Know the Basics

Understand what kinds of assessments are required by WASC and UHWO; read about the importance of ILO, GELO, DLO, and CLO alignment; view the traditional yearly assessment cycle process; and explore where divisions can move in the future.

Page 3

Select Methods

Review some basic definitions for important assessment methods; view tables for outcome, method, and results alignment; and read detailed descriptions and strengths and weaknesses related to potential assessment methodologies.

Pages 4 - 10

Plan and Report

Read prompt questions and elements to consider when planning, reporting and evaluating division and concentration assessment projects; and review guiding templates for assessment project plans and reports.

Page 11-13

UHWO Guidelines.

UHWO’s Assessment Committee 2013/2014 report:

“WASC and UHWO require each academic and co-curricular program within the institution to assess its effectiveness by gathering and evaluating data that are used in an ongoing cycle of planning, evaluation, and improvement. Consequently, each academic program at UHWO will need to demonstrate student achievement on stated outcomes…. The specific assessment methods applied will need to reveal both strengths and weaknesses in student achievement of academic outcomes…and use assessment findings to tangibly improve areas of identified weakness.”
1. Know the Basics

“Each assessment cycle will evaluate every UWHO GELO and CLO (and as a result the ILOs) over a 4-year period….In the fifth year, the concentration faculty will compile the results of their CLO assessment into a summary of student achievement and actions implemented….The faculty of each concentration will be responsible for developing a schedule for the assessment of their program learning outcomes.”
– UHWO Assessment Committee 2013/2014 report

Consult Assessment Calendars:
• Consult the included calendar for UHWO’s GELO assessment
• Consult your division and concentration assessment calendars

Use Alignment to Your Advantage:
• Work smarter, not harder: assess CLOs that align with corresponding DLOs, GELOs, and ILOs in one assessment project and report.

Moving Forward

In the past, UHWO has focused on student learning assessment. However, moving forward, divisions could also explore alternative assessment possibilities in order to enhance and nuance our findings, reports, and practices.

Assessing Student Learning:
• Knowledge of discipline (What do students know?)
• Skills (What can students do?)
• Values (What do students care about?)

Assessing Student Attitudes About:
• Advising, campus facilities, course scheduling, curriculum, mentoring, teaching, campus climate, co-curricular activities/support structures (i.e. library assistance and tutoring services), student services, preparation for work or graduate school

Consult Assessment Calendars:
Most concentrations completed Steps 1 & 2 over the course of the last assessment cycle. This means that every year each concentration will choose one of its outcomes and complete Steps 3, 4, & 5 based upon collaboratively chosen best practices for that discipline.

Yearly Assessment Cycle:
1. Select one or more outcomes to investigate. Create an assessment question/goal for the assessment project.
2. Determine intended uses for the assessment results and who will use the results.
3. Select a method to collect evidence. Select a method to evaluate/analyze the evidence. [Note: sample when appropriate. It is not necessary to evaluate every course or every student.]
4. Collect the evidence and evaluate it.
5. Interpret the results and create an improvement plan to address any shortcomings or advertise successes.
6. Carry out the improvement plan.

–Assessment Office UH Manoa, 2009
Select Methods

The most effective and comprehensive assessment projects include a range of methods and approaches. Below is a list of basic definitions for the variety of methods each concentration can employ.

Direct Methods:
- Assess what students know and what they can do (student products, behaviors)
- Examples: embedded assignments, embedded tests/quizzes, pre-post tests, observations, standardized exams, portfolios, culminating projects/senior theses/capstone projects

Indirect Methods:
- Ask students to reflect on their learning (students’ perceptions or self-reports on why and how they learned)
- Examples: student surveys, (exit) interviews, alumni surveys, employer surveys, curriculum/survey analysis, transcript/course taking

Qualitative Methods:
- Assessment that relies on description rather than numbers
- Examples: ethnographic studies, exit interviews, formal recitals, participant observations, writing samples, open-ended questions on surveys and interviews

Quantitative Methods:
- Assess teaching and learning by collecting and analyzing numeric data using statistical techniques
- Examples: GPAs, grades, exam scores, demographics, forced-choice surveys, standardized teaching evaluations (eCafe)

