

## Summary of Assessment Efforts by Degree Program--Fall 2004

College	Department	Degree Program	Focus of Assessment	Means of Assessment	Findings/Actions
A&H	American Studies	BA	Student learning outcomes	Student work; research paper in capstone course	Initiate remedial action when needed
A&H	American Studies	MA & PhD	Courses & instructional quality	Survey; end-of-course student evaluations	Initiate remedial action when needed
A&H	Art	BA (studio or art history)	Courses & instructional quality	End-of-course student evaluations	Results used to determine curriculum adjustments and changes
A&H	Art	BFA	Student learning outcomes (documented)	Portfolio review (junior year)	Results determine admission to BFA or assignment of remedial coursework
A&H	Art	MA (art history)	Student learning outcomes (basic knowledge) (documented)	Art History graduate exam (2nd or 3rd semester)	Results determine admission to candidacy and advising
A&H	Art	MFA (studio art)	Student learning outcomes (documented)	Portfolio review (every semester)	Results determine assignment of coursework for each student.
A&H	Dance	BA	Student learning outcomes (documented)	2003-04 full assessment program implemented: Checklist of Learning Outcomes (pre and post). Production Evaluation Forms. Student portfolios (including videos, photos, etc., 2-page student reflection paper, scholarly paper & review). Exit interviews w/ resumes.	Able to monitor students' progress more closely; curriculum continuously being evaluated; need for different (and more) classes apparent; capstone course under development. Faculty examining best practices in dance assessment among top 24 dance institutions in US to ascertain most appropriate assessment tools for future use.
<b>A&amp;H</b>	<b>Dance</b>	<b>MA</b>			
<b>A&amp;H</b>	<b>Dance</b>	<b>MFA</b>			
<b>A&amp;H</b>	<b>Dance Theatre</b>	<b>BFA</b>			
A&H	History	BA	Student learning outcomes	Examination of student course work and senior thesis.	Results used to determine ways to improve the program.
<b>A&amp;H</b>	<b>History</b>	<b>MA</b>			
<b>A&amp;H</b>	<b>History</b>	<b>PhD</b>			

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A&H	Music	BA & BMus	Student learning outcomes (performance skills) (documented)	Entrance performance audition; public performances and evaluation each semester; ensemble performance evaluation by conductors; performance evaluation by faculty at end of sophomore year for BMus students.	Assess mastery of performance skills at various points during the program. Assessment Committee evaluates data and submits report to faculty.
A&H	Music	BA & BMus	Student learning outcomes (basic musicianship) (documented)	Theory entrance exams; completion of music theory courses; final exams at each level	Entrance exams used to place student in appropriate classes; students must pass each theory class in order to move to the next course; final exams assess student mastery of required skills. Assessment Committee evaluates data and submits report to faculty.
A&H	Music	BA & BMus	Student learning outcomes (knowledge of literature) (documented)	Mid-term and final exams; writing assignments; concert attendance	Assess student mastery of required knowledge, assimilation of concepts, creativity in synthesizing new ideas, ability to communicate. Assessment Committee evaluates data and submits report to faculty.
A&H	Music	BA & BMus	Student learning outcomes (documented)	Capstone experience--public recital, senior project	Assess student achievement of learning outcomes. Assessment Committee evaluates data and submits report to faculty.
<b>A&amp;H</b>	<b>Music</b>	<b>MA</b>			
<b>A&amp;H</b>	<b>Music</b>	<b>MMus</b>			
<b>A&amp;H</b>	<b>Music</b>	<b>PhD</b>			

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A&H	Philosophy	BA	Student learning outcomes (documented)	Research-oriented capstone course; research paper competition; questionnaire	Assess student's progress in meeting learning outcomes; determine improvements that should be made in program.
A&H	Philosophy	MA & PhD	Student learning outcomes	Faculty assess work of all graduate students in their courses; assessments are discussed by the faculty collectively; individual student assessments are prepared and shared with students.	Results used to assess students and advise them of strengths and weaknesses.
A&H	Religion	BA	Student learning outcomes (documented)	Student portfolio (seniors); student exit evaluations; review of syllabi	Continuous examination of the curriculum.
<b>A&amp;H</b>	<b>Religion (Asian)</b>	<b>MA</b>			
A&H	Speech	BA	Student learning outcomes	Exit content exam (pre and post tests)	Validates student achievement with existing curriculum; identifies area(s) for curriculum improvement--need to incorporate more discussion of theory and research methods.
<b>A&amp;H</b>	<b>Speech</b>	<b>MA</b>			
A&H	Theatre	BA	Student learning outcomes (documented)	2003-04 full assessment program implemented: Checklist of Learning Outcomes (pre and post); Overall Performance & Evaluation Form. Student portfolios (including videos, photos, etc., 2-page student reflection paper, scholarly paper & review). Exit interviews w/ resumes.	Able to monitor students' progress more closely; curriculum continuously being evaluated; need for different (and more) classes apparent; under-representation of local theatre and Latino theatre in courses corrected in Spring 2004.
<b>A&amp;H</b>	<b>Theatre</b>	<b>MA</b>			
<b>A&amp;H</b>	<b>Theatre</b>	<b>MFA</b>			
<b>A&amp;H</b>	<b>Theatre</b>	<b>PhD</b>			

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A&S	Interdisc Stds (Women's Stds)	BA	program objectives, including student learning outcomes	Course evaluations with common questions; exit interviews with majors and certificate students every other year; capstone experience (graduate students)	Redesigned forms and procedures; data showed most of program goals being met. Link between classroom learning and out-of-class experience weak--including students more fully in colloquia, giving awards for leadership, encouraging student activism.
A&S	Interdisciplinary Studies	BA	Student satisfaction	Survey of students and alumni	Survey results positive
A&S	Interdisciplinary Studies	BA	Student advising	Survey of students and alumni	Survey results positive
A&S	Interdisciplinary Studies	BA	Student learning	Student portfolios (student work and reflective essays)	Need a course in IS inquiry for all students; should encourage courses in the "major" which are interdisciplinary; encourage problem oriented programs; encourage normative angle of vision. Developed new courses for IS students taught by IS faculty.
<b>Arch</b>	<b>Architecture</b>	<b>ArchD</b>			
CBA	Business (Accounting, Finance, General Business, Human Resources Management, International Business, Management, Management Information Systems, Marketing)	BBA	Curriculum design and content; learning outcomes; resources; administration and support services; satisfaction with fellow students.	Exit survey	Results analyzed; curriculum and services adjusted as needed.
CBA	Business (Accounting, Finance, General Business, Human Resources Management, International Business, Management, Management Information Systems, Marketing)	BBA	Importance of program to career success; career services; skills and abilities learned; curriculum content; program reputation; overall satisfaction.	Alumni survey	Results analyzed; curriculum and services adjusted as needed.

