On June 29, 2015, the University of Hawaiʻi at Hilo received Interim Approval for its Masters in Heritage Management, with the following recommendations:

1. All syllabi must present institutional policies as outlined in the proposal template (e.g. grading policy, program outcomes aligned with course outcomes. (CFRs 2.3, 2.12)
2. The program must ensure that written communication and information literacy competencies are appropriate for graduate level work. (CFR 2.2b)
3. The program should consider including indirect measures of student learning in its assessment plan (e.g. employment data/placement). (CFRs 4.1, 4.4)
4. The program's fulfillment of WSCUC's assessment standards is minimal. The institution should strengthen its assessment framework with a clear, detailed and systematic data collection plan including direct and indirect measures of student learning. A clearly articulated institutional assessment plan can be applied to all programs with specific program applications aligned with assignments and capstone experiences. The plan should include how data is collected, where it is housed, how it is aggregated and disaggregated for analysis, and who and when program evaluation based upon the data will occur. (CFRs 4.1, 4.4)
5. UHH should submit a progress report to WSCUC on August 1, 2016 describing its revised Institutional Assessment Plan and the details of that plan when applied to the new Master's Heritage Management. (CFRs 4.1, 4.4)

The following constitute responses to these recommendations:

UH Hilo has been actively engaged with undergraduate core competency assessment since AY 2013-2014. The institution reported to WASC in its 2013-2014 Review for Reaffirmation that the following timetable had been established:

- AY 2013-2014 Written Communication
- AY 2014-2015 Scientific and Quantitative Reasoning (Quantitative Reasoning)
- AY 2015-2016 Information Literacy
- AY 2016-2017 Oral Communication
- AY 2017-2018 Multicultural Fluency (Human Interaction and Cultural Diversity)[1]

Full data sets for Written Communication and Quantitative Reasoning can be found on the website that has been created for our 2016-2017 Interim Report to show evidence of compliance with CFR 2.2a under the 2013 WASC Standards. Completed reports for Information Literacy from departments (including Anthropology) can be accessed via Senior-level Courses (by programs)—preliminary data.

The data that is pulled from these efforts is used by Departments for Program Review. The Vice Chancellor for Academic Affairs maintains a website on Program Review for the posting of the handbook, timetables, and reports from the various units; program review is currently scheduled for five-year rotations. IR maintains a separate website for Quantitative Data that is also used in Program Review.

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[1] Seri I. Luangphinith et al., "Essay Two: Achieving 'Core' Competencies," 2013, 38, http://hilo.hawaii.edu/uhh/accreditation/documents/Essay2.pdf.

Due to limited IR capacity, assessment data has been primarily handled and rendered by the Chairs of Assessment and the Assessment Support Committee (with help from Psychology and the Interim Dean of CAS) and uploaded by the ALO to the accreditation website. IR administers and houses course evaluations for all programs.

At this time, all graduate-related concerns and issues are the purview of the Graduate Council, per its revised charter that was just adopted in February of 2016. On the recommendation of the ALO, the Graduate Council was joined by College of Pharmacy Assessment Coordinator, Dr. Paula Zeszotarski (who is a member of the Assessment Support Committee), to facilitate discussions on: (1) taking an inventory of assessments that are currently in place for graduate programs; and (2) developing learning outcomes for the graduate level that builds upon the undergraduate platform already in place. The first set of discussions took place on October 9th, with subsequent work undertaken by Dr. Zeszotarski and Dr. Peter Mills, the director of the Master's Program in Heritage Management, to revise the assessment plan for Heritage Management.

The Graduate Council has been tasked with immediately addressing items (1) an (2) for completion by the end of the Fall semester. Ms. Mary-Louise Haraguchi, the AY 2016-2016 Chair of the Assessment Support Committee, will be joining the Graduate Council. Dr. Peter Mills will also be continuing as a member of the Graduate Council.

In the meantime, Dr. Mills and his team have revised the assessment plan for Heritage Management based on the following description:

> Graduate students will begin their studies in the Fall of the first year by designing a 2-year plan in ANTH 600, which will gradually turn in to the foundation for their MA thesis. The two year plan will include a thesis concept, preliminary background research, references, and a plan for community engagement. In the same semester, ANTH 602 will provide students with exposure to literature and theoretical problems related to community-based Heritage Management, and in the following Spring semester of the first year, the student will conduct additional background research as a part of ANTH 603 that will assist them in organizing archival materials and literature related to their proposed fieldwork in addition to considering federal and state historic preservation laws related to their project site. By the end of the first year, the students will have formed a thesis committee including at least 3 faculty, and will have refined their proposed fieldwork based on the input of the entire committee, which is formally approved by the submission of "Form 2" to the UH Hilo Registrar's office. After completion of fieldwork in the summer of the first year, the students will enroll in 3 credits of ANTH 700 each semester, where they will work closely with their graduate advisor and the rest of their committee to produce a final draft of their thesis, which will be organized in chapters and follow a specific accepted style guide. Simultaneously, they will be involved in community heritage management internships that will further connect their project work with community organizations so that by the time of their defense at the end of the second year, they will have formed sustained bonds with heritage organizations that are connected to their thesis research.

Based on this plan of study, the Department has assembled a thesis matrix that shows the progression of student work and times/artifacts when assessments are to be undertaken:

Two year plan/thesis section headers	Course or semester when review takes place						
	ANTH 600	ANTH 601	ANTH 602	ANTH 603	ANTH 690	FIELD WORK (Summer)	ANTH 700
Title page	Review of 2 yr plan						Review by Thesis Committee
Problem statement		Ethics Rubric					
Literature review			Final Exam	Final Exam			
Methodology						Review by Thesis Committee	
Data collection & analysis							
Results & discussion							
Community feedback					Focus Group Results		
References							