

University of Hawaii-West O'ahu

OVCAA Academic Program Assessment Reports 2022-24

June 15, 2024

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APPLIED SCIENCE - Academic Program Assessment Report

2022-2024

Completed

1 GOALS 2 OUTCOMES 4 MEASURES 4 TARGETS 4 FINDINGS 4 ATTACHMENTS

Mission

The mission of the Bachelor of Applied Science (BAS) programs is to provide pathways for students in selected Associate of Science programs at the community colleges to enable them to complete a four-year degree at UHWO.

Vision

The BAS programs are focused on a primary vision, to add to the work force in specific and meaningful areas for the community.

1 Goal

The overall goal moving forward would be for all BAS programs at UHWO to participate in the assessment process.

Currently, there are nine specific programs that fall under the BAS Banner. For this round of assessment only four programs fully participated. The BAS degree is a unique element at UHWO and includes academic programs that fall under multiple divisions. The faculty leads for these programs often are required to hold specific expertise and certifications to meet program level accreditation standards.

1.1 Learning Outcomes/Program Outcomes

Write clearly and effectively using generally accepted scientific style, such as for research papers and lab reports.

The focus of this outcome is on writing for the specific BAS concentration discipline.

Supported Initiatives (5)

GENERAL EDUCATION

- Written Communication

INSTITUTIONAL PRIORITIES

- Effective Communication

STRATEGIC INITIATIVES

- Advancing Dynamic and Integrated Learning Experiences
- Develop successful students for a better future
- Common Learning Experiences

Action Plan

Additional artifacts need to be assessed from the BAS in Culinary Management program. However, given the enrollment in this specific concentration that may prove challenging.

Budget Source	Amount	Due	Status
	\$0.00	5/2/2025	Planned

Action Item 1	Created	Due	Status
Implement more writing support in lower level classes required for this degree pathway.	9/26/2023		Planned

Action Item 2	Created	Due	Status
Provide additional instructions on outlining, creating an argument and other writing mechanics within the capstone course.	4/14/2024		Planned

Action Item 3	Created	Due	Status
Provide additional instruction on the creation of a position and conclusion within a presented written element.	4/14/2024		Planned

1.1.1 Measures

BAS in Culinary Management: The AACU Value Rubrics for Critical Thinking.

The measuring tool focused on written communication and critical thinking. The rubric had ratings from 1 Benchmark, to 4 capstone.

METHODOLOGY*

The BAS in Culinary Management is a smaller program at UWHO. Only one artifact, a 5 page paper from the capstone course APSC 490 was utilized for assessment. The paper was from October 2022.

1.1.1.1 Target/Success Indicator

The achievement of the capstone level in all measured categories of the rubric.

Not Met

TARGET/SUCCESS INDICATOR A target would be to present at least 10 artifacts for review and have the measurement of 80% be achieved.

FINDINGS/RESULTS There were six categories measured for this one artifact. The mode was 3 for the areas of explanation of issues, influence of context and assumptions, and sources &

evidence. For the areas of position and conclusion the rating was at a 2 level.

ANALYSIS/USE OF FINDINGS

This assessment of DLO1 for the BUSA division and the BAS concentration in Culinary Management, needs to be redone with more artifacts.

1.2 Learning Outcomes/Program Outcomes

Report orally on scientific subjects, using clear and objective style and well-reasoned sequences of information.

This outcome is focused on oral presentation content and style.

Supported Initiatives (6)

GENERAL EDUCATION

- Oral Communication

INSTITUTIONAL PRIORITIES

- Effective Communication

STRATEGIC INITIATIVES

- Advancing Dynamic and Integrated Learning Experiences
- Develop successful students for a better future
- Common Learning Experiences
- Meet Hawai'i's workforce needs of today and tomorrow

Action Plan

BAS in Health Professions: In future sections of this course, it may be advisable for students to present their findings orally after submission of the final paper. This may benefit the oral presentation but may limit the ability for the students to complete a proficient written paper.

Budget Source	Amount	Due	Status
	\$0.00	5/3/2025	In Progress

Action Item 1	Created	Due	Status
BAS in Health Professions: An informal practice presentation, completed prior to the formal oral presentation may be warranted to help students shake off the early nervousness that comes with presenting in front of a group.	4/14/2024	5/3/2025	In Progress

Action Item 2	Created	Due	Status
BAS in Health Professions: A more detailed	4/14/2024	9/9/2024	In Progress

review of how to discuss/interpret results and relate them to previously published research would benefit the students in this course. This type of critical thinking is an essential component of graduate/professional school and practice honing this skill at the undergraduate level is imperative.

Action Item 3	Created	Due	Status
BAS in Hawaiian & Indigenous Health and Healing: Address social anxiety and public speaking specifically for bilingual and Hawaiian-Pidgin English speakers.	4/14/2024	5/3/2025	In Progress

Action Item 4	Created	Due	Status
BAS in Hawaiian & Indigenous Health and Healing: Emphasize the cultural importance of language and public speaking. The power of the spoken word ("I ka'olelo no ko ola, i ka'olelo no ka make")	4/14/2024	5/3/2025	In Progress

Action Item 5	Created	Due	Status
BAS in Health Information Management (HIM): Create a tailored rubric to meet the assessment needs of oral communication for the department and the HIM industry	4/14/2024	12/1/2024	In Progress

Action Item 6	Created	Due	Status
BAS in HIM: Focus future assessments for this SLO on a specific course or level.	4/14/2024	1/27/2025	In Progress

Action Item 7	Created	Due	Status
BAS in HIM: Review the oral presentation instructions for APSC 486H capstone course. Additionally include a practice session before the final oral presentation and additional materials related to the mechanics of creating and oral delivery.	4/14/2024	12/1/2024	In Progress

Action Item 8	Created	Due	Status
BAS in HIM: Utilize the biannual Student	4/14/2024	5/5/2025	In Progress

Research and Creative Works Symposium to provide a framework for reflection on delivery and presentation style. This would be implemented as a focus area in the HIM 200 level courses, including HLTH 243, HIM 201, and HIM 203.

1.2.1 Measures

Three BAS concentrations assessed this specific SLO, Health Professions, Health Information Management, and Hawaiian and Indigenous Health & Healing.

The BAS in Health Professions assessed this SLO.

METHODOLOGY*

The capstone course for BAS in Health Professions was the source of the artifacts, APSC 486P Senior Project. Nine oral presentations were reviewed and assessed. A rubric was used for scoring. The rubric included five levels, highly proficient, proficient, developing, benchmark, and fails to meet basic level performance. There were five domains as well on the rubric, organization, language, vocal expressiveness, supporting material, and objective.

1.2.1.1 Target/Success Indicator

The target was a average score of 15. Met

TARGET/SUCCESS INDICATOR	Success would be evidenced by a high level result for this senior capstone course artifact element.
FINDINGS/RESULTS	Total evaluation scores for this sample ranged from 13-20, with an average of 16.11. The averaged domain scores ranged from 2.89 to 3.33.
ANALYSIS/USE OF FINDINGS	For the BAS in Health Professions: Overall, the individual and averaged scores were high for the Oral Communication degree learning outcomes that was assessed for the academic year 2022-2023. Based on average scores, students demonstrated proficiency or high proficiency for the Organization, Language, Vocal Expressiveness, and Objective domains and developing proficiency for the Supporting Material domain. As expected, the scores for the student samples for this assessment are as this course occurs at the end of the undergraduate academic career.

1.2.2 Measures

The BAS in Hawaiian and Indigenous Health and Healing.

This BAS concentration assessed 15 oral presentations from the Spring 2023 semester course ,

HLTH 204 Introduction to Native Hawaiian Health and Healing.

METHODOLOGY*

A rubric was used for this assessment with ratings from Highly Proficient to Fails to meet basic level performance. The total number of points possible were 20.

1.2.2.1 Target/Success Indicator

A target indicator is 14 for an overall final score. **Met**

TARGET/SUCCESS INDICATOR	This target indicator is allowing for growth and also above average for entry level course within this concentration.
FINDINGS/RESULTS	Assessment scores ranged from 6 to 20 with a strong skew towards higher scores and an average of 14.93.
ANALYSIS/USE OF FINDINGS	There 5 domains on the rubric used for scoring. The average score for the organization domain was 2.93. The average score for the language domain was 2.98. The average score for the vocal expressiveness domain was 2.80. The average score for the supporting material domain was 3.27 and the final domain objective resulted in an average score of 3.00.

1.2.3 Measures

The BAS in Health Information Management (HIM).

For this BAS Concentration, eight artifacts were accessed from three program courses, HLTH 243, HIM 408 and APSC 486H.

METHODOLOGY*

A rubric was used for scoring by the two departmental faculty members. The rubric contained four levels of performance and five categories.

1.2.3.1 Target/Success Indicator

The target was established with the framework of the HIM industry in mind - a remote workforce utilizing online platforms for oral professional interactions. **Met**

TARGET/SUCCESS INDICATOR	The target and success indicator was an overall score of 3.5 or above. At the category level, the target was 3.0 or above.
FINDINGS/RESULTS	For the five categories the average scores were: Organization 3.5, Language 3.5, Delivery 3.25, Supporting material, 3.125 and Central message, 3.875. Overall, for this group of artifacts the total overall score was at the highest level of 4 (57.5%).

The overall high score demonstrates the level of oral communication exhibited by HIM students. However, using various courses may be a limitation of this analysis.

Project Attachments (4)

Attachments	File Size
 Assessment of BAS HIM concentration.pdf	171KB
 Assessment of BAS in Hawaiian and Indigenous Health and Healing.pdf	190KB
 Assessment of BAS in Health Professions.pdf	161KB
 Randall_BASCulinaryManagement.pdf	4MB

BUSINESS ADMINISTRATION - Academic Program Assessment Report

2022-2024

Completed

1 GOALS 1 OUTCOMES 1 MEASURES 1 TARGETS 1 FINDINGS 4 ATTACHMENTS

Mission

The Business Administration curriculum offers students a solid foundation in business objectives and processes and prepares students for management roles in business environments. Students are provided with an understanding of the perspectives that form the context of business, including ethical and global issues; the influence of political, social, legal, regulatory, environmental, and technological issues; and the impact of demographic diversity on organizations.

Vision

Be a catalyst for social mobility and professional success by helping students achieve economic well-being to resolve their personal and community needs.

1 Goal Writing Communications

Students will demonstrate they can communicate effectively through writing.

1.1 Learning Outcomes/Program Outcomes

Business Administration Division Learning Outcome DLO: DLO 1: Demonstrate critical thinking, research and communication skills as applied to organizations.

Business Administration Division Learning Outcome DLO: DLO 1: Demonstrate critical thinking, research and communication skills as applied to organizations. Supporting Concentration CLOs: Accounting CLO 2: Demonstrate written communication utilizing information literacy skills in the field of Accounting. General Business CLO 1: Demonstrate written and oral communication skills in the field of business administration. Management CLO 2: Analyze and provide solutions to management problems, policy and ethical dilemmas through written communication skills. Marketing CLO 2: Analyze and provide solutions to marketing problems, policy and ethical dilemmas through written communication skills. Hospitality & Tourism CLO1 Demonstrate interpersonal and leadership skills through the usage of oral or written communication.

Supported Initiatives (4)

INSTITUTIONAL PRIORITIES

- Effective Communication

STRATEGIC INITIATIVES

- Advancing Dynamic and Integrated Learning Experiences
- Develop successful students for a better future
- Common Learning Experiences

Action Plan

The findings from BUSA writing classes indicate that the Bachelor of Business Administration students are skilled in written communications. The program is doing well in this aspect of the curriculum. We will continue to monitor student performance to ensure that these positive results are maintained. Four of the seven concentrations within the Business Administration Division participated in the outcome-based assessment effort during the AY 2022-2023. A total of 11 classes were assessed by nine faculty within the Business Administration Division; participating faculty held the rankings of Instructor, Assistant Professor, Associate Professor and Professor. The deliverance of courses included lower level and upper level courses as well as in-person and on-line modalities. Concentrations within the Business Administration Division that participated in the assessment effort reported the following: (a) Because of earlier assessments, updated CLOs were updated that better articulated the desired learning outcome (b) students appeared to be at the expected level for the outcomes assessed during the AY 2022-2023, (c) a number of student learning outcome strengths were identifiable. Future assessment, at both the course-level and the concentration-level, would benefit from input from faculty from all concentrations with the Business Administration Division, thus providing a more robust understanding of student learning outcomes.

