UH Hilo Applied Learning Survey Report

February 2012
Contents

UH Hilo Applied Learning Survey: Executive Summary .................................................................3

UH Hilo Applied Learning Survey: Main Report ........................................................................7

1. Overview and Purpose of Survey.....................................................................................................7

2. Data Analysis..................................................................................................................................7

3. Respondent Profile..........................................................................................................................8

4. Definition of Applied Learning.......................................................................................................10

5. Classification of Applied Learning Activities ...............................................................................11

6. Suggestions for Other Applied Learning Activities .....................................................................12

7. Responsibility for Offering/Supervising Applied Learning Activities ......................................13

8. Applied Learning Fit to Course/Program and Department .......................................................13

9. Challenges to Offering Applied Learning Activities in Courses/Programs .............................14

10. Challenges to Offering Internships in Courses/Programs and Interest in Offering Internships16

11. Challenges to Students Participating in Applied Learning Activities........................................17

12. Classification of a Course with an Applied Learning Component............................................18

13. Suggestions for Keeping Track of Student Engagement in Applied Learning..........................19

14. Summary.....................................................................................................................................20

Appendix A: Table of Full Counts and Percentages for Classification of Potential Applied Learning Activities................................................................................................................22
UH Hilo Applied Learning Survey: Executive Summary

February 2012

- The purpose of the UH Hilo Applied Learning Survey was to develop a better understanding of what applied learning is, how it currently takes place on campus, the appetite for more applied learning activities, and how to measure it.

- The survey was issued on January 6th 2012 and closed on January 23rd 2012.

- 119 people responded. The majority of those (88%) were either instructional faculty or faculty specialists. The remainder was in staff roles.

- With regards to a draft definition for applied learning, 85% (101) of respondents either agreed or strongly agreed, 9% (11) neither agreed nor disagreed, and 6% (7) either disagreed or strongly disagreed.

- The draft definition read: 'Applied Learning Experiences (ALE’s) engage students in real-world situations requiring them to put into action the knowledge and skills they are developing through academic coursework. These experiences help students connect academic learning to the real world, enabling them to obtain and enhance the knowledge and skills required for employment, further education, and active participation in local communities.'

- Suggestions to improve the definition included rephrasing the term ‘real-world’; including reference to simulations (e.g. applying learning to computer simulations and models for economic forecasting); and broadening the scope beyond just ‘local communities’.

- In responding to a list of 12 potential applied learning activities, the only two that respondents unanimously agreed were applied learning were internships and field course (because no-one responded ‘not an applied learning activity’ for those two activities). All other potential activities had at least one respondent who determined that it would not constitute applied learning. The one with most responses in this regard (9%) was study abroad, followed by artistic/creative displays or events (6%), and student mentoring opportunities (5%). Views were split on the classification of ‘student mentoring opportunities’. A slim majority of respondents (36%) determined that ‘student mentoring opportunities’ were not for course credit. However another 34% of respondents stated that this type of activity could either be for course credit or not for course credit. For all other potential applied learning activities, the majority of respondents identified them as for course credit.

- Other activities suggested by respondents as potentially applied learning that were not in the original list of 12 included: lifelike simulations; co-operative education; paid employment; reading academic essays; writing/note-taking; Fine Art Gallery management; archiving; portfolio creation; cataloguing; grant writing; career/job shadowing; volunteer community service; and peer counseling programs.
• Evident from the responses was the need for clear, unambiguous definitions to be developed for each of the activities that UH Hilo eventually settles on as its portfolio of applied learning activities.

• 62% (72) of respondents indicated that they had responsibility for offering/supervising applied learning activities for UH Hilo students. Of those, the majority (56, 78%) said that they offered/supervised one to three courses or programs with an applied learning component. A minority of 3% (2) said that they offered/supervised 11 or more courses or programs that include applied learning.

• 82% of respondents either agreed or strongly agreed that applied learning was a good fit for the courses/programs that they teach offer. 6% disagreed or strongly disagreed that applied learning was a good fit for them, and the remainder were either indifferent or did not know.

