UHWO Guidelines for the Assessment of Student Learning

Prepared by

The UHWO Assessment Committee AY 2012-2013

UHWO has completed its first 5-year assessment cycle. While this is a substantial accomplishment, these assessments have revealed weaknesses in our assessment protocols and learning outcomes. UHWO has been successful in fostering a culture of assessment during our previous cycle, but we also focused too much on assessing the Institutional Learning Outcomes (ILOs) and have not adequately assessed learning at the program (concentration) level. Our assessment practices also need to better demonstrate improvements in student learning at the program level. Further, the General Education program will require assessment as an academic program. Last, we need to conduct assessments of the effectiveness of our co-curricular programs (e.g., UHWO library; Noʻeau Center for Writing, Math, and Academic Success; The Center for Teaching and Learning Excellence, and the First-year Experience program) and learning that results from students engaging campus life. To address these issues, the Assessment Committee has revised the protocols by which assessments will be conducted during our next cycle.

During our completed assessment cycle, weaknesses were found in the language of our Global and Indigenous and Critical Thinking outcomes. Further, the General Education program both lacked dedicated learning outcomes and had learning requirements that were not aligned with the ILOs. In response, the UHWO Assessment Committee in collaboration with the General Education Committee has completed a revision of the UHWO ILOs and developed outcomes for the General Education Program.

WASC requires 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. Co-curricular programs will also need to assess their effectiveness in achieving defined co-curricular objectives. The specific assessment methods applied will need to reveal both strengths and weaknesses in student achievement of academic outcomes or co-curricular objectives, and use assessment findings to tangibly improve areas of identified weakness. This document is designed to help your academic division, concentration or program develop effective assessment protocols.

Campus-wide Assessment Direction

The WASC CPR review identified the need to assess the effectiveness of co-curricular programs in addition to our ever expanding list of academic programs at UHWO. Completing the previous assessment cycle, which only focused on learning related to our ILOs, substantially increased the workload of many UHWO faculty. In turn, the course releases and overloads used by the administration to support faculty assessment efforts would appear to be necessary to compensate for the labor, displaced instructional time, and faculty distraction from scholarship that will be required to carry out the assessment mandates for the next cycle.

The Assessment Committee proposes that the direction of our institutional assessments remain with a faculty lead Assessment Committee which will oversee all assessment efforts on campus. It is further proposed that the UHWO Assessment Committee be expanded to include a representative from the UHWO General Education Committee. The general education representative will coordinate annual assessments of the General Education program in concert with the Assessment and General Education Committees.

Co-curricular program heads (UHWO Library; Noʻeau Center for Writing, Math, and Academic Success; The Center for Teaching and Learning Excellence, and the First-year Experience program) will not require representatives to sit on the Assessment Committee; but these programs will need to coordinate their assessment efforts with the committee. In turn, the Assessment Committee will function as a campus resource for the development of co-curricular assessments. In this capacity the Assessment Committee will assist co-curricular program heads in developing program objectives, designing assessment protocols or surveys, and drafting assessment reports.

The UHWO Assessment Committee will be responsible for: 1) scheduling all academic, co-curricular and extra-curricular assessments; 2) assisting the faculty in designing course level assessments, learning outcomes and curricular maps; 3) assisting the heads of co-curricular programs in developing objectives and collecting relevant data; 4) assisting the heads of co-curricular programs in designing and implementing surveys to collect indirect assessment data; 5) keeping institutional assessment practices in line with the latest WASC guidelines; 6) assisting the faculty and co-curricular program heads in the analysis of assessment data; 7) assist the faculty and co-curricular program heads in drafting assessment summaries and reports; and 8) drafting campus-wide assessment summaries and reports.

Co-curricular and Extra-curricular Assessment

As noted, co-curricular programs will begin assessments of their effectiveness during the next assessment cycle in coordination with the UHWO Assessment Committee. The heads of the UHWO Library and Noʻeau Center for Writing, Math, and Academic Success will need to develop objectives for the services they provide and develop methods for assessing the achievement of stated objectives. These assessments will likely involve measures of student use and involve surveys designed to evaluate the achievement of program objectives, and faculty and student needs. The Center for Teaching and Learning Excellence is a campus resource primarily directed at faculty professional development related to instructional practice. Again, the CTLE will need to develop objectives and methods for evaluating the achievement of program objectives. While representatives from the library, Noʻeau Center, and CTLE will not need to sit on the Assessment Committee, coordination of these co-curricular assessments will be necessary through regular communication with the Assessment Committee.

The First-year Experience program is delivered by Student Affairs and includes a variety of initiatives designed to prepare first-year freshmen for college life and academic success after enrolled. Each part of the FYE program will require the development of defined objectives and methods for measuring the achievement of program objectives. Student Affairs is also well situated for conducting assessments of the extra-curricular community engagement of students through compiling data on participation in student government, clubs and other campus events; and through measures of participation and surveys designed to evaluate the quality of the student campus-life experience available at UHWO.

General Education Assessment

In addition to assessing all academic concentrations, the next assessment cycle will also involve the General Education program. The General Education Committee will oversee and direct this assessment. In particular, the committee will: 1) maintain an up-to-date database of all General Education courses; 2) create and follow a schedule for initial and follow-up assessments of every General Education outcome during the next 4-year cycle; 3) identify all of the General Education courses subject to assessment during a given academic year; and 4) notify the faculty of General Education courses subject to assessment of their assessment obligation.

