

# **INTERNAL REPORT FOR THE PROGRAM REVIEW OF THE BACHELOR OF ARTS IN HUMANITIES AT THE UNIVERSITY OF HAWAI'I–WEST O'AHU**

Established in 1976, the University of Hawai'i–West O'ahu (UH West O'ahu) is an upper-division, baccalaureate, liberal arts institution organized into three academic divisions: Humanities, Professional Studies, and Social Sciences. The institution offers Bachelor of Arts (BA) degrees in Business Administration, Humanities, Public Administration, and Social Sciences. Students pursuing a BA in Humanities have the option of specializing in Hawaiian-Pacific Studies, History, Literature, or Philosophy. Almost all Humanities courses are delivered on the UH West O'ahu campus adjacent to Leeward Community College (LCC) in leeward O'ahu, although a few classes are also delivered online. Through its curricular offerings and the pedagogical philosophies of its faculty, the Humanities Division is fundamental in fulfilling UH West O'ahu's mission of providing quality teaching that fosters life-long learning and emphasizes the values of the liberal arts. The academic program for a BA in Humanities also stresses interdisciplinary, international, and cross-cultural studies, as well as communication skills, in accordance with the institution's Mission Statement. (See Appendix A for a copy of the UH West O'ahu Mission Statement.)

## **Background**

The Division of Humanities was created in 1977, when the institution was known as West O'ahu College. The division at that time provided students with the option of specializing in English or History and also offered a limited course selection in Philosophy. The *West O'ahu College General Catalog 1977-1978* listed 50 courses offered through the Humanities Division: three Humanities Core Courses, four Humanities Basic Skills Courses, 18 courses in English, 20 courses in History, and five in Philosophy. None of the courses was cross-listed. In addition to the specializations, the division offered several programs of study in a theme-learning mode: American Studies, Asian Studies, and European Studies. A third theme in Pacific Studies was added five years later. The requirements for the BA in Humanities established in 1977 were basically the same as those that remain in effect today.

The Humanities Division began with two full-time faculty members in History. In the following years, with the addition of other full-time faculty members, specializations were modified. A full-time faculty member in English was added to the Humanities Division in 1979. A full-time faculty member in Philosophy was hired in 1981. In 1982, the Specialization in English was totally revamped and the Specialization in Philosophy was added to the BA in Humanities. The offerings in Philosophy were subsequently expanded from six to 12 courses, with three of those courses cross-listed with specializations in Professional Studies or Social Sciences. The curriculum for the Specialization in Philosophy was further refined in 1983, with the addition of four courses. In 1992, two years after the institution's name was officially changed to the

University of Hawai‘i -West O‘ahu (UH West O‘ahu), a fifth full-time Humanities faculty member was hired to teach English and develop a Writing Program. The following year, six more courses were added to the curriculum for the Specialization in English.

The most significant change, however, occurred in institutional requirements. Effective Fall 1993, all of UH West O‘ahu’s incoming students were required to take two writing-intensive (WI) courses as part of their degree requirements. During Fall 1993, the Humanities Division offered nine WI courses, 50% of the WI courses offered by the institution that first semester: four of the courses were in English, two were in History, two were in Philosophy, and one in general Humanities. The entire full-time Humanities faculty taught one or more WI course. The following semester, the Humanities Division offered eight WI courses, 67% of the total WI courses offered at UH West O‘ahu that semester.

**Previous Program Reviews**

Two academic reviews of the BA in Humanities have been conducted—one in 1994 and an abbreviated one in 1997. Table 1 summarizes pertinent data from the two reviews.

**Table 1  
Data on Faculty, Students, and Courses from Humanities Program Reviews  
Fall 1993 and Fall 1997**

	<b>Fall 1993</b>		<b>Fall 997</b>	
	<b>#</b>	<b>% of UHWO</b>	<b>#</b>	<b>% of UHWO</b>
<b>Full-time Humanities Faculty</b>	5	27.8%	5	23.8%
<b>Students specializing in English</b>	34	5%	34	5.2%
<b>Students specializing in History</b>	26	3.8%	23	3.5%
<b>Students specializing in General Humanities</b>	22	3.3%	25	3.9%
<b>Students specializing in Philosophy</b>	2	0.3%	4	0.6%
<b>Students concentrating in area of Humanities</b>	84	12%	86	13.3%
<b>Humanities FTE Students</b>	61	16%	89	24%
<b>SSH in Humanities</b>	904	15%	2,682	24%
<b>Humanities courses offered</b>	16	21%	20	22%
<b>Student/Faculty ratio</b>	1/14		1/10.5	
<b>ESH per Faculty</b>	11		10.43	

FTE = Full time equivalent ESH = Equivalent Semester Hours	SSH = Student Semester Hours
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The 1994 “Humanities Program Review” notes a number of positive aspects about the Humanities Division, including student satisfaction with instruction. The review indicates that Humanities faculty scored higher than the institutional mean on several

items in student evaluations, including “Instructor’s Overall Teaching Ability” and “Instructor’s Classroom Manner.” The review also refers to the high rankings given to Humanities faculty in the 1991 UH West O‘ahu Alumni Survey and lauds the faculty for their research and service activities, as well as their continuing commitment to foster good writing among students.

The review concludes with recommendations that the Humanities Division:

- increase the number of faculty from five to eight by adding faculty in the three existing specializations (English, History, and Philosophy),
- emphasize assessment more,
- periodically review division requirements and curricular offerings to evaluate the effectiveness of the academic programs, and
- take an active role in fostering international education at UH West O‘ahu.

The following year, another faculty member was hired and charged with developing a proposal for a Specialization in Hawaiian-Pacific Studies. This proposal, as well as requests for other formal actions accompanied the 1997 review of the Humanities sent to the UH Board of Regents (BOR). As a result of BOR approval, the following changes occurred to the BA in Humanities:

- the Specialization in English was renamed as a Specialization in Literature,
- theme studies were eliminated, and
- a new Specialization in Hawaiian-Pacific Studies was created.

### **Changes Since Previous Program Reviews**

Several changes in personnel have occurred in the Humanities Division since the previous program reviews. First of all, at the end of Fall 1997, a professor of History went on leave to take an administrative position at UH Manoa. The vacant position in History at UH West O‘ahu was filled from Fall 1999 through Spring 2002 by a temporary full-time assistant professor. An assistant professor in Hawaiian-Pacific Studies retired at the end of 1998, leaving that full-time faculty position vacant until Spring 2003. In Spring 2001, a full-time instructor was hired to teach literature and writing classes, especially HUM 310, “Writing Skills.” Then, in Spring 2003, a professor of Literature retired. That vacant position in Literature will be filled by Spring 2004.

With the addition in Spring 1999 of a Specialization in Hawaiian-Pacific Studies, degree requirements for a BA in Humanities were modified slightly. In addition, 14 courses already being offered in the other academic divisions at UH West O‘ahu were cross-listed with Hawaiian-Pacific Studies. Several other courses in History, Humanities, and Philosophy were also added to the Humanities curriculum. Other important changes for the BA degree in Humanities have been the revision of divisional learning objectives and establishment of objectives for the specializations.

## Present Program Review

This report on the review of the BA degree in Humanities was prepared by Dr. Rebecca Lee. Data used in the report was gathered from a variety of sources:

- reports of Management and Planning Support (MAPS) from the UH Office of Institutional Research;
- the *University of Hawai‘i–West O‘ahu General Catalog* (years 1976 through 2003);
- the *University of Hawai‘i–West O‘ahu Preparatory Review Report* submitted for Reaffirmation of Accreditation to the Western Association of Schools and Colleges, October 2002;
- UH West Oahu course schedules from Fall 1977 through Spring 2003;
- the UH West Oahu Chancellor’s Office;
- the UH West Oahu Student Services Office;
- the UH West Oahu Office of Assessment and Institutional Research;
- the UH West Oahu Writing Program;
- “Humanities Program Review,” September 1994;
- “Program Review for the University of Hawai‘i–West O‘ahu Bachelor of Arts in Humanities,” Fall 1997;
- vitae of the current full-time faculty in the Division of Humanities at UH West Oahu;
- assignments, examinations, and syllabi for Humanities courses at UH West Oahu; and
- interviews conducted with current full-time Humanities faculty, Fall 2003.

(Interview questions are attached to this document as Appendix B.) All full-time faculty in the Humanities Division, the UH West Oahu Chancellor, and the UH Associate Vice President for Policy and Planning reviewed the report. All appropriate recommendations for revisions were incorporated into the final draft submitted to the External Evaluator. The review covers the semesters from Fall 1998 to Spring 2003. The program review and evaluation provide a summary of issues and recommendations related to the Division of Humanity and its programs, faculty, students, resources, and assessment of learning outcomes.

## Faculty

As of Fall 2003, five full-time faculty are employed in the Division of Humanities:

- Dr. David Alethea, Professor of Philosophy;
- Dr. Daniel Boylan, Professor of History and Chair of the Division of Humanities;
- Mr. Eric Chock, Instructor of Literature;
- Dr. Ross Cordy, Associate Professor of Hawaiian-Pacific Studies; and

- Dr. Rebecca Lee, Professor of Literature and Director of the UH West O‘ahu Writing Program.

Three other full-time faculty members taught in Humanities during the period of this academic review: Dr. Henry Chapin, Professor of History; Dr. Xiarong Hang, Assistant Professor of History; and Dr. Leialoha Perkins, Assistant Professor of Hawaiian-Pacific Studies. (Vitae of the current full-time faculty in Humanities are attached as Appendix C.)

Tables 2 through 7 show the distribution of the Humanities faculty by degrees, rank, gender, ethnicity, age, and workload for the period of Fall 1998 through Fall 2003. Except for Dr. Lee, who has been increasingly involved with administrative duties, all the full-time Humanities faculty have taught a full complement of classes, commensurate with their rank: tenured and tenure-track faculty at UH West O‘ahu are generally expected to teach nine credits per semester; instructors are expected to teach 12 credits. All tenured and tenure-track faculty members who have taught in the Humanities Division have PhD degrees. All adjunct faculty and those full-time faculty at the instructor rank hold at least MA degrees. Approximately 66% of the adjunct faculty and 80% of all faculty who have taught from Fall 1998 through Fall 2003 hold PhD degrees. The Humanities faculty has been predominately Caucasian and male, with a preponderance of the full-time faculty in the rank of professor. The average age of the Humanities faculty is presently 56; the average age of the full-time faculty is 58.

**Table 2**  
**Distribution of Humanities Faculty by Degrees**  
**Fall 1998 – Fall 2003**

	PhD Degrees		MA Degrees		Total	
	#	%	#	%	#	%
<b>Fall 1998</b>	8	100%	0	0%	8	100%
<b>Spring 1999</b>	10	83%	2	17%	12	100%
<b>Fall 1999</b>	9	82%	2	18%	11	100%
<b>Spring 2000</b>	8	89%	1	11%	9	100%
<b>Fall 2000</b>	8	89%	1	11%	9	100%
<b>Spring 2001</b>	6	75%	2	25%	8	100%
<b>Fall 2001</b>	8	80%	2	20%	10	100%
<b>Spring 2002</b>	7	88%	1	12%	8	100%
<b>Fall 2002</b>	5	63%	3	37%	8	100%
<b>Spring 2003</b>	5	63%	3	37%	8	100%
<b>Fall 2003</b>	6	67%	3	33%	9	100%
<b>Average</b>	<b>7.3</b>	<b>80%</b>	<b>1.8</b>	<b>20%</b>	<b>9.1</b>	<b>100%</b>

**Table 3**  
**Distribution of Humanities Faculty by Rank**  
**Fall 1998 – Fall 2003**

	Lecturer		Instructor		Assist Prof		Assoc Prof		Professor		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
Fall 98	3	38%	0	0%	1	12%	1	12%	3	38%	8	100%
Spring 99	7	59%	0	0%	1	8%	1	8%	3	25%	12	100%
Fall 99	6	55%	0	0%	1	9%	1	9%	3	27%	11	100%
Spring 00	4	45%	0	0%	1	11%	1	11%	3	33%	9	100%
Fall 00	4	45%	0	0%	1	11%	1	11%	3	33%	9	100%
Spring 01	2	25%	1	12%	1	12%	1	12%	3	38%	8	100%
Fall 01	4	40%	1	10%	1	10%	1	10%	3	30%	10	100%
Spring 02	2	25%	1	12%	1	12%	1	12%	3	38%	8	100%
Fall 02	3	38%	1	12%	0	0%	1	12%	3	38%	8	100%
Spring 03	2	25%	1	12%	0	0%	2	25%	3	38%	8	100%
Fall 03	4	45%	1	11%	0	0%	1	11%	3	33%	9	100%

**Table 4**  
**Distribution of Humanities Faculty by Gender**  
**Fall 1998 – Fall 2003**

	Female		Male		Total	
	#	%	#	%	#	%
Fall 1998	3	38%	5	62%	8	100%
Spring 1999	3	25%	9	75%	12	100%
Fall 1999	2	18%	9	82%	11	100%
Spring 2000	1	11%	8	89%	9	100%
Fall 2000	1	11%	8	89%	9	100%
Spring 2001	1	12%	7	88%	8	100%
Fall 2001	1	10%	9	90%	10	100%
Spring 2002	1	12%	7	88%	8	100%
Fall 2002	1	12%	7	88%	8	100%
Spring 2003	2	25%	6	75%	8	100%
Fall 2003	2	22%	7	78%	9	100%

