

## 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 2015-2016: Information Literacy)?	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	<a href="http://hilo.hawaii.edu/academics/gened/GoalsandOutcomes.php">http://hilo.hawaii.edu/academics/gened/GoalsandOutcomes.php</a>	See Goal # 2				NA
DEGREE PROGRAMS: BACCALAUREATE							
BA- ANTHROPOLOGY	YES; "Goals for Student Learning in the Major"	<a href="http://hilo.hawaii.edu/catalog/anthropology.html">http://hilo.hawaii.edu/catalog/anthropology.html</a>	NO	<ol style="list-style-type: none"> <li>1. ANTH 375</li> <li>2. Students were asked to write an 8-10 page research paper examining a particular health issue in a cultural setting that may be genetically based.</li> <li>3. This 8-10 page research paper was formatted according to the anthropological style guide used by either cultural or physical anthropologists.</li> <li>4. GE Rubric for Information Literacy</li> </ol>	The readers evaluated ten (n=10) papers submitted for the course. Students were generally weakest in Documentation Conventions (average = 2.8) and in Integrating Sources (average = 2.86). Nevertheless, all papers fell between an aggregate average of 2.75 to 3.75, with 50% showing competent to above competent skills. Interestingly, there were some disagreement in the interpretation of the rubric as well as	Most of us have been fairly flexible as to which style guide students use, whether it is APA, or ones used in anthropology. We unanimously agreed that student had to choose a format and be consistent throughout paper and citations. Discussion prompted decision to use the archaeological style guide for references for the MA Heritage Management theses and all associated course work.	2005 <a href="http://hilo.hawaii.edu/uh/vcaa/documents/AnthropologyMOU.pdf">http://hilo.hawaii.edu/uh/vcaa/documents/AnthropologyMOU.pdf</a>

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							several scores being more than 1-point apart. This suggests, minimally, a need for calibration prior to reading, and possibly a larger need for departmental agreement over what constitutes an "adequate" literature review.
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Paper #	Document Conventions	Appropriateness Of sources	Evaluating Sources	Integrating Sources	TOTAL
1	4	4	2	4	14
1	3	4	4	4	15
1	4	4	4	4	16
AVG	3.666667	4	3.333333	4	
2	3	3	3	4	13
2	2	3	3	4	12
2	3	3	4	4	14
AVG	2.666667	3	3.333333	4	
3	2	4	2	3	11
3	3	4	2	2	11
AVG	2.5	4	2	2.5	
4	2	4	2	3	11
4	2	3	2	2	9
4	3	4	3	3	13

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AVG	2.333333	3.666667	2.333333	2.666667	
5	3	4	3	2	12
5	4	4	4	4	16
5	3	4	4	4	15
AVG	3.333333	4	3.666667	3.333333	
6	2	4	2	4	12
6	2	4	3	2	11
AVG	2	4	2.5	3	
7	3	3	3	3	12
7	2	3	2	3	10
AVG	2.5	3	2.5	3	
8	2	3	3	3	11
8	3	3	2	3	11
8	3	4	3	3	13
AVG	2.666667	3.333333	2.666667	3	
9	3	3	3	4	13
9	2	3	3	3	11
9	3	4	4	4	15
AVG	2.666667	3.333333	3.333333	3.666667	
10	4	4	2	4	14
10	3	4	4	3	14
10	4	4	3	2	13
AVG	3.666667	4	3	3	
OVERALL	2.8	3.633333	2.866667	3.216667	

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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 2015-2016: Information Literacy)?	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
BA-COMMUNICATION	YES; "Goals for Student Learning in the Major"	<a href="http://hilo.hawaii.edu/catalog/communication.html">http://hilo.hawaii.edu/catalog/communication.html</a>	We do not have PLOs for Information Literacy. A new PLO will be developed for information literacy in the coming year.	<ol style="list-style-type: none"> <li>1. COM 352 Small Group Communication</li> <li>2. Student will write a paper to identify a specific relationship between <b>"the communication that takes place in a group and the outcomes produced by those groups (e.g., understanding, attitude formation and change, behavioral modification, performance, satisfaction, and problem-solving or decision-making effectiveness)"</b> and <b>"to review and evaluate the supportive body of theory and research for that relationship."</b></li> <li>3. A 10-15 page research paper using 10 of outside scholarly references (journal articles, books, book chapters, etc).</li> <li>4. GE Rubric for Information Literacy</li> </ol>	The department evaluated eighteen (n=18) papers from this upper-division course. The aggregate averages for all categories fell below competency, with the weakest areas in Documentation Conventions (2.58) and Evaluating Sources (2.64). Of the eighteen, 11 fell into the area between Emerging and Competent. Two fell below emerging. This suggests that student may need more practice in integrating secondary information in proper academic citation format.	The department will attend more specifically to "proper citation formats" and "integrating sources" in future written communication assignments. These focal areas will be highlighted in future teaching efforts.	2013 <a href="http://hilo.hawaii.edu/uh/vcaa/documents/MOUExternalProgramReviewCommunication.pdf">http://hilo.hawaii.edu/uh/vcaa/documents/MOUExternalProgramReviewCommunication.pdf</a>

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	Document Conventions			Appropriatenes of Sources			Evaluating Sources			Integrating Sources			Mean
	Coder 1	Coder 2	Mean	Coder 1	Coder 2	Mean	Coder 1	Coder 2	Mean	Coder 1	Coder 2	Mean	
Paper 1	2	2	2	2	2	2	1	2	1.5	1	2	1.5	1.75
Paper 2	3	2	2.5	3	3	3	3	2	2.5	3	2	2.5	2.63
Paper 3	3	3	3	3	3	3	3	3	3	3	3	3	3.00
Paper 4	3	2	2.5	3	2	2.5	2	2	2	2	2	2	2.25
Paper 5	2	3	2.5	3	3	3	2	3	2.5	2	3	2.5	2.63
Paper 6	4	4	4	4	3	3.5	4	3	3.5	4	3	3.5	3.63
Paper 7	3	3	3	3	3	3	3	2	2.5	3	3	3	2.88
Paper 8	3	3	3	3	4	3.5	3	4	3.5	3	4	3.5	3.38
Paper 9	4	2	3	3	2	2.5	3	2	2.5	4	2	3	2.75
Paper 10	2	2	2	2	3	2.5	2	3	2.5	2	3	2.5	2.38
Paper 11	2	1	1.5	2	2	2	2	3	2.5	2	3	2.5	2.13
Paper 12	4	3	3.5	4	3	3.5	4	3	3.5	4	3	3.5	3.50
Paper 13	1	2	1.5	2	4	3	2	4	3	2	3	2.5	2.50
Paper 14	1	2	1.5	2	2	2	2	2	2	2	2	2	1.88
Paper 15	4	3	3.5	3	2	2.5	2	2	2	4	2	3	2.75
Paper 16	2	2	2	3	2	2.5	3	3	3	3	3	3	2.63
Paper 17	3	2	2.5	3	3	3	2	2	2	2	3	2.5	2.50
Paper 18	4	2	3	4	3	3.5	4	3	3.5	4	3	3.5	3.38
2.58			2.81			2.64			2.75			2.69	
Intercoder Reliability (Linear Weighted Kappa) Kappa = 0.26 p = .06			Kappa = 0.15 p = .38			Kappa = .09 p = .59			Kappa = .01 p = .96				

