Response to Section V in the Lines of Inquiry

The following constitutes a response for updates and documents per the Lines of Inquiry that UH Hilo received on December 8, 2013.

a. Completed "Integrated Essay" for the Institutional Report
The updated Essay Five: Integrated Essay was submitted on July 15, 2014. A link to the PDF is on the accreditation website: http://hilo.hawaii.edu/uhh/accreditation/documents/UpdatedEssay5IntegrativeEssay.pdf

b. Completed or ongoing Program Review documentation
The new guidelines for Program Review have been posted on the Vice Chancellor of Academic Affair's Website: http://hilo.hawaii.edu/uhh/vcaa/documents/UHHilo2013ProgramReviewGuidelines.pdf ; an updated timeline for review has also been posted: http://hilo.hawaii.edu/uhh/vcaa/documents/2009-2018ProgramReviewSchedule.pdf
Program Review data sets for programs are now being posted by the IRO office: http://hilo.hawaii.edu/uhh/iro/UHHiloProgramReview.php
An Academic Program Review Advisory Committee has also been established by the Faculty Congress. Annual assessment reports will be uploaded to this website as they become available: http://hilo.hawaii.edu/uhh/congress/AcademicProgramReviewAdvisoryCommittee.php

c. Marketing materials for student and faculty/staff recruitment
Samples of marketing brochures have been posted on the accreditation website: http://hilo.hawaii.edu/uhh/accreditation/files.php
UH Hilo also maintains marketing websites designed for students: http://hilo.hawaii.edu/prospective/facts.php

d. Policies regarding criteria for service-learning courses and placement and assessment of student interns
This is currently a work in progress being spearheaded by the Vice Chancellor of Academic Affairs, the Interim Vice Chancellor of Students Affairs, the ALO, and the Chair of General Education.

e. When available, rubrics or criteria developed by APLEX to assess
    Collaborative Skills and Civic Participation
    This is currently a work in progress being spearheaded by the Vice
    Chancellor of Academic Affairs, the Interim Vice Chancellor of Students
    Affairs, the ALO, and the Chair of General Education.

f. A report on the results of the assessment of Written Communication
    conducted during 2013-2014
    We indicated last year that we revised the Inventory of Educational
    Effectiveness Indicators as a means of implementing Core Competency
    Assessment at the senior level. And as stated on page 88 of the recently
    submitted Essay Five, the Core Competency Assessment pilot has come to a
    close. We have collected data and/or analyses from every college and from
    all three major Divisions within the college of Arts and Sciences. All 22
    reports have been compiled into a larger PDF and are now uploaded to the
    Accreditation Website to show how departments will be responding to this
    problem at the program level:
    http://hilo.hawaii.edu/uhh/accreditation/documents/InventoryofEducatio
    nalEffectivenessIndicatorsdataentered.pdf

    Granted, not all colleges/programs exactly followed the procedures as laid
    out and some did not do a full reading (but rather a smaller sampling from
    the courses selected); however, we were able to collect more than 200 artifacts
    from across the campus and every department used their data to reflect on
    the level of student performance and how that performance can be improved.

|		LineReason	OrgStruc	Content	LangGram
N	Valid	229	229	229	229
	Missing	0	0	0	0
Mean		2.7161	2.6914	2.7755	2.8536
Median		2.5000	2.5000	2.8000	3.0000
Mode		3.00	3.00	3.00	3.00
Std. Deviation		.65779	.63993	.69551	.62962
Minimum		1.00	1.00	1.00	1.00
Maximum		4.00	4.00	4.00	4.00

Initial statistics reveal that students are exhibiting difficulty with the two
higher cognitive skills required for writing: (1) Line of Reasoning, and (2)
Organization and Structure.

Requests have already started to come in to the ALO (who has been leading
Core Competency Assessment in Written Communication) to develop more

refined assessments targeting these two generic skills for future writing assessment efforts at the senior level.

Many have identified the need for writing to be better scaffolded and/or that writing instruction needed improvements; 72% (or 16 departments) noted that they would be reconfiguring the writing of the course, including: (1) handing out the GE Rubric for Written Communication to students, (2) including the skills from the GE rubric in the SLOS for assignments, and (3) requiring more peer-editing and numerous drafts prior to final submissions. Another 27% (or 6 departments) indicated they would be scrutinizing lower-division courses to see if writing requirements needed to be made more rigorous. While 36% (or 8 departments) pointed out a need to work with Kilohana, The Academic Success Center and/or the English Department (including the TESOL program) to find ways of garnering interdisciplinary assistance for struggling students. Three departments are now in the process of revamping their capstone courses to address writing.

The University is also continuing to gather baseline data for incoming freshmen. As reported in Essay Three, students are already coming in below competency in written communication and information literacy.