**Table 5**  
**Distribution of Humanities Faculty by Ethnicity**  
**Fall 1998 – Fall 2003**

	Caucasian		Chinese		Hawaiian		South Asian		Total	
	#	%	#	%	#	%	#	%	#	%
Fall 1998	6	75%	0	0%	1	12.5%	1	12.5%	8	100%
Spring 1999	10	84%	0	0%	1	8%	1	8%	12	100%
Fall 1999	9	82%	2	18%	0	0%	0	0%	11	100%
Spring 2000	7	78%	2	22%	0	0%	0	0%	9	100%
Fall 2000	7	78%	2	22%	0	0%	0	0%	9	100%
Spring 2001	6	75%	2	25%	0	0%	0	0%	8	100%
Fall 2001	7	78%	2	22%	0	0%	0	0%	9	100%
Spring 2002	6	75%	2	25%	0	0%	0	0%	8	100%
Fall 2002	7	87.5%	1	12.5%	0	0%	0	0%	8	100%
Spring 2003	7	87.5%	1	12.5%	0	0%	0	0%	8	100%
Fall 2003	8	89%	1	11%	0	0%	0	0%	9	100%

**Table 6**  
**Distribution of Humanities Faculty by Age**  
**Fall 1998 – Fall 2003**

	<30	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-69	70+	Total
Fall 1998	0	0	0	1	1	0	3	3	0	0	8
Spring 99	0	1	0	1	2	3	2	2	1	0	12
Fall 1999	0	1	1	1	3	1	2	2	0	0	11
Spring 00	0	0	1	1	1	2	2	1	0	0	9
Fall 2000	0	0	1	0	2	2	2	2	0	0	9
Spring 01	0	0	1	0	1	2	2	1	1	0	8
Fall 2001	0	0	1	0	1	3	2	2	1	0	10
Spring 02	0	0	1	0	0	2	2	2	1	0	8
Fall 2002	0	0	1	0	1	2	2	1	1	0	8
Spring 03	0	0	1	0	0	3	2	0	2	0	8
Fall 2003	0	0	1	0	0	2	2	2	2	0	9

**Table 7**  
**Humanities Faculty Workload Matrix**  
**Fall 1998 – Fall 2003**

	Alethea	Boylan	Chapin	Chock	Cordy	Han	Lee	Perkins
Fall 1998	CT (3) DR (1) DC	CT (3) DR (3)	CT (3)				CT (2) DR (1) DWP	CT (2) CD
Spring 1999	CT (3) DC	CT (3) DR (5)	CT (3)				CT (2) DR (1) DWP	CT (2) CD
Fall 1999	CT (3) DR (1) DC	CT (3) DR (3)	CT (3)			CT (3)	SAB	
Spring 2000	CT (3) DR (1) DC	CT (3) DR (2)	SAB			CT (3)	CT (2) DR (1)	
Fall 2000	CT (3) DR (2) DC	CT (3)	CT (3) DR (1)			CT (3)	CT (2) DR (1) DWP ACC	
Spring 2001	CT (4) DC	CT (3) DR (1)	CT (3) DR (1)	CT (4)		CT (3)	CT (2) DR (2) DWP ACC	
Fall 2001	CT (3) DR (2) DC	SAB	CT (3) DR (2)	CT (4)		CT (3)	CT (2) DWP ACC CDL	
Spring 2002	CT (4) DR (1) DC	CT (3) DR (1)	CT (3)	CT (3) PREP		CT (3)	CT (1) DWP ACC CDL	
Fall 2002	CT (3)	CT (3) DR (4)	CT (3) DR (4) DC	CT (4)			CT (1) DWP ACC	
Spring 2003	CT (3)	CT (3) DR (2)	CT (3) DR (2) DC	CT (4)	CT (2) DR (1) CD		CT (1) DWP ACC	
Fall 2003	CT (3)	CT (3) DC		CT (4)	CT (3) DR (2)		DWP ACC PR	

ACC = Accreditation Work	CD = Curriculum Development	CDL = Coordinator, Distributed Learning
CT = Courses Taught	DC = Division Chair	DR = Directed Reading
DWP = Director, Writing Program	PR = Program Review	PREP = Prepping Online class
SAB = Sabbatical	The number in parentheses = the number of classes taught that semester.	

## Professional Activities

Besides teaching, the full-time Humanities faculty have engaged in a variety of research, scholarly, and creative activities. For example, Dr. Alethea, who has published a number

of articles in prestigious journals, was the recipient of two grants from the Templeton Foundation to develop a course in Science and Religion. Dr. Boylan, who in 2000 published a book on Hawai‘i’s former governor, John A. Burns, writes a weekly column for a local newspaper, provides occasional political commentary on television, and serves on the editorial board of the *Journal of Hawaiian History*. Since 1978, Mr. Chock, whose poems have been anthologized in several publications, has been general editor of *Bamboo Ridge*, one of the nation’s longest running independent journals, used in courses on multicultural literature in several colleges and universities. Dr. Cordy, who was Branch Chief for Archaeology for the State of Hawai‘i before coming to UH West O‘ahu in Spring 2003, has published three books and several articles since 2000. Dr. Lee, who has been principal investigator for a number of grants, has published articles and made conference presentations on such subjects as assessment, online instruction, and learning communities.

**Table 8**  
**Research, Scholarship, and Creative Activity**  
**of the Current Full-Time Humanities Faculty**  
**Fall 1998 – Spring 2003**

<b>Categories of Scholarly Activity</b>	<b>Total</b>	<b>Mean</b>
Author: Books or Equivalent	6	1.2
Author: Chapters or Works in Books	10	2.0
Editor: Books, Anthologies, Journals	9	1.8
Works in Refereed Journals	17	3.4
Works in Other Publications	309	61.8
Technical and Institutional Reports	24	4.8
Other Editorial Work and Reviews	4	0.8
Electronic Publications	3	0.6
Conference and Workshop Presentations	44	8.8
Other Conferences and Workshops Attended	24	4.8
Grants and Fellowships	9	1.8
Online courses and Teaching Innovations	5	1.0
Other Scholarly Products and Awards	16	3.2
Activities in Professional Organizations	4	0.8

### **Service Activities**

As Table 9 indicates, the full-time Humanities faculty are very active in providing service to the community, the institution, and the UH System. Mr. Chock promotes local literature and encourages poetic creativity among children through various community endeavors. Dr. Cordy regularly teaches archaeology and history to students in high schools on the Wai‘anae coast, assists with planning and curriculum issues for those schools, and advises associated Hawaiian groups. All the faculty serve on UH West O‘ahu standing committees, as well as numerous ad hoc committees in the institution and the UH System. Dr. Lee was Chair of the UH West Oahu Faculty Senate and Vice President of the Board of Directors of the University of Hawai‘i Professional Assembly. In 1999 Dr. Boylan received the Hung Wo and Elizabeth Lau Ching Foundation Award

for Faculty Service to the Community for his numerous presentations to community groups, as well as his pro bono work as a television host and commentator. He is also the current Chair of the Humanities Division, a position that Dr. Alethea previously held for five years.

**Table 9**  
**Service Activity of the Current Full-Time Humanities Faculty**  
**Fall 1998 – Spring 2003**

<b>Categories of Service Activity</b>	<b>Total</b>	<b>Mean</b>
Presentations to Community Groups	160	22
Host or Commentator on Television	30	6
Interviews for Media Features	32	6.4
Officer of Board or Community Organization	1	0.2
Consultation or Pro Bono Services	150	30
Other Public Service Activities	2	0.4
Member of UH System Committee or Task Force	4	0.8
Chair of UH System Committee	1	0.2
Member of UH West O‘ahu Committees	32	6.4
Chair of UH West O‘ahu Committees	6	1.2
Director or Coordinator of UH West O‘ahu Program	2	0.4
Chair of UH West O‘ahu Division	2	0.4
Advisor of UH West O‘ahu Organization	1	0.2

### **Teaching Effectiveness**

The major emphasis of the Humanities faculty is on quality teaching. Humanities faculty use a variety of pedagogical approaches to instill students with an excitement for learning and provide them with a sufficient knowledge of subject matter and mastery of techniques for successful participation in graduate school and/or professional endeavors.

**Teaching Innovations.** Although most Humanities classes are conducted in the traditional classroom format, with teacher and students physically present in the same room, four of the five current full-time faculty have been involved with the delivery of classes through alternative technologies. Four of the faculty have taught classes via interactive television. Three faculty members have also taught online classes. Dr. Alethea has delivered a Philosophy course online. Mr. Chock has delivered online sections of HUM 310, “Writing Skills,” regularly since Fall 2002, achieving a high level of teacher-student interaction through asynchronous discussions. Dr. Lee has also taught a section of HUM 310 online, as well as a course in Victorian literature. She has helped develop UH West O‘ahu’s signature model of online instruction that uses narrated Power Point lectures published to the web in RealMedia.

Humanities faculty have been innovative teachers in other ways. Dr. Alethea has developed courses such as “Philosophy of Law,” “Philosophy of Economics,” and “Science and Religion” that were not commonly taught at the national level when he introduced them to the UH West O‘ahu curriculum. In some of his classes, he also

involves students in experiential processes, such as having them collaborate on the production of films. Mr. Chock includes current local literature and culture in most of his classes, providing a sense of immediate relevance to the subject matter. Dr. Cordy also includes relevant Hawaiian cultural material in his classes, as well as material related to current archaeological and Hawaiian political issues. His course in Field Archaeology enables students to work together to learn basic field research methods. Dr. Lee was coordinator for a highly innovative nine-credit learning community involving three faculty from UH West O‘ahu and three faculty from LCC, all in different academic disciplines, and enrolling students from both institutions.

**Evaluation of Teaching Effectiveness.** Both part-time and full-time Humanities faculty provide excellent teaching to UH West O‘ahu students. During 2003, two of the full-time faculty received awards to honor their excellence in teaching: Dr. Boylan received an award as Teacher of the Year from *Honolulu Weekly*, a local magazine; Dr. Alethea received the UH Board of Regents’ Medal for Excellence in Teaching.

Student Evaluations. On end-of-semester course evaluations, required in all classes, students report a high level of satisfaction with the quality of instruction in Humanities classes. Student evaluations of the Humanities faculty teaching from Fall 1999 through Spring 2003 reveal scores that are comparable or higher than the institutional mean scores on every evaluative item on the form. Of the 16 variables assessing quality of instruction, students ranked Humanities faculty on a par with the UH West O‘ahu faculty as a whole on four items and ranked Humanities faculty higher on 12 items. Humanities faculty scored significantly higher than the overall UH West O‘ahu on the items that rate the clarity and appropriateness of examinations and assignments and that assess how much the class helped students improve writing skills. In addition, the Humanities faculty ranked very high on the ways they facilitated class discussions and on their enthusiasm. Table 10 compares the mean scores of Humanities faculty with all UH West O‘ahu on course evaluations from Fall 1999 through Spring 2003.

Student Surveys. The results of the 1999 Survey of Recent Graduates indicate that students concentrating in the area of Humanities were very satisfied with the instruction they received. The 19 Humanities alumni responding to the survey rated their satisfaction with the instruction in their specialization higher than students in any other degree program. Table 11 summarizes the responses to this survey.

**Table 10**  
**Comparison of Average Mean Scores of Humanities Faculty and UH West O‘ahu**  
**Faculty on Course Evaluations**  
**Fall 1999 – Spring 2003<sup>1</sup>**

	<b>Hum Mean</b>	<b>UHWO Mean</b>
The Instructor:		
1. clearly stated the goals of the course, requirements, and grading procedures.	4.7	4.6
2. had material and activities prepared for each class that were consistent with course goals.	4.7	4.6
3. used a variety of methods to illustrate concepts.	4.4	4.4
4. summarized/highlighted important points.	4.7	4.6
5. provided opportunities for students to ask questions and make comments.	4.8	4.7
6. introduced stimulating ideas and issues.	4.6	4.5
7. gave exams and assignments that were clear and representative of material covered in class and in readings.	4.8	4.5
8. kept scheduled office hours and/or appointment times.	4.7	4.6
9. helped the students to gain in factual knowledge.	4.6	4.5
10. taught students fundamental principles and theories of this field of study.	4.6	4.6
11. taught students methods of analysis for this field of study.	4.5	4.5
12. helped students to apply course material to problem-solving/decision-making.	4.4	4.4
13. helped student to improve their writing skills.	4.4	4.2
14. created an environment conducive to learning.	4.6	4.5
15. had good rapport with students.	4.7	4.6
16. was enthusiastic about the subject.	4.8	4.7

0 = Not applicable	3 = Sometimes/Moderately well
1 = Hardly ever/Not well at all	4 = Frequently
2 = Occasionally	5 = Almost always/Very well

**Table 11**  
**Responses to UH West O‘ahu Survey of Recent Graduates by Division**  
**Spring 1999**

Question 13: Please rate the satisfaction of your experience of the overall quality of instruction in your specialization.

	<b>Not Satisfied</b>		<b>Somewhat Sat</b>		<b>Satisfied</b>		<b>Very Satisfied</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
<b>BusAd</b>			3	8.8%	22	64.7%	9	26.5%
<b>PubAd</b>	1	5.9%	1	5.9%	6	36.3%	9	52.9%
<b>SocSc</b>			3	7.0%	7	16.3%	33	76.7%
<b>Hum</b>			<b>2</b>	<b>8.0%</b>	<b>3</b>	<b>12.0%</b>	<b>20</b>	<b>80.0%</b>

## Students

<sup>1</sup> In Fall 1999, UH West Oahu began using a new evaluation form, one that had undergone significant revisions from the previous evaluation form. Hence, information on course evaluations for this review dates from Fall 1999.

Students concentrating in the area of Humanities at UH West O‘ahu represent approximately 11% of the student population. To date, the specialization with the largest enrollment of students is History with an average of 34 students; the specialization with the lowest enrollment is Philosophy with an average of 7.4 students.

