TO:    UHH Faculty Congress
FROM:  Seri Luangphinith  
Chair, Assessment Support Committee 
CC:  Don Straney, Chancellor  
Kenith Simmons, Interim VCAA  
April Komenaka, Accreditation Liaison Officer 
DATE:  6 May 2011

The Committee has accomplished fine-tuning the rubrics for Information Literacy and Communication. Per guidance from Amy Driscoll and Mary Allen, the Committee went ahead and identified imbedded skills within these rubrics to simultaneously generate information on Critical Thinking (highlighted in yellow). Thus in the future, when either one is deployed, Critical Thinking skills will also be gauged. These revised rubrics have been uploaded to the Assessment Support Committee website.

This past year has seen the Assessment Support Committee grow to include three separate sub-committees which have worked on Diversity, Math/Science and Freshman Writing assessment.

The Diversity Sub-committee consisted of the following participants: Ginger Hamilton (Student Affairs), Emalani Case (CHL), Keola Donaghy (CHL), Jing Yin (CAS—Communication), Fiona McCormack (CAS—Anthropology), Sarah Marusek (CAS—Political Science), and Lauri Sagle (CAS—English). These members helped compose the most recent version of the Diversity Assessment Rubric, which was presented at the last AAC&U. Select members will be meeting just after finals to test the rubric against final projects/papers and the numbers will be reported at the next Congress meeting in Fall.

At the beginning of the academic year, Lorna Tsutsumi (CAFNRM), John Hamilton (CAS—Physics) and Mitch Anderson (CAS—Mathematics) helped to simplify the draft of the Quantitative and Scientific Reasoning rubric. Mitch Anderson is working with several lecturers and instructors who are teaching GE-level math and who will be using the rubric to assess common calculations in several course finals. John Hamilton is working with members of Physics and Chemistry to generate similar evaluations. Results will be reported at the next Congress meeting.

The bigger assessment project was undertaken by a consortium of high school, HAWCC and UHH writing faculty to develop benchmark profiles for incoming freshman. The group consisted of the following people: Shellie Naungayan, Waiākea High School; Francine Whitehall, Hilo High School; Marilyn Richardson, Hilo High School; Caroline Naguwa, Hawai‘i Community College; Lauri Sagle, University of Hawai‘i at Hilo; Kirsten Mollegaard, University of Hawai‘i at Hilo; and Karla Hayashi, University of Hawai‘i at Hilo. A summary of the results are as follows:
The group decided to compare pre-college research writing with research-based freshman composition at both HAWCC and UHH. The Senior Project is at present an optional (soon to be mandatory starting in 2013) research-driven, thesis-focused paper that students undertake if they wish to receive the BOE Recognition Diploma. Our assessment team attempted to track Senior Project participants from Hilo High School and Waiākea High School and then reassess their writing at the end of ENG 100/100T. However, only one of Hilo High’s 37 Senior Project participants and only 11 of Waiākea’s 187 Senior Project participants ended up enrolling at UHH. The majority have left to attend Mānoa or mainland institutions. This indicates that the majority of “college-prep” students from these two feeder institutions are not choosing to attend UHH.

Of these 11, only eight students decided to participate in the assessment project. The Senior Project essays of these eight were later anonymized and compiled with their respective surveys and final English 100 research papers. These eight “portfolios” were then given to teachers representing all four institutions for direct assessment with UHH’s newly approved GE rubrics. Five readers assessed the scores for the Senior Project against scores generated for the final ENG 100 research paper. Of the eight, one showed mixed results (a dropping of skill in Information Literacy accompanied by marginal gains in Communication) and two showed little or no improvement, suggesting difficult passage between high school and college. Of the remaining, two exhibited some if not marginal improvement while three showed substantial improvement, indicating more successful transition. While work on the Senior Project does appear to aid the transition of students from high school to college, it is not a guarantee of better performance.

