

April 21, 2005

General Education Committee Report

AY 2004-2005

Submitted by Linda Cox, Chair

The Committee has had a productive year and made great strides in articulation and assessment over the past year. A multi-campus Foundations agreement has been approved, as have the Foundations portfolios submitted by KCC and HCC. Currently, subcommittees composed of Foundations Board members from HCC, KCC, and Mānoa are developing the policies and procedures to guide the multi-campus effort. As a result of a workshop we held in December, we are working with the Assistant Vice Chancellor of Academic Affairs on a pilot program to assess the effectiveness of our General Education requirements.

The biggest challenge facing the General Education Committee is finding faculty willing to serve on the various Boards. The Committee on Faculty Service is finding it particularly difficult to fill vacancies on the Hawaiian, Asian, and Pacific Issues (HAP) Board. The HAP Board is attempting to raise standards and faculty is not likely to be aware of nor fully understand these new standards. This has resulted in communication challenges. At the same time, the blanket approval for HAP courses from the Community Colleges expired in Spring 2005. Thus, the workload of the HAP Board is large and the Board has not found the time necessary to educate the faculty about the changes. As a consequence, we are facing a decline in the available seats for HAP courses across the UH system this Fall. The issues surrounding the approval of HAP courses will likely surface again next year, as the decline begins to affect the students.

FOUNDATIONS BOARD

UNIVERSITY OF HAWAI‘I AT MĀNOA FOUNDATIONS BOARD

April 29, 2005

MEMORANDUM

TO: Linda Cox
Chair, UHM General Education Committee

FROM: Todd H. Sammons
Chair, UHM Foundations Board

SUBJECT: Academic Year 2004-2005 Report

Meetings: We met five times during the past academic year as a full board and once during the Christmas break as a “rump.” The meetings during Fall Semester 2004 were on September 7, September 22, October 6, and December 1; the “rump” meeting was on December 30; the only meeting during Spring Semester 2005 was March 10. We may be meeting at least one more time before Board members scatter for the summer break.

Courses Recommended for Approval:

Hawai‘i CC MATH 100 (Symbolic Reasoning designation)
UHM MATH 112 (Symbolic Reasoning designation)
Maui CC MATH 112 (Symbolic Reasoning designation)
Leeward CC ANTH 151 (Global & Multicultural Perspectives designation)

Courses Still in Process:

Maui CC MATH 110 (for a Symbolic Reasoning designation)
Maui CC MATH 203 (for a Symbolic Reasoning designation)

Course Whose Proposal Was Withdrawn by the Proposer:

UHM LING 103 (for a Symbolic Reasoning designation)

Other Decisions Made:

1. We decided to continue the tradition established by previous UHM Foundations Boards of discussing proposals via the following procedure: (a) taking a straw poll of Board members on each proposal seriatim (i.e., we do the straw poll one proposal at a time rather than taking a straw poll on all the proposals at once); (b) proceeding to discussion of a proposal only if least one Board member has concerns about a proposal (if no concerns, then move to an official vote); and (c) voting only after a thorough discussion of the proposal, if one is needed: see (b) above.

2. We decided to ask the UHM GEC for the ability to give a course a provisional designation. Rather, then, than deny slightly “iffy” courses a Foundations designation, we would

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let such a course be taught a couple of times in order for the proposer(s) to establish a track record, after which the proposer(s) would re-apply for the regular five-year designation. Our logic: collegiality + our feeling that right now we discriminate against new courses (it is easier for a course that has been taught to get a Foundations designation). The GEC turned down our request.

3. We recommended that the UHM GEC accept the program portfolios of Honolulu Community College and Kapi‘olani Community College. This was the mechanism established by the Multicampus Foundations Committee to vet each others’ programs, in a process analogous to that of the Systemwide Standing Committee on Written Communication, which vets writing-intensive programs across the system. (To date, the Multicampus Foundations Committee has only HCC, KCC, and UHM as members.) The vetting process will be done annually. The GEC agreed to our request.

4. We decided to work with the other two Foundations Boards (at HCC and KCC) to establish “Explanatory Notes” for each of the Foundations designations, such notes to be analogous to those currently in place for the Focus designations. Each campus would send appropriate members of its Foundations Board to participate in drafting the three sets of “Explanatory Notes.” These notes would not become official until each campus’s Foundations Board had accepted them. The Explanation of Hallmarks (draft June 2, 2003) would serve as the departure point for these “Explanatory Notes.” The idea is to establish a common interpretive tradition not only so that can Boards be comfortable with their decisions but also so that proposers will have a better idea of what the Board on their campus is looking for in a Foundations proposal.