**Table 12**  
**Students Enrolled in Humanities Specializations**  
**Fall 1998 – Fall 2002<sup>2</sup>**

	<b>Fall 1998</b>	<b>Fall 1999</b>	<b>Fall 2000</b>	<b>Fall 2001</b>	<b>Fall 2002</b>	<b>Average</b>
<b>Hawaiian-Pacific Studies</b>	9	11	16	17	11	12.8
<b>History</b>	35	29	27	32	32	31
<b>Humanities</b>	3	1	0	0	0	0.4
<b>Literature</b>	23	28	29	24	24	25.6
<b>Philosophy</b>	8	8	8	6	7	7.4
<b>Total Humanities Students</b>	78	77	80	79	74	77.6
<b>% of UHWO Students</b>	11.4 %	11.2 %	12%	10.7 %	8.9%	10.8%

The Humanities Division averages about 18% of the Student Semester Hours (SSH) and 16% of the Full-time Equivalent (FTE) students at UH West Oahu. Of the specializations, Hawaiian-Pacific Studies has averaged the most SSH for each fall semester from Fall 1998 through Spring 2003; the specialization generating the least number of SSH is Philosophy. Based on data provided by the UH Office of Institutional Research from the reports of Management and Planning Support (MAPS), the specialization with the highest FTE rate has been History, with an average of 15; the lowest has been Hawaiian-Pacific Studies with six. These figures, however, are not an accurate reflection of the true FTE rates in the Humanities because cross-listed courses in MAPS data are recorded only in one disciplinary area as determined by the division. In addition, the FTE rate in Hawaiian-Pacific Studies was adversely affected because the division was without a full-time faculty member in that specialization from Fall 1999 through Fall 2002.

A sizeable percentage of students in Humanities classes are students pursuing BA degrees in other academic divisions at UH West O‘ahu. According to a MAPS Academic Crossover Study for Fall 2001,<sup>3</sup> approximately 23% of the students taking courses in the Humanities in Fall 2001 were specializing in disciplines in other divisions: 14% were students in Professional Studies and 9% were students in Social Sciences. Conversely, students specializing in disciplines in the Humanities take approximately 22% of their course work in disciplines in other divisions.

<sup>2</sup> The numbers in Table 12 are based on data supplied by the UH West Oahu Student Services Office.

<sup>3</sup> MAPS Academic Crossover Studies for UH West Oahu were discontinued after Fall 2001; therefore, no data is available for Fall 2002.

**Table 13**  
**Student Semester Hours (SSH) in Humanities Specializations**  
**Fall 1998 – Fall 2002<sup>4</sup>**

	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Average
<b>Hawaiian-Pacific Studies</b>		249	195	303	363	<b>221</b>
<b>History</b>	282	147	255	156	162	<b>200</b>
<b>Humanities</b>	423	345	549	456	417	<b>362</b>
<b>Literature</b>	183	192	201	207	219	<b>200</b>
<b>Philosophy</b>	222	99	84	177	87	<b>134</b>
<b>Total SSH in Humanities</b>	1110	1032	1284	1300	1248	<b>1008</b>
<b>% of UH West O‘ahu SSH</b>	17%	16%	19%	20%	18%	<b>18%</b>

**Table 14**  
**Full-Time Equivalent (FTE) Students in Humanities Specializations**  
**Fall 1998 – Fall 2002<sup>5</sup>**

	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Average
<b>Hawaiian-Pacific Studies</b>		10	0	1	14	<b>6</b>
<b>History</b>	19	18	17	12	11	<b>15</b>
<b>Humanities</b>	31	27	31	34	22	<b>29</b>
<b>Literature</b>	13	10	17	14	10	<b>13</b>
<b>Philosophy</b>	16	7	8	12	6	<b>10</b>
<b>Total FTE in Humanities</b>	79	72	73	73	63	<b>72</b>
<b>% of UH West O‘ahu FTE</b>	19%	16%	16%	16%	13%	<b>16%</b>

### **Student Demographics**

In terms of gender, the students concentrating in the area of Humanities reflect the demographics of the total student population at UH West O‘ahu. The percentage of UH West O‘ahu Humanities female students is also on a par with the percentage of women at UH Hilo but is about 10% higher than the percentage of women in comparable fields at UH Manoa. Table 15 indicates the distribution of Humanities students by gender from Fall 1998 through Fall 2002. Table 16 compares this distribution with that of other baccalaureate institutions in the UH System.

The ethnicity of students enrolled in the Humanities at UH West O‘ahu also fairly well parallels the demographics of the institution’s student population. As Table 17 shows, the largest ethnic group in the Humanities over the five-year period of this academic review has been Caucasian (32%), followed by Hawaiian/Part Hawaiian (21%) and Filipino (14%).

<sup>4</sup> The numbers for the SSH in Humanities Specializations in Tables 13 are based on data supplied by the UH West Oahu Student Services Office. Figures for the SSH for UH West Oahu as a whole are derived from MAPS data.

<sup>5</sup> The figures in Tables 14 through 18 are derived from MAPS data.

**Table 15**  
**Distribution of Humanities Students by Gender**  
**Fall 1998 – Fall 2002**

	<b>Female</b>	<b>Male</b>
<b>Fall 1998</b>	62%	38%
<b>Fall 1999</b>	66%	34%
<b>Fall 2000</b>	68%	32%
<b>Fall 2001</b>	63%	37%
<b>Fall 2002</b>	72%	28%
<b>Average</b>	<b>66%</b>	<b>34%</b>

**Table 16**  
**Comparison of Distribution of Students by Gender in Humanities: UH West O‘ahu**  
**UH Hilo, and UH Manoa**  
**Fall 2002**

	<b>Female</b>	<b>Male</b>
<b>All UH West O‘ahu Students</b>	68%	32%
<b>UH West O‘ahu Humanities Students</b>	66%	34%
<b>UH Hilo Students in Comparable Humanities Fields</b>	69%	31%
<b>UH Manoa Students in Comparable Humanities Fields</b>	53%	47%

**Table 17**  
**Distribution of UH West O‘ahu Humanities Students by Ethnicity**  
**Fall 1998 – Fall 2002**

	<b>Fall 1998</b>	<b>Fall 1999</b>	<b>Fall 2000</b>	<b>Fall 2001</b>	<b>Fall 2002</b>	<b>Average</b>
<b>Japanese</b>	12%	13%	11%	7%	10%	<b>10.6%</b>
<b>Chinese</b>	2.5%	1.5%	3%	1.5%	1%	<b>2.3%</b>
<b>Korean</b>	0%	0%	0%	0%	0%	<b>0%</b>
<b>Filipino</b>	13.5%	19%	9%	15%	14%	<b>14.1%</b>
<b>Hawaiian</b>	18%	17.5%	23%	28%	18%	<b>20.9%</b>
<b>Pacific Islander</b>	1%	0%	0%	0%	0%	<b>0.2%</b>
<b>Other Asian</b>	0%	3%	1%	0%	0%	<b>0.8%</b>
<b>Mixed Asian/ PI</b>	6%	6%	4%	6%	6%	<b>5.6%</b>
<b>Hispanic</b>	1%	1.5%	3%	1.5%	1%	<b>1.6%</b>
<b>Caucasian</b>	27%	25%	36%	34%	38%	<b>32%</b>
<b>African-Amer</b>	0%	1.5%	0%	0%	1%	<b>0.5%</b>
<b>American Indian</b>	0%	0%	0%	0%	0%	<b>0%</b>
<b>Mixed</b>	18%	12%	10%	6%	11%	<b>11.4%</b>

Table 18 indicates that a higher percentage of Caucasians (38%) were enrolled in Humanities specializations in Fall 2002 than were enrolled in the institution as a whole (25%); conversely, fewer students of Japanese ethnicity (10%) enrolled in Humanities courses than in the institution as a whole (17%). The percentages of Filipino and

Hawaiian students was identical with the percentages in the institution as a whole. Although not as great as the percentage at UH Hilo, the percentage of Hawaiian students in Humanities at UH West O‘ahu was 5% greater than the number of Hawaiian students majoring in comparable subjects at UH Manoa. The number of Filipino students enrolled in Humanities at UH West O‘ahu was 9 to 10% greater than the proportionate number at UH Hilo and UH Manoa.

**Table 18**  
**Comparison of Distribution of Students by Ethnicity in Humanities: UH West O‘ahu UH Hilo, and UH Manoa**  
**Fall 2002**

	<b>All UHWO</b>	<b>Hum UHWO</b>	<b>UH Hilo</b>	<b>UH Manoa</b>
<b>Japanese</b>	<i>17%</i>	<b>10%</b>	8%	16%
<b>Chinese</b>	<i>2%</i>	<b>1%</b>	1%	6%
<b>Korean</b>	<i>2%</i>	<b>0%</b>	1%	4%
<b>Filipino</b>	<i>14%</i>	<b>14%</b>	5%	4%
<b>Hawaiian</b>	<i>18%</i>	<b>18%</b>	23%	10%
<b>Pacific Islander</b>	<i>2%</i>	<b>0%</b>	3%	2%
<b>Other Asian</b>	<i>0.5%</i>	<b>0%</b>	1%	2%
<b>Mixed Asian/ PI</b>	<i>3%</i>	<b>6%</b>	2%	4.5%
<b>Hispanic</b>	<i>2%</i>	<b>1%</b>	0.5%	2%
<b>Caucasian</b>	<i>25%</i>	<b>38%</b>	41%	35%
<b>African-Amer</b>	<i>1%</i>	<b>1%</b>	0.5%	1%
<b>American Indian</b>	<i>0.5%</i>	<b>0%</b>	1%	0.5%
<b>Mixed</b>	<i>13%</i>	<b>11%</b>	13%	13%

### **Student Extracurricular Activities**

Since UH West O‘ahu is a commuter campus whose student body is predominately composed of working adults with multiple responsibilities, many students do not have the time to engage in extracurricular activities. Nevertheless, a number of students concentrating in the area of Humanities are active in student affairs outside of the classroom. Students serve, for example, as Humanities representatives to the student government organization, the Associated Students of UH West O‘ahu. Ten students concentrating in Humanities have served as Writing Assistants in the Writing and Learning Center in the five-year period of this academic review. Two Humanities clubs have been formed during the same period—the Literature Club, which is now defunct, and the Humanities Club, which affords students an opportunity to meet each month to listen to lectures, discuss books, or watch movies together. The division also hosts an annual “Humanities Bash,” a gathering of students and faculty that develops a sense of community within the division.

### **Student Honors and Awards**

Each year the Humanities Division offers cash prizes to students who have written exceptional papers in Humanities classes. The Humanities Division also presents annual

\$500 scholarships to academically deserving students with financial need. The funds for these awards are accumulated through donations made by the Humanities faculty.

### **Student Post-Degree Activities**

As of Fall 2003, UH West O‘ahu has kept no statistics on the number of students pursuing graduate school after completion of their BA degrees. Of the students concentrating in Humanities who answered the question about graduate school on the 1999 UH West Survey of Recent Graduates, 25% indicated they were in graduate school at that time and 46% said they planned to attend graduate school. Interviews with the Humanities faculty yielded anecdotal data about several students who received masters’ degrees in Humanities fields. One student concentrating in Literature was accepted to the UH Manoa School of Law. Three students concentrating in History received full academic scholarships to pursue PhD degrees in History. All are now ABD at three different institutions: UH Manoa, UC Davis, and the University of Illinois.

A number of students concentrating in the Humanities have gone on to become educators. One student, as a graduate student at Brigham Young University – Hawai‘i, was offered an opportunity to teach first-year composition because of her education at UH West O‘ahu, which included experience as a Writing Assistant in the Writing and Learning Center. Other students have become teachers in elementary schools, intermediate schools, and high schools.

Students have been successful in other fields as well. One student who specialized in Literature has published some 10 romance novels. Four students who concentrated in the Humanities are in museum work in Hawai‘i and Utah.

### **Curriculum**

UH West O‘ahu students pursuing a BA degree in Humanities are bound by the same institutional requirements as all students. They are required to take a Writing Assessment Examination (WAE). If they receive a score of E (exempt) on the WAE, they may waive HUM 310, “Writing Skills”; if they receive a score of “N” (not exempt), they must enroll in HUM 310. In addition, they must take at least nine credits of writing-intensive (WI) courses. Three of these WI credits are earned through HUM 486, “Senior Project,” or HUM 490, “Senior Practicum.”

Students concentrating in Humanities are also required to take at least 36 credits in Humanities courses. These requirements include six credits in the following Humanities Basic courses:

- HUM 301, “Studies in the Western Tradition”;
- HUM 302, “Studies in the Eastern Tradition”;
- HUM 303, “Comparative Traditions: Eastern and Western”; and
- HUM 304, “Hawaiian-Pacific Traditions.”

In addition, students must take at least 24 credits in one of the four Humanities Specializations (Hawaiian-Pacific Studies, History, Literature, or Philosophy), and they are required to take at least six credits in an additional Humanities field.

### **Interdisciplinary Emphasis**

The curriculum of the Humanities Division, in alignment with the UH West O‘ahu Mission Statement, is heavily interdisciplinary. In the *University of Hawai‘i – West O‘ahu General Catalog 2003-2005*, 25 of 99 courses listed (25%) are cross-listed, compared to approximately 20% of the total UH West O‘ahu cross-listed courses in the *General Catalog*. Of the cross-listed Humanities courses in the *General Catalog*, 17% are cross-listed with disciplines in other divisions, compared to approximately 11% of the total UH West O‘ahu courses cross-listed in two or more divisions.

### **Cross-Cultural Emphasis**

The curriculum for the BA degree in Humanities is highly multicultural. Nearly 50% of the Humanities courses listed in the *General Catalog* emphasize cultural and cross-cultural themes. This stress on culture, internationalism, and diversity is more prevalent in the Humanities Division than in any other division. In UH West O‘ahu as a whole, approximately 20% of the courses have a cultural component; in the Division of Social Sciences, approximately 33% of the courses have a cultural component.

