UNIVERSITY OF HAWAI'I at *Mānoa*

GENERAL EDUCATION

External Review Team Report

Spring 2018

Overview

The purpose of this review is to further strengthen the general education of students at University of Hawai'i at Mānoa (UHM) and to bring some external perspectives[1] to help reach the goal of elevating your curriculum and education of undergraduates, preparing them for the 21st century. It is important to bear in mind we have focused on issues and points that would benefit from attention, and as a result, the report in places might read as though the university is facing a lot of problems. This is not, however, the case. We hope the report will help to focus the time and energy of the faculty and administration to productively and efficiently address areas that will have, as we see it, a positive effect on the general education of UHM students. In addition, if the calls in the report to re-examine the foundations upon which the general education program is built seem dismissive of what is already in place, that is **not** our intent. In light of new understandings of how students learn and projections about future demands of our graduates, universities across the country have been challenged to do this. As noted throughout the report, this presents many opportunities for UHM.

Despite rapid change and frenetic news cycles that interrupt efforts to focus on common goals and shared attention and that distract our desire to improve the learning opportunities and results of higher education; there are some rather constant trends that require attention because higher education is one place where we value constancy and innovation as partners to both support educator expertise and knowledge while enhancing the preparation of students for the future.

Specifically, much of the current design for curriculum and pedagogy emerged in the early part of the last century. While the designs have stood us in good stead in many ways, severe gaps and fault lines have emerged that demand reconsideration.

---

[1] The external visiting team was comprised of four people: Kim Filer, Virginia Tech; Jose Moreno, California State University – Long Beach; Terrel Rhodes, Association of American colleges and Universities; and Suzanne Shanahan, Duke University.

- In the past, knowledge was held largely within the academic world and professions. Knowledge is now ubiquitous and its volume is increasing more rapidly than in the past – it is impossible to teach the knowledge needed by students in the time allotted to curriculum.
- Technology has changed both social and neurological patterns for learning. Preparation of faculty has not kept pace through formal education and practice.
- Employers have consistently indicated that although college graduates are prepared to take entry level positions, graduates need much more than in the past to succeed beyond the first job. Employers say that skills and abilities traditionally associated with general education are as critical as a student's major for success in whatever career field is chosen.
- Technology has created a global awareness and real-time, interactive space that signals heightened need for abilities to understand and interact with diverse others, cultures and systems.
- Postsecondary curricular organization is built in siloes and atomized into courses, departments, programs, colleges, disciplines that showcase the individual's expertise and privileges specialization; whereas research on learning and economic and social trends continue to point strongly to the need to produce graduates who can integrate their learning across formal and informal sources to address complex, unscripted problems that typically require more than a single discipline or program to resolve.
- Expertise and experience of educators is still central to preparing students for success, but no longer is content knowledge provision the central need; rather, the educator's primary focus is becoming one of helping students enhance their abilities to make sense and meaning out of their knowledge, where to find reliable and valid information, when to utilize and apply learning to achieve progress, etc.

In short, the landscape of learning in higher education continues to shift in ways that provide opportunities to rethink and to adapt what we have been doing to more fully provide an experienced educational environment that prepares our graduates to be better equipped to succeed. The curriculum and educational opportunities for today's student must recognize and build upon the assets each student brings with her; helping students connect their lived experience with the persistent as well as contemporary big issues confronting individuals and societies right now; and that integrate learning with the application, utilization and consequences of actions and non-action. The higher education challenge is to create liberally educated graduates who will be active stewards of humankind's global environment through the lives they lead however modest or grandiose. In essence, it is the higher calling of higher education that will not be realized for most of our diverse students unless we intentionally design the educational experience that we provide to our students in ways that promote the values of an educated 21st century global citizen. UHM has many strengths that situate it to capitalize on the changing demands for learning quality among all graduates of the institution.