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CBA	Business (Accounting, Finance, General Business, Human Resources Management, International Business, Management, Management Information Systems, Marketing)	BBA	Student learning outcomes	Capstone course/internships	Assess student understanding of knowledge in prior courses; assess degree to which program is meeting curriculum goals.
CBA	Business Administration	MBA	Curriculum design & content; learning outcomes; resources, administration & support services; satisfaction w/ fellow students.	Exit survey	Results analyzed; curriculum and services adjusted as needed.
CBA	Business Administration	MBA	Importance of program to career success; career services; skills and abilities learned; curriculum content; program reputation; overall satisfaction.	Alumni survey	Results analyzed; curriculum and services adjusted as needed.
CBA	Business Administration	MBA	Curriculum	Comprehensive review of MBA curriculum by faculty Curriculum and Program Committee	Changes recommended to full faculty and under consideration in 2004-05.
CBA	Business Administration	MBA	Student learning outcomes	Capstone course/internships	Assess student understanding of knowledge in prior courses; to assess degree to which program is meeting curriculum goals.
<b>CBA</b>	<b>Business--Accounting</b>	<b>MAcc</b>	<b>Student learning outcomes (documented)</b>	<b>under development 2004-05</b>	
<b>CBA</b>	<b>Business--Human Resource Management</b>	<b>MHRM</b>	<b>Student learning outcomes (documented)</b>	<b>under development 2004-05</b>	
<b>CBA</b>	<b>Business--International Management</b>	<b>PhD</b>	<b>Student learning outcomes (documented)</b>	<b>under development 2004-05</b>	

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CTAHR	Animal Sciences	BS	Program quality	Survey of majors during internship class	Major revision of program in progress--change focus from livestock to wider variety of species and provide better options for students not interested in veterinary school.
CTAHR	Animal Sciences	BS	Graduate success	Phone survey of graduates	Graduates employed in field or in graduate schools. Identified program strengths and weaknesses. Provided options to required language classes.
CTAHR	Animal Sciences	BS	Student performance	Employer evaluations	Identified strengths and weaknesses of graduates (and program).
<b>CTAHR</b>	<b>Animal Sciences</b>	<b>MS</b>			<b>formal assessment of graduate programs in progress.</b>
CTAHR	Apparel Product Design & Merchandising	BS	Student learning outcomes (documented)	Exit portfolio, internship evaluation of student	Students generally met or exceeded established performance criteria.
CTAHR	Bioengineering	BS	Program	ABET accreditation	Reviewed in 2003; accredited for six years.
CTAHR	Bioengineering	BS	Program	Student feedback on how well program is meeting its objectives--individual meetings with advisor, biennial facilitated focus groups, web-based surveys, critique of program by graduating seniors.	Adjustments made in program as appropriate--courses revised, requested waiver of foreign lang requirement.
CTAHR	Bioengineering	BS	Program	Bioengineering Education Program Advisory Committee review of program, including program's objectives and success in meeting objectives (annual meeting).	Adjustments made in program as appropriate--courses revised, requested waiver of foreign lang requirement.

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CTAHR	Bioengineering	BS	Student learning outcomes	Individual meetings with advisor, evaluation by capstone course instructor, audit by BE Aca Prog Committee prior to graduation.	
CTAHR	Bioengineering	BS	Student performance	Fundamentals of Engineering (licensing) exam	Approximately 75% of graduates have taken and passed exam
CTAHR	Bioengineering	BS	Preparation for careers	Alumni survey	Program is achieving most of the desired outcomes with few deficiencies. Problems with ability to communicate--capstone course modified to increase the communication requirement; students expected to make formal presentations at annual CTAHR Student Research Symposium.
<b>CTAHR</b>	<b>Bioengineering</b>	<b>MS</b>			<b>formal assessment of graduate programs in progress.</b>
<b>CTAHR</b>	<b>Entomology</b>	<b>MS</b>			<b>formal assessment of graduate programs in progress.</b>
<b>CTAHR</b>	<b>Entomology</b>	<b>PhD</b>			<b>formal assessment of graduate programs in progress.</b>
CTAHR	Family Resources	BS	Student learning outcomes (documented)	Course-embedded assessment in selected core courses--student scores on 3 exams, projects, etc. from each core course	96% of students met or exceeded performance expectations. Faculty revisiting goals and objectives, continuing to work on developing appropriate assessment tools, exploring use of alternative assessment strategies such as national certification exams.

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<b>CTAHR</b>	<b>Food Science</b>	<b>MS</b>			<b>formal assessment of graduate programs in progress.</b>
CTAHR	Food Science & Human Nutrition	BS	Student learning outcomes	Exit exam	Scores ranged from 40% to 80% retention of content knowledge. Results reported to faculty; frequently missed questions highlighted.
CTAHR	Food Science & Human Nutrition	BS	Program	Alumni survey	Most students employed; felt that education contributed to personal growth. Results reported to faculty.
CTAHR	Food Science & Human Nutrition	BS	Internship experience (dietetic majors)	Survey to interns and preceptors regarding preparation for internship	Students felt well prepared for internship except in one content area. Faculty members who teach related course work notified of student concerns.
CTAHR	Food Science & Human Nutrition	BS	Field experience	Student report submitted at end of semester on preparation for field experience	Results compiled and shared with faculty
<b>CTAHR</b>	<b>Molecular Biosciences &amp; Bioengineering</b>	<b>MS</b>			<b>formal assessment of graduate programs in progress.</b>
<b>CTAHR</b>	<b>Molecular Biosciences &amp; Bioengineering</b>	<b>PhD</b>			<b>formal assessment of graduate programs in progress.</b>
CTAHR	Natural Resources & Environmental Mgt	BS	Student learning outcomes (documented)	B or better in required basic science courses	Uneven results; will continue to monitor
CTAHR	Natural Resources & Environmental Mgt	BS	Student learning outcomes	Internship paper and oral presentation (evaluation of student); evaluation of capstone course report and presentation against program objectives.	Correct student deficiencies before graduation; improve instruction.
CTAHR	Natural Resources & Environmental Mgt	BS	Student performance	Internship employer evaluation of students	Correct student deficiencies before graduation; improve instruction.



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CTAHR	Natural Resources & Environmental Mgt	BS	Program	Survey of students in capstone course; exit survey of graduating students	New capstone course being developed to focus on environmental problem solving
<b>CTAHR</b>	<b>Natural Resources &amp; Environmental Mgt</b>	<b>MS</b>			<b>formal assessment of graduate programs in progress.</b>
<b>CTAHR</b>	<b>Natural Resources &amp; Environmental Mgt</b>	<b>PhD</b>			<b>formal assessment of graduate programs in progress.</b>
<b>CTAHR</b>	<b>Nutritional Science</b>	<b>MS</b>			<b>formal assessment of graduate programs in progress.</b>
CTAHR	Plant & Environmental Biotechnology	BS	Program goals	Grades received for required courses	Results mixed; program being refined.
CTAHR	Plant & Environmental Biotechnology	BS	courses	student evaluation of courses	results mixed; program being refined.
CTAHR	Plant & Environmental Biotechnology	BS	Student learning outcomes (documented)	Student outcome rubric	in progress; not yet implemented
CTAHR	Plant & Environmental Biotechnology	BS	Student satisfaction	Exit survey	Deficiencies reported to faculty; program being refined
CTAHR	Plant & Environmental Protection Sciences	BS	courses	Student evaluation of courses	
CTAHR	Plant & Environmental Protection Sciences	BS	Student learning outcomes (documented)	Evaluations of student performance in courses; annual review of each major by PEPS faculty	New courses proposed; course redesigned, capstone internships created.
CTAHR	Tropical Plant & Soil Sciences	BS	Student learning outcomes (documented)	Evaluation of student performance in 13 core courses	Maximum of 3 rotations of courses completed--baseline data established. Experienced difficulty in faculty completion of student assessments (mostly part-time instructional faculty).
<b>CTAHR</b>	<b>Tropical Plant &amp; Soil Sciences</b>	<b>MS</b>			<b>formal assessment of graduate programs in progress.</b>
<b>CTAHR</b>	<b>Tropical Plant &amp; Soil Sciences</b>	<b>PhD</b>			<b>formal assessment of graduate programs in progress.</b>

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CTAHR	Tropical Plant Pathology	MS			formal assessment of graduate programs in progress.
CTAHR	Tropical Plant Pathology	PhD			formal assessment of graduate programs in progress.
Educ	Education	PhD	Student learning outcomes	Comprehensive exams; dissertation.	
Educ	Education (Teaching)	MEdT	Student learning outcomes (criteria from Hawaii Teacher Performance Standards)	Coursework; field experiences; practica; and student teaching. Students assessed mid-term and end-of-term by faculty based on performance standards. Passing of exit-level PRAXIS II content area and pedagogy examinations.	
Educ	Education--Counseling & Guidance	MEd	Student learning outcomes	Comprehensive exams; culminating project (theses, projects). Exit-level PRAXIS II content area exam.	
Educ	Education--Educational Administration, Educational Foundations, Educational Psychology, Educational Technology, Curriculum Studies, Early Childhood Education	MEd	Student learning outcomes	Comprehensive exams; culminating project (theses, projects)	
Educ	Education--Elementary and Secondary	BEd	Student learning outcomes (criteria from Hawaii Teacher Performance Standards)	Coursework; field experiences; practica; and student teaching. Students assessed mid-term and end-of-term by faculty based on performance standards. Passing of exit-level PRAXIS II content area and pedagogy examinations.	Systematic assessment of student progress and appropriate advising and assistance to students in difficulty.