### **Course Schedule Rotation**

The policy in the Division of Humanities is to rotate elective courses every two years. If a course is taught one semester during the day, the next time it is offered at night, and vice versa. This rotation allows students on a two-year cycle to have access to each elective course at least once. An exception to this general rule is HUM 390, “Teaching Writing,” which is offered every spring semester during late afternoon, in an attempt to attract both day and night students. The required courses, HUM 486/490, “Senior Projects” and “Senior Practicums,” are also offered annually in the late afternoon. Humanities Basic courses are offered every semester, as are sections of HUM 310, “Writing Skills.” To ensure that students concentrating in Humanities, as well as all UH West O‘ahu students, have sufficient opportunities to enroll in HUM 310, the Humanities Division has offered an average of three to five sections of the course each semester from Fall 1998 to Spring 2003. In addition, the Division has also averaged approximately four WI courses each semester, 26% of the total of WI courses offered at UH West O‘ahu. Classes in HUM 486 and HUM 490 are offered every Fall semester.

The Humanities Division is also conscientious about offering a fairly equal number of day and night courses in the general Humanities: of the 66 classes offered during the period of this academic review, 34 (51%) were taught during the day; 25 (38%) at night, including two via interactive television; and seven (11%) online. Of the 11 elective classes offered, four (36%) were taught as WI.

### **Table 19**

**Course Rotation for General Humanities Courses  
Fall 1998 – Spring 2003**

COURSE	F 98	S 99	F 99	S 00	F 00	S 01	F 01	S 02	F 02	S 03
<b>Required</b>										
HUM 301	D (1)			N (1)			D (1)			
HUM 302			D (1)			N (1)			D (1)	
HUM 304		N (1)			D (1)			N (1)		
HUM 310	D (2) N (2)	D (1) N (2) IT (2)	D (2) N (2)	D (1) N (2) O (1)	D (1) N (2) O (1)	D (2) N (2)	D (2) N (2) O (1)	D (2) N (1) O (1)	D (1) N (1) O (1)	D (1) N (1) O (2)
HUM 486/490	D+ (1)		D+ (1)		D+ (1)		D+ (1)		D+ (1)	
<b>Electives</b>										
HUM 311	N+ (1)									N (1)
HUM 313	D (1)				W (1)			W (1)	D (1)	
HUM 390		D+ (1)		D+ (1)		D (1)		D (1)		D+ (1)

D = day classes W = weekend classes IT = classes taught by interactive television	N = night classes O = online classes + = writing intensive classes
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The numbers in parentheses indicate the number of sections of that class taught each semester.

**Divisional Learning Objectives**

In Spring 2003, the full-time faculty of the Humanities Division revised the learning objectives for a BA degree in Humanities. The current divisional objectives state that Humanities graduates of UH West O‘ahu should be able to:

- D1 describe their own cultures and the cultures of others;
- D2 analyze and test ideas within their fields of specialization;
- D3 demonstrate relationships of ideas both within the humanities and between the humanities and other fields;
- D4 employ the vocabulary and concepts in their fields of specialization;
- D5 use insights drawn from literature, history, and philosophy to reflect critically on issues of life and society;
- D6 articulate their own philosophical and ethical approach to living and working; and
- D7 describe their framework of aesthetic appreciation.

**Alignment with UH West O‘ahu Mission Statement.** All but one of the divisional objectives (D7) align well with the UH West O‘ahu Mission Statement. For example, divisional objectives D2 and D5 reflect an essential part of the Mission Statement that states that the institution provides education that focuses on the “values, ideas, and challenges of the liberal arts.” Divisional objective D6 corresponds to the Mission Statement’s emphasis on a curriculum that fosters “life-long learning.” Divisional objective D3 assists in fulfilling the institution’s emphasis on “the exploration of interdisciplinary studies.” Divisional objective D1 stresses the exploration of “cross-

cultural and international studies” mentioned in the Mission Statement. Divisional objectives D4 and D6 emphasize “communication skills.”

**Alignment with Institutional Learning Objectives.** All but one of the divisional objectives (D6) complement and augment the UH West O‘ahu learning objectives for Written Communication, Oral Communication, Quantitative and Qualitative Analysis, Research Skills, Cross-Cultural Knowledge, and Creativity. (A copy of the UH West O‘ahu learning objectives is attached to this report as Appendix D.) For instance, divisional objective D4 refines the first institutional learning objectives for Written Communication and Oral Communication, which state that UH West O‘ahu graduates should be able to:

- W1 identify the audiences and purposes of various kinds of communication within the students’ academic fields and select appropriate style, content, references, and media; and
- O1 demonstrate command of vocabulary and language appropriate to the content and audience of the students’ academic fields.

Student achievement of these divisional and institutional objectives in written and oral communication can be measured through the results of the Humanities capstone experience, HUM 486, “Senior Project,” or HUM 490, “Senior Practicum,” which require students to write papers in their specializations and, usually, to give oral presentations.

Capstone experiences in the Humanities also serve as a way to measure student achievement of divisional objectives D2 and D5, which together supplement all five institutional objectives for Quantitative and Qualitative Reasoning, which state that UH West O‘ahu graduates should be able to:

- Q1 explain the complexity and relevance of qualitative and quantitative data in theoretical and practical situations;
- Q2 collect, organize, communicate, and draw conclusions and interpretations based on gathered evidence.;
- Q3 assess the validity of arguments and conclusions derived from evidence;
- Q4 recognize that quantitative and qualitative evidence must be interpreted in a social context; and
- Q5 demonstrate problem solving through oral and written communication.

Divisional objectives D2 and D5 also supplement the first two institutional objectives for Research Skills, which state that UH West O‘ahu graduates should be able to:

- R1 research topics in the students’ academic fields, presenting results through written and oral communication; and
- R21 explain research terms and concepts common to the students’ academic fields.

The Humanities Basic Courses provide students with a vehicle for achieving divisional objectives D1, D3, and D5. These divisional objectives collectively complement four of the five institutional learning objectives on Cross-Cultural Knowledge, which state that a UH West O‘ahu graduate should be able to:

- CC1 demonstrate basic knowledge of cultures other than their own;
- CC3 explain some of the historical forces, national and international, that have created the present world order;
- CC4 evaluate specific cross-cultural and multicultural contributions to the students’ academic fields; and
- CC5 articulate the advantages of cross-cultural analysis to enhanced learning within a liberal arts and professional studies context.

The Humanities requirement that students take at least six credits in one of the four Humanities Basic Courses ensures that students are provided with the knowledge necessary to describe at least two cultures. In addition, because of the multidisciplinary nature of the Humanities Basic courses, all Humanities students are required to accomplish tasks that fulfill these divisional and institutional learning objectives. For example, the syllabus for HUM 301, “Studies in the Western Tradition,” for Spring 2003 states: “A variety of materials drawn from literature, philosophy, history, art, and architecture will be employed in order to gain insight into some of the pivotal moments in European thought and culture and their impact upon us today.”

Divisional objective D7 complements the first two institutional learning objectives on Creativity, which state that a UH West O‘ahu graduate should be able to:

- CR1 explain the function of creativity in the students’ academic and/or professional fields; and
- CR2 identify, appreciate, and explain the creative process in their own works and the works of others.

No required Humanities course, however, calls for students to write papers or take examinations that would measure their ability to meet this divisional objective.

### **Hawaiian-Pacific Specialization**

Hawaiian-Pacific Studies has been a specialization in Humanities since Spring 1999. The requirements for the specialization have not changed since then. The number of course offerings has increased only slightly—from 19 courses to 20 listed in the *General Catalog*.

**Specialization Requirements.** Students specializing in Hawaiian-Pacific Studies are required to take:

- three credits from courses in the Oral Traditions Cluster,
- three credits from the Literature Cluster, and
- three credits from the History Cluster.

The requirements and curricular offerings for the specialization are currently under review by Dr. Cordy, who wishes to offer students a broader range of classes on Hawaiian and Pacific art, culture, history, and contemporary issues. Dr. Cordy believes his proposal for modifications, which will be presented to the UH West O‘ahu Curriculum Committee for review and approval during Fall 2003, will result in a Hawaiian-Pacific Studies curriculum that will enable students to obtain a basic and general “broad understanding of the Pacific.”

**Interdisciplinary Emphasis.** Hawaiian-Pacific Studies is the most interdisciplinary program offered at UH West O‘ahu. Of the 20 courses listed in Hawaiian-Pacific Studies in the *University of Hawai‘i-West O‘ahu General Catalog 2003-2005*, 18 (90%) are cross-listed with Anthropology, Business Administration, Economics, History, Literature, Political Science, and Social Sciences. Eleven of the total Hawaiian-Pacific Studies offerings (55%) are cross-listed with specializations in other divisions.

**Cross-Cultural Emphasis.** The specialization also has a strong cross-cultural emphasis. Of the 20 courses listed in the *General Catalog*, at least 15 (75%) deal in multicultural themes. One course, HPST 473, “Pacific Archaeology,” cross-listed with Anthropology, offers a comparative understanding of the pre-European history of hundreds of indigenous cultures in the Pacific, including cultures from New Guinea, Island Melanesia, Micronesia, and Polynesia.

**Course Rotation for Hawaiian-Pacific Courses.** Since Spring 1999, 42 courses in Hawaiian-Pacific have been offered: 23 (55%) have been taught during the day, nine (21%) at night, six (14%) on the weekends, three (7%) online, and one (2%) during Spring Break. Four courses (7%) have been offered as WI: two during the day and two at night.

The classes for Hawaiian-Pacific Studies have not consistently been rotated in accordance with the Humanities policy of alternating day and night classes and offering classes within a two-year cycle. Two major reasons for the unsystematic rotation are that (1) the specialization was without a full-time faculty member to oversee course scheduling from Fall 1999 through Fall 2002 and (2) much of the scheduling is done by faculty members in other specializations. For example, HPST 311, HPST 381, HPST 437, HPST 474, HPST 483, and HPST 486, have all been scheduled by Social Sciences faculty. Another course, HPST 380A, “Field Archaeology,” is always offered as an accelerated course on the weekends because students are required to do extensive field work. Dr. Cordy’s aim presently is to balance the rotation of classes he teaches and to analyze the rotation of cross-listed classes to ensure balance. For instance, during Fall 2003, Dr. Cordy is teaching HPST 479, “Hawaiian Mythology II,” which has only been offered previously during the day, as a night class. HPST 483, “Archaeology of Hawai‘i,” which has only been offered during the day, will be scheduled as a night class in Spring 2004.

**Table 20**  
**Course Rotation for Hawaiian-Pacific Courses**  
**Spring 1999 – Spring 2003**

COURSE	S 99	F 99	S 00	F 00	S 01	F 01	S 02	F 02	S 03
HPST 311	D (1)				O (1)	O (1)		D (1)	
HPST 326							SB (1)		
HPST 330						D WWC (1)			
HPST 350			D (1)			O (1)			
HPST 380A		W (1)			W (1)				W (1)
HPST 381	N (1)		D (1)		N (1)		D (1)		
HPST 384		D (1)					N+ (1)		
HPST 437				D (1)					
HPST 474				N (1)					
HPST 479	D+ (1)				D (1)				
HPST 480	N (1)			D (1)					N+ (1)
HPST 483	D (1)		D (1)			D (1)		D (1)	
HPST 484		N (1)			D (1)			D (1)	
HPST 485		W (1)				D (1)			D (1)
HPST 486	W (1)		D (1)		D (1)				W (1)
HPST 488								N (1)	
HPST 496H		N (1)							
HPST 496Q								D (1)	
HPST 496Y			D (1)						

D = day classes	N = night classes
W = weekend classes	O = online classes
IT = classes taught by interactive television	+ = writing intensive classes
WCC = Windward Community College campus	SP = Spring Break course taught at Midway
The numbers in parentheses indicate the number of sections of that class taught each semester.	

**Learning Objectives for Hawaiian-Pacific Studies.** The learning objectives for the Specialization in Hawaiian-Pacific Studies state that graduates in the field should be able to:

- HP1 identify the major island groups in the Pacific and describe their peoples' history and cultures;
- HP2 demonstrate an understanding and appreciation of the complexity of the culture of the Hawaiian people and/or the cultures of Pacific Islanders; and
- HP3 conduct, analyze, and present research on Hawaiian-Pacific Studies issues.

These learning objectives align well with the emphases in the UH West O'ahu Mission Statement on "interdisciplinary studies, cross-cultural and international studies, and communication skills." All three objectives also expand on divisional and institutional learning objectives for Written Communication, Oral Communication, Quantitative and Qualitative reasoning, and Cross-Cultural Knowledge. The specialization objectives specifically complement the following institutional learning objectives that state that a UH West O'ahu graduate should be able to:

- W1 identify the audiences and purposes of various kinds of communication within the students' academic fields and select appropriate style, content, references, and media;

- W2 develop themes, theses, or hypotheses for various kinds of communication within the students' academic fields;
- W3 construct detailed outlines or proposals for various kinds of communication within the students' academic fields;
- O1 demonstrate command of vocabulary and language appropriate to the content and audience of the students' academic fields;
- Q2 collect, organize, communicate, and draw conclusions and interpretations based on gathered evidence;
- R1 research topics in the students' academic fields, presenting results through written and oral communication;
- R5 use both appropriate electronic databases and traditional sources to research, prepare, analyze, and organize information;
- R6 apply methods of citation and documentation appropriate to the students' academic fields;
- CC1 demonstrate basic knowledge of cultures other than their own; and
- CC2 explain the complexities of Hawaiian and Pacific societies and cultures both in traditional and contemporary eras.