Budget Source	Amount	Due	Status
N/A	\$0.00	no due date set	Complete

Action Item 1	Created	Due	Status
Continue to monitor student performance in written communication throughout all concentrations for Business Administration including but not limited to BUSA writing intensive classes such as BUSA486/490 capstone classes.	9/26/2023		Planned

1.1.1 Measures

Writing Intensive- Final Paper

The faculty that encompass the seven concentrations of the Business Administration Division (Accounting, Finance, General Business, Management, Marketing, Hospitality & Tourism and Facilities Management) were instructed upload writing artifacts to formally assess the Business

Administration division learning outcomes (DLO1) scheduled for review, as described in the UHWO Assessment Guidelines. The DLO1 was assessed for the AY 2022-2023 varied by class in accordance with Table 1. Table 1. Division-specific DLO1 assessed for Spring 2023 and Concentration-specific CLO's assessed for AY 2022-2023 in Business Administration Division

Business Administration Division Learning Outcome DLO: DLO 1: Demonstrate critical thinking, research and communication skills as applied to organizations. Supporting Concentration CLOs: Accounting CLO 2: Demonstrate written communication utilizing information literacy skills in the field of Accounting. General Business CLO 1: Demonstrate written and oral communication skills in the field of business administration. Management CLO 2: Analyze and provide solutions to management problems, policy and ethical dilemmas through written communication skills. Marketing CLO 2: Analyze and provide solutions to marketing problems, policy and ethical dilemmas through written communication skills. Hospitality & Tourism CLO1 Demonstrate interpersonal and leadership skills through the usage of oral or written communication.

METHODOLOGY*

Procedures: The Assessment Team decided to evaluate written communication for a select group of BUSA courses in Spring 2023. At the end of the spring semester. The Business Administration Division assessment team identified courses that demonstrate written communication and kindly requested specific faculty to submit artifacts and assignment instructions, prompt, and/or rubric given to students. Artifacts - Upload the last individual writing assignment that can be used to assess DLO1: Demonstrate critical thinking, research and communication skills as applied to organizations. Please submit to us the original, ungraded assignment files. That is, do not add comments, and leave student information on assignments so the evaluation data can be disaggregated later; assignments will be coded before given to evaluators. A random sample will be selected from the group of artifacts for evaluation. Assignment instructions, prompt, and/or rubric given to students - This is to give evaluators context of what the students saw and what the goal of the assignment was. Please be sure to include "instructions" in the file name. The BUSA Assessment Leader directly contacted faculty that were teaching the relevant courses to participate in the assessment process. For those faculty that uploaded artifacts, they were provided the "Written Communication Value Rubric: and were asked to score artifacts based on the 5 criteria in the rubric: 1.Context of and Purpose for Writing 2. Content Development 3. Genre and Disciplinary Conventions 4. Sources and Evidence 5. Control of Syntax and Mechanics By ranking each of these criteria with a 4=capstone; 3-2=Milestones; and 1=Benchmark. Faculty were also provided with a short example which was put together by the BUSA Assessment Leader to help guide them through the process. The BUSA Assessment Leader meet with faculty (as needed)

individually to provide guidance in relation to course-level assessment reports and the process in general. The BUSA Assessment Leader made sure a mix of online, in-person, lower level, and higher level courses were assessed whenever possible. The general rule for number of students assessed was to sample 5 student artifacts per course at minimum. The faculty were instructed to complete their individual course-level assessment based on the rubric provided to all business faculty, regardless of concentration. The concentration-level assessment reports were then to be compiled by the BUSA Assessment Leader into the following summary report.

1.1.1.1 Target/Success Indicator

Overall summary of 11 assessed classes by 6 faculty involved in conducting assessment of 182 artifacts = and average score of 3.28 out of 4= 82%. Met

TARGET/SUCCESS INDICATOR 80%

FINDINGS/RESULTS Of the 162 students, 8% (n=20) scored 2 ("acceptable") or 3 ("exceeds expectations") level on all of the research criteria.

ANALYSIS/USE OF FINDINGS Findings:
 A total of 11 classes, from Fall 2022 to spring 2023 semesters, were assessed by six different faculty within the Business Administration Division. The assessed courses spanned the seven concentrations within the Business Division. The ranking of faculty who participated in the assessment process included one Professor, one Associate Professor, two Assistant Professors and two Instructors. The 11 courses assessed were comprised of 200, 300 and 400 level courses. It should be noted that the business department only has two 100 level course (120 Intro to Business and HOST101 Introduction to Hospitality) and two 200 level courses (Intro to Financial Accounting and Intro to Managerial Accounting), so the majority of the courses were upper level. The delivery of courses included in-person and on-line modalities.

Overall summary of 11 assessed classes by 6 faculty involved in conducting assessment of 182 artifacts = and average score of 3.28 out of 4= 82%.

A summary of 4 assessed classes by four faculty involved in conducting assessment of 22 artifacts, are provided in Table 2.

A summary of 7 assessed classes by two faculty involved in conducting assessment of 160 artifacts are provided in Table 3.

Table 2: Criteria used to assess Artifacts

Summary of artifacts assessed based on

Four classes (300-400 level) from four different BUSA professors ranked 22 artifacts total.

Overall, 22 artifacts total were assessed above 84% = 3.36 on a scale of 4.

For the criteria “Context and Purpose of Writing” all artifacts were assessed as a 4.

For the criteria “Content Development” 82% were assessed as a 4 and 18% were assessed as a 3.

For the criteria “Genre and Disciplinary Conventions” 27% were assessed as a 4 and 73% were assessed as a 3.

For the criteria “Sources and Evidence” 18% were assessed as a 4 and 81% assessed as 3.

For the criteria “Control of Syntax and Mechanics” 9% were assessed as a 4 and 81% assessed as 3 and 9% were assessed as a 2.


Table 3: Summary of the business courses assessed, concentration assessing, learning outcome, modality, semester offered, sections of courses assessed, and faculty involved in conducting assessment.

Seven classes (200-400 level) from two different BUSA professors ranked 140 artifacts total.

Overall, 160 artifacts total were assessed 82%=3.27 on a scale of 4.73.92

Summary

Project Attachments (4)

Attachments	File Size
 2022-2024 Assessment MP.docx	166KB
 2022-24 ACC Assessment.docx	30KB
 2022-24 BUSA Division Assessment Report.docx	1MB
 WrittenCommunication Rubric.pdf	86KB

Attachments

File Size

CREATIVE MEDIA - Academic Program Assessment Report

2022-2024

Completed

1 GOALS 1 OUTCOMES 1 MEASURES 1 TARGETS 1 FINDINGS 1 ATTACHMENTS

Mission

The mission of the Creative Media program at UH West Oahu is to provide an innovative, culturally-responsive education that empowers students to become creative leaders and change-makers. We achieve this by:

- Offering a curriculum that weaves together traditional knowledge and emerging technologies to nurture the next generation of storytellers, designers, and developers
- Fostering hands-on collaboration, experiential learning, and real-world projects to help students amplify diverse voices and perspectives
- Promoting social justice, sustainability, and community problem-solving through the ethical use of media and technology
- Cultivating partnerships to provide students with internships, mentoring, and career opportunities as creative professionals
- Supporting student growth as innovative, contributing members of our Hawaii and global communities
- Committing ourselves to diversity, equity, and inclusion while centering indigenous world views and cultural values

Vision

The Creative Media program at UH West Oahu aims to develop innovative, culturally-grounded leaders who are empowered to create meaningful change through visual storytelling, technology, and design. By weaving together wisdom and emerging digital media, we inspire students to honor the past while shaping the future. Our graduates will be the next generation of creative change-makers, ready to amplify unheard voices, foster collaboration, and use media thoughtfully to build a more just, sustainable, and equitable world. With aloha as our foundation, we envision our students as catalysts of positive transformation in Hawaii and beyond.

1 **Goal** Innovative Educational Experience

Students who choose to study creative media will receive an innovative educational experience that weaves art and design, narrative, information science, and technologies necessary for a broad range of careers in government and non-government organizations, educational institutions, technological firms and private firms and agencies. The program will explore the intersections of art, technology, and storytelling, enabling students to create innovative and impactful media projects.

1.1 Learning Outcomes/Program Outcomes

Revise Program Curriculum Map Alignment to Learning Outcomes

The Creative Media program recently identified an oversight while conducting the assessment of DLO 1. In gathering assessment artifacts, the program discovered a mistake of misalignment of learning outcomes and specific courses. This oversight resulted in a missed assessment of Divisional Learning Outcome 1 (Synthesize multiple creative media forms) for the 2022-2023 academic year. To prevent missed assessments in the future, the division implemented a revised curriculum process with a more efficient learning outcome matrix for new courses.

Supported Initiatives (3)

STRATEGIC INITIATIVES

- Advancing Dynamic and Integrated Learning Experiences
- Develop successful students for a better future
- Common Learning Experiences

Action Plan

To address the identified misalignment of courses and learning outcomes, the Creative Media program implemented corrective actions. Several action items were identified.

Budget Source	Amount	Due	Status
N/A	\$0.00	no due date set	In Progress

Action Item 1	Created	Due	Status
During review, divisional learning outcomes and aligned courses will be checked for accuracy. Any missing alignments will be corrected before syllabi are approved and published.	9/26/2023	5/10/2024	In Progress

Action Item 2	Created	Due	Status
The Creative Media program will prioritize assessing Divisional Learning Outcome 1 in 2024-2025 to make up for missed data collection this year. We will analyze assessment results to evaluate students' ability to create a body of work using multiple creative media forms and technologies with a focus on the creative media of the future. Findings will inform curricular and pedagogical improvements	3/28/2024	5/9/2025	Planned

needed to increase student proficiency in synthesizing multiple creative media forms and technologies in innovative ways.

1.1.1 Measures

Revised Curriculum Map - Learning Outcome Alignment

To prevent missed assessments in the future, the division has implemented a revised curriculum process with a more efficient learning outcome matrix for new courses.

METHODOLOGY*

In Fall 2023, we submitted all current courses through this new process to correct mistakes and align them with divisional learning outcomes. To mitigate confusion, the division submitted all courses for approval.

1.1.1.1 Target/Success Indicator

Correction of all misalignments of learning outcomes and courses; and approval of these changes through curriculum revision approval process Partially Met

TARGET/SUCCESS INDICATOR 100% of Creative Media courses have correctly aligned learning outcomes


FINDINGS/RESULTS Misalignment of learning outcomes and specific courses was discovered in Summer 2023. Revisions to correct this misalignment took place in Fall 2023.

ANALYSIS/USE OF FINDINGS In preparation for the upcoming accreditation review, the Creative Media program began collecting assessment artifacts and disseminating the course artifacts when the mistakes were discovered. It is unclear when learning outcomes became misaligned for the majority of the courses but it may have been during the transition period of moving the curriculum approval process online from a paper process. During this process, language tying specific courses to the assessment of all divisional learning outcomes were unintentionally matched for some syllabi. As a result, data was not collected and an assessment report of DLO 1 (Synthesize multiple creative media forms) was not completed this academic year. The mistakes were discovered during an audit of assessment documentation in the summer of 2023 because outcomes and assessments weren't aligning.

While an unfortunate oversight, this experience has illuminated opportunities for improvement in the Creative Media program's assessment processes. With the corrective actions now in place (see Action Plan section), the program is well

positioned to ensure reliable, robust assessment data collection and analysis moving forward. The program remains committed to providing quality educational experiences proven to advance student learning and development.

Project Attachments (1)

Attachments	File Size
 Academy for Creative Media Assessment Report.docx	7KB

CYBERSECURITY - Academic Program Assessment Report

2022-2024

Completed

1 GOALS 1 OUTCOMES 1 MEASURES 1 TARGETS 1 FINDINGS 2 ATTACHMENTS

Mission

The Bachelor of Science in Cybersecurity provides students with an advanced cybersecurity education in information security, mathematics, computer science, and computer engineering. This technical cybersecurity degree program prepares students to meet the advanced cybersecurity workforce requirements of public sector agencies and private sector enterprises.

Vision

Graduates of the BS in Cybersecurity will be able to holistically address the latest cybersecurity threats by applying the full spectrum of knowledge and advanced technical capabilities they acquired during their studies at UHWO.

1 Goal

Students will develop proficiency in advanced cybersecurity planning

To assure educational quality and curricular coherence, UH West O‘ahu has identified standards appropriate for Cybersecurity students. Students at UH West O‘ahu are expected to apply certain educational skills towards mastering material in an academic major and concentration. These skills are listed in a set of Degree and Concentration Learning Outcomes. The goal of this project is to assess learning outcome related to planning for advanced cybersecurity threats, vulnerabilities, and risks.

1.1 Learning Outcomes/Program Outcomes

DLO 5

DLO 5: Demonstrate proficiency in developing strategies to protect against, detect and respond to advanced cybersecurity threats, vulnerabilities and risks (Planning).

