

Inventory of Educational Effectiveness Indicators

Category	Have formal Program Learning Outcomes (PLOs) or Student Learning Outcomes (SLOS) been developed?	Published where? (website)	Do PLOs include or imply link to Core Competency? (AY 2013-2014: Written Communication)?	Process of Core Competency Assessment: 1. Course 2. Assignment 3. Type of Student Artifact 4. Instrument	Data (measurement of the competency)	Action Taken in Response to the Data (How are the Findings Used?)	Date of Last Program Review
INSTITUTIONAL	YES (SEE GE)						NA
GENERAL EDUCATION	YES	http://hilo.hawaii.edu/academics/gened/GoalsandOutcomes.php	See Goal # 3	ENG 100 and HWST 111 have been assessed and results discussed in Essays One and Two of the Institutional Report	The majority of students in ENG 100 (184) and HAWST 111 (78) showed difficulty with written communication, especially in the category called "Line of Reasoning," which is tagged as a Critical Thinking Skill. Graphs representing performance are found in Essays One and Two	Feedback on curricular/instructional improvement were given to the teachers of both ENG 100 and HWST 111; the English Department is running reading tests for all ENG 100 students this academic year to ascertain if there are issues related to the comprehension of college-level material. HIST 151 and 152 papers will be assessed shortly. Talks are underway to start assessment at the 200-level.	NA
DEGREE PROGRAMS: BACCALAUREATE							
BBA-ACCOUNTING	The Business Admin program PLOs are currently used as the standard for the accounting program	http://hilo.hawaii.edu/catalog/bba-with-major-in-accounting.html http://hilo.hawaii.edu/catalog/business-administration.htm	Upon graduating, our students should possess a common core of knowledge and skills that enables them to: Communicate clearly, logically, and persuasively.	1. MGT 490 (Capstone course) 2. Students will study a business with a real-world problem and write a comprehensive analysis describing the business's problem, perform an environmental assessment (SWOT analysis) complete with external research, and develop solutions/ recommendations.	DUE MAY 15, 2014	DUE MAY 15, 2014	Accounting's first five-year review is in-progress; being sent out for external review. 2009 AACSB Fifth Year Maintenance of Accreditation Report (PDF)

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				<ol style="list-style-type: none"> 3. Case Study Report (4-5 pages plus Appendices, APA style source) 4. GE Rubric for Written Communication 			http://business.uhh.hawaii.edu/documents/Fifth-YearReport-2009_013.pdf 2005 Click on link to MOU (WORD document) http://hilo.hawaii.edu/uh/VCAA/ProgramReview.php
BA-ADMINISTRATION OF JUSTICE	YES; "Goals for Student Learning in the Major"	http://hilo.hawaii.edu/catalog/administration-of-justice.html	"All graduates ... should [. . .] Be proficient in writing and [. . .] be able to develop a research design."	<ol style="list-style-type: none"> 1. POLS/WS 327 "Law and Identity" 2. Students will critically analyze a form of legal identity that is locally researched and will engage with how that identity is the embodiment of law. 3. 3600 Word Research Paper with 1 identity and 14 supporting academic sources 4. GE Rubric for Written Communication 	DUE MAY 15, 2014	DUE MAY 15, 2014	2007
BS-AGRICULTURE	YES; "Goals for Student Learning"	http://hilo.hawaii.edu/catalog/college-of-agriculture-forestry-and-natural-resource-management.html	"Effective written and oral communication skills as required for professional objectives."	<ol style="list-style-type: none"> 1. HORT 450 2. Students will produce a science report that must include all the proper parts of a scientific journal article: introduction, literature review, results & discussions, conclusion and citations 3. 15-20 page research paper 4. GE Rubric for Written Communication 	DUE MAY 15, 2014	DUE MAY 15, 2014	2003 http://hilo.hawaii.edu/uh/VCAA/documents/CAF-NRMprogramreviewMOUJuly2003.pdf

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BA- ANTHROPOLOGY	YES; "Goals for Student Learning in the Major"	http://hilo.hawaii.edu/catalog/anthropology.html	The main goals for student learning in anthropology are to think and communicate more broadly and holistically by gaining a basic understanding and integrated perspectives of the following: (including) the nature and range of cultural diversity worldwide and through time; the major theoretical orientations in anthropology as they relate to our general understanding of human cultural behaviors and cultural and biological adaptations [. . .].	<ol style="list-style-type: none"> 1. ANTH 475 2. Students will critically analyze two different cultures by applying anthropological theories related to historical and gendered perspectives 3. 10-12 page essay based on 2 ethnographies 4. GE Rubric for Written Communication 	DUE MAY 15, 2014	DUE MAY 15, 2014	2005 http://hilo.hawaii.edu/uh/vcaa/documents/AnthropologyMOU.pdf
BA-ART	YES; "Goals for Student Learning in the Major"	http://hilo.hawaii.edu/catalog/art.html	"Critical thinking skills and the ability to express this process are significant aspects of studio practice." [The Department will meet to revise SLOs to align with the new Core Competencies required by WASC]	<ol style="list-style-type: none"> 1. Art 321 2. Students will articulate their conceptual approach and the material processes that are of significance in their practice in a well-organized, concise, and articulate self-reflective narrative 3. A 1-2 page artist's narrative that accompanies the student portfolio 4. GE Rubric for Written Communication 	DUE MAY 15, 2014	DUE MAY 15, 2014	2005