Taking a step toward the details of our recommendations that follow and looking at the whole picture, we recommend that the faculty build a clear vision for how your general education

program will prepare your students to be participants and leaders in an exciting time of discovery and change. The students are different, the challenges are different, and traditional approaches are no longer up to the task. To do this well, you will need to fully appreciate the dimensions of what lies ahead and what strengths, perspectives, and attributes the Mānoa community can bring as a signature contribution. Acquiring this shared vision will require some study of and conversation about the horizon for a 21st century education. The challenges and opportunities on that horizon are complex and interdisciplinary, requiring faculty to work with colleagues in other disciplines and to insure interdisciplinary perspectives and modes of inquiry are developed and reciprocally reinforced among fields. Your curriculum will need to be refocused to build key competencies and skills in your students in more deliberate and strategic ways. We see embedding research themes and complex issues into your curriculum as a key strategy. This doesn't necessarily mean that each student needs to have an independently mentored research experience in a laboratory – their endeavors in the classroom and place-based experiences can be driven by a sense of discovery and skills of inquiry. General education can play an important role in providing the foundation for all students to be better prepared for new ideas and challenges in their majors, regardless of discipline.

Your vision for the future will inform your curriculum. It will also inform the decision-making structures and resources needed for change. Your vision and values must be visible and intentional in your curriculum, your interactions with students, and your students' interactions with one another. And, as UHM's general education curriculum has implications for other institutions in the UH system, the value and clarity of purpose must be transparent to your colleagues at UH community colleges and collaborative in implementation.

Strengths
Based on our review of the program's self-study and our brief interactions with faculty, students, and staff during the on-campus portion of our review, we felt that overall there is a dedication to offering an education to prepare students well for their futures.

1. You have a dedicated faculty and General Education Office staff.
2. You have a goal of elevating undergraduate education at University of Hawai'i at Mānoa (UHM) by integrating your research strengths into curricula, and we believe you have the potential to reach that goal.
3. The faculty leadership expressed interest and enthusiasm in working to update and reimagine general education.
4. Your unique location and identity as a place-based institution put you at a comparative advantage relative to most of your peers.
5. The students with whom we met and interacted were appreciative of their educational experiences. They value their ability to explore and discover their academic home and the intention of the general education curriculum to develop their skills.
6. Many of the General Education Requirement areas align with 21st century skills and essential learning outcomes.

In Response to the Self-Study

The UHM General Education Program Review Steering Committee provided the review team with a thorough and transparent self-study document as well as a plethora of supporting resources inclusive of historical documents, survey results, subcommittee comments, and email communications to highlight areas in need of attention. The self-study included both areas for the review team to examine as well as the initial recommendations of the steering committee.

Specifically, the review team was asked to consider the UHM General Education Curriculum and answer questions grouped into six main themes:

1. Curriculum Framing (structure of the curriculum)
2. Coherence in the Curriculum
3. Content and Quality
4. Effectiveness of Pedagogy
5. Equity and Articulation
6. Institutional Support

Additionally, as a product of the self-study process, the steering committee offered its recommendations for "Immediate Action" and "Further Exploration" grouped in three main action areas:

1. Curriculum and Assessment
2. Operations
3. Governance

Our process of review was inclusive of UHM reports, UHM resources, on-campus interviews, as well as current research in higher education. Although our structure for recommendations differs from the structure of the self-study document, it was our intent to address the most pressing questions of the self-study while challenging the UHM faculty and administration to think differently and more ambitiously about undergraduate education for the 21st century.

Campus Visit Observations and Findings

The review team visited campus from March 7th through March 9th, 2018. Our visit included meetings with Academic Affairs administrators, directors, advisors, deans, associate deans, faculty, staff and students. The 24 meetings gave us insight into UHM general education from various stakeholder perspectives as well as the operational challenges of the current general education structure and governance processes. Below are the review team members' consistent observations across meetings. We have titled them "habits of mind" because they are consistent messages that seem to be driven by a way of thinking about general education and curriculum design.

Habits of Mind Observations

1. When student learning is discussed it is in the context of a course requirement.

2. Curriculum is viewed as a series of required courses.
3. Technology tools are looked to for solutions to larger, structural issues that need to be addressed.
4. The value and utility of experiential learning has not been explored outside of specific majors.
5. The new budget model is becoming a main driver of course offerings rather than student learning.