• In terms of applied learning being a good fit for the department that the respondent worked in, 90% agreed or strongly agreed, 3% disagreed or strongly disagreed, and the remainder were either indifferent or did not know.

• Respondents identified the following as challenges to offering applied learning activities in UH Hilo courses/programs:
  o **Time** to develop and supervise the activities
  o **Resources**, in terms of funding for staffing and equipment, to develop, organize, run and supervise activities
  o **Class size**, where the bigger the class the more difficult it is to supervise activities (due to time pressures). In some instances (e.g. field work) there is an inherent tension between increasing class sizes and the desire to offer applied learning
  o **Sourcing** applied learning opportunities and **building community partnerships**
  o **Liability** issues relating to activities undertaken

• Other issues mentioned included ensuring appropriate training for faculty/staff involved in offering applied learning activities to cover aspects such as what is expected of them, how to offer high quality experiences, how to assess the activities, and how to limit/protect against liability. Also, in some courses/programs it would not be appropriate or possible to offer such activities and that needs to be acknowledged.

• More specifically, respondents identified the following as challenges to offering internships in UH Hilo courses/programs:
  o **Ensuring enough internship opportunities** on Hawaii Island
  o **Ensuring quality** of the internship experience
Coordinating/providing staffing to support internship activities across the university

It should be noted that there was also a misconception by some respondents that the university is pursuing internships/applied learning for all majors. This misconception needs to be urgently addressed. UH Hilo’s new 2011-2015 strategic plan sets out that the focus is on the student engaging in an applied learning activity, not every major offering an applied learning activity. In that way, the plan acknowledges that it will not be appropriate/possible to offer applied learning in all majors.

Respondents were also asked to note any challenges they thought students would face in pursuing applied learning activities:

- **Time** to be able to undertake applied learning activities around existing schedules that may include child care, full-time or part-time work, and existing studies
- **Transportation**, for example, getting to and from fieldwork activities
- **Lack of motivation and/or maturity** to engage in applied learning activities, especially where such activities take place outside of the UH Hilo environment
- **Wanting credit or payment** for undertaking applied learning activities

More specifically, respondents were asked what challenges face students in participating in internships:

- Having the **time** to undertake an internship alongside class study and other commitments
- Ensuring that the internships are **demanding and educational** for students
- Ensuring appropriate **advising and/or mentoring** of students
- Ensuring that students are **self-accountable** for undertaking an internship and representing UH Hilo
- Providing **paid internships** for students to encourage participation

There appeared to be no consensus on the number of hours for a three-credit-course respondents determined would result in a course being classified as having an applied learning component. This could be due to the question not being clear enough in its objective; it was unclear whether ‘number of hours’ referred to per week or per semester. Some respondents suggested taking a percentage approach, for example, if a course involved 50% or more applied learning then it would be classified as having an applied learning component. The issue of classification of academic courses with an applied learning component is therefore an area that requires further investigation.
• 40 respondents made alternative suggestions (to coding in Banner) to keeping track of applied learning at UH Hilo. The main themes were:
  o Require a student journal/log/co-curricular transcript:
  o Conduct student surveys
  o Consider whether measurement is in fact required, focus on faculty training and incentives instead

• Respondents were keen to see that whatever process is put in place for providing and measuring applied learning at UH Hilo is based on evidence (including reviewing programs/processes at other universities pursuing a similar vision) is useful, meaningful and not burdensome.

• Questions on pursuing applied learning at UH Hilo should be directed to Norm Stahl, Chair of UH Hilo’s Applied Learning Committee.
1. Overview and Purpose of Survey

UH Hilo’s new strategic plan for 2011-2015 places strong emphasis on providing *applied learning* experiences for every student. This is expressed in the university’s new vision statement and action 1.2 (see both below):

*Vision for 2020*

_E laue i ke a’o a mālama, a e ‘oi man ka na’auao/ Those who take their learnings and apply them increase their knowledge_

We will be acclaimed as a university community that works together across disciplines and diverse perspectives to prepare student scholars to thrive, compete, innovate and lead in their professional and personal lives. We will engage every student in applied learning that links theory with practice, connects to the distinctive natural and cultural environments of Hawai‘i, and promotes skilled participation in a global society.

