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19. • Maintain an up to date, comprehensive listing of internship opportunities available to students (currently College Central) ........................................................................................................................................................................... 9
20. Assist Faculty Congress and other committees with maintaining an up to date inventory of applied learning, for credit courses.

21. Assist Faculty Congress in developing criteria for certifying courses as “Applied Learning” including learning outcomes; assisting in assuring consistency in Applied Learning courses across campus and development of assessment instruments and rubrics for Applied Learning courses.

22. Work with the Registrar’s Office in designating courses as applied learning courses in course listings.

23. Maintain a website with a comprehensive listing of initiatives, courses, and events related to applied learning on campus.

24. Assess various ways to encourage and promote internships, using the most effective means to match students with internships. These may include fairs, classroom visits, College Central, or other methods. Maintain a comprehensive listing of applied learning activities across campus.

25. Work as needed with interested faculty to develop an Applied Learning component to new and existing courses, especially lower division foundational courses, through workshops, symposia and one on one mentoring; in the long term, work with Faculty Congress and the departments toward the goal of having applied learning opportunities in almost every major on campus, with the understanding that the faculty in the majors must determine their own curriculum.

26. Act as an “internship of last resort” and manage the credit bearing internship process (learning contract, weekly logs, summary paper) for UH Hilo students who don't qualify for internship courses in their own major (generally 5 - 30 students each semester).

27. Recruit, train and develop student interns each semester for well-defined roles in the operation of the Office of Applied Learning Experiences (ALEX) (ranges from 5 - 15 students each semester).

28. Teach one 3 credit hour class in the Fall and a second in the Spring Semester.

29. Goals of the ALEX Office

30. Appendix C: Department Chair Applied Learning Survey Results

31. Appendix D: Revised Guidelines for Applied Learning Experiences

2. REASSESSMENT OF DIRECTION

In consultation with the ALEX Advisory Group and the Vice Chancellor of Academic Affairs, ALEX transitioned from the “entrepreneurial” to the “managerial” stage. ALEX deliberately shifted its focus from building its own brand to supporting, promoting, and celebrating UH Hilo’s brand as a place of personalized applied learning.

The ALEX Director position description was redrawn and clarified. (See Appendix B). The new position description excludes career development activities and adds specific goals for the ALEX Director’s three year term:

- Applied learning courses are designated in the course listings, so that the applied learning attribute is visible during registration and on transcripts (Status: transcript issue is still under discussion, but the Applied Learning Attribute will be attached to courses in Banner and visible during registration. Courses will be nominated by faculty and department chairs, evaluated by the ALEX Director in cooperation with the Faculty Congress Curriculum committee against ALEX Advisory Group approved applied learning criteria, and posted.)

- Every major on campus either has an applied learning element, or has thoughtfully and deliberately declined to have one. (Status: Department chairs have been polled. The GCC requirement ensures that every graduate has an applied learning experience, although not every department offers an AL course currently)

- Applied learning opportunities on campus are collected, available, and updated in one place. (Status: A dynamic list of ALEX courses as well as undergraduate research positions funded through are RCUH listed on the ALEX website)

- Accreditors are satisfied that we are making satisfactory progress toward measuring the impact of applied learning. (Status: TBD during next WASC visit)