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INSTITUTIONAL	YES (SEE GE)						NA
GENERAL EDUCATION	YES	<a href="http://hilo.hawaii.edu/academics/gened/GoalsandOutcomes.php">http://hilo.hawaii.edu/academics/gened/GoalsandOutcomes.php</a>	See Goal # 2				NA
DEGREE PROGRAMS: BACCALAUREATE							
BA–ECONOMICS	NO	<a href="http://hilo.hawaii.edu/catalog/economics.html">http://hilo.hawaii.edu/catalog/economics.html</a>	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.	<ul style="list-style-type: none"> <li>ECON 415 Southeast Asia--China Economic Relations</li> <li>Students will chose one or two country countries from the South Asia Region or China, develop a narrative of the historical development or the theory, or the relationship of a Southeast Asian country with China, then apply economic theory in their analysis of the relationship.</li> <li>6-8 page research paper in Chicago Format.</li> <li>Rubric for Information Literacy</li> </ul>	The Department undertook a reading of 15 paper ( $n = 15$ ). The class average for each paper was 2.983, indicating students are approaching competency (score of 3.0), with weaknesses noted in two categories: Evaluating Sources and Integrating Sources	In light of these data, the department will undertake the following: (1)To improve Evaluating Sources, we plan to distribute lecture notes in advance to foster class discussion in addition to homework and term papers (2) to improve Integrating Sources, we are going to add analytical writings into assignments in addition to problems and essays; and (3) Seeking support from CoBE tutors, Kilohana and student services to improve overall skills.	2007 <a href="http://hilo.hawaii.edu/uh/vcaa/documents/2007ProgramReviewMOU.M10.pdf">http://hilo.hawaii.edu/uh/vcaa/documents/2007ProgramReviewMOU.M10.pdf</a>  2016 FORTHCOMING

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Resulting Data		BA in Economics	Information Literacy	ECON 415	
Paper 1	Document Conventions	Appropriateness of Sources	Evaluating Sources	Integrating Sources	Average
	Reader 1	3	2	2	
	Reader 2	3	2	3	
		3	2	2	2.375
Paper 2	Reader 1	4	3	3	
	Reader 2	3	3	3	
		3.5	3	3	3.250
Paper 3	Reader 1	4	4	4	
	Reader 2	4	4	3	
		4	4	3.5	3.875
Paper 4	Reader 1	3	3	2	
	Reader 2	2	2	2	
		2.5	2.5	2	2.250
Paper 5	Reader 1	4	4	3	
	Reader 2	4	4	4	
		4	4	3.5	3.750
Paper 6	Reader 1	3	2	2	
	Reader 2	3	2	2	
		3	2	2.5	2.500
Paper 7	Reader 1	4	4	3	
	Reader 2	4	3	3.5	
		4	3.5	3	3.500
Paper 8	Reader 1	3	3	2	
	Reader 2	3	3	3	
		3	3	2.5	2.875
Paper 9	Reader 1	3	3	3	
	Reader 2	3	3	2	
		3	3	2.5	2.750

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Paper 10	Reader 1	3	3	3	2	
	Reader 2	3	3	2	3	
		3	3	2.5	2.5	2.750
Paper 11	Reader 1	3	3	3	3	
	Reader 2	3	3	2	2	
		3	3	2.5	2.5	2.750
Paper 12	Reader 1	3	3	3	3	
	Reader 2	3	3	3	2	
		3	3	3	2.5	2.875
Paper 13	Reader 1	3	3	3	3	
	Reader 2	3	2	2	3	
		3	2.5	2.5	3	2.750
Paper 14	Reader 1	4	4	3	4	
	Reader 2	4	4	4	4	
		4	4	3.5	4	3.875
Paper 15	Reader 1	3	3	2	3	
	Reader 2	3	3	2	2	
		3	3	2	2.5	2.625
Class Average		3.279	3.058	2.907	2.791	2.983



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INSTITUTIONAL	YES (SEE GE)						NA
GENERAL EDUCATION	YES	<a href="http://hilo.hawaii.edu/academics/gened/GoalsandOutcomes.php">http://hilo.hawaii.edu/academics/gened/GoalsandOutcomes.php</a>	See Goal # 2	Information Literacy			NA
DEGREE PROGRAMS: BACCALAUREATE							
BA-ENGLISH	UPDATED SLOs	<a href="http://hilo.hawaii.edu/catalog/english.html">http://hilo.hawaii.edu/catalog/english.html</a>	Information Literacy Students will: <ul style="list-style-type: none"> <li>demonstrate competence in information technology and digital literacy (i.e. formatting in Microsoft Word);</li> <li>critically examine and utilize online as well as textual materials in their assignments;</li> <li>identify, analyze, and present appropriate data from oral sources (e.g. interviews), visual media (e.g. film or visual arts), and/or various types of print and digital literature (fiction, non-fiction, and graphic texts).</li> </ul>	<ol style="list-style-type: none"> <li>ENG 489 The Celtic Revival</li> <li>Final research paper</li> <li>2000-2200 word revised paper in MLA format on a student-chosen topic that takes an argumentative position on the Celtic Revival and incorporates a min. of 5 academic sources</li> <li>GE information literacy rubric</li> </ol>	The department was surprised to find that twelve out of thirteen papers fell below competency for this skill. What was also surprising is the “easiest” skill, in simply conforming text to MLA standards, was the weakest for majors.	Discussions with other English faculty revealed the same problems in other upper division courses. The Department will likely hold a focus group to ascertain why students are exhibiting so much difficulty in simply following proper citation conventions.	2005 <a href="http://hilo.hawaii.edu/uh/vcaa/documents/ChemistryMOU.pdf">http://hilo.hawaii.edu/uh/vcaa/documents/ChemistryMOU.pdf</a>  2016 FORTHCOMING

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		Doc conventions	Appropriate sources	Evaluating source	Integrating sources	
Paper 1						
	Reader 1	2	4	2	2	
	Reader 2	2	4	2	2	
		2.00	4.00	2.00	2.00	2.50
Paper 2						
	Reader 1	2	3	2	2	
	Reader 2	2	3	2	1	
		2.00	3.00	2.00	1.50	2.125
Paper 3						
	Reader 1	3	2	2	2	
	Reader 2	2	3	2	2	
		2.50	2.50	2.00	2.00	2.25
Paper 4						
	Reader 1	2	4	2	2	
	Reader 2	2	3	2	1	
		2.00	3.50	2.00	1.50	2.25
Paper 5						
	Reader 1	1	3	2	2	
	Reader 2	2	3	2	2	
		1.50	3.00	2.00	2.00	2.125
Paper 6						
	Reader 1	2	3	2	3	
	Reader 2	2	3	2	3	
		2.00	3.00	2.00	3.00	2.50
Paper 7						
	Reader 1	2	4	3	2	
	Reader 2	2	4	3	2	
		2.00	4.00	3.00	2.00	2.75
Paper 8						
	Reader 1	2	3	2	2	
	Reader 2	2	3	2	2	

