Assessment for Advising

Colleges of Arts & Sciences
Student Academic Services (CASSAS)

In the Beginning...

Initial Student Learning Outcomes

At a CASSAS retreat in 2008, faculty advisors began to develop student learning outcomes.

1. Students will create thoughtful educational plans that include a purposeful selection of academic coursework and academic enrichment activities that are in line with their interests, strengths, values and career/life goals.
2. Students will have developed an appreciation of the value of the bachelor’s degree, and especially A&S degrees.
3. Students will have become responsible, ethical, and self-directed partners in the educational planning process.
4. Students will become engaged in A&S, UHM and broader local/global communities and develop global and intercultural competencies.

Next Steps

CASSAS plans to continue revising and/or developing programs that align with established student learning outcomes. These programs will support all stages of a student’s development.

During Fall 2009, we collected the first artifact for our long-term assessment process. We developed a “First-Year Goals Worksheet” to capture students’ success in meeting our outcomes at a basic level (see “First-Year Goals Worksheet”).

CASSAS also plans to develop a rubric for educational planning. The rubric will measure the extent to which students’ educational plans align with the goals of academic course selection, realistic and timely completion of degree, co-curricular enrichment planning and self-awareness.

Revised Student Learning Outcomes

1. Throughout their academic career, students can identify and explain their interests, strengths, values, and career/life goals.
2. Students can develop and implement an academic and educational plan.
3. Students understand how the A&S degree prepares them for success in their personal, academic and professional lives.

Program Map: aligning outcomes with phases of student development

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Revised New Student Orientation Program

Incoming 2009 students who attended an Arts and Sciences advising session at New Student Orientation were given the tools necessary to meet our outcomes at the beginning level. By listening to a presentation, participating in discussion, and completing several activities, students were expected to:

1. List resources which assist them in identifying and explaining their interests, strengths, values and career/life goals.
2. Demonstrate a basic understanding of degree requirements, policies, and the educational planning process.
3. Select appropriate courses for their first semester schedules.
4. Identify three benefits of a liberal arts education.