In an attempt to gauge the overall freshman writing experience prior to their ENG 100 coursework, we deployed at the beginning of fall 2010 “pre-surveys” at both UHH and HAWCC (as many of their students transfer to our institution). The results were surprising:

**Question 1:** What was your experience in terms of writing in High School? (UHH)

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<th>Question 1: What was your experience in terms of writing in High School?</th>
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<tr>
<td>A. Volume of Writing</td>
<td>40</td>
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<tr>
<td>B. Writing different forms/styles/genres of essays</td>
<td>33</td>
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<td>C. Learned Mechanics</td>
<td>17</td>
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<td>D. Learning/discussion of topics</td>
<td>7</td>
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<tr>
<td>E. Reading skills, literary appreciation</td>
<td>13</td>
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<td>F. Prep for college</td>
<td>14</td>
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<td>G. Self-expression</td>
<td>17</td>
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<td>H. Meaningless work, work for grade</td>
<td>17</td>
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<td>I. Feedback, Guidance</td>
<td>6</td>
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<tr>
<td>J. Self-Assessment</td>
<td>3</td>
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<td>K. Other</td>
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These tables reveal a large disparity in the perception of writing instruction on the part of these two student bodies. While the surveys indicate that many UHH students have had some exposure to writing, HAWCC students either are “turned off” to writing or have had little writing at all during their high school years. The following constitutes a sampling of their responses:

- I’ve had okay writing teachers in high school, but mostly I’ve had horrible writing teachers in high school. To say that writing down the meaning of vocabulary words is a good writing skill is ridiculous, but it’s all because of standardized tests. I didn’t learn to write in high school.
- My teachers didn’t really teach English that great. They tested on what we could memorize that week instead of what we learned.
- In high school, I never learned much about writing. It was more about reading a story or a book or a textbook reading and writing either a reflection or essay about it.
- A lot of worksheets.
- High school was a joke. I’ve always been a great writer, but in high school I wasn’t given many opportunities to show my talent nor practice my techniques. English class was usually consisted of boring lectures followed by cut and paste text book work. Writing was not a major part of my high school life at all. Most of the writing I did was during my free time.
The experience of HAWCC students indicate that their level of preparation is well below that of our student body. However, as many of these students will inevitably transfer to us, we must be aware that a course like ENG 100 at the community college may not be enough for full remediation. We have been asked to provide sample papers constituting UHH’s ENG 100 grade-range (from A though D/F) as there is some indication that expectations are not fully articulated between the two campuses.

- Attached are incoming freshman writing samples from high school. One is from a local public high school, one if from a neighbor island public high school, and the last represents a local private school. What is clear is that these “papers” rely heavily on summary or personal narrative. These samples also exhibit major problems with manuscript formatting, citation/documentation conventions, as well as a basic lack of argumentation and argumentative structure (i.e. thesis, topic sentences, analysis, and support). For the fall of 2011, the teachers at HAWCC and UHH will attempt to solicit high school writing samples from as many freshman as possible to develop a more comprehensive profile of the level of skill at which our students enter. Formative and summative assessments can then be developed to help us start tracking the “value” instruction adds to students’ abilities—information we will need to eventually provide given the expectations of the degree profile being developed by WASC and Lumina.

- More problematic is the feedback from upperclassmen. Of the 124 surveys we received from UHH students in Fall of 2010, 52 self-identified as upperclassmen, of which eleven reported not having much writing required and another nine qualified their experience as meaningless or confusing. The following is a sampling of responses:
  
  - I haven’t had to do much writing besides short answers or simple essay questions on tests.
  - My professors only care about the number of references and information used; my actual writing hasn’t actually been critiqued.
  - Writing has been somewhat redundant.
  - College writing put heavy restraints on my writing, forcing me to think in the way they wanted me to think, and write that they wanted to hear. It made me lose passion for writing in general.
  - If I was to use one word to describe my writing in college it would be “forced.” I have never failed any paper and usually I do just fine grade wise, but I rarely enjoy the process any more. What with required classes like Comm 100 and statistics, I wish I had required classes that pertained to my major.
  - The research papers are horrible. Long nights of Wikipedia.

