Curriculum Matters
Quality, Access, Articulation, & Effectiveness

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The Center of the Undergraduate Experience:

- The Curriculum:
- Majors
- General Education
- Electives

Why Does it Matter?

- Nationwide attention to educational effectiveness
- Local conference of K-20 UH / DOE / Industry
- Focus on transparency and accountability at all levels
- Recognition that more degrees needed to meet State of Hawaii needs
- Agreement reached between UH and Legislature that graduation will be tied to funding
  - Resources will increasingly be allocated to demonstrably effective units

Agenda

- The Academic Major
- Availability/Access to Courses
- Curriculum Review & Articulation
- Effectiveness/Impact on Students
  - STAR, 4-year plans
  - Final thoughts...........
Academic Major

- Are degree requirements (including GPA & prerequisites) coherent, current, and necessary?
- Are student profiles generated and studied?
- How often is the curriculum updated?
- Does your department engage in assessment practices?
  - Curriculum map?
  - Are SLOs introduced, reinforced, mastered in courses in a coherent manner?
- Does your department monitor pass/failure rates in introductory classes? In required courses?
- Does your department monitor retention & graduation rates in their unit? Do you have exit requirements?
- Does your department monitor continuation rates to graduate programs?

Declaration of major: timing

- All students must declare by the end of their sophomore year
- Some schools/colleges require additional applications/entrance materials before the major can be declared
- Undecided students work with the Mānoa Advising Center and/or target population advisors to prepare for major declaration

Average Completion of Degree

- Differs according to type of degree
- National average is 5-years
- Reasons for extended time:
  - Failure to seek academic advising and create a plan
  - Taking the minimum number of credits for full-time status each semester
  - Changing major or delaying declaration of major
  - Dropping, withdrawing from, or failing classes
  - Avoiding certain class times/ scheduling conflicts work/other commitments
### Example of Credits to Graduation

**University of Hawaii at Manoa Undergraduate Credits to Graduation Acadeamic Year 2000**

<table>
<thead>
<tr>
<th>Degree</th>
<th>Overall Degree</th>
<th>Credits</th>
<th>Degree/Major</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Hawaii at Manoa</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td>146.09</td>
<td>44.2</td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Major</th>
<th>Credits</th>
<th>Degree</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Humanities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td></td>
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<td></td>
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<tr>
<td>Art History</td>
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<td></td>
<td></td>
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<tr>
<td>Religious</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theater</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History</td>
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<td>Music</td>
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<td>Philosophy</td>
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<td></td>
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<tr>
<td>Speech</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Long. &amp; Eng. Ed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese</td>
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<tr>
<td>Chemistry</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>English</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### Example of Cohorts Graduation Statistics

**University of Hawaii at Manoa**

<table>
<thead>
<tr>
<th>Major</th>
<th>Number</th>
<th>Number</th>
<th>Number</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>124</td>
<td>124</td>
<td>124</td>
<td>124</td>
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<tr>
<td>Chemistry</td>
<td>124</td>
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<tr>
<td>Physics</td>
<td>124</td>
<td>124</td>
<td>124</td>
<td>124</td>
</tr>
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</table>

### Example of Challenge Courses

<table>
<thead>
<tr>
<th>Semester</th>
<th>College</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Tentative Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2000</td>
<td>College of Engineering</td>
<td>ENGR 170</td>
<td>Strength of Materials</td>
<td>3</td>
<td>Days, 1-5</td>
</tr>
</tbody>
</table>
**Addressing Challenge Course Issues**

- Investigate possible reasons for the high D, F, W, I rates
  - Course design/pedagogy?
  - External reason? Time/environment?
  - Student preparation? Pre-requisites?
  - Instructor?
- Professional development opportunities?
- Personnel matter?
  - Contract renewal/5 year review item

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**Access/Availability**

- 4-year checks (courses in catalog not offered at least every 4 years) & curricular "housekeeping"
- Course Pressure Points (high need courses with large number of "hits" on closed classes)
- Are courses scheduled strategically to meet student demand/need?
- Cross-listed courses

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**Example of Course Pressure Points**

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<table>
<thead>
<tr>
<th>Course</th>
<th>Year</th>
<th>Average</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course A</td>
<td>2020</td>
<td>34.5</td>
<td>45</td>
</tr>
<tr>
<td>Course B</td>
<td>2021</td>
<td>28.3</td>
<td>50</td>
</tr>
</tbody>
</table>
```

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**Note:**

- Course A had an average of 34.5 in 2020 with an enrollment of 45.
- Course B had an average of 28.3 in 2021 with an enrollment of 50.
Curriculum Review & Articulation

- UHM forms overhaul
- E5.209 Section II M:
  - "Proposed changes in general education or degree requirements and other academic policies at one campus, college, or program which affect students transferring from other UH campuses must involve prior consultation with faculty and administrators affected by the changes." (p. 4)

Other Curriculum Review Issues

- Campus-wide PCC?

- Curriculum Central?

Effectiveness/Student Impact

- STAR: the student degree audit system and more....
  - Academic course planning
  - Progress to degree
  - What if statements
- 4-year degree plans: signposts to success
  - Every degree and possible plans
Concluding Thoughts

- Know your department’s curricular requirements.
  - Are they meaningful, coherent, and able to be completed in a timely fashion?
  - Are they in line with current and national trends?
  - Are students able to compete favorably in terms of graduate school access & success or job placement?
- Know your department’s retention and graduation rates & address concerns directly.