

SECTION THREE

Degree Programs: Meaning, Quality, and Integrity of Degrees

Subsections include:

- Service-learning: The Heart of UH Hilo
- The Meaning of Degrees, Three Case Studies of *Three Case Studies of Quality Learning*—KH'UOK, CAFNRM, and CNHS
- KH'UOK—Assessment of Public Performances
- CNHS—Assessment of CS 460 & CS 461 (Programming for the Community)
- CAS—Assessment of Chinese Studies (Teaching through Cultural Festivals)
- A Few Lingerin Problems

Na pu'u haelelua, o Pili me Kalāhikiola

The two hills of Kohala

-- 'Ōlelo no'eau referring to the dual peaks
that define the county of Kohala in the
North

UH Hilo's rural-serving situation on the southernmost island is reflected in the many degrees we offer. As noted in our mission and vision statements, the educational experiences we offer through our various degrees infuse a sense of this place, while some programs go even further by incorporating the indigenous principles specific to the Island of Hawai'i (or Big Island). As stated in our Introduction, the indigenous values of this particular island form the bedrock of our understanding of why we do what we do. According to Mary Kawena Pukui, the ancient Polynesian Family system of Ka'ū, the individual existed in relation to the larger, extended 'ohana (family) and the 'aina (land, locality).¹ In current times, the link between person and place is understood as -"The strengthening of our multicultural points of commonality, including the importance of reciprocity, extended family relationships, spiritual open-heartedness and the prevailing attitude of aloha as a daily practice, not a meaningless slogan, must be our highest priority."² One can see this philosophy at work here at UH Hilo, which is envisaged through service-learning and two very specific institutional requirement for all students—Hawai'i Pan Pacific and Global and Community Citizenship.

This section will give a detailed look at our unique and distinctive HPP and GCC requirements and then carefully lay out the way three colleges define their degrees (including curriculum and student

¹ E.S. Craighill and Mary Kawena Pukui, *The Polynesian Family System in Ka'ū, Hawai'i* (Honolulu: Mutual Publishing, 1998), 3.

² Ibid.

experiences) and use assessment to gauge the effectiveness of their service-learning courses for their majors.

Service-learning: The Heart of UH Hilo

In our last report of 2013-2014, we noted several initiatives for student learning that were directly tied to this Island, which are still in operation today:

College of Agriculture, Forestry & Natural Resource Management (CAFNRM)

- [Adopt-a-Beehive with Alan Wong](#)
- Hawai'i Island Pre-Vet Club, activities for which include volunteering with NPOs Rainbow Friends and Hui Pono Holoholona on the Big Island to run spay/neuter clinics for feral cats. Of late, the club also became highly active in helping to [rescue and shelter a large array of animals](#), including 20 horses and a mini-donkey, during the 2018 lava eruption that claimed several homes and property in Leilani Estates which had housed these animals.

College of Arts and Sciences (CAS)

- [Filipino Studies](#) students taking the Certificate Program routinely perform yearly at multiple venues, including the Kohala Filipino Festival (October) and the Asia Fest at the Queen's Marketplace, Waikoloa Resort.

College of Natural and Health Sciences (CNHS)

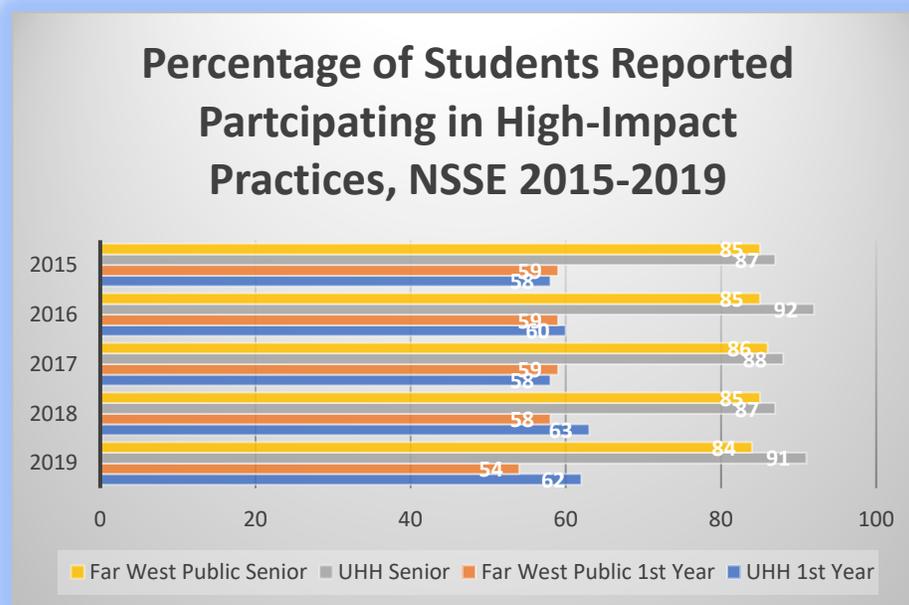
- The Marine Options Program hosts a number of intensive group student projects, including monitoring sea turtles and whale sharks, analyzing the health of coral reefs on the island, exploring offshore aquaculture, and water quality in Hilo Bay.
 - [Project Summaries](#)
 - [Archive of undergraduate student research](#), including posters, research papers, and presentations.
- The M.S. in Tropical Conservation Biology and Environmental Science regularly supports graduate student work that makes a direct impact on the numerous issues on the Big Island. They include [efforts to save the endangered Hawaiian Honeycreeper](#), monitoring dangerous fungi in local forests, and oceanfront ecology. Their [Spring 2019 Symposium](#) also featured research that involved other parts of the State, including O'ahu and Kaho'olawe islands, and other areas in the Pacific, such as the Federated States of Micronesia.

Daniel K. Inouye College of Pharmacy (DKICP)

- The Ph.D. program in Pharmaceutical Science gives their students direct opportunities to participate in ground-breaking research, including Rat Lungworm Protocol. Fourth year student, John Jacob, is part of a [team working to update treatment protocol for Hilo Medical Center](#).

Many of these learning experiences fall into what NSSE deems as “High-Impact Practices,” including Service-learning, Learning Community, Research with Faculty, Internships, Study Abroad, and Culminating Senior Experience. (CFRs 2.4, 2.5, & 4.3) The heavy embedding of such activities in the curriculum is reflected in NSSE data, which over the past five years indicates that UH Hilo is consistently ahead of institutions (Far West Public).³ The following is a compilation of data from [NSSE Snapshots](#), which we publicly maintain on our IRO website (CFR 1.2):

TABLE 3.1.
Right, NSSE
DATA, UH Hilo
IRO.



