A Comprehensive Process to Promote Long-term Assessment Efforts on Campus

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Park City, Utah
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BYU Hawaii

• Small, 4-year comprehensive university
• About 2400 students
• Highly international campus
• Arts & sciences (professional programs in business, education and computing)
• Located near Oahu’s north shore
Our presentation today…

1. Nuts and Bolts of BYUH’s Assessment Process
2. Using the Assessment Rubric (audience)
3. Impact of Assessment at the Department Level
4. Department Portfolio (a work in progress)
5. Summary and Q&A
Part 1
BYUH’s Assessment Process

BYUH Campus Initiatives

• 1996 Accreditation & 2000 Interim Report
• Board of Trustees & President’s 14-point charge
• SWOT Analysis & Strategic Plan
• General Education Review & Assessment Movement
• Assessment & Accreditation Websites:
  – http://w2.byuh.edu/PIRAT/Assessment/index.php
  – http://w2.byuh.edu/PIRAT/Accreditation/index.php
Campus-wide assessment begins
(Continuous Process)

• Realignment
  – Director of University Assessment & Testing (Fall 2000)
• Search for an assessment model
• Nichol’s visit to campus (March 2001)
• University Assessment Committee (UAC)
  – Organized in June 2001
• Now in our fifth assessment cycle

Assessment Model Criteria

• Short
• Simple
• Mission-driven
• Results focused
• Leads to continuous improvement (on-going)
• Used for academic and administrative units
Nichols’ Model

THE INSTITUTIONAL EFFECTIVENESS PARADIGM

Expanded Statement of Purpose

Institutional Adjustments

Resource Availability Decisions

Use of Results

Program Adjustments

Intended:

Educational (Instructional) Research, and Public Service Outcomes Administrative Objectives

Feedback of Assessment Results

Implementation of Departmental Program Plans

University Assessment Committee

• 14 members (including 6+ faculty and 2 students)
• Advisory capacity (our strength)
• Each member helps 4-6 departments
• Simplified assessment plan template
• Sharing the rubric in advance (what to expect)
• Accountability
  – annual report
  – 30-minute presentation
  – What did you learn? What feedback was helpful?
• November to February (2-teams)
BYUH Assessment Plan

Faculty/Staff Engagement

- Nichols workshops training (2001)
- Annual assessment conferences
- Meetings with key faculty & admin. Leaders
- Accreditation (faculty survey, focus groups & writing team)
- Assessment Website
  - Assessment Guidebook
  - Other online resources
- Mary Allen workshops (2005)
- Assessment Conferences
- “Best Practices” (awards, luncheon & posters)
- Assessment Budget
Part 2
Assessment Rubric

Developing & Using the Rubric

• A way to formalize feedback to departments
• 2005-06 Results
• 2006-07 Outcomes & Means of Assessment
• Sample (EIL Program)
• Multi-year Assessment Plan
Let’s try it out!

UAB Assessment Rubric (Department Assessment Plan)

<table>
<thead>
<tr>
<th>Criterion</th>
<th>2006-07</th>
<th>2006-07</th>
<th>2006-07</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Assessment</td>
<td>Excellent</td>
<td>Excellent</td>
<td>Excellent</td>
</tr>
<tr>
<td>Specific Evaluation</td>
<td>Excellent</td>
<td>Excellent</td>
<td>Excellent</td>
</tr>
<tr>
<td>Student Learning Outcomes</td>
<td>Excellent</td>
<td>Excellent</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

2005-06 Plan

1. Students will successfully handle most communication tasks in academic situations.
   - 90% of the students will complete the term-paper writing program (90 students total, 180 papers to be graded by the faculty). The passing score was 70% in each of the initial grading sessions.
   - Performance objective was met for all papers, although the performance was slightly lower than expected.
   - No action indicated.

2. Students will gain knowledge in their major and complete the required coursework.
   - 85% of the students will complete the required coursework (n=120, 100% passed).
   - Performance objective was met for all coursework.
   - No action indicated.

3. Students will successfully handle most communication tasks in academic situations.
   - 90% of the students will complete the term-paper writing program (90 students total, 180 papers to be graded by the faculty). The passing score was 70% in each of the initial grading sessions.
   - Performance objective was met for all papers, although the performance was slightly lower than expected.
   - No action indicated.

4. Students will comprehend the main ideas and most details of test-taking, academic, and dialogue.
   - 80% of the students will comprehend the main ideas and most details of test-taking, academic, and dialogue.
   - Performance objective was met for all comprehension tasks.
   - No action indicated.