Furthermore, a representative from the General Education Committee will serve on the Assessment Committee (General Education Assessment Representative), be compensated at the same

level as the divisional representatives, and be the primary contact for all issues related to the assessment of the General Education program. The role of this representative will be to: 1) function as a liaison between the General Education and Assessment Committees, and the General Education faculty; 2) advise General Education faculty of proposed or adopted changes in the UH General Education Hallmarks; 3) serve as a resource to advise General Education faculty in the design of course level assessments; 4) coordinate General Education faculty in writing course level assessment summaries; 5) work with the General Education faculty in identifying program strengths and weaknesses; and 6) writing culminating program level assessment reports for each General Education outcome.

Developing Academic Program Outcomes

Institutional and General Education Learning Outcomes

During the previous cycle, the UHWO ILOs were conflated with achievement of both disciplinary CLOs and General Education curricular requirements. This resulted in concentration faculty only assessing learning in their programs that aligned with the ILOs, instead of comprehensively evaluating their CLOs. Further, an audit of the General Education program conducted in AY 2010-11 found that some of the General Education requirements did not align with the existing ILOs. For example, none of the ILOs addressed learning about the social or natural sciences but the General Education program clearly requires that students complete six Social Science and seven Natural Science credits. The Contemporary Ethical Issues General Education requirement was aligned with the ILOs, but through an awkward combination of ethics, social responsibility, and critical thinking.

To address these weaknesses, revised UHWO ILOs and new General Education Learning Outcomes (GELOs) have been developed and approved by the UHWO Faculty Senate (Appendix A). Tables 1 and 2 show how the General Education curricular requirements align with the new General Education outcomes, and how the General Education outcomes align with the revised ILOs, respectively. The new ILOs are encompassing statements that reflect the learning that occurs through students completing the General Education program, their academic concentration of study (under the UHWO BA degrees), and engaging the co-curricular programs and extra-curricular experiences available to students at UHWO. Figure 1 illustrates the three sources of student learning encompassed by the revised ILOs and subject to assessment.

Table 1. Alignment of the General Education curricular requirements with the new UHWO General Education Learning outcomes.

General Education Curricular Requirements	General Education Learning Outcomes							
	Written Comm.	Oral Comm.	Symbolic Reason.	Glob/Mult Perspect.	Arts, Hum. & Lit.	H-A-P Issues	Science Literacy	Ethical Issues
Foundation-Global Multi				X				
Foundation-Symbolic			X					
Foundation-Written	X							
D-Arts					X			
D-Humanities					X			
D-Literature					X			
D-Soc. Sci.							X	
D-Biological Science							X	
D-Physical Science							X	
Focus-Hawaii Asia Pacific						X		
Focus-Ethics								X
Focus-Oral		X						
Focus-WI	X							
English 200	X							

Table 2. Alignment of the General Education learning outcomes with the UHWO ILOs.

General Education Outcomes	Effective Communication	Cultural Awareness	Critical Thinking	Disciplinary Knowledge	Community Engagement*
Written Communication	X				
Oral Communication	X				
Quantitative & Symbolic Reasoning			X		
Global & Multi-cultural Perspectives		X			
Arts, Hum. & Lit.		X			
H-A-P Issues		X			
Science Literacy				X	
Ethical Issues			X		

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

Figure 1. Student learning encompassed by the revised UHWO ILOs.
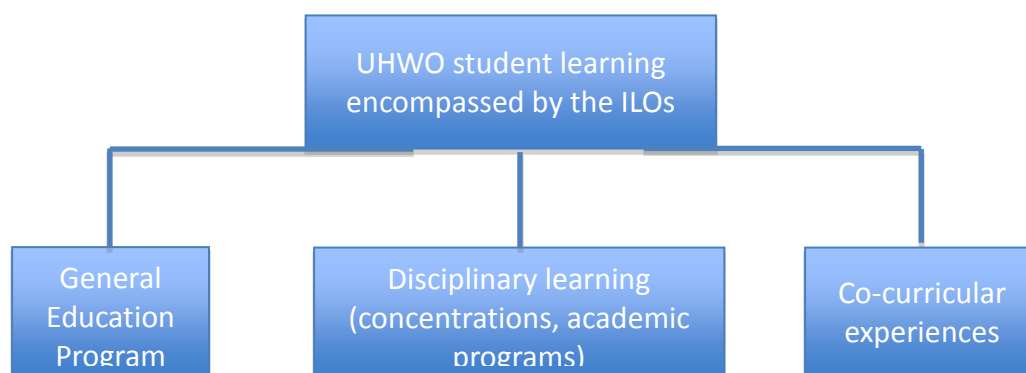
The Effective Communication ILO will be assessed through courses aligned with the Written (English 100 and 200, WI courses) and Oral (O-Focus courses) communication GELOs. The Cultural Awareness ILO is aligned with General Education courses that satisfy the Global and Multi-cultural Perspectives (FG courses); Arts, Humanities and Literature (DA, DH, and DL courses); and the Hawaiian-Asian-Pacific Issues (H-Focus courses) GELOs. General Education courses that satisfy the Symbolic Reasoning (FS courses) and Ethical Issues (E-Focus courses) outcomes are aligned with the Critical Thinking ILO. The Diversification Social Science (DS), Biological Science (DB), Physical Science (DP) and laboratory (DY) General Education requirements are aligned with the Science Literacy GELO and the Disciplinary Knowledge ILO. Last, the Community Engagement ILO will be assessed indirectly through student surveys and measures of co-curricular resource use; as well as participation in things like student government, academic clubs, or other campus-life events.