Students specializing in Hawaiian-Pacific Studies are able to meet these specialization objectives by taking the required nine credits from three different clusters. Students who take certain courses will be tested on their attainment of the objectives through essays and examinations. For instance, students who enroll in HPST 437, "Pacific Archaeology," one of the courses in the History Cluster, are required in to identify major island groups in the Pacific and show knowledge of their history and cultures on examination questions. Moreover, students who enroll in one or both courses in Hawaiian Mythology, one of which is needed to fulfill the requirements of the Oral Traditions Cluster, are required to write papers that call for analysis and research. Senior Projects provide further evidence of students' abilities to achieve the specialization objectives, especially objective HP3.

### **History Specialization**

History has been a specialization in the Humanities area of concentration since 1977. The current requirements for the specialization were established in 1980. The number of courses in History listed in the *General Catalog* has increased by from 20 to 25. Changes that have occurred to the curriculum over the years have de-emphasized courses in European history and emphasized courses with Hawaiian-Pacific themes.

**Specialization Requirements.** Students specializing in History are required to take a minimum of three credits from each of the following areas in History: American, Asian, European, and Hawaiian-Pacific. These distributive requirements compel students specializing in History to get a balanced background in the histories of various cultures from the East, West, and Pacific.

**Interdisciplinary Emphasis.** Of the 25 courses in History in the *University of Hawai'i-West O'ahu General Catalog 2003-2005*, five (20%) are cross-listed with Anthropology, Hawaiian-Pacific Studies, Literature, Philosophy, and Political Science. Two courses (8%) are cross-listed with specializations outside the Humanities.

A number of the other History courses have descriptions that indicate they are interdisciplinary, emphasizing philosophy and literature, as well as history. The courses in Chinese, Japanese, and Korean Culture, as well as American Intellectual History, for example, all survey philosophical, literary, and historical traditions. In addition, the catalog description for HIST 338, "Modern European History," indicates that students will read from novels and works of art history, as well as historical texts; and the description for HIST 354, "History of Russia," states that students will read at least one novel, as well as historical works. If these courses are added to the cross-listed courses, a minimum of 11 History courses (44%) are interdisciplinary; however probably more History courses are actually interdisciplinary. For instance, the Spring 2001 syllabus for HIST 482, "Pacific Islands," states that students will be required to read a novel, as well as historical works.

**Cross-Cultural Emphasis.** Through its requirements and course offerings, the Specialization in History also emphasizes cross-cultural awareness. From the inception of the specialization, two full-time historians were hired—one specializing in western and American traditions and one specializing in Asian history. As a consequence, the History faculty have been offering several courses in Asian history each year. For example, in Spring 2003, a course in Chinese culture and one on modern Japan were offered; during Fall 2003, a course in modern China and one in Korean culture are being offered;. Of the 25 History courses listed in the *General Catalog*, seven (28%) are courses in Asian history, and five (20%) focus on Hawaiian-Pacific culture.

**Course Rotation for History Courses.** Of the 53 History classes offered during the regular academic semesters between Fall 1998 and Spring 2003, 30 (57%) were taught during the day, and 23 (43%), including one delivered over interactive television, were night classes. Thirteen of the classes (25%) were offered as writing-intensive: seven (54%) of these were offered at night; six (46%) during the day.

The History faculty's attempts to offer courses in a two-year cycle and provide systematic rotation of day and night courses have been affected by loss of personnel, with periods when the specialization has had to rely heavily on adjunct faculty.

Several History courses have been offered only once between Fall 1998 and Spring 2003, mainly because of insufficient student interest. Other anomalies in the scheduling have occurred with cross-listed courses that are scheduled by faculty in other specializations. In general, however the History Specialization has been able to offer courses to students in a timely manner, on a rotation that provides access to both day and night students.

**Table 21**  
**Course Rotation for History Classes**  
**Fall 1998 – Spring 2003**

COURSE	F 98	S 99	F 99	S 00	F 00	S 01	F 01	S 02	F 02	S 03
HIST 311	D (1)			N (1)			D (1)			N (1)
HIST 312		D (1)			N (1)			D+ (1)		
HIST 321			D (1)			N+ (1)			D+ (1)	
HIST 322		N (1)		D (1)			N+ (1)			N (1)
HIST 327					D (1)					
HIST 328			N (1)					N (1)		
HIST 338			N (1)				D (1)			
HIST 354	D (1)				N+ (1)				D (1)	
HIST 374				D+ (1)						
HIST 384			D (1)					N+ (1)		
HIST 393										D+ (1)
HIST 433		N (1)				D (1)				
HIST 461				N (1)						
HIST 462	N (1)				D (1)				N+ (1)	
HIST 463		D (1)				N (1)				D (1)
HIST 464			D+ (1)					N (1)		
HIST 466		N+ (1)								
HIST 470		D (1)						D (1)		
HIST 482						D+ (1)				
HIST 483		D (1)		D (1)			D (1)		D (1)	
HIST 488									N (1)	
HIST 496A					D (1)					
HIST 496C							D (1)			
HIST 496F						D (1)				
HIST 496V				D (1)						
HIST 496X	N+ (1)		IT (1)							N (1)

D = day classes W = weekend classes IT = classes taught by interactive television	N = night classes O = online classes + = writing intensive classes
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The numbers in parentheses indicate the number of sections of that class taught each semester.

**Learning Objectives for History.** The learning objectives for the Specialization in History state that graduates in the field should be able to:

- H1 explain the causes of significant events in history; and
- H2 analyze historical developments in Europe, the Americas, Asia, and the Pacific.

These learning objectives mesh well with UH West O‘ahu’s mission of providing cross-cultural and international studies. They also complement two of the institutional learning objectives in Cross-Cultural Knowledge, which state that a UH West O‘ahu graduate should be able to:

- CC3 explain some of the historical forces, national and international, that have created the present world order; and
- CC4 evaluate specific cross-cultural and multicultural contributions to the students’ academic fields.

Students specializing in History are able to meet these specialization objectives by taking the required nine credits in American, Asian, European, and Hawaiian-Pacific History. The objectives are measurable through essays and examinations, and students taking certain courses will be tested on their attainment of the objectives. For example, students who enroll in HIST 474, “The Triumph of Mass Culture: The United States since 1920,” are required to write a paper on a topic such as the following: “What was the most significant historical development of the period 1920-1945? Why?” In a final examination for HIST 433, “Medieval Europe,” students might be asked the following question: “What caused the decline of the papal power during the late medieval period? Why?”

Dr. Boylan, however, plans to revise these learning objectives. They are narrow in scope, complementing only two of the institutional learning objectives, and do not connect in any significant way with the learning objectives for written and oral communication, research skills, quantitative and qualitative reasoning, and creativity. Furthermore, the first specialization objective almost duplicates the third institutional objective for cross-cultural knowledge. In addition, the wording of the second specialization objective implies that students should be able to explain all the historical developments in the four cultures listed—an achievement that would probably be beyond the scope of UH West O‘ahu graduates.

### **Literature Specialization**

The Specialization in Literature was established in 1977, under the name of English. Since that time, the number of courses listed in the *General Catalog* has increased from 18 to 30. The present requirements for the specialization were established in 1987.

The curriculum for the specialization has changed significantly since its inception. The major changes occurred with the hiring of a full-time faculty member in 1980 when the Specialization in English was revised. The modifications produced a traditional curriculum that emphasized British and American literature. With the hiring of a second full-time faculty member in 1992, courses such as “Multicultural Literature,” “Women’s Literature,” and “Contemporary Literature” were added to the curriculum.

**Specialization Requirements.** Students specializing in Literature must take LIT 336, “Approaches to Literature,” which provides students with the tools and theoretical bases for textual analysis.

**Interdisciplinary Emphasis.** Of the 30 courses in Literature listed in the *General Catalog*, eight (27%) are cross-listed Anthropology, Hawaiian-Pacific Studies, History, and Philosophy. One course (3%) is cross-listed with a specialization outside the Humanities. Other courses in Literature incorporate material from other disciplines. For instance, the Spring 2003 syllabus for LIT 336, “Approaches to Literature,” incorporates philosophy texts; the online course, LIT 463, “The Victorian Period,” includes some history and art; and LIT 439, “Topics in Film,” is by nature an interdisciplinary course.

**Cross-Cultural Emphasis.** The predominate focus of the offerings in the Specialization in Literature is on the literature of the United States and Great Britain. Of the 30 courses listed in the *General Catalog*, 16 (53%) focus on Western culture. In contrast, only six (20%) emphasize Asian and Hawaiian-Pacific cultures; however, a course in women’s literature and another in contemporary literature allow for multicultural emphases.

**Course Rotation for Literature Courses.** The Specialization in Literature has offered an equitable number of day and evening classes: of the 49 classes offered between Fall 1998 and Spring 2003, 27 (55%) were taught during the day, 19 (39%) at night, two (4%) online, and one (2%) during weekends. Nine of the 49 classes (18%) were designated WI: five were offered during the day, two at night, and two online.

Table 22 indicates that Literature classes have not consistently rotated on an alternating day and night schedule, nor has any course been scheduled within a strict two-year cycle. The occasional scheduling of back-to-back night classes and back-to-back day classes may be the result of inadequate record keeping because of personnel changes at the institution. Lack of faculty resources may be a major reason that of 26 extant courses offered in Literature between Fall 1998 and Spring 2003, 12 (46%) were offered only once: only one faculty member was teaching Literature full-time during that period. Another reason so many courses were taught only once during the five-year period may be that the Specialization in Literature offers too many courses. Thirty courses in Literature are listed in the *University of Hawai‘i-West O‘ahu General Catalog 2003-2005*, five more than listed for the Specialization in History, which typically has 40% more students in the specialization and almost 30% higher enrollments in classes.

**Learning Objectives for Literature.** The learning objectives for the Specialization in Literature state that graduates in the field should be able to:

- L1 identify and distinguish the genres in literature;
- L2 analyze literature using the vocabulary, theories, and techniques of the field; and
- L3 demonstrate how literature helps them to develop insight into human character, including their own.

Objectives L2 and L3 align with the emphasis on “communication skills” in the UH West O‘ahu Mission Statement. Objectives L1 and L2 also correspond to several of the institutional learning objectives in Written Communication, Research Skills, Quantitative and Qualitative Reasoning, and Creativity, which state that a UH West O‘ahu graduate should be able to:

- W1 identify the audiences and purposes of various kinds of communication within the students’ academic fields and select appropriate style, content, references, and media;

**Table 22**  
**Course Rotation for Literature Courses**  
**Fall 1998 – Spring 2003**

COURSE	F 98	S 99	F 99	S 00	F 00	S 01	F 01	S 02	F 02	S 03
<b>Required</b>										
LIT 336		N (1)			D (1)			N (1)		N (1)
<b>Electives</b>										
LIT 334A		D (1)					N (1)			
LIT 334B				D (1)						
LIT 351	D+ (1)					N (1)			D+ (1)	
LIT 352					N+ (1)			N (1)		
LIT 355		D (1)								
LIT 356			N (1)			D (1)			N (1)	
LIT 370				N (1)				D (1)		
LIT 401									D+ (1)	
LIT 425			N+ (1)							
LIT 429					N (1)					
LIT 430	D (1)					N (1)			D (1)	
LIT 439					D+ (1)					
LIT 440	N (1)									
LIT 445	N (1)					D (1)			N (1)	
LIT 461								D (1)		
LIT 463						O+ (1)			O+ (1)	
LIT 470		D (1)						D (1)		
LIT 471			D (1)				D (1)			N (1)
LIT 473					N (1)					
LIT 474A							N (1)			D (1)
LIT 483	D (1) <sup>6</sup>									
LIT 484			N (1)			D (1)			D (1)	
LIT 485			W (1)				D (1)			D (1)
LIT 486			D (1)							
LIT 488				D (1)						
LIT 496A							D+ (1)			

D = day classes W = weekend classes IT = classes taught by interactive television The numbers in parentheses indicate the number of sections of that class taught each semester.	N = night classes O = online classes + = writing intensive classes
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- Q1 explain the complexity and relevance of qualitative and quantitative data in theoretical and practical situations;
- Q3 assess the validity of arguments and conclusions derived from evidence;
- R2 explain research terms and concepts common to the students' academic fields; and
- CR2 identify, appreciate, and explain the creative process in their own works and the works of others.

Students specializing in Literature are able to meet the first two specialization objectives by taking the required course LIT 336, "Approaches to Literature." Many of the other Literature courses also provide examinations and essay topics that test the students' abilities to analyze literature as described in the second specialization. Those students who opt to take HUM 486, "Senior Project," for their capstone experience, might also be required to write on topics that require such analysis. A more difficult specialization objective to measure is the third one. Although students in literature classes are often

<sup>6</sup> This course was subsequently deleted from the Literature curriculum.

asked in class discussions to explain how character analysis of literary works helps to elucidate their own character traits, no required class necessarily calls for a written or formal oral demonstration of such an insight into their own character.

## **Philosophy Specialization**

The Specialization in Philosophy was formally established at UH West O‘ahu in 1982. Since that time, the number of Philosophy courses listed in the *General Catalog* has increased from 12 to 18. The additions have produced a curriculum emphasizing interdisciplinary courses that couple the study of philosophy with the study of aspects of environmental studies, film, history, law, politics, psychology, religion and science. The present requirements for the specialization were established in 1983.

Following the program review of the Humanities conducted in 1997, the BOR granted provisional status to the Specialization in Philosophy because of the small number of students specializing in the field. The Specialization in Philosophy was reviewed again in 2001, when the BOR granted an additional two years of provisional status to the specialization. The specialization remains on provisional status today.