This is not to say that such experiences are simply about competing with other universities. We understand the teaching value of learning through “increased interaction between the community and

³ The [2019 NSSE Selected Comparison Groups](#) identifies “Far West Public” as CSU San Marcos, CSU Channel Islands, CSU Chico, CSU Fullerton, CSU Northridge, CSU San Bernardino, Central Washington University, Evergreen State College, Humboldt State University, Nevada State College, Oregon Institute of Technology, Oregon State University (Corvallis and Cascades Campus), San Diego State, Southern Oregon University, University of Alaska Fairbanks, University of California Merced, University of Nevada Las Vegas, University of Oregon, University of Washington Tacoma, and Washington State University.

the students, faculty and staff.”⁴ For this reason there is no single one set of courses that help students fulfill this experience. Rather, this is a major aspect of two different certifications— Hawai’i Pan-Pacific (HPP) and Global & Community Citizenship. HPP falls under what is called our “[Integrative Requirements](#)” that include Writing Intensive (WI) and Global and Community Citizenship (GCC).

“[Hawai’i Pan-Pacific](#)” requires courses to: (1) investigate major aspects of the culture, language, economy, history, or natural environment of Hawai’i or of another indigenous culture or nation or region of the Pan-Pacific region (Oceania, Asia, the west coast of the Americas); and (2) foster critical understanding of different cultural perspectives, values, and world-views and the ability to acquire additional knowledge about these [other views].” The following is list of HPP courses, certified from 2011-2018 by college through a faculty committee embedded in Faculty Congress (CFRs 2.3 & 2.4)

TABLE 3.2. *Below, Hawai’i Pan Pacific (HPP) Approved List from 2011 to 2020.*

CAFNRM	AQUA 262 Intro Aquaculture	
CoBE	MGT 333 International Business Mgt	
CoP	PHPP 525 Complementary Medicine	
KH’UOK	HAW 101 Elementary Hawaiian I HAW 102 Elementary Hawaiian II HAW 201 Intermediate Hawaiian I HAW 202 Intermediate Hawaiian II HWST 111 Hawaiian ‘Ohana HWST/MUS 175 Intro Music of Polynesia HWST/MUS 176 Hist & Dev of Hawn Music HWST 211 Hawaiian Ethnobotany HWST 213 Hawaiian Ethnozoology LING 442 Languages in Hawai’i	KHAW 103 First Lvl Trans Hawn Immersion KHAW 104 First Lvl Partial Hawn Immersion KHAW 103 First Lvl Trans Hawn Immersion KHAW 104 First Lvl Partial Hawn Immersion KHAW 108 Accel First Lvl Hawn Immersion KHAW 133 First Lvl Hawn for Speakers KHAW 203 Second Lvl Univ Hawn Immersion I KHAW 204 Second Lvl Univ Hawn Immersion II KHAW 208 Accel Sec Lvl Univ Hawn Immersion KHAW 233 Second Level Hawn for Speakers KHAW 453 Hawn Phonetics & Phonol
CNHS	ASTR 381 Cosmos and Culture BIOL/MARE 156 Nat Hist & Conservatn Hawn Isl CS 135 Animation Programming CS 461 Software Engineering II GEOL 205 Geology of Hawaiian Islands	NRES 196 Intro to Natural Resource Mgmt NURS 350 Transcultural Care & Health Prom MARE 140 Intro to Hawaiian Coral Reefs MARE 140L Intro Hawaiian Coral Reefs Lab MARE 310 The Atoll Ecosystem
CAS	ANTH 385 Hawn & Pacific Prehistory ANTH 389 Cultural Resource Management ART 280 Aspects of Asian Art ART 380 Art of China ART 381 Art of Japan CHNS 101 Elementary Chinese I CHNS 102 Elementary Chinese II CHNS 200 Conversational CHNS Business CHNS 201 Intermediate Chinese I CHNS 202 Intermediate Chinese II CHNS 320 CHNS Festivals & Food Culture CHNS 350 Chinese Folklore and Symbolism CHNS 360 Chinese Culture through Film CHNS 381 Chinese Cult thru Arch & Garden ED 442 Comm Sci in HI Island Schools	HIST 318 Hist China III: 20 th Cent-Pres HIST 324 Militarization in the Pacific HIST 327 Environmental History—Pacific HIST 332 Hawaiian Kingdom HIST 390 Public History in Hawai’i JPNS/JPST 301 Third-Year Japanese I JPNS/JPST 302 Third-Year Japanese II JPNS/JPST/WS 361 Girls and Women in Japan JPNS/JPST/ENG 365 Japanese Lit in English JPNS/JPST 382 Gender & Disability in Manga JPNS/JPST/DRAM 383 Japanese Theatre & Performance JPNS/JPST 385 Postwar Japan through Film JPST/JPST 451 Structure of Japanese I KOR 101 Elementary Korean I KOR 102 Elementary Korean II

⁴ Edward J. Kormandy et al., “The University of Hawaii at Hilo Fifth Year Accreditation Report,” February 1989, 37.

CAS-- continued	ENG 205 Hawai'i on Screen	LANG/JPST 200 Intro to Jpns & Chns Studies
	ENG 286A Intro to Fiction Writing	MUS 195 Contemporary Island Music
	ENG 323 The Literature of Hawai'i	PHIL 101 Intro to Asian Philosophy
	ENG 365 Japanese Lit in English	PHIL 301 Hist Of Chinese Philosophy
	ENG 430 Pacific Islands Literature	PHIL 302 Hist Of Buddhist Philosophy
	FIL 101 Elementary Filipino I	PHIL 343 Comparative Philosophy
	FIL 102 Elementary Filipino II	PHIL/JPST 430 Philosophy of Zen
	FIL 200 Inter Conversational Filipino	PHIL 435 Daoism
	FIL 330 Filipino Films	PHIL/JPST 450 Mahayana Buddhist Phil
	FIL 333 Filipinos in Hawaii	POLS 351 Politics Of China Through Film
	FIL 354 Filipino Culture	POLS/JPST 353 Politics Of Japan
	FIL 431 Philippines and the Malay World	POLS 357 Politics of Pac Rim Thru Film
	GEOG 107 Hawaii in the Pacific	POLS 457 U.S.-China Relations
	GEOG/PHYS 120 Weather & Climate Hawaii	PSY 323 Community Psychology
	GEOG 335 Geography of Oceania	PSY 461 Psychology and Cancer
	HIST 274 History of Hawai'i	PSY 475 Asian American Psychology
	HIST 280 Topics in Hawaiian History	SOC 370 Political Economy of Hawai'i
	HIST 284 History of Hawaii	SOC/DRAM 243 Drama of Hawaii & the Pacific (3)
	HIST/JPST 314 Hist of Japan III: 20 th Cent-Pre	SOC/JPST 414 Global Social Movements & Japan
	HIST 316 Pacific History I: To 1900	SOC 480 Practicum in Social Research
HIST 317 Pacific History II: From 1900	SPAN 202 Intermediate Spanish II	