Supported Initiatives (5)

INSTITUTIONAL PRIORITIES

- Disciplinary Knowledge

STRATEGIC INITIATIVES

- Advancing Dynamic and Integrated Learning Experiences
- Develop successful students for a better future
- Dynamic Transdisciplinary Educational Experiences
- Meet Hawaii’s workforce needs of today and tomorrow

Action Plan

There was an unforeseen departure of one of the BS Cybersecurity faculty in August 2023 who had been designated to serve as the Assessment Coordinator for AY2023-24. Given the timing of this change and the workload of the remaining BS Cybersecurity faculty, an Assessment Coordinator was not appointed for the program in AY2023-24. Dr. Michael Miranda led an assessment project in the ISA 320 course that served as the basis for the assessment project included in this report. The majority of students achieved target levels which demonstrates their proficiency in developing strategies to protect against, detect and respond to advanced cybersecurity threats, vulnerabilities and risks. There are three action items that have been identified for the BS Cybersecurity program based on this assessment project and on their need to assign a faculty member to serve as their Assessment Coordinator next academic year, and to expand their future assessment projects to include additional courses and instructors.

Budget Source	Amount	Due	Status
N/A	\$0.00	no due date set	Planned

Action Item 1	Created	Due	Status
Faculty will consider whether, based on the findings of this assessment project, it may be warranted to provide further learning opportunities focused on priority criteria to aid the students in their ability to clearly define criteria for vulnerability.	9/26/2023	1/13/2025	Planned

Action Item 2	Created	Due	Status
Expand BS Cybersecurity assessment project to include additional courses and instructors	4/12/2024	5/16/2025	Planned

Action Item 3	Created	Due	Status
Appoint an Assessment Coordinator to serve in AY2024-25 for the BS Cybersecurity program	4/12/2024	8/12/2024	Planned

1.1.1 Measures ISA 320 "Prioritize Vulnerabilities" Assignment

"Assignment 4: Prioritize Vulnerabilities" assignment from ISA 320 Fundamentals of Secure Software Programming was utilized for the assessment project. The assignment requires the student to analyze the vulnerabilities identified on a software system. In many cases, the number of vulnerabilities could number from 10 to nearly 100 depending on several factors.

Remediating vulnerabilities takes time and resources. In most enterprises, there are not sufficient resources to remediate vulnerabilities on all systems all at once. Cybersecurity analysts need to identify which vulnerabilities put the enterprise at risk and prioritize/plan remediating the most critical vulnerabilities first. The assignment requires the student to develop a strategy (define priorities and criteria), apply that criteria, and explain the resulting list of prioritized vulnerabilities to remediate.

METHODOLOGY*

ISA 320 is a required course for students in the BS in Cybersecurity program and the BAS Information Security and Assurance concentration. Data for all students (N = 27) registered in one Fall 2023 section of ISA 320 were utilized. The assignments were scored using a rubric (see attachment). The maximum score for the assignment was 20 points, based on the points earned according to the rubric’s 4 criteria areas. The primary challenge with scoring this assignment is that students may not have sufficient technical knowledge at the 300-level to understand all the vulnerabilities they are assessing in the provided reports to review. Therefore, the focus of assessment was to ensure the students develop a reasonable procedure and apply it consistently. The 27 assessment artifacts were scored by the course instructor, Dr. Michael Miranda. Both rubric criteria scores, total score, and the instructor’s written comments were analyzed.

1.1.1.1

Target/Success Indicator

Target levels for each rubric criteria: Priority Levels (5), Priority Criteria (5), Assign Priority Level to Vulnerabilities (3), Applying the Prioritization and Criteria (7).

Partially Met

TARGET/SUCCESS INDICATOR 80% or more of students score at the target level for each rubric criteria.



FINDINGS/RESULTS The target was met for three of the four rubric criteria, and was close to being met for one criteria, Priority Criteria (see attached data table)

ANALYSIS/USE OF FINDINGS The Assignment 4 scores by Rubric Criteria were:
 1. Priority Levels: 82%
 2. Priority Criteria: 78%
 3. Assign Priority Level to Vulnerabilities: 100%
 4. Applying the Prioritization and Criteria: 96%

The majority of students achieved target levels which demonstrates their proficiency in developing strategies to protect against, detect and respond to advanced

cybersecurity threats, vulnerabilities and risks. The rubric criteria on "Priority Criteria" indicated that 22% of the 27 students (i.e. 6 students) scored below target. This indicates that those students assigned ambiguous criteria for vulnerability to the priority levels. Attention may be warranted in providing further learning opportunities focused on priority criteria to aid the students in their ability to clearly define criteria for vulnerability.

Project Attachments (2)

Attachments	File Size
 GRADING RUBRIC - ISA 320 Assignment 4 - Prioritize Vulnerabilities - RUBRIC.docx	9KB
 ISA 320 Fall 2023 Summary Assessment Data Table.xlsx	10KB

EDUCATION - Academic Program Assessment 2022-2024 Report

Completed

1 GOALS 2 OUTCOMES 10 MEASURES 10 TARGETS 10 FINDINGS 0 ATTACHMENTS

Mission

The mission of the program is to provide teacher candidates with the knowledge, skills, and dispositions necessary to become outstanding educators, especially in the elementary, middle/intermediate, and secondary schools located in Central and Leeward O'ahu communities.

Vision

The University of Hawaii West O'ahu Teacher Education program is dedicated to its vision of providing innovative teacher preparation programs and public service activities in support of the continuing development of West O'ahu communities.

1 Goal

To prepare highly qualified teachers in the state of Hawaii.

CAEP Standard 1: Content and Pedagogical Knowledge: The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.

1.1 Learning Outcomes/Program Outcomes

CAEP Standard 1: Candidate and Completer Effectiveness

R1.1 The Learner and Learning The provider ensures candidates are able to apply their knowledge of the learner and learning at the appropriate progression levels. Evidence provided should demonstrate that candidates are able to apply critical concepts and principles of learner development (InTASC Standard 1), learning differences (InTASC Standard 2), and creating safe and supportive learning environments (InTASC Standard 3) in order to work effectively with diverse P-12 students and their families. R1.2 Content The provider ensures candidates are able to apply their knowledge of content at the appropriate progression levels. Evidence provided demonstrates candidates know central concepts of their content area (InTASC Standard 4) and are able to apply the content in developing equitable and inclusive learning experiences (InTASC Standard 5) for diverse P-12 students. Outcome data can be provided from a Specialized Professional Associations (SPA) process, a state review process, or an evidence

review of Standard 1. R1.3 Instructional Practice The provider ensures that candidates are able to apply their knowledge of InTASC standards relating to instructional practice at the appropriate progression levels. Evidence demonstrates how candidates are able to assess (InTASC Standard 6), plan for instruction (InTASC Standard 7), and utilize a variety of instructional strategies (InTASC Standard 8) to provide equitable and inclusive learning experiences for diverse P-12 students. Providers ensure candidates model and apply national or state approved technology standards to engage and improve learning for all students. R1.4 Professional Responsibility The provider ensures candidates are able to apply their knowledge of professional responsibility at the appropriate progression levels. Evidence provided should demonstrate candidates engage in professional learning, act ethically (InTASC Standard 9), take responsibility for student learning, and collaborate with others (InTASC Standard 10) to work effectively with diverse P-12 students and their families.

Supported Initiatives (8)

STANDARDS

- Standard 1: Content and Pedagogical Knowledge

INSTITUTIONAL PRIORITIES

- Effective Communication
- Cultural Awareness
- Critical Thinking
- Disciplinary Knowledge
- Community Engagement

STRATEGIC INITIATIVES

- Advancing Dynamic and Integrated Learning Experiences
- Common Learning Experiences

Action Plan

A review of the analysis/findings from the nine measures suggests three themes identified as action items.

Budget Source	Amount	Due	Status
	\$0.00	no due date set	In Progress

Action Item 1	Created	Due	Status
Develop a plan to improve response rates.	9/26/2023	4/1/2024	In Progress

Action Item 2	Created	Due	Status
Disaggregate data when reporting.	12/15/2023	6/1/2024	In Progress

Action Item 3

Conduct reliability and validity measures.

Created

12/20/2023

Due

4/1/2024

Status

In Progress

1.1.1

Measures

Alumni Survey

The previous year's alumni are surveyed every year. The survey focuses on preparedness according to the 10 INTASC Standards.

METHODOLOGY*

The Alumni Survey was administered in Spring 2023 to all graduates from Fall 2022 and Spring 2023. 13 Elementary and 13 Secondary graduates were surveyed 3 out of the 26 replied. This is a 12% response rate. Alumni were asked to rate themselves on a 3-point scale - unprepared (0), prepared (1), and well-prepared (2). Alumni were also asked to support their rating in open-ended questions.

1.1.1.1

Target/Success Indicator

The Education Division wants 100% of alumni to feel prepared or well-prepared to meet all 10 INTASC standards. **Met**

TARGET/SUCCESS INDICATOR 100%

FINDINGS/RESULTS 3 out of the 26 alumni replied. This is a 12% return rate. 100% of alumni surveyed felt well-prepared (target) for all 10 INTASC standards.

ANALYSIS/USE OF FINDINGS Develop a plan to improve response rate. CAEP requires at least a 20% response rate.

Recommend Special Education licensure pathway for those seeking extended information on how best to work with special needs students.

Continue to clarify HIDOE content area standards when in conflict with what is presented in Practicums and Student Teaching: CCSS vs HCPS (Still required by some Principals).

Consider roll-playing activities, as well as readings, in the context of working with difficult people.

Social emotional well-being is a “hot topic.” Consider using literature for children and young adults in this context.

Continue existing efforts as all alumni felt well-prepared to meet INTASC standards.

1.1.2 Measures

Graduate Exit Surveys

Graduates are surveyed every semester, The. survey focuses on preparedness according to the 10 INTASC Standards.

METHODOLOGY*

The Graduate Survey was administered in Spring 2023. There were no graduates in Fall 2022. 46 candidates replied (33 EDEE, 11 EDSE, 0 EDML, 2 SPED). 29 candidates did not respond. This is a 37% response rate. Candidates were asked to rate themselves on a 3-point scale - unprepared (0), prepared (1) and well-prepared (2). Candidates were also asked to support their rating using open-ended questions.

1.1.2.1 Target/Success Indicator

The Division of Education wants 100% of graduates to feel well-prepared or prepared to meet all 10 INTASC standards. Met

TARGET/SUCCESS INDICATOR 100%

FINDINGS/RESULTS 17 of 46 candidates replied. This is a 37% return rate. 100% of graduates felt prepared (acceptable) or well-prepared (target) to meet all 10 INTASC Standards.

ANALYSIS/USE OF FINDINGS To increase response rate to 100%, consider having student teachers complete survey in class before the end of the semester.

1.1.3 Measures

Mentor Teacher Evaluation of Program

Mentor teachers are surveyed once a year. The survey looks to determine satisfaction and obtain feedback on the teacher education program.

METHODOLOGY*

The program evaluation survey was administered in Spring 2023 to all mentor teachers for the academic year 2022-2023. 115 Mentor Teachers were sent evaluations. 54 mentor teachers responded. This is a 47% response rate. Mentor teachers were asked to rate candidates on a 3-

point scale - unprepared (1), prepared (2), and well-prepared (3). Mentor teachers were also asked additional questions that included open-ended questions, and other questions using rating scales. This survey looks to get feedback on: (1) candidate dispositions, (2) candidate demonstration of knowledge, skills, and delivery of instruction, (3) program strengths, weaknesses and ways to improve, and (4) challenges faced by mentor teachers.

1.1.3.1 Target/Success Indicator

The Division of Education wants 100% of mentor teachers to feel candidates are prepared or well-prepared in their dispositions and demonstration of knowledge, skills and delivery. Additional information provides suggestions for program improvements.

Partially Met

TARGET/SUCCESS INDICATOR 100%

FINDINGS/RESULTS Data not disaggregated. Calls for candidates to spend more time in the field experience classroom. Lowest scores in management, differentiation, assessment; highest scores shown in math and science content knowledge. 97% extremely pleased.

ANALYSIS/USE OF FINDINGS Disaggregate data by type of field experience being evaluated; blind UHWO supervisor name if identified.

Discuss how to increase time spent in the field, but not at the expense of the non-traditional student who works full or part-time while in college.

Remind mentors that our field experience model is not the same as UH Manoa's "OP" [Observation/Participation] model.

Increase attention to classroom management, differentiation, and assessment across all blocked courses and student teaching.

1.1.4 Measures

Teacher Candidate Evaluation of Field Experience

Teacher candidates are surveyed every semester. The survey looks to determine satisfaction with the field experience according to the INTASC Standards.

METHODOLOGY*

The candidate evaluation of field experience was administered in Fall 2022 and Spring 2023 to

all candidates who took part in a field experience. Fall 2022 - 46 of 110 responded (42% response rate). Spring 2023 - 62 of 116 responded (53% response rate). Teacher candidates were asked to rate their level of satisfaction as to how well the field experience addressed the 10 INTASC standards. The survey used a 5-point scale - unsatisfied (1) to very satisfied (5). Teacher candidates were also asked an additional open-ended question.