UHM has many strengths that create strong opportunities to revise general education to better prepare Mānoa graduates for the 21st century. However, underlying issues need to be addressed to ensure revisions are not short-term, operational solutions with little impact on student learning and success. The review team identified the underlying issues we believe UHM faculty and administrators should address.

Issues identified

1. The concerns presented are largely procedural in nature.
2. There is a lack of understanding of underlying values and purpose for the general education curriculum by representatives from all constituencies – students, faculty and administrators.
3. General education has been reduced to a list of requirements.
4. Most key support and structures are driven by historical precedents.
5. Anecdotal and second-hand data and comments create underlying tensions and barriers to proactive decision-making for improvement. There is a lack of detailed minutes and notes to evidence the facts of meetings and decisions.
6. A lack of accessible, empirical evidence is problematic for well-reasoned discourse and decision making.
7. Procedures and process are not consistent across requirements. This includes course approvals, student petitions, waivers, and curriculum alignment. The inconsistencies lead to onerous tasks and approval processes as well as inequities across learning opportunities.
8. Waivers are undermining the integrity of what is pursued as the characteristics of a UHM graduate, e.g. the unique place-based mission of an indigenous serving institution.
9. General education is viewed as secondary to the major field(s) of study rather than as a co-equal necessity for success.

To address some of these issues, we offer recommendations from two distinct lenses. The first is a small-scale revision of the existing curriculum and governance structures to enhance the effectiveness of current curriculum. The second is a bolder vision for a 21st century general education for UHM students that challenges faculty to reimagine what a comprehensive undergraduate experience at UHM could be.

Toward a Culture of Learning

Regardless of the decision to take a small-scale approach or a large-scale revision, it is critical for the faculty to adopt learning-based principles to guide the effort. Undergraduate education reforms across the United States are being influenced and propelled by a set of principles that have emerged from decades of experience and research across multiple fields of study on learning and practices that are associated with improvement and student success. The visiting team has begun a translation of nationwide understanding to the UHM environment based on our campus experience. We offer our recommendations in the spirit of these guiding principles and encourage the Mānoa faculty to consider general education revisions in the context of a culture of learning.

Guiding Principles:

1. The curriculum will uphold the core values and unique character of UH Mānoa.
2. Curricular design requires clarity of purpose and structure for ease of communication and support within the mission of the institution.
3. Student learning is central to curriculum design and implementation decisions.
4. The curriculum must scaffold knowledge and skills from basic to complex. 'One-and-done' experiences do not lead to deep and sustained learning development.
5. Curricular changes and proposals for changes are supported by evidence. Evidence is inclusive of student learning data, student success, and student outcomes.
6. Faculty are responsible for the curriculum including learning outcomes, courses, alignment, and assessment of quality.

Small-scale General Education Revisions

Recommended modifications to the existing curriculum and governance:

1. Develop student learning outcomes
2. Develop and implement a program-wide assessment program
3. The general education committee needs to provide a stronger leadership for the direction, assessment, and information needs for general education (field questions and concerns)
4. Certify and approve courses, not instructors. Focus approvals are currently granted at both the instructor and course levels.
5. The schedule for course renewal should be moved from 5 to 10 years to stabilize the curriculum.
6. Honor UH community college transfer equivalency decisions from non-UH institutions. Course equivalencies approved by a UH system institution should be honored by UH Mānoa.

Student Learning Outcomes and Assessment

Throughout the review, it was evident that feedback for the effectiveness of the general education curriculum was based largely on perceptions. In the absence of direct, learning data, evidence becomes anecdotal and driven by personal interactions. We heard accounts of students taking four of their five writing intensive courses in one semester; courses "triple-dipping" (counting for three requirements) and students not feeling like they learned any one of the requirements sufficiently; students not being prepared to write in their disciplines; and, students being well prepared to write effectively. If the steering committee, in concert with the faculty and the administration, believe it is best to make smaller modifications to the existing general education curriculum, our first recommendation is to implement a comprehensive, program assessment plan and measure student learning with direct assessments coming from class assignments, projects, and other summative measures.

