

Table 7.1

Summary of Departmental Assessment Reports: Undergraduate Programs

College/ Department/ Program	Date(s) of Activity	Population(s) Covered / Object	Sample Size or Response Rate	Focus of Assessment	Data-gathering Approach	Results (highlights)	Use or Planned Use of Results
Accounting	1997, 1998, and 2001; ongoing (annual).	Alumni.		Alumni perception, information.	Survey, alumni (web- based).		Continual accreditation by AACSB, and to design a system that could easily be implemented by all units at UHM.
American Studies	Begin F03.	Majors.	All majors.	Student learning outcomes.	Student work: Research paper in capstone course.		
American Studies	Ongoing since 1980s (semester).	Students taking AMST classes.		Student perception of individual class and instructor quality.	Survey, end-of-course student evaluations.		Initiate remedial action when needed.
Animal Science		Majors, near graduation.	All majors in internship class.	Student learning outcomes.	Student performance: internship.		Student performance used for program improvement.
Animal Science		Syllabi & curriculum.	All syllabi / curriculum.	Syllabi & curriculum analysis to determine how well courses promote the learning of specific objectives.	Syllabus mapping.		
Anthropology	F02-S03.	Curriculum.	Curriculum.	Faculty & external stakeholders review of the curriculum.	Self assessment.		Use the results to consider modifications to the current learning objectives.
Anthropology	Every 7 years (most recent 1997).	Program.	Program.	Departmental self-assessment (self-study).	Department self-study.		Measure program effectiveness, better match new learning objectives with particular courses, review changes made to PhD program, identify learning objectives, assess the number and quality of entering students, and employment status.
Apparel Product Design & Merch.	(semester)	Majors, near graduation.	16 students to date.		Student performance: Internship Assessment Rubric.		Results used to refine data collection instruments.
Apparel Product Design & Merch.	(semester)	Majors, near graduation.	16 students to date.	Student learning outcomes.	Student work: Oral presentations in capstone course.		Results used to refine data collection instruments.
Apparel Product Design & Merch.	(semester)	Majors, near graduation.	16 students to date.	Student learning outcomes.	Student work: Portfolio, pieces from capstone course.		Results used to refine data collection instruments.
Apparel Product Design & Merch.		Syllabi & curriculum.	All syllabi / curriculum.	Syllabi & curriculum analysis to determine how well courses promote the learning of specific objectives.	Syllabus mapping.		
Art	Semester, ongoing.	Majors.		Student perceptions.	Survey, end-of-course evaluation (Café).		
Asian Studies		Majors, exiting.		Student perceptions. (Undergraduate student organization and faculty drafting exit assessment tool.)	Survey, exit.		
Asian Studies	2002.	Program.		Program assessment by National Resource Center-Southeast Asia visitation team.	External review.		Curriculum changes implemented; Graduate student advising improved.
Asian Studies	Ongoing (semester).	Students taking ASAN classes.		Student perception of individual course & instructor quality; compiled and summarized.	Survey, end-of-course evaluations (summary report).		Consultation between chair and faculty member.
Bioengineering	Planned.	Employers.		Employer perceptions.	Survey, employer.		
Bioengineering		Majors, near graduation.	All majors.	Student learning outcomes.	Student work: Project completed in capstone courses.		Student performance used for program improvement.
Bioengineering	Planned.	Majors.		Student learning outcomes.	Exam, national exam (content).		
Bioengineering	Planned.	Majors.	All majors.	Student learning outcomes.	Student work: Portfolios.		Student performance used for program improvement.
Bioengineering	Planned.	Recent grads/ alumni		Employment / job placement.			
Biology	1998-present; ongoing (semester).	Majors, exiting.	17-58 students per semester; approx. 79% response rate.	Student perception of how well the program met its goals.	Survey.	Overall, students pleased with program.	Results used to improve program for the best interest of the students, while upholding a high standard.
Botany		Program.		Program.	Faculty discussion of assessment options.		

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Business Administration, College of	2002; ongoing	Alumni.	2002: 124/756 (16%)	Alumni perception of the college. [& comparison of alumni with alumni of 6 benchmark schools.]	Survey, done by Educational Benchmarking Inc.		Careful review of study results; development of improvement plan; implementation of plan; re-surveying to determine impact of actions taken.
Business Administration, College of	1997-present, ongoing.	Majors, exiting.	2002: 189/325 (58%)	Student perception of overall program quality. [& comparison with student responses from peer schools.]	Survey, done by Educational Benchmarking Inc.		Careful review of study results; development of improvement plan; implementation of plan; re-surveying to determine impact of actions taken.
Business Administration, College of	Ongoing.	Majors, incoming.	All new majors.	Student course grades, prior to program entry.	Grades in particular courses.		
Business Administration, College of	Ongoing.	Majors.	All majors.	Student course grades and student tracking.	Required advising sessions & grade point average tracking.		
Business Administration, College of	Ongoing (semester).	Majors.	All majors.	Student learning outcomes.	Student work: Capstone experience with a common exam across all sections.		
Business Administration, College of	Ongoing (semester).	Majors.	Optional participation.	Student learning outcomes.	Student work: internship review by external evaluator.		
Business Administration, College of	Ongoing, at least 2 times/year.	Program.		Program.	External review by Advisory Board.	An example: Board recommended that CBA place more emphasis on corporate governance and ethical decision making.	An example: CBA offered 5 training sessions (10 hours) on the topic.
Business Administration, College of	Ongoing.	Syllabi & instructional faculty.	All instructors.	Syllabi.	Syllabi reviewed every semester by department chair.		
Cell and Molecular Biology		Students in 2 Biology courses.	Over 50% of classes.	Student perception of individual course and instructor quality.	Survey, end-of-course evaluation (CAFÉ).		
Chemistry	Semester, ongoing.	Majors.		Student learning outcomes.	Exam, national (ACS).		
Chemistry	Semester, ongoing.	Majors.		Student perception.	Survey.		
Civil & Environmental Engineering	S01-present; ongoing (every 3 years)	Alumni.	40% (401/1000)	Alumni perception of program quality.	Survey, alumni.		Performance criteria set for each objective. Faculty will discuss results and make improvements as needed.
Civil & Environmental Engineering	S02-present; ongoing (semester).	Majors, exiting.	>90%	Student perception of how well they have met specific the learning objectives & what needs to be improved--a follow-up to the exit survey.	Student voices: Focus group, exit.		Performance criteria set for each objective. Faculty will discuss results and make improvements as needed.
Civil & Environmental Engineering	F98-present; ongoing (semester).	Majors, exiting.	>90%	Student perception of how well they have met the learning objectives.	Survey, exit.		Results used to improve the survey form. Performance criteria set for each objective. Faculty will discuss results and make improvements as needed.
Civil & Environmental Engineering	S99-present; ongoing (semester).	Majors, near graduation.	25-30%	Student learning outcomes.	Exam, national (FE).	84% passed the exam compared to a 77% national.	Performance criteria set for each objective. Faculty will discuss results and make improvements as needed.
Civil & Environmental Engineering	S02-present; ongoing (annual).	Majors, near graduation.	100%	Student learning outcomes.	Student work: Portfolio from capstone class.		Performance criteria set for each objective. Faculty will discuss results and make improvements as needed.
Civil & Environmental Engineering	1999-present; ongoing (annual).	Program.	Program.	Overall program effectiveness.	External review of program effectiveness (annual site visit).		
Communication	Data collection in S03; will be ongoing (semester).	Majors.	Random sample of majors in capstone course [planned].	Student learning outcomes.	Student work: Thesis & Self-Reflection rated by faculty panel on how well students met learning objectives and how well the program prepares students.		Findings will be reported and discussed by faculty annually and used to improve curriculum.
Contemporary Ethical Issues Focus (GenEd)	S01-present; ongoing (semester).	E Focus class proposals.	New E classes.	Extent to which proposed class met the Hallmarks.	Proposal forms reviewed by faculty panel.	Only courses that met the Hallmarks are approved for the Focus designation.	Identify possible problems related to the Hallmarks and faculty understanding of the Focus area.
Contemporary Ethical Issues Focus (GenEd)	Planning stage (F02).	Instructors of E classes.		Course effectiveness.	Survey, self-evaluation.		