The Critical Thinking and Disciplinary Knowledge ILOs also reflect what students learn in the academic concentrations of UHWO and are more specifically defined by the CLOs that faculty develop for their concentrations. If a concentration course is also part of the General Education program (approved by the UHWO General Education Committee as satisfying a Foundations, Diversification, Focus or Graduation requirement), then the assessment of such a course will be applied to evaluating the effectiveness of both the General Education program and the concentration which houses the course. For example, if a Psychology course is designated E-Focus (part of the General Education program) and the Psychology concentration has an ethics related CLO, then the assessment of ethics

learning in that course would be part of both the General Education and Psychology concentration assessment.

Revising Divisional and Concentration Outcomes

Revision of the ILOs and development of GELOs requires a corollary review of divisional and concentration learning outcomes (CLOs and DLOs). Whereas during the previous assessment cycle, faculty were encouraged to develop CLOs and DLOs that explicitly aligned with the ILOs, the revised ILOs will be largely evaluated through an assessment of the General Education program. Disciplinary learning in the concentrations, with the exception General Education approved courses, is intended to align with the new Critical Thinking and Disciplinary Knowledge ILOs. This new alignment frees concentration faculty to develop CLOs that reflect the specific learning that is important to their discipline, without being constrained about aligning with multiple ILOs. For example, if a given concentration wants to focus its CLOs on disciplinary knowledge and reasoning without addressing ethics and oral communication, it may do so with the assurance that learning about ethics and oral communication will covered in the General Education program.

The review and re-alignment of divisional and concentration outcomes is also an occasion for programs to modify outcome language that was not effective, add outcomes that were omitted during the previous cycle or remove outcomes that are not necessary. In revising or drafting new CLOs and DLOs, faculty are encouraged to focus on learning that every student in the program will experience (i.e., core curriculum, required courses, capstone course). Avoid crafting outcomes that address learning in elective or special topics courses that some students in the program may not take. Focus the outcomes on what students in the program will be able to demonstrate, rather than on what faculty in the program believe they teach. Last, use active language that describes each outcome in explicit, observable and measurable terms (i.e., demonstrate, design, produce, create etc.). CLOs about intangible student learning will require program faculty to conduct indirect assessments through student surveys, in addition to required direct assessments of measurable student performance.

Developing a Curricular Map

The re-alignment of CLOs and DLOs with the new ILOs also requires a revision of concentration level curricular maps (program matrices), and the updating of curricular alignment codes on course syllabi. Every concentration at UHWO should have a current curricular map that aligns the program courses available (i.e., concentration courses listed in the catalog) with the CLOs. These curricular maps should be in the form of a matrix with the CLOs represented as columns and the concentration courses

offered in rows (Appendix B). Further, the intersections of program courses with CLOs should be signified by a 3-point scale to indicate how much the course emphasizes an aligned program outcome (i.e., 1 = low emphasis, 2 = moderate emphasis and 3 = high emphasis).

A well designed curricular map should not have every course addressing every CLO, a problem with a number of curricular maps developed for the previous assessment cycle. If every course is aligned with every CLO, it essentially means that every course in the program delivers the same content and raises questions about how the different courses in a program are different. Rather, the outcomes should be addressed in a balanced fashion through a mix of courses that students will need to take in completing the program. The structure illustrated by a curricular map is why academic programs have curricular requirements (i.e., lower division, core curriculum and capstone requirements). If all courses deliver the same content, then why would any particular course be required over any other?

A balanced curricular map indicates that different program courses cover different topics, and this course specific learning must be reflected through course level student learning outcomes (SLOs). Every syllabus for every course at UHWO should have stated SLOs that reflect the curricular map for the program from which the course is housed.

Syllabus Guidelines

In addition to informing students in our courses about assignments, scheduled course events and grading policy; syllabi must also function as documents which articulate how the courses we deliver address WASC accreditation requirements. These requirements have been developed to assure that: 1) courses in programs address program and institutional learning outcomes by including SLO "alignment codes," 2) assignments on syllabi reflect the SLOs identified, and 3) the student work necessary to achieve the SLOs on syllabi is consistent with the credit hours assigned to the course. As mentioned in the previous section, every UHWO syllabus should contain SLOs that reflect the curricular map of the program delivering the course. WASC charged the UHWO faculty in 2008 with the task of putting alignment codes adjacent to stated SLOs on all course syllabi. In 2012, WASC again noted that achievement of this charge was spotty and needed to be accomplished. Further, WASC now requires that accredited institutions develop a credit hour policy and that the courses delivered by accredited institutions have statements on their syllabi about how courses meet the institutions credit hour policy. The following will review the information that all UHWO syllabi should include to comply with WASC documentation requirements.

Alignment codes refer to abbreviated designations about how SLOs stated on the syllabus align with associated CLOs, DLOs and ultimately the campus-wide ILOs or GELOs (Appendix C, see page 23 for codes on syllabus SLOs). For example, if a course is identified as being aligned with a CLO about writing on the curricular map for the concentration housing the course, than there should be a writing related SLO on the syllabus. Further, this SLO should be linked to the relevant CLO, DLO, and ILO or GELO with codes adjacent to the language of the SLOs on the syllabus (i.e., CLO-1, DLO-1, ILO-1). Only courses that have been approved by the General Education Committee, as part of the General Education program (e.g., FG, FS, DA, DL, H-focus, O-focus etc.), should align SLOs with the GELOs.

