion.

Integrated and holistic; it does not consist merely of a list of unrelated “facts.” Individual pieces of data are thus never advanced as evidence on their own. Rather, they take on meaning in the overall context in which they are presented. This means that individual pieces of evidence should mutually reinforce one another.

Both quantitative and qualitative; it is not just confined to numbers. Certainly, where available and appropriate, quantitative data will be powerful ... but narrowly confining the body of evidence submitted to things like disembodied test scores or facilities inventories is precisely the opposite of what WASC seeks from institutions.

Either direct or indirect; it does not always require obtrusive data gathering that uses specially designed instruments. Indeed, as emphasized in the 2001 Handbook of Accreditation, the process should “rely heavily on existing institutional evidence and sampling of institutional exhibits and processes...” (Page 4).

Evidence should also ...

1. Cover knowledge and skills taught throughout the program’s curriculum.
2. Involve multiple judgments of student performance.
3. Provide information on multiple dimensions of student performance.
4. Involve more than surveys or self-reports of competence and growth by students.

Good evidence is also relevant, verifiable, representative or typical, cumulative, actionable and reflectively analyzed.

Writing Outcomes Effectively

*Outcomes **focus on results** and are not simply “administrative activities”. Effective outcomes focus on the **impact** that our activities, goals and decisions will have on student learning and/or the support for this learning process. They are concise and clearly worded. Outcomes are **limited in scope** and do not “bundle” several outcomes together. They should focus on **core functions** or key responsibilities within the department. Here are a few actual samples of intended outcome statements from various departments at BYU-Hawaii:*

Academic Sampler

- Students completing the accounting major will have a strong basic foundation in accounting needed for entry-level employment when they graduate from BYU-Hawaii.
- Graduates are prepared professionally for employment in the field of teaching.
- Students recommended for certification will demonstrate effective teaching practice in a special education setting.
- Students are competent in basic principles and knowledge of computer science.
- Students completing the baccalaureate program in Math will compare favorably in their knowledge of mathematical content with those students completing a Math program nationally.
- International Business Management majors will work comfortably and effectively in diverse groups, such as may be found in international business settings.
- Pre-professional majors will be biologically literate (content knowledge).
- Seniors will demonstrate their familiarity with the scientific method.
- Students will demonstrate understanding of the essential points and most details in an academic reading passage.
- Graduating TESOL majors will apply their knowledge of second language teaching in providing acceptable instruction and feedback to ESL learners.
- Students will perform publicly at a level comparable with undergraduates at institutions of similar size.
- Students will recognize and take into account cultural, gender, and ethnic views and explain their impact on an issue.
- Students will make evident their abilities in library research with historical sources.
- Students will exhibit the skills of a critical reader.
- Students will demonstrate their competence in writing about the past.
- ICS graduates should be able to articulate and sustain their views through verbal and written discourse.
- Entry-level Social Workers capable of competent, professional generalist social work practice.

Academic Support Sampler

- Provide better student access to computer lab resources.
- Increase the reliability of LIS systems and services.
- Increase the number of submissions and scholars willing to adjudicate the journal Pacific Studies.
- A majority of students surveyed will express satisfaction with services provided by the Academic Advisors.
- Increase student participation in national surveys (NSSE).

Administrative Sampler

- Fill requests of our clients for information in a timely, accurate manner.
- Increase Customers’ satisfaction with Bookstore merchandise.
- Increase customer satisfaction with Seaside menus.
- Patients under age two will receive excellent preventive care.

- Improve safety awareness campus wide.
- Improve awareness within all departments on campus of the new stricter INS rules for tracking foreign students and timekeeping requirements for those foreign students.
- Increase the cleanliness of Physical Plant shops and other workspaces.
- Increase usage of the Campus Distribution Center (CDC) website through an on-line shopping system to better serve the Physical Plant and campus departments' needs.

Student Life Sampler

- Students, faculty and staff will be satisfied with how security responds to complaints and/or referrals.
- Assist students in developing career planning and management skills.
- Increase the number of graduate placements in full-time employment and/or graduate school.
- Helping students understand the principles of the Honor Code.
- International Students will be satisfied with the services provided by the International Student Office.
- Student officers and employees will demonstrate improvement in key leadership/management skills.
- Students will be more satisfied with their Student Activities involvement.

Sample Department Mission Statements

Here are a few sample mission statements from various departments on campus that may be helpful to you as you formulate your own department mission statement.

Academic

The mission of the **BYU-Hawaii School of Business** is to prepare the minds and spirits of our students . . . We seek to: 1) Provide each student with a solid foundation in core business principles with emphasis on economic and enterprise development in Asia and the Pacific 3) Foster each student's lifelong commitment to learning, career development, and service in family, Church, professional, and civic roles.