1.1.4.1 Target/Success Indicator

The Division of Education wants 100% of teacher candidates to feel satisfied (3) to very satisfied (5). Met

TARGET/SUCCESS INDICATOR 100%

FINDINGS/RESULTS Fall 2022: 46/110, 41.8% Spring 2023: 62/116, 62% Overall, teacher candidates were very satisfied with field experience. Data was not disaggregated by field experience. No major areas for concern.

ANALYSIS/USE OF FINDINGS The average 47% response rate exceeds the CAEP acceptable threshold of 20%; nevertheless, candidates should be strongly encouraged to fill out the survey, especially those in spring semester courses where the response rate dropped by 12% during AY 2022-23.

Encourage mentor teachers to continue to model and communicate teaching strategies and resources.

Encourage mentor teachers to continue to model and communicate formal and informal assessment strategies.

Reminder: this data cannot be disaggregated by field experience due to our small program offerings. To do so would inadvertently identify individual faculty's courses, which are evaluated separately via student course evaluations

1.1.5 Measures

Field Experience Evaluation of Students Teaching

Teacher candidates who take part in a field experience are evaluated by mentor teachers and university supervisors every semester according to the INTASC Standards. This particulate evaluation applies only to student teaching.

METHODOLOGY*

The candidate evaluation of field experience was administered in Spring 2023 to all candidates who took part in student teaching. EDEE Spring 2023 (N=32) 5 mentors did not submit. EDSE Spring 2023 (N=10) 4 mentors did not submit. Mentor teachers and university supervisors rate candidates on a 3-point scale - unacceptable (0), acceptable (1), and target (2). Candidates are rated according to the INTASC progressions.

1.1.5.1 Target/Success Indicator

The Division of Education wants 100% of teacher candidates to be rated acceptable or target. **Met**

TARGET/SUCCESS INDICATOR

100%

FINDINGS/RESULTS

University supervisors consistently score candidates higher than mentor teachers. Low and high scores are reported.

ANALYSIS/USE OF FINDINGS

Data trends over time reveal Mentor Teachers' candidate ratings to be consistently lower than university supervisors. This observation may be due to the fact that mentor teachers interact with, observe, and mentor their student teachers on a daily basis for a minimum 15 weeks. The mentors' perspectives are therefore quite different from the university supervisor who will have observed and interacted on site with the student teacher a minimum 3-4 times throughout the semester. A closer look at high vs low scoring by mentors and university supervisors is advised.

Mentors and university supervisors rated candidates high on Progression 9.3: "The teacher practices the profession in an ethical manner." Professionalism is a hallmark of our teacher preparation programs, and it is gratifying to know that candidates are perceived well by all who interact with them during their Student Teaching semester.

There were no common low ratings between mentors and university supervisors. However, opposing views are seen in data for Progression 10.2, "The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and to advance the progression." Mentor teachers gave candidates low scores, while university supervisors rated the candidates highly. One reason could be the fact that Student Teachers participate in a "Lesson Study" seminar project in which they literally engage in Progression 10.2 "Target" objective: "The Teacher

candidate engages in action research that provides evidence of effective teaching and positive impact on student learning; results are shared within the school, as well as the community at large.” Mentor teachers are viewing this progression on a much broader scale situated in the student teaching semester as a whole.

Areas of Concern: Mentor teachers rated candidates low on progressions that speak to their understanding of content knowledge (8.2) and their ability to engage student in critical thinking (5.2). University supervisors concerns were revealed on low scores all of which are associated with analyzing and using assessment (data) to inform practice (6.2, 7.2, & 7.3).

University faculty who teach content area methods courses, as well as content-driven practicum seminars, should take notice of the low ratings and determine if adjustments might need to be made to their respective course objectives (student learning outcomes).

1.1.6 Measures Dispositions

Teacher candidates who take part in a field experience are evaluated by university supervisors every semester according to the Division of Education Dispositions rubric.

METHODOLOGY*

Dispositions of all candidates who took part in a field experience were assessed in Fall 2022 and Spring 2023. In Fall 2022, there were 80 candidates. In Spring 2023, there were 114 candidates. University supervisors rate candidates on a 3-point scale - 0 = Cause for Concern, 1 = No cause for Concern 2 = Exceptional. There are 13 dispositions. Mentor teacher evaluation of candidate dispositions is seen in the Mentor Teacher Program Evaluation survey. “Professional demeanor and attitude” and “Collegiality and ability to work collaboratively”

1.1.6.1 Target/Success Indicator

The Division of Education wants 100% of teacher candidates to be rated No cause for Concern or Exceptional. Met

TARGET/SUCCESS INDICATOR 100%

FINDINGS/RESULTS Survey results show consistent “No cause for Concern” ratings. Qualitative data reveals strong, positive feedback for teacher candidates in various areas.

ANALYSIS/USE OF FINDINGS

Faculty will continue to utilize its “Professionalism Alert” policy and procedures, in order to maintain the “No Cause for Concern” dispositions ratings that are consistent across all field experiences and in line with mentor teacher observations.

Mentor Teacher recommendations to enhance candidate professionalism include: increasing field hours, participating in beginning-of-the-year routines & orientations, engaging in “practice scenarios” in which candidates would focus on relationship-building & lifestyle awareness in teaching, learning to embrace constructive criticism, understanding how continuous self-reflection improves one’s knowledge, skills, and dispositions, as they emerge into the profession.

1.1.7 Measures

Candidate Knowledge of Content

Content area grades are reported.

METHODOLOGY*

All content area grades are reported in English, Math, and Social Studies courses. Elementary Education, Middle Level, and Secondary Education graduating seniors: N=42.

1.1.7.1 Target/Success Indicator

All candidates should be awarded grade of C or higher. Met

TARGET/SUCCESS INDICATOR 100%

FINDINGS/RESULTS No areas of concern with regard to content area grades earned during the candidates’ 4-year program of study.

ANALYSIS/USE OF FINDINGS These grades do not reflect the candidate’s ability to “apply content and curricular knowledge in the elementary classroom,” per CAEP Elementary Standard 2.

Content Area Methods coursework (e.g., candidate’s Best Lesson Plan) + Practicum Seminar grades that reveal effective lesson planning, instruction, and reflection is needed to supplement the content area grades earned. This would be in addition to the Practicum data that we already collect.

Data table needs to be edited because it refers to graduating seniors, not “program

completers,” who are defined as Alumni, according to CAEP.

1.1.8 Measures

Institution Writing Assessment Evaluations

Candidate writing is evaluated according to the 5 Writing Dimensions four times throughout the teacher education program. These evaluations take part in WI courses where candidates receive intensive writing instruction.

METHODOLOGY*

Four Writing Intensive (WI) courses are offered as part of the teacher education program. In each course, candidates work through the writing process and final submissions are evaluated according to five Writing Dimensions.

1.1.8.1 Target/Success Indicator

Final papers are evaluated according to 5 Writing Dimensions: Met

TARGET/SUCCESS INDICATOR 100%

FINDINGS/RESULTS High levels of achievement across all UHWO Writing Dimensions, ranging from low target scores of 62% (Dimension 5) to high targets at 100% (Dimensions 2, 4, & 5). Ten years of longitudinal data (2013-2023) ranges reveal well above average scores.

ANALYSIS/USE OF FINDINGS Faculty incorporate the composing process into their courses, workshop drafts, and provide instructor and peer feedback, in order to help candidates reach target student learning outcomes. Problems with writing content and process are dealt with on an individual basis throughout the semester, with referrals to the UHWO No’eau Learning Center for tutorial support, as needed.

1.1.9 Measures

Signature Assignments

Courses throughout the teacher education program include “Signature Assignments” that reflect INTASC standards. Candidates must complete and upload Signature Assignments to Taskstream as part of these courses. Signature Assignments are then evaluated by faculty in Taskstream. The use of Signature Assignments was designed such that candidates are evaluated according to different INTASC standards repeatedly throughout the teacher education program.

METHODOLOGY*

Most Education courses require submission of a “Signature Assignment”. Signature assignments are submitted to Taskstream where they are evaluated by faculty according to a 3-point scale - unacceptable, acceptable, and target.

1.1.9.1 Target/Success Indicator

Assignments are designed to illustrate candidate mastery of INTASC Standards over the course of the teacher education program. Progression to mastery is expected over the course of the teacher education program. **Met**

TARGET/SUCCESS INDICATOR 100%

FINDINGS/RESULTS Candidates reaching target standards varies within and across assignments. In general, the scores are at or above the 50th percentile.

ANALYSIS/USE OF FINDINGS Faculty continuously review the impact of their signature assignments on candidate learning and revise/update as needed.

Middle-level and/or Secondary “Best Lesson Plan” Signature Assignment should also be included on the Accreditation website

1.2 Learning Outcomes/Program Outcomes

Satisfaction of Employers and Stakeholders

Candidates offered teaching positions after graduation.

Supported Initiatives (6)

STANDARDS

- Standard 4: Program Impact
- R4.2 Satisfaction of Employers
- R4.3 Satisfaction of Completers

STRATEGIC INITIATIVES

- Advancing Dynamic and Integrated Learning Experiences
- Alignment Across Our Educational Auwai (Pre-12 to Community Colleges to 4-Year to Post-Graduate & Beyond)
- Meet Hawai'i's workforce needs of today and tomorrow

Action Plan

Findings indicated that our current processes for satisfaction of employers and stakeholders are

working well. The Education division will continue to do the things we are doing to have a successful program with all of our graduates securing teaching positions.

Budget Source	Amount	Due	Status
	\$0.00		no due date set

1.2.1 Measures

Employment Data

The number of candidates offered teaching positions during and after graduation..

METHODOLOGY*

Data is obtained from the Hawaii Department of Education.

1.2.1.1 Target/Success Indicator

All candidates will be hired before or after graduation. Met

TARGET/SUCCESS INDICATOR 100%

FINDINGS/RESULTS 100% of candidates (N=44) were offered teaching positions 31/33 Elementary and 9/11 Middle-level/Secondary were hired in Spring 2023, and began teaching careers in Fall 2023. Residency Pilot Data: 19/42 candidates served as residents.

ANALYSIS/USE OF FINDINGS UHWO Education Division Residency Pilot, in place since AY 2021-22, is continuously reviewed in order to determine best practice, policy, and procedures in support of the following: The Hawai'i Department of Education; Teacher Candidates; Education Division faculty.

HUMANITIES - Academic Program Assessment 2022-2024 Report

Completed

2 GOALS 3 OUTCOMES 9 MEASURES 9 TARGETS 9 FINDINGS 1 ATTACHMENTS

Mission

The Humanities Division teaches students to analyze the human condition and apply their knowledge pertaining to social justice. Through a foundation in the liberal arts, a Humanities degree prepares teacher-scholars with linguistic and critical skills to analyze society and culture within global and local contexts. Our students synthesize academic and media based resources through the lens of various knowledges, especially those of Native Hawaiian and other Indigenous peoples.

Vision

The Humanities Division is committed to fostering creative and innovative learners often rooted in place-based learning and Indigenous ways of knowing. We develop scholars and professionals who strengthen communities in Hawai'i, Oceania, and across the world through a critical literacy of media, texts, and intellectual information in the modern age.

1 Goal

Students will develop cultural awareness

To assure educational quality and curricular coherence, UH West O'ahu has identified standards appropriate for Humanities students. Students at UH West O'ahu are expected to apply certain educational skills towards mastering material in an academic major and concentration. These skills are listed in a set of Degree and Concentration Learning Outcomes. The goal of this project is to assess learning outcomes related to cultural awareness.

1.1 Learning Outcomes/Program Outcomes DLO1

Demonstrate knowledge of the history, philosophy, arts, and/or literature of different cultures from different global regions and indigenous traditions including Native Hawaiian.

Supported Initiatives (11)

GENERAL EDUCATION

- Hawaiian-Asian-Pacific Issues
- Global & Multicultural Perspectives
- Art, Humanities, and Literature

INSTITUTIONAL PRIORITIES

- Cultural Awareness

STRATEGIC INITIATIVES

- Fulfill kuleana to Native Hawaiians and Hawai'i
- Increasing Student Success and Engagement
- Student Experience and Sense of Belonging
- Advancing Dynamic and Integrated Learning Experiences
- Develop successful students for a better future
- Common Learning Experiences
- Dynamic Transdisciplinary Educational Experiences

Action Plan

The average total score for DLO1 is 2.45 at the introducing level (expectation=2) and 2.96 at the reinforcing level (expectation=3). There is a sufficient difference in total average scores (>0.5) between the two levels, and expectations for success were met overall. There is, however, a wide range of scores at both the introducing and the reinforcing levels, perhaps because students take these courses at varying stages of their academic journeys and because both HUM majors and those from other disciplines were included in this assessment project. Three of the HUM concentrations/certificate programs participated in DLO1 assessment: ENG (2 courses), HIST (1 course), and MUS (1 course). The total number of assessed artifacts was 34. Assessed courses were taught in various modalities -- online asynchronous (3) and in-person (1) -- and student artifacts included a variety of genres: reflective essays, creative writing, book reviews, and exams. To produce more meaningful results, the following could be implemented for future assessment projects (i.e. potential action items): 1) assess only artifacts produced by HUM majors; 2) move to portfolio assessments; 3) increase sample size by increasing the number of faculty involved in assessment and/or by including adjunct faculty (who would need to be compensated for their labor); 4) increase representation of HUM programs by including artifacts from all concentrations/certificate programs.

