Communicating the Value of Your Degree through Institutional Learning Outcomes

Wendy Pearson, Accreditation Liaison Officer
Amy Schiffner, Associate Professor of Theatre & Dance
University of Hawaiʻi at Mānoa
Overview

• Using Institutional Learning Outcomes (ILOs) to Communicate Our Value to Various Constituencies

• UH Mānoa, est. 1907
  • Land-, Sea-, Space-Grant Institution
  • Research Extensive, Comprehensive University
  • Strengths: Research and Asia-Pacific orientation
  • Hawaiian Place of Learning

• What do these facts mean?

• The lens through which we approach our ILOs
UH Mānoa and ILOs

1. Know – Breadth and Depth Knowledge. *Students develop their understanding of the world with emphasis on Hawai‘i, Asia, and the Pacific by integrating:*
   - General Education
   - Specialized study in an academic field (the major)
   - Understanding of Hawaiian culture and history

2. Do – Intellectual and Practical Skills. *Students improve their abilities to:*
   - Think critically and creatively
   - Conduct research
   - Communicate and report

3. Value – Personal and Social Responsibility. *Students demonstrate excellence, integrity, and engagement through:*
   - Continuous learning and personal growth
   - Respect for people and cultures, in particular Hawaiian culture
   - Stewardship of the natural environment
   - Civic participation in their communities

Implementation
Communicating the Value

• Telling our story.

• Why should students choose Mānoa? Why should their parents support that choice?

• Why should employers want to hire a Mānoa graduate? Why should the state (re)invest in Mānoa?

• ILOs represent who we are as an institution.

• ILOs can help us articulate more effective answers to these questions.
Stewards of the ILOs

- Program assessment and mapping
- Guiding curricular and instructional choices
- Faculty kuleana
- Ahupuaʻa: A ecological system of management that emphasizes relationships between people, places and practices.
- The livelihood of one part is dependent upon the other part.
Students

• The decision to pursue a degree is a commitment for the student as well as their ohana.
• Too many choices, differences not apparent, value called into question.
• Time-to-degree issues. Degree requirements do not always make sense to students.
• ILOs an opportunity to communicate the difference and advantage of the lens through which our ILOs are approached/engaged.
• Engagement is a choice. We choose it when we see value in it.
Meet “Kelli”
Incoming freshman
# Kelli’s First Year

<table>
<thead>
<tr>
<th>Courses</th>
<th>Experiences</th>
<th>ILOs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall, Year One</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intro to Biology I</td>
<td>• Meets with advisors and explores general education options.</td>
<td>KNOW-Breadth &amp; Depth: General Education</td>
</tr>
<tr>
<td>General Chemistry I</td>
<td>• Receives Financial Aid, qualifies for Federal Work Study.</td>
<td>DO-Intellectual &amp; Practical Skills</td>
</tr>
<tr>
<td>Applied Calculus I</td>
<td>• Joins Residential Learning Community for Health Professions.</td>
<td>Think critically and creatively; Communicate &amp; report.</td>
</tr>
<tr>
<td>English Composition I</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Meets with advisors and explores general education options.</td>
<td>KNOW-Breadth &amp; Depth: General Education</td>
</tr>
<tr>
<td></td>
<td>• Receives Financial Aid, qualifies for Federal Work Study.</td>
<td>DO-Intellectual &amp; Practical Skills</td>
</tr>
<tr>
<td></td>
<td>• Joins Residential Learning Community for Health Professions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spring, Year One</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intro to Biology II</td>
<td>• Enjoys Sociology course, considers a Sociology minor.</td>
<td>KNOW-Breadth &amp; Depth: General Education</td>
</tr>
<tr>
<td>General Chemistry II</td>
<td></td>
<td>DO-Intellectual &amp; Practical Skills</td>
</tr>
<tr>
<td>Intro to Sociology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culture and Cuisine</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Enjoys Sociology course, considers a Sociology minor.</td>
<td>KNOW-Breadth &amp; Depth: General Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DO-Intellectual &amp; Practical Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Summer, Year One</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Participates in the Summer Cancer Research Internship for High School</td>
<td>DO-Intellectual &amp; Practical Skills</td>
</tr>
<tr>
<td></td>
<td>and Undergraduate Students at the Cancer Research Center of Hawai’i</td>
<td>Conduct research</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Kelli’s Second Year