**Specialization Requirements.** Students specializing in Philosophy must take minimum nine credits in the following courses:

- PHIL 300, “Ancient Philosophy”;
- PHIL 301, “Modern Philosophy”; and
- PHIL 470, “Studies in Asian Philosophy.”

These requirements ensure that students specializing in Philosophy are exposed to a balance of philosophical thought from Eastern and Western cultures.

**Interdisciplinary Emphasis.** The Specialization in Philosophy is very interdisciplinary. Of the 18 courses listed in Philosophy in the *University of Hawai‘i-West O‘ahu General Catalog 2003-2005*, eight (44%) are cross-listed with Business Administration, Economics, History, Literature, Political Science, and Psychology. Six courses (33%) are cross-listed with specializations in other divisions. Although not cross-listed, other interdisciplinary Philosophy courses listed in the *General Catalog* are as follows: PHIL 311, “Philosophy of Law”; PHIL 435, “The Religious Dimension of Human Life”; PHIL 482, “Environmental Ethics”; and PHIL 486, “Science and Religion.” In total, then, at least 12 (67%) of the Philosophy courses are interdisciplinary.

**Cross-Cultural Emphasis.** The curriculum for the Specialization in Philosophy emphasizes Western philosophy. Only one course listed in the *General Catalog*—PHIL 470, “Studies in Asian Philosophy”—is specifically identified as dealing with Eastern culture. Since students specializing in Philosophy are required to take PHIL 470, however, they are ensured knowledge of some Asian philosophy. In addition, the catalog description for PHIL 402, “Historical and Philosophical Foundations of Modern

Psychology,” states that the course will trace the development of current psychological theories in both Asian and Western philosophical traditions.

**Course Rotation for Philosophy Courses.** Most Philosophy courses have been offered with an extremely equitable distribution of day and evening classes. Of the 38 Philosophy classes taught between Fall 1998 and Spring 2003, 18 (47%) were taught during the day, 15 (39%) at night, three (8%) on weekends, 1 (3%) via interactive television, and 1 (3%) online. Seven courses (18%) were offered as WI: six were offered during the day; one, at night.

Table 23 shows that the course rotation for the Specialization in Philosophy has generally adhered to the Humanities Division policy of alternating day and night classes and offering courses frequently enough for students to complete their degrees in two years. Four courses, besides a topics course, have been offered only once between Fall 1998 and Spring 2003; however, of those four, one was offered twice during summer sessions, one is being offered during Fall 2003, and the other two are scheduled by faculty from other specializations.

**Learning Objectives for Philosophy.** The learning objectives for the Specialization in Philosophy state that graduates in the field should be able to:

- P1 articulate a critical understanding of and appreciation for the ideas and systems of thought that have influenced cultures and societies; and
- P2 employ this understanding for critical reflection on their own cultural and individual belief systems.

These learning objectives stress the cross-cultural component articulated in UH West O‘ahu’s Mission Statement. In addition they provide avenues for achieving the institution’s mission of fostering life-long learning that emphasizes “the values, ideas, and challenges of the liberal arts.”

These inter-related learning objectives also enhance several of the institutional learning objectives in Qualitative and Quantitative Reasoning and Cross-Cultural Knowledge, which state that a UH West O‘ahu graduate should be able to:

- Q3 assess the validity of arguments and conclusions derived from evidence;
- CC1 demonstrate basic knowledge of cultures other than their own;
- CC4 evaluate specific cross-cultural and multicultural contributions to the students’ academic fields; and

**Table 23**  
**Course Rotation for Philosophy Courses**  
**Fall 1998 – Spring 2003**

COURSE	F 98	S 99	F 99	S 00	F 00	S 01	F 01	S 02	F 02	S 03
Required										

PHIL 300		N (1)			D (1)			N (1)	
PHIL 301			N (1)			D (1)			N (1)
PHIL 470	N (1)			D+ (1)			N+ (1)		D+ (1)
<b>Electives</b>									
PHIL 302		D (1)		N (1)		N (1)		D (1)	N (1)
PHIL 304		W (1) <sup>7</sup>		N (1)				D (1)	
PHIL 310				D (1)			N (1)		
PHIL 325							D (1)		
PHIL 401			D (1)			N (1)			D+ (1)
PHIL 402		N (1)				D (1)			N (1)
PHIL 435			D+ (1)						
PHIL 439A					D+ (1)				
PHIL 481	IT (1)			D (1)		W (1)		O (1)	W (1)
PHIL 482							D (1)		
PHIL 486								D+ (1)	
PHIL 496C		D (1)			N (1)				

D = day classes	N = night classes
W = weekend classes	O = online classes
IT = classes taught by interactive television	+ = writing intensive classes
The numbers in parentheses indicate the number of sections of that class taught each semester.	

CC5 articulate the advantages of cross-cultural analysis to enhanced learning within a liberal arts and professional studies context.

Students specializing in Philosophy are provided ample means for achieving the first learning objective through their various course requirements, including HUM 486, “Senior Project.” This objective is easily measurable through examinations and essay questions. The second learning objective, however, may be more difficult to measure, and no institutionalized method of measuring that objective has yet been devised.

### Evaluation of Humanities Curriculum

The divisional requirement that students must take at least six credits in the Humanities Basic Cores ensures that all students who concentrate in Humanities will receive multidisciplinary examinations of at least two cultural traditions.

Requirements for three of the four specializations—Hawaiian-Pacific Studies, History, and Philosophy—also ensure that students receive a multi-cultural experience.

Institutional, divisional, and specialization requirements, however, do not ensure that students will be exposed to research methods in the Humanities. Although all sections of HUM 310, “Writing Skills,” a course required of all UH West O‘ahu students who have received a grade of “N” on the Writing Assessment Examination (WAE) require research projects, students concentrating in Humanities do not necessarily take this course. In 2002, for instance, of the 26 students concentrating in Humanities who took the WAE, 20 (77%) received a grade of “E” on the examination and were, therefore, exempt from taking HUM 310. Whether or not students will be given a research paper in one of the Humanities Basic Courses is the prerogative of the faculty member teaching it. For

<sup>7</sup> This class was delivered on the island of Maui.

example, no research was required of students enrolled in HUM 302, “Studies in the Eastern Tradition,” in Spring 2001 or in HUM 301, “Studies in the Western Tradition,” taught in Spring 2003; but research is required of students enrolled in HUM 303, “Comparative Traditions: Eastern and Western,” in Fall 2003. None of the courses that can fulfill the requirements in the various specializations necessarily entails any type of research either. The Spring 2003 syllabus for LIT 336, “Approaches to Literature,” required of all students specializing in Literature, for instance, did not require research; nor did the Spring 2003 syllabus for PHIL 470, “Studies in Asian Philosophy,” one of the courses required of students specializing in Philosophy.

Students concentrating in the Humanities may not necessarily receive instruction in writing research papers in elective courses either. An analysis of the syllabi of 27 Humanities classes taught as electives during Spring and Fall 2001 indicates that seven of those classes (26%) required some form of research. An analysis of the syllabi of 14 Humanities classes taught as electives during Spring 2003 shows that four of those classes (29%) required some form of research.

In interviews conducted during Fall 2003, two of the full-time Humanities faculty said they believe HUM 315, “Research Methods in the Humanities,” should be made a requirement for all students concentrating in the area of Humanities; however, two other faculty members said it is too difficult to offer a research course covering four specializations. This course has not been taught since Spring 1991. Since the course is not required, enrollment has been low when it has been offered.

In the Fall 2003 interviews, the full-time Humanities faculty also presented divergent opinions about the content and delivery of the capstone courses, HUM 486, “Senior Project,” and HUM 490, “Senior Practicum,” one of which is required of all students concentrating in Humanities. At present, these courses are offered every Fall Semester, with the instructor of the course rotating among the full-time Humanities faculty. Although the faculty member assigned the course each fall is responsible for grades, students in the class seek out faculty members in their specializations to supervise their projects. The supervisor in the specialization, not the class instructor, calculates the grade for the final product. Students traditionally are not required to attend class. Some faculty members feel this method, which approximates a Directed Reading, can cause a sense of disengagement by both student and instructor, as well as produce inconsistent research and writing. Four of the five full-time faculty members in the Humanities Division have expressed criticisms about the present methods of teaching Senior Projects and Practicums. These collective criticisms are as follows:

- Minimum student expectations have not been established for the Senior Projects and Practicums.
- Coordination between supervisors and class instructors is poor.
- Topics for the final papers in Senior Projects are often too broad.
- Student attendance is irregular, and some students don’t attend class at all.

- Although the courses are WI, students don't always interact with each other, with faculty members, or with Writing and Learning Center staff about revisions and editing.
- Students do not revise frequently enough, sometimes not submitting outlines or rough drafts to supervisors or class instructor.
- Students receive inconsistent instruction about documentation and other research skills.
- Grading poses an ethical problem since the primary instructor, who is responsible for the grade, does not necessarily assign the grade nor even read the paper.
- The capstone experience is useful for some students and not for others, especially not for students who opt to do Senior Practicum.

**Interdisciplinary Emphasis.** In general, the BA in Humanities provides students with a curriculum that “stresses the exploration of interdisciplinary studies,” as mandated in the UH West O‘ahu Mission Statement. Many Humanities courses, including the required Humanities Basic Courses, are interdisciplinary. In terms of cross-listed courses, the Humanities curriculum is more interdisciplinary than the overall academic programs of either of the other divisions. Of the four specializations, Hawaiian-Pacific Studies has the highest number of cross-listed courses, and History has the lowest. The class size for these cross-listed courses tends to be higher than that for courses not cross-listed. The average class size for Humanities classes during the period from Fall 1998 to Spring 2003 is approximately 18 students per class; however, the average class size for cross-listed classes is approximately 21. The average class size for Humanities courses cross-listed with courses in specializations in other divisions is 22.

**Table 24**  
**Cross-Listed Courses in the Humanities**

	HPST		HIST		LIT		PHIL		Total		UHWO
	#	%	#	%	#	%	#	%	#	%	%
<b>Cross-listed with Humanities</b>	7	35%	5	20%	7	24%	3	17%	11	11%	
<b>Cross-listed with Other Divisions</b>	11	55%	2	8%	1	3%	6	33%	17	17%	11%
<b>Total Cross-listed Courses</b>	18	90%	5	20%	8	27%	8	44%	25	25%	20%

Although the Humanities faculty generally believe that the Humanities curriculum has a sufficient interdisciplinary emphasis, in interviews conducted in Fall 2003, four of the five faculty expressed a desire to be involved in even more interdisciplinary courses, if possible. Suggestions given were for more team teaching and more learning communities, such as the nine-credit course offered over a period of three semesters with LCC faculty.

**Cross-Cultural Emphasis.** The Humanities curriculum is also highly cross-cultural and multi-cultural, in alignment with the UH West O‘ahu Mission Statement. By its very nature, the Specialization in Hawaiian-Pacific Studies contains courses that all deal with

culture. The Specialization in History is very balanced in its offerings of courses in Eastern and Western history. Although emphasizing predominately Western literature in its curriculum, the Specialization in Literature offers a number of courses that deal with literature based on various cultures. The emphasis in the curriculum for the Specialization in Philosophy is mostly on Western philosophy; however, students specializing in Philosophy are exposed to Asian philosophy. Furthermore, Pacific and feminist perspectives are included in Philosophy courses whenever appropriate.

**Learning Objectives.** The Learning Objectives for the Division of Humanities and a number of the learning objectives for the various specializations align well with UH West O‘ahu’s Mission Statement. Of the seven divisional learning objectives, six correspond to some of the core features of that mission statement:

- life-long learning;
- the values of the liberal arts;
- interdisciplinary studies;
- cross-cultural and international studies; and
- communication skills.

The specialization objectives in the aggregate also highlight all of the major features of the Mission Statement. Of the 17 divisional and specialization objectives, 13 (76%) correspond to one or more facet of the UH West O‘ahu Mission Statement. The divisional and specialization objectives especially emphasize “cross-cultural and international studies.”

**Table 25**  
**Alignment of Divisional and Specialization Objectives in the Humanities with the UH West O‘ahu Mission Statement**

<b>Feature of Mission Statement</b>	<b>Divisional Objectives</b>	<b>Specialization Objectives</b>	<b>Totals</b>
Life-Long Learning	D6	P2	<b>2</b>
Value of the Liberal Arts	D2, D5	P1	<b>3</b>
Interdisciplinary Studies	D3	HP1	<b>2</b>
Cross-Cultural and International Studies	D1	HP1, HP2, HP3, H1, H2, P1, P2	<b>8</b>
Communication Skills	D4, D6	HP3, L2, L3	<b>5</b>

The divisional and specialization objectives for the Humanities also augment but do not duplicate institutional objectives: all but two of the Humanities objectives correlate with UH West O‘ahu’s learning objectives. Humanities objectives correspond to 20 (67%) of the 30 institutional objectives. Divisional objectives expand on each of the areas encapsulated in the institutional objectives: Written Communication, Oral Communication, Quantitative and Qualitative Reasoning, Research Skills, Cross-Cultural Knowledge, and Creativity. Objectives from one or more specializations also align with

each of these areas. Humanities objectives especially reinforce UH West O‘ahu learning objectives for Cross-Cultural Knowledge.

**Table 26**  
**Alignment of Divisional and Specialization Objectives in the Humanities with UH West O‘ahu Learning Objectives**

HUM LO's	UH West Oahu Learning Objectives
D1	CC1
D2	Q2, Q3, R2, R5
D3	CC4, CC5
D4	W1, O1
D5	Q1, Q4, Q5, R2, R5, CC3, CC5
D6	
D7	
HP1	CC1, CC2
HP2	CC1, CC2
HP3	W1, S2, W3, O1, Q2, R1, R5, R6
H1	CC1, CC2
H2	CC1, CC2
L1	R2, CR2
L2	W1, Q1, Q3, R2, CR2
L3	
P1	Q3, CC4, CC5
P2	CC1, CC4, CC5

Most of the divisional and specialization objectives for the Humanities can be met through courses required for the BA degree in Humanities. Syllabi and course descriptions of divisional and specialization requirements in the Humanities indicate that 13 of the 17 divisional and specialization objectives in the Humanities (76%) are met in required courses, as summarized in Table 27.

