

University of Hawai‘i at Hilo

Inventory of Concurrent Accreditation and Key Performance Indicators

(1) Name of accredited or certificated program	(2) Professional, special, state ¹ , or programmatic accreditation agency for this program	(3) Date of most recent accreditation action by agency	(4) Summary (bullet points) of key issues for continuing institutional attention identified in agency action letter or report	(5) One performance indicator accepted by the agency and selected by program faculty	(6) For indicator in column (5), provide 3 years’ trend data. Insert hyperlink in cell for graph if desired.
CAS--BSN	NATIONAL LEAGUE FOR NURSING ACCREDITING COMMISSION	2007	<ul style="list-style-type: none"> • Implement strategies to increase student participation in program governance • Develop and implement a definition of scholarship that reflects the efforts of the faculty • Refine the curriculum framework to demonstrate congruency with the program philosophy and enhance cohesiveness of the curriculum. • Refine the clinical evaluation tool to demonstrate the increasing levels of complexity of the curriculum as students progress through the program. • Review and refine course exams to reflect increasing levels of complexity • Review and revise documents (paper and electronic) to ensure that they are consistent including course descriptions and the organizing framework 	In progress	Currently compiling information

¹ Within the WASC region only

Master of Arts in Teaching	TEACHER EDUCATION ACCREDITATION COUNCIL: Candidate Member	07/01/2012	None				ETS PRAXIS I/II			See chart below.
	Test	TEP Avg. Passing	HI Passing Score	Avg. Tries	Mode Tries	n	Year Initiated by HTSB	HI Avg. Score	USA Avg. Score	ROE Score
	PPST Reading	180	172	1.05	1	158	Pre-2009	177	178	N/A
	PPST Writing	176	171	1.09	1	158	Pre-2009	175	176	N/A
	PPST Math	181	173	1.06	1	158	Pre-2009	178	178	N/A
	Art: CK	167	155	2	2	2	2011	168	166	N/A
	Elem Ed: CK	166	153	1.26	1	42	2011	165	165	181
	Eng LLC: CK	188	164	1	1	12	Pre-2009	174	176	192
	Math: CK	148	136	1	1	5	Pre-2009	138	146	165
	Phys Ed: CK	166	155	1	1	1	2012	158	155	N/A
	Biology: CK	182	151	1	1	1	Pre-2009	161	162	179
	Chemistry: CK	176	154	1	1	1	Pre-2009	178	160	184
	Gen Sci: CK	167	152	1.26	1	19	Pre-2009	161	165	185
	Phys Sci: CK	161	149	1	1	1	Pre-2009	158	165	N/A
	Soc St: CK	163	154	2	1	22	Pre-2009	162	167	184
	WL: Spanish	176	168	1	1	1	2011	174	169	N/A
Kahuawaiola Indigenous Teacher Education Program (KH'UOK)	<p>1. STATE APPROVAL OF TEACHER EDUCATION (SATE): HAWAI'I TEACHER STANDARDS BOARD (HTSB)</p> <p>2. WORLD INDIGENOUS NATIONS HIGHER EDUCATION CONSORTIUM (WINHEC)</p>	<p>1. (SATE) January 2010 (valid through 2016)</p> <p>2. (WINHEC) April 2009 (valid through 2019)</p>	<p>SATE:</p> <p>A. Applicable for all teacher candidates in Hawaiian Language Immersion, Hawaiian Studies and Hawaiian Language Programs:</p> <ul style="list-style-type: none"> • Provide evidence that beginning reading and math strategies are taught and assessed. • Provide evidence of understanding and demonstration of differentiation of instruction to meet the needs of diverse learners. <p>B. New HTSB requirement for national accreditation for all Hawai'i teacher education programs.</p>				ETS PRAXIS I/II			see below

			<ul style="list-style-type: none"> Elementary Education program to be approved by national accrediting body by June 30, 2016. <p>WINHEC:</p> <p>A. Continued development and dissemination of pedagogical and curricular strategies fostering culturally-based educational practices that shift the emphasis in schools from teaching about culture as another subject in the standard curriculum, to teaching through the local culture as the foundation for all learning.</p>			
	2009-2012	KAHUAWAIOLA INDIGENOUS TEACHER EDUCATION PROGRAM (KITE)				
	<u>Praxis Test</u>	n	KITE Avg. Passing	HI Passing Score	HI Avg. Score	USA Avg. Score
	PPST reading	13	178	172	177	178
	PPST writing	13	175	171	175	176
	PPST math	13	179	173	178	178
	Elem Ed	7	170	153	165	165
	Social Studies	2	160	154	162	167
Ka Haka 'Ula O Ke'elikōlani P-20 Program	WORLD INDIGENOUS NATIONS HIGHER EDUCATION CONSORTIUM (WINHEC)	8-26-2010 (received 10 year accreditation – first in US)	<ul style="list-style-type: none"> Elaborate and disseminate Native Hawaiian-focused research methodologies Minimize potential for faculty and staff burnout by acquiring additional faculty and staff Provide a dedicated building for the College Further develop collaborative relationships in the South Pacific, 	Further articulate developed doctoral qualifications of tenure-track faculty	At the WINHEC visit we had 13 faculty with 6 doctorates and 7 masters. Over the following three years, 5 masters faculty earned	