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Contemporary Ethical Issues Focus (GenEd)	Planning stage (F02).	Students in E classes.		Student learning outcomes.	Student work.		
Dance	Initiated F02; ongoing (semester).	Majors, exiting.		Student perception of overall program and student career goals.	Survey, exit.		
Dance	Initiated S02; ongoing (semester).	Majors.	All majors.	Student learning outcomes.	Checklist: Faculty mentor, in collaboration with instructional faculty and student, assess how well student is meeting learning objectives.		
Dance	Phase-in will be complete in 2004.	Majors.		Student learning outcomes.	Student work: Portfolio, pieces collected across several courses (including video of performance).		
Dance	Initiated S02; ongoing (semester).	Majors.	All majors, exiting.	Student perception of the overall program and career preparation.	Student voices: Interviews, exit, with Resumes		
Dance	Initiated F02; ongoing (semester)	Students taking DNCE classes.		Student perception of how well a course addresses specific learning objectives.	Survey, end-of-course student evaluations, addresses learning outcomes.		
Dental Hygiene	1997, 1998, 1999.	Alumni.		Alumni perception of program effectiveness.	Survey, alumni.	96% agreed that the program adequately prepared them and that they were satisfied with the program.	Faculty takes action on issues of concern brought to their attention by the alumni.
Dental Hygiene		Clients (patients at UHM Dental Clinic).		Student performance in an on- campus clinical setting.	Survey, clients (patients).	99% of respondents rated quality of care and services as good or excellent; 99% indicated that their experience was good or excellent.	Faculty review results. When needed, changes would be initiated by curriculum committee.
Dental Hygiene		Course descriptions.		Course descriptions.	Course description analysis.		Faculty review results. When needed, modifications are proposed and submitted to faculty for approval.
Dental Hygiene		Employers (local dentists)		Employers perception of how well the program prepared its students for a career in the field.	Survey, employer.	88% agree that students were adequately prepared; 96% satisfied with their performance expectations of graduates.	Faculty takes action on issues of concern brought to their attention by the local professional community.
Dental Hygiene	1999-2001, ongoing.	Majors.	All students in DH courses.	Student course grades.	Exam, in-class, varies by course.	Nearly 100% pass rate.	Varies. Instructors determine whether individual students needed additional assistance.
Dental Hygiene	1994-2000.	Majors.		Student graduation rates.	Graduation rate tracking.	92% completion rate.	Rationale for non-completion reviewed by faculty.
Dental Hygiene	Ongoing.	Majors.	All majors.	Student performance in an off- campus clinical setting.	Student work: Performance review by external evaluator.	Evaluations were generally excellent.	Results reviewed by coordinator and discussed with student.
Dental Hygiene	1994-2002.	Recent graduates.		Student learning outcomes.	Exam, Hawai'i State Board Dental Hygiene Exam	91% success rate.	Exam scores unavailable to Department.
Dental Hygiene	1994-2000.	Recent graduates/ alumni.		Employment / job placement.	Survey, alumni.	100% of graduates found employment within one month of licensure.	Data are reviewed by faculty; however faculty does not facilitate employment.
East Asian Council	2001.	Program.		Program assessment by National Resource Center-Southeast Asia visitation team.	External review.		Relations with professional schools strengthened; UH graduate student research opportunities strengthened; curriculum needs in discipline addressed.
East Asian Lang. and Lit.	F02 (planning).	Alumni.		Alumni perception of how well the program prepared them for post- graduation work and life experiences.	Survey, alumni.	Planning stage.	Results will be used to make improvements in curricula.
East Asian Lang. and Lit.	1998	Faculty in Japanese program.		Faculty perceptions of necessary skills and content; needs assessment.	Survey, faculty.		New courses were developed (needs-based, task and performance-oriented oral-aural- based courses)
East Asian Lang. and Lit.		Majors (Korean).		Student perception of program effectiveness.	Survey, exit.		Identify needs and gaps in the program.
East Asian Lang. and Lit.	Planned.	Students in Chinese lang. classes.		Student learning outcomes.	Exam, locally developed computer-adapted test		