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BA– ASTRONOMY	YES: “Goals for Student Learning in the Major”	http://hilo.hawaii.edu/catalog/astronomy.html	“Acquisition of basic scientific reasoning, critical thinking, and communications skills.”	The faculty in Astronomy have reviewed their classes and have found that there are no major writing requirements in the upper division courses. The Department will use AY 2013-2014 to review their SLOs and the curriculum to better incorporate this competency.	DUE MAY 15, 2014	DUE MAY 15, 2014	2008
BA–BIOLOGY; BS–BIOLOGY	YES; “Goals for Student Learning in the Major”	http://hilo.hawaii.edu/catalog/biology.html	“They [students] will also develop skill in oral and written presentation of scientific information.”	<ol style="list-style-type: none"> 1. BIOL 495 Senior Seminar 2. Students will identify a specific biological topic, formulate hypotheses, undertake research to address their hypotheses, and communicate their results in a proper research paper. 3. 8-10 page research paper in CSE format with proper bibliography 4. GE Rubric for Written Communication 	DUE MAY 15, 2014	DUE MAY 15, 2014	2005 http://hilo.hawaii.edu/uh/vcaa/documents/BiologyMOUdraft.pdf
BBA– Business Administration	YES, but expressed as general goals for all COBE majors	http://hilo.hawaii.edu/catalog/business-administration.html	Upon graduating, our students should possess a common core of knowledge and skills that enables them to: Communicate clearly, logically, and persuasively	<ol style="list-style-type: none"> 1. MGT 490 (Capstone course) 2. Students will study a business with a real-world problem and write a comprehensive analysis describing the business’s problem, perform an environmental assessment (SWOT analysis) complete with external research, and develop solutions/ recommendation 3. Case Study Report (4-5 pages plus Appendices, APA style source) 4. GE Rubric for written 	DUE MAY 15, 2014	DUE MAY 15, 2014	2009 AACSB Fifth Year Maintenance of Accreditation Report (PDF) http://business.uhhawaii.edu/documents/Fifth-YearReport-2009_013.pdf 2005 Click on link to MOU (WORD document) http://hilo.hawaii.edu/uh/VCAA/ProgramReview.php

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<p>BA–CHEMISTRY BA–CHEMISTRY: HEALTH SCIENCES</p>	<p>YES; “Goals for Student Learning in the Major”</p>	<p>http://hilo.hawaii.edu/catalog/chemistry.html</p>	<p>At this time, the Department does not have written communication explicitly stated in its PLOs but will review them this coming year.</p>	<ol style="list-style-type: none"> 1. CHEM 431 2. Students will describe the procedures utilized in the assignment experiment and discuss their results in a coherent analysis 3. 6-10 page lab report with rendered data 4. GE Rubric for Written Communication 	<p>DUE MAY 15, 2014</p>	<p>DUE MAY 15, 2014</p>	<p>2004 http://hilo.hawaii.edu/uh/vcaa/documents/ChemistryMOU.pdf</p>
<p>BA–COMMUNICATION</p>	<p>YES; “Goals for Student Learning in the Major”</p>	<p>http://hilo.hawaii.edu/catalog/communication.html</p>	<p>The department has PLOs for oral communication but not for written communication. A new PLO for written communication will be under consideration this summer.</p>	<ol style="list-style-type: none"> 1. COM 400 (Seminar in Human Dialogue) 2. Students will write a paper in which they examine their real-life communication for the presence of those conditions that are conducive to human dialogue, using a model from class. They will record their observations and learning. 3. A 7-page narrative of approximately 1500 words. 4. GE Rubric for Written Communication 	<p>DUE MAY 15, 2014</p>	<p>DUE MAY 15, 2014</p>	<p>2013 FORTHCOMING</p>
<p>BS– COMPUTER SCIENCE</p>	<p>YES; “Goals for Student Learning in the Major”</p>	<p>http://hilo.hawaii.edu/catalog/computer-science.html</p> <p>The program also follows ABET Program outcomes that can be accessed at: http://www.abet.org/uploadedFiles/Accreditation/Accreditation_Process/Accreditation_Documents/Current/eac-criteria-2012-2013.pdf</p>	<p>ABET PLO (item G): Students must possess “an ability to communicate effectively.”</p>	<ol style="list-style-type: none"> 1. CS460: Software Engineering 2. Students will write a document that specifies the requirements for a software system developed for a client. 3. A 10-20 page document that captures requirements for the system and effectively communicates this to the intended audience 4. GE Rubric for Written communication 	<p>DUE MAY 15, 2014</p>	<p>DUE MAY 15, 2014</p>	<p>2012 http://hilo.hawaii.edu/uh/vcaa/documents/ComputerScienceMOU2012.pdf</p>