That 20 out of 52 (38%) acknowledged problems in seeing anything valuable in their writing in college suggests a secondary curricular problem exists at UHH. Already under pressure to help students traverse the high school/college writing gap, English 100 at UHH is undermined by the lack of required writing in other courses taken concurrently with and following freshman English. Some of the difficulties certainly arise from the lack of consistent expectations at UHH. For example, the Assessment Support Committee in AY 2009-2010 noted irregular (outdated) and incorrect citation formatting as well as contradictory policies among faculty regarding Wikipedia. Furthermore, the absence of formal writing according to these surveys coincides with results from the NSSE taken in 2009. Per the mean and frequency report: 84% (192 respondents of 228) reported doing no writing of more than 20 pages; 60% reported doing 1-4 papers of 5-19 pages in length while another 20% indicated none; whereas 41% reported doing 1-4 papers of less than 5 pages in length and 35% doing 11-20 papers of this shorter requirement. The amount of writing being reported by UHH students is considerably less than their peers at other colleges. While page length is not a direct indication of learning, these figures coincide with what students see as unbenefficial and flawed instruction.
A more comprehensive report has been lodged with the WASC ALA as a condition of the Chair’s participation in the program. As we are apparently the first institution that is undertaking a comprehensive trans-institutional (secondary and tertiary) assessment of what scholars call the “writing gap,” we were accepted to present at the recent WASC ARC. A condensed version has been submitted for publication to the Journal of Writing Assessment. These same findings will be presented to the DOE—the Chair of this committee has been appointed to the DOE’s English/Language Arts Content Panel for 2011-2013 and will share with the Panel the results of the final (exit) survey for ENG 100 within which students overwhelmingly offered specific suggestions for improvements to secondary education.
On July 25, 1978, Louise Joy Brown, the world's first successful "test-tube" baby was born in Great Britain. Though the technology that made her conception possible was heralded as a triumph in medicine and science, it also caused many to consider the possibilities of future ill use. Every year, millions of couples try to conceive a child; unfortunately, many find that they cannot. The process to find out how and why they have infertility issues can be long and arduous. This newly spawned way of “creating life” has thrown up issues regarding health and ethical concerns attracting lots of media attention and public debate. Though creating new possibilities for women and their partners, artificial conception can stir up a multitude of problems. Described by theologians as unnatural without sexual union, artificial insemination has been shunned out by a massive amount of religious believers. While most individuals consider their personal morals and beliefs on the issue, they disregard the issues that affect one’s life. According to top medical researchers, there is an increased risk of experiencing multiple births if you receive intrauterine insemination (IUI) in combination with fertility medication. There are problems with miscarriage, low birth weight and premature birth. The biggest issue of them all is OHSS. Ovarian hyperstimulation syndrome is an uncommon but potentially serious complication that can occur when fertility medications are used during a cycle of IUI treatment. For reasons that are not fully understood, some women’s ovaries become swollen after the use of fertility medications. In most cases, the amount of swelling will be minimal to mild, causing
symptoms of: bloating, abdominal pain and nausea.

The way this relates to the novel, *Mary Shelley's Frankenstein*, is all based on intention. Though initially intended to create more possibilities for women and their partners, artificial insemination came along with a multitude of issues and problems. Just like how the monster was supposed to be the answer to “the secret of life”, it inevitably became Victor Frankenstein’s nightmare, driving him into a world where destroying his creation was his ultimate goal based on his guilt, and vengefulness.