Whereas, [Global and Community Citizenship](#) is specifically designed to “provide first-hand awareness of local and global community and environmental issues and encourage interaction with community, business and/or government sectors in order to effect positive change.” Certification requires courses to include the following:

- Enhance awareness of local and global community and environmental issues.
- Stress application of knowledge and skills to solving community or environmental challenges and/or benefiting the community through course conducted workshops.
- Encourage interaction with community, business and/or government sectors in order to effect positive change.
- Encourage students to become informed and active participants in their communities.
- Include, but is not limited to, a field work, community workshop, service-learning component, or a research-based project that utilizes field work to explore ways in which one can contribute to the good of the global and/or local community. (CFRs 2.2a, 2.3, & 2.4)

The following is the current list of GCC approved courses with overlaps with **HPP** highlighted in cyan and **Applied Learning (ALEX)** designations in yellow:

TABLE 3.3. Below, Global & Community Citizenship (GCC) Approved List from 2011 to 2020.

CAFNRM	AG 263 Composting and Vermicomposting ANSC 254 Fundamentals of Nutrition AG 263 Composting and Vermicomposting ENGR 310 Energy Policy Analysis ENTO 262 Intro Beekeeping	ANSC 490 Animal Science Internship AQUA 262 Intro Aquaculture —also ALEX HORT 262 Princ Of Hort
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CoBE	ACC 200 Accounting Internship ACC 400 Senior Accounting Internship BUS 200 Business Internship BUS 400 Internship	FIN 220 Personal Finance MGT 425 Bus Planning for New Ventures
DKCIP	PHPP 501 Intr Pharm Prac Experiential I PHPP 503 Intr Pharm Prac Experien III	PHPP 505 Intr Pharm Prac Experiential V
KH'UOK	KHAW 453 Hawn Phonetics & Phono KHWS 474 Hula Kahiko KHWS 496 Hawaiian Studies Seminar	LING 432 Critical Applied Linguistics LING 442 Languages in Hawai'i
CNHS	ASTR 381 Cosmos and Culture ASTR 385 Software Systems for Astronomy BIOL 275 Fund Microbiology CHEM 100 Chemistry and Society CS 460 Software Engineering I GEOG 120 Weather & Climate Hawaii GEOG 100 Environmental Earth Science GEOG 300 Adv Environmental Earth Sci GEOG 370 Field Methods KES 450 Health Promotion Practicum	MARE 434 Teaching Marine Science MARE 435 Marine Field Exper Tchrs MARE 471 Senior Thesis Report MARE 480 Senior Internship MARE 488 Kuula: Integrated Science MARE 495 Senior Seminar NURS 457 Ldrshp & Transition to Practic PHYS 110 Physics of Contemporary Issues
CAS	ANTH 389 Cultural Resource Management ANTH 485 Applied Anthropology CHNS 320 CHNS Festivals & Food Culture COM 359 Intercultural Communication DNCE 419 Dance in Education DRAM 419 Drama in Education ED 210 Introduction to Teaching ENG 275 Literature of the Earth ENG 323 The Literature of Hawai'i FIL 330 Filipino Films—also ALEX FIL 354 Filipino Culture—also ALEX GEOG 312 Food and Societies GEOG 325 Legal Geography GEOG/WS 430 Gender, Place and Environment HIST 390 Public History in Hawai'i LANG 200 Intro to Jpns & Chns Studies MUS 419 Music in Education PHIL 370 Indigenous & American Philosophy	PHIL 375 Feminist Philosophy POLS 101G Am Politics: Ntl Citizenship POLS 304 Liberalism and Globalism POLS/GEOG 325 Legal Geography POLS 334 Pol Bvr, Campaigns & Elections POLS 348 International Human Rights POLS 391 Internship POLS 481 Government Internship PSY 323 Community Psychology—also ALEX PSY 422 Psychology of Sustainability PSY 445 Practicum in Psychology PSY 461 Psychology and Cancer SOC 260 Social Problems SOC/WS 363 Globalization, Gender, Fashion SOC 391 Internship WS 200 Gender Leadership & Soc Just WS 430 Gender, Place and Environment POLS 101G Am Politics: Ntl Citizenship

These extensive lists demonstrate that all of our majors have large components of both HPP and GCC imbued within them—this wide variegation in service-learning experiences and extra-classroom learning are not left to any one discipline or college, nor to just a small handful of certified courses. Rather, they are a fundamental aspect of the degrees offered by this institution. (CFRs 2.2a, 2.3, & 2.4)

The next section of this essay looks at how evaluating student service-learning frames the meaning of the degree and ensures the quality of learning. We offer three specific examples in this report—Ka Haka 'Ula O Ke'elikōlani, the College of Hawaiian Language (KH'UOK), the College of Natural and Health Sciences (CNHS), and the College of Arts and Sciences (CAS).

The Meaning of Degrees, Three Case Studies of Quality Learning—KH'UOK, CNHS, & CAS

As of Spring 2020, all colleges publicly posted definitions of their respective degrees to help convey the importance of [Program Review](#) to both internal audiences and external stakeholders. Below are excerpts from meaning of degree statements developed by three specific colleges:

- [Ka Haka 'Ula O Ke'elikolani College of Hawaiian Language \(KH'UOK\)](#)
A degree from The University of Hawai'i at Hilo's College of Hawaiian Language, Ka Haka 'Ula O Ke'elikōlani (KH'UOK) signifies students have obtained Hawaiian language proficiency and Hawaiian culture knowledge. All students exiting with degrees from this college have the potential to actively engage and contribute to the revitalization and continued advancement and growth of the Hawaiian language and *mauli ola Hawai'i*. KH'UOK also offers a pathway that produces students with the fundamental skills to analyze the structure of language, its place in the mind, and its role in society to then support language revitalization in general, multilingual education, and Indigenous languages.
- [College of Health and Natural Sciences \(CHNS\)](#)
Achievement of a degree in a major from the College of Natural and Health Sciences (CNHS) demonstrates that a student has attained the knowledge and skills of the discipline to successfully pursue a related career or further education. Students are provided with opportunities that extend their classroom experience, including internships, research assistantships, as well as field, laboratory, clinical, and outreach experiences. Students are prepared for a diversity of careers and pursue science-related jobs throughout the state, region and nation. . . . Several natural science disciplines take advantage of the living laboratory of the terrestrial and marine environments of Hawai'i Island with unparalleled diversity of field experiences.
- [College of Arts & Sciences](#)
Completing a degree from the UH Hilo College of Arts and Sciences (CAS) is a transformative learning experience for graduates in the Arts, Humanities, and Social Sciences enabling their success. Students develop critical thinking and communication skills, engage in innovative research and scholarship, and become involved in the community. CAS provides a unique combination of small class sizes, a core liberal arts curriculum, and dedicated faculty who actively engage students in intellectual partnerships. The mission of CAS is further enhanced through its diversity of degrees and programs and the diversity of our student body. Our students graduate with multicultural competence preparing them to be global citizens of Hawai'i and the broader world community.