Comparison of performance between HWST 111 and ENG 100/100T (AY 2008-
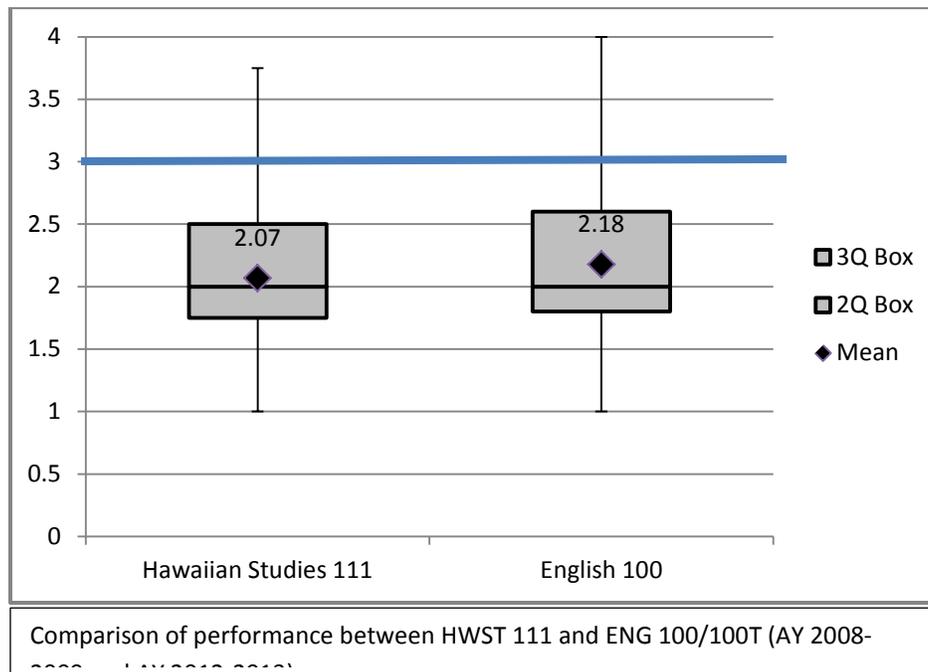
A grant project that will produce a spectrum of student writing from 9th grade high school (Kea'au High) through senior year at UH Hilo is due to be completed in September of 2014 and will help identify problems with the P-20

g. Plans for the assessment of Quantitative Reasoning
The current Chair of the Assessment Committee (who is a senior professor in the Math Department) has used AY 2013-2014 to develop a universal test that will assess student ability to read and analyze visual forms of data (graphs and tables) by asking them to identify which statements are true from a set of given answers. This test will be deployed in September or October of 2014.

Since all freshmen have received pre-built schedules, the assessment will be run in all introductory math courses (MATH 100, 103, 104, 104F, 104G, and 205). The same tool will be deployed in a 300- or 400-level course that programs/colleges will identify as being required for the major. Data will then be compared to see how well entering freshmen and exiting seniors are faring in terms of their ability to grapple with quantitative logic. A draft sample of the test is given below:

Below are two graphs that depict respectively the historic price of gold per gram and the historic price of silver per ounce. One person, designated G, bought gold in 2000, and a second person, designated S, bought an identical dollar amount of Silver at the same time. Based on these two graphs, *defend or refute the following statement*: If G and S both sold their investments at the same time in 2007, G received the larger return. In other words it would have been more profitable to buy gold than silver in 2000 if the investment was to be sold in 2007.

Historic price of Silver per ounce in the US   **Historic price of Gold per gram in the US**

This assessment is intended to assess the Visual Representation aspect of quantitative reasoning (i.e. column three in the institutional QR rubric).

A student scoring 4 would refute the statement, indicating that since the price of gold only doubled from 2000 to 2007 (initial price was approximately $10/gram and final price $20/gram) but the price of silver increased 2.5 times (initial price was $5 and final price was approximately $12.50) it would have been better to buy silver. They might also mention that the difference in units is immaterial.

A student scoring 3 would refute the statement, but the argument would not include the precise reasoning above. The argument may contain inconsistencies, but includes an indication that the price of silver increased more than the price of gold, which indicates that they are making correct conclusions from the visual representation.

A student scoring 2 would attempt to defend the statement. Anticipated responses include such things as the gold price is in terms of grams, which means that the price of gold per ounce is much higher than that of silver, which is a well-known fact but irrelevant. They might also indicate that the price of gold in 2007 was $20 which is more than the price of silver, which is only $12.50. In this case the student uses the graphs to get information, but their interpretation is inconsistent with the information contained therein.