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East Asian Lang. and Lit.	1998	Students in Japanese program.		Student perceptions of necessary skills and content; needs assessment.	Survey.		New courses were developed (needs-based, task and performance-oriented oral-aural- based courses)
East Asian Lang. and Lit.	F02 (planning).	Students in JPN & CHN classes.	Majors.	Student perception of program effectiveness.	Survey, exit.	Planning stage.	Results will be used to make improvements in curricula.
East Asian Lang. and Lit.	3 times between 1982- 1997.	Students taking CHN language classes.		Student learning outcomes.	Exam, national.	Majority of students compared well with other students of similar background and levels.	
East Asian Lang. and Lit.		Students taking JPN & CHN language classes.	Random selection.	Student learning outcomes.	Exam, oral proficiency exam.	Steady progression from intermediate-low to advanced on the ACTFL OPI scale.	Create oral proficiency outcomes for each level & continue testing. [Currently, outcomes not established.]
East Asian Lang. and Lit.	1990-present.	Students taking JPN language classes.		Student learning outcomes.	Exam (written & oral), common across sections at each proficiency level.		
East Asian Lang. and Lit.	2001-present, ongoing (semester).	Students taking KOR lang. classes.		Student learning outcomes.	Exam (written & oral), common across sections at each proficiency level.		
East Asian Lang. and Lit.	1995-present, ongoing (semester).	Students taking lower- div. CHN language classes.		Student learning outcomes.	Exam (written & oral), common across sections at each proficiency level.	80-90% of students achieved learning objectives.	
East Asian Lang. and Lit.	1980-present; ongoing.	Students taking lower- div. JPN & CHN language classes.		Student learning outcomes.	Exam, national (ETS pilot tests at UH).	Students perform at or above average level as compared to their peers nationally.	
Economics	S03 [planned]	Alumni.		Alumni perception.	Survey, alumni.		
Economics	S02; ongoing (semester).	Majors, exiting.	Very high response rate; but small number of majors.	Student perception of program effectiveness.	Survey, exit.	Students want more opportunities for involvement.	Results used for curriculum reform, internship program started, faculty mentoring, career placement, improved dept. information, exchange program, student club.
Economics	S02; ongoing (semester).	Majors, incoming.	Very high response rate; but small number of majors.	Student perception of program.	Survey, entry.	Students want more opportunities for involvement.	Results used for curriculum reform, internship program started, faculty mentoring, career placement, improved dept. information, exchange program, student club.
Economics	F01-F02.	Majors.	Varies by pilot test.	Review and evaluate various assessment methods.	Pilot testing of surveys, course- embedded assessments, panel review of student work, & exams.	Results were mixed.	Faculty currently discussing how the results can be used. Three additional methods are being considered (portfolios, capstone course, and an advisory board).
Education, College of	Ongoing.	Employers.		Employer perception of how well the program prepared students for a career in the field.	Survey, employer.	95% of respondents are satisfied with the recent-graduates preparation for a career.	
Education, College of	Ongoing.	Majors, exiting.	All majors.	Student perception of how well program prepared them for a career in the field.	Survey, exit.	Between 1995 and 2001, students responded more positively regarding program effectiveness.	
Education, College of	Ongoing.	Majors, incoming.	All new majors.	Student proficiency, prior to program entry.	Exam, national (PRAXIS I PPST).	1996-1999: Entering students performed at or above the national average.	Results are used to admit students into the program.
Education, College of	Ongoing.	Majors, incoming.	All new majors.	Student course grades prior to program entry.	GPA analysis.	1999-2000: Entering students had at least a 3.0 GPA after 55 college- level credits.	Results are used to admit students into the program.
Education, College of	Ongoing.	Majors, incoming.	All new majors.	Students prior experience in the field.	Student work: Writing sample.		Results are used to admit students into the program.
Education, College of	Ongoing.	Majors, incoming.	All new majors.	Student ability to communicate, motivation, and suitability for the profession, prior to entry.	Student voices: Interviews, entry		Results are used to admit students into the program.
Education, College of	Ongoing.	Majors.	All majors.	Student learning outcomes.	Student work: Field experience.		Results are discussed with individual students and used to improve their performance.
Education, College of	Ongoing.	Majors.	All majors.	Student learning outcomes.	Student work: Student teaching, observation and evaluation by faculty.	Mean scores on a random sample of evaluations indicate that students have met the learning objectives.	Results are discussed with individual students and used to improve their performance.

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Education, College of	Ongoing.	Majors.	All majors.	Student learning outcomes, in individual courses.	Student work: Varies by course/ program.		All college departments creating action plans that clearly identify the assessments that map to the desired learning outcomes. Rubrics to assess the evidence will be created.
Education, College of	Ongoing.	Recent grads/alumni	All majors.	Student learning outcomes.	Exam, national (PRAXIS).		
Electrical Engineering	Ongoing (annual).	Alumni.	18% (54/300) in 2002.	Alumni perception.	Survey, alumni.		Results used to make many improvements to the curriculum.
Electrical Engineering	Ongoing (annual).	Employers.			Survey & interviews, employers.		
Electrical Engineering	2000-present; ongoing (semester).	Majors, exiting.	49% in 2002.	Student perception.	Student voices: Interviews, exit.		Results used to make many improvements to the curriculum.
Electrical Engineering	Ongoing (semester).	Majors.	100%	Student learning outcomes.	Student work: Capstone design project.		
Electrical Engineering	Ongoing (annual).	Program.		Program.	External review by Advisory Board.		Results used to make many improvements to the curriculum.
Electrical Engineering	Ongoing (annual).	Program.		Program.	Student voices: Input from Student Advisory Board.		Results used to make many improvements to the curriculum.
Electrical Engineering	Ongoing (semester).	Students taking EE classes.	Nearly 100%.	Student perception of individual class and instructor quality.	Survey, end-of-course evaluation.		Results used to make many improvements to the curriculum.
Electrical Engineering	2000-present; ongoing (semester).	Students taking EE classes.	Nearly 100%.	Student perception of how well classes addressed particular objectives.	Survey.		Results used to make many improvements to the curriculum.
Electrical Engineering	Ongoing.	Syllabi & curriculum.		Syllabi / curriculum.	Faculty review of syllabi.		
Engineering, College of	Ongoing.	Alumni.	<50%	Alumni perceptions.	Survey, alumni.		
Engineering, College of	Ongoing.	Employers.	<50%	Employer perceptions.	Survey, employer.		
English	S02-F02.	First-year writing program.		Overall program effectiveness.	External review of program effectiveness.	Reviewers suggest more program support and more program coherence.	Department is discussing ways to address issues raised by the external reviewers.
English	S02, ongoing (annual).	Majors.	27%	Student perceptions of program effectiveness.	Survey, exit.		Exit Survey was modified; distribution of survey improved; "Career Coordinator" role created to address student need; results helped to inform the Portfolio project.
English	Initiated F02; ongoing.	Students in 1st-year writing, intro to literature, & intro to English Studies classes.	Approximately 500 students.	Student learning outcomes.	Student work: 2 faculty will review each portfolio of pieces written during a semester.		Results will be used to improve assessment process, results will give insight into program strengths and weaknesses, and suggest possible areas to reform.
Ethnic Studies	S03 [planned]	Alumni.		Alumni perceptions about preparation for careers, program satisfaction, & curriculum relevancy.	Survey, alumni.		
Ethnic Studies	S03 [planned]	Majors & Certificate students.		Student perceptions about overall program effectiveness.	Student voices: Focus groups.		
Ethnic Studies	S03 [planned]	Majors & Certificate students.		Student learning outcomes.	Student work: Portfolio.		
Ethnic Studies	S03 [planned]	Majors & Certificate students.		Student perception of individual course and instructor quality.	Survey, end-of-course evaluations.		
Ethnic Studies	S03 [planned]	Majors & Certificate students.		Student perceptions.	Student voices: Interviews, exit		
Ethnic Studies	S03 [planned]	Students taking ES classes.		Student perceptions.	Survey.		
Family Resources	Planned.	Majors (seniors).		Student learning outcomes.	Student work: Portfolio from capstone class and other classes.		
Family Resources	Planned.	Sophomores & Juniors in FAMR classes.		Student learning outcomes.	Course-embedded assessment (common exam).		