The quality and rigor of these degrees are maintained through continual assessment of student learning vis-à-vis these statements. Assessment involves the setting of standards through explicit criteria for evaluation; the integrity of this evaluation process may involve an external evaluator to ensure the integrity of scoring. The following three protracted examples will take readers through the careful construction and deployment of service-learning assessment that involve complex activities and high impact learning of the cultural importance of working for and in the community. (CFRs 2.2 & 4.3)

KH'UOK—Assessment of Public Performances

Ka Haka 'Ula o Ke'elikōlani (KH'UOK) is a prime example of how the learning outcomes underlying our Hawai'i Pan-Pacific requirement is woven into the larger workings of a college.

The learning of the Hawaiian language in KH'UOK goes beyond sentence structures and vocabulary. Rather, learning Hawaiian must take place via immersing oneself in "*mauli ola Hawai'i*"—the philosophic activism that is required to understand how the perpetuation of the indigenous language is also about ties to the landscape, the people, the culture, and the spiritual beliefs embodied in '*ōlelo Hawai'i*. This commitment to student learning of culture thus requires students to participate in activities external to the classroom. Many recitations of the language (whether it be through chants, songs, dances, speeches, or a combination of some or all of the three) are scheduled outdoors in public. Such activities are more than just "service-learning"—they instead foster a sense of Hawaiian as a living language helping to perpetuate the vitality of the indigenous culture.

The following rubric was designed to help undertake the first collective assessment of such activities. In Spring of 2020, KH'UOK's Lā Kulāia ceremony on February 7th, 2020 for the entire P-20 consortium involved with Hawaiian language revival was attended by all four levels of language skill students—KHAW 404, KHAW 304, KHAW 204, and KHAW 104; their group performance is a requirement for all Hawaiian language courses regardless of GE certification. As each course weighs 20% of the course grade in relation to *Kumu Honua Mauli Ola*—the educational philosophy of the college which emphasizes four major aspects of a person's *mauli*, or life force, which are '*ōlelo* (language), '*ike ku'una* (traditional knowledge), *pili 'uhane* (spirituality), and *lawena* (behavior/non-verbal communication)—the following rubric measuring *lawena* and *pilina* was developed for this and other such group performances.

TABLE 3.4. *Below*, rubric for assessment public performances of language students in Ka Haka ‘Ula o Ke‘elikōlani.

Scale	<i>Lawena</i> —non-verbal communication (GE Learning Outcome 3)	<i>Piilina</i> —Group Collaborative Skills (GE Learning Outcome 6)
Mastery/Advanced (3)	Fully engaged with audience; maintains proper posture; maintains continual eye contact.	Engagement with group work is exceptional; takes pro-active initiative with preparation; is a highly functioning member of the group and aids the work of other.
Competent (2)	Exhibits engagement and some aspects of proper body posture and facial expression; however, may also exhibit some problems (i.e. fidgeting, loses eye contact on occasion).	Contributes the bare minimum but does not seem fully engaged or enthusiastic with respect to group work; may need to be told what to do at times.
Needs Improvement (1)	Student presents very poorly in front of audience; lacks enthusiasm or engagement; slouches; misses turn; seems distracted, etc.	Totally disengaged from the group; total lack of participation; behavior may hamper the efforts of the larger group.

KH‘UOK’s teachers for each class were asked to evaluate student skills vis-à-vis their specific grade level per increasing expectations of knowledge and usage. A description of the event and the data collected follows:

KHAW 404 students were the leaders of this ceremony. They sat in the front row of students, with each subsequent junior year of language courses sitting behind them in order (304, 204, 104). It is the responsibility of KHAW 404 female students to call out the opening line of a *mele* (song) signaling the beginning of each. Therefore, they must be aware of the sequence of events for the *kulāia* ceremony in order to lead the rest of the students from one event to the next. Another responsibility designated for a KHAW 404 female student is to recite the *mo‘okū‘auhau* (genealogy) and *mo‘olelo* (history) of Luka Keanolani Kanāhoahoa Ke‘elikōlani. A KHAW 404 male student gave a speech relating to Ke‘elikōlani’s importance as a role model for the Hawaiian language revitalization movement of today. The male speaker used *meiwi*, or traditional elements of Hawaiian narration and oratory, and proper *lawena*, physical mannerisms, in his delivery. Subsequently, KHAW 404 students participated in all 6 *mele*, including “Ua Ao Hawai‘i,” “‘O Oe e ka Mea Kamaha‘o, Wahine Lei ‘Ula,” “A Luna Au o Maunaloa, and “‘O Ke‘elikōlani ‘Oe, Pūlelo Ha‘aheo.” They also participated in the *hula kālā‘au* “A Luna Au o Maunaloa.”⁵ KHAW 304 students in the second row of students participated in all six *mele* as well as the *hula kālā‘au*. Two male 304 students sounded the *pū* (conch shell), signaling the beginning of the ceremony. KHAW 204 and KHAW 104 students sitting further back also participated in all six *mele* of the ceremony.⁶

⁵ Jason Iota Cabral to Seri I. Luangphinit, Email, July 1, 2020.

⁶ Ibid.

TABLES 3.5 to 3.8.

Below, Assessment results for KH'UOK public performances of all levels, February 2020.

