Survey of Departmental Assessment

Department: Administration of Justice Major (POLS Department)

Submitted by: Sarah Marusek

Date: May 20, 2013

1. Does your department regularly engage in assessment? (if no, go directly to #5)
   No.

2. If yes, what has your department done in the past 5 years? (Give a brief description of what was done and the results of what was found. Use the back of this page if needed.)

3. Who was involved in this? (All of the department? Just full-time faculty? One man show?)

4. And what happened with the information that was collected? Did the information lead to any initiatives or changes?

5. What will it take to either start assessment in your department or to help you achieve/maintain the level of assessment you think is needed/appropriate?

In 2014-2015, I am scheduled to do the Program Review for AJ and anticipate beginning assessment work during Summer 2014.
Survey of Departmental Assessment

Department: Anthropology

Submitted by: Lynn Morrison

Date: May 1, 2013

1. Does your department regularly engage in assessment? (if no, go directly to #5)
   *Yes, but not formally. Prompted by:
   1. Very poor writing skills
   2. Mental health issues affecting academic standing

2. If yes, what has your department done in the past 5 years? (Give a brief description of what was done and the results of what was found. Use the back of this page if needed.)
   *On an informal basis, students’ academic standing is discussed & for those in trouble (academically) a plan is formulated to try to improve outcome.

3. Who was involved in this? (All of the department? Just full-time faculty? One man show?)
   *Usually involves 2-3 faculty familiar with students.

4. And what happened with the information that was collected? Did the information lead to any initiatives or changes?
   *1. Informal initiative regarding plagiarism-receive “F” on assignment
   2. Extra assistance in assignments
   3. Pro-active link to counseling

5. What will it take to either start assessment in your department or to help you achieve/maintain the level of assessment you think is needed/appropriate?
   *No worries, we will assess our capstone ANTH 475 (Spring 2014). Thanks for extended deadline.
Survey of Departmental Assessment

Department: Biology

Submitted by: William Mautz

Date: May 2, 2013

1. Does your department regularly engage in assessment? (If no, go directly to #5)

   *Semi-irregularly. We faculty in biology are very concerned about student performance and we discuss it constantly. The biology department is cohesive and we discuss issues of student performance constantly. We have not solved the problem of getting the students to take the exam seriously.

2. If yes, what has your department done in the past 5 years? (Give a brief description of what was done and the results of what was found. Use the back of this page if needed.)

   *1. We have instituted entry & exit exam. The problem with it is that the students don't take it seriously, because it does not count toward a grade.

   2. We have a capstone seminar course for seniors in which they research a topic & make an oral presentation accompanies by a power point presentation. The power point presentation is saved and is available for accreditation review.

   3. We have a succession of laboratory courses in which students perform experiments, gather organized and analyze data, & write a narrative report in the style of scientific reports. We have collected sample copies of these reports from 200 level & 400 level courses that document the development of student skills in analysis and writing.

   4. We have started short writing exercises in some 100 level lab classes.

3. Who was involved in this? (All of the department? Just full-time faculty? One man show?)

   *Faculty people run the exam in their respective classes. Multiple faculty teaching laboratory courses compiled the reports. The chair has these curricular levels for review.

4. And what happened with the information that was collected? Did the information lead to any initiatives or changes?

   *The last round of presentations and lab report compilation is in a department file cabinet. We are compiling a more recent set of this material.

5. What will it take to either start assessment in your department or to help you achieve/maintain the level of assessment you think is needed/appropriate?

   *The information affirms the importance of small classes and lab courses for student engagement & learning. We advocate for restoration of B budget support of labs and we try to open new course sections and recruit new instructors as enrollment grows.
Survey of Departmental Assessment

Department: Chemistry

Submitted by: Ernest Kho

Date: 5/20/13

1. Does your department regularly engage in assessment? (if no, go directly to #5)
   
   Yes

2. If yes, what has your department done in the past 5 years? (Give a brief description of what was done and the results of what was found. Use the back of this page if needed.)
   
   1. We have given American Chemical Society Standardized exams for General, Organic, Analytical and Instrumental Chemistry Courses. The results fit the national norms. We continue to teach our courses to maintain this level of performance of these exams.
   