With more objective, aggregated evidence of what students are learning and at what level, intentional modifications can be made to better meet the goals of UHM. The current general education requirements are fulfilled by courses vetted and approved by governance review committees. In most areas the proposal forms clearly frame "Hallmarks" of the course. The faculty are clear about what criteria they feel are important to address in the course. We challenge the faculty to begin with the existing requirements and hallmarks. To review course quality, faculty committees are considering what the course will "provide" students as framed by course goals, course materials, and course activities. Take the hallmarks one step further to consider the hallmarks from the lens of student learning: What are faculty expectations for what students will learn and be able to do?

For example, the current proposal form for Contemporary Ethical Issues frames the Hallmarks:

CONTEMPORARY ETHICAL ISSUES (E OR ETH)
For tips on completing this form, visit www.hawaii.edu/gened/focus/e.htm

Hallmarks

E1. Contemporary ethical issues will be presented and studied in a manner that is fully integrated into the main course content.

E2. The disciplinary approach(es) used in the class will give students tools for the development of responsible deliberation and ethical judgment.

E3. Students will achieve basic competency in analyzing and deliberating upon contemporary ethical issues to help them make ethically determined judgments.

E4. The equivalent of one semester credit-hour or 30% of a three-credit course will be devoted to contemporary ethical issues.

E5. A minimum of 8 hours of class time will be spent in discussing contemporary ethical issues.

E6. The class will be numbered at the 300- or 400-level.

E7. *Explanatory Notes*

- *The goal of E courses, at least in part, must be to equip students with some degree of proficiency in ethical deliberation. These courses should not be purely descriptive, merely characterizing, for example, the moral beliefs of person or peoples. Nor is it intended that the pedagogy be value-free, using approaches that maintain an "arms-length" relationship with current ethical issues.*

- *Course materials must be pertinent to the ethical issues under review. While well-selected philosophical and literary texts would serve, so would case studies, judicial opinions, statutes, codes of ethics (and commentaries), film, works of art, performances, as well as a broad range of other readings.*

- *Different academic approaches and methodologies can be used to give students tools for the development of responsible ethical judgments. Approaches might include small group discussions, formal debate, round-table discussions, Socratic questioning, etc.*

- *E course may be associated with particular disciplines, professions, and larger enterprises: the ethics of human and animal research, medical ethics, bioethics, biotechnology, business ethics, engineering ethics, ethics in government, and journalistic ethics, for example. Still others might look at ethical issues that emerge at cultural interfaces, such as war, evangelism, colonialism and multi-cultural societies, etc. Contemporary ethical issues must be fully integrated into the main course content and must be tied to activities that develop students' proficiency in forming sound ethical judgments.*

> *Outcome: Ethical Reasoning*
> *Students will be able to apply theories and tools of ethics to effectively analyze contemporary ethical issues to make an ethically determined judgment.*

Once the Outcomes and Competencies are framed for the General Education Curriculum, the faculty will need to answer the questions: What are the criteria by which students will demonstrate the outcome? And: To what level/degree do we expect students to perform at different points in the curriculum?

In the Hallmarks for Contemporary Ethical Issues, some of the expectations have framing language. For example, in E2, "…the development of responsible deliberation…"; and, in E3, "…will achieve basic competency in analyzing and deliberating…" We encourage the general education committee to lead an effort to operationalize the hallmarks. What does it mean for a Mānoa graduate to achieve basic competency in ethical reasoning? What does that look like? What are they able to do? In collaboration with the Mānoa Assessment Office, explore the tools faculty at peer institutions are using for this work including AAC&U VALUE Rubrics as well as national disciplinary and professional organizations guidelines and standards.

The self-study discusses the use of the Student Assessment of Learning Gains (SALG). While the review team agrees with the Steering Committee's recommendation that this tool may offer some important insights into how students perceive their learning, we also support that its results should be used in partnership with the demonstrated application (direct) learning that is evidenced in the classroom. Student self-report instruments, even well-designed ones, cannot substitute for student direct performance on course-embedded, authentic assignments.