			<p>the Pacific Rim, and worldwide</p> <ul style="list-style-type: none"> • Consider offering a certificate in leadership • Continue development of teaching through Hawaiian culture, rather than about it • Create an Indigenous Research Methodology to be reflected in theses and dissertations • Address the needs of undergraduate and graduate students for counseling support • Further develop the doctoral qualifications of tenure-track faculty 		<p>the doctorate (one of whom departed), one of the doctorates retired, and a new master's was hired. As of the fall of 2013, all masters faculty were either ABD or enrolled in a doctorate program.</p>
<p>Ka Haka 'Ula O Ke'elikōlani Nāwahīokalani- 'ōpu'u laboratory school</p>	<p>HAWAI'I ASSOCIATION OF INDEPENDENT SCHOOLS AND WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (HAIS & WASC) Concurrent Accreditation</p>	<p>5-14-2013 (6 years)</p>	<ul style="list-style-type: none"> • Faculty and administration should clarify and define learning outcomes for Nāwahī laboratory school • Faculty and administration should align culturally rooted curriculum goals along the P-20 continuum • Governing Board, administration and P-20 partners continue to develop a long range strategic plan • Continued cooperation between the Hawai'i Board of Education, Department of Education, and Public Charter School Commission <p>Please note: the Hawai'i Department of Education ensures that student learning is measured by assessments that address future growth of the laboratory school and are aligned to policies that protect the Hawaiian language mission of Nāwahī language and culturally rooted.</p>		

Doctor of Nursing Practice (accreditation in progress)	COMMISSION ON COLLEGIATE NURSING ACCREDITATION	First site visitation will occur on 03/5/14	N/A	N/A	N/A
College of Business BBA BBA—Accounting, BA---Economics	ASSOCIATION TO ADVANCE COLLEGIATE SCHOOLS OF BUSINESS	1/19/2010	<ul style="list-style-type: none"> Though the Peer-Review Teams (PRT) believes that the UH Hilo College of Business and Economics has an undergraduate program of overall high quality, the PRT viewed the Assurance of Learning program to have some gaps. While it was evident that the College initiated a process of developing Assurance of Learning Standards (AOL) rubrics in the 2005-06 academic year, initial pilot projects indicated a weakness in both the learning goals and outcomes. Consequently, this situation resulted in a delayed development of learning measurements which had an impact on the implementation timing. In particular, two of the five program learning goals (#2 and #4) were finally fully operational in the 2008-09 academic year, providing only one cycle for review, as the 2009-2010 academic year information is not yet available. Thus, at the end of the 2009-2010 academic year, the College has assured the PRT that all five learning goals will be fully implemented and that the College will adhere to the biennial AOL schedule as described in Appendix B of the Five-Year Maintenance Report. (Standard 16: Assurance of Learning) 	ETS Major Field Examination, undergraduate business test	Business ETS 5 yrs

MA Program in Counseling Psychology	MASTERS IN PSYCHOLOGY AND COUNELING ACCREDITATION COUNCIL	March 14, 2011	<p>The Site Visitors recommended:</p> <ol style="list-style-type: none"> 1. That the expected time for completion of this 60+ credit program be extended from two years to a minimum of two years for course completion and one additional semester for internship. Students could spend two years in residence at UH Hilo and an additional (fall) semester completing an internship elsewhere in the State. 2. That electives are added to the program offerings in the general context of students' schedules, enabling easier access for students. Extending the program beyond the current two-year structure would make such scheduling possible. 3. That faculty coordinate the number and types of student presentations across the curriculum and suggest time limits for such presentations to reduce their excessive use. 4. That the program director in collaboration with department members develop clearly articulated thesis guidelines to make expectations regarding time and products explicit. The program director could also encourage thesis-based support groups among students. 5. That the program director develop a meaningful, integrating experience for students not completing a thesis, 	Graduation rates	<p>(1) Eight students entered in 2008: 7 graduated in 2010, 1 graduated in 2011 (100% completion rate)</p> <p>(2) Fourteen students entered in 2009: 11 graduated in 2011, 1 graduated in 2013, 1 is inactive, 1 transferred to another graduate program (86% completion rate)</p> <p>(3) Fifteen students entered in 2010: 12 graduated in 2012, 2</p>