KHAW 104 (First Year)	<i>Lawena</i> —non-verbal communication (GE Learning Outcome 3)	<i>Pilina</i> —Group Collaborative Skills (GE Learning Outcome 6)
Student 1	3	3
Student 2	3	3
Student 3	3	3
Student 4	3	3
Student 5	3	3
Student 6	3	3
Student 7	3	3
Student 8	3	3
Student 9	3	3
Student 10	3	3
Student 11	3	3
Student 12	3	3
Student 13	3	3
Student 14	3	3
Student 15	3	3
Student 16	3	3
Student 17	3	3
Student 18	3	3

KHAW 204 (Second Year)	<i>Lawena</i> —non-verbal communication (GE Learning Outcome 3)	<i>Pilina</i> —Group Collaborative Skills (GE Learning Outcome 6)
Student 1	2	3
Student 2	2	3
Student 3	2	3
Student 4	2	3
Student 5	2	3
Student 6	2	3
Student 7	2	3
Student 8	3	3
Student 9	2	3
Student 10	2	3

KHAW 304 (Third Year)	<i>Lawena</i> —non-verbal communication (GE Learning Outcome 3)	<i>Pilina</i> —Group Collaborative Skills (GE Learning Outcome 6)
Student 1	3	3
Student 2	2	3
Student 3	3	3
Student 4	3	3
Student 5	3	3
Student 6	2	3
Student 7	2	3
Student 8	3	3
Student 9	2	2
Student 10	3	3
Student 11	2	3
Student 12	2	1
Student 13	3	3
Student 14	1	2

KHAW 404 (Fourth Year)	<i>Lawena</i> —non-verbal communication (GE Learning Outcome 3)	<i>Pilina</i> —Group Collaborative Skills (GE Learning Outcome 6)
Student 1	2	3
Student 2	2	3
Student 3	3	3
Student 4	3	3
Student 5	2	2
Student 6	No show	No show
Student 7	3	3
Student 8	2	2
Student 9	3	3
Student 10	3	3
Student 11	3	3
Student 12	3	3

Students generally performed very well per these expectations, which included gendered and seniority roles that are inherent in the Hawaiian culture. Regarding the two students who did not perform well, the KHAW 304 instructor offered the following comment:

Both students were in my 304 course. Student 12 who had a 1 for *lawena* missed several practices and nervously froze in some areas of the ceremony. Student 14 who received a 1 for *pilina* didn't demonstrate effective membership and participation in collaborative teamwork. He showed up to practices and the ceremony, but never fully engaged with the rest of the students which is reflected in his performance. Of the two categories, *lawena* was lower when compared to *pilina*. Since *lawena* permeates all aspects of our lives, students should be made more aware of what is expected, not only during practices for *Lā Kulāia*, but also throughout their everyday course work and Ka Haka 'Ula events.⁷

One suggestion is for the rubric to be made available to students in advance of all public performances. Another suggestion made to the college was the possibility of having a second evaluator for each course help validate the scoring. Going forward, KH'UOK will redeploy this assessment from time to time to help faculty identify problem areas and to help communicate to students how proper behavior during practices guides proper behavior during performances. Nevertheless, KH'UOK stands as an ideal case study in programmatic assessment with core institutional learning goals set in the program per a scaffolded and increasingly difficult set of expectations for students from freshmen through senior level. (CFRs 2.2, 2.2a, 2.3, 2.4, 2.5, 2.6, & 4.3)

CNHS—Assessment of CS 460 & CS 461 (Programming for the Community)

The Computer Science & Engineering Department directly supports a range of scientific efforts on the Big Island, including the mapping of the island's volcanic activity, a game that teaches uses on the threat posed by the invasive crown of thorn starfish, and an interactive online tool tracks the movement of garbage in the Pacific. What's impressive is that all three are [student projects from 2017](#) that were designed, developed, and executed by graduating seniors. CS 460 Software Engineering I is certified as both GCC and ALEX—the course is taken in sequence with CS 461 Software Engineering II as students work on a year-long development of a program or app that targets the needs of a specific client. For the AY 2019-2020 year, ten students were divided into four teams depending on interest and professional goals:

- An augmented reality (3-D) map/table of the Big Island for UH Hilo's 'Imiloa Astronomy Center
- A smartphone app that identifies different types of plastic debris at beaches for the TCBS master's program
- A messaging app for Waiākea Elementary and Intermediate schools to promote communication between teachers and parents
- A time management program for UH Hilo's Vulcans Athletics Program

⁷ Jason Iota Cabral to Seri Luangphinit, Email, July 1, 2020.

The culmination of both classes came via the completion of a “working system along with documentation” that was presented via Zoom. Evaluators included **both** the lead faculty member and a representative of the client. Below are the evaluation rubric, data, and comments from clients:

TABLE 3.9. *Below*, Rubric for CS 461.

	Teamwork	Design and Planning	Responsiveness to Client Needs and Concerns (eval made by client)	Effectiveness and Workability of Final Product
Far Exceeds Expectations 4	All members of the team perform at the highest level and contribute throughout the year-long process. Team needs very little prompting to undertake work; team demonstrates initiative on their own. Highly engaged work team.	The team shows remarkable skill in crafting a clear outline of the program and the steps needed to undertake the development of the software. Team shows proactive thinking in anticipating possible setbacks or may proactively identify hidden opportunities for further development. Team is highly adaptive in either situation.	Team is constantly engaged with the client in all aspects of the design, planning, and execution of the program. Team responds quickly to concerns or proactively reaches out as opportunities for refinement or working issues arise. Team can anticipate needs on behalf of the client.	The final product exceeds the expectations of the client. Product is extremely easy to use and well crafted. Product is seen as having a marked impact in the community.
Good 3	All members of the team work well together. Team takes cues from the teacher and undertakes tasks as needed. All are engaged and responsive to each other.	The team is able to develop a basic plan and sticks with it throughout the year. Problems are handled with care and continued focus on the timeline.	Team engages with the client as issues or questions arise. Team uses feedback to guide product development.	Final product meets the client’s expectations but does not offer substantive impact. Product is useful and reliable.
Minimal Competence 2	Some members may try their best but it is clear not everyone is putting in the same effort. Lack of communication between members makes for occasional misunderstandings or loss of time/effort. Team constantly seeks help from the instructor as opposed to achieving operational independence.	Team comes up with a basic timeline and may not have fully anticipated any problems that tend to disrupt working projects. Engagement with the project may not be consistent over time but the product is delivered by deadline.	Team may not always check with the client on needs. Team may make assumptions on the part of the client; team may not always consider client feedback.	Final product may work under certain conditions but may not be efficient or error free. Program may be hard to use for the average lay person.
Unable to meet standards 1	Team cannot function at all as a group. Need constant intervention and directives by the teacher.	The team lacks a plan for development. Work is not consistent throughout the year. It appears last ditch efforts were made towards the end to meet the deadline; or the product may be delivered late.	Product plan and design shows no thought about what is needed by the client. Team does not communicate well with the client.	Product does not fully function or address the needs of the client.

- **Group 1**

This team consisted of two students and involved the construction of an augmented reality table for the Imiloa Astronomy Centre. The Imiloa Augmented Reality Table is a projection table that projects spatial GIS data onto a 3D model of the Big Island. In its current build, the project contains the following 15 layers which are projected onto the 3D model when activated. Clients can interact with the model to see the interaction of layers (e.g. critical bird habitat with high fire risk zones).