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BA–ECONOMICS	NO	http://hilo.hawaii.edu/catalog/ba_econ.html	Upon graduating with a B.A. degree in Economics, students should be able to: Apply Economic theory to practical problems [and] Write and speak effectively and confidently.	<ol style="list-style-type: none"> 1. ECON 416 Asia-Pacific Economic Integration 2. Students will chose one country from the Asia-Pacific Region, develop a narrative of the relationship of that country with the U.S., then apply economic theory in their analysis of the relationship. 3. 6-8 page research paper in Chicago Format 4. GE Rubric for Written Communication 	DUE MAY 15, 2014	DUE MAY 15, 2014	2007 http://hilo.hawaii.edu/uh/vcaa/documents/2007ProgramReviewMOU.M10.pdf
BA-ENGLISH	UPDATED SLOs	http://hilo.hawaii.edu/catalog/english.html	Students will: (1) demonstrate proper citation styles for the humanities (MLA) in their writing; (2) develop original research projects and/or original creative work that communicates ideas/arguments effectively and persuasively; (3) integrate complex ideas and theories from multiple sources in their writing; (4) analyze various types of texts (including literature, non-fiction, film, and visual media) using appropriate techniques, such as paraphrase,	<ol style="list-style-type: none"> 1. ENG 489 Magical Realism 2. Final Research Paper 3. Students must synthesize 3 primary texts with a minimum of 5 academic secondary sources in a 6-8 page MLA formatted paper 4. GE Rubric for Written Communication 	DUE MAY 15, 2014	DUE MAY 15, 2014	2005 http://hilo.hawaii.edu/uh/vcaa/documents/ChemistryMOU.pdf

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			synthesis, and comparison/contrast; (5) demonstrate an understanding of writing as a process that requires revision, editing, and compliance with writing conventions; and (6) write college-level prose and use appropriate grammar.				
BA–ENVIRONMENTAL STUDIES BS–ENVIRONMENTAL SCIENCE	YES; “Program Goals”	http://hilo.hawaii.edu/catalog/environmental-studiesscience.html	“To equip students with the tools to express themselves within both the scientific and larger society.”	<ol style="list-style-type: none"> 1. GEOG 495 2. Students will articulate a research question, explain the significance of the question they want to explore, undertake a literature review of the subject, and finally develop a methodology and scope of work 3. 3. 6-8 Research Proposal 4. GE Rubric for Written Communication 	DUE MAY 15, 2014	DUE MAY 15, 2014	
BA–GEOGRAPHY	YES; “Goals for Student Learning in the Major”	http://hilo.hawaii.edu/catalog/geography.html	No, but the Department will use AY 2013-2014 to rewrite the SLOs to incorporate Core Competencies	<ol style="list-style-type: none"> 1. GEOG 495 2. Students will articulate a research question, explain the significance of the question they want to explore, undertake a literature review of the subject, and finally develop a methodology and scope of work 3. 3. 6-8 Research Proposal 4. GE Rubric for Written Communication 	DUE MAY 15, 2014	DUE MAY 15, 2014	2011 http://hilo.hawaii.edu/uh/vcaa/documents/MOU2010-11ProgramReviewDeptofGeogandEnvironStudies.pdf

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BA–GEOLOGY; BS–GEOLOGY	YES; “Goals for Student Learning in the Major”	http://hilo.hawaii.edu/catalog/geology.html	“Graduates are also expected to [. . .] Express earth science concepts in writing.”	<ol style="list-style-type: none"> 1. GEOL 320 (The Department does not have a required 400-level course that all seniors take and has thus chosen this course) 2. Students will model partial melting of the earth’s mantle 3. A 2-3 page research paper analyzing the model data. 4. GE Rubric for Written Communication 	DUE MAY 15, 2014	DUE MAY 15, 2014	2006
BA–HAWAIIAN STUDIES	YES: “Goals for Student Learning”	http://hilo.hawaii.edu/catalog/hawaiian-studies-program.html	“Locate and utilize library, on-line and community resources to write a paper or give a speech.”	<ol style="list-style-type: none"> 1. HWST 463 2. Students will analyze “kaona” (hidden meaning) from an original, older Hawaiian text; students will explain how the two “kaona” reflects the historical/social contexts of storytelling 3. 3-7 pages of literary analysis using Chicago formatting 4. GE Rubric for Written Communication 	DUE MAY 15, 2014	DUE MAY 15, 2014	2010 Click on link to MOU (PDF) http://hilo.hawaii.edu/uh/VCAA/ProgramReview.php
BA– HISTORY	UPDATED SLOs	http://hilo.hawaii.edu/catalog/history.html	“The History major assists students in the development of their ability to communicate clearly, both orally and in writing, and in the development of their ability to gather, process, and analyze information from various sources, including primary and secondary source material found in	<ol style="list-style-type: none"> 1. History 491-Senior Thesis 2. Assignment: Students will write a paper on a topic of choice in the students' area of emphasis that will: (a) -answer analytically and historiographically significant research questions; (b) analyze evidence from both primary and secondary sources; (c) construct an interpretation that answers the questions posed in the project; (d) situate the interpretation in the historiography of the topic; 	DUE MAY 15, 2014	DUE MAY 15, 2014	2007