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Educ	Education--Elementary and Secondary	BEd	Student learning outcomes (criteria from Hawaii Teacher Performance Standards)	Annual survey of school principals and mentor teachers	Determine extent to which graduates meet expectations of teachers.
Educ	Education--Elementary and Secondary	BEd	Teacher prep program	Student exit survey	Determine extent to which students perceive that the program contributed to professional growth.
<b>Educ</b>	<b>Education--Professional Diploma</b>	<b>PDE</b>			
Educ	Education--Special Ed	MEd	Student learning outcomes (criteria from Hawaii Teacher Performance Standards)	Coursework; field experiences; practica; and student teaching. Students assessed mid-term and end-of-term by faculty based on performance standards. Passing of exit-level PRAXIS II content area and pedagogy examinations.	Systematic assessment of student progress and appropriate advising and assistance to students in difficulty.
<b>Educ</b>	<b>Kinesiology &amp; Leisure Science</b>	<b>BS</b>			
<b>Educ</b>	<b>Kinesiology &amp; Leisure Science</b>	<b>MS</b>			
Eng	Engineering--Civil	BS	Program	Student exit interviews.	Used as part of continuous quality improvement program.
<b>Eng</b>	<b>Engineering--Civil</b>	<b>MS</b>			
<b>Eng</b>	<b>Engineering--Civil</b>	<b>PhD</b>			
Eng	Engineering--Electrical	BS	Student learning outcomes (documented)	Educational outcomes survey (student determination of how classes met program outcomes); course evaluations (course content, coverage, teaching practice, & effectiveness)	EE 496 (Senior Project) course improved; Math 307 added to curriculum.
Eng	Engineering--Electrical	BS	Program	ABET accreditation program audit; Industrial Advisory and Student Advisory Boards	Review of program quality
Eng	Engineering--Electrical	MS & PhD	Program	Student course evaluations	Used by faculty to make improvements to courses

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Eng	Engineering--Mechanical	BS	Student learning outcomes (documented)	Student exit interviews; course portfolios; capstone design course	Assess student progress; ME 373 and ME 480 added to curriculum; labs improved with appropriate safety instructions and equipment; machine shop being renovated.
Eng	Engineering--Mechanical	BS	Courses/program	Teaching evaluations & student course surveys	
Eng	Engineering--Mechanical	MS	Courses	Course surveys	
Eng	Engineering--Mechanical	MS	student performance	employer interviews and industry advisory meetings	
<b>Eng</b>	<b>Engineering--Mechanical</b>	<b>PhD</b>			
<b>JABSOM</b>	<b>Biomedical Sci (Biostats &amp; Epidemiology)</b>	<b>PhD</b>			
<b>JABSOM</b>	<b>Biomedical Sciences (Biochemistry)</b>	<b>MS</b>			
<b>JABSOM</b>	<b>Biomedical Sciences (Biochemistry)</b>	<b>PhD</b>			
<b>JABSOM</b>	<b>Biomedical Sciences (Biophysics)</b>	<b>MS</b>			
<b>JABSOM</b>	<b>Biomedical Sciences (Biophysics)</b>	<b>PhD</b>			
<b>JABSOM</b>	<b>Biomedical Sciences (Cell &amp; Molecular Bi)</b>	<b>MS</b>			
<b>JABSOM</b>	<b>Biomedical Sciences (Cell &amp; Molecular Bi)</b>	<b>PhD</b>			
<b>JABSOM</b>	<b>Biomedical Sciences (Physiology)</b>	<b>MS</b>			
<b>JABSOM</b>	<b>Biomedical Sciences (Physiology)</b>	<b>PhD</b>			
<b>JABSOM</b>	<b>Biomedical Sciences (Tropical Medicine)</b>	<b>MS</b>			
<b>JABSOM</b>	<b>Biomedical Sciences (Tropical Medicine)</b>	<b>PhD</b>			
JABSOM	Medical Technology	BS	Courses & instructional quality	Instructor and course evaluations	
JABSOM	Medical Technology	BS	Student learning outcomes	Graduate survey; national certification exam results/reports	Areas of concern forwarded to appropriate committee for recommendations and actions. Exam scores reviewed by program director, curriculum committee chair, etc.--100% pass rate with scores above the national average.
JABSOM	Medical Technology	BS	Student learning outcomes	Review of graduation and employment rates	Students continue to progress through program in a timely fashion and are employed shortly after graduation.

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JABSOM	Medical Technology	BS	Program/curriculum	NAACLS accreditation report	Report to faculty by NAACLS Review Team on strengths and weaknesses of program.
JABSOM	Medical Technology	BS	Program/curriculum	Annual review by medical advisors committee; Med Tech Curr Committee review.	Review by Medical Advisors Committee & Curr Committee noted that student preparation for clinical experience was uneven. The clinical experience was reorganized to provide workshop & seminar sessions to improve student preparation. Informal feedback indicates students now better prepared. Reorg also reduced burden on clinical affiliates in terms of accommodating the numbers of students.
JABSOM	Medicine	MD	Student learning outcomes/achievement	Course exams, national exams, course oral exams, faculty ratings of observed student performance, reflective essays, review of research projects, standardized patient examinations	Monitor student progress through the program; LCME found JABSOM in full compliance with standards for student assessment.
JABSOM	Medicine	MD	Curriculum/courses	Student surveys of each required course in the first 3 years, of the entire 4th year. Internship survey; alumni survey; residency program director survey; AAMC graduation questionnaire. Curriculum review of all required courses on a regular basis.	Review of MD curriculum overseen by Office of Medical Ed & JABSOM Curr Committee. Results of assessments discussed by Committee and shared with course directors. Committee makes recommendations for changes to course directors; course directors required to provide report on responses to recommendations.

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JABSOM	Public Health	MS & MPH	Student learning experiences	Course evaluations, fieldwork evaluations, exit interview, exit survey	Results will be used to improve program quality (currently analyzing data from first round of implementation)
JABSOM	Public Health	MS & MPH	Student learning outcomes	Fieldwork/thesis evaluation, evaluation of final oral exam/presentations, course and field work evaluations	Results will be used to improve program quality (currently analyzing data from first round of implementation)
JABSOM	Public Health	MS & MPH	Program quality	Course evaluations, admissions data, graduation data, exit interview, exit survey, alumni survey	Results will be used to improve program quality (currently analyzing data from first round of implementation)
<b>JABSOM</b>	<b>Speech Pathology &amp; Audiology</b>	<b>BS</b>			
<b>JABSOM</b>	<b>Speech Pathology &amp; Audiology</b>	<b>MS</b>			
<b>Law</b>	<b>Law</b>	<b>LLM</b>			
<b>Law</b>	<b>Law</b>	<b>JD</b>			
LLL	Chinese	BA	Student learning outcomes	ACTFL oral interview tests; faculty developed reading test; ETS SAT-II (Chinese proficiency test)	Showed overall gains in oral proficiency levels; satisfactory performance on faculty developed and SAT exams
LLL	Chinese	BA	Student learning outcomes	Embedded assessment	under development
LLL	Chinese	BA	Student learning experiences	Student course evaluations	Data indicate consistent overall satisfaction with instruction
LLL	Chinese	BA	Program	Examination of enrollment data	Identify courses to be eliminated, consolidated, or expanded
LLL	Chinese	BA	Program goals and objectives	Faculty review of courses	Examined upper-division Chinese program goals
LLL	Chinese	BA	Student experiences	Exit survey	under development
LLL	Chinese	BA	Employment placement and satisfaction	Alumni survey	under development

