Statement for 4.1

Assessment at the University of Hawai'i at Hilo can be broken into two categories—assessment that pertains to institution-wide learning outcomes and assessment as a function within departments.

I. Institution-wide assessment includes core competency assessment and graduation requirements (such as Writing Intensive). Core competency assessment for Critical Thinking, Written Communication, Oral Communication, Quantitative Reasoning, and Information Literacy at the undergraduate level is facilitated by the Faculty Congress via the Assessment Support Committee. The committee is made up of representatives from multiple colleges and includes individuals who have attended WSCUC trainings and conferences. Core competency assessment is annual, with committee members targeting both lower- and upper-division courses; committee members serve as second readers for the student artifacts in these courses. Data (which includes inter-rater reliability) is posted on the Core Competency & Programmatic Indicators (Undergraduate) website, along with analyses of the scores by the committee.

At the graduate level, UH Hilo has posted core competencies that are scaled to post-baccalaureate achievement. This annual assessment activity is the purview of the Graduate Council, with data posted on the Core Competency & Programmatic Indicators (Graduate) website).

The Assessment Support Committee is comprised of up to a dozen individuals representing different colleges and the library. These faculty work one-on-one with other faculty to directly read and assessment student work, such as presentations (oral communication), written assignments (written communication), and annotated bibliographies (Information Literacy). One member serves as a liaison with the Graduate Council to help facilitate assessment at that level. Some have also begun supporting program assessment, such as running surveys for successful majors, in their own departments. This will be discussed in detail in Section Four, Educational Quality: Student Learning, Core Competencies, and Standards of Performance at Graduation.

II. Programmatic assessment is the purview of individual colleges and/or programs. Core competency assessment data is disaggregated by programs; however, departments are encouraged to undertake discipline specific assessment that can be used in program review. As of AY 2019-2020, all program reviews are posted with the section(s) on assessment uploaded as separate documents in the last column in the table. For example, the Department of Computer Science undertakes the ETS Major Field Test as well as a national student survey that is designed to assess experience in the computing community (which is then compared to students at similar institutions).

III. Assessment for programs that are externally accredited undertake their own assessment and post them on sites not included on the vice chancellor's webpage for accreditation and program review. The following are programs that are mandated to publicly post their standards of success:

a. The PharmD, Daniel K. Inouye College of Pharmacy
b. BSN, School of Nursing, College of Natural and Health Sciences

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