

## UNIVERSITY OF HAWAII AT MĀNOA'S NSSE RESULTS: INDICATORS OF SUCCESS IN MEETING SELECTED WASC STANDARDS

*Note:* The bulleted points below represent NSSE 2004 results that were on *par with or exceeded* the mean of other Research Extensive Doctoral Institutions that participated in NSSE.

**Standard 1.5** Consistent with its purposes and character, the institution demonstrates an appropriate response to the increasing diversity in society through its policies, its educational and co-curricular programs, and its administrative and organizational practices.

*Guideline:* The institution has demonstrated institutional commitment to the principles enunciated in the WASC Statement on Diversity.

- Encouraging contact among students from different economic, social, and racial or ethnic backgrounds (fy/sy)
- Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments (sy)
- Had serious conversations with students of a different race or ethnicity than your own (fy/sy)
- Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values. (fy/sy)
- Foreign language coursework (fy/sy)
- Understanding people of other racial and ethnic backgrounds (fy/sy)
- Encouraging contact among students from different economic, social, and racial or ethnic backgrounds (fy/sy)

**Standard 2.2** All degrees—undergraduate and graduate—awarded by the institution are clearly defined in terms of entry-level requirements and in terms of levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits.

*Guideline:* Competencies required for graduation are reflected in course syllabi for both General Education and the major.

- Foreign language coursework (fy/sy)
- Writing clearly and effectively (sy)
- Speaking clearly and effectively. (fy/sy)
- Thinking critically and analytically (sy)
- Analyzing quantitative problems (sy)
- Working effectively with others (sy)
- Learning effectively on your own (sy)
- Understanding yourself (sy)

- Understanding people of other racial and ethnic backgrounds (fy/sy)
- Solving complex real-world problems (sy)
- Developing a personal code of values and ethics (sy)
- Contributing to the welfare of your community (sy)
- Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components (sy)
- Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships (sy)
- Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions (sy)
- Applying theories or concepts to practical problems or in new situations (sy)
- Community Service or volunteer work (sy)
- Practicum, internship, field experience, co-op experience, or clinical assignment (fy)
- Community Service or volunteer work (fy)
- Put together ideas or concepts from different courses when completing assignments or during class discussions (fy/sy)
- Number of written papers or reports of 20 pages or more (fy/sy)
- Number of written papers or reports between 5 and 19 pages (sy)
- Number of written papers or reports of fewer than five pages (fy/sy)
- Using computing and information technology (sy)

**Standard 2.5** The institution's academic programs actively involve students in learning, challenge them to achieve high expectations, and provide them with appropriate and ongoing feedback about their performance and how it can be improved.

- Prepared two or more drafts of a paper or assignment before turning it in (sy)
- Worked on a paper or project that required integrating ideas or information from various sources. (sy)
- Received prompt feedback from faculty on your academic performance (written or oral) (sy)
- Number of assigned textbooks, books, or book-length packs of course reading (fy)
- Number of problem sets that take more than an hour to complete (fy)
- Number of problem sets that take less than an hour to complete (fy)
- Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.) (fy)
- Put together ideas or concepts from different courses when completing assignments or during class discussions (fy/sy)
- Number of written papers or reports of 20 pages or more (fy/sy)
- Number of written papers or reports between 5 and 19 pages (sy)
- Number of written papers or reports of fewer than five pages (fy/sy)
- Used e-mail to communicate with an instructor (sy)
- Worked harder than you thought you could to meet an instructor's standards or expectations (sy)

- Discussed ideas from your readings or classes with faculty members outside of class (fy/sy)

**Standard 2.11** Consistent with its purposes, the institution develops and implements co-curricular programs that are integrated with its academic goals and programs, and supports student professional and personal development.

- Participated in a community-based project as part of a regular course (fy/sy)
- Participate in a learning community or some other formal program where groups of students take two or more classes together (fy/sy)
- Study abroad (fy/sy)
- Helping you cope with your non-academic responsibilities (sy)
- Providing the support you need to thrive socially (sy)
- Community Service or volunteer work (sy)
- Practicum, internship, field experience, co-op experience, or clinical assignment (fy)
- Work on a research project with a faculty member outside of course or program requirements (fy/sy)