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LLL	Chinese	BA	Student diagnostic	Proficiency assessment of incoming students	Efficiency of test needs to be improved for higher proficiency students--new test developed and improved the efficiency of placement procedures
LLL	Classics	BA	Student learning outcomes	Final examinations of 1st and 2nd year classes	under development
LLL	EALL--Chinese	MA	Student learning outcomes	Comprehensive exams--written and oral; pedagogy exam; lang/lit exam; thesis & oral defense	Determine performance of graduate students; assessment of MA & PhD programs. Continuing revisions of graduate program -revision of requirements & procedures, creation of new grad courses
LLL	EALL--Chinese	PhD	Student learning outcomes	Qualifying & comprehensive exams, dissertation & oral defense	Determine performance of graduate students; assessment of MA & PhD programs. Continuing revisions of graduate program -revision of requirements & procedures, creation of new grad courses
LLL	EALL--Chinese	MA & PhD	Courses & instructional quality	Student course evaluations	Data indicate consistent overall satisfaction of students with CHN instruction. Data used to reexamine course content and improving the quality of instruction.
LLL	EALL--Chinese	MA & PhD	Graduate program	Examination of enrollment data	Identify courses to be eliminated, consolidated, or expanded
LLL	EALL--Japanese	MA	Student diagnostic	Diagnostic exam of incoming MA students	Enhanced efficiency in advising procedures for incoming students

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LLL	EALL--Japanese	MA	Student learning outcomes	Comprehensive exams-- written and oral; pedagogy exam; lang/lit exam; thesis & oral defense	Determine performance of graduate students; assessment of MA & PhD programs. Continuing revisions of graduate program -revision of requirements & procedures, creation of new grad courses
LLL	EALL--Japanese	PhD	Student learning outcomes	Qualifying & comprehensive exams, dissertation & oral defense	Determine performance of graduate students; assessment of MA & PhD programs. Continuing revisions of graduate program -revision of requirements & procedures, creation of new grad courses
LLL	EALL--Japanese	PhD	Student learning outcomes	Required published paper (or publishable paper as judged by grad fac)	Determine performance of graduate students; assessment of MA & PhD programs. Continuing revisions of graduate program -revision of requirements & procedures, creation of new grad courses
LLL	EALL--Japanese	MA & PhD	Courses & instructional quality	Student course evaluations	Data indicate consistent overall satisfaction of students with CHN instruction. Data used to reexamine course content and improving the quality of instruction.
LLL	EALL--Japanese	MA & PhD	Graduate program	Examination of enrollment data	Identify courses to be eliminated, consolidated, or expanded
LLL	EALL--Japanese	MA & PhD	Student learning outcomes	Embedded assessment	Under development
LLL	EALL--Japanese	MA & PhD	Student experiences	Exit survey	Under development
LLL	EALL--Japanese	MA & PhD	Employment placement & satisfaction with program	Alumni survey	Under development



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LLL	EALL--Korean	MA	Student learning outcomes	Comprehensive exams-- written and oral; pedagogy exam; lang/lit exam; thesis & oral defense	Determine performance of graduate students; assessment of MA & PhD programs. Continuing revisions of graduate program -revision of requirements & procedures, creation of new grad courses
LLL	EALL--Korean	PhD	Student learning outcomes	Qualifying & comprehensive exams, dissertation & oral defense	Determine performance of graduate students; assessment of MA & PhD programs. Continuing revisions of graduate program -revision of requirements & procedures, creation of new grad courses
LLL	EALL--Korean	MA & PhD	Graduate program	Faculty review of diagnostic exam, PhD qualifying & comprehensive exams, student course work, MA theses, PhD disserations/oral defense, 600-level and 700-level courses,	Adopted more diversified research methodologies; revised MA and PhD reading lists; created faculty sessions for collaborative consultations; proposed new courses; adopted interactive, student-led presentations and project-oriented approaches in classroom instruction; revised PhD comprehensive & qualifying exams; revised MA diagnostic exam; proposed new courses
LLL	EALL--Korean	MA & PhD	Career development advising	Alumni survey	Established wider professional network for student post-graduation employment opportunities--success in placing students in leading institutions in US and abroad

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LLL	English	BA	Program	Student exit survey (perceptions regarding course availability, effectiveness of required courses, faculty advising)	Improve faculty advising; student articulation of learning experiences generally match program goals
LLL	English	BA	Creative Writing Program goals; communication with students; articulation with upper division courses; CW in graduate program; GA training; advising	Review of student evaluations; faculty survey and discussion.	Articulation of goals and procedures in English 313 syllabi; proposal for GA training under discussion; assessment in grad program is ongoing
LLL	English	BA	Introductory Literature Program (goals and effectiveness; articulation with upper division courses, A&S requirements, and community college 200-level literature courses)	Review of enrollment patterns; review of similar programs at other universities; faculty discussion of goals and perceived effectiveness	ILP courses revised; will be implemented in Fall 2005
LLL	English	MA	Student learning outcomes and program objectives	Survey of faculty, graduate students, and alumni (new) to assess program's success in meeting goals in 12 areas	Survey conducted in Spring 2004; under analysis 2004-05
<b>LLL</b>	<b>English</b>	<b>PhD</b>			
LLL	French	BA		Joint LLL assmt project--1st and 2nd year lang classes	
LLL	German	BA	Course scheduling	Student surveys	Increased enrollment
LLL	Hawaiian	BA	Student learning outcomes	Placement and exit exams at each level	Graduates successfully employed as teachers and administrators in Hawaiian language & related fields
LLL	Hawaiian	BA	Courses	Student course evaluation	
LLL	Japanese	BA	Student learning outcomes	ACTFL oral interview tests; faculty developed reading test; ETS SAT-II (Japanese proficiency test)	Showed overall gains in oral proficiency levels; satisfactory performance on faculty developed and SAT exams

## Summary of Assessment Efforts by Degree Program--Fall 2004

College	Department	Degree Program	Focus of Assessment	Means of Assessment	Findings/Actions
LLL	Japanese	BA	Student learning outcomes	embedded assessment	under development
LLL	Japanese	BA	Student learning outcomes	STAMP (Japanese proficiency test), capstone course, internship	under development
LLL	Japanese	BA	Courses & instructional quality	Student course evaluations	Data indicate consistent overall satisfaction with instruction
LLL	Japanese	BA	Program	examination of enrollment data	Identify courses to be eliminated, consolidated, or expanded
LLL	Japanese	BA	Program goals and objectives	faculty review of courses	Examined upper-division Japanese program goals
LLL	Japanese	BA	Student experiences	exit survey	under development
LLL	Japanese	BA	Employment placement and satisfaction	alumni survey	under development
LLL	Japanese	BA	Student diagnostic	proficiency assessment of incoming students	Efficiency of test needs to be improved for higher proficiency students--new test developed and improved the efficiency of placement procedures
LLL	Korean	BA	Student learning outcomes	Placement exam and end-of-term oral proficiency interview	Proficiency levels tend to be low compared to national standards; created new track for conversation skills
LLL	Korean	BA	Student learning outcomes	End-of-term achievement test and final oral proficiency interview	Revealed deficiencies in concepts of instructional design and strategies; need for task-based integrated approach. Developed & adopted new textbooks with task-based approach--significant improvement in oral proficiency. Shows strong need for more individualized instruction and personalized feedback--launched weekly "Korean Clinic for Students."

