

## Mānoa Institutional Outcomes for Undergraduate Degrees

Mānoa graduates have intellectual and practical skills that allow them to successfully pursue a career and post-baccalaureate education. They are aware of global issues and cross-cultural interactions, particularly those involving Native Hawaiian culture. They understand the uniqueness of Hawai‘i’s place and indigenous people in the world. They have a broad understanding of human society and the natural world as well as in-depth knowledge in a particular field. Their attitude toward learning is one of curiosity, which encourages them to continue learning after earning their baccalaureate degree.

### **Global Awareness and Social Responsibility**

Undergraduates have intercultural knowledge and competence. They have a sense of the stories of humanity. They have the tools to make ethically determined judgments. Their attitude toward learning is one of curiosity; they value learning; and they recognize the need for, and an ability to engage in, life-long learning.

#### *STUDENT LEARNING OUTCOMES*

Students have

1. Global awareness. They can
  - a. describe different human societies and/or cultural traditions and their changes across a broad scale of time and space;
  - b. explain the perspectives of various societies/cultures as expressed through narratives and artifacts of and from the relevant cultures;
  - c. examine global issues and cross-cultural interactions and exchanges;
2. A sense of social responsibility. They can
  - a. identify ethical issues in a contemporary situation/professional setting;
  - b. deliberate responsibly on ethical issues;
  - c. form sound ethical judgments.
3. A joy of learning. They recognize the need for, and have an ability to engage in, life-long learning.

### **Hawaiian Sense of Place**

Undergraduates understand how the Native culture of Hawai‘i is similar to and different from the diverse cultures of other Native Pacific Islands or the Asian countries. They are aware of and understand the uniqueness of Hawai‘i’s place: how Hawai‘i’s geography, its place as an island group in the Pacific, and its status as the homeland of the Hawaiian people and their culture, bears upon and informs all aspect of daily life.

### *STUDENT LEARNING OUTCOMES*

Students can

1. compare and contrast at least one key feature of the world view of native Hawaiian culture *and* one or more Asian and Pacific cultures;
2. describe the way in which native Hawaiian *and* one or more Asian and Pacific cultures have *intersected*, either through direct cultural interactions or through a common global or regional historical or contemporary experience;
3. understand and practice the Native Hawaiian concepts of ahupua‘a and aloha;
4. can identify characteristics that promote a Hawaiian sense of place on campus (e.g., indigenous protocols of chant and dance; ceremonies of the host culture; landscaping, design, signs; gathering spaces, etc.).

### **Intellectual & Practical Skills**

Undergraduates have the intellectual and practical skills necessary for a successful career and post-baccalaureate education.

### *STUDENT LEARNING OUTCOMES*

Students have

1. symbolic reasoning skills. They can
  - a. solve a real world problem making appropriate use of symbolic representation and manipulation.
  - b. evaluate a line of reasoning for correctness.
  - c. illustrate the power or limitations of a symbolic technique.
2. Written communication skills. They can
  - a. compose a written text to achieve a specific purpose and respond adeptly to an identifiable audience.
  - b. provide evidence of effective strategies for generating, revising, editing, and proofreading a text in order to produce finished prose.
  - c. compose a text that makes use of source material that is relevant and reliable and that is integrated in accordance with an appropriate style guide.
  - d. compose writing that expresses the writer’s viewpoint and is supplemented by outside sources.
  - e. learn to write in the primary genres of their chosen fields.
  - f. learn to use and value writing as a tool for learning.
3. Oral communication skills. They can
  - a. select appropriate content for an oral presentation activity.
  - b. orally present information in a clear and organized manner appropriate for the intended audience and purpose.
  - c. demonstrate effective verbal and nonverbal delivery.

- d. use handouts or visual aids to promote clarity and interest in an oral presentation (as applicable).
4. Information literacy skills. They can use the primary information-accessing and information-processing methods, specifically those appropriate to their major.
5. Problem solving skills. They can apply the problem solving methods, specifically those appropriate to their major.

### **Diverse Disciplinary Knowledge and In-depth Knowledge**

Undergraduates have broad knowledge of diverse disciplinary perspectives and inquiry methods as well as in-depth knowledge of a particular academic field.

#### *STUDENT LEARNING OUTCOMES*

Students can

1. use the terminology of these academic domains: arts/humanities/literatures; social sciences; natural sciences.
2. discuss and describe approaches to knowledge in different academic domains.
3. demonstrate in-depth knowledge of their chosen academic field.
4. engage in the modes of inquiry and analysis of their chosen academic field.