5. We decided to set up “working groups” with the other two Foundations Boards for each of the three designations. When, then, any Board received a proposal, it would be circulated to the appropriate working group, who would discuss the proposal either by meeting in person or by using e-mail. Board members would inform their own Board of any working group discussion of a proposal. The working groups would not be voting to accept or reject a proposal: that remains the task of each campus’s Foundations Board. The idea is to widen the number of experts commenting on a proposal.

Other Matters Discussed:

1. The first set of five-year Foundations designations runs out in two academic years: i.e., at the beginning of academic year 2007-2008. Therefore, courses which gained a Foundations designation for academic year 2002-2003 will need to submit a renewal proposal during academic year 2006-2007. We have batted around the idea of urging departments to submit renewal proposals early: sometime during academic year 2005-2006. If successful, this would alleviate some of the burden on the 2007-2008 UHM Foundations Board of reviewing some three dozen renewal proposals. We do not know if this would require UHM GEC approval.

2. Now that we have three functioning Foundations Boards (HCC, KCC, UHM), maybe we need a common proposal form.

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Problems:

1. Initially, we decided that Sammons and Graves would be co-chairs for the year, with Sammons chairing the Board during the fall and Graves during the spring. When Graves resigned, Sammons wound up chairing the Board for the whole year. Sammons urged the initial idea of sharing the chairpersonship because he knew that his spring was going to be busy. It was busy, and Board business suffered accordingly.

2. Graves, who had special responsibility for Global & Multicultural Perspectives, resigned soon after our first meeting in the fall. Despite the best efforts of the Faculty Senate's committee on appointments, we never did get a replacement for Graves. This hampered the Board's operations somewhat, especially when we had to consider a course for a GMP designation.

3. We did not meet soon enough after our own submission deadline in the fall. This meant that we did not have time, before we needed to make a recommendation to the UHM GEC, to consult with proposers of courses with which we had concerns. This meant further that we had to schedule the "rump" meeting during Christmas break.

4. Assessment remains a difficult issue. We devoted most of a whole meeting (September 22) to getting oriented on assessment at the postsecondary level. (Monica Stitt-Bergh from the UHM General Education Office ran this orientation for us.) Some of us attended the GEC's 15 December 2004 meeting at which the GEC assessment subcommittee presented its plan to assess general education programs here. Sammons has also attended the meetings of the General Education Office's Advisory Group, so he has heard of the Assistant Vice Chancellor's plan (presented 1 March 2005) for assessing general education, including Global & Multicultural Perspectives; but he is uncertain where that plan stands now. (The UHM Foundations Board has also seen the Assistant Vice Chancellor's draft plan.) At least two major obstacles to assessment remain: (a) we are not sure how much assessment to require when in the future we will have to consider currently designated courses for renewal; and (b) the UHM Foundation Board itself has neither the expertise nor the resources to do program assessment. Frankly, we are at sea about assessment.

E FOCUS BOARD

ANNUAL REPORT CONTEMPORARY ETHICAL ISSUES FOCUS BOARD FALL 2004 - SPRING 2005

Introduction

During the 2004-2005 academic year, the UH-Manoa Contemporary Ethical Issues (CEI) focus board reviewed and approved courses for Manoa undergraduates to enable these students to meet their CEI focus requirements. This report briefly specifies our focus board's actions and activities, documents the current status of the CEI course offerings, and identifies future plans.

This report was prepared by the current CEI board members: Andrew Arno, Thomas Bopp, Ernestine Enomoto (Chair), Linda Engelberg, and Amarjit Singh, with assistance from Elaine Nakao (GEO).

Board Actions and Activities

During the school year, the board reviewed applications for Ethics-designation based upon five specific questions, related to content, percentage of class time devoted to ethical issues, specific methods or approaches employed, and assessment used. The responses to these questions served as the criteria used in reviewing applications. If the board determined that a faculty member's application did not have sufficient information (e.g. about content or process), the board chairperson contacted that faculty by email to obtain more clarification. Responses received from the faculty were then circulated to the board via email for further review and recommendation. The course applications with three or more votes by board members to approve (i.e. simple majority) are then recommended to the GEC to be Ethics-designated.