Recognizing the unique mission of Brigham Young University – Hawaii, the **School of Education** and each respective academic department with a secondary education major prepares quality teachers with the content knowledge, pedagogical skills, and professional dispositions required to meet the needs of students in today's diverse and changing society by teaching and modeling: (1) Life-long learning and problem-solving abilities, (2) Best current educational practices, balanced with gospel principles and (3) Caring, compassionate, and collaborative service in the home, school, church, and community, both locally and internationally.

Teach students basic **computer science** concepts, help them develop computer-programming skills, and prepare them for graduate school and/or full-time employment in computer science or a related field.

To graduate well rounded **biologists** who can be successful in postgraduate school or be employed within the field. This requires an individual to be able to think, communicate, and have performance skills relevant to the discipline.

The mission of the **English as an International Language** Program at Brigham Young University – Hawaii is to assist University students who are non-native speakers of English in accomplishing the goals envisioned in BYU-Hawaii's mission statement by assisting these students in the development of the English language skills necessary for success at the University.

The mission of the **TESOL** program is to educate and prepare individuals who leave the institution knowledgeable in the factors and issues which inform second language education, are capable of teaching English as a Second Language both in Hawaii and overseas., and who have the skills necessary to respect, work with, and live among diverse cultures and populations of learners, while promoting better communication and world peace.

The **Music Department** will prepare students to perform artistically, to teach effectively, and to provide music leadership in the Church and in the community. In addition to Western tradition in music, students will learn cultural sensitivity through contact with diverse world music cultures. The department will provide service to the University by creating a rich artistic environment of concerts, recitals, and music for devotionals, graduations, convocations and other campus events.

The **History Department** supports the University goals of obtaining a broad university education based on the world's arts, letters and sciences. It also enlarges the student's intellect with an in-depth knowledge in a major leading to job competence and/or graduate school. Finally, it takes as a central goal the development of a student's ability to think clearly, communicate effectively, learn independently and solve problems successfully.

The mission of the **International Cultural Studies** major is to prepare students to serve, work and lead in a global environment in a manner that will contribute to the establishment of peace in and among nations, communities and homes. By stressing the study of a variety of contemporary cultural systems, cultural theories, historical considerations and effective inter-cultural communication, students will gain competencies to think clearly about cultural and global social forces, and through effective dialogue, develop solutions to real world problems.

The purpose of **social work** education is to prepare competent, effective social work professionals who are committed to practice that includes the provision of services to the poor and oppressed and working for social justice on behalf of these groups.

Academic Support

Facilitate the graduation of students in the most efficient and timely manner by advising in the selection of academic and career goals, assisting in the creation and implementation of Major Academic Plans (MAPS), and counseling students with academic difficulties.

The **Pacific Institute** of BYU-Hawaii is a community of scholars and cultural experts from the University, the Polynesian Cultural Center, and other Pacific institutions organized to assist both BYU-Hawaii and the PCC to accomplish their education, cultural, and spiritual missions.

The purpose of the Office of **Planning, Institutional Research, Assessment and Testing** (PIRAT) is to further the mission and goals of the University and to support administrative decision-making and institutional effectiveness. We accomplish this mission by: collecting, interpreting, preserving, and disseminating information to the University's internal and external constituencies, contributing to the development and implementation of the University's strategic plan, coordinating annual assessment plans for the academic, administrative and educational support units, supporting campus-wide testing and research activities, and assisting in the development of the University's web portfolio and other institutional reports to meet accreditation requirements.

Administrative

The mission of BYU-Hawaii **Food Services** is to provide students, guests, and employees with quality, nutritious and appealing food and beverages at reasonable rates; and to develop teamwork, employee work ethics, values, talents, and professional service.

The **Internal Audit** staff is committed to provide objective and independent reviews of the University departments, organizations, units and processes. At the same time, we are part of the University community and work with other employees to bring about reasonable solutions and corrections to business problems and challenges that arise. Our long-term goal is to help assure the efficiency and success of BYUH in providing a quality education and cultural experience for its students. Our goal is to provide a service to the University by means of independent appraisals with the organization by examining and evaluating the adequacy and effectiveness of established internal controls and the quality of performance.

To provide essential procurement and travel services to Brigham Young University-Hawaii and obtain the best net value for goods and services through applying professional procurement methods, while creating and maintaining appropriate relationships-among requestors, suppliers, and **Purchasing**.

Student Life

To assist students in developing, assessing and implementing life-long **career** planning and management skills that qualify them for productive lives in the economies in which they will live.

