

MEMORANDUM

DECEMBER 9, 2020

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FROM: SERI JUANGRANITH, ACREDITATION LIAISON OFFICER
Seri Juangranith

SUBJECT: REVIEW OF THE 2020-2021 PERFORMING ARTS PROGRAM SELF STUDY

CC: ACADEMIC PROGRAM REVIEW ADVISORY COMMITTEE

This memorandum constitutes the evaluation of the document submitted April 20, 2020 as evidence of program rigor, integrity, and quality of instruction and operations in the Performing Arts Department, College of Arts and Sciences, University of Hawai'i at Hilo. Because the ALO served as the author of the self-study, many specific recommendations were actually made in that document. This memo is to simply summarize the WSCUC compliance issues, namely assessment and continual improvement.

I. Assessment

Earlier reports and self-studies that were required by the Board of Regents when programs applied to move from provisional to permanent status, thus the department had no established protocol for student learning assessment from the start. Thus the self-study falls short of any programmatic assessment—it is only within the past two years that Performing Arts has drafted concise and assessable [student learning outcomes](#). Their efforts at facilitating the self-study also led to the creation of a curriculum matrix, which puts them in a good position to begin setting standards of student learning and creating assessments to gauge student success. Because a few instructors have been involved in core competency assessment, they should be more than ready and able to undertake programmatic assessment. Such efforts should also include part-time lecturers to ensure they are also involved in the assessment of student learning.

II. Recommendations

Based on the observations above, the ALO offers the following recommendations:

A. Develop programmatic assessments

The next urgent step that is needed is to develop descriptors for these SLOs and measurements (i.e. rubrics) that can be used to weigh student skills on artifacts such as written papers or portfolios of work. Because the degree culminates with the Senior Project, the department should have no problem undertaking summative assessment to ascertain their exiting majors' strengths and weaknesses.

B. Plan for a sustainable, annual “culture” of assessment

The ALO commends the Department’s ongoing participation in core competency assessment and advises the department to ensure this engagement continues. The ALO further recommends identifying one upper and one lower division course per year based on the four-year map and the curriculum matrix; these courses can also double up for core competency assessment and other institution-wide initiatives, such as the WI and DL assessments. Given the department’s current goal of expanding GE courses, possibly through online, it is incumbent upon faculty to ensure that students taking DL classes are meeting the same level of learning as students in face-to-face courses. Faculty should also start reviewing the data and making decisions on how to “close the loop”—that is how to improve student learning gaps, especially if assignments are not successful in getting students to exhibit core competency skills (i.e. information literacy or quantitative reasoning).

- C. Finally, the ALO requests that further quantitative data apart from what is currently posted by the UH Hilo IRO be made available for all future Program Reviews.¹ It is surprising to find that regular time-to-completion rates are only calculated for the institutional levels by System IRO—unless Departments are analyzed, intervention and resource allocation along with any attempts to evaluate efficacy of such initiatives are muddled at best.² Currently the IRO site for [Appendix C: Quantitative Data](#) has still not been updated past 2018—which makes effective and meaningful data collection and analysis impossible.

¹ UH Hilo Institutional Research Office, Program Review: Appendix C Quantitative Data, accessed April 27, 2020, <https://hilo.hawaii.edu/uhh/iro/UHHiloProgramReview.php>.

² Institutional Research and Analysis Office, Graduation and Retention Rate Summary, accessed April 27, 2020, https://www.hawaii.edu/institutionalresearch/gradRatesSummaryReport.action?IRO_INSTITUTION=HIL&drillThruLevel=&agglevel=null&reportId=SDSTT01&campusContext=null&drillId=null&VALUE=null&exportType=&drillValue=null&drillTarget=null