3. COMPLETED

<table>
<thead>
<tr>
<th>$50K Chancellor’s grant to encourage applied learning</th>
<th>ALEX Advisory Group solicited, evaluated, and prioritized proposals. Applicants on the ALEX Advisory Group recused themselves from discussion. Marilani Marciel will process expenditures; Kim Hayashida will monitor. Detail in Appendix A of this document.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALEX Email</td>
<td>Per suggestion from Chancellor’s Office, requested and received Hawaii.edu ALEX email <a href="mailto:UHHALEX@hawaii.edu">UHHALEX@hawaii.edu</a></td>
</tr>
<tr>
<td>ALEX Governance</td>
<td>Renewed ALEX Advisory Group, currently 11 active members.</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>Applied Learning Guidelines</td>
<td>ALEX Advisory Group revised and approved 12-1. Currently stored on Laulima site and in Appendix D of this document.</td>
</tr>
<tr>
<td>Centralize archives and communication</td>
<td>Set up ALEX Laulima site to archive information and communicate with stakeholders. Site serves ALEX Advisory group and ALEX interns. “Resources” section houses ALEX historical documents, internship handbook, and ALEX monthly reports written by the Director.</td>
</tr>
<tr>
<td>Clarification of responsibilities</td>
<td>Handed over career activities to Career Services and shared College Central login with them. Career Services will not be continuing Journey to Success.</td>
</tr>
<tr>
<td>Department Applied Learning survey</td>
<td>Computer Science, CAFNRM, Pharm, KES and Ed have applied learning required for all majors. History has a senior thesis. All other majors but Chemistry have applied learning available but not required.</td>
</tr>
<tr>
<td>Mentorship program</td>
<td>Held three mentor events this semester. The Mentorship Program was run by a student intern, Christine Presiados. Will continue contingent on student interest.</td>
</tr>
<tr>
<td>Recruiting</td>
<td>Following a successful series of high school visits, ALEX office interns initiated a proposal to recruit at CC transfer fairs. Involved students would have an experience representing their organization to the public, and applied learning opportunities would be used to attract interested students. Funding was approved. ALEX Director will work with Admissions to ensure coordination.</td>
</tr>
<tr>
<td>StallTalk</td>
<td>In response to unsolicited feedback from multiple faculty and administrators, ALEX Advisory Group voted to donate StallTalk slots to Suicide Prevention</td>
</tr>
</tbody>
</table>

### 4. ONGOING

<table>
<thead>
<tr>
<th>ALEX direct internships</th>
<th>In addition to promoting and publicizing internships, ALEX provides internships to students whose departments do not offer them. SP16 internships wrapped up, with ALEX director supervising 9 office and 5 external UNIV 399 courses. New interns will be recruited over the summer and in the fall.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALEX Social Media and PR</td>
<td>Facebook (601 likes), Twitter (33 followers), Instagram (81 followers), and LinkedIn (381 connections). Social media and website were managed by ALEX interns in SP16; ALEX Director will maintain these over the fall. A tracking URL, bit.ly/UHHApply, was set up to monitor users who clicked over to the Admissions website via ALEX emails.</td>
</tr>
<tr>
<td>ALEX Website</td>
<td>With the help and support of Susan Enright from the Chancellor’s Office, revamped website. Site now includes ALEX Blog. Currently</td>
</tr>
</tbody>
</table>
developing a page with a list of Applied Learning courses and undergraduate research activities.

| College Central internship recruitment site | Continued to recruit students, employers, internship providers. 193 students, 31 alumni, 99 employers registered. |

## 5. DEFERRED

| On-campus short-term car rental/car share | Deferred | Deferred to Office of the Vice Chancellor of Administrative Affairs. |
| Tracking post-grad outcomes | Deferred | After efforts to evaluate alumni-tracking services such as EverTrue and GradLeaders, deferred to System on the advice of UH Foundation. |
6. Appendix A: Distribution of $50K Applied Learning Awards

All awards must benefit students with fewer than sixty credits, in their first or second year at UH Hilo. All student participants’ names and Banner IDs must be forwarded to the ALEX office prior to disbursement of funds in order to allow for assessment of student outcomes.

Funds were distributed using three criteria:

1) The likelihood of increasing recruitment and retention using Applied Learning experiences
2) Ability to disburse the money per restrictions on the fund
3) No one project should take a disproportionate amount of funding as judged against the number of applicants.

<table>
<thead>
<tr>
<th>Requester</th>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Norbert Furumo</td>
<td>2000</td>
<td>Equipment for helping students teach chemistry</td>
</tr>
<tr>
<td>Maria Haws</td>
<td>3600</td>
<td>Hire undergraduate(s) to assess outcomes of PACRC students</td>
</tr>
<tr>
<td>Dan Martinez</td>
<td>4000</td>
<td>Student-led recruiting pilot at CCs</td>
</tr>
<tr>
<td>Kerri Inglis</td>
<td>4500</td>
<td>8 students to Kalaupapa for grave preservation</td>
</tr>
<tr>
<td>Celia Bardwell-Jones</td>
<td>7000</td>
<td>Develop Philosophy with Children program</td>
</tr>
<tr>
<td>Alicia Takaoka</td>
<td>7500</td>
<td>Equipment for research experience in ENG 225</td>
</tr>
<tr>
<td>Mike Marshall</td>
<td>8000</td>
<td>Student interns in East Hawaii Cultural Center</td>
</tr>
<tr>
<td>Lauri Sagle</td>
<td>8500</td>
<td>Adding UNIV 101 elements to ENG100T</td>
</tr>
</tbody>
</table>
7. Appendix B: Alex Director Position Description, Revised February, 2016