### Possible Assessment Approaches

<table>
<thead>
<tr>
<th>Data</th>
<th>Assessment tool</th>
<th>Who or what is analyzed?</th>
<th>What can be assessed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-reports</td>
<td>Classroom assessment Focus groups</td>
<td>Alumni Employers</td>
<td>Perceptions about campus</td>
</tr>
<tr>
<td></td>
<td>Interviews Phone surveys or interviews</td>
<td>Enrolled students Faculty</td>
<td>climate</td>
</tr>
<tr>
<td></td>
<td>Reflective essays Surveys (local or</td>
<td>Graduating students Off-campus supervisors</td>
<td>Evaluation processes</td>
</tr>
<tr>
<td></td>
<td>standardized)</td>
<td>Parents Staff</td>
<td>Perceived learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Educational outcomes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Attitudes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Values</td>
</tr>
<tr>
<td>Achievement tests</td>
<td>Test score analysis Content analysis Scoring rubrics</td>
<td>Competitions Embedded questions on exams Locally-developed exams Oral thesis defense Oral exams recitals Standardized tests</td>
<td>Mastery and knowledge of principles, skills Value-added</td>
</tr>
<tr>
<td>Observations</td>
<td>Case Studies Observations</td>
<td>Campus events (sports, theater) Classes Club meetings Faculty offices Fieldwork sites Student services offices</td>
<td>Attitudes Campus climate Interactions Processes Services Student involvement Student learning</td>
</tr>
<tr>
<td>Student academic work</td>
<td>Content analysis Scoring rubrics</td>
<td>Capstone course products Homework papers Portfolios Presentations Performances Publications Research reports Term papers, Theses Videotapes</td>
<td>Mastery and knowledge of principles, skills Values Processes Value-added</td>
</tr>
<tr>
<td>Campus documents</td>
<td>Course x program objectives matrix Course assignment x program objectives matrix Analysis of forms</td>
<td>Administrative units Departments Programs Student services offices Course syllabi, etc. Student transcripts</td>
<td>Accuracy Cohesion/consistency Efficiency Structure for promoting Objectives Processes</td>
</tr>
</tbody>
</table>

*Adapted from California State University, Bakersfield. PACT Outcomes Assessment Handbook (1999).

### Aligning Outcomes, Methods, and Results

<table>
<thead>
<tr>
<th>Program objective</th>
<th>Outcome criteria (What will you assess?)</th>
<th>Assessment measures (How will you assess it?)</th>
<th>Population (Whom will you assess?)</th>
<th>Reporting/Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive knowledge</td>
<td>Students will be able to demonstrate mastery of basic knowledge relevant to the field</td>
<td>Several standardized test items on existing exams</td>
<td>All students</td>
<td>• Revise curriculum and/or instruction as determined</td>
</tr>
<tr>
<td>Student perceptions</td>
<td>Students understand goals and objectives of program</td>
<td>10-item in-class survey</td>
<td>Mastery and knowledge of principles, skills Value-added</td>
<td>• Departmental discussion/ review of results • Revise program instruction/ goals as determined</td>
</tr>
<tr>
<td>Faculty perceptions</td>
<td>Faculty agree that goals and objectives of program are being met.</td>
<td>Focused dialogue</td>
<td>Department faculty</td>
<td>• Departmental discussion/ review of results • Revise program instruction/ goals as determined</td>
</tr>
</tbody>
</table>
Alumni Surveys

**Description:** Surveying departmental alumni can provide a wide variety of information about program satisfaction, how well students are prepared for their careers, what types of jobs or graduate degrees majors have gone on to obtain, starting salaries for graduates, and the skills that are needed to succeed in the job market or in graduate study. These surveys provide the opportunity to collect data on which areas of the program should be changed, altered, improved, or expanded.

**Strengths and Weaknesses:** Alumni surveying is usually a relatively inexpensive way to collect program data from individuals who have a vested interest in helping you improve your program, and it also offers the opportunity for improving and continuing department relationships with program graduates. However, without an easily accessible and up-to-date directory of alumni, they can be difficult to locate. It also takes time to develop an effective survey and ensure an acceptable response rate.