## Summary of Assessment Efforts by Degree Program--Fall 2004

College	Department	Degree Program	Focus of Assessment	Means of Assessment	Findings/Actions
LLL	Korean	BA	Program	Faculty review of curriculum, end-of-semester student evaluations, end-of-term achievement test, end-of-term oral proficiency interview	Developed new courses; incorporated into requirements; established course website as pilot project; developed & adopted new textbooks
LLL	Korean	BA	Program	Student interview; placement interview; faculty review	Need for simultaneous availability of sequenced courses resulted in concurrent offering of courses & increases in enrollment
LLL	Korean	BA	Program	Nation-wide need-analysis research undertaken by UH Korean Flagship program	Implementation of new courses
LLL	Korean	BA	Program	Nation-wide need analysis; research on curriculum design of existing textbooks; pre-publication field tests; feedback from external textbook reviews.	Need for new textbook based on proficiency-oriented integrated approach-- publication of textbook series by Korean Language Education and Research Center.
LLL	Linguistics	MA & PhD	Courses	Student course evaluation	High rate of satisfaction with courses and quality of instruction
LLL	Linguistics	MA & PhD	Foundation courses (learning outcomes documented)	Course survey (new) (satisfaction with courses relative to stated objectives)	
LLL	Linguistics	PhD	Student mastery of discipline; foundation courses	4-part written examination	Results used for mentoring students, directing them towards additional coursework, modifying content of foundation courses
<b>LLL</b>	<b>LLEA--Classics</b>	<b>MA</b>			
<b>LLL</b>	<b>LLEA--French</b>	<b>MA</b>			
<b>LLL</b>	<b>LLEA--German</b>	<b>MA</b>			
<b>LLL</b>	<b>LLEA--Russian</b>	<b>MA</b>			
<b>LLL</b>	<b>LLEA--Spanish</b>	<b>MA</b>			

## Summary of Assessment Efforts by Degree Program--Fall 2004

College	Department	Degree Program	Focus of Assessment	Means of Assessment	Findings/Actions
LLL	Philippine Lang & Lit	BA	Student learning outcomes (Filipino)	Oral proficiency exams; portfolios and exit exams; student course evaluations	Graduates employed as teachers or in related fields
LLL	Philippine Lang & Lit	BA	Student learning outcomes (Ilokano)	Mid-semester evaluation of students; student course evaluations	Graduates employed as Ilokano teachers and interpreters
LLL	Russian	BA	Student learning outcomes	On-line program to evaluate quizzes and compositions	
LLL	Second Lang Stds--BA in Interd Stds	BA	Student learning outcomes (documented); perceptions; job placement	Student course evaluation	Student satisfaction high; job placement high. Curriculum revised and expanded. Bilingual BA program under consideration.
LLL	Second Lang Stds--Engl as a Second Lang	MA	Student learning outcomes; course effectiveness; program perceptions; employment placement; student satisfaction	Student course evaluation; capstone course; final research projects; student publications; graduate student survey.	Student satisfaction high; job placement high; many publications by graduates. Curriculum revised and expanded; feedback provided to students; scholarly paper evaluation process modified; capstone course created; core course requirements revised. Developing capstone course questionnaire; continuing consideration of courses.

## Summary of Assessment Efforts by Degree Program--Fall 2004

College	Department	Degree Program	Focus of Assessment	Means of Assessment	Findings/Actions
LLL	Second Lang Stds--Second Lang Acquisition	PhD	Student learning outcomes; professional academic preparedness; perceptions; employment placement; satisfaction.	Student course evaluation; qualifying exams; comprehensive exams; final research project (dissertations); student publications; graduate student survey.	Student satisfaction high; job placement high; high success rate on qualifying and comprehensive exams; high completion rate of high quality dissertations; many publications by graduates. Curriculum revised and expanded; feedback provided to students; quality assurance; evaluation of faculty and course area needs; discontinued qualifying exam; revised major requirements, conduct of examinations, and dissertation supervision. Considered expansion of number of PhD students; continuing consideration of new courses.
LLL	Spanish	BA		joint LLL assessment project--1st and 2nd year classes	
<b>Nat Sci</b>	<b>Astronomy</b>	<b>MS</b>			
<b>Nat Sci</b>	<b>Astronomy</b>	<b>PhD</b>			
Nat Sci	Biology	BA & BS	Student learning experience	Course evaluations assess student perceptions of topic comprehensiveness and understanding as well as teaching effectiveness.	Improve delivery of courses and sometimes modify course content
Nat Sci	Biology	BA & BS	Student learning outcomes (documented)	Exit interview or completion of exit questionnaire	Biology Club restarted; new courses added to curriculum; committees established to guide program.

## Summary of Assessment Efforts by Degree Program--Fall 2004

College	Department	Degree Program	Focus of Assessment	Means of Assessment	Findings/Actions
Nat Sci	Botany	BA & BS		Formed Assessment Committee to investigate assessment options appropriate to the discipline.	ongoing effort
Nat Sci	Botany	BA & BS	Student learning experience	Course evaluations; student survey	Continue to monitor
<b>Nat Sci</b>	<b>Botany</b>	<b>MS</b>			
<b>Nat Sci</b>	<b>Botany</b>	<b>PhD</b>			
Nat Sci	Chemistry	BA & BS	Student learning outcomes (inorganic chemistry)	National ACS exam percentile score	Percentile scores range from 38% in one year to 61% in another, reflecting annual variation in student performance
Nat Sci	Chemistry	BA & BS	Student learning outcomes (laboratory research skills)	Registration in Chem 399 as a percentage of Chem 352 enrollment	Percentages ranged from a low of 25% to a high of 54%; Chem 399 descriptive brochure revised in 2004.
Nat Sci	Chemistry	BA & BS	Student learning outcomes (preparation for grad school)	Percentage of students going to graduate/medical school.	Approximately 50% go to graduate schools (include UC Berkeley, UCI, UCLA, UC Davis, Colorado State, UH Manoa, Northwestern)
Nat Sci	Chemistry	BA & BS	Courses & instructional quality (gen chem & organic chem)	Student survey	Student perception correlates with instructor rating.
Nat Sci	Chemistry	BA & BS	Program	Alumni survey	Satisfaction high (low response--14 of 116) except in evaluation of lab equipment and facilities. Multiyear equipment replacement planning underway.
Nat Sci	Chemistry	BS	Curriculum/program	Certification of program by Am Chem Society	Recertified for additional 5 years; professional ethics course created to meet ACS recommendation and UHM General Education requirements.
<b>Nat Sci</b>	<b>Chemistry</b>	<b>MS</b>			
<b>Nat Sci</b>	<b>Chemistry</b>	<b>PhD</b>			

## Summary of Assessment Efforts by Degree Program--Fall 2004

College	Department	Degree Program	Focus of Assessment	Means of Assessment	Findings/Actions
Nat Sci	ICS--Computer Sci	BA & BS	Curriculum	Syllabi and curriculum analysis to determine how well courses promote the learning of specific objectives.	Matched role of each course with particular student outcomes objectives. Continued revising syllabi to reflect changes in guidelines from ACM and IEEE.
Nat Sci	ICS--Computer Sci	BA & BS	Student proficiency	Placement exam (under development)	Use results to advise students in course selection and pre-requisite requirements.
Nat Sci	ICS--Computer Sci	BA & BS	Student learning outcomes	Student work--capstone course artifacts, senior project & oral presentation	Projects will form cornerstone of student portfolios
Nat Sci	ICS--Computer Sci	BA & BS	Student learning outcomes	Student perception of their skills/proficiency via student survey for students in 200-, 400- and 600-level courses	Identified areas of strengths and weaknesses--refined survey form and made specific recommendations to strengthen weak areas.
Nat Sci	ICS--Computer Sci	BA & BS	Program	Exit interview under development	Results will be used to modify curriculum and provide feedback on overall success of program
<b>Nat Sci</b>	<b>ICS--Computer Sci</b>	<b>PhD</b>			
Nat Sci	ICS--Info & Computer Science	MS	Student learning outcome (understanding computer programs)	Comprehensive examination	Refined course syllabi of affected courses
<b>Nat Sci</b>	<b>ICS--Library &amp; Info Science</b>	<b>MLISC</b>			
<b>Nat Sci</b>	<b>Marine Biology</b>	<b>BS</b>			<b>new program; no program assessment undertaken to date.</b>
Nat Sci	Mathematics	BA & BS	Student learning outcomes	Comprehensive exam of major	Initial examination showed students best work drawn from most recent courses. New 300-level course established to reinforce calculus learning.