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			print and Internet formats.” Students will be able to: (1) Present a historical interpretation in a well-organized, readable, and logical manner; and (2) Follow proper rules of grammar and syntax, and accepted style of the profession (Chicago Style)	(e) present their historical interpretation in a well-organized, readable, and logical manner; and (f) follow proper rules of grammar and syntax, and the accepted style of the profession 3. 30-40 page paper thesis utilizing primary and secondary sources in Chicago format 4. GE Rubric for Written Communication			
BA– JAPANESE STUDIES	YES; “Goals for Student Learning in the Major”	http://hilo.hawaii.edu/catalog/japanese-studies.html	In reviewing the current SLOs, the Department realizes the need to revise them in order to include written communication as a required skill	1. JPNS 451 2. Students will analyze the history and culture of Japan in relation to its language 3. 7-10 page research paper in standard MLA format 4. GE Rubric for Written Communication	DUE MAY 15, 2014	DUE MAY 15, 2014	2009 http://hilo.hawaii.edu/uh/vcaa/documents/JapaneseStudiesMoU.pdf
BA–KINESIOLOGY AND EXERCISE SCIENCE	NO	http://hilo.hawaii.edu/catalog/ba_kes.html	NO	Because SLOs for KES do not reflect any GE or WASC Core Competencies, the Department will be revisiting its curriculum to revise their goals along with addressing written communication as a required skill in its upper division courses for the major.	DUE MAY 15, 2014	DUE MAY 15, 2014	2007
BA–LIBERAL STUDIES	NO	http://hilo.hawaii.edu/catalog/liberal-studies.html	NO	This interdisciplinary program is not hosting students at this time	DUE MAY 15, 2014	DUE MAY 15, 2014	NA
BA–LINGUISTICS	YES: “Mission and Goals for Student Learning”	http://hilo.hawaii.edu/catalog/linguistics-program.html	“Locate and utilize reliable scholarly information in academic journals	1. LING 442 2. Students will gather linguistic evidence/data on a language or a specific social context and	DUE MAY 15, 2014	DUE MAY 15, 2014	IN PROGRESS

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			and books as a part of engaging in academic linguistic research and write a cohesive research paper on a pertinent linguistic topic.”	then analyze the data and formulate a theory about how language is used in Hawai’i. 3. 10-15 page research paper in MLA or APA format 4. GE Rubric for Written Communication			
BA–MARINE SCIENCE BS– MARINE SCIENCE	YES: “Goals for Students in the Major”	http://hilo.hawaii.edu/catalog/marine-science.html	“The scientific method and critical thinking, including the ability to design and carry out an inquiry-based research or internship project, analyze primary scientific literature, write a scientific proposal, and write a research paper or compile a portfolio.”	BA 1. MARE480: Senior Internship in Marine Science 2. Students will write a summative final report on their Internship field experience, in the format that would be required by a granting agency as follow up to a formal proposal. 3. 4-8 page written report 4. GE rubric for written communication BS 1. MARE470 and 471 2. Senior Thesis 3. Thesis written in a scientific journal article format 4. GE rubric for written communication	DUE MAY 15, 2014	DUE MAY 15, 2014	2007
BA– MATHEMATICS	YES; “Goals for Student Learning in the Major”	http://hilo.hawaii.edu/catalog/mathematics.html	“The skills necessary to [. . .] Read, write, translate, and articulate mathematically-related materials.”	1. MATH 441 2. Students will create a comprehensive lesson plan that is consistent with the Hawai’i Common Core Standards. The Lesson Plan (which should be appropriate for a high school-level course) will include: learning targets, content concepts and skills covered, the CCSS standard(s)	DUE MAY 15, 2014	DUE MAY 15, 2014	2013 FORTHCOMING

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				<p>covered, and formative assessment strategies. Accompanying the lesson plan will be a logical justification for how the lesson addresses the standards, how teachers will elicit student progress, and possible actions that may be necessary to remove understanding gaps.</p> <ol style="list-style-type: none"> 3. Complete lesson plan and 4-5 page narrative 4. GE Rubric for Written Communication 			
BA– NATURAL SCIENCE	YES; “Goals for Student Learning in the Major”	http://hilo.hawaii.edu/catalog/natural-science.html	Written communication is not specifically addressed in the PLOs	<ol style="list-style-type: none"> 1. Natural science majors specialize in one of seven science sub-specialties, which means that different seniors are taking different classes. We will contact seniors and request that they send us a writing product such as a research paper—along with a copy of the assignment itself—from any upper division class they take during their senior year. 2. Variable 3. Variable 4. GE Rubric for Written Communication 	DUE MAY 15, 2014	DUE MAY 15, 2014	It appears that Interdisciplinary programs do not undergo review.
BS– NURSING	YES; “Goals for Student Learning in the Major”	http://hilo.hawaii.edu/catalog/nursing.html	Communicates effectively with healthcare providers and consumers in order to assess, plan, implement and evaluate health care	<ol style="list-style-type: none"> 1. NUR 457 Collaborative Health Care, Leadership, and Management 2. Students will assess community health needs and develops a plan of action (including budget and 	DUE MAY 15, 2014	DUE MAY 15, 2014	2004 http://hilo.hawaii.edu/uhh/vcaa/documents/NursingProgramReviewMOUJanuary2004.pdf