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Family Resources	S02.	Students in FAMR 482.	33 students to date.	Student learning outcomes.	Student work: Portfolio, pieces from capstone course.	Portfolios showed that not everything can be assessed in a capstone course. Rubric needs far more depth.	Results used to improve quality of portfolios, presentations, and programs.
Family Resources		Syllabi & curriculum.	All syllabi / curriculum.	Syllabi & curriculum analysis to determine how well courses promote the learning of specific objectives.	Syllabus mapping.		
First-Year Learning Communities	F99, F00, & F01.	Instructors of LC classes.	48% (12/25), F01	Instructor perceptions of their experiences.	Survey, instructor.	Unanimous agreement in F99 and F00 that the experience was satisfying. In F01, 50% were satisfied.	First Year at Manoa Committee recommends more education and training for faculty teaching in a LC.
First-Year Learning Communities	1997-present, ongoing.	Students in an LC and a non-LC cohort.	1885 LC students; 1269 non-LC students.	Student perceptions of how well program objectives were met & retention rates.	Student voices: Interviews (by phone); Student tracking.	Results do not support a conclusion that LCs have been producing positive academic gains across the five years of the study.	Recommendations made include improved training and development program for instructors and peer mentors.
Food Science & Human Nutrition		Alumni.		Alumni perceptions.	Survey, alumni.		
Food Science & Human Nutrition		Majors, near graduation.	35 students to date.	Student learning outcomes.	Exam, exit, locally-generated.		Used to judge overall program success; determine if courses are adequately covering learning objectives.
Food Science & Human Nutrition		Majors, near graduation.		Student learning outcomes.	Student work: Portfolio, pieces from internship course.		Used to judge overall program success; determine if courses are adequately covering learning objectives.
Food Science & Human Nutrition		Students taking FSHN classes.		Student learning outcomes.	Course-embedded assessment.		
Geography	Planned.	Majors, exiting.		Student perception of overall program quality.	Survey, exit.		
Geography	Planned.	Majors.		Student learning outcomes.	Student work: Portfolio, pieces from multiple classes.		
Geography	Ongoing (semester).	Majors.		Student perception.	Student work: Reflective essay, capstone artifact.		
Geography	Planned.	Majors.		Student learning outcomes.	Course-embedded assessment (embedded exam questions across sections).		
Geology & Geophysics	Initiated F01; ongoing (semester).	Alumni (1999-2000 completed).	80% (12/15)	Alumni perception of how well the program prepared them for a career.	Survey, alumni.		
Geology & Geophysics	Initiated F01; ongoing.	Employers.	53% (27/51)	Employer perception of how well program prepared students; interest in partnering with dept.	Survey, employer.		Employers invited to talk with students during informal lunch gatherings. Dept. proposed an internship course to enhance local employment opportunities after graduation.
Geology & Geophysics	Initiated F01; ongoing (semester).	Majors, incoming.	100% (12/12), new majors.	Students self-reports on their goals and expectations of program.	Survey, entry.		Curriculum changes initiated due to assessment results: internship course created, alumni & employers invited for lunchtime talks with students, weekly seminar for students, hands-on activity (with stipend) offered to students.
Geology & Geophysics	Ongoing.	Majors.	100% (6/6)	Student learning outcomes.	Student work: Capstone course artifacts.	Students rated instructor and course as one of the best in the curriculum.	Course being reviewed to ensure that high quality continues.
Geology & Geophysics	Initiated S02; ongoing (semester)	Students taking GG courses.	82% (490/600)	Student perception of individual course and instructor quality (using revised forms).	Survey, end-of-course student evaluations.		Curriculum committee recommending an intro computer programming course for science majors.
Global & Environmental Sciences	Planned.	Employers.		Employer perception of how well program prepares students for careers.	Survey, employer.		
Global & Environmental Sciences	F02; ongoing (semester).	Majors, exiting.		Student perception of program effectiveness.	Survey, exit.		
Global & Environmental Sciences	F02; ongoing (semester).	Majors, incoming.		Student expectations of the program.	Survey, entry.		

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Global & Environmental Sciences		Majors, near graduation.		Student learning outcomes.	Student work: Oral presentation of thesis.		Results used to evaluate individual students; collective results used to improve program (e.g., capstone course created to prepare students to do research & present results).
Global & Environmental Sciences		Majors, near graduation.		Student learning outcomes.	Student work: Work done in capstone course.		Results used to evaluate individual students; collective results used to enhance curriculum (e.g., add capstone unit on ethics).
Global & Environmental Sciences		Recent graduates/ alumni.		Student learning outcomes.	Exam, national (GRE).		
Global & Environmental Sciences		Students taking classes required for major.		Student perception of individual course and instructor quality.	Survey, end-of-course evaluations.		Modify classroom offerings and teaching methods.
Hawaiian & Indo-Pacific Lang. & Lit.	S01-present.	Program.		Faculty self-assessment of program and possibilities for assessment.		Instructors established standards & became aware of the importance of program-level assessment and objectives.	Two levels of language in each of three departments are being assessed in F02.
Hawaiian Studies, Center for	Ongoing (semester).	Students taking HWST classes.		Student perception of individual course & instructor quality; compiled and summarized.	Survey, end-of-course evaluations (summary report).		Consultation between chair and faculty member.
Hawaiian, Asian, & Pacific Issues Focus (GenEd)	S01-present; ongoing (semester).	H Focus class proposals.	New H classes.	Extent to which proposed class met the Hallmarks.	Proposal forms reviewed by faculty panel.	Only courses that met the Hallmarks are approved for the Focus designation.	Identify possible problems related to the Hallmarks and faculty understanding of the Focus area.
Hawaiian, Asian, & Pacific Issues Focus (GenEd)	Planning stage (F02).	Students taking H classes.		Student perception of how well class addressed H Hallmarks.	Survey, end-of-course evaluation.		
History	Fall 2001-Fall 2002	Majors.	89 students in capstone classes (100%).	Student learning outcomes.	Student work: Senior thesis.		Faculty conferred and consulted with one another on ways to improve the program.
Information & Computer Sciences	F02.	Curriculum & Syllabi.		Syllabi & curriculum analysis to determine how well courses promote the learning of specific objectives.	Syllabus mapping.		Match the role of each course with particular student outcomes objectives.
Information & Computer Sciences		Majors, incoming.		Student proficiency, prior to program entry.	Exam, placement.		
Information & Computer Sciences		Majors, near graduation.		Student learning outcomes.	Student work: Capstone course artifacts.		
Information & Computer Sciences		Majors, near graduation.		Student learning outcomes.	Student work: Senior project & Oral presentation.		
Information & Computer Sciences		Majors.		Student perceptions regarding preparedness for career in field.	Survey.		Results used to modify curriculum and provide feedback to the overall success of the program to prepare students for their careers.
Information & Computer Sciences		Majors.		Student perceptions regarding preparedness for career in field.	Student voices: Exit interview.		Results used to modify curriculum and provide feedback to the overall success of the program to prepare students for their careers.
Information & Computer Sciences	F01.	Students in 200-, 400-, and 600-level classes.	Nearly 100%; 125 students.	Student perception of their skills/ proficiency.	Survey.	Identified strengths (e.g., good Java & C/C++ exposure) & weaknesses (e.g., students do not have demonstrable design skill).	Refine survey form. Specific recommendations made to strengthen weak areas.
Journalism	Data collection in S03; will be ongoing (semester).	Majors.	Random sample of majors [planned].	Student learning outcomes.	Student work: Faculty panel review of portfolios, pieces collected across several courses.		Findings will be reported and discussed by faculty annually and used to improve curriculum.
Lang. and Lit. of Europe and the Americas	F02	Program.		Faculty self-assessment of program.	Survey, faculty.		Develop a comprehensive departmental mission statement, student learning outcomes, and assessment plan.
Liberal Studies	1983 & 1988	Alumni.	Distributed to over 1,300 alumni in 1983 & 1988.	Alumni perception.	Survey, alumni.		To provide data regarding program areas that need enhancement.