Culminating Assignments

**Description:** Culminating assignments offer students the opportunity to put together knowledge and skills they have acquired in the major, provide a final common experience for majors, and offer faculty a way to assess student achievement across a number of discipline-specific areas. Culminating assignments are generally designed for seniors to complete in the last term before graduation. Their purpose is to integrate knowledge, concepts, and skills that students are expected to have acquired in the program during the course of their study. This is obviously a curricular structure as well as an assessment technique and may consist of a single culminating course (a “capstone” course) or a small group of courses designed to measure competencies of students who are completing the program. A senior assignment is a final culminating project for graduating seniors such as a performance portfolio or a thesis that has the same integrative purpose as the capstone course.

**Strengths and Weaknesses:** Many colleges and universities are using capstone courses to collect data on student learning in a specific major or in general education or core requirement programs. Putting together an effective and comprehensive capstone course can be challenging, however, particularly for those programs that mesh hands-on technical skills with less easily measurable learning outcomes. Also, there is a great deal of start up time to developing appropriate and systemic methods for assessing these or other culminating experiences. See Content Analysis and Primary Trait Analysis below for further information.

Content Analysis

**Description:** Content analysis is a technique that looks at a group of students, such as majors in a program or department, and assesses samples of written work that are produced by this group. This assessment method uses outcomes identified as important prior to the analysis or as the analysis proceeds. For example, you might want to determine how well majors in your department write. To use content analysis to assess their writing skills, you will need a representative sample of writing. Analysis may look at what students actually write or at the underlying meaning of their writing. Results are generally presented in written form giving averages and examples of specific categories of outcomes. Primary trait analysis, which identifies important characteristics of specific assignments and assigns levels of competency to each trait, can be particularly effective in identifying student learning.

**Strengths and Weaknesses:** Content analysis allows you to assess learning outcomes over a period of time and can be based on products that were not created for program assessment purposes. Because writing samples can be re-examined, content analysis also makes it easier to repeat portions of the study and provides an unobtrusive way to assess student learning. However, accuracy of the assessment is limited to the skill of the person(s) doing the analysis. Data is also limited by the set of written work and may not be relevant to technical skills valued by a particular field or major that involve hands-on performance. Pretesting coding schemes, using more than one analyst per document, and gathering concrete materials and coding schemes can improve the reliability of this technique.
Course-embedded Assessment

Description: Course-embedded assessment refers to methods of assessing student learning within the classroom environment, using course objectives, outcomes, and content to gauge the extent of the learning that is taking place. This technique generates information about what and how students are learning within the program and classroom environment, using existing information that instructors routinely collect (test performances, short answer performance, quizzes, essays, etc.) or assessment instruments introduced into a course specifically for the purpose of measuring student learning.

Strengths and Weaknesses: This method of assessment is often effective and easy to use because it builds on the curricular structure of the course and often does not require additional time for data collection since the data comes from existing assignments and course requirements. Course-embedded assessment does, however, take some preparation and analysis time and, while well documented for improving individual courses, there is less documentation on its value for program assessment.

Curriculum Analysis

Description: Curriculum analysis involves a systemic review of course syllabi, textbooks, exams, and other materials to help you clarify learning outcomes, explore differences and similarities between course sections, and/or assess the effectiveness of instructional materials. It offers a way to document what courses will cover which outcomes and helps sequence courses within a program.

Strengths and Weaknesses: Using curriculum analysis as an assessment tool can be a valuable way of tracking what is being taught where. It can provide assurance that specific learning objectives and outcomes are being covered in the program and can pinpoint areas where additional coverage is needed. This method, however, can be time-consuming, particularly in large departments with many courses and different instructors, and there may be little consistency between how learning outcomes are addressed in one course and how they are taught in another.