Teamwork: 2. One of the students was completely on top of the project while the other was frequently absent throughout the term. The instructor and the faculty specialist had to contact the missing student to have him attend classes and meetings.

Design and Planning: 4. The design was based on work that had been done in the visualization lab at UH Manoa for the island of Oahu. The team successfully adapted this design for the Big Island.

Responsiveness to Client Needs and Concerns: 3. This was difficult to judge. One student was completely responsive while the other had to be coached every step of the way.

Effectiveness and Workability of Final Product: 4. The product is now implemented at the Imiloa Astronomy Centre and awaiting deployment post-Covid.

Client comments: I [director of Imiloa] wanted to let you [the teacher] know we are very grateful for the work Russ and his team did on the AR project. Mahalo to you for allowing your students to work with us. 4/4 for responsiveness and taking input and delivery of project in a usable form.

- **Group 2**

This team of three students created a mobile application to help conservation researchers catalog plastic garbage that accumulates on Hawaii's beaches. It does this through the use of neural networks to categorize images. By utilizing the device's camera and internal storage, the user can detect and quantify plastic items in real time. Once the data is recorded it can be exported to a shareable .csv file.

Teamwork: 4. This team worked exceedingly well together and with the client. There was almost no intervention needed by the instructor.

Design and Planning: 3. The team did an excellent job planning for the Android implementation of the product, but the iPhone implementation lagged behind.

Responsiveness to Client Needs and Concerns: 4. The client and the team drove the entire project.

Effectiveness and Workability of Final Product: 4. The only thing missing from the original proposal was an implementation for the iPhone. The instructor felt that it was better to have one perfect implementation rather than two flawed products.

Client comments: [The] team did an excellent job getting all the deliverables to me to provide feedback and approve by our agreed upon deadlines. I give them 4/4 points.

- **Group 3**

This team consisted of two students who completed an application that allows parents and teachers at Waiākea Elementary and Middle Schools to share secure messages with one another regarding classroom activities and school events. The application was successfully implemented, although there were a few pieces of missing functionality due to the Covid-19 pandemic necessitating a switch to online instruction.

Teamwork: 4. There was very little intervention needed from the instructor with the exception of a few emails to coordinate with the client).

Design and Planning: 3. The team worked from the design of a deprecated product that Waiakea Elementary school had previously used. The reverse engineering process for the new application could have benefitted from some additional documentation details.

Responsiveness to Client Needs and Concerns: 4. Excellent work here. The client works full time off campus, so it was difficult to get in touch with him from time to time.

Effectiveness and Workability of Final Product: 3. These are the comments from the client related to the final implementation:

Client comments: Considering they applied to work on the project with three people in their group, wound up having to take it on with just the two of them, and the final couple of months all being remote, I think this is more or less where I expected they'd be. The front end of the application needs a lot of work, but the bones of a usable product are there, and I'm pleased to have that. I know we had wanted an application on both major mobile operating systems, but that was perhaps a reach to begin with. The guys have been good about keeping me informed with what they're working on and sharing work via Github as we've moved through the development cycle. I know (at least) Nick has expressed interest in continuing to work on the project with us, and I'm looking forward to seeing if we can get this to a place where it's really viable for us to use.

- **Group 4**

This team attempted to implement a time management system that could optimize productivity and also serve as a testbed for AI scheduling applications.

Teamwork: 2. This team did not function well together. The instructor and client had to frequently intervene, and it was rare that the entire team would be able to meet together

Design and Planning: 2. The team had some ideas for optimizing scheduling, but never completed a full literature review. There is a lot of related work in this field.

Responsiveness to Client Needs and Concerns: 2. It was difficult for the group to meet with the client due to the fact that the group was infrequently together.

Effectiveness and Workability of Final Product: 1. The product was never implemented. The client's evaluation is below.

Client comments: None of the features the team demoed are available for me to test or show off to others. Nico confirmed that they were unable to get logins, etc. working on the remote server. Having this running on a server is critical to having a minimum viable product, a fact I emphasized to the team numerous times throughout the project. This is not very useful to me if it can only run on Nico's computer, or if everyone shares one calendar. They made the unwise decision to try to do almost the entire last sprint (and some features they missed on the last sprint) the night before, and ran into unexpected issues getting it up on the server which they weren't able to resolve (and think may require switching server platforms), including:

- Not enough data is being logged to enable AI. I confirmed afterward that contrary to what was implied during the presentation, the confirm/reject button press is not logged, nor are any details of the rejected schedules. This would be the most important information for the AI to learn from. They definitely weren't supposed to create an AI or scheduling algorithm, so random was okay for now, but they were supposed to create a well-defined space where that algorithm could live, giving it access to all the data it needs to create a more intelligent system.
- The team had agreed to have some way to get the information out of the calendar (ex. export to ICS file) by the final presentation. This is an important feature because people are unlikely to switch away from their current calendar app just to make use of AI or participate in a longitudinal experiment. It wasn't done.
- No “current time” line shown – minor. Probably got dropped in the sprint to finish.

Having a third party serve as the external reader facilitated a professional work-place environment computer science students can expect in their future professions, a lesson to be learned by all students in the class regardless of performance. But the high stakes project also provided students with a very good sample of their training and can be used as examples to future potential employers. In this aspect, the department's assessment (which was shared with students via the online learning platform) captured the high impact learning that involved third parties and provided objective feedback in addition to the mentorship of the faculty supervisor. (CFRs 2.2, 2.2a, 2.3, 2.4, 2.5, 2.6, & 2.7)

CAS—Assessment of Chinese Studies (Teaching through Cultural Festivals)

The Department of Languages has begun preparations for Program Review, and one of those preparations was to develop service-learning assessment per revised programmatic outcomes. The director of Chinese Studies offered his program as a platform to develop and test an assessment targeting service-learning in conjunction with their cultural studies emphasis.

After a series of conversations among different teachers in the Languages Department, a draft curriculum matrix based on the new PLOs and a rubric specific for service-learning were developed. For language and cultural studies students in Chinese, service-learning entails group work. Students are expected to utilize their course studies as well as conduct independent research to draft short speeches

(introductions) to performances (that are based on texts studied in class) or infuse that research into written materials used in displays and handouts. What follows are the PLOs, rubric, and data from two different dates:

TABLE 3.10. *Below*, truncated curriculum matrix for the Department of Languages PLO 3.