Budget Source	Amount	Due	Status
N/A	\$0.00	no due date set	Planned

Action Item 1	Created	Due	Status
In AY24/25, HUM faculty will collaborate on whether and how to integrate any of the following potential action items into our assessments moving forward: 1) assess only artifacts produced by HUM majors; 2) move to	4/5/2024	5/1/2025	Planned

portfolio assessments; 3) increase sample size by increasing the number of faculty involved in assessment and/or by including adjunct faculty (who would need to be compensated for their labor); 4) increase representation of HUM programs by including artifacts from all concentrations/certificate programs.

1.1.1 Measures

ENG 260 British Literature I (800-1700)

ENG 260 introduces DLO1 and the associated ENG CLO2: Understand the historical, sociopolitical, ideological, and cultural contexts and effects of literature, writing, and/or methodological approaches. In the term when artifacts were collected (Fall 2022), the assessed section of ENG 260 was taught by Dr. Carmen Nolte-Odhiambo in the online asynchronous modality.

METHODOLOGY*

A total of 10 reflective essays were collected by the Humanities faculty member teaching the course. Along with the assignment prompt, these artifacts were submitted to the Humanities APT for coding. Once coding was complete, Dr. Nolte-Odhiambo scored the artifacts based on the Intercultural Knowledge and Competence VALUE rubric, which could be adjusted as needed to fit the assignment/course.

1.1.1.1 Target/Success Indicator

Since this course is categorized as "introducing" the above learning outcomes, success would consist of students demonstrating emerging cultural awareness. Met

TARGET/SUCCESS INDICATOR	The VALUE rubric allows for scores ranging from 1 ("benchmark") to 4 ("capstone") for each of six categories. Success in meeting the outcome would consist of student scores at or around the "2" (first milestone) level.
FINDINGS/RESULTS	The average score is 2.25, with scores ranging from 1 to 3. Please see the attachment "Assessment Scores by Course" for more detailed results.
ANALYSIS/USE OF FINDINGS	The expectations for success have been met.

1.1.2 Measures

MUS 106 Introduction to Music Literature

MUS 106 introduces DLO1 and the associated MUS CLO4: Discuss music's historic and contemporary roles in our world. In the term when artifacts were collected (Fall 2022), the assessed section of MUS 106 was taught by Dr. Jon Magnussen in the online asynchronous modality.

METHODOLOGY*

A total of 10 final exams were collected by the Humanities faculty member teaching the course. Along with the assignment prompt, these artifacts were submitted to the Humanities APT for coding. Once coding was complete, Dr. Magnussen scored the artifacts based on the Intercultural Knowledge and Competence VALUE rubric, which could be adjusted as needed to fit the assignment/course.

1.1.2.1 Target/Success Indicator

Since this course is categorized as "introducing" the above learning outcomes, success would consist of students demonstrating emerging cultural awareness. Exceeded

TARGET/SUCCESS INDICATOR

The VALUE rubric allows for scores ranging from 1 ("benchmark") to 4 ("capstone") for each of six categories. Success in meeting the outcome would consist of student scores at or around the "2" (first milestone) level.

FINDINGS/RESULTS

The average score is 2.65, with scores ranging from 1 to 4. Please see the attachment "Assessment Scores by Course" for more detailed results.

ANALYSIS/USE OF FINDINGS

The results exceed the expectations for success. There is a wide range of scores all the way from the lowest "1" to the highest "4," the latter of which seem unusual for a 100-level course. This is perhaps due to the fact that some advanced students may take this course toward the end of their college career, as they are signing up for and completing the Music certificate in their final semesters.

1.1.3 Measures

ENG 385 Fairy Tales & Their Adaptations

ENG 385 reinforces DLO1 and the associated ENG CLO2: Understand the historical, sociopolitical, ideological, and cultural contexts and effects of literature, writing, and/or methodological approaches. In the term when artifacts were collected (Fall 2022), the assessed section of ENG 385 was taught by Dr. Carmen Nolte-Odhiambo in the online asynchronous modality.

METHODOLOGY*

A total of 10 final projects, consisting of a creative work and a reflective essay, were collected by the Humanities faculty member teaching the course. Along with the assignment prompt, these artifacts were submitted to the Humanities APT for coding. Once coding was complete, Dr. Nolte-Odhiambo scored the artifacts based on the Intercultural Knowledge and Competence VALUE rubric, which could be adjusted as needed to fit the assignment/course.

1.1.3.1 Target/Success Indicator

Since this course is categorized as "reinforcing" the above learning outcomes, success would consist of students demonstrating evolving cultural awareness. **Met**

TARGET/SUCCESS INDICATOR The VALUE rubric allows for scores ranging from 1 ("benchmark") to 4 ("capstone") for each of six categories. Success in meeting the outcome would consist of student scores at or around the "3" (second milestone) level.

FINDINGS/RESULTS The average score is 3.07, with scores ranging from 2 to 4. Please see the attachment "Assessment Scores by Course" for more detailed results.

ANALYSIS/USE OF FINDINGS The expectations for success have been met.

1.1.4 Measures

HIST 363 20th Century Popular, Mass & Counter-Culture

HIST 363 reinforces DLO1 and the associated HIST CLO3: Analyze historical developments in Europe, the Americas, Asia, and the Pacific. In the term when artifacts were collected (Fall 2022), the assessed section of HIST 363 was taught by Dr. Kealani Cook in the in-person modality.

METHODOLOGY*

A total of 4 book reviews were collected by the Humanities faculty member teaching the course. Along with the assignment prompt, these artifacts were submitted to the Humanities APT for coding. Once coding was complete, Dr. Cook scored the artifacts based on the Intercultural Knowledge and Competence VALUE rubric, which could be adjusted as needed to fit the assignment/course.

1.1.4.1 Target/Success Indicator

Since this course is categorized as "reinforcing" the above learning outcomes, success would consist of students demonstrating evolving cultural awareness. **Partially Met**

TARGET/SUCCESS INDICATOR	The VALUE rubric allows for scores ranging from 1 (“benchmark”) to 4 (“capstone”) for each of six categories. Success in meeting the outcome would consist of student scores at or around the “3” (second milestone) level.
FINDINGS/RESULTS	The average score is 2.7, with scores ranging from 1 to 4. Scores were higher in the “skills” and “attitudes” than the “knowledge” categories. Please see the attachment “Assessment Scores by Course” for more detailed results.
ANALYSIS/USE OF FINDINGS	The results partially meet the expectations for success. There is a wide range of scores all the way from the lowest “1” to the highest “4.” Overall, expectations were met in the “skills” and “attitudes” categories but scores fell slightly short of expectations in the “knowledge” section of the rubric. A larger sample size could help produce more meaningful results.

1.2 Learning Outcomes/Program Outcomes DLO2

Analyze contemporary issues from multiple cultural perspectives of global regions and indigenous traditions including Native Hawaiian.

Supported Initiatives (11)

GENERAL EDUCATION

- Hawaiian-Asian-Pacific Issues
- Global & Multicultural Perspectives
- Art, Humanities, and Literature

INSTITUTIONAL PRIORITIES

- Cultural Awareness

STRATEGIC INITIATIVES

- Fulfill kuleana to Native Hawaiians and Hawai'i
- Increasing Student Success and Engagement
- Student Experience and Sense of Belonging
- Advancing Dynamic and Integrated Learning Experiences
- Develop successful students for a better future
- Common Learning Experiences
- Dynamic Transdisciplinary Educational Experiences

Action Plan

The average total score for DLO2 is 2.75 at the introducing level (expectation=2) and 3.02 at the reinforcing level (expectation=3). There is only a small difference in total average scores (<0.5) between the two levels, and whereas expectations for success were met at the reinforcing level, they were exceeded at the introducing level. This finding might, in part, be due to the fact that students take these courses at varying stages of their academic journeys, so that courses at the introducing levels can include advanced students. In addition, it is worth considering that the unique student population at UHWO might enter college with a larger knowledge base and skill set related to cultural awareness than students elsewhere would. Two of the HUM concentrations/certificate programs participated in DLO2 assessment: HIST (1 course) and HPST (2 courses). The total number of assessed artifacts was 19. Assessed courses were taught in various modalities -- blended, online synchronous, and in-person -- and student artifacts included a variety of genres: book reviews, group discussion reports, and research papers. To produce more meaningful results, the following could be implemented for future assessment projects (i.e. potential action items): 1) move to portfolio assessments to track individual students' progress throughout their academic journeys; 2) increase sample size by increasing the number of faculty involved in assessment and/or by including adjunct faculty (who would need to be compensated for their labor); 3) increase representation of HUM programs by including artifacts from all concentrations/certificate programs;

Budget Source	Amount	Due	Status
N/A	\$0.00	no due date set	Planned

Action Item 1	Created	Due	Status
In AY24/25, HUM faculty will collaborate on whether and how to integrate any of the following potential action items into our assessments moving forward: 1) move to portfolio assessments to track individual students' progress throughout their academic journeys; 2) increase sample size by increasing the number of faculty involved in assessment and/or by including adjunct faculty (who would need to be compensated for their labor); 3) increase representation of HUM programs by including artifacts from all concentrations/certificate programs;	4/5/2024	5/1/2025	Planned

Action Item 2	Created	Due	Status
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The division will also consider meeting with student advisors so as to discuss the sequencing of courses that students should follow on their graduation paths.

4/5/2024

5/1/2025

Planned

1.2.1 Measures

HIST 288 Survey of Pacific Islands History

HIST 288 introduces DLO2 and the associated HIST CLO3: Analyze historical developments in Europe, the Americas, Asia, and the Pacific. In the term when artifacts were collected (Fall 2022), the assessed section of HIST 288 was taught by Dr. Kealani Cook in the blended modality.

METHODOLOGY*

A total of 3 book reviews were collected by the Humanities faculty member teaching the course. Along with the assignment prompt, these artifacts were submitted to the Humanities APT for coding. Once coding was complete, Dr. Cook scored the artifacts based on the Intercultural Knowledge and Competence VALUE rubric, which could be adjusted as needed to fit the assignment/course.

1.2.1.1 Target/Success Indicator

Since this course is categorized as "introducing" the above learning outcomes, success would consist of students demonstrating emerging cultural awareness. Exceeded

TARGET/SUCCESS INDICATOR

The VALUE rubric allows for scores ranging from 1 ("benchmark") to 4 ("capstone") for each of six categories. Success in meeting the outcome would consist of student scores at or around the "2" (first milestone) level.

FINDINGS/RESULTS

The average score is 2.6, with scores ranging from 1 to 3. Please see the attachment "Assessment Scores by Course" for more detailed results.

ANALYSIS/USE OF FINDINGS

The results exceed the expectations for success. A larger sample size could help produce more meaningful results.

1.2.2 Measures

PACS 108 Pacific Worlds: Introduction to Pacific Islands Studies

PACS 108 introduces DLO2 and the associated HPST CLO5: Demonstrate knowledge of indigenous Hawaiian and Pacific world views and perspectives. In the term when artifacts were collected (Fall 2022), the assessed section of PACS 108 was taught by Dr. Sa'iliemanu Lilomaiaava-Doktor in the in-person modality.

METHODOLOGY*

A total of 9 group discussion reports were collected by the Humanities faculty member teaching the course. Along with the assignment prompt, these artifacts were submitted to the Humanities APT for coding. Once coding was complete, Dr. Lilomaiva-Doktor scored the artifacts based on the Intercultural Knowledge and Competence VALUE rubric, which could be adjusted as needed to fit the assignment/course.

1.2.2.1 Target/Success Indicator

Since this course is categorized as "introducing" the above learning outcomes, success would consist of students demonstrating emerging cultural awareness.

Exceeded

TARGET/SUCCESS INDICATOR	The VALUE rubric allows for scores ranging from 1 ("benchmark") to 4 ("capstone") for each of six categories. Success in meeting the outcome would consist of student scores at or around the "2" (first milestone) level.
FINDINGS/RESULTS	The average score is 2.81, with scores ranging from 2 to 4. Please see the attachment "Assessment Scores by Course" for more detailed results.
ANALYSIS/USE OF FINDINGS	The results exceed the expectations for success.

1.2.3 Measures

HPST 482 Pacific Islands

HPST 482 reinforces DLO2 and the associated HPST CLO5: Demonstrate knowledge of indigenous Hawaiian and Pacific world views and perspectives. In the term when artifacts were collected (Fall 2022), the assessed section of HPST 482 was taught by Dr. Sa'iliemanu Lilomaiva-Doktor in the online synchronous modality.