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				proposal) 3. Formal 15-20 page project report in APA format 4. GE Written Communication Rubric			
BA– PERFORMING ARTS	NO	http://hilo.hawaii.edu/catalog/performing-arts.html	The Performing Arts Department currently does not have published SLOs in place; they will use AY 2013-2014 to work on developing them for the catalog.	1. DRAM/MUS/DNCE 499 (Senior Project) 2. Students will effectively communicate the artistic value of the project, articulate the goals of their proposed project, and describe the challenges (including identifying the artistic team’s personnel and their responsibilities), and the evaluation process for the overall project 3. 4-6 page Senior Project Narrative 4. GE Rubric for Written Communication	DUE MAY 15, 2014	DUE MAY 15, 2014	JUST APPROVED BY BOR IN 2011
BA– PHARMACY STUDIES	YES, but they have not been posted in the catalog: 1. Think critically and solve problems effectively. 2. Communicate effectively with patients and other health care providers in all matters related to providing pharmaceutical care. 3. Make ethical decisions concerning	http://hilo.hawaii.edu/catalog/ba_baps.html	1. Think critically and solve problems effectively. 2. Communicate effectively with patients and other health care providers in all matters related to providing pharmaceutical care.	Because this degree is taken concurrently with the PharmD, assessment is undertaken at the graduate level.	NA	NA	JUST APPROVED BY BOR IN 2011

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	<p>pharmaceutical care.</p> <p>4. Demonstrate professional and social responsibility.</p> <p>5. Engage in self-directed learning.</p> <p>6. Manage all aspects of pharmacy related activities.</p> <p>7. Promote public health and provide drug information and education to patients and other health care providers.</p>						
BA– PHILOSOPHY	YES; “Goals for Student Learning in the Major”	http://hilo.hawaii.edu/catalog/philosophy.html	“Be able to think critically about philosophical issues and express philosophical ideas in an articulate and well-reasoned manner”	<ol style="list-style-type: none"> 1. PHIL 316 (Though this is officially a 300-level course, it is as demanding as many 400-level courses and adequately reflects the upper-level pedagogical goals of the department.) 2. Students will write a paper that connects a student’s community action project to one of the assigned philosophers from class and integrate 2 additional outside sources 3. A 5-7 page paper written in Chicago Format 4. GE Rubric for Written Communication 	DUE MAY 15, 2014	DUE MAY 15, 2014	2005 Click on link to MOU (WORD document) http://hilo.hawaii.edu/uh/vcaa/ProgramReview.php
BA– PHYSICS	YES; “Goals for Student Learning in the Major”	http://hilo.hawaii.edu/catalog/physics.html	“The Physics major is designed to develop in students [. . .] appropriate oral and written	<ol style="list-style-type: none"> 1. PHYS 431 (Quantum Mechanics II) 2. Students will be analyzing key experiments in optics and atomic physics in conjunction 	DUE MAY 15, 2014	DUE MAY 15, 2014	2006

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			communication skills that enable the student to explain his or her work to people from a wide variety of backgrounds.”	with information found in the assigned textbook. Students will also demonstrate significant insight into key concepts regarding the field. 3. A 4-5 page essay in CSE format 4. GE Rubric for Written Communication			
BA– POLITICAL SCIENCE	YES; “Goals for Student Learning in the Major”	http://hilo.hawaii.edu/catalog/political-science.html	By graduation, Political Science majors: <ul style="list-style-type: none"> • will be able to identify the major sub-fields of political science and the literature and scholarly contributions in each sub-field of political science; • will know the research methods and documentation requirements for conducting and reporting research in political science; • will be able to communicate political ideas effectively; • will be able to critically analyze political events. 	1. POLS 101 and POLS 470S (The Department will undertake a pre- and post-comparison regression analysis of writing artifacts from both courses) 2. Students in POLS 101 will write a 2-page essay that targets all four PLOs listed in the 3 rd column; students in POLS 470 will submit a research-based paper that also targets all 4 PLOs 3. Essay or research paper written in Chicago format 4. GE Rubrics for Information Literacy and Written Communication	DUE MAY 15, 2014	DUE MAY 15, 2014	2006

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BA– PSYCHOLOGY	YES; “Goals for Student Learning in the Major” (Will be updating PLOs)	http://hilo.hawaii.edu/catalog/psychology.html		<ol style="list-style-type: none"> 1. PSY 438 2. Students will expand their knowledge about child cognition by researching and preparing a scholarly literature review paper on a topic in child cognition. The paper must be at least 12 double-spaced typed pages (excluding cover page and list of citations) 3. Literature review paper prepared in APA format 4. Grading Rubrics: <ol style="list-style-type: none"> a. Instructor developed rubric b. GE Rubric for Written Communication 	DUE MAY 15, 2014	DUE MAY 15, 2014	2010 http://hilo.hawaii.edu/uh/vcaa/documents/PsychologyMOUMay2010.pdf
BA– SOCIOLOGY	YES; “Goals for Student Learning in the Major”	http://hilo.hawaii.edu/catalog/sociology.html	“Sociology majors and minors should also develop basic skills in social research, equipping them to apply what they have learned in real-life settings.”	<ol style="list-style-type: none"> 1. SOC 420 2. Students will engage in a policy analysis in which they focus on a specific issue then design a solution or intervention based on existing research. 3. 12 page student research paper in ASA formatting with bibliography 4. GE Rubric for Written Communication 	DUE MAY 15, 2014	DUE MAY 15, 2014	2010 http://hilo.hawaii.edu/uh/vcaa/documents/PsychologyMOUMay2010.pdf