To assist the students in resolving the personal problems that impede graduation. We do this by providing a combination of professional excellence, cultural sensitivity and gospel-centered practice.

Provide a clean, well-maintained living and learning environment, offering quality service to our residents.

Provide assistance and direction to all **international students** on immigration, and educational and personal matters. This especially includes bringing to their attention the limitations that the immigration regulations place on the flexibility of an international student's academic program, employment, training, and plans for the future.

UAC Assessment Rubric

Departmental Assessment Plans

Year: _____ Evaluator: _____

| CRITERIA | DEPT 1 | DEPT2 | DEPT3 | DEPT4 | DEPT5 | DEPT6 |
|---|--------|-------|-------|-------|-------|-------|
| Department Mission | | | | | | |
| Clear link to University mission and/or goals | | | | | | |
| Outcomes | | | | | | |
| Align to key department functions/mission | | | | | | |
| Are concise and clearly worded | | | | | | |
| Are each limited in scope | | | | | | |
| Focus on results (impact on students/customers--avoid admin. goals) | | | | | | |
| Means of Assessment | | | | | | |
| Align to outcomes | | | | | | |
| Provide multiple dimensions/views (2+ per outcome) | | | | | | |
| Give specifics about how results will be obtained/scored (5-w's) | | | | | | |
| Include direct, quality evidence (not merely student opinion) | | | | | | |
| Involve multiple (team) evaluators, if needed | | | | | | |
| Findings | | | | | | |
| Align to means of assessment & outcomes | | | | | | |
| Give sufficient detail | | | | | | |
| Are holistic & integrated (mutually reinforcing) | | | | | | |
| Actions | | | | | | |
| Align to findings, means of assessment & outcomes | | | | | | |
| List specific actions (planned or taken) | | | | | | |
| Show broad department participation | | | | | | |
| Show interpretation & reflection | | | | | | |
| Lead to continual improvement | | | | | | |
| Overall Rating: | | | | | | |
| Comments: | | | | | | |

Rating Scale: 5 = Very Good 4 = Good 3 = Progress being made (areas for improvement exist)
 2 = Needs improvement 1 = Unacceptable ? = Uncertain (more detail needed) N/A

ELEMENTARY EDUCATION

Janice McArthur (293-3895)



BYUH Assessment Plan 2002-2003

Submitted January 23, 2004

University Mission Statement/Goals

- 1) Providing a period of intensive learning in a stimulating multicultural, Gospel-centered environment where a commitment to excellence in the full realization of human potential is pursued.
- 2) Preparing men and women for leadership roles in civic and social affiliation, in service to mankind (teaching), and within the sacred confines of family life.

Unit Mission Statement

Recognizing the unique mission of Brigham Young University – Hawaii, the School of Education prepares quality Elementary Education teachers with the content knowledge, pedagogical skills, and professional dispositions required to meet the needs of students in today's diverse and changing society by teaching and modeling: (1) Life-long learning and problem-solving abilities, (2) Best current educational practices, balanced with gospel principles and (3) Caring, compassionate, and collaborative service in the home, school, church, and community, both locally and internationally.