Challenges for assessment. Throughout the visit, faculty and staff expressed confusion about the nature and purpose of program-level, student learning outcome assessment. Mainly that learning assessment is confused with faculty members' annual performance evaluations. As mentioned earlier, there is a lack of procedural transparency when it comes to committee-based decisions. Clear and detailed meeting minutes are not taken and made available to the relevant stakeholders. The same transparency seems to be lacking in the way that faculty teaching is evaluated as compared to the student-focused process of learning outcomes assessment. Learning assessment processes set out to answer the questions: Are students learning what we want them to learn? Where are they mastering the learning? Where are the gaps in their learning? The unit of measurement is the student and is aggregated to the program outcome.

Given the nervousness surrounding assessment, we recommend the faculty and administration work on a brief policy statement regarding the use of assessment data. Clearly state the purpose of assessment, how assessment data will be used, as well as how it will NOT be used. An example is provided in Appendix A.

Governance and Implementation/Administration

Undergirding the whole of the vision-building, curriculum developing, and implementation effort is the imperative that you work well with one another. Faculty are charged with the development and care for the curriculum while administrators and staff are charged with bringing new ideas and challenges as well as implementation of the curriculum as designed by the faculty. UHM has a seasoned staff with knowledge about the historical development of general education at UHM as well as contemporary opportunities and models that respond to civic, social and economic needs for student learning. In addition, UHM has a cadre of accomplished leaders in evidence-based assessment of learning well connected to the current and emerging trends in documenting and enhancing learning achievement.

Lack of clarity in responsibilities and purpose can be counter to vision-building and the ensuing planning efforts. It will take a conscious effort to work together differently. Communication, collaboration, objectivity, collegiality and perhaps above all trust are requisite. Your considerable resources— including faculty skill, capability, energy, and research infrastructure—place you in a very good position to build a general education experience that would position you well among your peers. Realizing that potential rests upon your ability to work well with one another toward achieving a shared vision.

Governance Recommendations. The faculty own the curriculum. But the existing governance structure of general education at UHM is highly segmented making its administration inefficient and frustrating to faculty. We recommend 5 core changes to current governing structure with the goals of streamlining structures and processes.

First, we recommend an integration of the General Education Office into a reconfigured portfolio for the Undergraduate Education Office which would now coordinate all aspects of the undergraduate academic experience. There appear to be many different offices in the undergraduate space with little integration. Consolidation would both streamline administration and create greater opportunity for synergies to develop across areas.

Second, consistent with the Governance sub-committee report we recommend the General Education Committee is confirmed as a permanent committee of the Mānoa Faculty Senate (MFS). Although we understand that the following recommendation is NOT consistent with current policy, we further strongly recommend that the Director of the General Education Office be the ex-officio chair of the General Education Committee serving a 5-year term. The Director of the GEO will be selected by faculty committee recommendation to the Assistant Vice Chancellor of Undergraduate Education and/or Vice Provost. While the faculty own the curriculum, strategic and administrative coordination with the faculty director of General Education seems important. As an ex-officio chair, the GEO faculty director would be responsible for, in consultation with the committee, for setting the agenda, preparing materials for meetings and organizing meeting follow up. The ex-officio chair would work very closely with the faculty committee to determine strategic direction and initiatives. While this position would continue to report to the Assistant Vice Chancellor of Undergraduate Education (if the office is relocated) and evaluated annually through this office, the faculty committee's feedback would be integral to any performance review as well as any possible renewal. We believe that this change is needed because of the unique role of GE on the campus organizationally, and the need to have a consistent voice and understanding of policy and procedures that could correct many of the very different understanding, confusion and misunderstanding expressed by various groups across campus regarding the GE program.

Third, to address faculty concerns about representation the General Education Committee we recommend this committee include a representative from each school. Representatives will serve 5-year renewable terms to ensure continuity of practice and committee experience. Representatives are nominated by schools and *either* selected by the Faculty Senate Executive Committee from nominations *or* Schools could each elect from among a slate of nominations.

Fourth, we recommend the establishment of a staff level Associate Director for the General Education Office. This position be responsible for the administration of the office, staff supervision and for ongoing curricular assessment. This administrator would create continuity of practice between faculty director appointments over time. This structure would leave the faculty director to focus on the strategic direction of general education at UHM.