## Summary of Assessment Efforts by Degree Program--Fall 2004

College	Department	Degree Program	Focus of Assessment	Means of Assessment	Findings/Actions
Nat Sci	Mathematics	BA & BS	Student learning outcomes	Student work--oral reports & capstone course	Elective capstone course made mandatory for future majors.
Nat Sci	Mathematics	BA & BS	Program	Alumni survey	Mostly favorable responses
Nat Sci	Mathematics	MA	Student learning outcomes	Entry examination and Plan B project	Initial exam used to determine coursework required for student. Plan B project evaluated for student learning at end of program.
Nat Sci	Mathematics	PhD	Student learning outcomes	Entry exam, comprehensive exams, thesis defense	Initial exam determines placement; comps determine readiness to start thesis work.
Nat Sci	Microbiology	BA & BS	Curriculum	Align program with recommendations of ASM	Professional ethics course created to meet ASM recommendations and UHM general education requirements.
Nat Sci	Microbiology	BA & BS	Student learning (mastery of concepts in microbiology)	Capstone course established, not yet offered	Will be used to evaluate students and for students to evaluate the program
Nat Sci	Microbiology	BA & BS	Courses & instructional quality	Student evaluation of learning in upper division lecture and laboratory courses	Evaluations are high; faculty with lower ratings are asked to try new teaching strategies.
Nat Sci	Microbiology	BA & BS	Courses & instructional quality	Student evaluation of learning in lower division lecture and lab course.	Ratings used to evaluate TAs.
Nat Sci	Microbiology	BA & BS	Program	Examine number of undergraduate majors	Dramatically increasing enrollment suggests that a good program is provided
Nat Sci	Microbiology	MS & PhD	Program	Examine number of graduate students	Increasing enrollment suggests that a good program is provided.
<b>Nat Sci</b>	<b>Microbiology</b>	<b>MS</b>			
<b>Nat Sci</b>	<b>Microbiology</b>	<b>PhD</b>			
Nat Sci	Physics	BA & BS	Student learning outcomes (mastery of physics)	Examination of GRE scores, graduate school enrollment, alumni survey	Results will be used to assess course content and sequence.

## Summary of Assessment Efforts by Degree Program--Fall 2004

College	Department	Degree Program	Focus of Assessment	Means of Assessment	Findings/Actions
Nat Sci	Physics	BA & BS	Courses	Course evaluations of lower division courses and labs and upper division courses	Feedback provided to instructors
Nat Sci	Physics	BA & BS	Courses	Student survey of lower division course instructors	Results will be used to assess teaching methods
Nat Sci	Physics	BA & BS	Courses	Review course drop/F rate in lower division courses	Results will be used to assess teaching methods
Nat Sci	Physics	MS & PhD	Career success & program satisfaction	Survey of MS & PhD graduates (underway)	Provide feedback to major professors
<b>Nat Sci</b>	<b>Zoology</b>	<b>BA</b>			
<b>Nat Sci</b>	<b>Zoology</b>	<b>BS</b>			
<b>Nat Sci</b>	<b>Zoology</b>	<b>MS</b>			
<b>Nat Sci</b>	<b>Zoology</b>	<b>PhD</b>			
SHAPS	Asian Studies	BA	Program	Student course evaluations	Consultation between chair and instructor
SHAPS	Asian Studies	BA	Student learning outcomes	Exit assessment tool being drafted	
SHAPS	Asian Studies	MA	Program	Student course evaluations	Consultation between chair and instructor
SHAPS	Hawaiian Studies	BA	Courses/program	Student course evaluations	Consultation between chair and instructor
SHAPS	Pacific Island Studies	MA	Courses	Student course evaluations	Consultation between chair and instructor
SHAPS	Pacific Island Studies	MA	Program	Evaluation of core sequence by 1st year students	Articulation between core courses 601, 602, and 603 improved
SHAPS	Pacific Island Studies	MA	Student learning outcomes	Written critiques; final seminar; exit interviews	Assess student's progress; ongoing review of program
<b>Soc Sci</b>	<b>Anthropology</b>	<b>BA</b>			
<b>Soc Sci</b>	<b>Anthropology</b>	<b>MA</b>			
<b>Soc Sci</b>	<b>Anthropology</b>	<b>PhD</b>			
<b>Soc Sci</b>	<b>Comm &amp; Info Sci</b>	<b>PhD</b>			

## Summary of Assessment Efforts by Degree Program--Fall 2004

College	Department	Degree Program	Focus of Assessment	Means of Assessment	Findings/Actions
Soc Sci	Communication	BA	Student learning outcomes	Senior thesis project via capstone course--sample of theses reviewed by panel (faculty and community professionals) to judge achievement of outcomes. Student narratives regarding original video and multimedia projects.	First panel review completed; findings available in Jan 2005. Review of theses and student narratives used to fine-tune thesis course and courses building toward the capstone.
Soc Sci	Communication	MA	Student learning outcomes	Completion of required coursework; defense of thesis/practicum proposal; thesis or practicum project; defense of thesis or project (final oral exam).	Close monitoring of student progress in meeting expected outcomes throughout the program.

## Summary of Assessment Efforts by Degree Program--Fall 2004

College	Department	Degree Program	Focus of Assessment	Means of Assessment	Findings/Actions
Soc Sci	Economics	BA	Student learning outcomes (documented)	Commercial exam to assess knowledge (Spring 2002). Mini-exams: targeted question on midterms and finals in two courses. Review of student work products (essays from writing intensive course).	Completion rate of commercial exams low and included students who needed "extra credit". Use of exam not repeated. Development of capstone course under consideration. Mini-exams discontinued; faculty not evaluating results. Review of student work products to be expanded to O-designated courses. Revised prerequisites for undergrad courses; developed four new courses to better meet student needs. Established formal internship program with Cooperative Education & added two new courses for internships. Every econ major assigned a faculty mentor. Worked with Economics Club to establish a peer tutoring program.
Soc Sci	Economics	BA	Student satisfaction, assessment of curriculum, career placement	Survey of incoming majors and graduating seniors	Developed stronger ties with career services; more actively advising students about looking for a job.
Soc Sci	Economics	BA	New programs	Student surveys regarding new programs: Internship/Co-op; Mentoring; Foreign Exchange	Helpful in understanding student needs and concerns. Updated info on undergrad webpage.
<b>Soc Sci</b>	<b>Economics</b>	<b>MA</b>			
<b>Soc Sci</b>	<b>Economics</b>	<b>PhD</b>			
Soc Sci	Ethnic Studies	BA	Courses/program	Common course-embedded assessment (common items for eval of courses)	Implemented in Fall 2003/Spring 2004. Data being analyzed.