   2. We have instituted an online placement exam for General Chemistry. Students who do not place into General Chemistry are placed in introductory chemistry which has been adjusted to give students the background to succeed in General Chemistry.
   
   3. We are developing a new Chemistry – Biotechnology major

3. Who was involved in this? (All of the department? Just full-time faculty? One man show?)

   The whole department.

4. And what happened with the information that was collected? Did the information lead to any initiatives or changes?
   
   1. The data of success in General Chemistry was translated to the placement exam.
   
   2. The performance on the ACS standardized exam has been used to direct the topics and their coverage in the courses that have been used.

5. What will it take to either start assessment in your department or to help you achieve/maintain the level of assessment you think is needed/appropriate?

   We will continue to do the things we have been doing. We are working on a “Bridge” project for students that are not sufficiently prepared to succeed in General Chemistry next summer. The course will be focus on active participation in solving chemistry problems.
Survey of Departmental Assessment

Department: Communication

Submitted by: Yoshitaka Miike

Date: May 15, 2013

1. Does your department regularly engage in assessment? (If no, go directly to #5)
   Yes, we engage in assessment but only periodically.

2. If yes, what has your department done in the past 5 years? (Give a brief description of what was done and the results of what was found. Use the back of this page if needed.)
   • We developed the Matrix of Program Outcomes and Courses with 7 outcome goals to assess student learning outcomes for all the communication courses taught by the full-time department faculty members. We were discussing plans to routinely gather data to evaluate the effectiveness of each course in terms of the learning outcomes. However, we were recently told that these learning outcome goals must be in line with the UH-Hilo institutional goals under the WASC guidelines. We will therefore need to develop new learning outcome goals in accordance with the UH-Hilo institutional goals.
   • We conducted an alumni survey and gathered some feedback on the overall performance of the department from our graduates.
   • We reviewed the objectives and contents of a few courses (e.g., COM 344 Sustainability, Communication and Culture and COM 358 International Communication) and made recommendations to the individual faculty members to develop the assessment rubrics.
   • We are working on the development of assessment plans for courses that have multiple sessions (e.g., COM 200 Fundamentals of Interpersonal Communication).
   • Some individual faculty members conducted the pre-/post-course student surveys in addition to the UH-Hilo course evaluations.

3. Who was involved in this? (All of the department? Just full-time faculty? One man show?)
   All the full-time faculty members are involved in developing and implementing assessment.

4. And what happened with the information that was collected? Did the information lead to any initiatives or changes?
   We review the information periodically and modify our plans if necessary.

5. What will it take to either start assessment in your department or to help you achieve/maintain the level of assessment you think is needed/appropriate?
   • Given that our department is understaffed, we would need to get a new tenure-track faculty line in order to achieve the level of assessment that we deem appropriate.
   • We may need to hire several readers to evaluate student essays gathered from individual courses from the criteria of the learning outcomes.
Survey of Departmental Assessment

Department: Computer Science and Engineering

Submitted by: Sevki S Erdogan

Date: 8/31/2013

1. Does your department regularly engage in assessment? (if no, go directly to #5)

Yes.

2. If yes, what has your department done in the past 5 years? (Give a brief description of what was done and the results of what was found. Use the back of this page if needed.)

Typically our students are in the 70th percentile of all schools taking the test for the preceding 5 academic year.

The ETS® Major Field Achievement Test (MFAT) provides the best evidence for the educational outcomes of the computer science department students. The MFAT is a test developed and administered by the Educational Testing Service (ETS). According to ETS, the MFAT test is “a comprehensive undergraduate outcomes assessments designed to measure the critical knowledge and understanding obtained by students in a major field of study.” The computer science department has administered this test to our junior and senior students every year since 1988. With the exception of 1994, the results of this assessment have been above the national norm.

The results show that our computer science and engineering department continues to perform well in providing our students with a great education in the fundamentals of the field.

3. Who was involved in this? (Entire department? Just full-time faculty? One man show?)

Mostly full time faculty offered additional contact hours (around 10 to go over past exam questions) and to administer the actual test.