An ongoing challenge of the CEI board was to increase the number of applications submitted by faculty. Presently there are a few departments that are not offering Ethics designated courses in sufficient numbers for their students. For example, the departments of Accountancy and Psychology had over 200 majors but offered no ethics designated courses. As focus board chair, Enomoto contacted these departments and spoke with the chairs. The board offered to assist the department's efforts in providing more Ethics-designated courses.

To obtain information about what the need for courses actually is, a report on available seats as related to degrees earned was requested. Lisa Fujikawa (GEO) prepared the report for the board.

Another concern dealt with department chairs submitting applications where no instructor has been assigned. These applications are specified as being taught by "staff" and have little more than a course title, course number and section, and the department chair's signature. The board wrestled with how to accommodate the department's need for some flexibility with staff-designated courses while retaining the credibility of an Ethics-designated course offering. The board decided that it would NOT approve a new course but would consider a RENEWAL that was staff-designated, provided 1) that the course had been taught previously, 2) that there was a syllabus from the previous instructor demonstrating the ethics content, and 3) that the department chair submitted his/her assurance that the course would be so taught. Once an instructor is designated, then the instructor would be requested to submit responses to the five questions of the original CEI application.

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Current Status

Table 1: CEI-course offerings

	Classes Offered	Seats Available	Seats Filled	Average Enrollment	Median Enrollment
Fall 2004	56	1546	1507 (97%)	27	22
Spring 2005	80	1990	1891(95%)	24	21

Website Development

Based upon ideas generated in the 2003-2004 year, the board developed a website for CEI teacher resources to assist faculty in developing Ethics-designated courses. The information on the website includes a) proposal questions with sample responses, b) common misperceptions about CEI courses and who can teach them; c) instructions on locating video and DVD resources through Sinclair Library; d) useful links to other websites; e) alternatives to the 3-credit ethics-designated course offering; and f) assessment activities and student questionnaire results. Monica Stitt-Bergh (GEO) assisted the board in constructing and posting the information on the website. To view the website, go to <http://www.hawaii.edu/gened/cei/cei.htm>

Student Questionnaire

A questionnaire was distributed during the Fall 2004 semester to solicit student responses from those taking E-designated courses during the term. This questionnaire was sent out by the GEO staff to all faculty currently teaching CEI-courses. The responses to Likert scaled questions were compiled and reviewed by the board in the subsequent Spring term. Of the 56 courses offered in Fall 2004, 42 (73%) were surveyed with a total of 892 student questionnaires returned (61% return rate).

Generally students felt that the ethical issues covered in the class related to the course content (64% strongly agreed, 26% agreed with this statement). Asked about feeling comfortable expressing their opinions, most of the students were in agreement (43% strongly agreed, 31% agreed). As far as how the instructor fared in introducing techniques for deliberating on ethical issues, 43% strongly agreed and 35% agreed with this statement. Students generally felt more competent in evaluating ethical issues in their major (40% strongly agreed, 34% agreed). Statistics from the survey may be viewed at <http://www.hawaii.edu/gened/cei/assessment.htm> These data are consistent with surveys done in Fall 2003.

Spring Workshop

A faculty development workshop was conducted on March 17, 2005 from 3:00-4:30 p.m. in Kuykendall 206. The aim of the workshop was to share experiences in teaching about ethical issues as well as to encourage those who might consider applying for the CEI-designation. The chair presented the results of the Fall 2004 student survey and displayed the teacher resources available on the CEI website. Faculty members Tom Bopp (Chemistry), Tom Klobe (Art) and Karen Kosasa (American Studies) shared their experiences teaching Ethics-designated courses. A brief discussion followed with attendees raising questions about how to offer E-designated courses to meet the focus requirement.

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Future Activities

For next year, the board will be looking more closely at assessment and learning outcomes. Beyond individual course assessments, the board will be working on a long-term assessment to examine how UHM graduates are faring in terms of the new General Education requirements, specifically for ethics. Efforts through the Chancellor's Office are currently underway to develop a pilot assessment program with one of the focus areas being CEI.

Special thanks to those who have served on the Ethics Board and are ending their service! They are Andrew Arno who was board co-chair in 2003-2004, and Ernestine Enomoto who chaired from spring 2004 to spring 2005. Both will end their terms on the Board this spring.