METHODOLOGY*

A total of 7 research papers were collected by the Humanities faculty member teaching the course. Along with the assignment prompt, these artifacts were submitted to the Humanities APT for coding. Once coding was complete, Dr. Lilomaiva-Doktor scored the artifacts based on the Intercultural Knowledge and Competence VALUE rubric, which could be adjusted as needed to fit the assignment/course.

1.2.3.1 Target/Success Indicator

Since this course is categorized as "reinforcing" the above learning outcomes, success would consist of students demonstrating evolving cultural awareness. Met

TARGET/SUCCESS INDICATOR	The VALUE rubric allows for scores ranging from 1 (“benchmark”) to 4 (“capstone”) for each of six categories. Success in meeting the outcome would consist of student scores at or around the “3” (second milestone) level.
FINDINGS/RESULTS	The average score is 3.02, with scores ranging from 2 to 4. Please see the attachment “Assessment Scores by Course” for more detailed results.
ANALYSIS/USE OF FINDINGS	The results meet the expectations for success.

1.3 Learning Outcomes/Program Outcomes DLO6

Analyze research questions, problems, and issues in Humanities subjects.

Supported Initiatives (11)

GENERAL EDUCATION

- Hawaiian-Asian-Pacific Issues
- Global & Multicultural Perspectives
- Art, Humanities, and Literature

INSTITUTIONAL PRIORITIES

- Cultural Awareness

STRATEGIC INITIATIVES

- Fulfill kuleana to Native Hawaiians and Hawai'i
- Increasing Student Success and Engagement
- Student Experience and Sense of Belonging
- Advancing Dynamic and Integrated Learning Experiences
- Develop successful students for a better future
- Common Learning Experiences
- Dynamic Transdisciplinary Educational Experiences

Action Plan

The average total score for DLO6 is 3.43 at the introducing level (expectation=2) and 3.5 at the reinforcing level (expectation=3). The difference in total average scores between the two levels is negligible, and whereas expectations for success were exceeded at the reinforcing level, they were exceeded even more so at the introducing level. This finding might, in part, be due to the fact that students take these courses at varying stages of their academic journeys, so that courses at the introducing levels can include advanced students. (It should also be noted that these results stem

from the assessment of only 1 course per level.) In addition, it is worth considering that the unique student population at UHWO might enter college with a larger knowledge base and skill set related to cultural awareness than students elsewhere would. The only HUM concentration/certificate program that participated in DLO6 assessment is ENG (2 courses, both taught in the asynchronous online modality). The total number of assessed artifacts was 14, including papers and midterms. To produce more meaningful results, the following could be implemented for future assessment projects (i.e. potential action items): 1) move to portfolio assessments to track individual students' progress throughout their academic journeys; 2) increase sample size by increasing the number of faculty involved in assessment and/or by including adjunct faculty (who would need to be compensated for their labor); 3) increase representation of HUM programs by including artifacts from all concentrations/certificate programs;

Budget Source	Amount	Due	Status
N/A	\$0.00	no due date set	Planned

Action Item 1	Created	Due	Status
In AY24/25, HUM faculty will collaborate on whether and how to integrate any of the following potential action items into our assessments moving forward: 1) move to portfolio assessments to track individual students' progress throughout their academic journeys; 2) increase sample size by increasing the number of faculty involved in assessment and/or by including adjunct faculty (who would need to be compensated for their labor); 3) increase representation of HUM programs by including artifacts from all concentrations/certificate programs;	4/5/2024	5/1/2025	Planned

Action Item 2	Created	Due	Status
The division will also consider meeting with student advisors so as to discuss the sequencing of courses that students should follow on their graduation paths.	4/5/2024	5/1/2025	Planned

1.3.1

Measures

ENG 257C Literary Themes: Hip Hop Literature

ENG 257C introduces DLO6 and the associated ENG CLO2: Understand the historical,

sociopolitical, ideological, and cultural contexts and effects of literature, writing, and/or methodological approaches. In the term when artifacts were collected (Fall 2022), the assessed section of ENG 257C was taught by Dr. Amy Nishimura in the online asynchronous modality.

METHODOLOGY*

A total of 5 papers were collected by the Humanities faculty member teaching the course. Along with the assignment prompt, these artifacts were submitted to the Humanities APT for coding. Once coding was complete, Dr. Nishimura scored the artifacts based on the Intercultural Knowledge and Competence VALUE rubric, which could be adjusted as needed to fit the assignment/course.

1.3.1.1 Target/Success Indicator

Since this course is categorized as "introducing" the above learning outcomes, success would consist of students demonstrating emerging cultural awareness. Exceeded

TARGET/SUCCESS INDICATOR The VALUE rubric allows for scores ranging from 1 ("benchmark") to 4 ("capstone") for each of six categories. Success in meeting the outcome would consist of student scores at or around the "2" (first milestone) level.

FINDINGS/RESULTS The average score is 3.43, with scores ranging from 2 to 4. Please see the attachment "Assessment Scores by Course" for more detailed results.

ANALYSIS/USE OF FINDINGS The results exceed the expectations for success.

1.3.2 Measures

ENG 441 Gender & Sexuality in Literature & Film

ENG 441 reinforces DLO6 and the associated ENG CLO2: Understand the historical, sociopolitical, ideological, and cultural contexts and effects of literature, writing, and/or methodological approaches. In the term when artifacts were collected (Fall 2022), the assessed section of ENG 441 was taught by Dr. Amy Nishimura in the online asynchronous modality.

METHODOLOGY*

A total of 9 midterms were collected by the Humanities faculty member teaching the course. Along with the assignment prompt, these artifacts were submitted to the Humanities APT for coding. Once coding was complete, Dr. Nishimura scored the artifacts based on the Intercultural Knowledge and Competence VALUE rubric, which could be adjusted as needed to

fit the assignment/course.

1.3.2.1 Target/Success Indicator

Since this course is categorized as "reinforcing" the above learning outcomes, success would consist of students demonstrating evolving cultural awareness. **Exceeded**

TARGET/SUCCESS INDICATOR	The VALUE rubric allows for scores ranging from 1 ("benchmark") to 4 ("capstone") for each of six categories. Success in meeting the outcome would consist of student scores at or around the "3" (second milestone) level.
FINDINGS/RESULTS	The average score is 3.5, with scores ranging from 2 to 4. Please see the attachment "Assessment Scores by Course" for more detailed results.
ANALYSIS/USE OF FINDINGS	The results exceed the expectations for success.

2


Goal

Faculty reflects on assessment process & practices

Humanities faculty offered feedback on this assessment cycle in order to make informed decisions about improving student learning and assessment practices at the course and program levels. Faculty provided their comments in a Fall 2023 division meeting as well as via Google form, resulting in the findings below. In AY 2024/25, the division plans to collaborate on whether and how to implement any suggestions for improvement. 1. Several aspects of this assessment cycle worked well. Those who participated in assessment noted that the workload was manageable and that the process was straightforward and easy to navigate. Help from the Humanities APT, Nicole Kurashige (who took meeting minutes, created Google forms, coded artifacts, and sent deadline reminders), significantly facilitated the process. In addition, it was appreciated that the assessment of student artifacts was completed by faculty from whose course(s) the artifacts originated, given the value of disciplinary knowledge and familiarity with assignment criteria. Using the VALUE rubric also worked well, since it ensured consistency and comparability even as the rubric could be tailored toward individual courses as appropriate. 2. Implementing a number of changes will make our assessment process more effective. Most crucially, more faculty participation is needed, so that at least 1 class per concentration/certificate program is included in assessment and so that our overall sample sizes are larger. For instance, each faculty member could assess one of their courses in future assessment projects. Other suggestions for producing more meaningful results include only assessing artifacts created by HUM majors; including reflective components in coursework and using these reflections as

assessment data; assessing all graded components from a course; and using portfolio assessment for all students. Meeting with student focus groups to discuss student needs, learning outcomes, course offerings, and accessibility (e.g. use of technology in courses) would also help us to ensure we're tailoring our teaching towards our students. In addition, individual concentrations/certificate programs should revisit and, if needed, revise their curricular maps to ensure alignment with courses identified as introducing, reinforcing, mastery. We might also consider adding discussion of assessment practices (including assignment prompts and grading criteria) to our concentration and/or division meetings. 3. Several resources are needed for future assessment projects. Funding for a full-time, permanent APT is crucial, since it significantly facilitates assessment and enhances faculty buy-in. In order to increase sample sizes and the number of assessed courses, compensation for adjunct faculty to participate in assessment is also needed. (This is even more important if early college courses will be included in future assessment projects.) Finally, if the HUM division decides to pursue portfolio assessment, then we'll need professional development for faculty (potentially including course releases) as well as software for students for the creation of portfolios.

Project Attachments (1)

Attachments	File Size
 Assessment Scores by Course.pdf	53KB

NATURAL SCIENCE - Academic Program Assessment Report

2022-2024

Completed

4 GOALS 4 OUTCOMES 2 MEASURES 6 TARGETS 6 FINDINGS 9 ATTACHMENTS

Mission

This is where you add a mission statement for your division/unit.

A mission statement articulates the purpose of an entity and how it links to the overall mission of the institution.

[MNHS is still working on a mission statement]

Vision

The proposed Bachelor of Science in Natural Sciences degree strives to meet the educational needs for West O'ahu for careers in mathematical, physical, life, and health sciences. This program is consistent with UH West O'ahu's vision, mission and value proposition as the institution pivots toward a more transdisciplinary core of study and application that ensures outcomes in leadership, stewardship, and innovation. The proposed degree and its areas of concentration align with the UH System's Integrated Academic and Facilities Plan, the UH System's Strategic Directions, and UH West O'ahu's Strategic Action Plan, 2018-2028 as it moves the intellectual "core" mathematics, science, and health disciplines into cutting-edge conceptual and applied fields that traverse basic and applied sciences as well as the social and cultural sciences while linking with professional practice through internships, mentorships, and engaged scholarship.

1 Goal

To provide students with a four-year STEM degree program including robust year-long sequences (two courses each) in Calculus, Chemistry, Biology, and Physics, as well as a Native Hawaiian Health course.

To provide students with a four-year STEM degree program including robust year-long sequences (two courses each) in Calculus, Chemistry, Biology, and Physics, as well as a Native Hawaiian Health course.

1.1 Learning Outcomes/Program Outcomes

To communicate scientific ideas clearly in written and oral formats.

Students who are earning their Bachelors of Science degree in Natural Science will be able to effectively communicate scientific and mathematical ideas clearly in written and oral formats appropriate to their discipline or concentration area.

Supported Initiatives (3)

STRATEGIC INITIATIVES

- Advancing Dynamic and Integrated Learning Experiences
- Develop successful students for a better future
- Common Learning Experiences

Action Plan

Written and Oral communication was assessed in three concentrations within the BS-Natural Science Program: Applied Mathematics, Life Sciences, and Health Sciences. Synthesis of findings from 10 Math courses: (MATH 241, 242, 301, 307, 321 327. 351, 361, 412, and 461) indicate that students are successfully attaining the skills needed to write about mathematical ideas in various formats (written exams and final papers) and using oral communication skills through presentations (poster or formal). Applied Mathematics students are doing well in this concentration and we will continue to evaluate student performance using the same rubric and assignments. Health Science and Life Science students are partially meeting expectations on their communication skills and curriculum review and alignment with writing skills will be proposed.

Budget Source	Amount	Due	Status
	\$0.00	no due date set	Planned
Action Item 1	Created	Due	Status
Continue to evaluate students in the BS-NS Program on written communication from the Introductory levels to the Mastery level.	9/26/2023	4/15/2025	Planned
Action Item 2	Created	Due	Status
Create more opportunities for students to perform their oral communication skill across different courses	6/2/2024	4/15/2025	Planned
Action Item 3	Created	Due	Status
Evaluate DLOs 2 -4 for the transition from a Provisional Degree Status to Established.	6/8/2024	12/31/2024	In Progress

1.1.1 Measures

Written Communications Rubric

Multiple artifacts were collected, that aligned with DLO 1 across different courses within MNHS.

METHODOLOGY*

Artifacts were collected from the following courses: PHYL 142, 142L, 354, NSCI 200, 400, MATH

241, 242, 301, 307, 321 327. 351, 361, 412, 461, BIOL 171L, 172L, 265, 275, 365, 375, 390, and BIOC 441 - which consists of lab reports, written exams, final paper assignments, annotated bibliography, prompts, mini-presentations. Each of the artifacts were evaluated on a rubric that was adapted and modified based on the AAC&U Value Rubric approved by the division faculty. The modifications were based on faculty input and suggestions. Each concentration had at least 3 faculty to score each artifact, Applied Math had a total of 21 student samples, Life Sciences had a total of 65 student samples, and Health Sciences had a total of 28 students samples.