Table 7.1

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College/ Department/ Program	Date(s) of Activity	Population(s) Covered / Object	Sample Size or Response Rate	Focus of Assessment	Data-gathering Approach	Results (highlights)	Use or Planned Use of Results
Liberal Studies	2002 [initiated].	Alumni.	Distributed to over 500 recent alumni.	Alumni perception.	Survey, alumni.		To provide data regarding program areas that need enhancement.
Liberal Studies	Spring 2003 [planned]	Majors.	Cross-section of students.	Student learning outcomes.	Student work: Portfolio voluntarily submitted.		Provide a clear picture of student development during academic career; help understand how the interdisciplinary experiences contribute to student learning; see if a portfolio should be
Liberal Studies	Spring 2003 [planned]	Majors.	Cross-section of students.	Curriculum and syllabus analysis	Students submit syllabi of courses in their major equivalents.		To see if the courses cover areas, issues, & themes that were part of the proposed curriculum.
Liberal Studies	2003 [planned].	Majors.	Distribute to 211 current students.	Student perception of advising, interdisciplinary nature of program, their sense of community.	Survey; Student voices: interview.		To provide data regarding areas that students like and don't like and their thoughts about their sense of community. To also see if a capstone course should be implemented.
Liberal Studies	S04 [planned].	Results from assessment projects.		Assessment projects & results will be reviewed by external reviewer.	Compilation of results and recommendations.		Will use to make program changes to increase the effectiveness of Liberal Studies majors.
Linguistics	Ongoing (semester).	Students in LING courses.	100%	Student perception of quality of course, instructor, and own performance.	Survey, end-of-semester.	Varies by course and instructor.	Assessment and improvement of teaching materials and of instructor performance.
Mathematics	F01-S02.	Majors.	4 students.	Student learning outcomes.	Exam, comprehensive exam of entire major.	Results for the elementary part of the exam were mixed, but generally disappointing. The results were somewhat better in the advanced courses taken more recently.	Find a way to reinforce basic concepts, especially in calculus and linear algebra; and to make the exam mandatory.
Mathematics	F01-S02.	Recent graduates/ alumni.	4/11.	Alumni perception.	Survey, alumni.	Most respondents write favorably about their experience as math majors.	
Mathematics	F01-S02.	Students in Math 480.	3 students.	Student learning outcomes (acquiring skills in mathematical type setting and use of computer algebra systems).	Student work: Report.		
Mechanical Engineering	Ongoing.	Majors, exiting.	>90%	Student perceptions.	Student voices: Interviews, exit		Feedback to department.
Mechanical Engineering	Ongoing (semester).	Majors, near graduation.		Student learning outcomes.	Exam, national (FE, GRE).		
Mechanical Engineering	Ongoing.	Majors.	100%	Student learning outcomes.	Student work: Performance review by external evaluator.		Feedback to instructor.
Mechanical Engineering	Ongoing.	Recent graduates.		Employment / job placement.	Survey by mail.		Feedback to department.
Mechanical Engineering	Ongoing.	Required courses.	100%	Courses: syllabus, grading system, exam, reports, faculty contribution form.	Faculty course portfolio.		Feedback to department.
Mechanical Engineering	Ongoing.	Students taking ME classes.	100%	Student perception of individual course and instructor quality.	Survey, end-of-course evaluation.		Feedback to instructor.
Mechanical Engineering	Ongoing (annual).		100%	Program.	External review, Industry Advisory Board meeting.		Feedback to department.
Medical Technology	Planned (will be annual).	Alumni.	Varies/yr.	Alumni perception of program quality.	Survey, alumni.	Employment, comments on strengths, weaknesses, recommendations.	Tabulated results will be shared at Division faculty meeting, issues disseminated to appropriate committee or task force.
Medical Technology	Ongoing (when needed).	Curriculum.		Curriculum.	Curriculum Committee meeting with faculty & students.	Identify new essential topics, update career entry-level objectives, share teaching strategies, develop evaluation tools.	Present issues to subcommittees for development of proposals. Proposed changes and/or problems presented at division faculty meeting; implement those activities adopted.
Medical Technology	Planned (will be annual).	Employers.	Varies/yr.	Employer's perception of students' performance.	Survey, employers.	Assessment of UHM graduates compared to graduates of other schools.	Tabulated results will be shared at Division faculty meeting, issues disseminated to appropriate committee or task force.
Medical Technology	Summer 2001- July 2002.	Program.		Sponsorship, resources, curriculum, students, operational policies, program evaluation.	Self study report for accreditation renewal.	Accreditation renewal decision due April 2003.	Areas of concern brought to committees; proposals for changes adopted by faculty; implement recommended actions.