**Hawaiian, Asian and Pacific Issues Board
Annual Report AY 2004-2005**

The Board consisted of April Drexel, Spencer Leineweber, Niklaus Schweizer, Ned Shultz, and Ron Solis. Ned Shultz joined us in the Spring. Jon Goss served as liaison from the GEC.

The Focus Statement

1. The Board feels that many people perhaps do not understand the principles of the HAP focus, perhaps overlook the requirements, or urged to submit a proposal, even though the course may not have the qualities for an HAP focus designation.

In our workshop, one presenter explained that she had to, after the second time revisions were suggested, gut the whole course, and rebuild it so that the HAP hallmarks would be fulfilled. It does not seem that all instructors are ready or willing to do such to their courses.

Hallmarks

1. All texts (online, paper copy, etc.) regarding HAP focus designation hallmarks were articulated, so that there would be no misunderstanding/ overlooking of the requirements.

Procedures

1. The practice is to meet weekly to discuss issues regarding applications.

2. The practice of emailing revisions to each Board member greatly improved the efficiency of the decision making. However, a suggestion was made to ask instructors who submit proposals to send a digital copy to the GEO, so that it would be easier for each board member to review.

3. Record keeping by the GEO (Elaine) developed a number of charts, which makes the review process and the review of work accomplished more efficient.

Caveats

1. The Board should be firm about the standards for review it has set, in spite of personal interventions or claims.

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2. There have been many misunderstandings about the hallmarks, especially about native voice. A workshop was held to help instructors understand how to fulfill the HAP hallmarks. The presenters were outstanding and did a great job in explaining their experiences and courses.

Assessment

1. The Board reviewed and discussed the student-based assessment instrument which has been administered in the previous semesters. There were issues brought to our attention, however, after discussion, the board felt that the assessment instrument was sufficient.

2. These assessments will be used when reviewing courses submitted for renewal for the next two-year period.

Approved Courses (Courses are now approved for 3 years)

Mānoa

ANTH 419 (001) Spring

ANTH 447 Spring

AMST 212 Spring

ES 320 (001) Spring

HWST 107 (002) & (015) Spring

HWST 107 (008) Spring

HWST 107 (009) Spring

HWST 107 (010) (021) Spring

HWST 107 (016) (013) Spring

HWST (014, 022)

HWST (023) Spring

HWST 107 (026) Spring

HWST (009, 023, 036) Spring

HWST 270 (002) Spring

IP 273 (001) Spring

LING 100 (003) Spring

MAO 261*/ENG 257S (001-002) Spring

ITE 360 Summer

HWST 107 (602, 604) Summer

HWST 107 (008, 010) Fall

HWST 107 (009) Fall

HWST 107 (013, 014) Fall

HWST 107 (022, 023) Fall

LING 100 (001)

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Community Colleges

Kaua'i

HWST 107 Dennis Chun

WCC

BOT 105 Inge White

KCC

HWST 107 Franklin Kelly

HWST 107 Kawika McGuire

ENG 257B Lisa Kanae

Community Colleges

The following courses were approved for Fall 2005 with the stipulation that they continue to work with the board until the hallmarks are fulfilled. And when it has been fulfilled, the courses will be approved for the entire 3 year period. This is because the instructors had made improvement in their proposals and had expressed the intent

KCC

ENG 257M Gail Harada

BOT 105 Nelda Quensell

Kaua'i

BOT 105 Molly Summers/Brian Yamamoto

Pending Courses

There are a few courses that are still pending. The Board has worked with the instructors, and although there was progress, there was still a lot of work to be done.

Current Concerns and Issues

There is concern that there may be pressure on future boards to compromise the HAP hallmarks. Or perhaps that the HAP focus will lose its "focus", that is, the H, the A, and the P will be separated and a course will only need an H, A, or P focus to be designated with such a focus. And only one such designated course will be required by students. This should definitely not be done.

Summary

In general, the Board functioned efficiently and worked hard during the past year. There were hardly any absences at meetings, and the board was able to make up work over email.

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We note that Professor April Drexel has completed her term and thank her for her important contributions to the board's work on the implementation of the HAP focus designation.

Ron Solis Acting Board Chair AY2004-2005
29 April 2003

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ORAL COMMUNICATION FOCUS BOARD ANNUAL REPORT – 2004-05

MEMBERSHIP

The 2004-05 Board membership included Lucy Lower, Jeanne Oka (Chair), Panos Prevedouros (on Sabbatical, Spring 2005 and replaced by Joan Dodgson), James Richardson, and William Sharkey. Randy Hensley served as liaison for Fall 2004; Richard Chadwick serves as liaison for Spring 2005.