Course	Program Learning Outcome 3: Articulate the importance of another culture (Cultural Competency)—this may include the history and/or historical development of a foreign language; how that language may have changed over time; what important events have impacted the language, literature, and culture of a place; and, how the language is continuing to evolve vis-à-vis pop culture and current events.				
	Identify and insightfully analyze the social and cultural context of “texts” (films, stories, poems, etc.)	Correctly identify and/or use proper terms and concepts associated with traditional culture	Conduct independent and original research using substantiated sources on the social, economic, and political context of culture	Can articulate the importance of cultural texts or practices	Can identify and avoid, or identify and critique misconception of the culture, history, and/or other social contexts of Japan, China, the Philippines, or Latin America
Chinese 101	I	I		I	
Chinese 201	I	I	I	I	I
Chinese 350	D	D	D	D	D

TABLE 3.11. *Below*, Service-learning Rubric for Chinese Studies.

Scoring	Group Work	Engagement with Public	Communicating the Importance of the Activity
Excellent 3	All members work well together. Each enhances the other. Needs little oversight from the teacher.	Students exhibit a high level of engagement with the audience; invite participation from audience.	Introduction to the performance is very articulate and conveys important detail and insights into the significance of the dance/play.
Minimal competence 2	Group members work well together but may need regular guidance by the teacher.	Performance is engaging and entertaining.	Introduction is basic and gives the audience an adequate explanation of what is being performed.
Needs improvement 1	Group cannot work together—members make no effort to help each other.	Performance is poorly executed and little attention given to audience.	Introduction is highly problematic. Audience members may still have trouble understanding the importance of the act.

The first event was the [Spring Chinese New Year—Lantern Festival](#) on February 11, 2019. The public event was held on campus. All Chinese 101 and Chinese 320 students were required to attend and participate. Their task was to demonstrate key elements of Chinese culture and language associated with these festivals. Mixed groups allowed first-year students to work with more advanced ones. In the second event, only students from Chinese 320 were asked to participate in a children’s spring break camp offered through the [Center for Community Engagement](#). Activities and explanatory materials (including introductions) had to be geared to a younger audience. All groups were evaluated using the

rubric by both the instructor of the course and a local Chinese community member with no affiliation with the university. Scores are as follows:

TABLES 3.12 & 3.13. Below, Data for Chinese Studies Service-Learning

Chinese Service-learning Project—2019 New Years	Group Work	Engagement with the Public	Communicating Importance of the Activity
Group 1 Chinese Fan Dance			
Evaluator 1	3	3	3
Evaluator 2	3	3	3
Group 2 Martial Arts Demo			
Evaluator 1	3	3	3
Evaluator 2	3	3	3
Group 3 Creative Posters and Display for Presentation Area			
Evaluator 1	3	2	3
Evaluator 2	3	3	3
Group 4 Chinese Lantern Making Station			
Evaluator 1	3	3	3
Evaluator 2	3	3	3
Group 5 Chinese Paper Crafts			
Evaluator 1	3	3	3
Evaluator 2	3	3	3
Group 6 Twelve Cycle Zodiac Display			
Evaluator 1	2	2	2
Evaluator 2	2	3	3
Group 7 Chinese Calligraphy Station			
Evaluator 1	3	3	3
Evaluator 2	2	3	1
<i>n</i> = 7 57% agreement Correlation = .09, <i>p</i> = .843 <i>k</i> = .05, <i>p</i> = .873	AVGERAGES Evaluator 1: 2.85 Evaluator 2: 2.71	AVGERAGES Evaluator 1: 2.71 Evaluator 2: 3.00	AVGERAGES Evaluator 1: 2.85 Evaluator 2: 2.71

Chinese Service-learning Project—Keiki Camp	Group Work	Engagement with the Public	Communicating Importance of the Activity
Group 1 Chinese Fan Dance Performance			
Evaluator 1	3	3	2
Evaluator 2	3	3	3

Group 2 Chinese Shuttlecock Interactive Demonstration			
Evaluator 1	3	3	2
Evaluator 2	1	3	1
Group 3 Chinese Fan Dance "Class"			
Evaluator 1	3	3	3
Evaluator 2	3	3	3
Group 4 Chinese Martial Arts "Class"			
Evaluator 1	3	3	2
Evaluator 2	3	3	2
Group 5 Chinese Character Puzzles			
Evaluator 1	3	3	3
Evaluator 2	3	3	3
Group 6 Paper Dragons			
Evaluator 1	3	3	3
Evaluator 2	2	3	2
Group 7 Auspicious Signs (Crayon Art Table)			
Evaluator 1	3	3	2
Evaluator 2	3	3	3
Group 8 Peking Opera Masks			
Evaluator 1	3	3	2
Evaluator 2	2	3	3
Group 9 Chinese Zodiac Games			
Evaluator 1	3	3	3
Evaluator 2	2	3	3
Group 10 Chinese Paper Crafts			
Evaluator 1	3	3	3
Evaluator 2	2	3	3
Group 11 Lantern Making and Lantern Riddles Station			
Evaluator 1	3	3	3
Evaluator 2	3	3	3
<i>n</i> = 11 45% agreement Correlation = .23, <i>p</i> = .500 <i>k</i> = .07, <i>p</i> = .760	AVGERAGES Evaluator 1: 3.00 Evaluator 2: 2.45	AVGERAGES Evaluator 1: 3.00 Evaluator 2: 3.00	AVGERAGES Evaluator 1: 2.54 Evaluator 2: 2.63

Upon reflection on the scores, the instructor felt gaps in scoring were due to different times when either the instructor or the second evaluator witnessed the activities, suggesting better calibration is needed. The instructor also believes scheduling events for later in the semester and giving out clearer guidelines (including the rubric) may help students understand what is to be expected of them. Concurrent core competency assessment for Oral Communication was also noted. (CFR 2.3 & 2.7) Nevertheless, the

instructor felt the scoring indicated students were on task with learning both language and culture. Regarding the Spring Break Keiki Camp in particular, “every student reported to the class what they did and every student indicated they really had a valuable time interacting with the community, and felt happy by sharing what they learned in class with the public. They all said the service-learning event made them like what they are learning even more, namely, Chinese cultural traditions . . . students came away with “a sense of achievement and contribution to the community.”⁸ (CFRs 2.2, 2.2a, 2.3, 2.4, 2.5, 2.6, & 2.7)

These three examples show how programs weave public interfacing and/or public service activities into degrees that are unique to this campus while also weighing student performance per varying levels of study. Assessment, in turn, is used to: (1) set standards of performance for students, (2) communicate standards to students, (3) bring faculty into alignment with external constituencies, (4) provide the platform for continual improvement, and (5) ensure rigor is maintained in such activities that are not always appreciated as an opportunity for learning. (CFRs 2.2, 2.2a, 2.3, 2.4, 2.5, 2.6, & 2.7)

KH’UOK and Languages are both on track for Program Review in this academic year. This data collection will ensure that programmatic self-studies can stay attuned to issues of integrity and quality. The usage of assessment in Program Review to spur continual improvement will be further discussed in a profile of Sociology’s recent review in Section Six: Quality Assurance and Improvement; Program Review, Assessment, & Use of Data as Evidence. Other examples of rigorous service-learning assessment are in specialized professional programs:

- Nursing, NUS 335L Clinical Evaluations Nursing ([rubric](#) and [data](#))
- Kahuawaiola Indigenous Teacher Education Graduate Program, KED 641 Curriculum Unit Assessment ([rubric](#) and [data](#))
- MS Counseling Psychology, Practicum Evaluations (combined [rubric and data](#)) (CFRs 2.3, 2.4, 2.5, & 2.6)

We will profile the MS Counseling Psychology in Section Six as an example of how rigor and quality are ensured through the process of secondary accreditation which requires both direct and indirect assessment.