Victor Frankenstein’s ventures start in chapter 3, when he developed an insatiable thirst for knowledge and sought it at the University of Ingolstadt. Mastering everything his professors had to offer him, his life became all about his work and the secret of life, driving him into a very lonely, obsessive state of mind. Being far away from Geneva, his homeland, it made it easy for Victor to be obsessed in his work. Fascinated about the mystery of life and having no social life allowed Victor to progress in his studies very rapidly. His version of “artificial conception” starts in chapter 4, where he was able to construct the monster in his apartment, envisioning a world with a new race of beings such as this. In hopes of spawning this beast, his creation is brought to life one stormy night in chapter 5 only to be horrified by its ugly image, generating fear in Victor’s heart. With the intention of spawning new life only came with ample problems. With the murder of Henry Clerval (Victor’s childhood friend), William Frankenstein (Victor’s younger brother and “golden child”) and Elizabeth Lavenza (Blonde Italian orphan who later becomes Victor’s companion), Victor is driven into a state of darkness, loneliness, and vengefulness.

As the first two chapters foreshadow impending doom, chapters three to five signal ultimate tragedy, whereas murders of Victor’s loved ones take place, also foreshadowing his
death at the end of the novel. The creation of the monster is a grotesque act, far removed from
the triumph of scientific knowledge for which Victor had hoped. His nightmares reflect his
horror at what he has done and also serve to foreshadow future events in the novel. The images
of Elizabeth “livid with the hue of death” prepare the reader for Elizabeth’s eventual death and
connect it, however indirectly, to the creation of the monster. Victor’s pursuit of scientific
knowledge reveals a great deal about his perceptions of science in general. He views science as
the only true route to new knowledge: “In other studies you go as far as others have gone before
you, and there is nothing more to know; but in scientific pursuit there is continual food for
discovery and wonder.” By his insatiable thirst for the “secret of life” and the ultimate creation
of the monster, his way of conducting himself afterwards is a step into the tantalizing, dark
unknown.

In conclusion, and I quote, “with great power, comes great responsibility.” Being that the
quote is from Spider-man, ultimately, it speaks definitive truth. Victor’s sense of responsibility
took a turn for the worst when he abandoned his creation instead of dealing with it. His
intentions for the better came with true crisis. Artificial conception, much like Victor and his
creation, has had intentions for the better, but came vital risks. In the words of Abraham
Lincoln, “You cannot escape the responsibility of tomorrow by evading it today.”
There are two serious problems in public high schools, one being how students struggle to understand the prominent value of education. As Horace Mann explains within his document "From Report of the Massachusetts Board of Education," education is valuable in determining your financial status of either being rich, middle class, or poor, and your own individual success, but without education there came a price. But, unlike Horace Mann I also feel that education will not only help you succeed in your own life, but it will also help you take part in becoming a part of the success of our country and the success of the future. The lack of encouragement, and the detrimental learning environment that students are surrounded by in school also plays a major factor in high schools. As David S. Broder writes in his article "A Model for High Schools," the environment in which students learn and the encouragement students get from home, and in school plays an important role in the students well-being of achieving in their scholastics.

In my school students struggle to understand the prominent value of education, and I was one of them. Thinking only about having fun, and not caring so much of doing homework. Until I realized how important education was, and how it came to my senses was when I was a child asking myself this question "Why does my uncle get paid more than my father when my father does more hard labor,"? This question was inevitable. My father would always come back from work from the papaya farm all sweaty having such an appalling odor to him as he walked through the door. My father’s hands looked filthy with cuts, and dirt stains removing these dirt stains was impossible, it was as if it was tattooed. Then there was my uncle who worked as an electrical sales person coming home from work all sparkly and clean. My father and uncle have one thing in common they both are two hardworking men, but the difference between them was that my father had limited education, my father didn’t get the chance to graduate from high school like my uncle had, and as for my uncle he had also graduated from college. It was then that I realized that the reason my uncle got paid more was because of his advantage of having more education than my father had. As Mann writes, "The greatest of all arts in political economy is to change a consumer into a producer; and the next greatest is to increase the producer’s producing power,- an end to be directly attained by increasing his intelligence,"(Pg.152). He points out that the important key to success is education. Therefore, it is important for students to understand the prominent value of education because education will not only determine your own individual success, but it will also determine the success of our country and the success of the future.