BOARD ACTIONS ON PROPOSALS

During the current academic year the Board has been continuously reviewing, discussing and negotiating proposals submitted by faculty for the Oral Communication designation. The Board reviewed 116 proposals. Of these, 5 proposals were withdrawn, 111 proposals were recommended for approval; none were denied approval recommendation. As part of the review process, Board members contacted at least half of faculty who submitted proposals to ask for clarification of responses to proposal questions or provide additional information. One of the problems that Board members encountered was language courses that had oral content that appeared to be for the purposes of language acquisition, rather than meeting the goal of the Oral Communication focus requirement, which is to help students gain proficiency in oral communication methods in their major field of study. The Board also found that some proposals did not clearly describe the nature of the training that was being offered to support the development of oral communication skills and/or the evaluation methods that would be used to provide students adequate feedback.

CRITERIA USED TO REVIEW PROPOSALS

In reviewing the proposals the Board tried to respect the current hallmarks established by the original Board. As mentioned in the above section, there were aspects of several hallmarks that seemed to be consistently problematic for the Board members. It was determined that some of the difficulties could be alleviated by revising the Hallmark language. The Board undertook a complete review of the language of not only the O Hallmarks, but the language used on the proposal request form, and will be submitting a revised version of both to the GEC. Much discussion over Hallmark #1 resulted in a major addition, in which specific percentage of oral communication activity required for 1, 2, 3 and 4 credit courses is indicated. A change in Hallmark #3 clarifies that the course instructor is required to provide feedback, critiques and grades for each oral communication assignment. To elicit the information that the Board needs in response to the questions on the proposal form for new O designations, the Board members felt strongly that the samples of oral assignments/activities that could be used to meet Hallmark #1 should be in plain view on the proposal form. There were some other minor changes in the language that the Board hopes will clarify the type of information needed to make a determination. The proposed revised version of the Hallmarks and the proposal form questions are attached.

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As a result of the review process several concerns from the O Board were brought to the attention of the Advisory Board, including multiple designations and “staff” designations. These concerns were discussed at both board levels and resolved with recommendations made to the GEC. It was recommended that in the case of multiple designations that each Board would look at the course proposal in light of the hallmarks for their focus area only and would make recommendations based on whether those hallmarks were being met. In the case of an instructor requesting all four focus designations for one course, the GEC would review to assure that all hallmarks are being met. As for “staff” designations the O Board decided to adopt a policy similar to the E Board: The Board would recommend approval for a course taught by “staff” if the course had a track record of having been previously taught as O on the condition that when the instructor is assigned to the course the instructor would submit a fully developed proposal, responding to all the questions on the proposal form.

RECRUITMENT EFFORTS

The Board undertook several activities to recruit faculty to teach O courses.

- The GEO provided the Board with a list of departments that had relatively large enrollment of majors with relatively few or no O focus courses offered for their majors. Board members contacted the chair of each of these departments in an effort to persuade the departments to consider offering O courses for their majors.
- Instructors seem reluctant to offer their courses as O because of the retooling involved and because of their lack of expertise in teaching and evaluating oral communication skills. In an effort to recruit more O courses, while responding to these concerns, the Board offered three workshops. The fall semester workshop featured faculty from two distinctly different disciplines (Engineering and Foreign Language) who currently teach O designated courses. The instructors presented the activities that they have developed and shared the enthusiasm that students expressed about having the opportunity to develop oral communication skills through these classes. In the spring semester the Board arranged for two workshops emphasizing pedagogical issues. The workshops were lead by faculty from the Speech Department. They shared their expertise about how to design specific oral communication classroom activities and discussed evaluation tools that can be used for each type of activity. The fall workshop was well attended. Faculty interested in offering O courses seemed to be inspired by instructors currently teaching O courses. The spring workshops were not as well attended, perhaps due to scheduling conflicts.

ASSESSMENT EFFORTS

- Using the E Board’s student survey as a template the O Board developed an End of the Semester O Focus Student Survey, which was distributed to all instructors teaching O designated courses in the Fall 2004 semester. Seventy-five sections received surveys for students; 46 sections returned surveys. A total of 687 surveys forms were returned (1,120 students were enrolled). The students who returned

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their surveys expressed a fairly high level of satisfaction with their O courses, and in some cases indicated gratitude for the opportunity to develop their oral communication skills.