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	Have formal Program Learning Outcomes) been developed?	Where are these learning outcomes published ? (Please specify)	Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g. capstone course, portfolio review, licensure examination)	Who is responsible for gathering and interpreting this evidence? What is the process?	What data emerged in assessment (indirect and direct)?	What resulted in light of the data that was developed?	Date of the last program review for this degree program?
DEGREE PROGRAMS: MASTER'S							
MS–CLINICAL PSYCHOPHARMACOLOGY	UPDATED SLOs	http://hilo.hawaii.edu/catalog/ms-clinical-psychopharmacology.html	Review and explain at a high level of proficiency, both orally and in writing, the most current theories of the pathophysiology, etiology, signs and symptoms underlying mental health disorders and their psychopharmacologic treatment	Course coordinators gather capstone performance data (direct) and Course coordinators and program director conduct annual reviews of student performance following the second year. The MSCP also began using the APA, which administers the PEP exam for psychologists seeking prescriptive authority and provides results to students. Testing commenced in December 2012	Both direct and indirect assessments revealed that students: 1. sought more live interaction with faculty 2. wanted courses to be geared more towards psychologists 3. needed more development of SSRIs One student has taken and the PEP exam and he passed successfully	More live workshops have been added to the program Integration of psychological principles have been woven into the entire MSCP program Additional workshops and videochat exercises on antidepressants have been added to the advanced psycho-pharmacology courses	NA

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MA–COUNSELING PSYCHOLOGY	YES; “Program Goals”	http://hilo.hawaii.edu/catalog/ma_psy.html	Evaluations from clinical onsite supervisors and faculty instructors during students’ practicum and internship experiences.	The program director and faculty instructors.	In the last three years, all students accept one have had successful practicum and internship experiences with satisfactory evaluations from clinical onsite supervisors and faculty instructors.	Continued to implement practicum/internship experiences.	2010
MASTER OF EDUCATION	YES: “M.Ed. Graduates Will Be Able To”	http://hilo.hawaii.edu/catalog/master-of-education.html	Capstone Course and Final Action Research Project.	Faculty rotate leadership of capstone course; Faculty advisors oversee final projects.	Data analyses over past ten years contributed to changes in curriculum and program operation	Need for greater focus on classroom-based research, specific admission criteria, and length of program.	NA
MA–INDIGENOUS LANGUAGE AND CULTURE EDUCATION	UPDATES SLOs	http://hilo.hawaii.edu/catalog/ma_ilce.html	(1) Loilo Puka A’oākumu (Student Teacher Overall Rating of Professional Skills) (2) Analoī Pāhana (Action Research Presentation Rubric) (3) Ana Mana’o Moho (Student Exit Survey)	1. Program Coordinator: The eleven program and state mandated teacher cultural and professional proficiencies are rated on a four point scale by program faculty and mentor teachers. 2. Program Coordinator: Students are provided with descriptors of the targeted criteria for presentation content, use of multi-media technology and delivery. The instructor rates the presentation using a task-specific rubric	1. All students in the program cohorts 2011-2012 & 2012-13 earned scores in the 3-4 range, which is the target for passing this phase of their program and qualifies the students for state teacher licensure through the Hawai’i Teacher Standards Board. The majority of the students were at level 3, which is considered as the target level for students completing their pre-service	1. When only one or two students in these two cohorts were rated at level 4 in a number of standards, dialogue among faculty focuses on course instruction and activities that will promote the further cultivation of the specific knowledge and skill sets. 2. While all criteria were met by all students, feedback was useful in the specific domains in each of the projects where the content was in need of either further	Will be going to the BOR in October 2013 for final approval.