Another problem in high school is the lack of encouragement, and the detrimental learning environment that students are surrounded by in school. Broder writes, Chris Marks said, "My high school was swamped with drugs-and so was I," (P.159). He points out how the learning environment that students are surrounded by has a tremendous impact on their well-being, and their ability to learn in school. In high school I can still recall hearing the sound of students encouraging the assailant to demolish the poor
victim. As the fight persisted, the sounding of the lock down drill rang as all the students dispersed like little ants squirming to find a classroom to enter. The violence that occurred in school seemed to multiply as more fights persisted like germs continually multiplying amongst each other without a cure to extinguish it. Violence within our school was such a natural habitat for me that at one point I found myself partaking in violence without realizing it, and having little support from the school in trying to minimize the violence was pitiful back then. Broder also writes, Kathy Kraus, dressed all in black and wearing a bowler hat, said, “The teachers here encouraged me to write poems and essays. I never had that,” (P.159). He points out how important it is for students to obtain encouragement from others because it can help improve the students ability to do something that they never thought they could do. But, although violence within our school has minimized, I still believe that violence should be well controlled amongst all high schools because violence can be harmful, and deadly to the well being, and learning environment of all students.

In conclusion, I believe that these two serious problems poses a serious threat to high schools, and so they need to be taken seriously because education is very important because it provides us with many opportunities that will lead us to our own individual success, the success of our country, and the success of the future. But, although education is very important having a proper learning environment and the encouragement students get from home, and in school is vital in the well-being of students being able to achieve in their scholastics.

Good thoughts
and good use of evidence
Kamehameha Schools Hawai‘i

Energies of the Future

Due to the ever changing world around us we are faced with a decline in energies that we can use to fuel our futures. In my senior legacy I plan on designing and developing prototypes in alternative energies (Hydrogen, Biodiesel, and Solar). Through this I plan to present two platforms of alternative energies to the Kamehameha schools as well as to the public through the science fair and the DOE transportations. My senior legacy is based on new Engineering ideas that have been developed, which ties in with my engineering and design academy. In this explanation of my legacy, I will show all the things that are needed to complete the project, the people who will be helping me on this project, as well as how much it will test my knowledge on the subject.

Through my education I have been able to learn more and more about the topic of alternative energies. Some of these classes that I taken are: Engineering and Design 1, CAD, as well as other Engineering classes. I have also taken Advance placement Chemistry as well as Advance placement Calculus, which has helped strengthen my mathematics as well as my science. Although I have these backgrounds I believe that I will be tested though this project because I have not previously tested these Alternative Energy platforms. Overall I believe that although this will be a stretch of what I know I will be able to endure it due to my past education.

This legacy will take a lot of work to do which will pull on materials that I will need. Material such as: Fuel cell plates, 12v batteries, solar panel, Biodiesel Engine, Multi-Simulation, Auto CAD, Conductors and connectors, baking soda, Distilled water, as well as Miscellaneous BOM to be determined. With all these items listed above I am able to create as well as test these forms of alternative energy. With these new forms I may be able to fuel future forms of technology, because of the decline in oil. In this study I hope to find these sources as well as to produce products with them that will in turn promote things to go green.

With the knowledge that I posses now I will not be able to complete this project alone, which is why I have found mentors that are able to help me. These mentors are: Mr. Canion, who is one of our Engineering and design teachers here on campus, as well as Mr. Buelltman, who is a man who works at
Helco who also has a hobby of studying Biodiesel. I believe that with these two great mentors I will be able to complete this legacy. I have studied with these mentors though different courses that I have taken. If I am able to complete this project I will be able to produce great results from it.

Through my legacy I hope to influence the future generations, the reason I target this group is because they are the future. This technology will mainly affect them due to the causes of time. My legacy would benefit them as well as the school and the public. I will influence the school and public though the use of science fairs as well as other ways to reach out to the community to share what I will learn. Overall, my legacy is to design and develop prototypes in alternative energies (Hydrogen, Biodiesel, and Solar)