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Medical Technology	Varies by committee.	Program.		Program (admissions, curriculum, etc.).	Division faculty meeting (audio conference) with about 18 faculty, students, & staff.	Adoption of committee recommendations.	Implementation of recommendations.
Medical Technology	Nov, April.	Program.		Admission procedures, policies.	Admissions committee meeting, 8 faculty members.	Procedures/policies developed, applicants screened.	Issues to appropriate committee/task force; proposed changes presented to Division faculty meeting for adoption.
Medical Technology	2000- present.	Program.		Program goals & objectives.	Strategic planning sessions with faculty & staff.	Crafting statements on mission, vision, and core values.	Serve as guide/framework for the Division.
Medical Technology	Varies.	Student and career entry candidates.	All MEDT courses.	Curriculum.	Curriculum Subcommittees for 6 major disciplines.	Identify new essential topics, update career entry-level objectives, share teaching strategies, develop evaluation tools.	Present issues/proposals to Curriculum Committee.
Medical Technology	May-Dec.	Students taking MEDT courses.		Student perception: Course content plus performance of faculty & presenters.	Survey, end-of-course evaluations.	Data tabulated.	Reviewed by individual faculty, may be submitted for promotion/tenure/post-tenure reviews, used for course revisions.
Medicine, School of	Ongoing.	Program directors.		Program director perception.	Survey, program directors.		
Medicine, School of	2-3 years (ongoing)	Program.		Review goals, objectives, curricular content, instructional methods, student feedback, course evaluations, and consistency with the JABSOM Educational Policy.	Survey, faculty.		Discussed at Curriculum Committee meetings and sent to the respective course directors. The process is designed to be collegial, supportive and as a learning experience for all involved parties.
Meteorology	2001-2002.	Undergraduate students.	Current students.	Student perceptions.	Student voices: surveys and interviews.		Restructuring of the core offering sequence, a review of two courses flagged for relevance-contemporary materials.
Microbiology		Alumni (after 1 & 5 years).		Alumni perception of preparedness for career, program satisfaction, and curriculum relevance.	Survey, alumni.		Identify program areas that need to be expanded or discontinued. Identify alumni interested in working with faculty to improve program.
Microbiology	Planned.	Majors.		Student learning outcomes.	Exam, locally developed.		Faculty retreat to discuss results is planned.
Microbiology	Planned.	Majors.		Student learning outcomes.	Student work: Capstone course activities.		Faculty retreat to discuss results is planned.
Microbiology	Planned.	Majors.		Student perception of program effectiveness and how well learning objectives were learned.	Student voices: Focus group.		Faculty retreat to discuss results is planned.
Microbiology	Planned.	Majors.		Student perception of program effectiveness, how well objectives were learned, and preparedness for career.	Survey, exit.		Faculty retreat to discuss results is planned.
Microbiology		Recent graduates/ alumni.		Student learning outcomes.	Exam, national (GRE subject, MCAT)		Acceptance rates and test scores are tracked yearly to evaluate trends in program's effectiveness.
Music	Ongoing (semester).	Majors, near graduation.		Student learning outcomes.	Student work: Audition, capstone experience, and senior project.		
Natural Resources & Environ. Mgt.	Planned.	Majors, incoming.		Student proficiency prior to program entry.	Exam.		Feedback used for specific course and skill improvement.
Natural Resources & Environ. Mgt.	Planned.	Majors, near graduation.		Student perception.	Survey, exit.		Feedback used for specific course and skill improvement.
Natural Resources & Environ. Mgt.	Planned.	Majors.		Student learning outcomes.	Student performance: internship.		Feedback used for specific course and skill improvement.
Natural Resources & Environ. Mgt.	Planned.	Students in basic science classes.		Student learning outcomes.			Feedback used for specific course and skill improvement.
Nursing	Ongoing (annual).	Alumni, undergraduate	20-25%	Alumni perception of how well the program prepared them for a career in the field.	Survey, alumni.	Alumni perceive the program to be effective in preparing them for their career.	Evaluation Committee reviews results and report to faculty for further discussion and action.

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Nursing	Ongoing (semester).	Courses.	95%	Course evaluation by faculty.	Course report, by semester.	Faculty analysis of courses, reviewed by Curriculum Committee.	Curriculum Committee reviews; feedback follows to faculty.
Nursing	1996-present (ongoing).	Employers (after graduates have 1 yr. & 3 yrs. of employment)	10-20%.	Employer perception of how well the program prepared students for a career in the field.	Survey, employer.	Employers agree that the program prepared graduates for a nursing career.	Evaluation Committee reviews results and reports to faculty for further discussion and action.
Nursing	Ongoing (semester).	Majors.	All majors in required courses.	Student perception of individual course quality.	Survey, end-of-course student evaluations.	95% of courses score >3.5 (out of 5), which is our cutoff score.	Evaluation Committee reviews results and report to faculty for further discussion and action.
Nursing	F95-present, ongoing (semester).	Majors.	All majors, near graduation.	Student perception of how well program objectives have been met.	Survey, exit.	Students perceive themselves as having met the desired program objectives.	Evaluation Committee reviews results and reports to faculty for further discussion and action.
Pacific Island Studies, Center for	Every 7 years (most recent 1999).	Program.		Program assessment by visitation team.	External review.		Proposal for PhD program in drafting stage; distance learning initiatives encouraged and upgraded; closer cooperation with regional programs/ institutions implemented.
Pacific Island Studies, Center for	Ongoing (semester).	Students in classes.		Student perception of individual course & instructor quality; compiled and summarized.	Survey, end-of-course evaluations (summary report).		Consultation between chair and faculty member.
Pacific Island Studies, Center for	Ongoing (semester).	Students.		Individually written critiques and a final seminar session.	Student work: Composition/ oral input.		Student input discussed and considered at faculty meeting.
Peace Studies	Semester, ongoing.	Majors & Certificate students.		Student learning outcomes.	Exam.		
Peace Studies	Semester, ongoing.	Majors & Certificate students.		Student perception.	Survey.		Reviewed by all members of faculty and appropriate adjustments made.
Philosophy	Planned.	Majors.		Student learning outcomes.	Student voices: Interview, exit.	Planning stage.	Faculty will discuss ways of improving both teaching and the program.
Philosophy	Planned.	Majors.		Student learning outcomes.	Student work: Portfolio of pieces written at several points in academic career.	Planning stage.	Faculty will discuss ways of improving both teaching and the program.
Physics & Astronomy	2001.	Majors & Alumni.		Student perception of program effectiveness.	Survey.		
Physics & Astronomy	Ongoing.	Majors.		Student course grades.	Grade point average tracking.		
Physics & Astronomy	2001.	Majors.		Student perception of program effectiveness.	Survey.		
Physics & Astronomy	Ongoing.	Recent grads/alumni		Student learning outcomes.	Exam, national (GRE).		
Physics & Astronomy	Ongoing.	Students taking PHYS courses.		Student perception of individual course and instructor quality.	Survey, end-of-course student evaluations.		
Plant & Environ. Biotechnology	Planned.	Majors, near graduation.		Student learning outcomes.	Student work: Thesis.		Feedback used for specific course and skill improvement.
Plant & Environ. Biotechnology	Planned.	Majors, near graduation.		Lab rotation.			Feedback used for specific course and skill improvement.
Plant & Environ. Protection Sciences	New program.	Majors, near graduation.		Student learning outcomes.	Student work: PEPS capstone for seniors.		Instructors teaching classes identified to present specific objectives will receive feedback.
Political Science		Majors.	All majors, near graduation.	Student learning outcomes.	Student work: Portfolio, pieces done in capstone experience and other class.		
Psychology	Planning stage (F02); will be ongoing (semester).	Majors.	All majors.	Student perception of the desired learning objectives.	Survey, entry & exit		Once curriculum strengths & deficiencies have been identified, deficiencies will be referred to the appropriate department committees. A national organization is developing assessment techniques that may be used.
Psychology	Initiated F02; will be ongoing (annual).	Syllabi / instructional faculty.	All syllabi / instructional faculty.	Syllabi & curriculum analysis to determine how well courses promote the learning of specific objectives.	Syllabus mapping.		Once curriculum strengths & deficiencies have been identified, deficiencies will be referred to the appropriate department committees. A national organization is developing assessment techniques that may be used.

