

# BYU-Hawaii

## Institutional Learning Outcomes (ILOs)

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

ILO	Outcomes	Representative Course Outcomes	Some Course Assessments
<b>1. Knowledge</b>	<i>Breadth of knowledge (General Education &amp; Religion)</i>  <i>Depth of knowledge for a particular discipline (Major)</i>	See ILO 2-7  See Program Level Outcomes	Signature Assignments  Capstone Senior Projects/Research/Paper See Multi-Year Assessment Plan
<b>2. Inquiry</b>	<i>Demonstrating <b>information literacy</b> and <b>critical thinking</b> to understand, use, and evaluate evidence and sources.</i>	<ul style="list-style-type: none"> <li>• Accessing information using effective, well-designed search strategies and the most appropriate information sources</li> <li>• Locating, evaluate and use information effectively and responsibly for a particular purpose</li> <li>• Effectively defining the scope of a research question and determine key concepts.</li> <li>• Selecting appropriate types of information which are directly related to key concepts or answer specific research questions</li> <li>• Identifying and correctly cite trustworthy sources of information</li> </ul>	Embedded Assessments Signature Assignments ETS iSkills INQ110, ENG 101, ENG315 Library assignments Senior Capstone or Research Project HEDs GSS 3.0
<b>3. Analysis</b>	<i>Using critical thinking to analyze arguments, solve problems, and reason quantitatively.</i>	<ul style="list-style-type: none"> <li>• Thoroughly analyzing your own and others' assumptions; carefully evaluate the relevance of contexts when presenting a position</li> <li>• 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</li> <li>• 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</li> <li>• Developing or combining ideas, images, or expertise in innovative ways</li> <li>• Seeking, understanding, and using quantitative information appropriately to solve problems or make arguments</li> <li>• Using quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from the work</li> <li>• Independently and accurately applying ethical perspectives or concepts to a question; consider full implications of the application</li> </ul>	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

<p><b>4. Communication</b></p>	<p><i>Communicating effectively in both written and oral form, using integrity, good logic and appropriate evidence.</i></p>	<ul style="list-style-type: none"> <li>• Providing a central message that is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)</li> <li>• 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.)</li> <li>• 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</li> <li>• 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</li> <li>• Developing information, skills, and commitment that support effective and appropriate interactions in a variety of cultural contexts</li> <li>• Contributing to a team, facilitate the work of team members, and foster a constructive team climate</li> <li>• Developing a second-language competency</li> </ul>	<p>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 Student Research Conferences iLEAD &amp; Student Employment ICI (Intercultural Inventory) CLA (Collegiate Learning Assessment)</p>
<p><b>5. Integrity</b></p>	<p><i>Integrating spiritual and secular learning and behaves ethically.</i></p>	<ul style="list-style-type: none"> <li>• Defining personal values</li> <li>• Integrating faith and behavior</li> <li>• Recognizing and avoid plagiarism</li> <li>• Applying ethical and religious principles in making moral judgments</li> <li>• Recognizing ethical issues, examine different ethical perspectives, and consider the ramifications of alternative actions</li> </ul>	<p>Academic Integrity Survey (Rutgers) Embedded Assessment Signature Assignments ETS iSkills INQ110, ENG 101, ENG315 Library assignments Senior Capstone or Research Project EBI (Housing Survey) GSS 3.0 DSII-2</p>
<p><b>6. Stewardship</b></p>	<p><i>Using knowledge, reasoning and research to take responsibility for and make wise decisions about the use of resources.</i></p>	<ul style="list-style-type: none"> <li>• Maintaining basic health and fitness</li> <li>• Maintaining basic financial stability</li> <li>• Managing time effectively for class, work and other responsibilities</li> <li>• Respecting and care for personal, community and global resources</li> <li>• Acting with an understanding of the social issues that shape the world</li> <li>• Acting with an understanding of the environmental issues that shape the world</li> </ul>	<p>Time Log Student Student Co-Curricular Service Activities/Events iLEAD &amp; Employment Internships GSS 3.0</p>
<p><b>7. Service</b></p>	<p><i>Using knowledge, reasoning and research to solve problems and serve others.</i></p>	<ul style="list-style-type: none"> <li>• Participating in efforts to serve and build</li> <li>• Helping develop and implement solutions to build a better community and world</li> <li>• Promoting the quality of life in a community through both political and non-political processes</li> <li>• Demonstrating evidence of adjustment in personal attitudes and beliefs because of working within and learning from diversity of communities and cultures</li> </ul>	<p>Embedded Assessments Signature Assignments Service Learning NSSE (Student Engagement) MSL (Leadership) Student Co-Curricular Service Activities/Events iLEAD &amp; Employment Self-reflection assignment GSS 3.0</p>

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|  |  | <ul style="list-style-type: none"><li>• Promoting others' engagement with diversity</li></ul> |  |
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**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)

BYUH Alumni Questionnaire (AQ)

*Revised on February 24, 2014*