Fifth, we recommend a consolidation of all the existing course boards into a single approval body. The plethora of approval committees both create extra work for faculty who serve on them but also confusion for faculty seeking course approvals. We recommend, the GEC provide *both* strategic direction and that area sub-committees of the GEC will review course proposals (which will be moved to a single online system). As suggested elsewhere moving to approval by course (not faculty member) and allowing for renewals every 10 years seems a more efficient way forward. This shift will also radically reduce the number of new course proposals and faculty workload. Nonetheless, we recommend a 1-2 annual course reduction for faculty participants on the GEC.

Re-visioning general education at UHM

To begin a process of bold reimagining of general education at UHM, the review team recommends the faculty begin with the student experience. While curriculum design appears coherent and intentional when structured in a program sheet, we know the student experience at universities is not as simple and clear as the ideal plan of study. The gap between the designed curriculum and the 'lived' curriculum is even larger for institutions serving high numbers of transfer students. Additionally, student success as represented by first-year retention rates, graduation rates, and on-time completion rates is an institutional priority at UHM.

A well-designed general education program inclusive of both student experience and curricular offerings will support student sense of belonging through place-based traditions and learning. Student experience goals can be addressed if student experience is integrated into the general education program for both first-year and transfer students. We encourage the employment of research-based practices, beginning with first-year and transfer orientation programs that connect students to interests tied to their previous experiences. Bring in place-based traditions unique to Hawai'i that welcomes students to campus and sets their place-based expectations for their studies. Increase cohorts and learning communities to a fully-developed first year experience tied to student course-taking.

A focus on student experience is a starting point to remedy the divide between major requirements, general education requirements, and graduation requirements. In an overly complex system, the students we spoke to did not understand how the general education requirements were intended to bolster their skills to perform in their major courses. There was a compartmentalization of learning driven by a 'requirements' mentality. The review team encourages UHM faculty to consider general education as an integrated part of whole-student development. A Mānoa degree encompasses general education and major for a reason, students need depth in at least one area of study while gaining the breadth of knowledge and skills of a well-educated citizen. Currently, the Mānoa degree has many different requirement "buckets": general education, graduation, and major. Indeed, we heard conflicting views on whether Focus requirements were GE requirement or graduation requirements. For simplicity,

an outline (absent of courses and credits) of degree requirements is provided below that reflects our understanding based on the draft provided to visiting team prior to campus visit.

Current Degree Requirements

1. General Education Requirements
   - UHM Core Requirements
     - Foundation Requirements
       - Written Communication
       - Symbolic Reasoning (recently reframed)
       - Global and Multicultural Perspectives
     - Diversification Requirements
       - Arts, Humanities, Literature
       - Social Sciences
       - Natural Sciences (specified as physical and biological with one lab)

   - Special UHM Graduation Requirements
     - Focus Requirements
       - Oral Communication (O)
       - Writing Intensive (W)
       - Contemporary Ethical Issues (E)
       - Hawaiian, Asian, and Pacific Issues (HAP)
     - Hawaiian/Second Language Requirement (for some majors)
     - The Focus Exemption (special request possibility)

2. Major Requirements (Plus, standardized science requirements if in a natural science discipline)

From the perspectives of student learning and student experience, the degree requirements appear to have points of redundancy in written communication, global and multicultural perspectives/Hawaiian, Asian, and Pacific Issues, that may relate to a major but not be part of its requirements. Without student learning data it is difficult to assess if these are true learning redundancies, but the review team encourages the UHM faculty to discuss what they want students to learn and be able to do and then shape a curriculum to achieve those goals.

The review team attempted a streamlining of the degree requirements to more transparently include requirements for "all Mānoa" graduates in the general education program. We did not make substantive changes to the types of learning expected (e.g. we did not add an outcome for problem solving). However, we recognize our structure will need to be adjusted; therefore, we provided high-level questions to guide the conversation about University-level learning goals.

Degree Requirements:
What do Mānoa graduates need to know and be able to do?

General Education Requirements (outcomes-based):
What does EVERY Mānoa graduate need to know and be able to do?