1.1.1.1 Target/Success Indicator

Students studying in the Applied Mathematics concentration will have an overall rating between 2 and 4 (Developing and Highly Proficient) on written communication.

Exceeded

TARGET/SUCCESS INDICATOR 75%

FINDINGS/RESULTS Of the 17 writing samples submitted, only 1 artifact scored below 2, and 16 samples scored between 2 and 4 = 94%

ANALYSIS/USE OF FINDINGS Applied Mathematics students exceeded the target for written communication.

1.1.1.2 Target/Success Indicator

Students studying in the Life Science concentration will have an overall rating between 2 and 4 (Developing and Highly Proficient) on written communication.

Partially Met

TARGET/SUCCESS INDICATOR 75%

FINDINGS/RESULTS 60 artifacts were submitted in total, 67% of the scoring was at or above the developing level (2) for most of the artifacts. 70% of the artifacts were from the reinforced level, 25% were from the introductory, and only 5% were from the mastered.

ANALYSIS/USE OF FINDINGS Life Science students partially met the target, although > 50% of scores were greater than 2, they did not meet all of the reviewing faculty expectations in their written communication but met most.

1.1.1.3 Target/Success Indicator

Students studying in the Health Science concentration will have an overall rating between 2 and 4 (Developing and Highly Proficient) on written communication.

Partially Met

TARGET/SUCCESS INDICATOR 75%

FINDINGS/RESULTS 27 artifacts were submitted, but only 2 levels were collected: Introductory and Reinforced. 16 of 27 had scores above 2 (59%) but because there is no Mastered artifacts the indicator of success can not apply.

ANALYSIS/USE OF FINDINGS Health Science students partially met the target, although only 59% had scores > 2, the students at the Introduced and Reinforced levels are on the right track at developing their writing skills.

1.1.2 Measures

Oral Communications Rubric

Multiple artifacts were collected, that aligned with DLO 1 across different courses within MNHS METHODOLOGY*

Artifacts were collected from the following courses: BIOL 171L, MATH242 and 307. Each of the artifacts were evaluated on a rubric that was adapted and modified based on the AAC&U Value Rubric approved by the division faculty. The modifications were based on faculty input and suggestions. Each concentration had at least 3 faculty to score each artifact, Applied Math had a total of 4 student samples, Life Sciences had a total of 4 student samples, and Health Sciences had a total of 0 students samples.

1.1.2.1 Target/Success Indicator

Students studying in the Applied Mathematics concentration will have an overall rating between 2 and 4 (Developing and Highly Proficient) in oral communication skills. Met

TARGET/SUCCESS INDICATOR 75%

FINDINGS/RESULTS Only a small amount of artifacts were scored, four presentations in math courses at the reinforcement level only. The overall scores showed that students in two math courses at the 200 and 300 level are performing above a proficient levels.

ANALYSIS/USE OF FINDINGS Students in Applied Mathematics met expectations in one level - Reinforced.

1.1.2.2 Target/Success Indicator

Students studying in the Life Science concentration will have an overall rating between 2 and 4 (Developing and Highly Proficient) in oral communication skills.

Met

TARGET/SUCCESS INDICATOR 75%

FINDINGS/RESULTS Only a few introductory-level artifacts were submitted. The overall scores showed that students are mostly at the developing level (2). Out of the 5 dimensions, 4 had scores above 2 and only 1, Vocal Expressiveness was below 2.

ANALYSIS/USE OF FINDINGS Students in Life Sciences met the target in one level - Introductory, expectations were met but students still show promising improvement as they progress to reinforced and mastered.

1.1.2.3 Target/Success Indicator

Students studying in the Health Science concentration will have an overall rating between 2 and 4 (Developing and Highly Proficient) in oral communication skills.

Not Reported this Period

TARGET/SUCCESS INDICATOR 75%

FINDINGS/RESULTS No artifacts were submitted.

ANALYSIS/USE OF FINDINGS

1.2 Learning Outcomes/Program Outcomes

To analyze data effectively using current methods and technology.

1.3 Learning Outcomes/Program Outcomes






To understand how to find, read, and critically review scientific literature.

1.4 Learning Outcomes/Program Outcomes

To apply fundamental concepts and techniques in mathematics and sciences.

- 2 **Goal**
To prepare students for a career requiring strong mathematical and scientific backgrounds.
- 3 **Goal**
To equip students with a sound foundation to succeed at a graduate level in fields related to mathematical, physical, life, and health sciences.
- 4 **Goal**
To train students with the necessary skills for scientific analysis, research, communication, documentation, and exploration of trans-disciplinary fields, such as mathematics and science educators and medical lab managers.

Project Attachments (9)

Attachments	File Size
 Applied Mathematics_Oral.pdf	34KB
 Applied Mathematics_Written.pdf	44KB
 Health Sciences_Written.pdf	39KB
 Life Sciences_Oral.pdf	34KB
 Life Sciences_Written.pdf	45KB
 MNHS_BSNS_DLO1.pdf	33KB
 MNHS_Oral Communication Rubric.pdf	57KB
 MNHS_Written Communication Rubric.pdf	69KB
 MNHS_Written_BSNS.pdf	43KB

PUBLIC ADMINISTRATION - Academic Program 2022-2024 Assessment Report

Completed

1 GOALS 1 OUTCOMES 1 MEASURES 1 TARGETS 1 FINDINGS 2 ATTACHMENTS

Mission

(From UHWO-PUBA website)

The University of Hawai'i-West O'ahu Bachelor of Arts in Public Administration degree prepares students for supervisory and management roles in the public sector. Students receive a solid foundation in public sector practices and processes as well as a fundamental understanding of, and appreciation for, public sector management practices and administrative procedures. Students may also go on to pursue graduate degrees in varied programs, such as Public Administration, Criminal Justice, Health Care Administration, and Urban and Regional Planning, Management Science.

Vision

(From UHWO-Vision Statement)

The UHWO PUBA program is dedicated to educating students to be engaged global citizens and leaders in public service and society.

1

Goal

Students Acquire Foundational Knowledge, Skills, & Competencies

By graduation, students will acquire a solid foundation (skills, knowledge, and competencies) for supervisory and management roles in the public sector.

1.1

Learning Outcomes/Program Outcomes

DLO 1: Critical Thinking

This assessment period, PUBA faculty focused on Division Learning Outcome (DLO) #1: Demonstrate critical thinking, research, and communication skills as applied to the public and private sectors. The focus of data collection and review was critical thinking.

Supported Initiatives (3)

INSTITUTIONAL PRIORITIES

- Critical Thinking

STRATEGIC INITIATIVES

- Advancing Dynamic and Integrated Learning Experiences
- Common Learning Experiences

Action Plan

Results from the 36 reviews showed a increase in proficiency from Introduce to Mastery level courses (2.4 to 3.06). Students scored an average of 2.4 at the introduce level, 2.57 at the reinforce level, and 3.06 at the mastery level.

Budget Source	Amount	Due	Status
N/A	\$0.00	no due date set	Complete

Action Item 1	Created	Due	Status
Identify capstone, WI, or other higher-level courses and compare to lower-level courses. Select specific assignments and artifacts that better represent critical thinking, not just random assignments for future review.	9/26/2023	12/14/2024	Planned

Action Item 2	Created	Due	Status
Review courses identified for critical thinking. Consider appropriate education and assignments to teach and support critical thinking. (What am I doing to introduce/reinforce/master critical thinking in this specific assignment and this course?)	3/20/2024	12/14/2024	Planned

Action Item 3	Created	Due	Status
Conduct a calibrating activity before the next artifact review to ensure all faculty are evaluating student work consistently and in alignment with the scoring rubric.	3/20/2024	5/10/2025	Planned

1.1.1 Measures

PUBA Writing Intensive (WI) courses - list courses depending on semester.

DLO#1 is an outcome in all PUBA courses at all three levels - Introduce, Reinforce, and Master. For this assessment period, PUBA faculty focused on the critical thinking aspect of DLO #1 at all three levels.

METHODOLOGY*

Eight PUBA faculty participated in the review of 36 artifacts (12 artifacts from courses with DLO#1 at the introduce level, 12 artifacts from courses with DLO#1 at the reinforce level, and 12 artifacts from courses with DLO#1 at the mastery level). Faculty used the revised VALUE rubric for Critical Thinking, titled "UH West O'ahu Critical Thinking Rubric", to complete their reviews



and scores.

1.1.1.1 Target/Success Indicator

The average proficiency score, using the UHWO Critical Thinking VALUE rubric, for students taking courses at the Introduce level will be at least a 1, at the Reinforce level will be at least a 2, and at the Master level will be at least a 3. Met

TARGET/SUCCESS INDICATOR	Average Score based on course level.
FINDINGS/RESULTS	Results from the 36 reviews showed a increase in proficiency from Introduce to Mastery level courses (2.4 to 3.06). Students scored an average of 2.4 at the introduce level, 2.57 at the reinforce level, and 3.06 at the mastery level.
ANALYSIS/USE OF FINDINGS	After discussing the results with the PUBA faculty, the following points were noted: <ol style="list-style-type: none">1. Different interpretations between faculty of the rubric.2. Very different documents were being compared.3. Identify capstone, WI, or certain higher level courses, and compare to other lower level courses.4. Select specific assignments that better represent critical thinking, not just random assignments.5. All courses should teach analysis, not just WI; consider how we require analytical thinking.6. Look at courses identified for critical thinking, consider appropriate education and assignments to teach and support critical thinking. What am I doing to introduce/ reinforce/ master critical thinking in this specific assignment and this course?7. Continue this assessment conversation at future division meetings.

Project Attachments (2)

Attachments	File Size
 Data collection Artifact Review - Sheet1.pdf	35KB
 UHWO Critical Thinking Rubric 2.pdf	159KB

SOCIAL SCIENCES - Academic Program Assessment Report

2022-2024

Completed

1 GOALS 2 OUTCOMES 2 MEASURES 2 TARGETS 2 FINDINGS 2 ATTACHMENTS

Mission

Through the disciplines of Anthropology, Psychology, Sociology, Economics and Political Science, the faculty of the Social Sciences Division prepares students to participate and support a diverse and democratic society and become responsible citizens. SSCI employs a range of pedagogical strategies to develop critical thinking skills as well as the capacity for effective communication. Students learn to incorporate evidence-based practices to bridge knowledge systems and foster innovation to create a more sustainable and equitable future in an ever changing world.

Vision

The UHWO Social Sciences Division (SSCI) aims to foster a community of teachers and learners focused on engaging students to become leaders in generating solutions to pressing social and ecological problems informed by social science theory, practice and indigenous values.

1 Goal Foster Continued Student Learning

A goal of the Social Sciences is to foster continued student learning on the divisional learning outcomes as our students matriculate through their course of study, such that upon graduation with a Social Sciences BA degree, our students demonstrate mastery of the divisional outcomes.

1.1 Learning Outcomes/Program Outcomes DLO1- Clear and Effective Writing

DLO1 - Clear and effective writing using the conventions of a particular Social Science discipline.

Supported Initiatives (4)

GENERAL EDUCATION

- Written Communication

INSTITUTIONAL PRIORITIES

- Effective Communication

STRATEGIC INITIATIVES

- Advancing Dynamic and Integrated Learning Experiences
- Engaged Scholarship and Research

Action Plan

On 2/13/2024 the Social Sciences Assessment Team convened to develop actions that the Social sciences faculty can adopt to improve student learning about 1) citing authoritative sources in their writing, and 2) cultural skills. While the particular class exercise, resource, lesson, film, discussion prompt, or pedagogical approach deployed is up to each individual Social Sciences faculty member, the assessment team has compiled a list of suggestions for their consideration and possible adoption in the coming academic year. The Action Items below are the SSCI Assessment Team suggestions for enhancing student learning in the use of authoritative source material and cultural skills.

Budget Source	Amount	Due	Status
No cost beyond assessment compensation.	\$0.00	2/22/2024	Complete

Action Item 1	Created	Due	Status
Expand or refine course lessons about using valid source material, and/or media literacy.	9/26/2023	4/25/2025	In Progress

Action Item 2	Created	Due	Status
Design a written exercise that requires students to use valid sources to answer a disciplinary question.	3/5/2024	4/25/2025	In Progress

Action Item 3	Created	Due	Status
Have students respond to discussion prompts about authoritative source material and/or media literacy.	3/5/2024	4/25/2025	In Progress

Action Item 4	Created	Due	Status
Provide online links on your syllabus or course management system to resources about media literacy and/or disciplinary referencing practices.	3/5/2024	4/25/2025	In Progress

Action Item 5	Created	Due	Status
Direct student to UHWO Library workshops and resources about media literacy, finding, and citing authoritative disciplinary sources.	3/5/2024	4/25/2025	In Progress

Action Item 6	Created	Due	Status
Direct students to the No'eau center for guidance on appropriate use of source material	3/5/2024	4/25/2025	In Progress

and correctly citing source material.

