

2010 ANNUAL ASSESSMENT REPORT (ASSESSMENT PLANNING)

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1. Program goals and mission statement are as follows:

Within the context of a liberal arts education, CASSAS assists students to clarify their life and career goals, develop meaningful education plans, and prepare for productive lives, enlightened citizenship, and life-long learning.

2. The program's student learning outcomes are as follows:

- 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.*

3. Provide the program's activity map or equivalent graphic.

See attached draft

4. Where are the following items published or how are they distributed to students?

ITEM	Publication Location or Distribution
Program mission/goals	Website: http://www.advising.hawaii.edu/artsci Program Requirement Sheets (2010 -2011): not yet live on website http://www.advising.hawaii.edu/artsci/pages/academic_services/coresheets/
Program student learning outcomes	Website: http://www.advising.hawaii.edu/artsci First Year Handbook (as a part of the advising syllabus): http://www.advising.hawaii.edu/artsci/docs/Advising%20Handbook%20Chapter%201_2009.pdf Program Requirement Sheets (2010 -2011): not yet live on website http://www.advising.hawaii.edu/artsci/pages/academic_services/coresheets/ Four year schedules (plans to incorporate into existing schedules and to be included as each A&S college is finalized) http://www.advising.hawaii.edu/artsci/NatSci/naturalsciences.asp
Program activity map or equivalent graphic	Draft form, attached

5. **Assessment Timeline and Lead People.** Describe the program's multi-year timeline for assessing all program student learning outcomes and using assessment results. Also, identify potential lead people.

Ideally, one outcome each year will be assessed starting with, SLO #2: Students can develop and implement an academic and educational plan. Because of recent personnel changes, the lead people have not been assigned. The results will provide information on the effectiveness of our phases and improvements will be made as needed to our services.

6. **Other important information**

CASSAS is still in the beginning stages of assessment. Although progress has been slow, it has been steady. Program faculty collaborated to draft a rubric to evaluate outcome 2, education planning (see attached). The rubric is being beta tested in summer and fall 2010.

TO ACHIEVE THE OUTCOMES, STUDENTS WILL . . .

PHASE	Outcome 1: Clarify Self	Outcome 2: Ed Planning	Outcome 3: Arts & Sciences Degree
Outreach & Recruitment		<ul style="list-style-type: none"> – Attend a presentation/program about educational planning (I) – Visit a CASSAS advisor (SDA) (I) – Use online resources to learn about educational planning (I) 	<ul style="list-style-type: none"> – Attend a presentation/program about liberal arts (I) – Visit a CASSAS advisor (SDA) (I) – Use online resources to learn about liberal arts (I)
New Students	<ul style="list-style-type: none"> – Brainstorm; take inventory of strengths/interests (I) – Discuss interests with peers & listen to them (I) – Read & listen to available resources (I) – Take placement exam and register appropriately (I) 	<ul style="list-style-type: none"> – Attend and participate with interactive presentation that introduces educational planning (I) – Fill out freshman planning worksheet (I) – Identify at least one extra-curricular activity (I) 	<ul style="list-style-type: none"> – Read and/or listen to handbook/presentation/tutorial that introduces liberal arts & A&S (I) – Identify transferable skills/knowledge/attitudes from courses and activities (I/R)
Exploratory & Reflection	<ul style="list-style-type: none"> – Take stock & revise/create new list of interests, career/life goals (R) – Commit to a major & explain why they chose it (R/M) – Participate in activity that leads to self clarification & carry out decision (R) – Discuss decisions and actions with peers (R) 	<ul style="list-style-type: none"> – Continue visiting CASSAS advisors (R) – Complete an academic planning sheet (R/M) – Research and list potential activities that complement (or “complete”?) their academic plan – Answer reflective questions about the courses in their plan (R) 	<ul style="list-style-type: none"> – Predict how transferable skills will help them be successful (R) – Attend presentation or watch online video, <i>What can I do with a liberal arts (A&S) degree?</i>
Transitioning Out	<ul style="list-style-type: none"> – Meet & talk with other grads/professionals (M) – Discuss “self,” discoveries, plans with peers (M) 	<ul style="list-style-type: none"> – Re-assess and carry out their educational plan (M&A) – Identify a challenging experience that helps them re-assess their academic plan (M&A) – Submit resume / objective statement (as part of grad session) (M&A) 	<ul style="list-style-type: none"> – Reflect on the interconnectedness of their degree and how the degree relates to their professional life/next steps (M&A)

Student Academic Services (College of Arts & Sciences) Rubric to evaluate SLO #2: Academic & Educational Plan

DRAFT

2/16/2010 Draft

DIMENSIONS	LEVEL OF ACHIEVEMENT			
	NS/NA¹	1 EMERGING	2 DEVELOPED	3 HIGHLY DEVELOPED
Goal		Student has no goal or goal is too broad and/or unrealistic.	Student has a clearly stated, fairly specific goal.	Student has a clearly stated, specific goal that is achievable, realistic, and time sensitive.
Academic Components		The academic components a) meet some but not all degree requirements b) are not or somewhat aligned with a goal c) are incomplete (may contain only several semesters) d) are unrealistic (e.g., workload too difficult given student's situation) e) appear random or contradictory	The academic components a) meet all degree requirements b) align with goals c) can be realistically accomplished for each semester listed	The academic components a) meet all degree requirements b) align with goals c) can be realistically accomplished for each semester listed d) allow for change if requirement is not offered in a particular semester e) complement each other
Co-Curricular Components		Student has identified some co-curricular activities	a) Student has identified co-curricular activities based on a developing knowledge of his/her goals, interests, & strengths. b) The co-curricular selection is balanced with academics.	a) Student has identified or refined a selection of complementary co-curricular activities that aligns with his/her goals, interests, & strengths. b) The co-curricular selection is balanced with academics.
Investigation		a) Student knows where to find resources related to academic, co-curricular, and career goals. b) Student has conducted little or no investigation on academic, co-curricular, and career goals.	a) Student used resources to guide decision making. b) The student's investigation aligns with his/her goals.	a) Student used resources to guide decision making. b) Student's investigation aligns with his/her goals. c) Student sought out multiple sources of information, including sources that may conflict or provide alternative viewpoints.
Reflection		a) Student cannot or does not describe his/her strengths, weaknesses, interests, values and/or external constraints as they are related to educational or career planning. b) Student does not express an understanding of value of the arts & sciences degree. ²	a) Student explains how his/her strengths, weaknesses, interests, values and/or external constraints apply to educational or career planning. b) Student evaluates whether his/her plan is working and describes appropriate modifications as needed. c) Student demonstrates some understanding of how knowledge and skills of an A&S degree are transferable to different settings.	a) Student confidently explains how his/her strengths, weaknesses, interests, values and/or external constraints apply to educational or career planning and life settings. b) Student regularly evaluates whether his/her plan is working and describes appropriate modifications as needed. c) Student demonstrates full understanding of how knowledge and skills of an A&S degree are transferable to different settings.

¹ NS: not score-able. NA: not applicable

² The Arts & Sciences degree includes courses and co-curricular experiences.