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Public Administration	S02-present; ongoing.	Majors, near graduation.	100%	Student learning outcomes.	Student work: Capstone exp. judged using learning objectives.		
Religion		Majors, near graduation.		Student learning outcomes.	Exam.		To see if students can explain key concepts taught in department courses.
Second Language Requirement (GenEd)	F02	Faculty teaching language courses.		Self-assessment of program objectives, teaching practices, and learning situations.	Survey, faculty (coordinators).		Identify learning outcomes and appropriate measurement instruments.
Second Language Requirement (GenEd)	Ongoing (semester).	Students, prior to taking language courses.		Student learning outcomes.	Exam, placement.		Placement exam ensures students take the appropriate level language course. Exams are also used as part of the "back-credits" option.
Second Language Studies (thru Liberal Studies)	Ongoing.	Students in SLS classes who are in Liberal St. SLS emphasis.		Student perception of individual course and instructor quality.	Survey, end-of-course evaluation (CAFÉ).	Student satisfaction is high.	Curriculum revision and expansion. Development of undergraduate BA degree in SLS.
Second Language Studies (thru Liberal Studies)		Students in SLS-emphasis Liberal Studies program.		Job placement.	Survey.	Job placement high.	
Social Work	S02.	Employers (social work agencies).	57/164 responses analyzed.	Employer perception; Descriptive information on social work agencies.	Survey, employer.	Agency respondents perceived BSW graduates to be "somewhat unprepared" to "somewhat prepared" for work.	Better link survey items to school program's objectives.
Social Work	Ongoing (semester).	Majors.		Student perception of individual course and instructor quality.	Survey, end-of-course evaluation (CAFÉ).	Students tended to agree with all the statements.	
Social Work	S02.	Majors.	16/20 responses analyzed.	Student perception.	Survey: "Baccalaureate Education Assessment Project".	Students doing well ("B" class grade average), satisfied with their instructors and course content, and perceive themselves to be prepared for their work in the field. Additional data suggest that the program is achieving its objectives.	
Social Work		Majors.	17 practicum participants.	Student perception of practicum office.	Survey: "Student Evaluation of Practicum Office".		
Sociology	Fall 2002.	Alumni.		Alumni perception of program quality.	Survey, alumni.		
Sociology	Every few years.	Majors.		Student perception of overall program quality.	Survey.		
Sociology	Initiated F01; ongoing.	Students in SOC courses; entry, mid-point, & exit.		Student learning outcomes.	Student work: Faculty panel evaluation of pieces written for SOC classes (entry, mid-point, exit).	[in the planning stage]	Identify strengths and weaknesses and the implications for courses; use results to make improvements.
Sociology	Ongoing.	Students taking SOC classes.		Student perception of individual course and instructor quality.	Survey, end-of-course evaluation (CAFÉ).		
Sociology	Ongoing.	Syllabi & curriculum.		Syllabi / curriculum.	Faculty review of syllabi.		
Speech		Majors & minors near graduation				Upon graduation, majors & minors have significantly more content knowledge than students who have not taken Speech classes.	
Speech	2001, 2002.	Students in SP 151 & SP 251.		Student learning outcomes; majors' acquisition of fundamental content.	Exam, locally developed, multiple-choice.		Assess performance of core courses, providing feedback for improving these courses, and student experience.
Speech	2001, 2002.	Students in SP 151 & SP 251.		Student perception of their learning and assessment of the program.	Survey, exit.		Assess performance of core courses, providing feedback for improving these courses, and student experience.
Speech	Ongoing (semester).	Students taking SP classes.		Student perception of individual course & instructor quality.	Survey.		
Speech Pathology & Audiology		Alumni.		Alumni perception of program quality.	Survey, alumni.		