8. **ALEX MISSION**

The mission of the Office of Applied Learning Experiences (ALEX) is to provide all UH Hilo students with meaningful, real world, learning experiences. This will increase student engagement with UH Hilo, and the Hawai‘i Island community, and foster their academic success and career development. This will be accomplished in collaboration with the Instructional Faculty, the Faculty Congress and Accreditation Liaison, the Office of Research, and the Division of Student Affairs, through a variety of initiatives that take place at key points during the student’s college career. These activities include assisting freshmen and more advanced students in selecting a major, career exploration and planning activities, culminating in either employment or graduate or professional school placement upon graduation.

9. **NOTA BENE**

At this time the ALEX Office has no dedicated APT or secretary/clerical staff support. Marilani Marciel from the Office of the Vice Chancellor of Academic Affairs will process spending for the time being; Kim Hayashida, Budget Specialist in the VCAA’s Office, will monitor expenditures.)

At this time the ALEX Office has no budget.

Career Services and student employment on and off campus are outside the scope of ALEX.

Summer employment may be appropriate if there is sufficient workload. (Update: The ALEX Director position will not extend into Summer 2016)
10. SPECIFIC TASKS

11. The Director will:

12. Recruit and meet regularly with an ALEX Advisory Committee in order to get input from, and share information with, stakeholders throughout the university.


14. When called upon to do so, advocate for the importance of tracking post-graduation outcomes.

15. Remain in contact with UH Hilo’s Assessment Liaison in order to assure ALEX’s activities are in tune with campus-wide assessment efforts.

16. Take leadership on disseminating such seed and incentive funding as is available for applied learning activities on campus.

17. Supervise social media and PR outreach pertaining to applied learning on campus, staying in contact with the Chancellor’s office in order to ensure staying on-message.

18. Coordinate with entities on campus that offer applied learning, service learning, learning-through-service, and other “hands-on” opportunities, promoting those opportunities as appropriate.

19. Maintain an up to date, comprehensive listing of internship opportunities available to students (currently College Central).

20. Assist Faculty Congress and other committees with maintaining an up to date inventory of applied learning, for credit courses.

21. Assist Faculty Congress in developing criteria for certifying courses as “Applied Learning” including learning outcomes; assisting in assuring consistency in Applied Learning courses across campus and development of assessment instruments and rubrics for Applied Learning courses.

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23. Maintain a website with a comprehensive listing of initiatives, courses, and events related to applied learning on campus.
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26. • Act as an “internship of last resort” and manage the credit bearing internship process (learning contract, weekly logs, summary paper) for UH Hilo students who don’t qualify for internship courses in their own major (generally 5 - 30 students each semester).

27. • Recruit, train and develop student interns each semester for well-defined roles in the operation of the Office of Applied Learning Experiences (ALEX) (ranges from 5 - 15 students each semester).

28. • Teach one 3 credit hour class in the Fall and a second in the Spring Semester.

29. GOALS OF THE ALEX OFFICE
   • Applied learning courses are designated in the course listings, so that the applied learning attribute is visible during registration and on transcripts

   • Every major on campus either has an applied learning element, or has thoughtfully and deliberately declined to have one.

   • Applied learning opportunities on campus are collected, available, and updated in one place (likely on the ALEX website).

   • Accreditors are satisfied that we are making satisfactory progress toward measuring the impact of applied learning.
30. Appendix C: Department Chair Applied Learning Survey Results

In February, 2016, UH Hilo academic unit chairs and directors were asked about the applied learning options in their respective departments. CAFNRM, Pharmacy, KES, and Education indicated that they have an applied learning requirement for all majors. History replied that the senior thesis paper fulfilled the requirement of applied learning. Chemistry indicated that no applied learning opportunities existed within the department. All other units indicated that applied learning was available but not universally required.

Detailed responses follow.