Performance objective was met for all assessments. No action indicated.
2006-07 Plan

BYU Assessment Plan 2006-2007

Unit Mission Statement

The mission of the English Language Program is to instill a sense of respect for and appreciation of language and culture in our students, faculty, staff, and community. The program promotes the development of critical thinking, communication, and cultural competence in all areas of language and culture. The program aims to foster an environment that encourages academic excellence and promotes global citizenship.

Outcomes

1. Students will demonstrate understanding of the following concepts through written and oral communication:
   - Language acquisition processes
   - Language variation and change
   - Language and culture
   - Language and society
   - Language and technology

2. Students will demonstrate proficiency in the following skills:
   - Reading comprehension
   - Writing
   - Speaking
   - Listening

3. Students will demonstrate knowledge of the following areas:
   - Language history
   - Linguistics
   - Sociolinguistics
   - Applied linguistics
   - Language education

4. Students will demonstrate the ability to apply linguistic principles to real-world situations.

Multi-year plan

MULTI-YEAR ASSESSMENT PLAN
INFORMATION SYSTEMS MAJOR

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate a broad understanding of all facets of information systems.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>National exit exam, 2150 orientation exam, 2150 final exam.</td>
</tr>
<tr>
<td>2. Demonstrate proficiency in the development of computer programs.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>2150 exam, 2150 project, 2150 assignment.</td>
</tr>
<tr>
<td>3. Demonstrate familiarity with the principles of information systems.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>2150 exam, 2150 project, 2150 assignment.</td>
</tr>
<tr>
<td>4. Set up and operate local area networks and network services.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>2150 exam, 2150 project, 2150 assignment.</td>
</tr>
<tr>
<td>5. Demonstrate proficiency in at least one modern, object-oriented programming language.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>2150 exam, 2150 project, 2150 assignment.</td>
</tr>
<tr>
<td>6. Design and develop databases to match organizational data needs.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>2150 exam, 2150 project, 2150 assignment.</td>
</tr>
<tr>
<td>7. Understand the fundamentals of business and/or software market needs.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>2150 exam, 2150 project, 2150 assignment.</td>
</tr>
<tr>
<td>8. Work effectively with others to solve problems.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>2150 exam, 2150 project, 2150 assignment.</td>
</tr>
<tr>
<td>9. Demonstrate proficiency in the use of the Linux operating system, or Microsoft Windows.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>2150 exam, 2150 project, 2150 assignment.</td>
</tr>
<tr>
<td>10. Communicate effectively, both orally and in writing.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>2150 exam, 2150 project, 2150 assignment.</td>
</tr>
<tr>
<td>11. Obtain appropriate industry certifications such as Microsoft Certified Systems Engineer (MCSE), Certified Information Systems Security Professional (CISSP), or Certified Information Systems Auditor (CISA).</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>2150 exam, 2150 project, 2150 assignment.</td>
</tr>
</tbody>
</table>

Comments/Reflection: Department review of course syllabi needed to determine alignment of course objectives with department outcomes. The department will determine whether or not to re-visit the multi-year plans for information systems. In order to determine appropriate means of evaluating outcomes, the department will review outcomes 1-10, and 11 and result in Department Retreat (August 2006) and determine any need for curriculum revisions.
Outcomes Matrix

(BE) English as an International Language Program

Outcomes Matrix:

1. Demonstrates understanding of the central purposes and main details of academic writing programs.
2. Demonstrates the appropriate level of comprehension in academic writing on both the structural and content level.
3. Generates a cohesive, well-organized essay on a relevant topic.
4. Uses a wide variety of vocabulary, appropriate to the level being assessed.
5. Presents the ideas in a logical, coherent manner without excessive repetition or awkward transitions.
6. Composes effectively in a genre or a field of discourse similar to the ones covered in this course.
7. Composes effectively in an academic field of discourse similar to the one covered in this course.

<table>
<thead>
<tr>
<th>Course</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>BL 260</td>
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</tr>
<tr>
<td>BL 261</td>
<td>1 2 1 3 3 3 1 3</td>
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<td>BL 262</td>
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<td>BL 263</td>
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<tr>
<td>BL 264</td>
<td>1 2 1 3 3 3 1 3</td>
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<tr>
<td>BL 265</td>
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</tr>
<tr>
<td>BL 270</td>
<td>1 2 1 3 3 3 1 3</td>
</tr>
</tbody>
</table>

1 = slightly, 2 = moderate, 3 = significantly

Part 3

Impact of Assessment (at the Department Level)
Program Level Assessment

English as an International Language (EIL)

EIL Program Background

- Small campus with large L2 population
- 250 students in EIL Program (already admitted)
- Intermediate and advanced levels
- Courses are credit-bearing
- 4-12 credits EIL courses per semester plus selected general education courses
- Concurrent enrollment in EIL and other university courses
Precursors to Current Assessment Initiatives