In addition to aligning syllabus SLOs with program and institutional outcomes, SLOs should also reflect the assignments in a course. Continuing with the writing example, a course with an SLO about writing should also have some writing related assignments. In turn, these assignments should be flagged with relevant SLO codes to show how the work that students do in a course relates to the outcomes developed for the course (Appendix C, see page 25 for SLO codes on schedules assignments). Scheduled reading assignments, classroom exercises, and online course activities (i.e., chat sessions, required discussion board postings, scheduled online lessons etc.) should be identified with associated SLOs. If a faculty member finds this task difficult, it may raise questions about the relevance of the SLOs written for the course, or how well course assignments reflect stated SLOs. In turn, this exercise also provides an opportunity for faculty to develop syllabi that more clearly reflect the content of their courses.

Last, UHWO syllabi should include "credit hour statements" that articulate the amount of time that enrolled students are expected to devote to course related work each week (Appendix C, see page 24 under "credit hours"). The UHWO credit hour policy states that for one credit hour, a student is expected to devote 3-hours of work each week of a regular semester (note: that these counts must be adjusted accordingly for accelerated courses). For a 3-credit course delivered during the regular semester a student should devote a minimum of 9-hours of work each week. Semester long UHWO in-person courses account for 2 hours and 40 minutes of this weekly time through scheduled classroom meetings. The remaining time is made up through assigned readings, writing assignments, homework, preparing for exams, or other activities assigned to be conducted outside of the classroom. Online courses generally have scheduled activities (i.e., scheduled chats, required postings, streamed lessons) comparable to the classroom meeting time of in-person sections, and these activities should be articulated in addition to other course assignments.

The Assessment Schedule

The next assessment cycle, will evaluate every UHWO GELO and CLO (and as a result the ILOs) over a 4-year period (Table 3). After each initial assessment of a course by an instructor, the same course will be assessed again on the same outcome, the next time that course is delivered by the same instructor. For example, if in AY 2013-14 Dr. X assess her disciplinary methods course on writing effectiveness because the concentration has a writing CLO scheduled for review, then the next time Dr. X delivers her methods course in AY 2015-16 she will: 1) incorporate changes to the course intended to address a weakness identified in the original AY 2013-14 assessment, and 2) reassess the course on writing effectiveness again to determine if the changes implemented improved student writing.

Table 3. Planned schedule for assessment of the General Education learning outcomes.

General Education Outcomes	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17
Written Comm.	X			
Oral Comm.	X			
Quantitative Reasoning			X	
Glob/Mult Perspectives		X		
H-A-P Issues		X		
Arts, Hum. & Lit.		X		
Science Literacy			X	
Ethical Issues				X
Community engagement*				X

* Community engagement is not a GELO but this outcome is not housed in any academic division and reflects experiences that are available to all UHWO students

In the fifth year of the next cycle, the concentration faculty will compile the results of their CLO assessments into a summary of student achievement and actions implemented. The General Education Committee representative will compile the assessment findings of the faculty who deliver courses approved for the General Education program into a report describing GELO student achievement. In

turn, the Assessment Committee will compile all concentration and General Education assessments conducted during the next cycle into campus level reports that will inform the assessment cycle to follow the next. Further, these concentration and General Education assessment documents will be used to inform regularly scheduled program reviews.

All of the CLOs developed by the faculty of a concentration will need to be assessed within the confines of the planned 4-year assessment cycle. For example, if the faculty of a given concentration develops nine CLOs, all nine of those outcomes will need to be assessed by the conclusion of the next assessment cycle. The faculty of each concentration will be responsible for developing a schedule for the assessment of all their program learning outcomes within the confines of the next cycle.

Table 3 illustrates the planned schedule for assessment of the General Education program. While the UHWO concentrations are not required to schedule the assessment of their CLO in concert with the schedule for the General Education program, it may be more efficient if related CLOs and GELOs are assessed during the same year. For example, if the faculty of a concentration deliver WI courses but do not asses writing when the General Education program is scheduled to asses writing, the concentration faculty may find themselves assessing writing at the concentration level one year and again for WI courses in the concentration during another year. Last, the Community Engagement ILO is not a General Education requirement, but this outcome is not housed in any academic division and reflects experiences that are available to all UHWO students.

Assessment Specifications

The UHWO Assessment Committee will no longer stipulate the methods by which assessments of student learning are conducted. This prescriptive approach was adopted in the previous assessment cycle and met with a chorus of faculty complaints. For the next assessment cycle, concentration faculty and/or divisions will now decide how assessments are to be conducted. For its part, the Assessment Committee will identify the specifications that assessments of student learning need to meet. In turn, assessments of student learning must: 1) demonstrate evidence of student achievement on defined program outcomes, 2) be conducted at a program level, 3) involve peer review of assessment evidence, 4) identify program strengths and actionable weaknesses, 5) inform program level changes to address identified weaknesses, and 6) include a timely process to evaluate if the program changes implemented were effective in addressing the weaknesses originally identified. The following will elaborate each of these six assessment specifications.

Evidence of student achievement

      While the Assessment Committee will not require faculty to adopt any one particular method for assessing student achievement of program learning outcomes, portfolio and pre-test/post-test methods will be reviewed as viable models. In both approaches multiple measures of each student's performance are made to show evidence of a learning process across a semester in a course. In the portfolio approach, the instructor gathers student works which show progress in developing a skill or demonstrating knowledge. In an assessment of written communication, for example, the portfolio might contain multiple drafts of a writing assignment from each student in an assessed course. Evidence of learning would be revealed by the earlier drafts showing deficits of rubric defined writing skills that improve in later drafts of the assignment.