<table>
<thead>
<tr>
<th>What is your department?</th>
<th>Is the applied learning required or optional?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology</td>
<td>Available but not required</td>
</tr>
<tr>
<td>Art</td>
<td>Available but not required</td>
</tr>
<tr>
<td>Astronomy/Physics</td>
<td>Available but not required</td>
</tr>
<tr>
<td>Biology</td>
<td>Available but not required</td>
</tr>
<tr>
<td>Business</td>
<td>Available but not required</td>
</tr>
<tr>
<td>Chemistry</td>
<td>There are no applied learning activities specifically within the major</td>
</tr>
<tr>
<td>College of Ag., Forestry &amp; Nat. Res. Mgt.</td>
<td>Required for all majors in my department</td>
</tr>
<tr>
<td>College of Hawaiian Language, Ka Haka ‘Ula O Keʻelikōlani</td>
<td>If more than one major in my department, required for some but not all majors</td>
</tr>
<tr>
<td>Computer Science</td>
<td>The software engineering course with the service learning component is required. Other activities are optional.</td>
</tr>
<tr>
<td>Daniel K. Inouye College of Pharmacy</td>
<td>Required for all majors in my department</td>
</tr>
<tr>
<td>Economics</td>
<td>Available but not required</td>
</tr>
<tr>
<td>English</td>
<td>Available but not required</td>
</tr>
<tr>
<td>English Language Institute</td>
<td>Available but not required</td>
</tr>
<tr>
<td>History</td>
<td>the Research/senior thesis paper is required for all history majors</td>
</tr>
<tr>
<td>Kinesiology &amp; Exercise Science</td>
<td>Required for all majors in my department</td>
</tr>
<tr>
<td>Marine Options Program (MOP)</td>
<td>Certificate program available to all majors</td>
</tr>
<tr>
<td>Marine Science</td>
<td>If more than one major in my department, required for some but not all majors</td>
</tr>
<tr>
<td>Performing Arts</td>
<td>Available but not required</td>
</tr>
<tr>
<td>Political Science</td>
<td>Available but not required</td>
</tr>
<tr>
<td>Public performance, Practica</td>
<td>Available but not required</td>
</tr>
<tr>
<td>School of Education</td>
<td>Required for all majors in my department</td>
</tr>
<tr>
<td>Women's Studies</td>
<td>Available but not required</td>
</tr>
</tbody>
</table>
Appendix D: Revised Guidelines for Applied Learning Experiences

Guidelines for Designing an Applied Learning Experience

Applied learning experiences engage students in a variety of real-world situations requiring them to put into action the knowledge and skills they are developing in their coursework. They can be broadly classified as internships, community-based projects, service learning, creative activities, research, practica, simulation exercises, or capstone experience/project. Descriptions, criteria and exemplars for these forms of applied learning experiences are provided below.

A. Internship

Activities in which knowledge and skills are applied in a real-life setting under the guidance/supervision of a mentor with expertise in the area of application. Internships help to provide real world experience to those looking to explore or gain the relevant knowledge and skills required to enter into a particular career field.

Minimum Criteria

- A set of well-defined learning objectives and the activities designed to achieve them have been identified to guide and evaluate the learning process.
- The internship is similar to training which would be given in an educational environment.
- Students identify the activities they have participated in and how they have advanced their learning objectives on a weekly basis.
- Interns are evaluated by their supervisor at regular intervals during the internship process and provided with feedback on their performance.
- Students have the opportunity to reflect on their experience in a way that helps to reveal how the learning objectives have been achieved.

Exemplar

- A marketing student designing an advertising strategy under training and supervision of the firm's marketing director.

B. Community-Based Project
Students partner with community organizations in addressing and providing solutions to problems the organization is facing while applying the principles and skills they are learning in their coursework. These projects typically focus on the development of problem solving and critical thinking skills and reflect activities students can expect to address during their professional careers.

Minimum Criteria

In order to meet the minimum criteria, the community-based project must:

- Partner students with an entity outside the classroom, be it a for-profit or non-profit organization in the local community, or a department or other entity within the university.
- Be designed to address a problem or issue the entity is facing, with practical outcomes that help to advance their organizational goals.
- Utilize the fundamental knowledge and skills being developed in the course in addressing the project partner’s problem or issue.
- Advance the learning objectives for the course.

Exemplar

- Students from the Ag Club assist taro farmers in Waipio

C. Service Learning

Students participate in an organized service activity that meets identified community needs, and reflects on the service activity in such a way as to gain further understanding of curricular content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility. Service learning is distinct from community-based projects in that they tend to focus on broader social and environmental issues and the activities may not approximate an activity that they can expect during their professional careers.