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Speech Pathology & Audiology		Employers.		Employer perception of quality of student preparation for career.	Survey, employer.		
Speech Pathology & Audiology		Majors.		Student learning outcomes.	Exam, locally developed.		
Speech Pathology & Audiology		Majors.		Student learning outcomes.	Exam, national.		
Speech Pathology & Audiology		Majors.		Student perception of overall program quality.	Student voices.		
Speech Pathology & Audiology		Majors.		Student learning outcomes.	Student work: Capstone experience.		
Speech Pathology & Audiology		Majors.		Student learning outcomes.	Student work: Portfolio.		
Speech Pathology & Audiology		Program.		Program.	External review by accreditation agency.		
Speech Pathology & Audiology	Ongoing.	Students taking SPA classes.		Student perception of individual course and instructor quality.	Survey, end-of-course evaluation (CAFÉ).		
Speech Pathology & Audiology		Syllabi & curriculum.		Syllabi / curriculum.	Faculty review of syllabi.		
Theatre	Initiated F02; ongoing (semester).	Majors.	All majors.	Student learning outcomes.	Checklist: Faculty mentor, in collaboration with instructional faculty and the student, assess how well student is meeting learning objectives.		Measure changes in how well students met the learning objectives between entry and exit. Use to improve curriculum.
Theatre	Initiated S02; Phase-in will be complete in 2004.	Majors.	All majors.	Student learning outcomes.	Student work: Portfolio, pieces collected across several courses (including video/audio/photo).		Determine how well students are meeting learning outcomes. Use to improve curriculum.
Theatre	Initiated S02; ongoing (semester).	Majors.	11 students to date.	Student perception of how well learning outcomes were met.	Student voices: Interviews, exit, with Resumes		Determine students' perceived levels of learning. Use to improve curriculum.
Travel Industry Management	Every 2 years.	Alumni.	594/2700 (22%)	Alumni perceptions.	Survey, alumni.	High quality of program noted.	Program improvement.
Travel Industry Management	Ongoing.	Courses in the program.	All faculty.	Syllabi & curriculum review.			Curriculum updates.
Travel Industry Management	Ongoing.	Employers.		Employer perception of students' career preparation.	Interviews, informal.		
Travel Industry Management	S02.	Majors, exiting.	30-50 per semester.	Student perceptions.	Survey, exit (on-line).	85% of graduates rate program as very good or excellent.	Program modification.
Travel Industry Management	Planned.	Majors, incoming, mid- point, & exiting.			[being developed]		
Travel Industry Management	S02; ongoing.	Majors.	40 students (approx), representative group.	Student perception.	Student voices: Focus groups.	Constructive suggestions received.	Program improvement.
Travel Industry Management	S02 & F02; ongoing.	Majors.	Varies.	Student perceptions.	Student voices: Town meeting.	Constructive suggestions received.	Program improvement.
Travel Industry Management	Ongoing.	Majors.	80 students.	Student learning outcomes.	Student work: Internships.		Determine value of internships.
Travel Industry Management		Program.		Program reviews (internal, ACPHA, & Advisory Board).	Varied.	High quality of program noted.	Program modification.
Travel Industry Management	Ongoing.	Recent graduates/ alumni.	30-50 per semester.	Employment / job placement.	Survey, alumni.	More than 50% of students find jobs in the industry.	Trend analysis and program updates.
Travel Industry Management	Ongoing.	Students taking TIM classes.	Varies.	Student perception of individual course and instructor quality.	Survey, end-of-course evaluation (CAFÉ).	School's average consistently higher than campus average.	Course modifications and updating considerations.
Tropical Agriculture & Human Resources, College of	1998-present; ongoing (semester).	Majors - All students graduating from the college.		Student perceptions of how well they met learning objectives, their knowledge of available services, job preparation.	Survey, exit.		Use student feedback to move college forward to excellence.

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Tropical Plant & Soil Sciences	F01-present; ongoing (semester).	Majors.	87 students to date.	Student learning outcomes.	Student work: Class work evaluated using common rubrics.	Students met or exceeded expectations.	Courses and program will improve in response to feedback.
Tropical Plant & Soil Sciences	Ongoing (semester).	Students taking TPSS classes.		Student perception of individual course and instructor quality.	Survey, end-of-course evaluation (CAFÉ).	CAFÉ scores ranged from 3.56-4.75.	Courses and program will improve in response to feedback.
Tropical Plant & Soil Sciences		Syllabi & curriculum.	All syllabi / curriculum.	Syllabi & curriculum analysis to determine how well courses promote the learning of specific objectives.	Syllabus mapping.		
Urban Regional Planning	Ongoing.	Students taking PLAN courses.		Student perception of individual course and instructor quality.	Survey, end-of-course evaluation.		
Women's Studies		Advisers for majors.	100%	Advisers perceptions.			Re-evaluate program goals; re-evaluate assessment tools; increased cognizance of interdisciplinary program.
Women's Studies		Alumni.	Varies.	Alumni perception.	Survey, alumni (by phone).		Re-evaluate program goals; re-evaluate assessment tools; increased cognizance of interdisciplinary program.
Women's Studies	Ongoing (annual).	Faculty.	High response rate.	Faculty perception of program effectiveness.	Survey, faculty.		Re-evaluate program goals; re-evaluate assessment tools; increased cognizance of interdisciplinary program.
Women's Studies		Majors & Certificate students.	High to moderate response rate.	Student learning outcomes.	Student work.		Re-evaluate program goals; re-evaluate assessment tools; increased cognizance of interdisciplinary program.
Women's Studies		Majors & Certificate students.	High to moderate response rate.	Student perceptions.	Student voices: Interview, exit.		Re-evaluate program goals; re-evaluate assessment tools; increased cognizance of interdisciplinary program.
Women's Studies		People who attend dept. events.	Varies.	Attendee's perceptions.	Survey, attendees.		Re-evaluate program goals; re-evaluate assessment tools; increased cognizance of interdisciplinary program.
Women's Studies		Students taking WS classes.	High response rate.	Student perception of individual course and instructor quality.	Survey, end-of-course evaluation.		Re-evaluate program goals; re-evaluate assessment tools; increased cognizance of interdisciplinary program.
Writing Intensive Focus (GenEd)	1988-present.	W Focus class proposals.	New W classes.	Extent to which proposed class met the Hallmarks.	Proposal forms reviewed by faculty panel.	Only courses that met the Hallmarks are approved for the Focus designation.	Identify possible problems related to the Hallmarks and faculty understanding of the Focus area.
Writing Intensive Focus (GenEd)	1990, 1992, 1995, 1998.	W Focus classes.	Random and convenience samples (190 students)	Student perception of the effects of W Focus classes.	Student voices: Interview, in-depth.	Students perceive the W Focus requirement as beneficial in improving their writing skills and enhancing their learning.	Results were used to guide the creation of teacher resources and faculty workshops. Early interview projects were used to guide later projects.
Written Communication-Foundations (GenEd)	1990, 1999-present; ongoing.	Entering students who are not prepared for college-level writing.	40-50 students/year.	Student course grades.	Grade point average tracking.	Several more years of data collection are needed before effectiveness can be determined.	A remedial writing course was established for students who enter UHM not ready for a college-level writing course.
Written Communication-Foundations (GenEd)	1994	High school writing teachers & students.	24 teachers & nearly 100 students.	Course effectiveness.	Student voices: Interviews & Classroom observations	High school writing instruction includes a wide-range of activities; teachers and students share perceptions about writing quality and instruction.	A summary of results plus recommendations was mailed to all Hawai'i high schools and available to UHM faculty.
Written Communication-Foundations (GenEd)	1990, 1993.	New undergraduate students.	308 essays written for a placement exam.	Student proficiency (writing), prior to UHM entry.	Student work: Timed writing sample.		A summary of results plus recommendations was mailed to all Hawai'i high schools and available to UHM faculty.
Written Communication-Foundations (GenEd)	1987-present; ongoing.	New undergraduate students.	New students (1600 students/year)	Student proficiency, prior to UHM entry.	Student work: Timed writing sample.	95% of entering students are prepared for a college-level writing course.	Results and trends are examined and reported to the English Dept. and the Dept. of Second Language Studies.