UH Hilo Faculty Meeting
August 20, 2003
Accreditation and Educational Effectiveness:
General Education, Assessment, and Faculty Development
Accreditation Overview
Schedule

• 2001-2002  Broad self study
• 2002-2003  Institutional capacity
• 2003-2004  Educational effectiveness

December 2003: Report to WASC
March 17-19, 2004: Site Visit

• 2004-2011  Processes are sustained and improved
Why It Matters

WASC standards, criteria, guidelines grow out of good practices at many institutions nationwide.

In adopting these practices, we strive to become a more effective and dynamic institution of higher learning.
WASC Action Letter

- Good alignment of institutional presentation with institutional proposal
- Useful and relevant evidence to support reflective essays
- Achieved substantial progress
- More involvement in budgeting and planning processes since the last visit
- Increased enrollment and programs without a corresponding increase in funding or a clear UH System allocation plan or rationale
WASC Action Letter

- Prioritize strategic development with an accompanying financial plan
- UH Hilo overall governance is hampered by the continued existence of faculty senates and lingering problems with how the university itself is organized
- UH Hilo should eliminate senates and restructuring academic affairs
- UH Hilo has made progress in areas related to institutional and educational effectiveness
UH Hilo had made “great strides” in moving toward the vision of becoming a learning organization.

Assessment and quality improvement are apparent in Academic Affairs.

Less success in diversifying the faculty.

UH Hilo must develop a plan for improving the diversity of the faculty and staff.

http://www.uhh.hawaii.edu/~accred/wasc/June03actionletter.pdf
Tasks Ahead 2003-2004

- Measurable learning outcomes for programs, courses and GE categories

- Syllabi with learning objectives
Tasks Ahead 2003-2004

- Inclusive budget planning process
- Prioritization of strategic initiatives
Tasks Ahead 2003-2004

- Improvement in retention and graduation rates

- Data collection, analysis, interpretation by Institutional Research Office—and use by the institution and its programs
Tasks Ahead 2003-2004

- A more efficient and effective organizational structure for CAS

- Roles of Congress and senates to focus on academic policy and curriculum

Educational Effectiveness

What do our students learn?
How well do they learn?
How does the university foster learning?
Educational Effectiveness

Under way:

- General Education review*
- Department and program missions and learning objectives*
- Syllabi*
- Advising, Retention and Student Success*
- “The 40 Little Things”
- “New” program review*
- Extramural grants in support of teaching and learning
- Student petitions, appeals
- Teaching resources webpage
- College catalog
- Revision of personnel review guidelines and procedures
Educational Effectiveness 2003-2004

– Hallmarks for all General Education categories*
– Review and revision of department/program student learning objectives*
– Collection, review, posting of all current syllabi*
– Cooperative efforts of faculty, student affairs, library
– Coordination and expansion of faculty development efforts in teaching
– Coordination of instruction and support in math and written communication skills
– Revision of course evaluation forms
– Ka Lono Hanakahi feature articles on excellent teachers
Student Learning Outcomes

• “Ensure that all degree programs have a set of measurable learning outcomes for both the programs and the courses within the programs that express what students will demonstrate as a consequence of completing the academic major; and develop measurable learning outcomes for each of the General Education categories.”

• Syllabi must include statements of measurable learning outcomes for major courses and for GE courses.
General Education

We’re not changing GE—we need to show what “general education” means at UH Hilo.
Definition of General Education

• Basic Requirements
• Area Requirements
• Graduation Requirements:
  – Writing Intensive Requirement
  – Hawai`i – Asia – Pacific Requirement
GE Assessment Plan

• Review of GE courses in terms of hallmarks
• Formulating measurable student learning outcomes for GE skills and knowledge
• Measuring these outcomes
• Improving the GE curriculum
Draft Hallmarks Presently Completed

- English Composition
- World Cultures
- Writing Intensive
World Cultures Hallmarks

• Analyze the development of human societies and their cultural traditions through time and throughout the world, including Africa, the Americas, Asia, Europe, and Oceania (Pacific Basin)
• Offer a broad, integrated analysis of cultural, economic, political, scientific, and social development that recognizes the diversity of human societies and their cultural traditions
• Examine processes of cross-cultural interaction and exchange that have linked the world’s peoples through time
• Include at least one component on Hawaiian, Pacific, and Asian societies and their cultural traditions
• Engage students in the study and analysis of writings, narratives, texts, artifacts and/or practices that represent the perspective of different societies and cultural traditions.
Hallmarks to be Developed

Quantitative Reasoning (in process)

Area Requirements

Hawai`i – Asia – Pacific Requirement
Academic Program Review
Principles of Program Review

• Fosters a strong and positive sense of program identity
• Promotes the practices of ongoing self-assessment and improvement
• Encourages programs to manage faculty, fiscal and physical resources strategically
• Draws on many kinds of evidence

• Involves active and productive communication, planning, and mutual commitment to program improvement

• Is consistent with **UH system** policies, **WASC** standards, and the standards of external accrediting bodies
What’s New

• Focus on student learning

• Feedback at all stages culminating in written agreement between program and VCAA

• Review runs from May to May

• External review is required and paid for

• Assessment Committee provides guidance and support
2002-2003 Programs Reviewed

- Biology
- Computer Science
- Chemistry
- Geology
- Mathematics
- College of Agriculture, Forestry and Natural Resource Management
2003/2004 Program Review

- College of Hawaiian Language
- Communication
- English
- Linguistics
- Philosophy
- Religious Studies
Areas to Improve

- Program outcomes stated in measurable terms
- In depth analysis of data presented
- Realistic statement of needed resources
- Plan for funding new initiatives
Measurable Student Learning Objectives

• All departments will need to state their program goals in terms of measurable learning objectives
• All course syllabi will state course goals in terms of measurable learning objectives
• Expressed as gains in knowledge, skill, and attitude
• Target date for programs: February 2004
• The Assessment Committee will provide information, UH Hilo models, and feedback
Excellence in Teaching

Coordinate current activities
Promote new ones
Center for Teaching Excellence

- Advising, Student Success and Retention, and Assessment Committees; STEM and Title III, CAFNRM, . . .
- Workshops, brownbag sessions on student engagement, writing-to-learn, classroom assessment, student portfolios, formulating measurable learning outcomes, using WebCT and Powerpoint. . . .
- Support for research and creativity in teaching
- Extramural grants in support of teaching and learning
- Senior tutoring, mentoring, and assisting other students
- Teaching resources information