• High exit standards
• Program self-study (early 1990s)
  – Revised curriculum
  – Wrote course objectives
  – Examined assessment mechanisms
  – Moved away from standardized “off-the-shelf” tests to tests based on course objectives
  – Faculty responsible for own exams

Step 1: Training

• Align program mission with university mission
• Determine outcome statements & means of assessment
• Not all outcomes needed to be assessed each year
• Departments responsible for setting the standards
• Document and report results annually
Step 2: Department Involvement

- Shared information with department colleagues
- Wrote outcome statements as a group
- Discussed possible means of assessment
  - Commercial vs. locally-produced
- Set preliminary goals for student performance on assessment measures

Step 3: Assessment Development

- Adopted some general proficiency tests/rubrics but moved towards developing those that measured our course objectives
- Wanted consistent measures of student mastery of course objectives across sections
- Formed test development groups to write set final exams
  - faculty teaching the same courses
- Wrote survey questions to identify student views towards the program – graduation survey
Step 4: Divide and Conquer

• Drafted and piloted tests
• Skill area coordinators over reading, writing, listening/speaking worked with test development groups
• Coordinators responsible for training sessions
• Program secretary compiled data and helped prepare reports

Step 5: Annual Retreats

• Review results
• Identify possible reasons for student performance
• Discuss possible actions
• Determine changes for next year’s plan
• Write up reports and send to faculty for final suggestions and approval
Step 6: Reporting

- Submit reports and meet with University Assessment Committee/Liaison
- Help us be accountable; strengthened our assessment efforts
- Give supportive feedback and suggestions
  - Revise mission statement
  - Clarify information
  - Helped design survey questions
  - Online portfolio

Online Portfolio

- Materials readily available for retreats
- New faculty can view our mission, goals, student samples, scoring criteria
- Student benchmarks can be used for training purposes
- Feedback from faculty
  - Wording of outcomes
  - Self-study
  - Security issues
Academic Portfolio Website

http://w2.byuh.edu/PIRAT/Assessment/Academic%20Programs/index.php

Part 4
Online Department Portfolio
Portfolio Development

- Internship (Web programmer)
- Input from departments
- Depository for key elements
- Tied to Faculty Portfolio system
- Access to key documents
- Display for accreditation

Key Portfolio Elements

*(Forms & Templates)*

- Assessment Plan
- Assessment Rubric
- Outcomes and Matrix
- Multi-year Assessment Plan
- Self-study/Department Review
- Syllabi (course alignment)
- Sample Student Work/Displays
- Reflection & Usage of Data
- Faculty Profile
BYU-Hawaii is committed to continuous improvement. Each academic and administrative unit completes an assessment plan annually that contains several specific outcomes to work on for the year. Usually, each faculty member or administrator receives an assessment plan during the year and uses them in the department's regular efforts and activities. Completed assessment plans for the previous year and proposed improvement action plans for the current year are due to the dean's office no later than October 15. Departments should prepare their current and proposed improvement plans and submit them to the dean's office no later than October 15.

<table>
<thead>
<tr>
<th>Academic Support</th>
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</thead>
<tbody>
<tr>
<td>Curriculum and Instructional Technology and Outreach</td>
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<tr>
<td>Student Services</td>
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<tr>
<td>BYU Bookstore</td>
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<td>Campus Services</td>
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<tr>
<td>Financial Services</td>
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<td>Food Service</td>
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<tr>
<td>Health Services</td>
</tr>
<tr>
<td>Housing and Residential Life</td>
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<tr>
<td>Library Information Services (LIS)</td>
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<td>Library</td>
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<tr>
<td>Planning, Institutional Research, Assessment and Testing</td>
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<tr>
<td>Student Services</td>
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<tr>
<td>Campus Security</td>
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<td>Career Services</td>
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<td>Counseling Services</td>
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<td>Student Affairs and Scholarships</td>
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<td>University Advancement</td>
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<tr>
<td>Alumni</td>
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<tr>
<td>Development</td>
</tr>
<tr>
<td>University Communications</td>
</tr>
</tbody>
</table>
ENGLISH AS AN INTL LANGUAGE

Outcome Matrix

Upon completing the EIL program, students will:
1. Demonstrate understanding of the main points and most details in an academic reading passage.
2. Demonstrate the appropriate level of competence in academic writing on both the rhetorical and syntactic levels.
3. Successfully handle most communication tasks in academic situations.
4. Comprehend the main ideas and most details of extended academic oral discourse.
5. Recognize the value of the EIL program in assisting them with English language proficiency necessary for success at the University.
6. Compare favorably with those entering full-time undergraduate studies across the nation.