*Action 1.2*

Provide every student with an _applied learning_ experience through, but not limited to, increased internships and practica with local businesses/agencies, greater student involvement in faculty research, and artistic and creative endeavors.

To work towards the vision and achieve the action we first need to have a better understanding of what applied learning is, how it currently takes place on campus, the appetite for more applied learning activities, and how to measure it. For that reason a survey was developed by the Internship Committee¹ to get a better handle on these issues.

The survey was issued on January 6th 2012 and closed on January 23rd 2012. During that time one reminder email was sent. The survey asked a mix of open and closed questions.

2. Data Analysis

A high-level analysis of the quantitative and qualitative responses was conducted and is summarized in this report. Qualitative responses were analyzed via thematic analysis, where the objective is to identify recurring themes of issues raised by respondents. This method does not lend itself to the quantification of qualitative data. Some original quotes from respondents are provided as examples to support and illustrate themes.

¹ The Internship Committee was appointed by the VC for Academic Affairs to explore the means of implementing strategic action 1.2.
3. Respondent Profile

119 valid responses were received and all were anonymous. Respondents were asked to indicate what type of employee they were (e.g. instructional faculty, staff) and where they worked to aid analysis for any differences between groups.

The majority of respondents (88%) were either instructional faculty or faculty specialists, with the remainder in staff roles. If the respondent was a faculty member, they were asked to indicate their faculty rank:
The majority of respondents from the faculty (33%) were assistant professors, 26% associate professors, and 24% full professors. Instructors and lecturers each represented 9% of the faculty responses.

At least one response was received from each core area of the university. The majority of responses (53%) were from the College of Arts and Sciences, with the second highest (10%) from Ka Haka ʻUla O Keʻelikōlani/College of Hawaiian Language.
As one of the largest units on campus, responses from CAS were also identified by its divisions. 35% of responses from CAS were from Natural Sciences, 33% from Social Sciences, 25% from Humanities and 6% from the School of Nursing.

3. Definition of Applied Learning

The Internship Committee provided a draft definition of applied learning and respondents were asked (1) how strongly they agreed or disagreed with the definition, and (2) what suggestions, if any, they had for improving it. The proposed definition read:

"Applied Learning Experiences (ALE's) engage students in realworld situations requiring them to put into action the knowledge and skills they are developing through academic coursework. These experiences help students connect academic learning to the real world, enabling them to obtain and enhance the knowledge and skills required for employment, further education, and active participation in local communities."

The graph below illustrates the spread of responses:

85% (101) of respondents either agreed or strongly agreed, 9% (11) neither agreed nor disagreed, and 6% (7) either disagreed or strongly disagreed. 32 respondents made suggestions for improvements to the definition and below is a summary of the common themes/issues raised:

• **Reconsider the term ‘real-world’**

  The term ‘real world’ was viewed as inappropriate by many respondents, taking it to imply that scholarly activity engaged in at university is in some way not part of the real world:

  ‘The use of the term “real world” implies that academics are not part of this world. This is not the message we should be sending. The message should be that the knowledge that we create/discover at a university has applications.’ (Instructional faculty, CAS SSD)
‘I don’t like the term “real world”; it implies that there is a distinction between some other world and the university.’ (Instructional faculty, CAS Humanities)

‘I don’t really like the connect to the real world part. Applied Learning could be developing a computer simulation of a disease breakout for example. It could be entirely on campus and dealing with only people on campus. I think the concept is more about APPLICATIONS than the real world (the real world part is how some disciplines will interpret it and other disciplines may still stay within the confines of the university).’ (Instructional faculty, CAS NSD)

Suggested alternatives to the term ‘real world’ included: application, hands-on approach, and authentic situations.