A student scoring a 1 would either attempt to defend the statement or not indicate which choice they were even making (i.e. not clear if they are defending or refuting). No relevant information is used from the graphs or their interpretation of points on the graph are incorrect (e.g. they may not know how to get any information at all from the graph). In general, the visual representation is not used to make conclusions.

h. Copies of MOU's signed during 2013-2014 as a result of the Program Review process
   Math is the only program to undergo the new review process as part of a pilot effort. Their larger report (which includes assessment tales and analyses) is posted under "UH Hilo MOUs":
   http://hilo.hawaii.edu/uhh/vcaa/ProgramReview.php

   The Math Department MOU is posted at:
   http://hilo.hawaii.edu/uhh/vcaa/documents/MATHmouwhole.pdf

   The Department of Communication opted to follow the old guidelines. Their report is also posted under "UH Hilo MOUs" (under Math):
   http://hilo.hawaii.edu/uhh/vcaa/documents/COMMUNICATION2013MOA.pdf.

i. Update on assessment efforts in BBA and Communications, particularly
   The Department of Communication is currently undertaking an assessment comparing artifacts from a DL and a F2F version of COM 270, which is a

General Education certified course. Eighty-five (*n* = 85) papers were read by two readers using a holistic rubric:

Level 4 Advanced	Student clearly demonstrates a thorough understanding of the selected theory and readily shows an ability to apply the theory to everyday life experiences.
Level 3: Competent	Student demonstrates a fundamental understanding of the selected theory and is able to articulate it well.
Level 2: Emerging	Student appears somewhat unsure about the selected theory and is unable to articulate it clearly.
Level 1: Beginning	Student appears unfamiliar with the selected theory.

Of the 85, thirteen had to be redistributed to third readers due to a more than one point difference in assessment. All scores are now within one difference, though the large number of averages indicates more work is needed to achieve a higher level of inter-rater reliability. In any event, preliminary numbers indicate that the averages between the two courses show no marked difference in student skill: DL (3.118), F2F (3.117). The complete spreadsheet with scores can be found at: http://hilo.hawaii.edu/uhh/accreditation/documents/CommF2FandDLass essmentanonymyzed.pdf

CoBE is undergoing accreditation review for this coming fall and is working on a plan to incorporate the small cohorts from West Hawaiʻi into their larger assessment (CLA) efforts.

j. Progress report on recently implemented programs

   http://hilo.hawaii.edu/uhh/vcaa/RecentlyApprovedPrograms.php

   Information on the following programs that have been implemented in the past two years can be found at the following links:

   1. Master of Science in Clinical Psychopharmacology
       Information on the status of the program (including enrollments) can be found at:
       http://hilo.hawaii.edu/uhh/accreditation/DstLrngMSCP.php

2. Doctor of Nursing Practice

   The Doctor of Nursing Practice Program started in Fall 2012 with a cohort of 12 students. In Fall of 2013, 11 students were admitted. In Fall of 2014, 10 students were admitted. Of the three cohorts, only one student from Cohort One has taken a leave of absence. CCNE sent a team in Spring of 2014 and the results of the review will be released in November of 2014.

3. Master of Arts in Teaching

   The MAT is a two-year program, with the first cohort in Summer 2013. Of the first cohort of students, 24 out of 26 came back for year two. The 24 have received their initial license and are just six credits short of graduation. The second cohort started in Summer 2014 with 29 students currently enrolled in the program. The proposal (initial report) for TEAC Accreditation will be submitted in November of 2014; site visit is scheduled for November 16-19, 2015.

4. Doctor of Philosophy in Pharmaceutical Sciences

   The Ph.D. in Pharmaceutical Sciences Program requires a minimum of four years of graduate training. The first cohort began in Fall 2011 with seven students and six are currently entering their fourth year in the program. Two out of the four students in the second cohort are currently enrolled and are beginning their third year in the program. One out of two students from the third cohort is advancing into their second year of the program.

5. Bachelor of Arts in Pharmacy Studies

   Students earning the Bachelor of Arts in Pharmacy Studies (BAPS) degree attain broad and thorough knowledge in the liberal arts and basic sciences, as well as specialized education in the field of pharmacy, both academic and experiential in nature. Students complete a minimum of four years of college education, including rigorous course work in the basic and pharmacy sciences, on their path to the Doctor of Pharmacy (Pharm.D.) degree. All students currently enrolled in the Pharm.D. program at the UHH DKICP are eligible to receive this degree. The BAPS degree was first awarded in December 2011 and has been awarded at every Spring Commencement since 2012. One hundred and thirty-three (133) BAPS degrees were awarded in the 2011 – 2012 academic year (AY). Thirty-five (35) BAPS degrees were awarded in 2012 – 2013 (AY) and 77 were awarded in 2013 – 2014 (AY).

k. Student affairs learning objectives and examples of assessment of co-curricular programs (such as report-referenced use of CAS Standards) and any plans for instituting program review

Learning objectives are being drafted per the new Strategic Plan Implementation Team. Samples of assessment of co-curricular programs are available at: http://hilo.hawaii.edu/studentaffairs/assessment/index.php. Updated plans for program review within the Student Affairs Division are also posted on this website.