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				<p>and provides extensive written feedback. Additionally, oral and narrative feedback is provided by classmates, and in KEd 662 and 660, by the instructors and students of partnering universities who are also involved in sharing and critiquing of each other's work.</p> <p>3. During the final semester in the MA ILCE program, all students in the second cohort (2008-2010) and third cohort (2010-2012) were requested to complete an exit survey form rating their experiences and perspectives of program objectives and student learning outcomes, the quality of instructors, and the overall program.</p>	<p>preparation program. Nine students were rated at level 4 for standard XI: Perpetuates Hawaiian Language, Culture and Values indicating demonstration of exemplar practice, which is in line with the primary mission of the program.</p> <p>2. KEd 660 (Fall 2012): Overall ratings for the six student presentations ranged from 93-96 points (of a possible score of 100), with a median score of 93.5. KEd 630 (Spring 2013): Overall ratings for the six student presentations were very high, ranging from 94-100 points (out of a possible score of 100), with a median score of 99.</p> <p>3. Students responded positively that the program does provide appropriate opportunities to develop the</p>	<p>clarification or elaboration.</p> <p>3. The MA ILCE faculty are currently working on revising and developing a number of assessments in order to generate data that will further identify student learning needs and document progress and challenges, while affirming and strengthening practices of maui ola Hawai'i (Hawaiian culture-based) educator preparation:</p> <ol style="list-style-type: none"> a. Revising the Student Teacher Progress Reports to reflect changes in program goals and new state teacher standards. b. Developing a new assessment that will foster the ongoing growth of Hawaiian language skills and cultural proficiencies that are determined 	
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MA– HAWAIIAN LANGUAGE	UPDATED SLOs	http://hilo.hawaii.edu/catalog/ma_hll.html	<p>In 2009, M.A. faculty assessed student papers in two classes relative to the ability to write and effective academic paper.</p> <p>In 2013, College faculty assessed a total of 12 thesis of program graduates.</p>	<p>1. Program Coordinator - Faculty members who taught the courses reviewed the instructions given to the students for each paper. Each read both sets of student papers and evaluated them using a rubric that evaluated the papers on four dimensions, (A) analysis or synthesis, (B) structure, (C) fluency of writing, (D) writing mechanics.</p>	<p>knowledge and skills as described in the learning outcomes. The majority (62%) of the students “strongly agreed” that they were satisfied with the instructors and that the program is meeting its objectives. The remaining 38% “agreed” with those statements.</p>	<p>as essential to the beginning Hawaiian immersion/medium teacher.</p> <p>c. Developing a new survey that will elicit the experiences and perspectives of program stakeholders (program graduates, mentor teachers, and teachers) to affirm program strengths and identify areas in need of further development.</p>	<p>2010 http://hilo.hawaii.edu/uh/vcaa/documents/CollgeofHawaiianLanguageProgramReview2010.pdf</p>
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				<p>2. Utilizing a Written Communication Rubrics relative to program 3 SLOs, two faculty members assessed each thesis: (A) written comprehension and grammatically correct use of Hawaiian at a level appropriate to graduate work; (B) read and analyze important Hawaiian language texts (literary, cultural and historical) from the nineteenth and early twentieth century and describe the most important of those texts; (C) write an effective academic paper in Hawaiian (clear, concise, effectively organized, accurate in content, analytical and/or synthetic in nature).</p>	<p>comprehension and grammatically correct use of Hawaiian at a level appropriate to graduate work. The majority of the students ranked advanced in reading and analyzing important Hawaiian language text and in writing an effective academic paper. The remaining students ranked competent with 2 students ranking emerging.</p>	<p>3. Faculty will develop a thesis style sheet. It is also recommended that dialogue amongst thesis committee members continue to support consistently high quality thesis.</p>	
MA-TEACHING	YES	http://hilo.hawaii.edu/catalog/master-of-teaching-mat.html	Assessment Checkpoints throughout the Program, Capstone Portfolio of evidence including field practica for meeting licensure requirements, and Final Action Research Project.	All faculty and staff participate in assessment checkpoints, Faculty advisors oversee final projects, and all faculty review student research outcomes..	New Program; started in Summer 2013	New Program; started in Summer 2013	None; externally accredited by the Hawaii Teacher Standards Board through 2016; the Council for Accreditation of Educator Preparation's first site visit is in Spring of 2015.

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<p>MS-TROPICAL CONSERVATION BIOLOGY AND ENVIRONMENTAL SCIENCE</p>	<p>YES</p>	<p>http://hilo.hawaii.edu/catalog/ms_tcbes.html</p>	<p>TCBES Core Courses in first semester. Thesis or Internship and oral presentation required of all students.</p>	<p>TCBES Faculty teaching the Core Courses. Thesis or Internship Committee.</p>	<p>Surveys of students in courses and overall program review results in two main recommendations: Include research design and natural resource management content.</p>	<p>The TCBES Core Courses have included more research design in the first semester. A second Quantitative Ecology course was developed. A seminar in Natural Resource Management was developed.</p>	<p>May 2011</p>
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Inventory of Educational Effectiveness Indicators

	Have formal Program Learning Outcomes) been developed?	Where are these learning outcomes published ? (Please specify)	Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g. capstone course, portfolio review, licensure examination)	Who is responsible for gathering and interpreting this evidence? What is the process?	What data emerged in assessment (indirect and direct)?	What resulted in light of the data that was developed?	Date of the last program review for this degree program?
DEGREE PROGRAMS: DOCTORAL PROGRAMS							
PHD– HAWAIIAN AND INDIGENOUS LANGUAGE AND CULTURAL REVITALIZATION	UPDATED SLOs	http://hilo.hawaii.edu/catalog/phd_hilcr.html	College faculty assessed dissertations of program graduates.	Utilizing a Written Communication Rubrics relative to program 3 SLOs, two faculty members assessed each thesis per the following categories: (A) describe and evaluate important current ideas and data in two of the four areas of program specialization (B) write effective academic papers (clear, concise, effectively organized, accurate in content, analytical and/or synthetic in nature); (C) apply various research methods appropriate to research in indigenous language and culture revitalization and can carry out rigorous research in the field.	All students ranked advanced in all areas.	It was recommended that a dissertation style sheet be developed. It was also recommended that dialogue amongst dissertation committee members continue to support consistently high quality dissertations.	Self-study in progress