The Humanities curriculum fairly well assures that students concentrating in the Humanities will receive instruction that allows them to meet all objectives on Cross-Cultural Awareness. Students concentrating in Humanities should also be able to achieve most institutional, divisional, and specialization objectives concerned with written communication. An analysis of the syllabi for Humanities classes offered in Spring and Fall 2001 shows that all of them required students to accomplish some form of writing, on average five writing assignments per class; however, only 35% required students to do revisions of papers. Thus students in most of the Humanities classes did not necessarily receive practice in revising and editing writing, a key component of one of the institutional objectives on written communication. Table 28 summarizes these results.

**Table 27**  
**Delivery of Divisional and Specialization Objectives in Humanities in Courses Required for the Area of Concentration and Specializations in the Humanities**

HUM LO's	Required UH West Oahu Courses	Required Humanities Courses
D1		HUM Basic Courses

D2	HUM 486/490	
D3		HUM Basic Courses
D4	HUM 486/490	
D5	HUM 486/490	HUM Basic Courses
D6		
D7		
HP1	HUM 486/490	HPST Cluster Requirements
HP2		HPST Cluster Requirements
HP3		HPST Cluster Requirements
H1		HIST Requirements
H2		HIST Requirements
L1		LIT 336
L2		LIT 336
L3		
P1	HUM 486/490	PHIL 300, 301, 470
P2		

**Table 28**  
**Writing Assignments in UH West O‘ahu Syllabi**  
**Spring and Fall 2001**

	HUM		PRO ST		SOC SC		UHWO	
	#	%	#	%	#	%	#	%
<b>Classes in academic area</b>	<b>31</b>	<b>100%</b>	36	100%	54	100%	121	100%
<b>Classes requiring writing</b>	<b>31</b>	<b>100%</b>	31	86%	50	93%	112	93%
<b>Av. # written assignments</b>	<b>5</b>		5		5		5	
<b>Classes requiring revision</b>	<b>11</b>	<b>35%</b>	11	31%	15	28%	37	31%

The Humanities curriculum is less adequate for preparing students to meet objectives in Oral Communication. Of the Humanities classes taught in 2001, only 29% required oral presentations. In contrast, 47% of the classes in Social Sciences and 75% of the classes in Professional Studies required oral presentations.

**Table 29**  
**Oral Presentation Assignments in UH West O‘ahu Syllabi**  
**Spring and Fall 2001**

	HUM		PRO ST		SOC SC		UHWO	
	#	%	#	%	#	%	#	%
<b>Classes in academic area</b>	<b>31</b>	<b>100%</b>	36	100%	54	100%	121	100%
<b>Classes w/ oral presentations</b>	<b>9</b>	<b>29%</b>	27	75%	21	47%	57	47%

In the 2001 analysis, the Humanities Division also had the lowest percentage of courses with a research component. Of the Humanities courses offered that year, 39% contained research assignments, compared to 44% in Professional Studies and 61% in Social Sciences.

**Table 30**  
**Research Assignments in UH West O‘ahu Syllabi**  
**Spring and Fall 2001**

	HUM		PRO ST		SOC SC		UHWO	
	#	%	#	%	#	%	#	%
<b>Classes in academic area</b>	<b>31</b>	<b>100%</b>	36	100%	54	100%	121	100%
<b>Classes requiring research</b>	<b>12</b>	<b>39%</b>	16	44%	33	61%	61	50%

Most of the Humanities objectives are measurable through examinations, essays, and research projects assigned in various classes. Those divisional and specialization objectives most difficult to measure are those that ask students to describe, articulate, or otherwise explain their own cultures and philosophies. For example, Divisional Objective #1 asks for students to be able to “describe their own cultures and the cultures of others.” Students may describe various cultures in examinations and essays, but no device has been established to indicate which of those cultures is “their own.” Similarly, a divisional objective says students should be able to “articulate their own philosophical and ethical approach to living and working.” The 1999 UH West Survey of Recent Graduates indicates that students concentrating in Humanities believe they have met this divisional objective upon graduation: of the 25 Humanities students responding to the survey, 19 (79%) said they had gained “a meaningful philosophy of life” from their experience at UH West O’ahu. No discernible method of measuring this objective, however, appears on syllabi, examinations, and essay topics. An objective for the Specialization in Literature states that students should be able to “demonstrate how literature helps them to develop insight into human character, including their own.” A similar objective in Philosophy asks for students to reflect critically “on their own cultural and individual belief systems.” These objectives are also problematic in terms of assessment.

**Delivery of Courses.** Courses in the Humanities are delivered through a rotation that generally allows students to graduate in a timely manner, whether the students are basically day or night students. Students concentrating in Humanities seem to be satisfied with the number and availability of courses in their specializations, although not as satisfied as students concentrating in other academic areas. Of the Humanities students responding the 1999 UH West O’ahu survey of recent graduates, 60% were “satisfied” or “very satisfied” with the availability of courses in their specialization, compared to 65% of students in Professional Studies and 77% of students in Social Sciences.

Students concentrating in Humanities appear to be more satisfied with the organization of the curriculum in their specializations. Of the students responding to the 1999 survey of recent graduates, 84% were “satisfied” or “very satisfied” with the organization of the

**Table 31**  
**Responses to UH West O’ahu Survey of Recent Graduates by Division**  
**Spring 1999**

**Question 10: Please rate the satisfaction of your experience of the availability of courses in your specialization.**

	Not Satisfied		Somewhat Sat		Satisfied		Very Satisfied	
	#	%	#	%	#	%	#	%

<b>BusAd</b>	2	5.9%	10	29.4%	19	55.9%	3	8.8%
<b>PubAd</b>	2	11.8%	4	23.5%	9	52.9%	7	11/9%
<b>SocSc</b>	3	7.0%	7	16.3%	16	37.2%	2	39.5%
<b>Hum</b>	<b>1</b>	<b>4.0%</b>	<b>9</b>	<b>36.0%</b>	<b>9</b>	<b>36.0%</b>	<b>17</b>	<b>24.0%</b>

curriculum in their specializations, compared to a 65% rating for Professional Studies students and 86% rating for Social Sciences students.

**Table 32**  
**Responses to UH West O‘ahu Survey of Recent Graduates by Division**  
**Spring 1999**

**Question 11: Please rate the satisfaction of your experience of the organization of the curriculum in your specialization.**

	Not Satisfied		Somewhat Sat		Satisfied		Very Satisfied	
	#	%	#	%	#	%	#	%
<b>BusAd</b>	2	5.9%	11	32.4%	16	47.1%	5	14.7%
<b>PubAd</b>	1	5/0%	5	29.4%	7	41.2%	4	23.5%
<b>SocSc</b>	1	2.3%	5	11.6%	19	44.2%	18	41.9%
<b>Hum</b>			<b>4</b>	<b>16.0%</b>	<b>12</b>	<b>48.0%</b>	<b>9</b>	<b>36.0%</b>

The average size of Humanities classes is small enough to allow for an atmosphere conducive to discussion and creation of community. Although the average class size of a Humanities class during the period of Fall 1998 to Spring 2003 is slightly lower (17.8) than the average class size at UH West O‘ahu in general (21.4), the numbers are commensurate with the average class size of comparable courses at UH Hilo and UH Manoa. Enrollment in Hawaiian-Pacific courses at UH West O‘ahu is actually higher than the enrollment in those courses at UH Hilo. Furthermore, some of the cross-listed and weekend courses average sizes larger than the institution’s average.

One specialization that is significantly lower than the UH West O‘ahu class average in general and comparable, upper-division courses at the other baccalaureate institutions in the UH System is Literature. Part of the reason for this low enrollment in Literature classes may be the number of Literature classes offered each semester. As Table 34 indicates the average number of classes offered in the Specialization in Literature between Fall 1998 and Spring 2003 was the same as the average number of classes

**Table 33**  
**Average Class Size for Humanities**  
**Fall 1998 – Spring 2003**

Category	Average Class Size
All Classes Taught in the Humanities	17.8
Hawaiian-Pacific Classes	20.1
History Classes	19.3
Literature Classes	15.2
Philosophy Classes	16.3

Hawaiian-Pacific/History Classes	26.2
Hawaiian-Pacific/Literature Classes	17.3
History/Literature Classes	21.5
Literature/Philosophy Classes	17.5
Humanities Classes Cross-Listed with Classes in Other Divisions	21.6
Day Classes	18.3
Night Classes	16.3
Weekend Classes	27.9
Online Classes	20.4
Classes via Interactive Television	15.0

offered in the Specialization in History; however, students enrolled in the Specialization in History average about six more per year than those enrolled in the Specialization in Literature. (See Table 12). In addition, as Table 35 shows, History courses average about four students more per class than Literature courses. If only four Literature classes were offered in a semester, the average enrollment in the classes might rise to approximately the same as the average enrollment in History classes.

**Table 34**  
**Number of Classes Taught in Humanities Specializations**  
**Fall 1998 – Spring 2003**

	<b>HPST</b>	<b>HIST</b>	<b>LIT</b>	<b>PHIL</b>	<b>TOTAL HUM</b>	<b>% UHWO</b>
<b>Fall 1998</b>	0	4	5	3	12	13.3%
<b>Spring 99</b>	6	6	4	4	20	20.7%
<b>Fall 1999</b>	5	5	6	3	18	19.1%
<b>Spring 00</b>	5	5	3	5	18	19.8%
<b>Fall 2000</b>	3	5	6	3	17	17.3%
<b>Spring 01</b>	7	5	6	5	23	23%
<b>Fall 2001</b>	4	5	5	3	17	16.7%
<b>Spring 02</b>	3	5	4	5	17	15.6%
<b>Fall 2002</b>	6	5	7	3	21	20.8%
<b>Spring 03</b>	4	6	5	4	19	17.3%
<b>Average</b>	<b>4.8</b>	<b>5.1</b>	<b>5.1</b>	<b>3.8</b>	<b>19.1</b>	<b>18.4%</b>

**Table 35**  
**Average Size of UH West O‘ahu Humanities Classes Compared to Classes at UH**  
**Hilo and UH Manoa**  
**Fall 1998 – Fall 2002<sup>8</sup>**

	<b>UH West O‘ahu</b>	<b>UH Hilo</b>	<b>UH Manoa</b>
<b>Hawaiian-Pacific Classes</b>	<b>20.5</b>	12.2	22.4
<b>History</b>	<b>19.4</b>	22.0	23.2
<b>Humanities</b>	<b>21.7</b>	17.7	18.0
<b>Literature (English)</b>	<b>15.3</b>	19.0	18.1
<b>Philosophy</b>	<b>16.1</b>	17.0	15.3

Required Courses. Courses required of students concentrating in the Humanities have been delivered in a timely manner and on a consistent rotation. The Humanities Division has offered from three to five sections of HUM 310, “Writing Skills,” every semester between Fall 1998 and Spring 2003, with an average number of 3.7 sections per semester. There has always been at least one day and one night class offered: the average has been 1.5 day sections and 1.7 night sections per semester. In addition, since Spring 2000, an online section of HUM 310 has been offered every semester except Spring 2001. In Spring 2003, two online sections were offered. For the most part, enrollment in the sections of HUM 310 has conformed to the requirements of writing skills classes, which are supposed to have a maximum enrollment of 22 students.<sup>9</sup> The average enrollment in sections of HUM 310 has been 17.7. No section of the course has ever been cancelled for low enrollment nor has any section been taught with enrollment fewer than 10 students, the benchmark for low enrollment. Three times between Fall 1998 and Spring 2003, the course has been taught in sections that were over-enrolled:

- Fall 1999 (25 students in one section),
- Spring 2001 (29 students in one section), and
- Spring 2003 (25 students in one section).

The Humanities Division has also offered a Humanities Basic Course every semester during the five-year period of this academic review, with a consistent alternation of day and night classes. Enrollment in sections of the Humanities Basic Courses has averaged 29 students per section, well below the institutional maximum of 40 students per section. No Humanities Basic Course offered between Fall 1998 and Spring 2003 has been cancelled because of low enrollment, taught with low enrollment, or taught with enrollment exceeding 40 students per section.

<sup>8</sup> The figures for UH Hilo and UH Manoa are compiled from MAPS data, which is recorded on the UH web site through Fall 2002. The figures for UH West Oahu are compiled from registration records from the UH Student Services Office. The reason for the separate data source for UH West Oahu is that MAPS data does not reflect cross-listed courses at UH West Oahu.

<sup>9</sup> Although the UH West Oahu Faculty Senate passed a resolution, approved by the Chancellor, stating that all writing skills and WI classes should enroll no more than 20 students per section, the UH West Oahu administration has made it a policy to allow up to 22 students to enroll in sections of those classes. The assumption is that students will withdraw from classes, leaving enrollments at 20 or less.

In addition, a combined class of HUM 486, “Senior Project,” and HUM 490, “Senior Practicum,” has been offered every Fall semester from 3:30 to 4:45 p.m., a time intended to make the class accessible to both day and evening students. No section of these courses has ever been cancelled for lack of enrollment or taught with low enrollment. Three of the five times it was offered between Fall 1998 and Spring 2003, it was taught with enrollment exceeding the amount designated for WI classes:

- Fall 2000 (26 students),
- Fall 2001 (24 students), and
- Fall 2002 (23 students).