Employer Surveys

Description: Employer surveys help the department determine if their graduates have the necessary job skills and if there are other skills that employers particularly value that graduates are not acquiring in the program. This type of assessment method can provide information about the curriculum, programs, and student outcomes that other methods cannot: on-the-job, field-specific information about the application and value of the skills that the program offers.

Strengths and Weaknesses: Employer surveys provide external data that cannot be replicated on campus and can help faculty and students identify the relevance of educational programs, although, as is true in any survey, ambiguous, poorly worded questions will generate problematic data. Additionally, data collected this way may not provide enough detail to make decisions about specific changes in the curriculum or program. Also, it is sometimes difficult to determine who should be surveyed, and obtaining an acceptable response rate can be cost and time intensive.
Focus Groups

**Description:** Focus groups are structured discussions among homogeneous groups of 6-10 individuals who respond to specific open-ended questions designed to collect data about the beliefs, attitudes, and experiences of those in the group. This is a form of group interview where a facilitator raises the topics for discussion and collects data on the results. Emphasis is on the insights and ideas.

**Strengths and Weaknesses:** Focus groups can provide a wide variety of data about participants’ experiences, attitudes, views and suggestions, and results can be easily understood and used. These groups allow a small number of individuals to discuss a specific topic in detail, in a non-threatening environment. Data collected in this way, however, is not useful for quantitative results, and qualitative data can be time-consuming and difficult to analyze because of the large amount of non-standardized information. Ultimately, the success of this method depends on a skilled, unbiased moderator, and appropriate groups of participants.

Institutional Data

**Description:** A variety of departmental and student data is routinely collected at the university level. These data can enhance and elaborate on data you collect in the department. Institutional data can tell you whether the program is growing, what the grade point average is for majors in the program, and what the retention rate is for your students.

**Strengths and Weaknesses:** Institutional data are genuinely easily accessible and readily available. Student and departmental data are collected on a systemic and cyclical schedule that can offer you both current and longitudinal information. On the other hand, these data sets are generally large and may be difficult to sort through, particularly for those individuals who are not used to working through large databases. The data may be less useful to specific departments or programs because the information collected is very often general (age, gender, race, etc.) and may not directly relate to program goals and objectives.

Observations

**Description:** Observation as a method of assessment is an unobtrusive tool that can yield significant information about how and why students learn. You may choose to observe any relevant interactive event, such as classes, club meetings, or social gatherings. This tool is generally used when you are interested in how students study, are concerned about the effectiveness of study sessions or other supplementary activities, or when you are focusing on the relationship between out-of-class behavior and in-class performance. Data collected through observation can be correlated with test scores and/or course grades to help provide further insight into student learning.

**Strengths and Weaknesses:** Data collected through observation can yield important insight into student behavior that may be difficult to gauge through other assessment methods. This method is typically designed to describe findings within a particular context and often allows for interactions between the researcher and students that can add depth to the information collected. It is especially useful for studying subtleties of attitudes and behavior. Observed data, however, is not precise and cannot be generalized to larger populations. Conclusions may be suggestive rather than definitive, and others may feel that this method provides less reliable data than other collection methods.
Performance Assessment

**Description:** Performance assessment uses student activities to assess skills and knowledge. These activities include class assignments, auditions, recitals, projects, presentations, and similar tasks. At its most effective, performance assessment is linked to the curriculum and uses real samples of student work. This type of assessment generally requires students to use critical thinking and problem-solving skills within a context relevant to their field or major. The performance is rated by faculty or qualified observers and assessment data collected. The student receives feedback on the performance and evaluation.

**Strengths and Weaknesses:** Performance assessment can yield valuable insight into student learning and provides students with comprehensive information on improving their skills. Communication between faculty and students is often strengthened, and the opportunity for students’ self-assessment is increased. Performance assessment, like all assessment methods, is based on clear statements about learning outcomes. This type of assessment is also labor-intensive, is somewhat separate from the daily routine of faculty and student, and may be seen as an intrusion or an additional burden. Articulating the skills that will be examined and specifying the criteria for evaluation may be both time-consuming and difficult.