• Include reference to ‘simulations’:

‘Does the statement include life-like simulations?...Simulations can do a BETTER job of reinforcing learning than actual field experiences in many instances. That should be recognized’ (CoBE)

‘I do not believe that ALEs need to be limited to “real-world” experiences. I believe you can set up a situation in a classroom or lab that “imitates” that real world and allows the student to see how the concepts he or she has learned work in the “real” world.’ (Instructional faculty, CAS SSD)

• Broader the scope beyond just ‘participation in local communities’:

‘Does applied learning only apply to the local community or can it be extended to the broader region and the world?’ (Instructional faculty, CAS NSD)

‘I would add national and global communities - just staying local is not broad enough.’ (Faculty specialist, Division of Student Affairs)

• Some suggested rephrases for the definition include:

‘Ma Ka Hana Ka Ike, Through action one gains knowledge. The application of knowledge learned from books and in the classroom must be applied by practicing and acting on the knowledge that has been imparted onto the student’ (Staff, Ka Haka’Ula)

‘Applied Learning Experiences (ALE’s) engage students in actual situations they might encounter in the work force requiring them to put into action the knowledge and skills they are developing through academic coursework.’ (Staff, Division of Research)

4. Classification of Applied Learning Activities

Respondents were asked to consider a list of 12 potential applied learning activities and to indicate if they would classify each one as for course credit, not for course credit, either for or not for course credit, not an applied learning activity, or don’t know. The graph below depicts the spread of responses:

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2 The 12 potential applied learning activities listed were: internships; practica; involvement in faculty research; study-abroad; community-based projects; service-learning; capstone project; supervised independent study; artistic/creative displays or events; student mentoring opportunities; lab work; and field course.
The only two activities that respondents unanimously agreed were applied learning activities (because no-one responded ‘not an applied learning activity’) were internships and field course. All other potential activities had at least one respondent who determined that it would not constitute applied learning. The one with most responses in this regard (9%) was study abroad, followed by artistic/creative displays or events (6%), and student mentoring opportunities (5%).

Views were split on the classification of ‘student mentoring opportunities’. A slim majority of respondents (36%) determined that ‘student mentoring opportunities’ were not for course credit. However another 34% of respondents stated that this type of activity could either be for course credit or not for course credit.

For all other potential applied learning activities, the majority of respondents identified them as for course credit.

Please see the table at Appendix A for the full counts and percentages.

5. Suggestions for Other Applied Learning Activities

26 respondents made suggestions for some other forms of applied learning activities that were not included in the original list of 12 above. These included the following:

- Lifelike simulations
- Co-operative education
- Paid employment
- Reading academic essays
- Writing/note-taking
- Fine Art Gallery management
- Archiving
- Portfolio creation
Other comments made by respondents to this question included being clear on the definitions for each applied learning activity, determining how much of an activity would need to take place for it to be designated as ‘applied learning’, and working with the local community to develop applied learning partnerships.

6. Responsibility for Offering/Supervising Applied Learning Activities

62% (72) of respondents indicated that they had responsibility for offering/supervising applied learning activities for UH Hilo students. Of those, the majority (56, 78%) said that they offered/supervised one to three courses or programs with an applied learning component. A minority of 3% (2) said that they offered/supervised 11 or more courses or programs that include applied learning.

The graph below illustrates what types of applied learning respondents offered/supervised in their courses/programs:

7. Applied Learning Fit to Course/Program and Department

Respondents were asked how strongly they agreed or disagreed with the following two statements:
Applied learning is a good fit for the course(s)/program(s) I teach/offer
Applied learning is a good fit for the department I work in

115 people answered this question. The purpose of the question was to determine the applicability of and appetite for applied learning across the university.

Overall, 82% of respondents either agreed or strongly agreed that applied learning was a good fit for the courses/programs that they teach offer. 6% disagreed or strongly disagreed that applied learning was a good fit for them, and the remainder were either indifferent or did not know.