1.1.1 **Measures**

Student Written Artifacts

The Written Communication Value rubric published by the American Association of Colleges and Universities was applied to a sample of student artifacts to evaluate learning on DLO-1 about effective written communication using the conventions of a particular Social Science discipline. The Social Sciences Assessment Team convened on 1/19/2024 to discuss edits to the Value rubric selected. The language of the Written Communication Value rubric was simplified to improve clarity and reader reliability.

METHODOLOGY*

An assessment reader from each Social Sciences concentration was recruited to read and score a sample of student artifacts. Drs. Monique Mironesco (Political Science), Kirsten Vacca (Anthropology), Patricia Yu (Economics), Matt Lau (SCFS), and Mark Hanson (Psychology) served as readers and co-consultants in completing the Social Sciences assessment of DLO1. No reader was recruited from Sociology because Dr. Mota-back (a Sociologist) resigned and there were no other Sociology faculty available to participate (of the two remaining Sociology faculty, one was on sabbatical and the other serves as the Division Chair). A sample of Social Sciences written artifacts completed by Social Sciences students between Spring 2023 and Spring of 2024 was compiled for the readers to evaluate with the Value rubric. The artifact collection was sampled so that one written assignment from each academic level, capstone type, and Social Sciences concentration was represented in the artifacts read (100 - Economics, 200 - Psychology, 300 - Political Science, 400 - Sociology, Senior Practicum - Anthropology, and Senior Project-SCFS). Five artifacts from each course assignment were sampled by taking every third, fourth or whatever interval would result in 5 artifacts depending upon the size of the collection from a given course (i.e., for a collection of 25, taking every fifth artifact yields a sample of 5; for a collection of 15, taking every third artifact yields a collection of five). The senior projects were substantially longer (some over 50 pages) than the regular course artifacts, so only three of each type of capstone was sampled to maintain reader attention for scoring and to prevent the reading task from becoming onerous. In total, 26 artifacts were compiled across six Social Sciences concentrations, four course levels, and two types of senior project. See table 1 for a summary of the artifacts read in terms of course-level/capstone type, concentration of origin, type of assignment, and number sampled. Each member of the SSCI Assessment Team received a collection of the 26 artifacts to read, the modified Written Communication rubric, and a reporting form with space for reporting each score for each dimension of the rubric for all 26 artifacts. After reading the artifacts and applying the rubrics,

the completed reporting forms were returned to the SSCI Assessment Coordinator (Mark Hanson) for analysis. Table 1. Social Sciences artifact collection with information about course level, concentration, assignment type, and number sampled. Course level Concentration Assignment Number sampled 100 Economics Media critique 5 200 Psychology Research paper 5 300 Political Science Research Paper 5 400 Sociology Research Paper 5 Practicum Anthropology Capstone 3 Project SCFS Capstone 3

1.1.1.1

Target/Success Indicator

The target for DLO-1 learning in the Social Sciences is for students to demonstrate learning in written communication skills as they progress through the courses of their Social Sciences degree. Met

TARGET/SUCCESS INDICATOR

Evidence of improvement on rubric-based evaluations of student writing effectiveness as students’ progress through the different Social Science course levels (from 100-level through senior capstone courses).

FINDINGS/RESULTS

Analysis of the rubric scoring for the written communication rubric found a linear trend progressing from the lowest scores for the 100-level artifacts to the highest scores reported for the capstone projects.

ANALYSIS/USE OF FINDINGS

Rubric data were reduced by calculating the mean rating of each reader’s independent score on each artifact. These scores were reduced again by calculating arithmetic means (mean of means) for the five or three artifacts associated with each class-level or capstone type.

Table-2 presents the compiled rubric ratings for the five dimensions of the Written Communication rubric by class-level or capstone type. Inspection of these data reveals a linear trend progressing from the 100-level and ascending to the Senior project artifacts which received the highest written rubric ratings. While the 400-level artifacts show a dip in this trend, the overall pattern suggests that Social Sciences students advance in their writing skills as they matriculate through the requirements of the Social Sciences degree. The written communication dimension that received the lowest rating across the artifacts read was the Sources and Evidence dimension.

On 2/13/2024 the Social Sciences Assessment Team convened to discuss the results of our rubric based assessment of Written Communication. After reviewing the data and discussing the assessment process we had engaged, a consensus emerged that

we develop actions that the Social sciences faculty can adopt to improve student learning about citing authoritative sources in their writing. While the particular class exercise, resource, lesson, film, discussion prompt, or pedagogical approach deployed is up to each individual Social Sciences faculty member, the assessment team has compiled a list of suggestions for their consideration and possible adoption in the coming academic year (see Action Plan).

Table-2 Reduced rubric values compiled for each dimension or the Written Communication Value rubric.

Written Communication Rubric Dimensions

Class Level Context Content Genre Sources Mechanics

100 3.1 3.0 3.1 2.0 3.0

200 3.3 3.3 3.4 3.4 2.9

300 3.4 3.1 3.0 3.2 2.8

400 3.2 2.8 2.8 2.5 2.9

Practicum 3.7 3.4 3.4 3.7 3.3

Project 3.8 3.6 3.7 3.4 3.6

1.2

Learning Outcomes/Program Outcomes

DLO2 - Knowledge of Philosophical or Cultural Issues

DLO2 - Knowledge of philosophical or cultural issues associated with different Social Sciences.

Supported Initiatives (5)

GENERAL EDUCATION

- Global & Multicultural Perspectives

INSTITUTIONAL PRIORITIES

- Cultural Awareness
- Disciplinary Knowledge

STRATEGIC INITIATIVES

- Increasing Student Success and Engagement
- Student Experience and Sense of Belonging

Action Plan

On 2/13/2024 the Social Sciences Assessment Team convened to develop actions that the Social

sciences faculty can adopt to improve student learning about: 1) citing authoritative sources in their writing, and 2) cultural skills. While the particular class exercise, resource, lesson, film, discussion prompt, or pedagogical approach deployed is up to each individual Social Sciences faculty member, the assessment team has compiled a list of suggestions for their consideration and possible adoption in the coming academic year. The Action Items below are the SSCI Assessment Team suggestions for enhancing student learning in the use of authoritative source material and cultural skills.

Budget Source	Amount	Due	Status
No cost beyond assessment compensation.	\$0.00	no due date set	Complete

Action Item 1	Created	Due	Status
Expand or refine course lessons about source material on cultural knowledge.	3/5/2024	4/25/2025	In Progress

Action Item 2	Created	Due	Status
Design a written exercise that requires students to answer questions about a different culture.	3/5/2024	4/25/2025	In Progress

Action Item 3	Created	Due	Status
Have students respond to discussion prompts about authoritative source material on cultural skills.	3/5/2024	4/25/2025	In Progress

Action Item 4	Created	Due	Status
Provide online links on your syllabus or course management system to resources about cultural competence or skill.	3/5/2024	4/25/2025	In Progress

Action Item 5	Created	Due	Status
Incorporate media resources on different cultures from the 'Ulu'ulu Archive into course lessons and exercises.	3/5/2024	4/25/2025	In Progress

Action Item 6	Created	Due	Status
Direct student to the HRAF (Human Resource Area Files) site at Yale University for authoritative source material on human culture.	3/5/2024	4/25/2025	In Progress

Measures**Student Written Artifacts**

The Intercultural Knowledge Value rubric published by the American Association of Colleges and Universities was applied to a sample of student artifacts to evaluate learning on DLO-2 about philosophical/cultural issues associated with different Social Sciences. The Social Sciences Assessment Team convened on 1/19/2024 to discuss edits to the Value rubric selected. The Intercultural Knowledge Value rubric originally held two iterations each for the Cultural Skills and Cultural Attitudes dimensions. The versions of these dimensions that reflected the cultural learning values of the Social Sciences Division and UHWO campus were selected, and an additional dimension of Social Science Philosophy was added to reflect the language of DLO2 which emphasizes, “knowledge of philosophical or cultural issues associated with different Social Sciences.”

METHODOLOGY*

An assessment reader from each Social Sciences concentration was recruited to read and score a sample of student artifacts. Drs. Monique Mironesco (Political Science), Kirsten Vacca (Anthropology), Patricia Yu (Economics), Matt Lau (SCFS), and Mark Hanson (Psychology) served as readers and co-consultants in completing the Social Sciences assessment of DLO1 and DLO2. No reader was recruited from Sociology because Dr. Mota-back (a Sociologist) resigned and there were no other Sociology faculty available to participate (of the two remaining Sociology faculty, one was on sabbatical and the other serves as the Division Chair). A sample of Social Sciences written artifacts completed by Social Sciences students between Spring 2023 and Spring of 2024 was compiled for the readers to evaluate with the value rubric. The artifact collection was sampled so that one written assignment from each academic level, capstone type, and Social Sciences concentration was represented in the artifacts read (100 - Economics, 200 - Psychology, 300 - Political Science, 400 - Sociology, Senior Practicum - Anthropology, and Senior Project-SCFS). Five artifacts from each course assignment were sampled by taking every third, fourth or whatever interval would result in 5 artifacts depending upon the size of the collection from a given course (i.e., for a collection of 25, taking every fifth artifact yields a sample of 5; for a collection of 15, taking every third artifact yields a collection of five). The senior projects were substantially longer (some over 50 pages) than the regular course artifacts, so only three of each type of capstone was sampled to maintain reader attention for scoring and to prevent the reading task from becoming onerous. In total, 26 artifacts were compiled across six Social Sciences concentrations, four course levels, and two types of senior project. See table 1 for a summary of the artifacts read in terms of course-level/capstone type, concentration of origin, type of assignment, and number sampled. Each

member of the SSCI Assessment Team received a collection of the 26 artifacts to read, the modified Intercultural Knowledge rubric, and a reporting form with space for reporting each score for each dimension of the rubric for all 26 artifacts. After reading the artifacts and applying the rubrics, the completed reporting forms were returned to the SSCI Assessment Coordinator (Mark Hanson) for analysis. Table 1. Social Sciences artifact collection with information about course level, concentration, assignment type, and number sampled. Course level Concentration Assignment Number sampled 100 Economics Media critique 5 200 Psychology Research paper 5 300 Political Science Research Paper 5 400 Sociology Research Paper 5 Practicum Anthropology Capstone 3 Project SCFS Capstone 3

1.2.1.1 Target/Success Indicator

The target for DLO-2 learning in the Social Sciences is for students to demonstrate relevant cultural/philosophical knowledge as they progress through the courses of their Social Sciences degree. Met

TARGET/SUCCESS INDICATOR Evidence of improvement on rubric-based evaluations of relevant cultural/philosophical knowledge as students’ progress through the different Social Science course levels (from 100-level through senior capstone courses).

FINDINGS/RESULTS Analysis of the rubric scoring for the intercultural knowledge rubric found a linear trend progressing from the lowest scores for the 100-level artifacts to the highest scores reported for the capstone projects.

ANALYSIS/USE OF FINDINGS Rubric data were reduced by calculating the mean rating of each reader’s independent score on each artifact. These scores were reduced again by calculating arithmetic means (mean of means) for the five or three artifacts associated with each class-level or capstone type.



Table-3 presents the compiled rubric ratings for the four dimensions of the Intercultural Knowledge rubric by class-level or capstone type. Inspection of these data reveals a linear trend progressing from the 100-level and ascending to the Senior project. The 400-level artifacts again show a dip in this trend, but the overall pattern suggests that Social Sciences students advancing in their intercultural/philosophical knowledge as they matriculate through the requirements of the Social Sciences degree. The Intercultural Knowledge dimension that received the lowest rating across the artifacts read was the Cultural Skills dimension.

On 2/13/2024 the Social Sciences Assessment Team convened to discuss the results of our rubric based assessment of Intercultural/Philosophical Knowledge. After reviewing the data and discussing the assessment process we had engaged, a consensus emerged that we develop actions that the Social sciences faculty can adopt to improve student learning about cultural skills. While the particular class exercise, resource, lesson, film, discussion prompt, or pedagogical approach deployed is up to each individual Social Sciences faculty member, the assessment team has compiled a list of suggestions for their consideration and possible adoption in the coming academic year (see Action Plan).

Table-3 Reduced rubric values compiled for each dimension or the Intercultural Knowledge Value rubric.

Intercultural Knowledge Rubric Dimensions				
Class Level	Knowledge	Skills	Attitudes	Philosophy
100	2.3	2.2	2.3	2.7
200	2.9	2.6	2.6	3.0
300	3.1	3.0	3.2	3.3
400	2.7	2.4	2.7	2.7
Practicum	3.2	3.1	3.1	3.5
Project	3.7	3.3	3.4	3.5

Project Attachments (2)

Attachments	File Size
 AACU_InterculturalKnowledge_Rubric_01.docx	2MB
 AACU_WrittenCommunication_Rubric_01.docx	2MB