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		2.00	3.00	2.00	2.00	2.25
Paper 9						
	Reader 1	3	3	2	2	
	Reader 2	3	3	2	2	
		3.00	3.00	2.00	2.00	2.50
Paper 10						
	Reader 1	2	2	2	2	
	Reader 2	2	2	2	1	
		2.00	2.00	2.00	1.5	2.125
Paper 11						
	Reader 1	2	3	2	2	
	Reader 2	2	3	2	2	
		2.00	3.00	2.00	2.00	2.25
Paper 12						
	Reader 1	1	3	2	2	
	Reader 2	0	3	2	2	
		.50	3.00	2.00	2.00	1.875
Paper 13						
	Reader 1	2	3	4	3	
	Reader 2	3	3	3	3	
		2.50	3.00	3.50	3.00	3.00
AVERAGE		2.00	3.076	2.192	2.038	2.346154

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INSTITUTIONAL	YES (SEE GE)						NA
GENERAL EDUCATION	YES	<a href="http://hilo.hawaii.edu/academics/gened/GoalsandOutcomes.php">http://hilo.hawaii.edu/academics/gened/GoalsandOutcomes.php</a>	See Goal # 2				NA
DEGREE PROGRAMS: BACCALAUREATE							
BA-LIBERAL STUDIES	YES	<a href="http://hilo.hawaii.edu/academics/liberal-studies/">http://hilo.hawaii.edu/academics/liberal-studies/</a>	See goals #s 1, 2 & 5	The Liberal Studies Program has finally been granted leadership that undertook the drafting and posting of learning outcomes for the first time. The program will formally begin assessment next academic year now that the outcomes are in place.	NA	NA	NA

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BA-CHEMISTRY BA-CHEMISTRY: HEALTH SCIENCES	YES; "Goals for Student Learning in the Major"	<a href="http://hilo.hawaii.edu/catalog/chemistry.html">http://hilo.hawaii.edu/catalog/chemistry.html</a>	The Department defers to the GE goals as stated on the GE website.	<ol style="list-style-type: none"> <li>1. CHEM 431</li> <li>2. Students are to formulate a research proposal that includes an introduction, background information, methodology, and expected outcomes.</li> <li>3. A 5 page research proposal (with bibliography) in APS format.</li> <li>4. GE Rubric for Information Literacy</li> </ol>	<p>The department evaluated nine (n=9) proposals using two blind readers from within the department. Students showed the greatest weakness in Evaluating Resources (average = 2.11). However readers were not calibrated in this one particular category, suggesting internal departmental discussion over what constituted competency in this area looks like is needed.</p> <p>Two of the nine papers garnered aggregate scores of less than Emerging (1.625 and 1.85) reflecting poor skills in all four</p>	Assignment instructions will be refined so that students will have a better understanding of what is expected of them when writing a research proposal.	<p>2016</p> <p><a href="https://hilo.hawaii.edu/uhh/vcaa/documents/MOAEExternalProgramReviewChemistry.pdf">https://hilo.hawaii.edu/uhh/vcaa/documents/MOAEExternalProgramReviewChemistry.pdf</a></p>

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								categories, suggesting some seniors are still struggling with effective use of information.		
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		Doc conventions	Appropriate sources	Evaluating source	Integrating sources	
Paper 1						
	Reader 1	4	4	1	4	
	Reader 2	4	4	4	4	
		4	4	2.5	4	3.625
Paper 2						
	Reader 1	2	2	1	2	
	Reader 2	2	2	1	1	
		2	2	1	1.5	1.625
Paper 3						
	Reader 1	3	4	1	3	
	Reader 2	4	2	2	2	
		3.5	3	1.5	2.5	2.625
Paper 4						
	Reader 1	2	3	1	3	
	Reader 2	2	2	1	1	
		2	2.5	1	2	1.878
Paper 5						
	Reader 1	4	4	1	4	
	Reader 2	4	4	4	4	
		4	4	2.5	4	3.625
Paper 6						
	Reader 1	4	4	1	4	
	Reader 2	4	4	4	4	
		4	4	2.5	4	3.625
Paper 7						
	Reader 1	4	4	1	4	

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	Reader 2	4	4	4	4	
		4	4	2.5	4	3.625
Paper 8						
	Reader 1	3	4	2	4	
	Reader 2	3	3	3	3	
		3	3.5	2.5	3.5	3.125
Paper 9						
	Reader 1	2	4	3	4	
	Reader 2	2	3	3	3	
		2	3.5	3	3.5	3.0
AVERAGE		3.16	3.38	2.11	3.22	



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INSTITUTIONAL	YES (SEE GE)						NA
GENERAL EDUCATION	YES	<a href="http://hilo.hawaii.edu/academics/gened/GoalsandOutcomes.php">http://hilo.hawaii.edu/academics/gened/GoalsandOutcomes.php</a>	See Goal # 2				NA
DEGREE PROGRAMS: BACCALAUREATE							
BA–GEOGRAPHY BS– ENVIRONMENTAL SCIENCE	YES; “Program Goals”	<a href="http://hilo.hawaii.edu/catalog/ba_geog">http://hilo.hawaii.edu/catalog/ba_geog</a>  <a href="http://hilo.hawaii.edu/catalog/environmental-science">http://hilo.hawaii.edu/catalog/environmental-science</a>	No	1. GEOG/ENSC 495 2. Final research paper 3. Minimum 5-page paper in APA format on a student-chosen topic that outlines a research methodology (including results) and incorporates a min. of 5 academic sources 4. GE core competency rubric	Nineteen ( <i>n</i> = 19) were scored by various readers in the department. Of the nineteen, eight students submitted writing that was above competent, nine who were approaching competency, and two who exhibited beginning level skills. Documentation conventions (2.473) appears to be the most difficult skill for students in this group.	This is a Writing Intensive course, and this final paper is one of several written assignments. Findings will be used to revise the course in terms of strengthening the writing capabilities of students, particularly with reference to organizing ideas and sources	2011  <a href="https://hilo.hawaii.edu/uh/vcaa/documents/MOU2010-11ProgramReviewDeptofGeogandEnvironStudies.pdf">https://hilo.hawaii.edu/uh/vcaa/documents/MOU2010-11ProgramReviewDeptofGeogandEnvironStudies.pdf</a>

Name	Rubric Grade Document Conventions	Appropriateness of Sources	Evaluating sources	Integrating Sources
Student01	4	4	4	3

## Inventory of Educational Effectiveness Indicators

Student02	2	3	2	3
Student03	3	2	2	3
Student04	3	4	3	3
Student05	2	4	2	3
Student06	2	3	3	2
Student07*				
Student08	3	4	4	4
Student09	1	3	2	2
Student10	2	2	1	1
Student11	3	2	2	2
Student12*				
Student1*3				
Student14	3	4	3	2
Student15	3	4	4	3
Student16	2	3	2	2
Student17	2	2	3	3
Student18	1	1	1	1
Student19*				
Student20	3	3	3	3
Student21	2	3	3	3
Student22	3	4	4	4
Student23	3	4	3	4
AVERAGE	2.473	3.105	2.684	2.684

\*Pink indicates students who withdrew from class.