<table>
<thead>
<tr>
<th>Courses</th>
<th>Experiences</th>
<th>ILOs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall, Year Two</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ecology &amp; Evolutionary Biology</td>
<td>Begins Federal Work-study position as a Lab Assistant in a Chemistry Lab.</td>
<td>KNOW-Breadth &amp; Depth: Specialized study (major); Hawaiian culture &amp; history.</td>
</tr>
<tr>
<td>Organic Chemistry I</td>
<td>Applies and is accepted to the Medical Student Mentorship Program</td>
<td>DO-Intellectual &amp; Practical Skills.</td>
</tr>
<tr>
<td>Geography &amp; Contemporary Society</td>
<td></td>
<td>VALUE-Personal &amp; Social Responsibility</td>
</tr>
<tr>
<td>Elementary Hawaiian</td>
<td></td>
<td>Respect for people &amp; cultures.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spring, Year Two</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cell &amp; Molecular Biology</td>
<td>Joins Mortar Board Honor Society</td>
<td>KNOW-Breadth &amp; Depth:</td>
</tr>
<tr>
<td>Organic Chemistry II</td>
<td>Joins the Biology Club and participates in community service activity with the Waimea Audubon Conservation Project.</td>
<td>DO-Intellectual &amp; Practical Skills.</td>
</tr>
<tr>
<td>College Physics I</td>
<td></td>
<td>VALUE-Personal &amp; Social Responsibility</td>
</tr>
<tr>
<td>Elementary Hawaiian</td>
<td></td>
<td>Stewardship of the natural environment; Civic participation</td>
</tr>
<tr>
<td>Survey of Psychology</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Summer, Year Two</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Service Learning Experience - Nutrition Education to native populations, emphasis on eating locally and organically.</td>
<td>KNOW-Breadth &amp; Depth:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DO-Intellectual &amp; Practical Skills.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>VALUE-Personal &amp; Social Responsibility</td>
</tr>
</tbody>
</table>
# Kelli’s Third Year

<table>
<thead>
<tr>
<th>Courses</th>
<th>Experiences</th>
<th>ILOs</th>
</tr>
</thead>
</table>
| **Fall, Year Three**  
Concepts of Genetics  
Biotechnology & Ethical Issues  
College Physics II  
Intermediate Hawaiian | MCAT and Med School Applications - Attends application workshops and study courses through the Medical Student Mentorship Program. |  
**KNOW-Breadth & Depth:**  
**DO-Intellectual & Practical Skills:**  
**VALUE-Personal & Social Responsibility:** |
| **Spring, Year Three**  
Research & Ethics  
Biology of Micro-organisms  
Principles of Effective Public Speaking  
Intermediate Hawaiian  
Principles of Sociological Inquiry | Decides to pursue Sociology Minor |  
**KNOW-Breadth & Depth:**  
**DO-Intellectual & Practical Skills:**  
Think critically and creatively; Communicate & report  
**VALUE-Personal & Social Responsibility:** |
| **Summer, Year Three** | Undergraduate Research Opportunities Program: “Anticancer compounds from Hawaiian fungi.” |  
**VALUE-Personal & Social Responsibility**  
Continuous learning & personal growth |
# Kelli’s Final Year