4. And what happened with the information that was collected? Did the information lead to any initiatives or changes?

The information collected is analyzed and send to the division head, dean, VCAA and chancellor. Internally we examine the areas of strength and weaknesses of our students and take appropriate action.

5. What will it take to either start assessment in your department or to help you achieve/maintain the level of assessment you think is needed/appropriate?

We are already doing a satisfactory job in assessment in our department.
Survey of Departmental Assessment

Department: English
Submitted by: Seri Luangphinth
Date: May 8, 2013

1. Does your department regularly engage in assessment? (if no, go directly to #5)
   *Yes

2. If yes, what has your department done in the past 5 years? (Give a brief description of what was done and the results of what was found. Use the back of this page if needed.)
   *We’ve done assessment of sample papers for 200, 300, & 400 level classes, back in summer 2011. We then did oral communication academic year 2011-2012 in 2 upper division courses (300 & 465) we ran oral communication again in ENG 300 in 2013. We also ran reading assessment in ENG 469 & several lower division classes this term.

3. Who was involved in this? (All of the department? Just full-time faculty? One man show?)
   *Generally just me (Seri) and Kristen.

4. And what happened with the information that was collected? Did the information lead to any initiatives or changes?
   *We’ve been incorporating reading & paraphrasing strategies this year since reading assessments came back pretty bad. We’ve also started emphasizing oral skills given the WASC Emphasis on core competencies.

5. What will it take to either start assessment in your department or to help you achieve/maintain the level of assessment you think is needed/appropriate?
   *We need time & resources. Doing our ENG 100 assessment took 3 years to complete due to lack of people willing to read. We had to end up relying on librarians and other outsiders for help, which may have helped us achieve external validation of data but did not necessarily encourage buy-in from the larger group of teachers.
Survey of Departmental Assessment

Department: GES

Submitted by: Kathryn Besio

Date: 5/20/2013

1. Does your department regularly engage in assessment? (if no, go directly to #5)
   Yes, although it's not much that we've done.

2. If yes, what has your department done in the past 5 years? (Give a brief description of what was done and the results of what was found. Use the back of this page if needed.)
   The one thing we’ve done is institute a capstone course. This has allowed us to see which courses are doing what we want them to do and we are making adjustments to the majors based on what we’ve found.

3. Who was involved in this? (All of the department? Just full-time faculty? One man show?)
   All faculty contribute to this course, with one faculty member leading the course. The course requires grading participation of everyone who contributed to it.

4. And what happened with the information that was collected? Did the information lead to any initiatives or changes?
   We haven’t collected systematic information.

5. What will it take to either start assessment in your department or to help you achieve/maintain the level of assessment you think is needed/appropriate?

   We REALLY need appropriate staffing levels to allow us to engage fully with these activities. We have been so short-staffed for the last two years that there isn’t time between student needs, teaching, hiring, dealing with administration, etc., to apply ourselves to what needs to be done. I think Chairs should get an additional course-release to help them implement assessment. It’s just too much to ask of Chairs and too little time and compensation for what really needs to be done.
Survey of Departmental Assessment

Department: HISTORY

Submitted by: Michael Bitter,

Date: May 14, 2013

1. Does your department regularly engage in assessment? (if no, go directly to #5)

The History Department has had several false starts with assessment at various levels. Some data has been collected, mainly with pre- and post-tests in HIST 151 and 152, but interest in this effort diminished with the total lack of support of all kinds from the institution (UH Hilo). We also regularly collect papers in our methods and capstone courses. In the past, assessment efforts at UH Hilo have been cyclical, to say the least, and very little institutional support, if any, has been offered or provided. This means assessment has been the job of an already overworked and underpaid History faculty.

2. If yes, what has your department done in the past 5 years? (Give a brief description of what was done and the results of what was found. Use the back of this page if needed.)

We have some pre- and post-tests for World History, but they are now very old. Also, we collect papers from our methods and senior thesis capstone courses. These could easily be used for assessment. We also have done a Senior Exit Interview each spring for about five years.

3. Who was involved in this? (All of the department? Just full-time faculty? One man show?)

We only have full-time faculty in the History Department. Some faculty members have been involved more than others, but that is not necessarily due to any resistance at this point. The main concern is the faculty time and effort that is required to analyze student papers with no institutional support. At the end of each spring semester, members of the History faculty are completely “burned out” from reading final papers, essays, and essay examinations. In the fall, faculty members are fresh, but are spending a great deal of time on preparing for their courses.