Portfolio Evaluations

**Description:** Portfolios are collections of student work over time that are used to demonstrate student growth and achievement in identified areas. Portfolios can offer information about student learning, assess learning in general education and the major, and evaluate targeted areas of instruction and learning. A portfolio may contain all or some of the following: research papers, process reports, tests and exams, case studies, audiotapes, videotapes, personal essays, journals, self-evaluations, and computational exercises. Portfolios are often useful and sometimes required for certification, licensure, or external accreditation reviews.

**Strengths and Weaknesses:** Portfolios not only demonstrate learning over time but can be valuable resources when students apply to graduate school or future jobs. Portfolios also encourage students to take greater responsibility for their work and open lines of discussion between faculty and students and among faculty involved in the evaluation process. Portfolios are, however, costly and time-consuming and require extended effort on the parts of both students and faculty. Also, because portfolios contain multiple samples of student work, they are difficult to assess and to store and may, in some contexts, require too much time and effort from students and faculty alike.

Pre-test/Post-test Evaluation

**Description:** This method of assessment uses locally developed and administrated tests and exams at the beginning and end of a course or program in order to monitor student progress and learning across pre-defined periods of time. Results can be used to identify areas of skill deficiency and to track improvement within the assigned time frame. Tests used for assessment purposes are designated to collect data that can be used along with other institutional data to describe student achievement.

**Strengths and Weaknesses:** Pre-test/Post-test evaluations can be an effective way to collect information on students when they enter and leave a particular program or course and provide assessment data over a period of time. They can sample student knowledge quickly and allow comparisons among different student groups or the same group over time. They do, however, require additional time to develop and administer and can pose problems for data collection and storage. Care should be taken to ensure that the tests measure what they are intended to measure over time (and that they fit with program learning outcomes) and that there is consistency in test items, administration, and application of scoring standards.
Reflective Essays

**Description:** Reflective essays may be used as an assessment tool to gauge how well students understand class content and issues. They are generally short essays (5 to 10 minutes) on topics related to the course curriculum and may be given as in-class assignments or homework. Reflective essays may respond to open-ended questions on surveys required in student portfolios or capstone composition courses.

**Strengths and Weaknesses:** Reflective essays as an assessment tool can offer data on student opinions and perspectives at a particular moment in a class. Essays will provide a wide array of different responses and might lead to increased discussion among faculty and students. On the other hand, poorly worded, ambiguous questions will yield little, and opinions and perceptions may vary in accuracy. Analysis of essay content also takes additional time.

Scoring Rubrics

**Description:** Scoring rubrics are typically grids that outline identified criteria for successfully completing an assignment or task and establish levels for meeting these criteria. Rubrics can be used to score everything from essays to performances. Holistic rubrics produce a global score for a product or performance. Primary trait analysis uses separate scoring of individual characteristics of criteria of the product or performance.

**Strengths and Weaknesses:** Scoring rubrics allow the instructor to efficiently and consistently look at complex products or performances and to define precise outcomes and expectations. They also are easily shared with students. However, developing an effective rubric can be time-consuming and often requires ongoing edits to fine tune criteria and anticipated outcomes. Training raters to use the scoring rubric in a consistent manner also involves a significant time commitment.

Standardized and Local Test Instruments

**Description:** Selecting a standardized instrument (developed outside the institution for application to a wide group of students using national/regional norms and standards) or a locally developed assessment tool (created within the institution, program, or department for internal use only) depends on specific needs and available resources. Knowing what you want to measure is key to successful selection of standardized instruments, as is administering the assessment to a representative sample in order to develop local norms and standards. Locally developed instruments can be tailored to measure specific performance expectations for a course or group of students.

**Strengths and Weaknesses:** Locally developed instruments are directly linked to local curriculum and can identify student performance on a set of locally important criteria. Putting together a local tool, however, is time-consuming as is development of a scoring key/method. There is also no comparison group and performance cannot be compared to state or national norms. Standardized tests are immediately available for administration and, therefore, are less expensive to develop than creating local tests from scratch. Changes in performance can be tracked and compared to norm groups and subjective interpretation/misinterpretation is reduced. However, standardized measures may not link to local curricula and purchasing the tests can be expensive. Test scores may also not contain enough locally relevant information to be useful.
Student Surveys and Exit Interviews

**Description:** Surveys and interviews ask students to respond to a series of questions or statements about their academic experience. Questions can be both open-ended (respondents create answers) and close-ended (respondents choose answers from lists of simple and unambiguous responses). Surveys and interviews can be written, oral (face-to-face), or conducted by phone. Types of surveys include in-class questionnaires, mail questionnaires, telephone questionnaires, and interviews. Interviews include structured, in-person interviews, and focus group interviews.