- In preparation for developing an Assessment Plan for the O focus the Board invited Monica Stitt-Bergh from the GEO to discuss assessment. It was clear from her presentation in early November 2004 that the first task would be to develop learning outcomes.
- Several discussions have since followed in which learning outcomes were identified and discussed. It was generally agreed that we should assess level of competency rather than attempting to measure growth and improvement. It was also agreed that common learning outcomes need to be shared by all faculty teaching O focus courses, requiring the establishment of a competency rubric with faculty input. The Board recognizes the need to establish different rubrics for different kinds of oral activities; however, these rubrics have still to be developed.

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4/29/05

O Hallmark Revisions (*changes are in italics*)

Pending GEC review.

HALLMARK 1

Each student will conduct or participate in a minimum of three oral communication assignments or a comparable amount of oral communication activity during the course. In addition, at least 40% of the final grade *for a 3-credit course* will be a function of the student's oral communication activities (*30% for a 4-credit course; 60% for a 2-credit course; 100% for a 1-credit course*).

HALLMARK 2

Each student will receive explicit training, in the context of the class, in oral communication concerns relevant to the assignment or activity.

HALLMARK 3

Each student will receive specific feedback, critiquing, and grading of the oral communication assignments or activities *from the instructor*.

HALLMARK 4

If instructor feedback primarily involves individual or paired students, enrollment will be limited to 20 students. If instructor feedback primarily involves groups of students, enrollment will be limited to 30.

HALLMARK 5

The course will be numbered 300 or 400-level.

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4/29/05

Revised O Questions (for S06 Focus proposal form)

FOR A NEW DESIGNATION (*changes are in italics*)

1. a) What oral communication assignments will be required?
- b) ***What percentage of a student's course grade will be assigned to each (total percentage must be a minimum of 40% of a 3-credit course; 30% for a 4-credit course; 60% for a 2-credit course; 100% for a 1-credit course)?***

Students must conduct or participate in at least three substantial assignments or a comparable amount of oral communication activity during the course.

Examples of acceptable assignments include: informative presentations or speeches, both formal and informal; persuasive or influence appeals, such as sales presentations, motivational presentations; chapter presentations to the class, such as course content or journal articles; group presentations; panel discussions; debates; interviews, such as job interviews or research interviews; press conferences; creative or aesthetic performances, such as storytelling, performance of literature; oral or written critiques of others' performance or presentations.

2. ***Describe*** the oral communication training you will provide for each assignment.
3. ***How will students receive feedback*** regarding their performance on each oral communication assignment?
4. Will you provide feedback primarily to individual students or to groups? (If individuals receive feedback, enrollment will be limited to 20 students; if groups receive feedback, enrollment will be limited to 30 students.)

Writing-Intensive Focus 2004-2005 Annual Report

I. Description of Writing-Intensive Program

1. Is the program directed by a person who has been appropriately appointed and given appropriate released time to supervise the program?

Yes, Thomas Hilgers serves as Director of the Mānoa Writing Program.

2. Who assists the director in supervising the program? (e.g., Faculty Board, student assistant)

A 7-member Writing Focus Board makes W decisions. The General Education Office, Academic Coordinator, and Assessment Coordinator assist with all Focus areas.

3. Do the director and board members have adequate professional/secretarial/clerk assistance to support their work and maintain records necessary for articulation of W courses?

The Mānoa Writing Program (MWP) secretary, the General Education Office (GEO) clerk-typist, and a student worker maintain records and assist the Director and the Writing Focus Board.

4. Does a network of support exist for instructors of W courses?

- **MWP offers workshops every semester.**
- **Board members and the Director are available for consultation and department workshops.**
- **The MWP website includes all *Writing Matters & Quick Tips* issues, which contain specific writing-intensive teaching strategies, as well as additional information on teaching using writing, including examples from over 20 different courses.**

5. Are classes designated as W limited to 20 students so that effective interaction between instructor and student can occur?

Enrollment in W sections is administratively limited to 20 students. (Team-taught classes maintain a 20-to-1 student-to-teacher ratio.) Average enrollment was 16 students/section in Fall '04 and 17 in Spring '05, which is consistent with previous years.