4. And what happened with the information that was collected? Did the information lead to any initiatives or changes?

Informally, the information collected has resulted in changes to our methods course, HIST 300, and to our capstone courses, HIST 490 and 491, as a result of discussions between faculty over the course of years, and based upon years of experience with our majors and their success and failure. We would probably call this “professionalism,” rather than formal assessment, but it serves the same purpose in improving our teaching and program for the benefit of our students. However, it is difficult to put this into a numerical format to show to WASC or the state legislature.

We should mention that the History Department has had great success in sending its students on to professional and graduate programs, and, at the time of graduation, most of our majors recognize how much they have improved in the areas of written and oral communication, as
well as critical thinking. These results show up in our exit interviews, but are otherwise only anecdotal.

5. What will it take to either start assessment in your department or to help you achieve/maintain the level of assessment you think is needed/appropriate?

Since we already have some data (senior thesis papers) collected, it would take time to analyze them. UH Hilo cannot create more time, but it could provide money, which, in certain ways (but not all) is an equivalent. A summer stipend to encourage History faculty to get together to read papers, put numbers on them (which all agencies involved like very much), and eventually come up with ways to "close the loop" would go a long way toward making this possible. Such a stipend would encourage faculty to give up some of their summer teaching to focus on assessment activities. It would also allow them to justify setting aside some of their summer research and publication time for these activities. Of course, this might also mean that assessment activities would, therefore, need to be recognized in the tenure and promotion process, since time spent on assessment is NOT spent on research and writing. And this recognition would need to be viewed seriously by personnel committees, that is, in a very different way from the manner in which "Service" activities are currently viewed and discounted in the T & P process, despite what the guidelines may say. Until assessment service is valued, no one on the faculty will take it seriously. (This is a rational decision on the part of faculty members with too much to do, and too little time and money. In this respect, if we would devote the resources to faculty and assessment that, for instance, are provided to the College of Pharmacy, we are sure that results would follow.)

The secretarial support of someone schooled in assessment, that is, an assessment resource person, would also help.

If UH Hilo is serious about creating a culture of assessment, then resources for faculty to engage in assessment and benefit from support should be made available.
Survey of Departmental Assessment

Department: Japanese Studies

Submitted by: April Scazzola

Date: 5/16/2013

1. Does your department regularly engage in assessment? (if no, go directly to #5)

We began to discuss program assessment in April 2013, after agreeing to revisions to the BA program that will undergo the curriculum review process in 2013-2014.

2. If yes, what has your department done in the past 5 years? (Give a brief description of what was done and the results of what was found. Use the back of this page if needed.)

We reviewed a draft set of program learning outcomes that are based on UH Hilo’s General Education outcomes: oral and written communication, information literacy, critical analysis, cultural knowledge and competence, and quantitative fluency. We also reviewed the UH Hilo Assessment Committee’s rubrics for written communication and information literacy, which also incorporate critical analysis. The draft statement for oral communication is based on that developed by the Languages faculty for the Languages program learning outcomes.

There was general agreement that in Fall 2013, the Japanese Studies could refine the PLOs, complete a curriculum map, and develop a manageable assessment plan.

The capstone course, JPNS/JPST 495, will be offered in Fall 2013, and the instructor has agreed to use it as the key locus for assessment of written communication and information literacy, once these are clearly adapted and adopted by the JPST faculty.

3. Who was involved in this? (All of the department? Just full-time faculty? One man show?)

Japanese Studies faculty, including faculty from Languages, Philosophy, History, Anthropology, and Political Science participated in the discussion.

4. And what happened with the information that was collected? Did the information lead to any initiatives or changes?

5. What will it take to either start assessment in your department or to help you achieve/maintain the level of assessment you think is needed/appropriate?