      A pre-test/post-test approach would involve administering test questions or a signature assignment at the start of a course and then embedding equivalent questions or another signature assignment later in the course to show that the student's performance changed during the semester. This approach could be applied to assessing skills, knowledge and cognitive capacities such as critical thinking. Further, the content of these pre- and post-tests could be informed by standardized test items intended to evaluate specialized knowledge or skills at the discretion of the concentration or divisional faculty designing the assessment.

      While the assessment approaches reviewed above reflect two viable methods for demonstrating student achievement of program outcomes, they are not intended to constrain program faculty in the creative design of their own assessment protocols. Any method that is able to empirically demonstrate the achievement of program outcomes that can reasonably be attributed to enrollment in a course is acceptable.

Program level assessment

      The WASC CPR review criticized our assessment practices for not being able to inform program (concentration) level changes. The previous assessment cycle involved evaluating one course per concentration each year. While this did asses multiple courses within each BA degree (Business Administration, Education, Humanities, Public Administration and Social Sciences) each year, the results of these assessments did not typically inform tangible changes to our BA curriculums or their delivery. At the concentration level, the assessment of one concentration course per year singled out individual faculty and required generalizing the findings from assessing one course to the entire concentration. In turn, we require an assessment approach that permits the evaluation of outcome related learning at the

concentration level and which is able to identify concentration level strengths and weaknesses, as well as inform concentration level changes.

Program level assessment requires multiple courses from a concentration to be assessed for every outcome. To accomplish this multi-course assessment, every scheduled concentration course (including online sections) with SLOs aligned with a CLO being assessed will now be subject to assessment. For example, when a concentration selects courses in the Fall to assess its Written Communication CLO (assuming it has such an outcome), every scheduled concentration course that has SLOs aligned with the written communication CLO will be subject to assessment. If this practice results in a burdensome number of courses that need to be assessed, the concentration faculty are encouraged to sample students from all the aligned courses. Further, the sampling method adopted will need to be representative to prevent faculty from only selecting students who are likely to perform well. To continue the example above, if a concentration has 5 courses of 20 students each with SLOs aligned with a writting CLO, than every 5th student enrolled in each course could be assessed on writing for a total of 20 student assessments.

Peer review

Grade inflation in US higher education over the last 40 years has raised questions about the ability of faculty to be unbiased judges of student learning in their own courses. As a consequence, the assessment process must make prevision for the peer review of data purported to show evidence of student achievement on CLOs. In practice, an assessment of learning can be conducted by the same faculty member who delivers a course, but a mechanism for the review of these data by faculty peers must also be part of the process. For example, a faculty member can design and implement an assessment to demonstrate learning about writing in their own course and conclude that 4 of the 5 students assessed developed useful writing skills. These assessment data, however, will need to be shared and reviewed by faculty peers who are not the course instructor.

Exactly how this peer review is organized will be left to divisional or concentration faculty. For larger concentrations with multiple faculty members, the faculty may share their findings with peers who provide feedback with the rubric defined standards in mind. In divisions with many small concentrations, Divisional Assessment Committees may provide this independent oversight. However this process is organized, the faculty of a concentration or division will need to share their assessment findings with peers who provide independent feedback. Last, the conclusion of this independent review

will be a summary of findings that identify strengths and weaknesses within a concentration on outcome related learning.

Identifying strengths and weaknesses

The results of many of our completed assessments found little evidence of actionable weakness with respect to our students meeting rubric defined learning standards. When a weakness was found, it often focused on the process of assessment itself and not the curriculum or some unmet student need. Assessments of learning are conducted to explicitly identify program level strengths and weaknesses. In turn, areas of strength tell program faculty about what is working well, while identifying weak spots permits faculty to make changes to their curriculum or instructional practices.

The previous process of assessing one concentration course per year may have inhibited the meaningful identification of program weaknesses by singling out individual courses and faculty for review. It is expected that program faculty will feel less "singled out" for any weaknesses in student achievement identified through adopting the new practice (described above) of assessing all program courses being offered during a semester with SLOs aligned with a CLO scheduled for assessment. In turn, concentration faculty should be more comfortable in sharing with their peers any weaknesses in student learning identified, and developing program changes to address these weak spots.

Informing program changes

An assessment process that can identify both strengths and weaknesses is also capable of informing curricular changes or pedagogy to address identified weak areas. For example, if a concentration level assessment of a writing CLO finds that writing clarity is a strength, but that documenting sources is a weakness, than the faculty of the program can take measures firm-up instruction on citing sources. Whatever method faculty adopt in conducting assessments of learning, the results must identify weaknesses that inform changes in programs or practice.

Evaluation of program level changes

The final step in the assessment process is to evaluate if program level changes implemented to address identified weaknesses were effective. The objective here is to use assessment data to identify what works and what does not work with respect to improving student learning. As noted above, after the initial assessment of program courses on a given CLO, concentration faculty will need to re-assess the same courses (delivered by the same instructors) on the same outcome again to evaluate if changes implemented were effective in addressing identified weaknesses. For example, after initially assessing course X, Y and Z on a writing effectiveness CLO and making changes to address identified weaknesses,

concentration faculty will need to conduct follow-up assessments on those same courses to determine if the changes enacted did in fact improve student writing effectiveness.