## 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 2015-2016: Information Literacy)?	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	<a href="http://hilo.hawaii.edu/academics/gened/GoalsandOutcomes.php">http://hilo.hawaii.edu/academics/gened/GoalsandOutcomes.php</a>	See Goal # 2				NA
DEGREE PROGRAMS: BACCALAUREATE							
BA– HISTORY	UPDATED SLOs	<a href="http://hilo.hawaii.edu/catalog/history.html">http://hilo.hawaii.edu/catalog/history.html</a>	Conduct original historical research. This implies the ability to: [ . . . ] Research and analyze historical evidence from both primary and secondary sources.	<ol style="list-style-type: none"> <li>1. HIST 491</li> <li>2. Students will produce a 30+ page research paper that draws upon their preparatory course work in their focus area and methods courses, as they apply their skills in research, analysis, and communication (written and verbal), of an historical topic of their choosing.</li> <li>3. Thirty page Research paper in Chicago-Turabian format.</li> <li>4. GE Rubric for Information Literacy</li> </ol>	Eleven ( $n = 11$ ) papers were blind read by the Assessment Support Committee, with two readers per paper ( a third was consulted if scores were separated by more than one point). The readers found that five of the eleven exhibited writing above competency, with five approaching competency. One paper exhibited difficulties evaluating and integrating sources.	Based upon an analysis of the assessment scoring, the History Department has decided to increase the number of assignments and attention paid to document conventions and citation in the mandatory core upper division courses - HIST 300, 490, and 491. In addition, all faculty in the History Department will increase the attention paid to evaluating and integrating sources in their 300-level history courses. The goal is to improve the students' originality and ability to examine and synthesize source information while properly citing and documenting sources.	2016  <a href="http://hilo.hawaii.edu/uh/vcaa/documents/HISTExternalReview3172016PDF.pdf">http://hilo.hawaii.edu/uh/vcaa/documents/HISTExternalReview3172016PDF.pdf</a>

## Inventory of Educational Effectiveness Indicators

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		Doc conventions	Appropriate sources	Evaluating source	Integrating sources	
Paper 1						
	Reader 1	3	4	4	3	
	Reader 2	4	4	4	4	
		3.50	4.00	4.00	3.50	3.75
Paper 2						
	Reader 1	2	3	3	3	
	Reader 2	2	3	2	2	
		2.00	3.00	2.50	2.50	2.5
Paper 3						
	Reader 1	3	2	2	2	
	Reader 2	3	3	3	3	
		3.00	2.50	2.50	2.50	2.65
Paper 4						
	Reader 1	2	3	2	2	
	Reader 2	2	3	3	3	
		2.0	3.0	2.5	2.5	2.50
Paper 5						
	Reader 1	2	3	2	2	
	Reader 2	3	2	2	2	
		2.5	2.5	2.0	2.0	2.25
Paper 6						
	Reader 1	3	4	4	3	
	Reader 2	4	4	4	3	
		3.5	4.0	4.0	3.0	3.625
Paper 7						
	Reader 1	2	2	1	2	
	Reader 2	2	3	2	2	
		2.00	2.50	1.50	2.00	2.0
Paper 8						

## Inventory of Educational Effectiveness Indicators

	Reader 1	2	3	2	3	
	Reader 2	2	4	3	3	
		2.00	3.5	2.50	3.00	2.75
Paper 9						
	Reader 1	4	4	2	2	
	Reader 2	4	4	2	2	
		4.00	4.300	2.00	2.00	3.075
Paper 10						
	Reader 1	3	4	4	3	
	Reader 2	4	4	4	4	
		3.5	4.0	4.0	3.5	3.75
Paper 11						
	Reader 1	4	4	3	3	
	Reader 2	3	3	2	2	
		3.5	3.5	3.5	3.5	3.5
		2.863636	3.345455	2.818182	2.727273	

## 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 2015-2016: Information Literacy)?	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	<a href="http://hilo.hawaii.edu/academics/gened/GoalsandOutcomes.php">http://hilo.hawaii.edu/academics/gened/GoalsandOutcomes.php</a>	See Goal # 2				NA
DEGREE PROGRAMS: BACCALAUREATE							
BA– JAPANESE STUDIES	YES; “Goals for Student Learning in the Major”	<a href="http://hilo.hawaii.edu/catalog/japanese-studies.html">http://hilo.hawaii.edu/catalog/japanese-studies.html</a>	An ability to integrate information from the different approaches to the study of Japan and shape it into an overall understanding of Japanese language, culture, and behavior.	<ol style="list-style-type: none"> <li>1. JPNS 451</li> <li>2. Students will analyze and interpret research activities and applied theories in a well-composed essay with fluid sentence structure, proper grammar, punctuation and spelling.</li> <li>3. 6-10 page research paper that includes an introduction, a literature review, results and discussion, and a conclusion (which is a summary of findings).</li> <li>4. GE Rubric for Information Literacy</li> </ol>	The assessment committee found that none of the papers ( $n=16$ ) exhibited competency in information literacy. Ten (1) were rated as approaching competency whereas six (6) were clearly struggling and thus ranked as “beginning.”	The languages faculty will meet to discuss results and current instruction on information literacy in their courses.	2009 <a href="http://hilo.hawaii.edu/uh/vcaa/documents/JapaneseStudiesMoU.pdf">http://hilo.hawaii.edu/uh/vcaa/documents/JapaneseStudiesMoU.pdf</a>

## Inventory of Educational Effectiveness Indicators

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		Doc conventions	Appropriate sources	Evaluating source	Integrating sources	
Paper 1						
	Reader 1	0*	3	2	2	
	Reader 2	0*	3	2	2	
		0 (paper is plagiarized)	3.00	2.00	2.00	1.75
Paper 2						
	Reader 1	2	1	1	1	
	Reader 2	1	1	1	1	
		1.50	1.00	1.00	1.00	1.125
Paper 3						
	Reader 1	2	2	2	2	
	Reader 2	2	3	2	2	
		2.00	2.50	2.50	2.00	2.25
Paper 4						
	Reader 1	3	3	3	3	
	Reader 2	3	3	2	3	
		3.00	3.00	2.50	3.00	2.875
Paper 5						
	Reader 1	1	1	1	1	
	Reader 2	1	1	1	1	
		1.00	1.00	1.00	1.00	1.00
Paper 6						
	Reader 1	1	2	1	1	
	Reader 2	1	1	2	1	
		1.00	1.50	1.50	1.00	1.25
Paper 7						
	Reader 1	2	3	2	2	
	Reader 2	2	3	2	3	
		2.00	3.00	2.00	2.50	2.375
Paper 8						
	Reader 1	2	3	2	2	

## Inventory of Educational Effectiveness Indicators

	Reader 2	2	3	1	1	
		2.00	3.00	1.50	1.50	2.00
Paper 9						
	Reader 1	2	3	2	2	
	Reader 2	2	2	2	2	
		2.00	2.50	2.00	2.00	2.125
Paper 10						
	Reader 1	3	2	2	3	
	Reader 2	3	2	2	3	
		3.00	2.00	2.00	3.00	2.50
Paper 11						
	Reader 1	2	3	2	2	
	Reader 2	2	2	2	2	
		2.00	2.50	2.00	2.00	2.125
Paper 12						
	Reader 1	1	1	1	1	
	Reader 2	1	1	1	1	
		1.00	1.00	1.00	1.00	1.00
Paper 13						
	Reader 1	1	1	1	2	
	Reader 2	2	3	1	2	
		1.50	1.50	1.00	2.00	1.50
Paper 14						
	Reader 1	3	4	2	2	
	Reader 2	3	3	2	2	
		3.00	3.50	2.00	2.00	2.625
Paper 15						
	Reader 1	2	2	2	2	
	Reader 2	2	2	3	3	
		2.00	2.00	2.50	2.50	2.25
Paper 16						
	Reader 1	2	3	2	2	
	Reader 2	2	3	2	2	



## Inventory of Educational Effectiveness Indicators

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		2.00	3.00	2.00	2.00	2.25
		1.83	2.30	2.00	2.00	2.25

## 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 2015-2016: Information Literacy)?	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
BA– PHARMACY STUDIES	Learning outcomes are listed under the PharmD program	<a href="http://hilo.hawaii.edu/catalog/pharmd">http://hilo.hawaii.edu/catalog/pharmd</a>		This degree is sought concurrently with the PharmD; assessment is undertaken at the graduate level.	NA	NA	APPROVED BY BOR AUGUST 2011 <a href="http://www.hawaii.edu/offices/bor/archive/index.php">http://www.hawaii.edu/offices/bor/archive/index.php</a> .