(EIL) English as an International Language Program

<table>
<thead>
<tr>
<th>Courses</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<td>3</td>
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<td>2</td>
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<td>EIL 247</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
Annual Assessment Plan
A one-page document submitted each year to the assessment committee, beginning with the 2004-05 academic year. These plans are due by October 15 each year.

Multiple-year Assessment Plan
A 5-year plan outlining what and how each program will be assessed in a cycle over several years — this was strongly urged in preparation for accreditation by the Commission on Accreditation. This plan should be submitted by October 15.

Annual Departmental Reports
Submitted by departments each year to their respective councils.

Learning Program Reviews
Given the comprehensive nature of the assessment reviews, it is expected that such a review will occur every five or six years. In some cases a 5-year period may provide a substantial amount of information to help in evaluating the institution. The review plan as put forward by the assessment committee and the report should be submitted by November 15.

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Departmental Reflective Essay
A brief, concise summary — What are all the "valuable" means and how is it being used? What is the department doing to be more effective and to improve teaching and student learning? This is a key element in the WASC accreditation process.

Institutional Effectiveness
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### Annual Assessment Plans

- Department Report
- Program Review
- Reflective Essay
- Department Homepage

### Multi-Year Assessment Plan

<table>
<thead>
<tr>
<th>Year</th>
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</thead>
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<td>2002-2003</td>
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</tr>
<tr>
<td>2001-2005</td>
<td><img src="#" alt="Link" /></td>
</tr>
</tbody>
</table>

### Assessment Plan

The document submitted each year to the division/school requires accreditation from the time that the external accreditation ends.
ENGLISH AS AN INTL LANGUAGE

Annual Assessment Plan
A one-page document submitted each year to the assessment office.

Multi-year Assessment Plan
A 5-year plan showing when and how each program or division/school requires accreditation from an external consultant, Mary Allen, when she is available.

Annual Department Reports
Submitted by departments each year to their respective academic program.

Latest Program Review
Given the comprehensive nature of the academic review, the program is reviewed only once every five years. The review must take place by the time that the external accreditation is scheduled.

Department Reflective Essay
## MULTI-YEAR ASSESSMENT PLAN

### All Program

<table>
<thead>
<tr>
<th>Outcome</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>Means of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates understanding of the essential points and main details in an academic reading passage</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Lead in a guided reading discussion.</td>
</tr>
<tr>
<td>2. Demonstrates the appropriate level of competence in academic writing on both the rhetorical and syntactic levels</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Lead in a guided discussion on writing.</td>
</tr>
<tr>
<td>3. Successfully handles most communicative tasks in academic situations</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Lead in a guided discussion on communication.</td>
</tr>
<tr>
<td>4. Comprehends the main ideas and most details of extended academic discourses</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Lead in a guided discussion on extended discourses.</td>
</tr>
<tr>
<td>5. Recognizes the role of the IEL program in assisting them with the English language</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Lead in a guided discussion on language proficiency.</td>
</tr>
<tr>
<td>6. Comprehends the importance of meeting full-time graduate student studies across the nation</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Lead in a guided discussion on student studies.</td>
</tr>
<tr>
<td>7. Faculty will agree that students completing the IEL program have the necessary English language proficiency to succeed in their courses</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Lead in a guided discussion on language proficiency.</td>
</tr>
</tbody>
</table>

### Comments/Reflection

The majority of our outcomes are assessed every year so we can determine students’ English skills before they proceed to full-time enrollment in IEL and major courses.

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### BYU Hawaii

**ENGLISH AS AN INTL LANGUAGE**

#### Department

- **Regular Faculty**
  - Karen Vroom (Chair)
  - Andriana (Advisor)
  - Jennifer (Advisor)
  - Hannah (Advisor)
  - John (Advisor)

- **Temporary Faculty**
  - Ali, Ayat (Advisor)
  - Ahmed, Anas (Advisor)
  - Aziz, Ansar (Advisor)

**Note:** Click on a faculty to view his or her profile.
Part 5
Summary
Q&A

Assessment Score Card

(How are we doing at BYUH?)

• Completion rates for 2004-05
  – 65% Academic units
  – 64% Administrative units
• Unofficial commendation on our assessment process (WASC visiting team)
• A VERY LONG JOURNEY
  – (a process, not an event)
• Still much to do! Our program is growing …evolving …
Support for Departments

• Working individually with each department
• Accountability (return and report)
• Annual assessment budget ($ support)
• Conference attendance and training
• Accreditation process
• Department reviews
• Best practices awards luncheon

Questions?
We want to help … please contact us!

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