6. Are teaching loads of instructors such that courses can be planned for and carried out in a way that is true to the spirit of the W guidelines and that does not add unreasonably to the overall workload of the instructor?

Department Chairs and individual faculty members decide which courses might be appropriate for the W Focus designation, given an instructor's workload and the Hallmarks of W courses.

7. Is the teaching of W courses appropriately rewarded in review processes, including tenure and promotion?

Tenure and promotion guidelines recognize W as a distinct category of teaching. (Use of guidelines in committee decision-making is confidential.)

8. Are enough W courses offered so students can meet graduation or degree requirements?

Over 800 W Focus sections were offered in Fall '04 and Spring '05. In addition, 123 W sections were offered during Summer '04. Over 13,000 seats in W classes were filled during AY2004-05. While the overall number of W sections is adequate, certain fields do not offer enough to satisfy their majors. Students in these majors take W classes outside of their major in order to fulfill the requirement. See Appendix A for a breakdown of approved sections by college.

9. Are W courses clearly designated in class schedules?

In the printed and on-line *Schedule of Classes*, W sections are labeled with a "W" in the "GenEd/Focus" column.

10. Are students advised about the availability of and purpose for W courses through regular campus publications?

Each semester, the printed and on-line *Schedule of Classes* includes a list of Focus classes (W is one of UHM's Focus areas). W classes are described in the section on Focus requirements. A current Focus class list is also posted on the UHM GenEd website. An "Information for Students" brochure is sent to all W instructors for distribution in their classes.

11. Can students who need help on writing problems get help, either from instructors or from staff in a writing workshop or laboratory?

The W Hallmarks require that instructors provide help. Out-of-class help is provided by English Department's Writing Workshop and the Learning Assistance Center (offers help with writing research papers, taking essay exams, and using the library).

12. Are W designations recorded and explained on student transcripts?

Not currently (prior to Banner, designations appeared on transcripts).

13. Have adequate funds been provided to support the program?

The current budget pays the salaries of the director, secretary, academic coordinator, and assessment coordinator. In addition, the budget covers the cost of placement exam scoring and neighbor island testing.

II. COURSE DESIGNATION PROCESS

1. Is the W designation process reasonable, explained to faculty, and followed regularly by program administrators?

Departments receive a Focus packet with designation instructions and forms. Departments complete the Checklist Form to indicate which faculty will be offering their approved (W) Focus class(es). Interested faculty who do not have a three-year approval complete the Proposal Form, which is reviewed by the W Board and approved by the General Education Committee (GEC).

2. Does the designation process include the following:

a) Publicizing the hallmarks of writing-intensive courses

The W Hallmarks are included on the Focus Designation Proposal form. Faculty members are also directed to the GenEd web site, where the Hallmarks appear with explanatory notes.

b) Soliciting proposals from individual faculty members

Announcements are posted at "News at UH" to notify instructors about the deadlines. Forms and explanatory memos are sent to departments for distribution to individual faculty members. Emails are sent to instructors encouraging them to teach with a Focus designation.

c) Reviewing proposals

The 7-member W Focus Board reviews all proposals and negotiates with an instructor if the proposal does not meet all five W Hallmarks.

d) Approving the designation of courses as writing-intensive

The Board recommends approval for W designation based on the recommendation of the Board member who reviewed the proposal. The Board's recommendations are given to the GenEd Committee, which must approve all Focus classes.

e) Notifying appropriate personnel of such designations

Instructors are notified by email when their class is approved as W. Department secretaries and Chairs are also sent a list of the upcoming semester's approved Focus classes.

3. Does the program offer an option for W designations that extend beyond a single semester? If yes, please add a brief description of the option.

Effective Fall 2004, instructor approvals are granted for a three-year period. (Between Fall 2001 and Summer 2004, approvals were granted for a two-year period.) The only exceptions are directed reading courses and "staff" courses, which are only approved for one semester.

III. EVALUATION PROCEDURES

1. Is there a program of evaluation that assesses W courses to see if they are doing what they are supposed to do—help students improve their writing?

Evaluation is decentralized at UHM; primary responsibility is with departments. However, some W instructors voluntarily distribute a W survey form to their students at the end of the semester (10-12% return rate). Other instructors select *Course and Faculty Evaluation (CAFÉ)* questions that address the writing components of the course (faculty select questions from a list of 300+ items).