## Summary of Assessment Efforts by Degree Program--Fall 2004

College	Department	Degree Program	Focus of Assessment	Means of Assessment	Findings/Actions
Soc Sci	Geography	BA	Student learning outcomes (documented)	Successful completion of courses; student portfolios	
Soc Sci	Geography	BA	Student learning outcomes (documented)	Embedded questions regarding geography concepts in final exams.	Unfair treatment of majors versus other students in class; students may face same questions in several classes. Exploring a standardized exam or survey to be incorporated into capstone course.
Soc Sci	Geography	BA	Student learning outcomes and program goals	Capstone course & reflective essay	
Soc Sci	Geography	BA	Program	Exit interviews	
<b>Soc Sci</b>	<b>Geography</b>	<b>MA</b>			
<b>Soc Sci</b>	<b>Geography</b>	<b>PhD</b>			
Soc Sci	Journalism	BA	Student learning outcomes	Pre-test to measure student knowledge of core concepts and writing skills, mid-semester and end-of-semester surveys; testing of core knowledge and skills enhancement through mid-semester and end-of-semester exams. Survey to assess student learning after 1st year under development. student publications. Longitudinal measurement of student performance also under development.	Data from first year collected and being analyzed.
Soc Sci	Political Science	BA	student learning outcomes (documented)	Capstone experience and required methods course	Difficulties with student writing skills--sponsored more writing intensive courses in major.
Soc Sci	Political Science	BA	Student progress and quality of advising	On-line post-advising session	Should be in place in Spring 2005

## Summary of Assessment Efforts by Degree Program--Fall 2004

College	Department	Degree Program	Focus of Assessment	Means of Assessment	Findings/Actions
Soc Sci	Political Science	MA & PhD	Student learning outcomes	Annual departmental faculty evaluation of each graduate student's progress, special needs, academic strengths.	Provided info regarding strengths & weaknesses of grad program and general issues facing grad students. Led to discussions regarding grad curriculum, reforming curriculum to teach better writing skills, segregating PhD from MA students in some key seminars.
Soc Sci	Psychology	BA	Student learning outcomes (documented)	Course syllabi collected with statement from faculty specifying outcomes expected from each course. Entry and exit survey.	Data evaluated by Undergrad Studies Committee. Report made to faculty annually on degree to which outcomes are being met. Curriculum deficiencies referred to Dept Undergrad Committee for action.
<b>Soc Sci</b>	<b>Psychology</b>	<b>MA</b>			
<b>Soc Sci</b>	<b>Psychology</b>	<b>PhD</b>			
Soc Sci	Public Administration	MPA	Curriculum	Student self-evaluation: (1) module evaluation; (2) open class discussion of previous module. Student survey at end of core year--perception of learning successes.	Data used to refine and/or change module for the following year. Data used to modify core year curriculum.
Soc Sci	Public Administration	MPA	Student learning outcomes	Capstone course (year long)	Review of capstone work documents achievement of student learning outcomes. Two additional assessment tools under consideration: Employer and Professional Peer Evaluation of Graduates' Performance and Five-Year Self-Evaluation..
Soc Sci	Sociology	BA	Student learning outcomes (documented)	Collection and review of student work from selected courses, representing different points in the program.	Criteria developed for evaluating student work in spring 2004. Trial assessments of sample of papers underway.

## Summary of Assessment Efforts by Degree Program--Fall 2004

College	Department	Degree Program	Focus of Assessment	Means of Assessment	Findings/Actions
Soc Sci	Sociology	MA	Student learning outcomes	Thesis proposal, preparation, and defense.	Process and products reflect the effectiveness of the overall program.
Soc Sci	Sociology	PhD	Student learning outcomes	Qualifying review (two papers between 4th and 6th semesters). Papers evaluated with criteria used to assess learning outcomes.	
Soc Sci	Sociology	PhD	Student learning outcomes	Original research paper presented publicly; written and oral comprehensive exams; dissertation proposal; completion and defense of dissertation.	Graduate student papers have been accepted for presentation at professional meetings or for publication in peer reviewed journals.
Soc Sci	Sociology	MA & PhD	Student learning outcomes	Annual review of all graduate students by department to assess progress towards academic performance requirements	Students are provided a written notice based on the annual evaluation. Students not making satisfactory progress are warned and/or dismissed from the program.
Soc Sci	Urban & Regional Planning	MURP & PhD	Student learning outcomes	Semi-annual review of all grad students by dept faculty to discuss student progress.	
Soc Sci	Urban & Regional Planning	MURP & PhD	Student learning outcomes	Prepare and present a thesis or plan B project.	Revised curriculum
Soc Sci	Urban & Regional Planning	MURP & PhD	Student learning outputs	Student essays indicating how they have met outputs.	
Soc Sci	Urban & Regional Planning	MURP & PhD	Curriculum	Semi-annual student review; accreditation review; feedback from student association (USURP); interviews with planning professionals; survey of former students; program reviews	Significant curriculum changes: reduced number of common required courses to allow more courses in area of concentration; added site design course to program.

## Summary of Assessment Efforts by Degree Program--Fall 2004

College	Department	Degree Program	Focus of Assessment	Means of Assessment	Findings/Actions
Soc Work	Social Welfare	PhD			
Soc Work	Social Work	BSW	Program	BEAP survey (student survey)	Low scores in several areas indicate need for additional emphasis. Results shared with Curr Committee
Soc Work	Social Work	BSW	Program	BEAP exit survey	Provides comparative info with other BSW programs; in-house exit survey tied to program objectives developed to be used for first time in 2005.
Soc Work	Social Work	BSW	Program	Focus groups (graduating seniors)	3-4 focus groups with randomly selected students. Will be piloted in April/May 2005.
Soc Work	Social Work	BSW	Program	BEAP alumni survey	Database of alumni under development
Soc Work	Social Work	BSW	Program	BSW state licensing	New state licensing requirement (2004); will collect data on pass rates of graduates
Soc Work	Social Work	BSW	Courses	Student course evaluation	Plans in development to change selection of questions to more closely match program objectives
Soc Work	Social Work	BSW	Student performance	Practicum evaluation	Practicum evaluation form being revised to provide more info on student performance; changing from letter grades to pass/fail under consideration
Soc Work	Social Work	BSW	Student performance	Portfolios and skills lab/videotaping	Under development and/or consideration
Soc Work	Social Work	BSW & MSW	Student achievement	Course grades	Grades indicate good levels of student achievement however practicum evaluations contradict this conclusion. Will revise role grades play in assessment plans.



## Summary of Assessment Efforts by Degree Program--Fall 2004

College	Department	Degree Program	Focus of Assessment	Means of Assessment	Findings/Actions
Soc Work	Social Work	MSW	Courses	Student course evaluations	Plans in development to change selection of questions to more closely match program objectives
Soc Work	Social Work	MSW	Program	MSW exit survey	Results discussed with Curr Committee. Exit survey under revision; new survey to be used in 2005.
Soc Work	Social Work	MSW	Program	MSW state licensing	Value of data in assessment of students is under discussion
Soc Work	Social Work	MSW	Program	Alumni survey	new survey being developed; alumni database being updated
Soc Work	Social Work	MSW	Program	Focus groups (graduating students)	3-4 focus groups with randomly selected students. Will be piloted in April/May 2005.
Soc Work	Social Work	MSW	Student performance	Practicum evaluation	Practicum evaluation form being revised to provide more info on student performance; changing from letter grades to pass/fail under consideration; practicum results presented to Curr Committee for discussion.
Soc Work	Social Work	MSW	Student performance/program	Agency/employer survey	Last survey conducted in 2002; updating database of agencies employing graduates. Revised survey under development.
Soc Work	Social Work	MSW	Student learning outcomes	Portfolios	Required by 1 of 4 concentrations; under consideration for wider use.
Soc Work	Social Work	MSW	Student learning outcomes	Comprehensive exams	under consideration
SOEST	Geology & Geophysics	BA & BS	Entering majors	Student Questionnaire	Assess intent and expectations of incoming majors
SOEST	Geology & Geophysics	BA & BS	Courses	Course evaluations	

## Summary of Assessment Efforts by Degree Program--Fall 2004

College	Department	Degree Program	Focus of Assessment	Means of Assessment	Findings/Actions
SOEST	Geology & Geophysics	BA & BS	Student learning outcomes (documented)	Capstone courses; alumni survey; employer survey	Proposed internship course; introduced lower division course on matlab programming; instituted lunch talks with alumni, employers, and undergrad students; implemented weekly seminar for undergrads where faculty describe current research and opportunities for undergrad involvement; established two undergrad advisors who meet with every major each semester; prepared "Undergraduate Survival Manual" for student use.
SOEST	Geology & Geophysics	MS & PhD	Student learning outcomes	Evaluation of student performance via milestones set by Grad Division (preliminary conference, candidacy, committee, comps, topic, oral defense, disseration)	
SOEST	Geology & Geophysics	MS & PhD	Student learning outcomes	Annual evaluation of each student by members of Grad Studies Committee; students required to meet with committee each semester.	