Moving Forward

While some programs have made a solid start on service-learning assessment, a review of specific internship courses in non-secondary accredited programs revealed gaps, especially for internships and ALEX designated courses. As of Spring of 2020, the [webpage for internships](#) seems to be without a lead.

⁸ Jiren Feng to Seri I. Luangphinit, Email, September 3, 2020.

Part of the problem is the confusion surrounding the exact role of the Office of Applied Learning Experience (ALEX). In the 2014 Site Team Report, ALEX was tasked with (1) “formally adopt[ing] definitions and guidelines for the myriad of applied learning activities available at the institution, (2) specifying minimal requirements for courses to qualify for the applied learning designation, and (3) implement[ing guidelines] uniformly across campus [which] should clearly outlines criteria for placement and supervision of interns and the number of credit hours awarded to them.”⁹ It was also recommended that “develop[ing] criteria and processes for assessing the effectiveness of its applied learning activities and their contribution to student learning” was essential in developing and ensuring the integrity and rigor of service-learning across campus.¹⁰ In response to this, the initial director of ALEX developed [Applied Learning Descriptions and Criteria](#) by the Fall of 2014.¹¹ However, lingering uncertainty over on how to handle ALEX designations (which was designed to oversee internships) and GCC designated courses led to stalled efforts to start assessment: “Not all ALEX courses were submitted for GCC designation to the GE committee. Many were already GCC and then applied for [the] ALEX ‘label’ but not all, so some are GCC and not ALEX. It really depended on individual faculty time and effort within a short period of time rather than a concerted, coordinated effort.”¹² Thus the responsibility for assessing such courses became obfuscated; the lack of coordinated leadership made developing assessment even more difficult.¹³ Change of leadership at the VCAA level and the lack of funding for ALEX led to the termination of the Office of Applied Learning Experience though the designation continues to be posted online in our class availability schedules.¹⁴ This is not to say that the assessment of internships has not taken place; in [Section Six](#), pages 11 through 14, we review evidence of practicum assessment by the MA Counseling Psychology. But more effort is needed at facilitating and collecting such assessments/data for review across the institution.

In spite of these difficulties, some programs are beginning to undertake out-of-class learning assessment, including the Division of Student Affairs. In Fall 2019, the co-curricular unit undertook assessment of its [Living & Learning Communities](#)—first-year residence programs that are built around six key academic areas—Business, the Creative Arts, Sustainability, Hawaiian Culture, Health & Wellness, and Natural Sciences. These communities also bridge on-campus residency with [University 101](#), a pathways course that facilitates a better understanding of college study and key skills for success; the linkages “allow for students to become familiar with Hawai’i Island and promote a supportive community of peers.” In a survey distributed to all participants, respondents ($n = 67$) indicate that the

⁹ Leroy Morishita et al., [Report of the WSCUC Visiting Tea, Accreditation Review](#), October 22-24, 2014, 10.

¹⁰ Ibid., 12.

¹¹ Thomas Dewitt to Seri Luangphinith, Email, September 17, 2014.

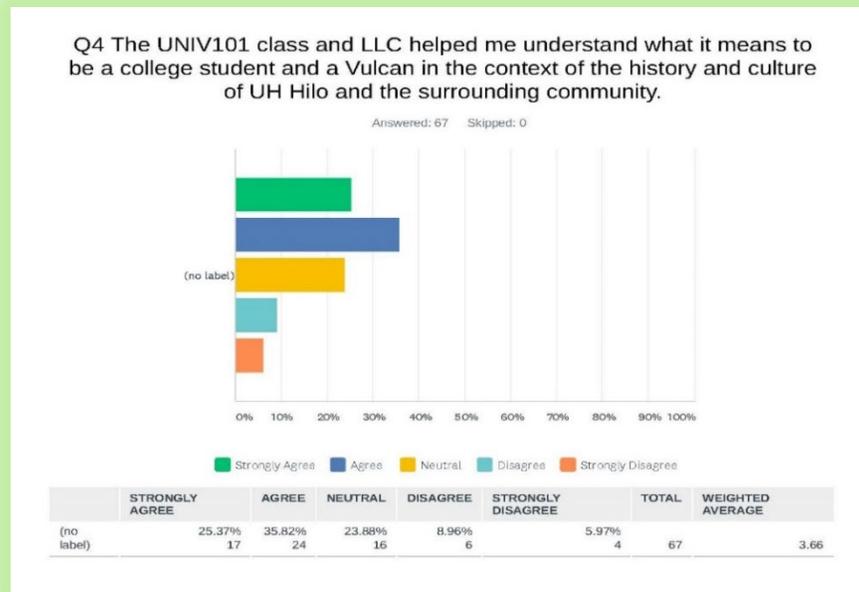
¹² Lei Kapono to Seri Luangphinith, Email, June 4, 2020. See [Applied Learning Courses at UH Hilo](#) for the full list of ALEX designated courses, including GCC courses which are also designated as applied learning.

¹³ Thom Curtis to Seri Luangphinith, Email, July 2, 2020.

¹⁴ An example of simultaneous ALEX and GCC designation is the [Fall 2020 FIL 354 Filipino Culture](#).

overall experience, which included monthly field trips to culturally and historically important sites, were seen as a beneficial aspect of their first year at UH Hilo. (CFR 2.11)

TABLE 3.14. *Right,*
Survey results from
Fall 2019
Living/Learning
Communities.



Assessment has also become a major priority—as of Spring of 2020, the ALO has been given a full teaching reduction and an 11-month appointment to be devoted to program review and facilitating programmatic assessment, including service-learning. However, much may be dependent upon implementing the UH System approved guidelines for Internships which we have adapted to require SLOs and the submission of assessment of those SLOs.

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