- Outcomes demonstrating breadth of knowledge across disciplines
    - Arts, Humanities, Literature
    - Social Sciences
    - Natural Sciences

- Core/Integrated Outcomes (Cross-cutting Skills Throughout the Curriculum)
    - Oral Communication
    - Written Communication
    - Ethical Reasoning
    - Global and Multicultural Perspectives with a focus on Hawaiian, Asian, and Pacific Issues (HAP)

Major Requirements:
What does a Mānoa graduate in the SPECIFIC MAJOR need to know and be able to do?

Other competencies (competency/outcomes-based):
Are these competencies important for success of a Mānoa graduate? If so, how is that reflected in the student degree and plan of study?
- Demonstrated second language proficiency (regardless of disciplinary major)
- Experiential/Applied learning as appropriate to degree

As the learning goals and outcomes are being discussed, the assessment of the student learning should be part of the conversation. Designing clear, operational outcomes allows for natural assessment points. We recommend you work with the Assessment Office for facilitated conversations about mapping learning goals and outcomes across courses and sampling student work from the courses rather than attempting to retrofit an assessment structure onto an existing curriculum.

With assessment naturally integrated as part of the curriculum design, the General Education Committee can review assessment data regularly, share the data with departments and faculty teaching in general education, and encourage adjustments to curricula as needed.

Recommendations for the curriculum design team

In any degree structure, there is limited room for required courses to support student exploration as well as on-time graduation. With careful curricular alignment, beginning with student learning rather than required courses, the design team believes curricular efficiencies can be found to allow for more degree coherence. To give an example of one approach UHM might use accomplish curricular coherence, we proposed a prototype of a new UHM general education curriculum. Please note, the intention is not to add MORE requirements, it is instead to integrate learning in a way that allows students to make connections, build skills, and make meaning in the context of complex, real-world problems and issues.

In designing the curriculum prototype, we tried to keep in mind several general education requirements are satisfied in the major and UHM has large numbers of students who will be transferring general education requirements to the University. The overarching goals of the model, in addition to providing a cohesive learning challenge to UHM students, were to:

1. Embed place-based experiences in the place-based general education curriculum.
2. Re-align the value of disciplinary breadth to develop ways of knowing and methods of inquiry that integrate their learning and experiences for life-long learning.
3. Provide a synthesis point for the general education curriculum through a general education capstone experience outside of the major.

The model requires 30 credits in general education, and it utilizes "Clustered Pathways" with 15 credits allowing the students to earn a minor in a theme-based general education minor. The cross-cutting skills of written communication, oral communication, ethics and teamwork are integrated across both general education (in the HAP course and Diversification requirement) and major courses. Skill integration is a strength of the UHM degree and should not be lost in a curriculum redesign; although, we encourage a new UHM degree curriculum to focus on student learning developmentally rather than equate the number of skill courses completed to student mastery of the skill.
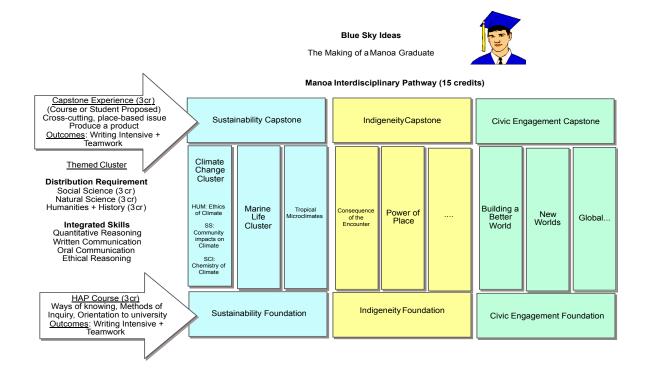
Blue Sky Education at Manoa
The making of a Manoa Scholar

General Education

Cluster Pathway	15
HAP	
SS	
SCI	
HUM	
W	
Social Science	3
Science	3
Humanities	3
Language*	6
TOTAL	30 credits

*Language Requirement: Students can test out; however, not all students in a department can be waived.

+

Major

Integrated Skills in skill-enhanced major courses

Written Communication (2 classes)
Oral Communication (1 class)
Ethics (1 class)
Teamwork (1 class)

More than one of these can be addressed in a class

With the integration of distribution/breadth requirements with skill development, 'space' is created in a student's degree. Rather than fill the space with more major requirements, we encourage the curriculum design team to discuss second-language competency and the role of experiential/applied learning in a Mānoa degree.