In terms of applied learning being a good fit for the department that the respondent worked in, 90% agreed or strongly agreed, 3% disagreed or strongly disagreed, and the remainder were either indifferent or did not know.

8. Challenges to Offering Applied Learning Activities in Courses/Programs

Respondents were asked to note any challenges they perceived/anticipated in offering applied learning activities in their courses/programs in general. 81 people provided comments and the main recurring themes raised were:

- **Time** to develop and supervise the activities:

  ‘Time limitations - if I have a student performing research in my lab I need to be sure I can devote time to make this a quality experience, this limits the number I can take’ (Instructional faculty, College of Pharmacy)
‘Activities take a lot of time to generate’ (Instructional faculty, CAS NSD)

- **Resources**, in terms of funding for staffing and equipment, to develop, organize, run and supervise activities:

  ‘Resources: for example, my department has frequently discussed offering a capstone experience for our majors but we would need two new faculty members just to cover this experience.’ (Instructional faculty, CAS SSD)

  ‘Budgets…[we] need at least 1 or 2 new SUV’s for field work’ (Instructional faculty, CAS SSD)

- **Class size**, where the bigger the class the more difficult it is to supervise activities (due to time pressures). There is an inherent tension here between increasing class sizes and the desire to offer applied learning:

  ‘The greatest challenge is always the number of students. Applied learning courses work far better in small (<20 students) classes and it seems that these courses are being increased constantly.’ (Instructional faculty, CAS SSD)

- **Sourcing applied learning opportunities and building community partnerships**

  ‘Finding opportunities within the community for all of the students to engage in Applied Learning.’ (Instructional faculty, Ka Haka ‘Ula)

  ‘Finding adequate numbers of appropriate sites(businesses) for student involvement. Hilo is small.’ (College of Business)

- **Liability** issues relating to activities undertaken:

  ‘Avoiding liability (or poor reputation of UHH) to the place where interns work if they are not successful.’ (Instructional faculty, CAS NSD)

  ‘Reassurance that liability issues will be comprehensively investigated and that those liability issues will be part of regular training for students and faculty.’ (Instructional faculty, CAS Humanities Division)

Other issues mentioned included ensuring appropriate training for faculty/staff involved in offering applied learning activities to cover aspects such as what is expected of them, how to offer high quality experiences, how to assess the activities, and how to limit/protect against liability. Also, in some courses/programs it would not be appropriate or possible to offer such activities and that needs to be acknowledged.
9. Challenges to Offering Internships in Courses/Programs and Interest in Offering Internships

Along with the challenges for applied learning in general, respondents were then asked for their views on challenges in offering internships more specifically. 80 people provided comments. Similar issues to the general challenges were raised, commonly time and resources. Other significant challenges identified were:

- **Ensuring enough internship opportunities** on Hawaii Island:
  
  ‘Hard to find enough placements here on the island’ (Instructional faculty, CAS Humanities Division)
  
  ‘[The challenge is] to find reliable and proper companies or organizations supporting this process in a constructive way’ (Instructional faculty, CAS SSD)
  
  ‘Internship opportunities are very limited on the Big Island. To be of significant value to the student would need to be off Island or even Mainland based, and therefore difficult to monitor and supervise.’ (Instructional faculty, CAS Division unknown)

- **Ensuring quality** of the internship experience:
  
  ‘We seem to feel a pressure to expand numbers in our internship program with little regard to the quality of the experience for students… The challenge is to offer high-quality experiences to students that connect classroom learning to meaningful experiences in the community.’ (Instructional faculty, CAS SSD)
  
  ‘I have found that student internships are not "free labor" … I do them because I want to give the student an opportunity… I try to limit how many interns… [b]ecause many students in our department want research experience it is hard for us as faculty to offer quality experiences to very many of them.’ (Instructional faculty, CAS NSD)

- **Coordinating/providing staffing** to support internship activities across the university:
  