## 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 2015-2016: Information Literacy)?	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	<a href="http://hilo.hawaii.edu/academics/gened/GoalsandOutcomes.php">http://hilo.hawaii.edu/academics/gened/GoalsandOutcomes.php</a>	See Goal # 2				NA
DEGREE PROGRAMS: BACCALAUREATE							
BA– Linguistics	UPDATED SLOs	<a href="http://hilo.hawaii.edu/catalog/linguistics">http://hilo.hawaii.edu/catalog/linguistics</a>	Locate and utilize reliable scholarly information in academic journals and books as a part of engaging in academic linguistic research and write a cohesive research paper of at least four thousands words on a pertinent linguistic topic that is organized succinctly with at least an	<ol style="list-style-type: none"> <li>1. LING 490</li> <li>2. A final comprehensive project is due at the end of the course. It is an essay on a significant interest you have concerning any topic in any area of Linguistics. It should be type, double-spaced and more than 15 pages in length without counting references and utilize at least ten academic reference materials.</li> <li>3. 15-page research paper in either APA, MLA, or Chicago style (these styles will be discussed as part of the course).</li> <li>4. GE Rubric for Information Literacy</li> </ol>	Using the GE Rubric for information Literacy the two full-time LING faculty evaluated the papers separately and then compared and discussed their evaluations to arrive at a final evaluation for each paper. In total, there were 17 papers from the Spring 2016 course with scores ranging from 2 (Emerging) to 4 (Advanced).	Spring 2016 represented the first time this particular course, LING 490 was taught. This course is meant to be the LING capstone course taken by all majors before graduating. The results were promising as the majority of the students scored at the “Competent” level but there were still a significant amount of scores below “Competent” at the “Emerging” Level. This course will be taught again in Spring 2017 and more effort will be given in lower level LING courses to increasing the students competency in Information Literacy.	<u>2007</u>

## Inventory of Educational Effectiveness Indicators

			introduction, body, and conclusion and that includes foot/endnotes and citations.				
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Student	Document Conventions	Appropriateness of Sources	Evaluating Sources	Integrating Sources
Student 1	3	3	2	3
Student 2	3	4	3	3
Student 3	3	4	4	4
Student 4	4	4	3	4
Student 5	3	2	2	2
Student 6	3	3	2	3
Student 7	3	3	4	3
Student 8	3	3	3	3
Student 9	4	3	4	3
Student 10	4	4	4	4
Student 11	3	3	3	3
Student 12	4	3	3	3
Student 13	3	3	3	3
Student 14	4	3	3	3
Student 15	3	3	3	4
Student 16	2	3	2	3
Student 17	2	3	3	3

## 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 2015-2016: Information Literacy)?	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	<a href="http://hilo.hawaii.edu/academics/gened/GoalsandOutcomes.php">http://hilo.hawaii.edu/academics/gened/GoalsandOutcomes.php</a>	See Goal # 2				NA
DEGREE PROGRAMS: BACCALAUREATE							
BA– MATHEMATICS	YES; “Goals for Student Learning in the Major”	<a href="http://hilo.hawaii.edu/catalog/mathematics.html">http://hilo.hawaii.edu/catalog/mathematics.html</a>	No	Mathematics does not require research at the upper division.	DUE MAY 15, 2015	DUE MAY 15, 2015	2013 <a href="http://hilo.hawaii.edu/uh/vcaa/documents/MATHmouwhole.pdf">http://hilo.hawaii.edu/uh/vcaa/documents/MATHmouwhole.pdf</a>

## 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 2015-2016: Information Literacy)?	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	<a href="http://hilo.hawaii.edu/academics/gened/GoalsandOutcomes.php">http://hilo.hawaii.edu/academics/gened/GoalsandOutcomes.php</a>	See Goal # 2				NA
DEGREE PROGRAMS: BACCALAUREATE							
BA– PERFORMING ARTS	NO PLOS ARE STATED ON THE WEBSITE; HOWEVER, ALL INSTRUCTORS HAVE SPECIFIC LEARNING OUTCOMES EMBEDDED IN THEIR SYLLABI	<a href="http://hilo.hawaii.edu/academics/performing-arts/">http://hilo.hawaii.edu/academics/performing-arts/</a>	NA	<ol style="list-style-type: none"> <li>1. Mus 499D</li> <li>2. Students will analyze a topic from those studied during the semester. The paper must include five sources. At least one source must be from an academic source (i.e. a refereed academic journal, thesis, dissertation, or other scholarly resource based on instructor approval). The paper must make use of proper academic prose, with topic sentences in each paragraph and clear transitions between ideas.</li> <li>3. A 10-15 page research paper in standardized academic citation format of choice (i.e. APA, MLA, Chicago)</li> <li>4. GE Rubric for Information literacy</li> </ol>	The number of papers is too small ( $n = 5$ ) to be statistically meaningful. However, that 4 out of 5 seniors are exhibiting advanced skills in Information Literacy is welcome news to the department.	In light of these scores, the Department is generally satisfied with the overall results. The department is revamping the course to turn it from a MUS 499X Special Topics course into a regular course: MUS 465 The World and the Composer. This course will be included in the upper division requirements for Performing Arts majors. MUS 465 will be certified Writing Intensive, allowing for students to write drafts, revise their work, and improve their research and citation strategies with guidance from the instructor and the Writing Center. The intention is to provide a	JUST APPROVED BY BOR IN 2011

## Inventory of Educational Effectiveness Indicators

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						<p>solid base in music history while meeting university-wide Writing Intensive qualifications. MUS 465 will also be certified as a General Education course, fulfilling both Humanities and World Cultures requirements. The intention is to provide a broad appeal to students of all majors, fulfill the requirements of the Performing Arts major, and increase students' opportunities to improve their information literacy skills.</p>	
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## Inventory of Educational Effectiveness Indicators

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		Doc conventions	Appropriate sources	Evaluating source	Integrating sources	
Paper 1						
	Reader 1	1	1	1	1	
	Reader 2	1	1	1	1	
		1.00	1.00	1.00	1.00	1.00
Paper 2						
	Reader 1	3	4	4	3	
	Reader 2	2	3	4	4	
		2.50	3.50	4.00	3.50	3.375
Paper 3						
	Reader 1	4	4	4	4	
	Reader 2	2	3	4	4	
		3.00	3.50	4.00	4.00	3.625
Paper 4						
	Reader 1	2	4	4	3	
	Reader 2	2	3	4	3	
		2.00	3.50	4.00	3.00	3.125
Paper 5						
	Reader 1	4	4	4	3	
	Reader 2	3	4	4	4	
		3.50	4.00	4.00	3.50	3.75
AVERAGE		2.40	3.10	4.00	3.00	