Online Course Assessment

The WASC CPR review revealed that while we had assessed a large number of online sections during the previous cycle, online and in-person sections were not deliberately assessed in proportion to how frequently they were offered. This made the representative sampling of online and in-person sections a matter of chance. A priority for the next assessment cycle will be to collect representative data on leaning in online and in-person course sections. The new mandate that all course sections aligned with a CLO scheduled for assessment are assessed (see above Assessment Specifications), will provide opportunities for online and in-person sections to be assessed in proportion to their frequency on the schedule.

The Assessment Committee has not developed specifications for the assessment of online course sections that differ in any way from in-person course sections. In turn, whatever process a faculty member designs and implements for the assessment of an online section, care should be taken to assure that the assessment: 1) demonstrates student CLO achievement, 2) is conducted at a program level, 3) involves peer review of assessment evidence, 4) identifies program strengths and actionable weaknesses, 5) informs program level changes to address identified weaknesses, and 6) includes a process to evaluate if the program changes implemented were effective in addressing the weaknesses originally identified.

Appendix A

(UHWO Institutional and General Education Learning Outcomes)

UHWO Institutional Learning Outcomes

ILO-1. **Effective communication:** Communicate clearly and effectively to an intended audience through written and spoken language.

> *Effective written and oral communication is demonstrated within and across disciplines. Written communications may include (but are not limited to) narrative, descriptive, expository, and persuasive prose; developed in the context of essays, research papers, position papers, technical writing, reflections, creative writing, lesson plans or letters. Oral communications may include (but are not limited to) narrative, descriptive, expository, and persuasive discourse; in the context of preparing and delivering a speech, giving a class presentation, engaging in a small group discussion, lecturing on or explaining a topic, or debating an issue.*

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.

> *Cultural awareness includes demonstrated knowledge of different human activities, groups or artifacts in contemporary, historical, indigenous, artistic, musical, geographic, economic, political, legal, literary, business related or research contexts.*

ILO-3. **Critical thinking:** Demonstrate critical thinking skills by applying information to make well reasoned arguments or solve a problem.

> *Critical thinking includes using research, knowledge, math, data, ideas, concepts, theories, or other information to reason or solve a problem logically.*

ILO-4. **Disciplinary knowledge:** Demonstrate knowledge of the purview, processes, and contributions associated with an academic discipline.

> *Disciplinary knowledge includes knowledge of methods, history, major works, applications, technologies, and/or ethical standards associated with an academic discipline or a student's declared concentration of study.*

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 demonstrated by (but is not limited to) use of the UHWO Library or the Noʻeau Center; participation in student government, academic clubs or volunteer service; attendance at campus sponsored events or enrollment in service learning courses.*

UHWO General Education Learning Outcomes

GELO-1. **Written Communication**: Demonstrate clear and effective writing for an intended audience.

Writing is demonstrated within and across disciplines, using diverse genres. Examples of written communications may include (but are not limited to) narrative, descriptive, expository, and persuasive prose; developed in the context of essays, research papers, position papers, technical writing, reflections, creative writing, lesson plans or letters.

GELO-2. **Oral Communication**: Demonstrate clear and effective speaking skills when communicating with an intended audience.

Speaking skills are demonstrated within and across disciplines. Examples of oral communications may include (but are not limited to) narrative, descriptive, expository, and persuasive discourse; in the context of preparing and delivering a speech, giving a class presentation, engaging in a small group discussion, lecturing on or explaining a topic, or debating an issue.

GELO-3. **Symbolic Reasoning**: Expose students to the beauty and power of formal systems, as well as to their clarity and precision.

The symbolic reasoning outcome includes appropriate use of techniques in the context of problem solving, application of formal algorithms and proofs as a chain of inferences, and the presentation and critical evaluation of evidence.

GELO-4. **Global and Multicultural Perspectives:** Demonstrate knowledge of different cultures, civilizations, and global events associated with human history.

The global and multicultural perspectives outcome includes demonstrated knowledge of different human groups, activities or artifacts in contemporary, historical, indigenous, artistic, musical, geographic, economic, political, or literary contexts.

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*.*

The art, humanities and literature outcome may include (but is not limited to) demonstrated knowledge of visual arts, philosophy, religion, literature, music, or dance.

GELO-6*. **Hawaiian-Asian-Pacific Issues:** H-A-P outcome language is currently not available.

GELO-7. **Social and Natural Science Literacy:** Demonstrate knowledge of the purview, processes and contributions associated with different social and natural scientific disciplines.

> *Social and natural science literacy includes knowledge of research methods, laboratory techniques, disciplinary history or major findings of more than one social and natural science discipline. This outcome reflects what students will learn by graduation and not what a single social or natural science course will cover.*

GELO- 8. **Contemporary Ethical Issues:** Analyze a dilemma, issue or topic to develop an ethical judgment, argument or position.

> *Contemporary ethical issues include (but are not limited to) ethical reasoning about events, governmental policies, human rights, business practices and the conduct of research.*

*Language for the H-A-P outcome is pending until such time as the UH system-wide H-A-P governing body develops language for this outcome.

Appendix B

(Sample curriculum map)

UHWO Psychology Learning Outcomes
1. Demonstrate clear and effective writing in APA style.
2. Demonstrate clear and effective speaking skills about psychological topics.
3. Demonstrate knowledge of empirical research design and statistical analysis.
4. Relate Psychological knowledge to cultural or global perspectives.
5. Demonstrate critical thinking about how biology, learning and culture influence psychological phenomena.