  ‘Coordination of these - we need more support staff to assist with the coordination and ongoing relationship building in the community to maintain and grow our internship opportunities.’ (Instructional faculty, CAS SSD)
  
  ‘having the time and resources to devote to making the connections and organizing [internships]… Might it be worth a course release for someone in the division to take on an internship coordinator position to organize and promote internships across a division?’ (Instructional faculty, CAS SSD)

It should be noted that there was also a misconception by some respondents that the university is pursuing internships/applied learning for all majors. This misconception needs to be urgently addressed. UH Hilo’s new 2011-2015 strategic plan sets out that the focus is on the student engaging
in an applied learning activity, not every major offering an applied learning activity. In that way, the plan acknowledges that it will not be appropriate/possible to offer applied learning in all majors.

Respondents were also asked if they did not currently offer internships if they would be interested in doing so.

![Bar Chart]

70 respondents answered this question. Of those 50% said they would be interested in offering internships, 31.4% were not sure, and 18.6% said they would not be interested.

10. Challenges to Students Participating in Applied Learning Activities

Along with noting challenges to offering applied learning activities in courses/programs, respondents were asked what they considered to be the challenges for students in particular. 74 people provided feedback and the key recurring themes/issues are summarized below:

- **Time** for students to be able to undertake applied learning activities around existing schedules that may include child care, full-time or part-time work, and existing studies:

  ‘Because many of our students work either part-time or full-time, we have to come up with other solutions to make up some of the applied learning that happens outside of class on the weekends.’ (Staff, Ka Haka ‘Ula)

  ‘TIME. Our students take so many courses at once, and most tend to work at a job at least part-time, and they have family and relational responsibilities, so working this new requirement into already full lives without making it yet another obstacle and inconvenience is the challenge.’ (Instructional faculty, CAS Humanities Division)
• **Transportation** may be an issue for some students in terms of, for example, getting to and from fieldwork activities:

  ‘Some of our students face transportation issues if the applied learning experience requires participating in off-campus activities.’ (Non-instructional faculty, Division of Student Affairs)

  ‘[T]ransportation and costs associated with it to get to more rural parts of the island’ (Instructional faculty, CAS School of Nursing)

• **Lack of motivation and/or maturity** to engage in applied learning activities, especially where such activities take place outside of the UH Hilo environment:

  ‘Many do not fully appreciate the value of them and how they can be used to build a resume and experience.’ (Instructional faculty, CAS Humanities Division)

  ‘Lack of any previous volunteer or work experience from which they can draw skills and appropriate workplace etiquette and behavior.’ (Instructional faculty, CAS SSD)

  ‘Preparation for independent work (maturity both academically and personal)’ (Instructional faculty, CAS NSD)

• **Credit or payment** for undertaking applied learning activities:

  ‘They will not do it for nothing’ (Non-instructional faculty, Division of Student Affairs)

  ‘The university supplying a coordinated, organized and educationally/personally enriching experience – so there’s no appearance its “time waste” or slave/wage conditional agreement.’ (Staff, Division of Academic Affairs)

  ‘Obtaining course credit’ (Instructional faculty, Ka Haka ‘Ula)

11. **Challenges to Students Participating in Internships**

As with the questions relating to courses/programs, respondents were then asked a more specific question about what they thought the challenges were for students participating in internships. Many were similar to the general challenges noted above. 66 people provided feedback and the main recurring themes and issues are summarized below:

• Having the **time** to undertake an internship alongside class study and other commitments:

  ‘Making such endeavors feasible, while maintaining academic requirements. Financial and administrative pressure to graduate. Finding a balance between personal life and academic aspirations.’ (Instructional faculty, CAS Humanities Division)

  ‘Being able to juggle internship hours with didactic courses on campus and being able to work if they need money to live off of’ (Instructional faculty, CAS School of Nursing)
• Ensuring that the internships are **demanding and educational** for students:

  ‘[E]nsuring that the internships are just as educational as coursework that has been designed to maximize productive use of students’ time’ (Instructional faculty, CAS Humanities Division)

  ‘The internship may not offer a range of experiences, or may not demand the use of advanced or original ideas that the student may be able to apply. Internships that are not properly supervised by faculty may result in the student doing mindless work as "free labor", and the student may not feel empowered to demand more challenging tasks.’ (College of Business)

• Ensuring appropriate **advising and/or mentoring** of students:

  ‘If a student is matched with an inappropriate mentor, the internship experience can sour quickly. The students should know that they will be able to contact a coordinator of some sort, even if not their faculty member, who will be able to ensure their experience is valuable.’ (Staff, Division of Research)

  ‘I think advising, and insuring that the student is placed in an area where they are able to utilize their strengths can be challenging in placing students into internships.’ (Staff, Ka Haka ‘Ula)

• Ensuring that students are **self-accountable** for undertaking an internship and representing UH Hilo:

  ‘A reliable work ethic to show up on time, every time when they are representing the university.’ (Instructional faculty, CAS SSD)

  ‘[S]elf-accountability and sometimes social skills, collaboration’ (Instructional faculty, Ka Haka ‘Ula)

• Providing **paid internships** for students to encourage participation:

  ‘If they don’t get paid, they have to work elsewhere.’ (Instructional faculty, CAS Humanities)

  ‘I am interpreting internships as unpaid (not sure if this is correct), many students need to find paid employment opportunities to support themselves.’ (Instructional faculty, College of Pharmacy)

12. Classification of a Course with an Applied Learning Component

Respondents were asked to suggest what the minimum amount of time students would need to devote to a standard 3-credit course for that course to be classified within Banner as having an applied learning component. The spread of respondents is illustrated by the graph below:
There appears to be no consensus on the number of hours respondents determined would result in a course being classified as having an applied learning component. This could be due to the question not being clear enough in its objective. A few respondents noted that it was not clear whether number of hours referred to the number of hours overall or the number of hours per week; this lack of clarity affected the responses and means that the validity and reliability of the question is variable. Some suggested taking a percentage approach, in that if a course involved 50% or more applied learning then it would be classified as having an applied learning component. The issue of classification of academic courses with an applied learning component is therefore an area that requires further investigation.

13. Suggestions for Keeping Track of Student Engagement in Applied Learning

40 respondents made alternative suggestions (to coding in Banner) to keeping track of applied learning at UH Hilo. The main themes are summarized below:

- **Require a student journal/log/co-curricular transcript:**
  
  'Students should be required to maintain a journal: # of times they meet with their supervisors or mentors # of 'new' experiences they are engaged in Report on the impact or contributions that they have made to a project/program' (Staff, Other)

  'Create online logbook that has to be signed off by the supervisor or someone responsible for the completion of the project.' (Instructional faculty, CAS Humanities Division)

  'A campus based, Academic/Career portfolio, where students are able to keep track of their applied learning experiences throughout their journey.' (Non-instructional faculty, Division of Student Affairs)
• Conduct student **surveys**:

‘Student surveys upon completion of course, surveys among graduates to evaluate the usefulness/relevance of UHH applied learning activities in their jobs/postgraduate work, feedback from host agencies.’

(Instructional faculty, CAS NSD)

‘We could devise some sort of “exit” strategy to capture feedback from students who have engaged in applied learning. It could be something as simple as an exit interview with questions like “How much do you feel you have benefited from this experience” and “What could you suggest to improve this learning experience?” Must be done skillfully or it will elicit only empty accolades.’

(Instructional faculty, CAS Humanities Division)

• Consider whether **measurement is in fact required**, focus on **faculty training**:

‘I very much worry that an obsession with tracking and metrics for applied learning will distract from actually doing it properly. Whatever definition that is created will be imperfect and there will be a pressure to design course material to satisfy a metric, not to improve the student experience…. Faculty should get training and encouragement to implement applied learning as they think works best in their class or discipline, they should not be constrained or measured by a metric.’