Minimum Criteria

- It involves students in community service activities and applies the experience to both personal and academic development.
- There should be a balance between learning objectives and service outcomes.
- Course objectives should be linked to real community needs that are designed in cooperation with community partners and service recipients.
• Course materials must clearly inform students of the role of service in the course and its relationship to academic dialogue and comprehension.

• There must be a form of structured reflection that ties the service experience back to the specific learning objectives for the exercise and the course.

Exemplar

• Accounting students help community seniors with tax prep via the Volunteer Income Tax Assistance (VITA) program

D. Creative Activities and Skills

Involves the application of knowledge and skills in the creation, production, performance and/or exhibition of creative output. This would include a Formal Exhibition Presentation, reading, writing, publication, recital, play, or equivalent performance.

Minimum Criteria

• Course objectives should establish a clear link between knowledge and skills development and the performance of the appropriate creative activity.

• The creative activity should reflect the discipline for which the course was designed.

• professional presentation of a recent body of work

• public announcement

• set hours for public viewing

• documentation

Exemplars

• Major art exhibit or creative output (book, portfolio, etc.)

• Public reading

• Public recital or performance

E. Research

Application of knowledge and skills in any research-based endeavors (laboratory, field studies or faculty directed research) that approximate what the student can expect to encounter in the ‘real world’ in which the field of study resides.
Minimum Criteria

- Course objectives should establish a clear link between knowledge and skills development and the research activity.
- The research activity should reflect the discipline for which the course was designed.
- The research activity should approximate what the student can expect to encounter in the ‘real world’ in which the field of study resides.

Exemplars

- Laboratory
- Field studies
- Faculty directed research

F. Practica

Practica are a set of supervised practical training experiences in the sequence of professional training within a field that are designed to meet the training goals of the particular program. It promotes the integration of academic integration of academic knowledge with practical experience by applying and extending the knowledge, skills and attitudes learned in the program’s classroom based components.

Minimum Criteria

- Practicum training should be organized and developmental in nature.
- Students should be academically prepared and deemed otherwise suitable for their practicum site by the program prior to and during the practicum experience.
- Practicum experiences should be consistent with the training needs of the students.
- Practicum sites should be consistent with the program mission and goals.
- Written agreements should exist with each practicum site that include site, program, and student responsibilities.
- Programs should maintain consistent contact with practicum sites.
- A minimum percentage of required practicum hours should be accumulated in ‘direct service’ to the client (patient, students, etc.).
- Practicum students should be provided with the appropriate quantity and quality of supervision for the practicum experience.
• Practicum supervisors should provide feedback to students on regular intervals during the practicum process.

Exemplars

• Nursing Adult Health Care with Practicum
• Psychology Practicum
• Pharmacy Practicum

G. Simulation Exercises

Simulation is the imitation of the real-world operation of a process over time. Simulation exercises involve the application of knowledge and skills to activities or decisions that are designed to closely replicate those found in a real world setting. These activities can occur both in and/or outside of the classroom.

• Simulation exercises should be closely linked to course learning objectives.
• Simulation exercises should closely mirror problems, decisions, and/or situations that students can expect in the real world as it relates to the discipline being taught in the course. That is, they should be valid in their representation of the real world.
• Simulation exercises should have predictable outcomes, either in terms of process or in product. In that sense, they should be reliable and provide learning and teaching opportunities following decision rounds.
• Simulation exercises should promote the use of critical and evaluative thinking.
• Simulation exercises should provide results for student decisions, both positive and negative, from which they can learn from and base future decisions on.
• Simulation exercises should be coupled with opportunities for reflection and discussion following the exercise.

Exemplars

• Mock job interview
• Administering an IV injection using a dummy
• Making management decisions using an online simulation exercise
H. Capstone Experience/Project

A capstone experience/project is designed to bring reflection and focus to the whole of the college experience and focus on some feature of the student’s area of concentration in using the skills, methodology, and knowledge taught throughout the undergraduate/graduate curriculum in addressing problems in the real world.

Minimum Criteria

- A capstone experience/project should occur during the last 45 hours of the student’s coursework.
- The nature of the academic work should fall within the purview of the student’s area of concentration, but should also draw upon knowledge acquired during the entirety of the student’s education.
- The capstone experience/project should involve field experience or a real-world component that reflects key learning outcomes of the area of concentration

Exemplars

- Write a grant
- Create a new business plan/proposal
- Develop new software