UHWO Psychology Curriculum Map*

Psychology Program Courses	Write APA Style	Speak about Psy	Psy Design	Psy Analysis	Cultural Global Relations	Biology and Psy	Learn and Psy	Culture and Psy
PSY 100	1	1	1	1	1	1	1	1
SSCI 210			1	3				
PSY 212	2	2	3	1				
PSY 231	1	1	1	1		2		
PSY 240	1	1			1	1	2	2
PSY 250	1	1			1	1	2	2
PSY 260	1	1			1	1	1	1
PSY 322			2			3	3	
PSY 323	1		2			3	2	
PSY 324	1		2		2	2		2
PSY 325	1		2			2	2	1
PSY 340	1		2		2	2	2	2
PSY 342	2	2			1	2	2	2
PSY 351					3		2	3
PSY 352			2	1	3	2	2	3
PSY 371					2	3	3	2
PSY 372		2					2	3
PSY 374					1			
PSY 402	3	3	3	3	3	3	3	3
PSY 404	1		2		3	2	2	3
PSY 405	1					3		
PSY 406	1				2		2	2
PSY 407b	2					2	2	2
PSY 408								
PSY 412	3	3	3	3		3	3	3
PSY 422					3	1	2	3
PSY 429	3	2	3	2				
PSY 442	3	3	3	3		3	3	3
PSY 474			2	1	3	2	3	3
PSY 475			3	2	3	2	2	3
SSCI 486	3	3	3	2	3**	3**	3**	3**

* Courses are identified as providing low (1), moderate (2) or high (3) emphasis on aligned CLOs
** Students may explore one or more of these outcomes at an advanced level

Appendix C

(Sample syllabus alignment codes on course SLOs)

UNIVERSITY OF HAWAII – WEST OAHU
Psy 340 - Childhood and Adolescent Development
Spring 2013 On-line Course Syllabus

Instructor:

Hurumphery Blowful, Ph.D.
E-mail: <blowfulh@hawaii.edu>
Phone: (808) 123-1234
Office: UHWO Z-215
Office hours: M,W 11:00-12:00 pm, T,Th 2:00-3:00 pm and other times when I'm in my office or by appointment.

Student learning outcomes:

1. Learn biological, social and behavioral changes that mark the major developmental transitions that occur between conception and adolescence.

2. Learn important current and historical research on the development of sensory/perceptual, motor, personality, emotional, social, and cognitive abilities (CLO-3, DLO-5, ILO-5).*

3. Learn current theory on how genetic inheritance and environmental experience contribute to human development(CLO-5, DLO-5, ILO-5).

4. Understand development through the biological/maturational, behavioral/learning, and cognitive/constructivist paradigms (CLO-5, DLO-5, ILO-5).

5. Learn how culturally diverse rearing environments and experiences influence human development (CLO-4, DLO-4, ILO-4).

6. Apply findings from developmental psychology to the task of making decisions about optimal parenting and educational practices (CLO-5, DLO-5, ILO-5).

7. Learn how to find, review and cite psychological literature (CLO-1, DLO-1, ILO-1).

Note: The parenthetic codes refer to the concentration (CLO), divisional (DLO) and institutional learning outcomes (ILO) that are addressed by student learning outcomes. See the current UH-West Oahu catalog to review the learning outcomes identified. Throughout this syllabus assignments that address the student learning outcomes listed above will be flagged with relevant "SLO" designations.

Text (SLOs 1-6):
The Development of Children 6th ed. by Lightfoot, Cole and Cole.

Off-line lessons (SLOs 1-7):
Material not in the text will be presented off-line and will appear on the exams. Students are responsible for accessing and studying the off-line lessons as scheduled.

Chat sessions (SLOs 1-7):

About one chat session per week will be scheduled for the duration of the course. Chats will not be conducted on the week of an exam or during holidays. Participation in chat sessions is voluntary. The time of the weekly chat session will be determined empirically based on student availability. The chats will focus on course related questions provided by the instructor and run for 45 minutes each. All chat logs will be posted after the chat session on the course discussion board.

Study questions (SLOs 1-6):

For each section of the course approximately 100 or more open ended study questions will be provided to help you learn the material, and prepare for quizzes and exams. You are expected to work through the study questions as we complete the course readings and lectures. Student questions about these study questions will be the basis for the scheduled chat sessions in this course.

Email policy:

I have provided my UH-system e-mail, however I prefer you send me course related email via your Laulima email account. Email may be used to ask me questions directly. It will be my policy to review all email messages and respond either to the individual sender or to the class as a whole. You may expect a response either directly or to the class as a whole 48 hours or less.

Exams (SLOs 1-6):

Three exams (100 points each) will be administered (two midterms and a final) on-line through the "quizzes and exams" link. Each exam will contribute equally to your course grade and will consist of 50 multiple choice questions worth 2 points each. Each exam will only cover material from the previous section of the course.

Reaction Papers (SLO 7):

Two reaction papers (10 points each) will be assigned during the course. The papers will be based on your reading of an original source on a course related topic of your choice. Each paper will be 2-3 pages in length (1" margins double spaced) and will be submitted with a complete citation formatted according to APA style (see expanded reaction paper instructions).

Quizzes(SLOs 1-6):

Three extra-credit quizzes (4 questions/4 points each) will be administered on-line through the "quizzes and exams" link. The quizzes will be scheduled approximately one week prior to each examination and are composed of short-answer type questions (i.e., fill in the blank, define the term, list requested information etc.).