The W Board has developed a working statement of the program's mission, goals, and learning outcomes.

2. Do program supervisors monitor the progress of students as they move through W courses?

College/school advising units are responsible for monitoring student progress. However, MWP does monitor the number of W classes offered to ensure that student needs are being met. MWP also periodically reviews course-taking patterns for particular majors.

IV. FACULTY TRAINING PROGRAM

1. Are training programs in W course instruction required or provided for faculty who want to participate in them?

Voluntary *teaching with writing* workshops are offered each semester for all interested faculty and graduate teaching assistants.

2. Are orientation sessions provided at the beginning of each semester for instructors new to W course instruction?

Information is mailed to W instructors at the beginning of each semester and the MWP web site is advertised as a faculty resource. Workshops, offered at the beginning of each semester, are publicized far in advance. They are recommended but are not required.

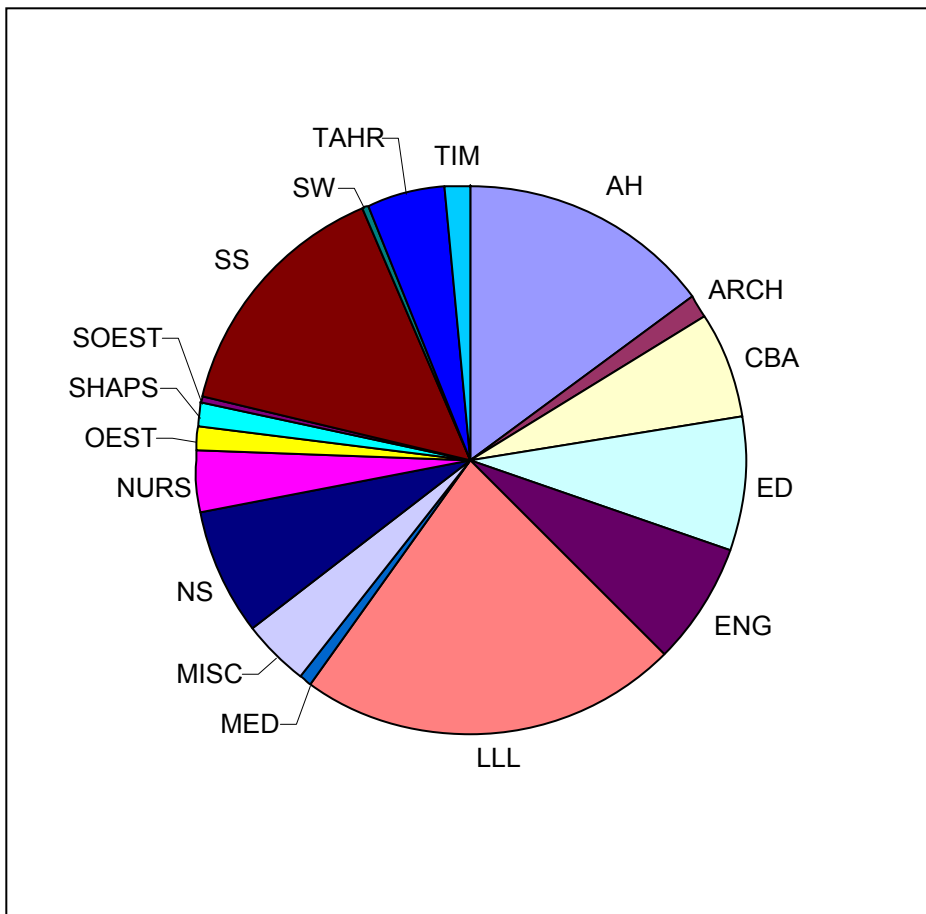
3. Are resources provided for instructors who want or need help in planning and teaching W courses?

Resources—such as *Writing Matters*, *Quick Tips*, course descriptions, 10-minute video—are available in hard copy and on the web. One-on-one help and workshops for departments are available on request.

Appendix A
Number of Writing-Intensive Sections Approved, Fall 2004-Spring 2005 *

College	Number of W sections approved
AH	165
ARCH	17
CBA	67
ED	88
ENG	79
LLL	246
MED	10
Other	43
NS	84
NURS	39
OEST	17
SHAPS	16
SOEST	2
SS	167
SW	1
TAHR	53
TIM	16
TOTAL	1110

Proportion of approved W sections



* Includes Summer Session 2004 and Outreach College sections