**Strengths and Weaknesses:** Surveys can be relatively inexpensive and easy to administer, can reach participants over a wide area, and are best suited for short and non-sensitive topics. They can give you a sense of what is happening at a given moment in time and can be used to track opinions. Data is reasonably easy to collect and tabulate, yet the sample may not be representative of the population (particularly with a low response rate). Ambiguous, poorly written items, and insufficient responses may not generate enough detail for decision making. An interview can follow up on evasive answers and explore topics in depth, collecting rich data, new insights, and focused details. It can, however, be difficult to reach the sample and data can be time-consuming to analyze. Information may be distorted by the respondent, who may feel a lack of privacy and anonymity. The success of the interview depends ultimately on the skills of the interviewer.

Syllabus Analysis

**Description:** Syllabus analysis (as well as systemic review of textbooks, exams, and other curricular material) involves looking at the current course syllabus (written or oral assignments, readings, class discussions/projects, and course expectations) to determine if the course is meeting the objectives and outcomes that the instructor and/or department has set for it.

**Strengths and Weaknesses:** Use syllabus analysis when you want to clarify learning outcomes, explore differences and similarities between sections of a course, or assess the effectiveness of instructional materials. Syllabus analysis can provide invaluable information to enhance any assessment plan. However, this review is time consuming and, as there may be more than one reviewer, there may not be adequate consistency in collecting and analyzing the data.

Transcript Analysis

**Description:** Transcript analysis involves using data from student databases to explore course-taking or grade patterns of students. This tool can give you a picture of students at a certain point in their academic careers, show you what classes students took and in what order, and identify patterns in student grades. In sum, transcript analysis gives you a more complete picture of students’ actual curricular experiences. Specific information can be drawn from transcripts to help answer research questions, and course pattern sequences can be examined to see if there is a coherence to the order of courses taken.

**Strengths and Weaknesses:** Transcript analysis is an unobtrusive method for data collection using an existing student database. The information can be linked to other variables such as sex or major or used to measure outcomes. It is important to keep in mind, however, that course patterns may be influenced by other variables in students’ lives that don’t show up on their transcripts. Also, solutions that arise from results of the analysis may not be practical or easily implemented. It is critical to have specific questions whose answers can lead to realistic change before conducting the analysis.

First, Plan an Assessment Project:
Below is a list of elements concentration members can consider as they plan an assessment project:
• Program mission and goals;
• Intended objectives;
• Actual student learning outcomes underlying each objective;
• Assessment methods for each outcome;
• Criteria by which outcomes will be judged;
• Time cycle for review of objectives and related outcomes;
• Who is responsible for coordinating the assessment process;
• Type of feedback data provided by the assessment process;
• How, when, and by whom the data will be used to improve the program or revise curricula.

Faculty can also consult the template on the following page for more formalized assessment plan guidelines.

Second, Write an Assessment Report:
Below is a list of elements concentration members can consider when they compose their assessment reports:
• Discussion of why the assessment activity was undertaken;
• Description of the major goals, objectives, and intended learning outcomes;
• Description of assessment methods and choices, why they were used, and how they were implemented;
• Explanation of how the analysis was done and what methodology was used;
• Presentation of major findings;
• Discussion of how results are best used for program improvement;
• Evaluation of the assessment plan/process itself: what worked and what did not work and why
• Appendix containing a curriculum analysis matrix, relevant assignments and outcomes, data collection methods, etc.

Faculty can also consult the template on the following page for more formalized assessment report guidelines.