## 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 2015-2016: Information Literacy)?	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
<b>INSTITUTIONAL</b>	YES (SEE GE)						NA
<b>GENERAL EDUCATION</b>	YES	<a href="http://hilo.hawaii.edu/academics/gened/GoalsandOutcomes.php">http://hilo.hawaii.edu/academics/gened/GoalsandOutcomes.php</a>	See Goal # 2				NA
<b>DEGREE PROGRAMS: BACCALAUREATE</b>							
<b>BA– PHILOSOPHY</b>	YES; “Goals for Student Learning in the Major”	<a href="http://hilo.hawaii.edu/catalog/philosophy.html">http://hilo.hawaii.edu/catalog/philosophy.html</a>	See Goal # 2: “Be able to recognize valid and invalid inferences expressed in ordinary language, and to recognize a range of formal and informal fallacies of reason”	<ol style="list-style-type: none"> <li>1. PHIL 375 – Feminist Philosophy</li> <li>2. Students will generate thesis (argument) and defend a position in conjunction to a research question that must be approved by the teacher.</li> <li>3. 10 page paper using three sources in MLA or APA format.</li> <li>4. GE Rubric for Information Literacy.</li> </ol>	Students averaged 2.38/4 in Document Conventions, 2.81 in Appropriateness of Sources, 2.81 in Evaluating Sources, and 3.13 in Integrating Sources. Though there was wide variance that reflected our diverse student body, we were pleased with students’ abilities in the last two categories. Though the assignment did explicitly call for documenting all sources, this was not a point of emphasis in the class. On Appropriateness of	Evaluating and Integrating Sources is already a major point of emphasis in nearly all of our classes, but we agreed we could put more emphasis on properly documenting sources and seeking out additional sources to provide evidence for every claim an author makes.	2005 Click on link to MOU (WORD document) <a href="http://hilo.hawaii.edu/uhh/vcaa/ProgramReview.php">http://hilo.hawaii.edu/uhh/vcaa/ProgramReview.php</a>

## Inventory of Educational Effectiveness Indicators

					Sources, the major problem wasn't using inappropriate sources, but not seeking out additional sources when they were necessary to prove a point. Students generally found near the minimum of required sources.		
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Paper	Reader	Document Conventions	Appropriateness of Sources	Evaluating Sources	Integrating Sources	Mean Ind. Scores
1	1	1	3	3	4	
	2	1	3	3	4	
	<b>Average</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>2.75</b>
2	1	3	3	2	2	
	2	3	3	3	2	
	<b>Average</b>	<b>3</b>	<b>3</b>	<b>2.5</b>	<b>2</b>	<b>2.625</b>
3	1	1	2	2	2	
	2	1	3	2	2	
	<b>Average</b>	<b>1</b>	<b>2.5</b>	<b>2</b>	<b>2</b>	<b>1.875</b>
4	1	1	2	3	3	
	2	2	2	3	3	
	<b>Average</b>	<b>1.5</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2.375</b>
5	1	3	3	3	3	
	2	3	3	3	4	
	<b>Average</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3.5</b>	<b>3.125</b>

## Inventory of Educational Effectiveness Indicators

6	1	4	3	3	4	
	2	4	3	3	4	
	Average	4	3	3	4	3.5
7	1	3	2	2	3	
	2	2	2	2	2	
	Average	2.5	2	2	2.5	2.25
8	1	3	4	4	4	
	2	3	4	4	4	
	Average	3	4	4	4	3.75
	Mean	2.375	2.8125	2.8125	3.125	2.78125
	SD					

## 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 2015-2016: Information Literacy)?	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	<a href="http://hilo.hawaii.edu/academics/gened/GoalsandOutcomes.php">http://hilo.hawaii.edu/academics/gened/GoalsandOutcomes.php</a>	See Goal # 2				NA
DEGREE PROGRAMS: BACCALAUREATE							
BS–COMPUTER SCIENCE	YES; “Goals for Student Learning in the Major”	<a href="http://hilo.hawaii.edu/catalog/computer-science.html">http://hilo.hawaii.edu/catalog/computer-science.html</a>	The website is being redesigned. PLO's don't explicitly mention information literacy, but #7 indicates “Students will be able to communicate effectively orally and in writing.”	<ol style="list-style-type: none"> <li>1. CS461 - Software Engineering</li> <li>2. See part 1 of the attached. Of course, we have to have technical components, so the written portion is 50% of the assignment.</li> <li>3. Short research paper on current tools and techniques.</li> <li>4. Rubrics for Information Literacy and Written Communication</li> </ol>	In a review of fifteen ( $n=15$ ) papers, only three fell below competent. The majority (10 papers) exhibited competency in all areas. A few of the weaker papers showed some difficulties with documentation conventions and locating appropriate sources.	The department will meet to discuss adopting standard formatting in the department.	2012 <a href="http://hilo.hawaii.edu/uh/vcaa/documents/ComputerScienceMOU2012.pdf">http://hilo.hawaii.edu/uh/vcaa/documents/ComputerScienceMOU2012.pdf</a>

## Inventory of Educational Effectiveness Indicators

Student		Document Conventions	Appropriateness of Sources	Evaluating Sources	Integrating Sources	Average
1	Reader 1 (NG)	4	3	2	2	
	Reader 2 (HKE)	4	2	2	3	
	Average	4	2.5	2	2.5	2.75
2	Reader 1 (NG)	4	4	4	4	
	Reader 2 (HKE)	4	3	3	3	
	Average	4	3.5	3.5	3.5	3.625
3	Reader 1 (NG)	4	4	4	4	
	Reader 2 (HKE)	3	3	4	4	
	Average	3.5	3.5	4	4	3.75
4	Reader 1 (NG)	2	2	4	4	
	Reader 2 (HKE)	2	3	3	3	
	Average	2	2.5	3.5	3.5	2.875
5	Reader 1 (NG)	2	3	4	4	
	Reader 2 (HKE)	2	3	3	2	
	Average	2	3	3.5	3	2.875
6	Reader 1 (NG)	4	4	4	4	
	Reader 2 (HKE)	4	3	2	2	
	Average	4	3.5	3	3	3.375
7	Reader 1	4	4	4	4	

## Inventory of Educational Effectiveness Indicators

	(NG)					
	Reader 2 (HKE)	2	4	4	3	
	Average	3	4	4	3.5	3.625
8	Reader 1 (NG)	4	4	4	4	
	Reader 2 (HKE)	4	4	4	4	
	Average	4	4	4	4	4
9	Reader 1 (NG)	4	3	4	4	
	Reader 2 (HKE)	4	3	2	2	
	Average	4	3	3	3	3.25
10	Reader 1 (NG)	1	2	4	4	
	Reader 2 (HKE)	3	3	3	4	
	Average	2	2.5	3.5	4	3
11	Reader 1 (NG)	4	4	4	4	
	Reader 2 (HKE)	3	4	4	4	
	Average	3.5	4	4	4	3.875
12	Reader 1 (NG)	4	3	4	4	
	Reader 2 (HKE)	4	4	4	3	
	Average	4	3.5	4	3.5	3.75
13	Reader 1 (NG)	4	4	4	4	
	Reader 2 (HKE)	3	4	4	4	