| Outcomes | Means of Assessment | Findings | Actions |
|---|--|---|---|
| 1. Students are competent in basic principles and knowledge of Elementary Education. | -90% of students who take the PRAXIS II Elementary Education: Curriculum, Instruction, & Assessment Subject Assessment/Specialty Area test, will pass using Hawaii Department of Education guidelines on their first attempt. | Based on Praxis II reports, this outcome has been met. | Methods courses continue to be aligned with content and performance standards to ensure that students are prepared for the test and knowledge of content. This is evident in course content and shown on the syllabi. |
| | -90% of students who take the PRAXIS II Elementary Education: Content Area Exercises Subject Assessment/Specialty Area test, will pass using Hawaii Department of Education guidelines on their first attempt. | Based on Praxis II reports, this outcome has been met. | |
| 2. Students who are recommended for licensure demonstrate knowledge of effective teaching practice in Elementary Education. | -95% of students who take the PRAXIS Principles of Learning & Teaching: Grades K-6 exam will pass using the Hawaii Department of Education guidelines on their first attempt. | Based on Praxis II reports, this outcome has been met. | The content and performance standards are an integral part of the methods classes and the observation and student teaching experience. All students were required to pass the outcomes portfolio. If they did not pass the first time they were required to redo it and resubmit. All students passed after the second submission. |
| | -100% of Elementary students completing the program will develop an outcomes portfolio in a satisfactory manner. The portfolio will demonstrate that they have met each standard (10) outlined in the Hawaii Teacher Performance and Licensing Standards, as evaluated by SOE faculty. | This outcome was met. All student teachers turned in their portfolio and were graded with a rubric. | |
| 3. Students who are recommended for licensure demonstrate effective teaching in an Elementary classroom setting. | -During the professional year, students will be assessed by BYUH faculty a minimum of nine times and will meet all outcomes at an acceptable rate or higher. | This was done. All students passed with a 2 or better on a 3-point scale. | Meetings were held with all observers to make sure observers were consistent in their ratings and how they were looking at performance standards. In-service meetings were held for cooperating teachers to keep them informed and updated. Guidelines for observations were also discussed to help with consistency of observations by cooperating teachers. |
| | -During the professional year students will also be assessed by cooperating teachers in the Hawaii Public Schools using the Student Teaching observation form a minimum of 11 times. Where possible, they may also be observed by the building principal, where they are completing student teaching | This was completed and principals did observe on a limited, informal basis for some student teachers. | |
| 4. Students feel confident overall in their training and preparation for teaching in the Elementary (K-6) classroom. | -On the SOE survey of Teacher Education Graduates form 85% of all graduates will feel "adequately prepared" or better in a minimum of seven of the ten standards established by HTSB. | The survey results reflected that this outcome was met. | The results of both surveys are distributed to SOE faculty and used for program improvement and curriculum change. SOE faculty looks at the results for strengths and weaknesses to see what needs to be done to meet the needs of students. Our graduating seniors are required to complete the survey and an exit interview with SOE faculty. |
| | -On the BYUH alumni Survey, 85% of the Elementary Education graduates will feel their major was helpful in preparing them for their current teaching position. | The survey results reflected that this outcome was met. | |

FOOD SERVICES (David Keala 293-3570)



University Mission Statement/Goals: Maintaining the commitment to operation efficiency and continuous improvement.

Unit Mission Statement
 The mission of BYU-Hawaii Food Services is to provide students, guest, and employees with quality, nutritious and appealing food and beverages at reasonable rates; and to develop teamwork, employee work ethics, values, talents, and professional service.

| Outcomes | Means of Assessment | Findings | Actions |
|---|--|---|--|
| 1. Improve operational efficiency of dish room. | -Efficiency should present labor savings of \$2400 minimum per month. -Survey of Club patrons with satisfaction benchmark at 90% -Dishes returned from washing in thirty minutes. Stats kept by supervisors log during shifts. | Completed installation of new dishwasher which is now operating at 100% efficiency. Dishes are now returned from washing well under 30 minutes . | Each shift required 7 to 10 workers with the former system. Efficiency has now been reduced to where current operation requires only 4 to five workers, a savings of 50% |
| 2. Increased customer satisfaction of new menus. | -Quarterly surveys on existing menus with satisfaction rate of 80% or better. -Monthly (Food Service Web page) on-line customer survey throughout semester noting an 80% customer satisfaction rating. -Monthly focus group meeting to review existing menus. | Current student survey designed by the National Association of College and University Food Services expect 350 to 400 surveys returned. Continue to use small focus groups for feed back on customer satisfaction including the Resident assistants. | Foodservice will be reviewing their menus for the remainder of this year based on feed back from students in this years survey. There were 16 RA's surveyed on the type and quality of the menus. |
| 3. Improve employee safety in production areas of the Club (Club is the name of the Cafeteria). | -Eliminate employee slips due to wet floors to less than 3% of previous years recorded accidents. -Reduction in employee accidents results in decreased workman comp claims. -Employee feedback and focus group regarding improvement with satisfaction rating of 95%. | Replaced the entire kitchen floor with non-slip ceramic tiles. With upgraded equipment and more effective safety training, foodservices has noticed a reduction in accidents. Recommended that students rotate their current jobs, as a result employee satisfaction has been higher | Only one slip reported year to date. This student slipped while leaving the kitchen area and stepping into the dining room. Fewer(2) cuts and abrasions reported due to new equipment and safety training. |

RESOURCES

- AAHE 9 Principles of Good Practice
- Fair Assessment Practices (Suskie 2000)
- What Do We Know About Students' Learning and How Do We Know It? (Cross 1998)
- Doing Assessment As If Learning Matters Most (Angelo 1999)
- Developing an Assessment Plan to Learn About Student Learning (Maki 2002)
- Department Level Assessment: Promoting Continuous Improvement (Hatfield 1999)
- Assessment for People Who Don't Have Enough Time to Do Assessment (Concordia College 1999)
- The Road Not Taken (Holyer 1998)
- Evidence Guide: A Guide to Using Evidence in the Accreditation Process (WASC 2002)