Third, Evaluate the Assessment Process:
Below is a list of questions division and concentration members can discuss as they work to close the feedback loop on their assessment processes and cycles:
• Did you have a positive or negative experience implementing your assessment methods?
• What were students’ reactions to the assessment process?
• What did you find especially effective in the assessment process?
• What did you particularly dislike about the process?
• What would you change about the process? Why?
• What will you do again? Why?
• What do the results suggest for program review and for UHWO’s assessment reports?
Template for Planning Assessment Projects (UH Manoa Assessment Office)

OUTCOME(S) BEING ASSESSED:

1. Assessment Question(s) and/or Goal(s) of Assessment Activity
   • Given the outcome(s) being assessed, what does the program want to find out? Create a question(s) that is meaningful to faculty members or intended users.

2. Intended Uses for the Assessment Results & Primary Users of the Assessment Results
   • List the intended uses for the assessment results, such as the specific actions that might be taken if the criteria for success are not met.
   • List the primary users of the assessment results.

3. Criteria for Success
   • State the target or the minimum results needed to indicate program success on this outcome or assessment question. Or, indicate that results will serve as baseline data.

4. Distribution and Discussion of Results
   • List who is responsible for distributing results, and who will receive results.
   • State how the distribution will take place.
   • State how and when discussion of results will take place.

5. Complete the following grid, adding rows for each method

<table>
<thead>
<tr>
<th>Outcome Assessed and/or Assessment Question</th>
<th>Method(s) to Collect Evidence</th>
<th>Method to Analyze/ Evaluate</th>
<th>Timeline &amp; Status</th>
<th>Lead Team members</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Brief description of what will be collected, how, and by whom. (Enter one method per row; add rows as needed.)</td>
<td>Brief description of how the evidence will be analyzed or evaluated and by whom. (When applicable, include scoring criteria or rubric in an Appendix.)</td>
<td>List the semester/dates when the evidence will be collected and evaluated.</td>
<td>List the name(s) of those who will oversee collecting, analyzing, reporting, and using results.</td>
</tr>
</tbody>
</table>

6. Program Size and Sampling Technique
   • State the number of students in the program or the number who graduate each year.
   • Describe the sampling technique to be used (most programs will sample instead of collecting and evaluating evidence from every student).

7. Other Important Information
OUTCOME(S) ASSESSED:

1. Assessment Question(s) and/or Goal(s) of Assessment Activity
   • What did the program want to find out?

2. Complete the following grid

<table>
<thead>
<tr>
<th>Outcome(s) Assessed</th>
<th>Method(s) to Gather Evidence</th>
<th>Method to Evaluate and Identified Examples of Student Performance *</th>
<th>Program Size &amp; Sampling Technique</th>
<th>Criteria for Success</th>
<th>Results</th>
<th>Met/Not Met (The Criteria for Success)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Conclusions and Discoveries

4. Distribution and Discussion of Results
   • Who distributed the results and who received results?
   • How did the distribution take place?
   • How and when did the discussion of the results take place?

5. Use of Results/Program Modifications

6. Assessment Modifications
   • Do changes in the assessment methodology need to be made?

7. Other Important Information

Semester/Year:
Course Alpha and Course title:
Course Instructor and Instructor rank:
Modality of the course (In-person Online Hybrid):
Academic Division and Academic Concentration:
1. Student Learning Outcome assessed (provide complete SLO language)

2. Student Learning Outcome alignment (identify the CLO, DLO, GELO and/or ILO aligned with the SLO being assessed)

3. Assessment procedures (provide a description of the methods used to conduct the assessment)

4. Assessment findings (provide a description of the assessment results found with a table that summarizes the rubric scores assigned to student work)

5. Assessment conclusions (provide an interpretation of the assessment results found in terms of student learning strengths and weaknesses)
Assessment Glossary

**Summative Assessment** is “the gathering of information at the conclusion of a course, program, or undergraduate/graduate career to improve learning or to meet accountability demands. The purposes are to determine whether or not overall goals have been achieved and to provide information on performance for an individual student or statistics about a course or program for internal or external accountability purposes. Grades are the most common form of summative assessment.”