## Inventory of Educational Effectiveness Indicators

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	Average	3.5	4	4	4	3.875
14	Reader 1 (NG)	4	3	4	4	
	Reader 2 (HKE)	4	3	3	4	
	Average	4	3	3.5	4	3.625
15	Reader 1 (NG)	4	4	3	3	
	Reader 2 (HKE)	4	4	4	3	
	Average	4	4	3.5	3	3.625
	Average	3.433333333	3.366666667	3.533333333	3.5	3.458333

## 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 2015-2016: Information Literacy)?	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	<a href="http://hilo.hawaii.edu/academics/gened/GoalsandOutcomes.php">http://hilo.hawaii.edu/academics/gened/GoalsandOutcomes.php</a>	See Goal # 2				NA
DEGREE PROGRAMS: BACCALAUREATE							
BA– PHYSICS BS– ASTRONOMY	YES; “Goals for Student Learning in the Major”	<a href="http://hilo.hawaii.edu/catalog/physics.html">http://hilo.hawaii.edu/catalog/physics.html</a>	We do not have a wording but we require students to be proficient in reading scientific papers, deliver talks on scientific topics and write scientific papers as part of their performance at various non-required courses and activities such as presentations at meetings, internship reports, and seminar courses.	1. <b>PHYS 371 (Classical Mechanics)</b> 2. <b>Paper on Classical Mechanics</b> 3. <b>Paper length will be 2-3 pages with citation format conforming to the physics and astronomical literature found in professional papers i.e. Astrophysical Journal and Physical Review Letters. Rubric for Information Literacy</b>	The sole reader in Physics was assisted by members of the assessment committee in reading all seven papers.  Two out of five students showed above competent writing; whereas five exhibited skills near (approaching) competency. The weakest skills were in documentation conventions and integrating sources. Some readers noted that it was not clear what specific academic format was being utilized.	+ Students will be invited to participate in research experiences in astronomy related fields (majority of the faculty pursue this field)  + The department will regularly offer ASTR/PHYS 352 Senior Lab Thesis Project as a WI where students will have several opportunities to prepare drafts, obtain feedback, rewrite, consult with faculty and researchers in the field to learn the conventions of papers written in journals of Astronomy and Physics (different than in other fields)  + Students will be advised to take ENG 225 if it fits in their schedule and if the advisor deems it necessary	2006



## Inventory of Educational Effectiveness Indicators

		Doc conventions	Appropriate sources	Evaluating source	Integrating sources	
Paper 1						
	Reader 1	2	3	2	2	
	Reader 2	2	2	2	2	
	2.0	2.0	2.0	2.00	2.00	2.125
Paper 2						
	Reader 1	2	4	3	3	
	Reader 2	2	4	2	2	
		2.00	4.00	2.50	2.50	2.75
Paper 3						
	Reader 1	3	4	3	3	
	Reader 2	3	3	3	3	
		3.0	3.5	3.0	3.0	3.125
Paper 4						
	Reader 1	2	3	2	2	
	Reader 2	2	3	2	2	
		2.00	3.00	2.00	2.00	2.25
Paper 5						
	Reader 1	2	4	4	2	
	Reader 2	2	3	3	3	
		2.0	3.5	3.5	2.5	2.875
Paper 6						
	Reader 1	4	4	3	3	
	Reader 2	3	3	3	3	
		3.5	3.5	3.00	3.00	3.25
Paper 7						
	Reader 1	2	3	2	2	
	Reader 2	2	3	2	2	
		2.00	3.00	2.00	2.00	2.25
Total		2.35	3.28	2.57	2.42	

## 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 2015-2016: Information Literacy)?	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	<a href="http://hilo.hawaii.edu/academics/gened/GoalsandOutcomes.php">http://hilo.hawaii.edu/academics/gened/GoalsandOutcomes.php</a>					NA
DEGREE PROGRAMS: BACCALAUREATE							
BA- PSYCHOLOGY	YES; "Goals for Student Learning in the Major"	<a href="http://hilo.hawaii.edu/catalog/psychology.html">http://hilo.hawaii.edu/catalog/psychology.html</a>	See PLOs 2, 4 & 5	<p>1. <u>Course:</u> PSY 445 Practicum</p> <p>2. <u>Assignment:</u> The paper for the course will be in an area related to the work done at the placement site. The paper should include a review of relevant literature and current trends related to the work done at the placement site. In addition, the paper should include a discussion and critique of the services provided in relation to current trends, lessons learned, and reflection on the practicum experience. The paper must be 6-8 pages, double-spaced, include 5 peer-reviewed sources, with citations and references in APA format.</p>	<p>Twelve (12) papers were read and independently by 3 Psychology Department faculty. Inter-rater reliability was 91%.</p> <p>Two papers (16.67%) were rated as Advanced (range=3.6-3.8)</p> <p>Eight papers (66.67%) were rated as Competent (range=2.9-3.4)</p> <p>Two papers (16.67%) were rated as Emerging (range=1.8-2.3)</p> <p>Papers showed the most strength in</p>	<p>In Fall 2016 the Psychology Department will discuss the results of the Information Literacy assessment to determine appropriate next steps to enhance students' understanding of the requirements for literature review papers, APA format for citations and references, as well as their overall writing and organization of papers.</p>	<p>2010</p> <p><a href="http://hilo.hawaii.edu/uh/vcaa/documents/PsychologyMOUMay2010.pdf">http://hilo.hawaii.edu/uh/vcaa/documents/PsychologyMOUMay2010.pdf</a></p>

## Inventory of Educational Effectiveness Indicators

				<p>3. <u>Artifact</u>: Literature review section of paper</p> <p>4. <u>Instruments/Grading Rubrics</u>:</p> <p style="margin-left: 20px;">a. Instructor-developed rubric for assignment</p> <p style="margin-left: 20px;">Campus-developed rubric for Information Literary</p>	<p>Appropriateness of Sources (M=3.44, SD=0.48)</p> <p>Papers showed the most weakness in Evaluating Sources (M=2.86, SD=0.58)</p>	
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Paper	Reader	Document Conventions	Appropriateness of Sources	Evaluating Sources	Integrating Sources	Mean Ind. Scores
1	1	3.0	4.0	2.0	2.0	
	2	3.0	4.0	3.0	3.0	
	3	3.0	4.0	4.0	3.0	
	<b>Average</b>	<b>3.0</b>	<b>4.0</b>	<b>3.0</b>	<b>2.7</b>	<b>3.2</b>
2	1	3.0	3.0	4.0	3.0	
	2	4.0	4.0	4.0	4.0	
	3	3.0	3.0	2.0	3.0	
	<b>Average</b>	<b>3.3</b>	<b>3.3</b>	<b>3.3</b>	<b>3.3</b>	<b>3.3</b>
3	1	2.0	4.0	3.0	3.0	
	2	3.0	4.0	3.0	3.0	
	3	3.0	3.0	2.0	3.0	
	<b>Average</b>	<b>2.7</b>	<b>3.7</b>	<b>2.7</b>	<b>3.0</b>	<b>3.0</b>
4	1	3.0	4.0	3.0	3.0	
	2	4.0	4.0	4.0	4.0	
	3	4.0	4.0	3.0	3.0	
	<b>Average</b>	<b>3.7</b>	<b>4.0</b>	<b>3.3</b>	<b>3.3</b>	<b>3.6</b>
5	1	1.0	2.0	1.0	1.0	
	2	2.0	2.0	2.0	2.0	
	3	2.0	3.0	2.0	2.0	
	<b>Average</b>	<b>1.7</b>	<b>2.3</b>	<b>1.7</b>	<b>1.7</b>	<b>1.8</b>
6	1	3.0	4.0	2.0	3.0	
	2	4.0	4.0	4.0	4.0	