The majority of Japanese Studies faculty are motivated to do meaningful assessment and to improve student learning. They see a high correlation between student success in and satisfaction with programs.
They need a program chair who understands how assessment works for the good of their students and their program and who can lead them through assessment processes.
Survey of Departmental Assessment

Department: Marine Science

Submitted by: M. deMaintenon

Date: 20 May 13

1. Does your department regularly engage in assessment? (if no, go directly to #5)
   
   No, but we have our SLO's and have developed a plan to assess them. Mostly a brainchild of Lisa Parr I think.

2. If yes, what has your department done in the past 5 years? (Give a brief description of what was done and the results of what was found. Use the back of this page if needed.)

3. Who was involved in this? (All of the department? Just full-time faculty? One man show?)

4. And what happened with the information that was collected? Did the information lead to any initiatives or changes?

5. What will it take to either start assessment in your department or to help you achieve/maintain the level of assessment you think is needed/appropriate?

   Time to finish developing the plan and carry it out. I suspect we are mostly doing this because we feel it’s being required rather than because we look forward to getting anything out of it; that being the case it’s not high priority for most people. The fact that we have a plan is perhaps mostly because we are undergoing a degree review now and looking at program review in the coming year.
Survey of Departmental Assessment

Department: Math

Submitted by: Mitchell Anderson

Date: May 2, 2013

1. Does your department regularly engage in assessment? (if no, go directly to #5)
   *Yes

2. If yes, what has your department done in the past 5 years? (Give a brief description of what was done and the results of what was found. Use the back of this page if needed.)
   *See the PR form 2013.
   1. Quantitative reasoning & written communication & critical thinking for our NS service & math major at the calculus level.
   2. All P LO’s at the capstone level
   3. Quantitative reasoning & critical thinking at the pre-calculus level.

3. Who was involved in this? (All of the department? Just full-time faculty? One man show?)
   *About half the full time faculty & one adjunct.

4. And what happened with the information that was collected? Did the information lead to any initiatives or changes?
   *Discussion with the department. Weakness in written communication resulted in new writing curriculum in the calculus. Writing has improved. These classes are limited-not department wide.

5. What will it take to either start assessment in your department or to help you achieve/maintain the level of assessment you think is needed/appropriate?
   *Continued momentum-requirements to fill in the grading. Template helps!
1. Does your department regularly engage in assessment? (if no, go directly to #5)

The Performing Arts Department does engage in assessment with the structure of individual classes on a regular basis. Most of the classes have an end-of-the-semester required performance that allows students to be evaluated on their progress. Examples are the Instrumental Ensemble and dance program concerts that culminate the semester of training. Several drama courses are designed in the same manner, with public performances that are used to “test” the quality of training.

Additionally, all students in applied music must participate in both the Convocation and Juries at the end of each semester, wherein a panel of teachers evaluate the progress made over the semester, note the appropriateness of the repertoire, and recommend advancing (or not) to the next level.

Senior projects go under close scrutiny, as well, during the semester that they are unfolding and following completion in a required debriefing session with the faculty advisor, performing arts staff members, the seniors involved in specific projects, and their artistic staff.

As a Department, regularly scheduled departmental meetings often deal with whether or not departmental goals are being met. Goals are revisited throughout each year and faculty discuss how to address problems, find solutions, and who should shoulder leadership for each initiative. This is done informally, through listing items on the department meeting agenda and discussing them during the meetings.

2. If yes, what has your department done in the past 5 years? (Give a brief description of what was done and the results of what was found. Use the back of this page if needed.)

The most recent formal assessment was undertaken in 2011 when the Performing Arts Department applied for consideration from provisional to established status. The application was prepared and presented to the Board of Regents for approval after a year-and-a-half of preparation.

3. Who was involved in this? (All of the department? Just full-time faculty? One man show?)

As senior faculty, Jackie Pualani Johnson and Richard Lee initially worked on gathering information and answering questions raised in the application. Prof. Johnson continued the
work of assembling statistics; meeting with administrators; sharing and gathering information from performing arts faculty; contacting graduates, and discussing the department with students, etc. after the initial meetings.

4. And what happened with the information that was collected? Did the information lead to any initiatives or changes?

Besides serving as the document that allowed the Board of Regents to grant approval, the process revealed the need to discontinue the low-enrolled technical theatre concentration. This was done in conjunction with the submittal of the application. The Department arranged for the few students that remained in the track (3 in number) to receive instruction in the remaining courses required for their degrees, then the concentration was eliminated, leaving only dance, drama performance, and music as the tracks in the Performing Arts degree.