Credit hours:

This is a 3-credit course and consequently students enrolled in this course are expected to devote a minimum of 9-hours a week reviewing scheduled lessons, completing assigned readings, working on the study questions, participating in chat, researching and writing the reaction papers, and studying for scheduled exams and quizzes.

Grading:

Your course grade will be based on your combined examination, reaction paper, and quiz point totals (Max: 320 points + 12 points extra credit). Straight 60-69% (D), 70-79% (C), 80-89% (B), 90-100% (A) cutoffs will be used to assign grades.

Quiz dates:	**Exam dates:**
Quiz-1: February 7-8	Midterm-1: February 14-15
Quiz-2: March 14-15	Midterm-2: March 21-22
Quiz-3: April 25-26	Final exam: May 2-3

Reaction paper due dates:
Reaction paper-1: February 28
Reaction paper-2: April 18

Week	**Topic**	**Reading**	**Lessons**
1	Course Introduction, Defining Development and Sources of Development (SLO 3)	Ch. 1	Orientation, 1-4
2	Paradigms of Development, and The Synthesis of Biology and Learning (SLO 4)	Ch. 2	5-8
3	Stages of Development, and Genetic Inheritance (SLOs 1, 3 & 4)	Ch. 2	9-12
4	Genetic Abnormalities and Prenatal Development (SLOs 1, 2 & 3)	Ch. 3	13-15
5	Teratogens and Birth **Quiz-1** (SLO 3)	Ch. 3	16-18
6	**MIDTERM – 1**		
7	Age Appropriate Adaptation; Infant Brain, Motor, Sensory and Perceptual Development (SLOs 2, 4, 5 & 6)	Ch. 4	19-24

Week	Topic	Reading	Lessons
8	Infant Emotional Development and Attachment Theory **Reaction Paper - 1** (SLOs 1, 2, 3, 4, 5, 6 & 7)	Ch. 5	25-28
9	Animal and Human Attachment Studies; Infant Cognitive, Social and Language Development (SLOs 3 & 6)	Ch. 6-7	29-34
10	Constructivist Theory, Preoperational Thought and Information Processing **Quiz-2** (SLOs 4 & 6)	Ch. 7-8	35-39
11	**MIDTERM-2**		
12	Early Childhood - Social Development (SLOs 2, 4 & 6)	Ch. 9-10	40-44
13	Middle Childhood - Cognitive Development (SLOs 2 & 6)	Ch. 11	45-49
14	Middle Childhood - Social Development **Reaction Paper-2** (SLOs 1, 2, 5, 6 & 7)	Ch. 13	50-53
15	Adolescent Social and Cognitive Development **Quiz-3** (SLOs 1, 2, 3, 4, 5 & 6)	Ch. 14-15	54-57
16	**FINAL EXAM**		

Expanded Reaction Paper Instructions (SLO 7)

As an introduction to the developmental literature and to deepen your understanding of specific developmental topics, two reaction papers (10 points each) will be required for this course. The papers will be based on your reading of an original peer reviewed source on a developmental topic of your choice. Each paper will be **2-3 pages in length (1" margins double spaced) and submitted with a complete APA citation** for the reading (i.e. author, year, title, journal/source, page numbers etc.).

As one technique for finding an original source I encourage you to scan the course text book for topics that you find interesting. Read the sections and take note of references in passages that contain content that you want to learn more about. Look up the reference in the back of the book and search for the reference via the UHWO on-line collections. This approach is useful because the references cited in text books typically represent "classic" or important research in the field and the scientific language in the article is interpreted in the book to facilitate your understanding the article.

Be Flexible, if the article is not available through the UHWO on-line collections, use key words from the title of the article or text to search for other sources on your topic. To search for articles via in the UHWO on-line library collections log onto the "UHWO Library Home Page". Next click the "Research" link and the following "Quicklink" to "EBSCO" databases. A list of selected online data bases will appear and I recommend selecting them all by simply pressing "continue." After selecting the data bases identified, a search page will appear. On the search page select the "Full text" and "Scholarly (peer reviewed) Journals" boxes. Type key words into the search box and commence with searching.

I require that the papers be based on your reading of a **peer reviewed source** and not newspapers, newsletters, web sites, popular magazines (ex., Newsweek, Time, Psychology Today), the course text book or non-edited articles/pages from the web. After reading and studying your source, write a **summary (80-90%)** and your **reaction (10-20%)** to the reading. Structure your paper by introducing the source read and including a thesis statement that identifies what the body of the paper will review. Last, conclude your paper with your reaction to the reading. I encourage students to ask questions and seek assistance early.

Reaction Paper Grading Criteria (SLO 7)

The reaction papers assigned this semester will be graded on 5 criteria (reviewed below) worth a maximum of 2 points each.

1. Peer reviewed source. Is the paper based on the reading of a peer reviewed source related to the subject of the course (0-2 points)?

2. Thesis development. Does the paper develop a clear thesis statement that effectively organizes the body of the narrative (0-2 points)?

3. APA referencing. Is the source cited in correct APA format in the narrative, with a correctly formatted APA citation at the end (0-2 points)?

4. Writing mechanics. Is the writing clear, with structured paragraphs and free of grammatical and spelling errors (0-2 points)?

5. Reaction. Does the paper conclude with the writer's reaction to the reading (0-2 points)?