### BYU-Hawaii
### Institutional Learning Outcomes (ILOs)

**A Student who graduates from BYUH is competent in ...**

<table>
<thead>
<tr>
<th>ILO</th>
<th>Outcomes</th>
<th>Representative Course Outcomes</th>
<th>Some Course Assessments</th>
</tr>
</thead>
</table>
| 1. Knowledge | **Breadth of knowledge (General Education & Religion)**  
**Depth of knowledge for a particular discipline (Major)** | See ILO 2-7  
See Program Level Outcomes | Signature Assignments  
Capstone  
Senior Projects/Research/Paper  
See Multi-Year Assessment Plan |
| 2. Inquiry | **Demonstrating information literacy and critical thinking to understand, use, and evaluate evidence and sources.** | • Accessing information using effective, well-designed search strategies and the most appropriate information sources  
• Locating, evaluate and use information effectively and responsibly for a particular purpose  
• Effectively defining the scope of a research question and determine key concepts.  
• Selecting appropriate types of information which are directly related to key concepts or answer specific research questions  
• Identifying and correctly cite trustworthy sources of information | Embedded Assessments  
Signature Assignments  
ETS iSkills  
INQ110, ENG 101, ENG315  
Library assignments  
Senior Capstone or Research Project  
HEDs  
GSS 3.0 |
| 3. Analysis | **Using critical thinking to analyze arguments, solve problems, and reason quantitatively.** | • Thoroughly analyzing your own and others’ assumptions; carefully evaluate the relevance of contexts when presenting a position  
• Clearly stating a position and also the objections to, assumptions about and implications of different ethical perspectives; provide an effective defense against the objections assumptions, and implications  
• Using logical conclusions and related outcomes (consequences and implications) that reflect informed evaluation and the ability to place evidence and perspectives discussed in priority order  
• Developing or combining ideas, images, or expertise in innovative ways  
• Seeking, understanding, and using quantitative information appropriately to solve problems or make arguments  
• Using quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from the work  
• Independently and accurately applying ethical perspectives or concepts to a question; consider full implications of the application | Embedded Assessments  
Signature Assignments  
ETS iSkills  
INQ110, ENG 101, ENG315  
Library assignments  
Senior Capstone or Research Project  
HEDs  
GSS 3.0  
CAT  
ETS Proficiency Profile  
California Test of Critical Thinking |
### 4. Communication

**Communicating effectively in both written and oral form, using integrity, good logic and appropriate evidence.**

- Providing a central message that is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)
- Presenting ideas in a logical order, tailor a message to a specific audience, express thoughts and feelings clearly, choose words to express meaning carefully and precisely, develop ideas with sufficient evidence and detail, etc.
- Using a variety of supporting materials and make appropriate references to information or analyses that significantly support the presentation or establish the presenter’s credibility.
- Understanding other points of view on a question, make an argument and support it in a logical and persuasive way, following appropriate style for intended audience. Demonstrate a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses on each element of the work.
- Developing information, skills, and commitment that support effective and appropriate interactions in a variety of cultural contexts.
- Contributing to a team, facilitate the work of team members, and foster a constructive team climate.

### 5. Integrity

**Integrating spiritual and secular learning and behaves ethically.**

- Defining personal values.
- Integrating faith and behavior.
- Recognizing and avoid plagiarism.
- Applying ethical and religious principles in making moral judgments.
- Recognizing ethical issues, examine different ethical perspectives, and consider the ramifications of alternative actions.

### 6. Stewardship

**Using knowledge, reasoning and research to take responsibility for and make wise decisions about the use of resources.**

- Maintaining basic health and fitness.
- Maintaining basic financial stability.
- Managing time effectively for class, work and other responsibilities.
- Respecting and care for personal, community and global resources.
- Acting with an understanding of the social issues that shape the world.
- Acting with an understanding of the environmental issues that shape the world.

### 7. Service

**Using knowledge, reasoning and research to solve problems and serve others.**

- Participating in efforts to serve and build.
- Helping develop and implement solutions to build a better community and world.
- Promoting the quality of life in a community through both political and non-political processes.
- Demonstrating evidence of adjustment in personal attitudes and beliefs because of working within and learning from diversity of communities and cultures.
WASC Core Competencies are:
Information Literacy, Quantitative Reasoning, Oral and Written Communication, Critical Thinking

Sources:
GE Committee Work on revising the curriculum (2013)
Higher Education Data Sharing Consortium (HEDS)
AAC&U VALUE Rubrics
Association of Colleges and Research Libraries (ACRL) Information Literacy Standards
GSS 3.0
Annual Assessment Plans/Dashboards
National Survey of Student Engagement (NSSE)

Revised on November 19, 2013