5. What will it take to either start assessment in your department or to help you achieve/maintain the level of assessment you think is needed/appropriate?

The Performing Arts Department faculty can begin by logging all the assessment already done for classes and for the department’s goals. Once those are evaluated, then documents should be created that:

- define excellence in each area, noting national standards in dance, drama, and music
- decide upon the incremental means to progress from one stage to another in terms of repertoire, style, physical training in all three areas: dance, drama, and music
- describe what should be done to achieve competency at each level of training, moving toward a level of professionalism in the final year of study

Help with creating rubrics would be appreciated. Perhaps once the Department links with national organizations for certification, we will be able to use existing models to guide our efforts, yet ensuring that our sensitivity to what makes UH Hilo unique is preserved.
Survey of Departmental Assessment

Department: Philosophy

Submitted by: John Cheng

Date: May 10, 2013

1. Does your department regularly engage in assessment? (if no, go directly to #5)
   *No

2. If yes, what has your department done in the past 5 years? (Give a brief description of what was done and the results of what was found. Use the back of this page if needed.)

3. Who was involved in this? (All of the department? Just full-time faculty? One man show?)

4. And what happened with the information that was collected? Did the information lead to any initiatives or changes?

5. What will it take to either start assessment in your department or to help you achieve/maintain the level of assessment you think is needed/appropriate?

   *We will do whatever to promote UHH program and to satisfy WAX demands. We are also interested in adding a capstone requirement, but that will require further planning and possibly resource.
Survey of Departmental Assessment

Department: Phys & Astro

Submitted by: Philippe Binder

Date:

1. Does your department regularly engage in assessment? (if no, go directly to #5)

   *No

2. If yes, what has your department done in the past 5 years? (Give a brief description of what was done and the results of what was found. Use the back of this page if needed.)

3. Who was involved in this? (All of the department? Just full-time faculty? One man show?)

4. And what happened with the information that was collected? Did the information lead to any initiatives or changes?

5. What will it take to either start assessment in your department or to help you achieve/maintain the level of assessment you think is needed/appropriate?

   *A clear idea of what is to be assessed, and how. A little bit of clerical help, when needed. I'd like to get our department on board.....
Survey of Departmental Assessment

Department: Political Science

Submitted by: Todd Belt

Date: May 10, 2013

1. Does your department regularly engage in assessment? (if no, go directly to #5)
   *Yes

2. If yes, what has your department done in the past 5 years? (Give a brief description of what was done and the results of what was found. Use the back of this page if needed.)
   *For the past 5 years POLS conducts an assessment examination that includes questions pertaining to Program Learning Outcomes. The exam is given to intro (POLS 101) and capstone (POLS 470) seminar. We then compare the results overall and within our subfields. The exam has been validated with a .964 correlation rate.

3. Who was involved in this? (All of the department? Just full-time faculty? One man show?)
   *Entire department developed exam & implement it. Todd analyzes data.

4. And what happened with the information that was collected? Did the information lead to any initiatives or changes?
   *Yes, to results on the Standardized ETS Political Science Exam. We prefer our internal exam as it better serves our students. Last year, we began collecting our POLS 470S seminar pages for info literacy & written communication learning outcomes. Course content has been slightly modified.

5. What will it take to either start assessment in your department or to help you achieve/maintain the level of assessment you think is needed/appropriate?
   *Resources.
Survey of Departmental Assessment

Department: Sociology

Submitted by: Marilyn Brown

Date: May 6, 2013

1. Does your department regularly engage in assessment? (if no, go directly to #5)
   *No

2. If yes, what has your department done in the past 5 years? (Give a brief description of what was done and the results of what was found. Use the back of this page if needed.)

3. Who was involved in this? (All of the department? Just full-time faculty? One man show?)

4. And what happened with the information that was collected? Did the information lead to any initiatives or changes?

5. What will it take to either start assessment in your department or to help you achieve/maintain the level of assessment you think is needed/appropriate?
   *More faculty buy-in is necessary. To be fair, we are under staffed. Hopefully that's changing