## Summary of Assessment Efforts by Degree Program--Fall 2004

College	Department	Degree Program	Focus of Assessment	Means of Assessment	Findings/Actions
SOEST	Global Environmental Science	BS	Student learning outcomes (documented)	Capstone experience (senior research thesis and oral presentation); exit surveys; email contacts with graduates; course evaluations	New intro level course requirement added; new capstone course created; changes made to existing courses and curriculum/requirements; new courses created. Working to increase internship options for senior thesis research (and subsequent employment of graduates). Minimum GPA requirement raised from 2.0 to 2.5.
SOEST	Global Environmental Science	BS	Program/curriculum	Course evaluations	GES course instructors meet annually to review course evaluations and discuss curricular problems and needs
SOEST	Meteorology	BS	Student learning outcomes	Exit interview (under development); capstone thesis course (4 students enrolled in Fall 2004 for 1st time) which includes oral defense.	Faculty will review results and consider implications of student performance for the program. Implementation of exit interview to be acted upon.
SOEST	Meteorology	MS & PhD	Student learning outcomes	Vigorous continuing assessment of students through faculty discussions during deliberations for comprehensive exams, thesis proposal defenses, and thesis defenses.	Faculty discuss how well students are doing and how to improve program to better serve students.

## Summary of Assessment Efforts by Degree Program--Fall 2004

College	Department	Degree Program	Focus of Assessment	Means of Assessment	Findings/Actions
SOEST	Ocean & Resources Engineering	MS & PhD	Student learning outcomes (documented)	Learning Outcome Questionnaire (student); exit survey; alumni survey; employer survey	Survey results provide metrics on the effectiveness of the program in delivering the learning outcomes as well as the relevance of the outcomes to market and professional needs. Faculty use the metrics to revise the learning outcomes and modify the program to better deliver the learning outcomes.
SOEST	Ocean & Resources Engineering	MS & PhD	Curriculum	Review every three years by Student Advisory Panel, Hawaii Professional Advisory Panel, and International Professional Panel.	Review has supported results of annual surveys and learning outcomes revisions.
SOEST	Oceanography	MS & PhD	Students	Records maintained on employment status of graduates, time to completion of degree, gender equity, graduate student support, GPA and GRE scores, attrition rates	
SOEST	Oceanography	MS & PhD	Courses	Course evaluations	Courses are evaluated and reviewed each semester by a teaching evaluation committee, which reports any concerns to the chair. Changes have been made in teaching assignments and mode of instruction in several courses. Introduced new course to deal with problem of calculus proficiency.

## Summary of Assessment Efforts by Degree Program--Fall 2004

College	Department	Degree Program	Focus of Assessment	Means of Assessment	Findings/Actions
SONDH	Dental Hygiene	BS	Student learning outcomes	Course examinations; Hawaii State Board Dental Hygiene Exam; National Board Dental Hygiene Exam; employer survey; patient satisfaction survey	Student performance reviewed by faculty for possible curriculum revision. 92.45% pass rate on HSBDE exam on first try; 100% with first retake. 99.4% pass rate on NBDHE.
SONDH	Dental Hygiene	BS	Student learning outcome (clinical competence)	Evaluation of student performance at clinical sites (evaluation form)	Reviewed by course coordinator and discussed with student. Assistance to remedy issues of concern provided at UHM Dental Hygiene Clinic.
SONDH	Dental Hygiene	BS	Program	Review of completion and attrition rates	Reviewed by faculty. Completion rate is 97.3%.
SONDH	Dental Hygiene	BS	Program	Alumni/graduate survey	Reviewed and brought to faculty. 96% of graduates agreed that they were adequately prepared.
SONDH	Dental Hygiene	BS	Program	Employment survey	All graduates employed within one month of obtaining license
SONDH	Dental Hygiene	BS	Curriculum/courses	Curriculum/course review: to address themes (professionalism, oral health care, health promotion and disease prevention)	Reviewed by faculty; modifications, as appropriate, are proposed.
SONDH	Nursing	BS	Courses	Student course evaluations	Reviewed by Curr Committee and Dept Chair; courses modified as appropriate
SONDH	Nursing	BS	Student learning/program outcomes	End-of-program survey; alumni survey; employer survey; NCLEX (licensure exam) pass rates	Reviewed by Curr Committee, Dean, Dept Chair; courses/program modified as appropriate. 92% pass rate on NCLEX on first try.

## Summary of Assessment Efforts by Degree Program--Fall 2004

College	Department	Degree Program	Focus of Assessment	Means of Assessment	Findings/Actions
SONDH	Nursing	BS	Program effectiveness	Graduation Rates	Reviewed by Student Affairs Committee, Director of Student Services, Dept Chair. 88% completion rate within 1 year of expected graduation date.
SONDH	Nursing	BS	Employment	Employment survey	Reviewed by Curr Committee & Dept Chair. 94.7% employed 3 months after graduation
SONDH	Nursing	MS & PhD	Courses	Student course evaluations	Reviewed by Curr Committee and Dept Chair; courses modified as appropriate
SONDH	Nursing	MS & PhD	Student learning/program outcomes	End-of-program survey; alumni surveys; employer survey;	Reviewed by Curr Committee & Dept Chair; modify courses & curriculum as appropriate.
TIM	Travel Industry Management	BS & MS	Program	Professional accreditation by ACPHA and World Tourism Org TedQual Certification	Accredited by ACPHA through 2007. Helped school to align curr & operations.
TIM	Travel Industry Management	BS & MS	Program	Advisory Council meetings to review course offerings, content, & delivery.	Identified new areas of focus; creating new certificate programs.
TIM	Travel Industry Management	BS & MS	Courses	Student course evaluations	Used to improve course material, modes of delivery, & course content
TIM	Travel Industry Management	BS & MS	Lecturers	Student mid-semester evaluations	Help determine continued employment of lecturers
TIM	Travel Industry Management	BS	Internship experience	Student evaluations	Created more internship opportunities
TIM	Travel Industry Management	BS	Advising	sStudent focus groups	Increased student advising hours
TIM	Travel Industry Management	MS	Advising	Student focus groups and town meeting	Better alignment of advising and mentoring activities
TIM	Travel Industry Management	BS & MS	Courses/curriculum	Ongoing review of course syllabi and curriculum	Changes made to MS program--consolidation of required courses; new elective course; regular scheduling of elective courses.

### Summary of Assessment Efforts by Degree Program--Fall 2004

College	Department	Degree Program	Focus of Assessment	Means of Assessment	Findings/Actions
TIM	Travel Industry Management	BS & MS	Student performance	Employer feedback of students' preparation from career placement activities	100% of students who participate in activities find employment. Employer comments shared with Faculty Senate; recommendations discussed by faculty and changes in curriculum or courses are made if necessary.
TIM	Travel Industry Management	BS	Program/internship	Alumni survey	Last survey in 2002; next survey to be conducted summer 2005. High quality of program and effectiveness of internship noted.
	General Education--Hawaiian/Second Language		Student learning outcomes	Survey of faculty to determine student learning outcomes for students completing a fourth-semester course in language	Agreement on 8 common learning outcomes
	General Education--Hawaiian/Second Language		Student learning outcomes	Developed & piloted multiple choice exam to assessment attainment of one of the agreed upon student learning outcomes (Chinese, French, Ilokano, Japanese, Spanish)	Overall performance of students satisfactory
	<b>General Education</b>				