**Formative Assessment** refers to “ongoing assessment that takes place during the learning process. It is intended to improve an individual student's performance, program performance, or overall institutional effectiveness. Formative assessment is used internally, primarily by those responsible for teaching a course or developing and running a program.”

**Direct Data Collection** is the “collecting [of] data/evidence on students' actual behaviors or products. Direct data-collection methods provide evidence in the form of student products or performances. Such evidence demonstrates the actual learning that has occurred relating to a specific content or skill.” Examples of direct data include exams, course work, essays, and oral performance.

**Indirect Data Collection** is the “collecting [of] evidence/data through reported perceptions about student mastery of learning outcomes. Indirect methods reveal characteristics associated with learning, but they only imply that learning has occurred.” Examples of indirect data include surveys, interviews, course evaluations, and focus groups.

- from: UH Mānoa's Assessment Definitions Glossary
## General Education Learning Outcomes

<table>
<thead>
<tr>
<th>GELO 1: Written Comm.</th>
<th>X</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GELO 2: Oral Comm.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GELO 3: Quantitative</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>GELO 4: Glob/Mult</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>GELO 5: H-A-P Issues</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GELO 6: Arts, Hum. &amp; Lit.</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GELO 7: Science Literacy</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>GELO 8: Ethical Issues</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Community</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

*Community engagement is not an academic requirement and will be indirectly assessed through measures of participation and student self-reports/surveys.

## Learning Outcome Alignment

<table>
<thead>
<tr>
<th>Institutional (ILOs)</th>
<th>ILO 1 Effective Communication</th>
<th>ILO 2 Cultural Awareness</th>
<th>ILO 3 Critical Thinking</th>
<th>ILO 4 Disciplinary Knowledge</th>
<th>ILO 5 Community Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education (GELOs)</td>
<td>GELOs 1 &amp; 2 Written &amp; Oral Communication</td>
<td>GELOs 4, 5 &amp; 6 Glob/Mult Perspectives; Arts, Hum. &amp; Lit.; H-A-P Issues</td>
<td>GELOs 3 &amp; 8 Symbolic Reasoning; Ethical Issues</td>
<td>(GELO 7 Science Literacy)</td>
<td></td>
</tr>
</tbody>
</table>
Learning Outcomes

Institutional Learning Outcomes [ILOs]
ILO 1 — Effective communication: Communicate clearly and effectively to an intended audience through written and spoken language.
ILO 2 — Cultural awareness: Demonstrate knowledge of different cultures, sub-cultures, or cultural phenomena through the study of art, music, history, literature, ideas, language, or cross-cultural research.
ILO 3 — Critical thinking: Demonstrate critical thinking skills by applying information to make well reasoned arguments or solve a problem.
ILO 4 — Disciplinary knowledge: Demonstrate knowledge of the purview, processes, and contributions associated with an academic discipline.
ILO 5 — Community Engagement: Demonstrate engagement with campus life, the broader community, or service to others through the use of co-curricular resources, participation in extra-curricular activities, or service learning. (Community engagement is not an academic requirement and will be indirectly assessed through measures of participation and student self-reports/surveys.)

General Education Learning Outcomes (GELOs)
GELO 1 — Written Communication: Demonstrate clear and effective writing for an intended audience.
GELO 2 — Oral Communication: Demonstrate clear and effective speaking skills when communicating with an intended audience.
GELO 3 — Symbolic Reasoning: Expose students to the beauty and power of formal systems, as well as to their clarity and precision.
GELO 4 — Global and Multicultural Perspectives: Demonstrate knowledge of different cultures, civilizations, and global events associated with human history.
GELO 5 — Art, Humanities and Literature: Demonstrate knowledge of artistic and philosophical endeavor through study of works or primary sources drawn from diverse media, genres, and historical periods.
GELO 7 — Social and Natural Science Literacy: Demonstrate knowledge of the purview, processes, and contributions associated with different social and natural scientific disciplines.
GELO 8 — Contemporary Ethical Issues: Analyze a dilemma, issue, or topic to develop an ethical judgment, argument or position.