Manoa Interdisciplinary Pathway (15 credits)

Capstone Experience (3 cr)
(Course or Student Proposed)
Cross-cutting, place-based issue
Produce a product
Outcomes: Writing Intensive +
Teamwork

Themed Cluster

Distribution Requirement
Social Science (3 cr)
Natural Science (3 cr)
Humanities + History (3 cr)

Integrated Skills
Quantitative Reasoning
Written Communication
Oral Communication
Ethical Reasoning

HAP Course (3 cr)
Ways of knowing, Methods of
Inquiry, Orientation to university
Outcomes: Writing Intensive +
Teamwork

Sustainability Capstone	Indigeneity Capstone	Civic Engagement Capstone
Climate Change Cluster — HUM: Ethics of Climate; SS: Community impacts on Climate; SCI: Chemistry of Climate / Marine Life Cluster / Tropical Microclimates	Consequence of the Encounter / Power of Place / ….	Building a Better World / New Worlds / Global…
Sustainability Foundation	Indigeneity Foundation	Civic Engagement Foundation

The diagram above depicts a possible structure for an interdisciplinary general education minor. The minor is a guided pathway connected to UHM research strengths and the global challenges of the 21st century (sample interdisciplinary themes are given, but they may not be the best fit for UHM). Students begin with a foundational course in a broad area of inquiry; the course serves as part of the first-year experience and introduces new Mānoa students to Hawaiian, Pacific issues. From the foundational course students choose a more specialized track within the theme and take distribution courses addressing theme-related knowledge and teaching the cross-cutting skills. Students complete the minor with a general education capstone course focused on a place-based issue and requiring them to demonstrate the knowledge and skills they learned and practiced throughout the interdisciplinary minor.

A theme-based minor structure brings coherence to the general education curriculum but it also allows students to earn an interdisciplinary minor that will complement their major and give value-added to the degree. A bold reimagining of general education in the context of the UHM degree can serve as a recruitment and a retention tool and promises to make the UHM experience distinctive among its peer institutions.

Appendix A

Transparency in Assessment at Roanoke College

At Roanoke College, we have an overarching, integrated philosophy of liberal learning that are the hallmark of every student's education at the College. To provide information about the overall effects of curriculum and instruction, support services, and other Roanoke College experiences on students' learning, college-level assessment efforts are needed. However, some frameworks and considerations guide the use of results to improve student learning at Roanoke College.

Generally speaking, the following governing principles of assessment* are elucidated to guide assessment efforts at all institutional levels:

1. Roanoke College is committed to a systematic, comprehensive, unified, and ongoing program of assessment that includes both administrative and academic departments and programs.

2. Assessment strategies and activities are selected and developed to promote the mission of the College, increase institutional effectiveness, and enhance student learning and personal development.

3. Assessment requires clearly defined goals for which educational and institutional outcomes can be measured. Goals are the responsibility of individual departments, programs, and units, but they are consistent with the College's Statement of Purpose and Goals.

4. Effective assessment is a collaborative effort and requires coordinated efforts both within and across departments, programs, units, and divisions.

5. Faculty have primary responsibility for the development and maintenance of academic assessment, and administrative units are responsible for development and maintenance of assessment within their areas.

6. Assessment activities are conducted solely for the sake of program improvement; the results of assessment are not to be used in the evaluation of individual faculty or staff members.

Specifically, we must address the intended uses for assessment results as well as ways results are not to be used when considering college-level assessment efforts.

In addition to the guiding principles listed above, the following are guidelines for use of results:

1. Assessment results do not dictate decisions; instead we use professional judgment to interpret assessment results to make appropriate decisions.

2. Decisions are made using multiple sources of evidence; they are not based on a single piece of assessment data.

3. An assessment result is not used as an outcome in, and of, itself.

4. Assessment results are not used for student course grades, faculty evaluation, or assigning a percentile rank for students.

5. Results are used fairly, ethically, and responsibly with a focus on student learning.

From: Roanoke College: Guide to Assessment