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DOCTOR OF PHARMACY		http://hilo.hawaii.edu/catalog/pharmd.html	<p>A capstone course (PHPP 521 Advanced Pharmaceutical Care) in third year including a practical skills assessment</p> <p>National licensing exam (NAPLEX)</p>	<p>Course coordinators gather capstone performance data (direct) and Course Coordinator, Assessment Coordinator, and Director of Clinical Education conduct an annual follow-up study (indirect) during fourth year rotations.</p> <p>The national licensing board administers the exam and provides results to Dean, Assessment Coordinator, and Assessment Committee.</p>	<p>Indirect assessment revealed that students needed more development of drug information skills</p> <p>NAPLEX pass-rates for the inaugural class of 2011 (80.25%) fell well below national average.</p>	<p>A stand- alone course on drug information skills was incorporated into the curriculum in 2012.</p> <p>Several measures were undertaken to address the underlying causes of the class' poor performance, notably adjustments to the core curriculum to add more content and examinations that mirror the NAPLEX, requiring 4th year students to take the pre-NAPLEX examination before graduation, and requiring 3rd year students to take the Pharmacy Curriculum Outcomes Assessment, a nationally normed examination created by the National Association of Boards of Pharmacy. While only a few of these improvements involved the Class of 2012, performance data for this class showed marked improvement in the first time pass-rate, now at 92.86%. One of the four key priorities in the College's strategic plan is to improve NAPLEX pass</p>	None
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Inventory of Educational Effectiveness Indicators

						rates. The Assessment Committee will monitor and analyze NAPLEX data to determine if these changes are having an impact and to make additional modifications, if necessary.	
PhD –PHARMACEUTICAL SCIENCES	UPDATED PLOs	http://hilo.hawaii.edu/catalog/phd_ps.html	Students are required to demonstrate that they have a mastery of the subject matter in the Pharmaceutical Sciences and related fields by taking a set of core courses and achieving a grade of B or better in each. The students then need to write a project proposal and defend it in a public seminar and oral examination. The students will complete the degree by submitting a research dissertation and passing a final oral examination. The students are expected to demonstrate their success by publishing their work in a peer-reviewed professional journal	The student's graduate career is carefully monitored by a Major Professor, Graduate Committee, and departmental PhD Program Committee. The student is tested by the Graduate Committee (including the Major Professor) for their Comprehensive Examination, Proposal Examination, and Dissertation Examination. The departmental PhD Program Committee monitors the student's progress by annual evaluations.	It is too early in the program to call for changes in the curriculum.	No action taken thus far.	None (first cohort entered in 2011)
DOCTOR OF NURSING PRACTICE	YES	http://hilo.hawaii.edu/depts/nursing/	1.DNP Practice Inquiry Project (PIP) – a capstone project	Dr. Alice Davis, as program coordinator. Process:	INDIRECT: We plan to include three surveys as a method of indirect evaluation. One survey	NA	None (first cohort entered in 2013)

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			<p>2. Log of hours (clinical/practice)</p> <p>3. Licensure examination for those entering in the BSN to DNP track.</p>	<p>1. Once PIP committee is assembled Chairs of the committees will keep Dr. Davis updated on progress</p> <p>2. PIP presentation will be an oral presentation in front of PIP committee and panel for review and assessment</p> <p>3. Clinical/Practice hours will be tracked by program called typhon, Dr. Davis reviews all typhon reports to ensure students meet required hours.</p> <p>4. If successful, in hours and oral presentation, student(s) will be able to graduate and sit for Licensure exam (if applicable)</p>	<p>will be distributed to students at the end of the first year, where students will be asked to comment of the strengths and weaknesses of the program and to suggest improvements. The assessment committee will provide a mechanism of ongoing formative assessment by review of the survey and will present a report and recommendations for program improvement. As new recommendations are made and/or modified, as appropriate these will be implemented and assessed for effectiveness.</p> <p>The second survey will be taken by students in their last semester, and a third summative evaluation survey will be sent to alumni graduates two years after they have completed the DNP degree. The assessment committee will review the surveys and present a report and recommendations to the</p>		
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					<p>full faculty. Where actions are assessed in need of improvement in respect to program outcomes, they will be addressed and evaluated.</p> <p>The UH Hilo School of Nursing's existing Baccalaureate Nursing Program is approved by the National League for Nursing Accrediting Commission (NLNAC). In addition, we will be notifying the Commission on Collegiate Nursing Education (CCNE) of the intent to offer a DNP upon approval from the University and WASC with the plan to apply for accreditation and schedule a site visit after the first year, approximately FY 2014.</p> <p>DIRECT: The progress of each student will be assessed and monitored throughout their academic experience through examinations, written reports, online and face-to-face participation, and other</p>	
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					<p>performances in each class. Additionally, assessment of program quality will be ascertained by student performances in signature assignments from select courses with progress towards examining at least 2 or more program learning goals each year.</p> <p>Systematic scheduled assessment of student achievement of program learning goals is the responsibility of all core faculty who teach program courses and whom advise student project inquiry course work. A curriculum committee comprised of five core faculty will review student work on the following schedule:</p> <p>Every January and May, results of these reviews will be reported to the faculty by the assessment committee with recommendation for specific changes in pedagogy/curriculum intended to address significant deficiencies.</p>		
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					<p>Modifications will be introduced and their effects monitored during the following academic year.</p> <p>The schedule below is tentative in terms of the specific courses and signature assignments to be included in program assessment. As the program is launched, we anticipate that changes will need to be made.</p>		
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For the full list of Degree and Certificates Offered, please visit: http://hilo.hawaii.edu/catalog/degrees-and-certificates-offered.html?searched=Doctor+Nursing&advsearch=oneword&highlight=ajaxSearch_highlight+ajaxSearch_highlight1+ajaxSearch_highlight2

For a full list of MOUs, please visit: <http://hilo.hawaii.edu/uhh/vcaa/ProgramReview.php>