(Instructional faculty, CAS NSD)

‘This is a difficult question and perhaps cannot be addressed at the University level. Due to the vastly different nature of the individual departments I feel that this is better addressed at the department level.’

(Instructional faculty, CAS SSD)

It was also evident from the comments in general that respondents were keen to see that whatever process is put in place for providing and measuring applied learning at UH Hilo is based on evidence (including reviewing programs/processes at other universities pursuing a similar vision) is useful, meaningful and not burdensome.

14. **Summary**

This survey marks the first step in advancing UH Hilo’s vision (as articulated in action 1.2 in the 2011-2015 Strategic Plan) of providing *every student* with an applied learning experience at the university. The vision and action builds on our existing strength of providing experiences of learning outside of the classroom and reflects the desire of the university community to build upon this strength and ensure enriching educational experiences for all of our students.

The results from this broad-level survey will be used as just one form of evidence by the Applied Learning Committee (Chairred by Norm Stahl) to advance the university’s vision through action 1.2. Thank you to everyone who took time to complete the questions and provide their feedback.
### Appendix A: Table of Full Counts and Percentages for Classification of Potential Applied Learning Activities

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>For course credit</th>
<th>Not for course credit</th>
<th>Either for- or not for course credit</th>
<th>Not an applied learning activity</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internships</td>
<td>62% (73)</td>
<td>4% (5)</td>
<td>31% (37)</td>
<td>0% (0)</td>
<td>3% (3)</td>
</tr>
<tr>
<td>Practica (e.g. clinical/educational placement)</td>
<td>74% (86)</td>
<td>2% (2)</td>
<td>19% (22)</td>
<td>1% (1)</td>
<td>5% (6)</td>
</tr>
<tr>
<td>Involvement in faculty research</td>
<td>41% (48)</td>
<td>16% (19)</td>
<td>37% (43)</td>
<td>2% (2)</td>
<td>4% (5)</td>
</tr>
<tr>
<td>Study-abroad</td>
<td>67% (79)</td>
<td>4% (5)</td>
<td>16% (19)</td>
<td>9% (10)</td>
<td>4% (5)</td>
</tr>
<tr>
<td>Community-based projects</td>
<td>42% (49)</td>
<td>14% (17)</td>
<td>39% (45)</td>
<td>1% (1)</td>
<td>3% (4)</td>
</tr>
<tr>
<td>Service learning</td>
<td>38% (44)</td>
<td>16% (19)</td>
<td>28% (33)</td>
<td>3% (4)</td>
<td>14% (16)</td>
</tr>
<tr>
<td>Capstone project</td>
<td>71% (82)</td>
<td>1% (1)</td>
<td>12% (14)</td>
<td>2% (2)</td>
<td>15% (17)</td>
</tr>
<tr>
<td>Supervised independent study</td>
<td>80% (95)</td>
<td>2% (2)</td>
<td>13% (16)</td>
<td>3% (4)</td>
<td>2% (2)</td>
</tr>
<tr>
<td>Artistic/creative displays or events (e.g. plays, art displays, poetry readings)</td>
<td>33% (39)</td>
<td>12% (14)</td>
<td><strong>41% (48)</strong></td>
<td>6% (7)</td>
<td>9% (10)</td>
</tr>
<tr>
<td>Student mentoring opportunities (e.g. student's mentoring other students)</td>
<td>20% (24)</td>
<td><strong>36% (42)</strong></td>
<td>34% (40)</td>
<td>5% (6)</td>
<td>5% (6)</td>
</tr>
<tr>
<td>Lab work</td>
<td>67% (81)</td>
<td>3% (4)</td>
<td>19% (22)</td>
<td>3% (4)</td>
<td>6% (7)</td>
</tr>
<tr>
<td>Field course</td>
<td>83% (98)</td>
<td>1% (1)</td>
<td>11% (13)</td>
<td>0% (0)</td>
<td>5% (6)</td>
</tr>
</tbody>
</table>