## Inventory of Educational Effectiveness Indicators

	3	3.0	3.0	3.0	3.0	
	Average	3.3	3.7	3.0	3.3	3.3
7	1	3.0	3.0	3.0	3.0	
	2	4.0	4.0	4.0	4.0	
	3	3.0	3.0	3.0	4.0	
	Average	3.3	3.3	3.3	3.7	3.4
8	1	3.0	4.0	4.0	4.0	
	2	4.0	4.0	4.0	4.0	
	3	3.0	4.0	3.0	4.0	
	Average	3.3	4.0	3.7	4.0	3.8
9	1	1.0	4.0	1.0	1.0	
	2	2.0	3.0	3.0	3.0	
	3	2.0	3.0	2.0	3.0	
	Average	1.7	3.3	2.0	2.3	2.3
10	1	4.0	3.0	3.0	4.0	
	2	3.0	3.0	2.0	2.0	
	3	3.0	4.0	3.0	4.0	
	Average	3.3	3.3	2.7	3.3	3.2
11	1	4.0	3.0	3.0	4.0	
	2	4.0	3.0	3.0	3.0	
	3	2.0	4.0	3.0	3.0	
	Average	3.3	3.3	3.0	3.3	3.3
12	1	3.0	2.0	3.0	3.0	
	2	4.0	4.0	3.0	3.0	
	3	2.0	3.0	2.0	3.0	
	Average	3.0	3.0	2.7	3.0	2.9
	Mean	2.97	3.44	2.86	3.08	3.09
	SD	0.66	0.48	0.58	0.62	0.53

## 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 2015-2016: Information Literacy)?	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	<a href="http://hilo.hawaii.edu/academics/gened/GoalsandOutcomes.php">http://hilo.hawaii.edu/academics/gened/GoalsandOutcomes.php</a>	See Goal # 2				NA
DEGREE PROGRAMS: BACCALAUREATE							
BS–NURSING	YES; “Goals for Student Learning in the Major”	<a href="https://hilo.hawaii.edu/depts/nursing/bsn/documents/StudentHandbookApril215_.pdf">https://hilo.hawaii.edu/depts/nursing/bsn/documents/StudentHandbookApril215_.pdf</a>	Communicates effectively with healthcare providers and consumers in order to assess plan, implement and evaluate health care.	1. Nurs 410, Community Health Care 2. Windshield Survey 3. Formal paper in APA format 4. GE Rubrics for Written Communication and Information Literacy	Tables of scores for 3 readers of 8 final papers are included below. The paper was a report on the community health of a location which included a plan of action for health problems found. The assessment results show that the majority of papers were at a competent level. When evaluated between the 3 readers, none were found to be at the advanced	The department will continue to support students for their future work. Continued emphasis needs to be on proper use and documentation of sources.	2004 <a href="http://hilo.hawaii.edu/uh/vcaa/documents/NursingProgramReviewMOUJanuary2004.pdf">http://hilo.hawaii.edu/uh/vcaa/documents/NursingProgramReviewMOUJanuary2004.pdf</a>

## Inventory of Educational Effectiveness Indicators

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					<p>level, and only 1 was at the emerging level but . The highest score between the 3 readers was 3.73 in the written communication section and 3.63 in the information literacy section. The highest mean score between 3 readers was 3.71 and the highest mean score between 3 readers was 3.61. Of the 8 papers, there were 5 overall average between 3 readers scores between 3.5 and 3.00 on and 1 lower than 3.00 for Written Communication. There were 4 overall averages between 3 readers scores between 3.5 and</p>		
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## Inventory of Educational Effectiveness Indicators

					3.00 on and 2 lower than 3.00 for Information Literacy. This suggests that most BSN nursing majors have competent written skills.		
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Written Communication

		Line of Reasoning	Org/Structure	Content	Language/ Grammar	Average	Overall average between 3 readers	Mean scores between 3 readers	Overall average 3 readers 2 inventories
Paper 1	Reader 1	3	3	3	3	3	3.42	3.39	3.39
	Reader 2	3	4	3	3	3.25			
	Reader 3	4	4	4	4	4			
Paper 2	Reader 1	4	4	4	3.75	3.93	3.73	3.71	3.67
	Reader 2	4	4	4	4	4			
	Reader 3	3	4	3	3	3.25			
Paper 3	Reader 1	4	4	4	3.75	3.93	3.4	3.37	3.48
	Reader 2	3	3	3	3	3			
	Reader 3	3	4	3	3	3.25			
Paper 4	Reader 1	3.5	4	4	4	3.87	3.54	3.49	3.22
	Reader 2	4	4	4	4	4			
	Reader 3	3	2	3	3	2.75			
Paper 5	Reader 1	3.5	4	3.5	2	3.25	3.33	3.31	3.33
	Reader 2	3	3	3	3	3			
	Reader 3	4	4	4	3	3.75			

## Inventory of Educational Effectiveness Indicators

Paper 6	Reader 1	3	3	3	2.75	2.93	3.23	3.20	3.20
	Reader 2	3	3	3	3	3			
	Reader 3	4	4	4	3	3.75			
Paper 7	Reader 1	3	3	3	2	2.75	2.75	2.74	2.54
	Reader 2	3	3	2	2	2.5			
	Reader 3	3	3	3	3	3			
Paper 8	Reader 1	3	3	3	2	2.75	3.08	3.04	3.03
	Reader 2	3	3	2	3	2.75			
	Reader 3	4	4	4	3	3.75			

### Information Literacy

		Document Conventions	Appropriateness of Sources	Evaluating Sources	Integrating Sources	Average	Overall average between 3 readers	Mean scores between 3 readers
Paper 1	Reader 1	2.5	3	3	3	2.87	3.38	3.34
	Reader 2	3	4	3	3	3.25		
	Reader 3	4	4	4	4	4		
Paper 2	Reader 1	3.75	4	3.75	4	3.87	3.63	3.61
	Reader 2	3	4	4	4	3.75		
	Reader 3	3	4	3	3	3.25		
Paper 3	Reader 1	4	4	4	4	4	3.58	3.57
	Reader 2	3	3	4	4	3.5		
	Reader 3	3	4	3	3	3.25		
Paper 4	Reader 1	2	3	3	3	2.75	2.92	2.90
	Reader 2	2	3	4	4	3.25		
	Reader 3	3	2	3	3	2.75		



## Inventory of Educational Effectiveness Indicators

Paper 5	Reader 1	3	4	3.5	3.5	3.5	3.33	3.30
	Reader 2	3	3	3	2	2.75		
	Reader 3	4	4	4	3	3.75		
Paper 6	Reader 1	2.5	3	2.75	3	2.8125	3.19	3.16
	Reader 2	3	3	3	3	3		
	Reader 3	4	4	4	3	3.75		
Paper 7	Reader 1	2	2	2	2	2	2.33	2.28
	Reader 2	1	2	3	2	2		
	Reader 3	3	3	3	3	3		
Paper 8	Reader 1	2	3	3	3	2.75	3.00	2.95
	Reader 2	3	3	2	2	2.5		
	Reader 3	4	4	4	3	3.75		