

ANNUAL HAP CAMPUS REPORT

CAMPUS: Mānoa
CHAIR: Marie Revilla
DATE: April 24, 2018

I. APPROVAL CRITERIA

YES **NO**

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HAP requirement is established as a general education requirement of the campus' associate of arts and/or bachelor's degree.

Comment:

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HAP hallmarks are the criteria used to approve courses as HAP designated.

Comment: Efforts are underway to ensure the HAP learning objectives are also included in the approval process.

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3. There is appropriate campus support including:

Comment:

a. adequate numbers of courses to meet student needs.

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b. adequate support to manage the HAP program

Comment:

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c. adequate budget for expenses related to the HAP Board

Comment:

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4. There is an appropriate course designation and course renewal procedures.

Comment: We engaged in substantial discussion this year regarding how to clarify directions and expectations in the course designation and renewal process.

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5. There is an appropriate assessment of student learning outcomes and the use of the assessment results to improve educational effectiveness.

Comment:

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6. There is faculty training that is consistent with HAP requirements.

Comment: Our workshops have been focused around learning outcomes and assessment. A priority for next year is to develop workshops to help faculty better understand the HAP requirement. We have begun providing consultations to faculty who need assistance.

II. COURSE CHANGES

7. List new course(s) approved during current academic year.

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- ACM 455, *Indigenous Filmmaking* (Flanary)
- AMST 225, *Art and Social Change* (Lee)
- EDEF 352, *The History of Education in Hawai'i* (Taira)
- FSHN 185, *The Science of Nutrition* (Laguana)
- FSHN 185, *The Science of Nutrition* (Panizza)
- HIST 288, *Survey of Pacific Islands History* (course-based)
- ITE 360, *Introduction to Multicultural Education* (Fujii)
- ITE 360, *Introduction to Multicultural Education* (Santos)
- POLS 304, *Introduction to Indigenous Politics* (Chibana)
- SLS 130, *An Introduction to Pidgin in Hawai'i* (Higgins)
- TPSS 200, *Agriculture, Environment, and Society* (Lincoln)
- WS 381, *Gender, Sexuality, and Literature* (Isaki)
- WS 382, *Island Feminisms: Art, Literature and Culture* (Bovard)

8. List HAP approved courses whose designation was terminated or changed.

- N/A

9. List any HAP approved courses that were renewed.

- ES 381, *Social Movements in Hawai'i* (Cachola)
- HIST 485, *20th-Century Hawai'i* (Rosa)
- HWST 107, *Hawai'i: Center of the Pacific* (course-based)
- HWST 270, *Hawaiian Mythology* (Kame'eleihiwa)
- ITE 360, *Introduction to Multicultural Education* (Laolagi)
- LING 150B, *Language in Hawai'i, Asia and the Pacific* (course-based)
- LING 150C, *Language in Hawai'i, Asia and the Pacific* (course-based)
- PACS 108, *Pacific Worlds: An Introduction to Pacific Islands Studies* (course-based)
- POLS 302, *Native Hawaiian Politics* (Goodyear-Kaopua)

III. OTHER

10. Describe any significant issues regarding the HAP process on your campus.

Because there have been recurring problems with proposal submissions, our board engaged in a number of discussions regarding how to improve upon the HAP proposal form. Many proposals were lacking in information or did not clearly explain how courses were meeting the HAP Hallmarks. The Board determined that it was not being as explicit as it could be in setting expectations for faculty proposers and elected to make revisions such as eliminating the option to complete a chart that usually resulted in very minimal information being shared, instead requiring faculty to submit an annotated syllabus that would help the board understand the course and how it would be implemented. The revisions will also encourage faculty to think more carefully about assessment, and will prominently feature the Hallmarks, learning objectives, and Explanatory Notes. The board spent considerable time discussing the current Explanatory Notes and how to provide more clarity to faculty on the purpose and value of HAP.

11. Identify any issues for discussion for the Systemwide HAP Board.

- a. Does it make sense to feature approved courses on the System HAP site?
- b. Have other campuses made gains in their HAP assessment efforts?
- c. Can all faculty responsibly teach HAP? We would like to hear from other campuses.