			<p>possibly an enhanced clinical skills course or literature review.</p> <ol style="list-style-type: none"> 6. That the use of the student resource room be limited to academic endeavors. 7. That students be encouraged to join a national masters organization, such as NAMP (North American Association of Masters in Psychology). 8. That the Psychology Department develop an overall space plan, including a possible 'pull-out' plan for clinic space. The development of such a plan already has the support of the Dean of the College of Arts and Sciences. 9. That expectations for clinical faculty to engage in clinical practice should be included in criteria for tenure and promotion to ensure that faculty can build an appropriate portfolio which is specifically relevant to their academic work. 10. That the psychology department members specifically recognize differences between graduate and undergraduate, particularly the intense time requirements to develop appropriate clinical skills among graduate students. 11. That UH Hilo, and the psychology program in particular, advocate with Hawaii Professional and Vocational Licensing for the development of a temporary license for program graduates as they complete the required supervised hours for permanent licensure as a Mental Health Counselor. 		<p>graduated in 2013, 1 withdrew (93% completion rate)</p>
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			<p>12. That the program broaden its definition of multiculturalism beyond Hawaii to facilitate the recruitment of non-local students. The current well-defined focus on the Hawaiian culture can simply be reframed as an application of the principles and concepts of multiculturalism.</p> <p>13. That there be the specific inclusion of professional education (how to become licensed, how to develop a private practice, how to manage billing issues, etc.) in the graduate program, either as a separate course or in an existing course.</p> <p>14. That, as the only program in the State of Hawaii that offers eligibility for the LMHC, program recruitment efforts could be explicitly expanded to include the entire State of Hawaii, particularly if students could return to their island of origin to complete their internships.</p>		
Doctor of Pharmacy (PharmD)	ACCREDITATION COUNCIL FOR PHARMACY EDUCATION (ACPE)	06/19/13	<ul style="list-style-type: none"> • A brief description of the College's progress in implementing its plan for inter-professional education. • A brief description of the College's progress in meeting its hiring projections for 2013-2014. • A detailed description of progress in meeting the physical facilities needs of the College. • A brief description of the results of the College's recently developed plan for assessing and improving the quality of its experiential sites • A detailed description of the College's plan, with timetables, for raising the 	National licensing exam (NAPLEX) first time pass rate	<p>Pass rate for first sitting</p> <p>Class of 2011 = 81.25%</p> <p>Class of 2012 = 92.86%</p> <p>Final pass rate (including multiple sittings) for Class of 2011 and 2012 = 96.5%</p>

			capital to complete the build-out of the proposed new College of Pharmacy building.		
English Language Institute	COMMISSION ON ENGLISH LANGUAGE PROGRAM ACCREDITATION (CEA)	8/2/2012	<ul style="list-style-type: none"> Show evidence that the student learning outcomes for all courses represent significant progress from one level to the next. Provide evidence that assessment instruments are aligned and appropriately measure students' learning outcomes. 	Pass/Fail rates	Results are below:

Classes	Fall 2010		Spring 2011		Fall 2011		Spring 2012		Fall 2012		Spring 2013	
	% Passed	% Failed	% Passed	% Failed	% Passed	% Failed	% Passed	% Failed	% Passed	% Failed	% Passed	% Failed
ESL 061	100%	0%	Cancelled, low enrollment		57%	43%	Cancelled, low enrollment		100%	0%	Cancelled, low enrollment	
ESL 062	83%	17%	100%	0%	83%	17%	Cancelled, low enrollment		Cancelled, low enrollment		Cancelled, low enrollment	
ESL 063	100%	0%	Cancelled, low enrollment		82%	18%	Cancelled, low enrollment		83%	17%	Cancelled, low enrollment	
ESL 064	100%	0%	Cancelled, low enrollment		100%	0%	Cancelled, low enrollment		Cancelled, low enrollment		Cancelled, low enrollment	
ESL 071	100%	0%	100%	0%	71%	29%	71%	29%	67%	33%	80%	20%
ESL 072	86%	14%	83%	17%	63%	37%	40%	60%	58%	42%	60%	40%
ESL 073	100%	0%	67%	33%	100%	0%	76%	24%	87%	13%	43%	57%
ESL 074	100%	0%	60%	40%	60%	40%	93%	7%	50%	50%	60%	40%
ESL 081	94%	6%	75%	25%	90%	10%	88%	12%	89%	11%	Cancelled, low enrollment	
ESL 082	73%	27%	75%	25%	90%	10%	79%	21%	73%	27%	67%	33%
ESL 083	79%	21%	85%	15%	89%	11%	89%	11%	75%	25%	67%	33%
ESL 084	81%	19%	64%	36%	95%	5%	75%	25%	81%	19%	50%	50%
ESL 097/098	Not offered		Not offered		Not offered		Not offered		100%	0%	78%	22%