<table>
<thead>
<tr>
<th>Courses</th>
<th>Experiences</th>
<th>ILOs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall, Final Year</strong>  &lt;br&gt;Principles of Biochemistry  &lt;br&gt;Human Anatomy &amp; Physiology  &lt;br&gt;Women and Health  &lt;br&gt;Survey of Sociology Aging  &lt;br&gt;Survey of Medical Sociology</td>
<td>Applies to Medical School, takes the MCATs.</td>
<td>KNOW-Breadth &amp; Depth:  &lt;br&gt;DO-Intellectual &amp; Practical Skills:  &lt;br&gt;VALUE-Personal &amp; Social Responsibility</td>
</tr>
<tr>
<td><strong>Spring, Final Year</strong>  &lt;br&gt;Ethology  &lt;br&gt;Natural History - Hawaiian Islands  &lt;br&gt;Introduction to Indigenous Studies  &lt;br&gt;Analysis in Field Research Methods</td>
<td>Accepted to Medical School</td>
<td>KNOW-Breadth &amp; Depth:  &lt;br&gt;DO-Intellectual &amp; Practical Skills:  &lt;br&gt;VALUE-Personal &amp; Social Responsibility</td>
</tr>
<tr>
<td><strong>Graduation</strong>  &lt;br&gt;BS in Biology, minor in Sociology (cum laude)  &lt;br&gt;Accepted to Medical School.</td>
<td>KNOW-Breadth/Depth  &lt;br&gt;Specialized study in Biology; Hawaiian culture and history.  &lt;br&gt;DO-Intellectual/Practical Skills  &lt;br&gt;Think critically and creatively; Conduct research; Communicate and report.</td>
<td>VALUE – Personal &amp; Social Responsibility  &lt;br&gt;Continuous learning/personal growth; Respect for people and cultures; Stewardship of natural environment; Civic participation in community.</td>
</tr>
</tbody>
</table>

**Kelli’s resume highlights the skills and experiences gained through engaging with the ILOs.**
Kelli’s College Plan

The “Kelli” model serves three primary purposes:

1. Kelli shows how General Education and the major map to ILOs.

2. Kelli shows how ILOs can *guide the choices* of students. With ILOs as a framework, students can make **purposeful** choices regarding their courses and co-curricular activities.

3. Kelli shows how the *entire undergraduate experience* shapes a Mānoa graduate.
Employers

• Students can market themselves based on the skills they’ve gained through engagement with the ILOs.

• **Know:** Major, General Education, Hawaiian Culture & History

• **Do:** Critical Thinking, Conduct Research, Communicate/Report

• **Value:** Civic Engagement, Stewardship, Respect
The State (Legislators)

We can use assessment results to quantify statements:

• **Know:** “90% of Mānoa students graduate with an understanding of native points of view regarding Hawaiʻi’s role in the Pacific and relation with other economies of the world.”

• **Do:** “4 out of 5 Mānoa undergraduates conduct and report on original research by time of graduation.”

• **Value:** “80% of Mānoa students are civically engaged in their communities through service learning and volunteer opportunities in the major.”
Brand our University

- Articulate what is unique about Mānoa.
- Through assessment, provide evidence of what we do.
- Remember our lens of engagement.
- Use our ILOs to articulate:
  - Why students should choose Mānoa.
  - Why the state should support Mānoa.
  - How what we do benefits our community.
- That becomes our brand.
THE
MĀNOA EXPERIENCE

Explore Our Mānoa
ALOHA KAKAHIKA

As dawn breaks, students arrive at Waikiki Beach after a morning run.
EXPERIENCES & PERSPECTIVES

The highly qualified educators at UH Mānoa bring a wealth of experience and perspective to the classroom whether it's indoors or outdoors.

“My psychology professor is super friendly and he can really relate to us.”

Zach, Junior

Going to class may involve a classroom or lecture hall, but it may also include time in the field, in a loi (taro patch), or even an aquatic laboratory.
You have to be willing to take the risk that your idea may not be the best or perfect but you can’t let the fear of critique stop you from taking that risk.

Caleb, Junior
OWN YOUR EDUCATIONAL EXPERIENCES

Students are encouraged to participate in a wide range of experiences found in our unique course offerings.

A marine biology student at the Waikiki Aquarium gets a unique opportunity to study a number of different life forms.

"Professors are really good. Your office hours, you get a lot of one-on-one time."

Sueo, Sophomore
At UH Mānoa, students receive not only quality education, but they actively participate in creating their own educational experience. The possibilities are endless through a wide variety of degree programs as well as the opportunity to design your own major.
PROFESSIONAL
& ALUMNI MENTORS

Shidler College of Business students are mentored by professionals and alumni who generously guide and prepare them for future careers.

---

Students build their networks at a dinner party specifically organized for them to meet business professionals.
...the warm lights of Mānoa welcome you home.

Come make this your Mānoa.
Mahalo