This excess enrollment, however, has been necessary since the Humanities Division only offers the course once a year, and the number of additional students has been too small to warrant creating more than one section of the course.

As Table 36 indicates, the faculty of the Humanities Division has offered enough WI courses each semester to allow students concentrating in Humanities an adequate numbers of options. On average, the Humanities Division has taught nearly 26% of the institutional offerings of WI courses each semester from Fall 1998 through Spring 2003, while delivering approximately 18% of the overall course offerings in the institution.

**Table 36**  
**Humanities WI Classes**  
**Fall 1998 – Spring 2003**

	<b>Day</b>	<b>Night</b>	<b>Online</b>	<b>Total</b>	<b>% of WI Courses at UHWO</b>
<b>Fall 1998</b>	2	2	0	4	<b>28.6%</b>
<b>Spring 1999</b>	2	1	0	3	<b>23.1%</b>
<b>Fall 1999</b>	3	1	0	4	<b>28.6%</b>
<b>Spring 2000</b>	3	0	0	3	<b>20.0%</b>
<b>Fall 2000</b>	3	1	0	4	<b>23.5%</b>
<b>Spring 2001</b>	1	1	1	3	<b>16.7%</b>
<b>Fall 2001</b>	4	1	0	5	<b>35.7%</b>
<b>Spring 2002</b>	3	2	0	5	<b>25.0%</b>
<b>Fall 2002</b>	4	1	1	6	<b>33.3%</b>
<b>Spring 2003</b>	3	1	0	4	<b>22.2%</b>
<b>Average # per semester</b>	<b>2.8</b>	<b>1.1</b>	<b>0.2</b>	<b>4.1</b>	<b>25.7%</b>

LIT 336, “Approaches to Literature,” the specific course required of students specializing in Literature has also been offered frequently enough for students to be able to enroll in the classes within a two-year cycle. The course was taught four times between Fall 1998 and Spring 2003, three times at night and once during the day. Enrollment in this course has averaged 17.5. No section has been cancelled for lack of enrollment, no section has

been taught with low enrollment, and no section has been taught with excessive enrollment.

The three courses required of students specializing in Philosophy have also been offered frequently enough for students to be able to take them within a typical graduation cycle. PHIL 300, "Ancient Philosophy," was offered three times between Fall 1998 and Spring 2003 on a day/night rotation. Enrollment in the course averaged 10 students per semester: once, in Fall 2000, the course was taught with only nine students. PHIL 301, "Modern Philosophy," was also offered three times on the same night/day rotation. Enrollment in this course averaged nine students per class. Both times the course was taught at night, enrollment was low: in Fall 1999 six students were in the class; and in Fall 2002, eight students. PHIL 470, "Studies in Asian Philosophy," was taught four times during the period of this program review, on a consistent day/night rotation. Average enrollment in the course was 13: a class offered in Fall 1998 enrolled only nine students.

Elective Courses. Most of the elective courses offered by the Division of Humanities between Fall 1998 and Spring 2003 have been taught with enough frequency and appropriate rotation of day and night classes to allow students to graduate with a BA in Humanities in a timely manner. Of the 77 elective Humanities courses offered during this five-year period, 18 (23%) were offered only once; however, of those four were cross-listed with specializations in other divisions that determined the schedule. In effect, then, 13 (17%) of the elective courses were offered only once. Eleven elective classes (14%) were cancelled because of low enrollment; however of that number, two courses have been deleted from the curriculum, and three cross-listed courses are taught by faculty from Social Sciences. Therefore, of the extant Humanities classes taught by Humanities faculty, only 6 (2.5%) have been cancelled because of low enrollment:

- HPST/LIT 480, "Contemporary Literature of the Pacific";
- HIST 327, "Korean Culture";
- HIST 462, "The Formative Years: U.S. History 1763-1841";
- HUM 314, "Advanced Expository Writing";
- LIT 352, "English Literature II"; and
- LIT 429, "Multicultural Literature."

Most of the elective courses have also been adequately enrolled. Of the extant classes taught by Humanities faculty during regular semesters between Fall 1998 and Spring 2003, eight (3%) have been taught with enrollments of fewer than 10 students per section. Two of those courses have since been deleted from the *General Catalog*. So, only six (2.5%) of the classes taught by Humanities faculty have been under-enrolled during the five-year period:

- HIST 328, "Modern Korea," in Fall 1999 (seven students) and Spring 2002 (seven students);
- HUM 390, "Teaching Writing," in Spring 2000 (eight students), Spring 2001 (six students), and Spring 2002 (six students); and

- LIT 351, “English Literature I,” in Fall 2002 (four students).

Ten of the 99 Humanities courses listed in the *University of Hawai‘i-West O‘ahu General Catalog 2003-2005* (10%) were not taught from Fall 1998 through Spring 2003:

- HIST/PHIL 308, “Science and the Modern Prospect;
- HIST 386, “Japanese in Hawai‘i”;
- HUM 312, “Public Speaking”;
- HUM 314, “Advanced Expository Writing”;
- HUM 315, “Research Methods in the Humanities”;
- HUM 415, “Journalism, Editing, and Publishing”;
- LIT 426, “Eighteenth Century Poetry and Prose”;
- LIT 487, “Modern Poetry”;
- LIT 495, “Literary Themes”; and
- PHIL 311, “Philosophy of Law.”

Only a small percentage of Humanities elective classes taught between Fall 1998 and Spring 2003 have been over-enrolled. Five of the 235 elective classes offered (2.1%) have been taught with enrollments exceeding the maximum number. One of these classes was a cross-listed course taught by a faculty member from Social Sciences. So, only four (1.7%) of the elective classes taught by Humanities faculty, three of which have been WI, have been overenrolled:

- HPST/HIST 482, “Pacific Islands,” in Spring 2001 (26 students);
- HPST/HIST 484, “Literature of Hawai‘i” in Spring 2002 (28 students);
- HIST 496X, “Hawai‘i’s Politics,” in Fall 1998 (28 students); and
- PHIL 481, “Ethics and Administration,” in Fall 1998 (45 students).

## **Learning Resources**

The Humanities Division is aided in its delivery of courses through several resources for instructional support. For instance, technological support has been increasingly available to Humanities faculty who need assistance with computing tasks or with the creation or delivery of online courses. Students in the Humanities also have access to a Computer Lab that is open approximately 50 hours a week. In addition, computer workshops, open to students and staff, are offered several times throughout a semester.

The combined libraries of UH West O‘ahu and Leeward Community College provide additional support for Humanities faculty and students. As of June 30, 2002, the UH West O‘ahu Library general collection included 25,500 books, 1,000 videos, 884 reels of microfilms, and 149 print journals. Although the collection of books and journals is small, the UH West O‘ahu Library has invested heavily in web-based resources and has databases that provide access to more than 10,000 print journals. Of these databases, 79 useful for Humanities students and faculty and are conveniently listed at <http://socrates.uhwo.Hawai‘i.edu/library/otherdatabases.html>. During Fall 2003, the UH

West O‘ahu Library has acquired new databases especially pertinent for studies in the Humanities: the *History E-Book Project by the American Council of Learned Societies*, providing full texts of more than 500 books of high quality in the field of history; the *Oxford English Dictionary*, the accepted authority on the evolution of the English language; and the *Oxford Reference Online Core Collection*, which brings together 100 language and subject dictionaries and reference works. In addition, UH West O‘ahu students and faculty have access to all of the holdings in the LCC Library.

The UH West O‘ahu Writing and Learning Center is also available to Humanities students and faculty. Open approximately 20 hours a week for writing assistance, the Writing and Learning Center employs trained students as Writing Assistants. Over the five-year period of this academic review, students enrolled in Humanities classes have accounted for about 41% of the tutorial sessions in writing in the Writing and Learning Center. The percentage of students from Humanities classes has especially risen with the advent of online tutoring in the Writing and Learning Center.

**Table 37**  
**Writing and Learning Center Usage by Humanities Students**  
**Fall 1998 – Spring 2003**

	<b>Total Visits</b>	<b>Visits from Humanities Classes</b>	<b>% of Visits from Humanities Classes</b>
<b>Fall 1998</b>	193	31	16%
<b>Spring 1999</b>	212	44	21%
<b>Fall 1999</b>	105	20	19%
<b>Spring 2000</b>	356	241	68%
<b>Fall 2000</b>	543	235	43%
<b>Spring 2001</b>	452	312	69%
<b>Fall 2001</b>	292	152	52%
<b>Spring 2002</b>	317	133	42%
<b>Fall 2002</b>	187	16	9%
<b>Spring 2003</b>	186	80	43%
<b>Average</b>	<b>284</b>	<b>125</b>	<b>44%</b>

### **Learning Outcomes**

The best way to determine how well the Humanities Division is serving students is through indirect and direct measures of student learning outcomes. By completing surveys and course evaluations, students rate their acquisition of content and skills in a particular specialization. Faculty usually measure student performance through graded quizzes, examinations, papers, and oral contributions. Another measure of learning outcomes presently used at UH West O‘ahu is an annual assessment of Senior Projects by outside evaluators.

## 1999 Survey of Recent Graduates

According to the 1999 UH West O‘ahu Survey of Recent Graduates, students concentrating in the Humanities believe they have received an excellent education. Of the 25 respondents, 100% said they were “satisfied” or “very satisfied” with the overall quality of their total academic experience; 100% also said they were “satisfied” or “very satisfied” about the quality of instruction they received to (1) increase their appreciation of literature and the arts and (2) increase their knowledge about other cultures and world affairs. Although in general not as satisfied as students concentrating in Social Sciences with their instruction in written and oral communication, critical thinking, and information gathering, Humanities students rated their quality of instruction high in those areas as well. Tables 38 through 44 summarize the survey responses on some key topics related to learning outcomes.

**Table 38**  
**Responses to UH West O‘ahu Survey of Recent Graduates by Division**  
**Spring 1999**

**Question 14: Please rate the overall quality of the instruction to improve your writing ability.**

	Poor Quality		Fair Quality		Good Quality		Excellent Qual	
	#	%	#	%	#	%	#	%
<b>BusAd</b>	1	2.9%	4	11.8%	22	64.7%	7	20.6%
<b>PubAd</b>			4	23.5%	10	58.8%	3	17.6%
<b>SocSc</b>			1	2.3%	17	39.5%	25	58.1%
<b>Hum</b>			2	8.0%	10	40.0%	13	52.0%

**Table 39**  
**Responses to UH West O‘ahu Survey of Recent Graduates by Division**  
**Spring 1999**

**Question 16: Please rate the overall quality of instruction to improve your oral communication skills.**

	Poor Quality		Fair Quality		Good Quality		Excellent Qual	
	#	%	#	%	#	%	#	%
<b>BusAd</b>	1	2.9%	7	20.6%	14	41.2%	12	35.3%
<b>PubAd</b>			2	12.5%	9	56.3%	5	31.3%
<b>SocSc</b>	1	2.3%	4	9.3%	23	53.5%	15	34.9%
<b>Hum</b>			4	16.0%	8	32.0%	13	52.0%

**Table 40**  
**Responses to UH West O‘ahu Survey of Recent Graduates by Division**  
**Spring 1999**

**Question 18: Please rate the overall quality of instruction to improve your critical thinking ability.**

	Poor Quality		Fair Quality		Good Quality		Excellent Qual	
	#	%	#	%	#	%	#	%
<b>BusAd</b>			4	11.8%	19	55.9%	11	32.4%
<b>PubAd</b>			3	17.6%	9	52.9%	5	29.4%
<b>SocSc</b>			2	4//8%	15	34.9%	26	60.5%
<b>Hum</b>			<b>2</b>	<b>8.0%</b>	<b>7</b>	<b>28.0%</b>	<b>16</b>	<b>64.0%</b>

**Table 41**  
**Responses to UH West O‘ahu Survey of Recent Graduates by Division**  
**Spring 1999**

**Question 21: Please rate the overall quality of instruction to improve your knowledge about other cultures and world affairs.**

	Poor Quality		Fair Quality		Good Quality		Excellent Qual	
	#	%	#	%	#	%	#	%
<b>BusAd</b>	2	5.9%	10	29.4%	12	35.3%	10	29.4%
<b>PubAd</b>			4	23.5%	8	47.1%	5	29.4%
<b>SocSc</b>			3	71.1%	15	35.7%	24	57.1%
<b>Hum</b>					<b>9</b>	<b>36.0%</b>	<b>16</b>	<b>64.0%</b>

**Table 42**  
**Responses to UH West O‘ahu Survey of Recent Graduates by Division**  
**Spring 1999**

**Question 22: Please rate the overall quality of instruction to improve your appreciation of literature and the arts.**

	Poor Quality		Fair Quality		Good Quality		Excellent Qual	
	#	%	#	%	#	%	#	%
<b>BusAd</b>	2	5.9%	14	41.2%	14	41.2%	4	11.8%
<b>PubAd</b>			7	41.2%	8	47.1%	2	11.8%
<b>SocSc</b>			10	25.0%	16	40.0%	14	35.0%
<b>Hum</b>					<b>7</b>	<b>28.0%</b>	<b>18</b>	<b>72.0%</b>

**Table 43**  
**Responses to UH West O‘ahu Survey of Recent Graduates by Division**  
**Spring 1999**

**Question 23: Please rate the overall quality of instruction to improve your ability to gather information and learn on your own.**

	Poor Quality		Fair Quality		Good Quality		Excellent Qual	
	#	%	#	%	#	%	#	%
<b>BusAd</b>	1	2.9%	5	14.7%	17	50.0%	11	32.4%
<b>PubAd</b>	1	5.9%	2	11.8%	9	52.9%	5	29.4%
<b>SocSc</b>			1	2.3%	14	32.6%	28	65.1%
<b>Hum</b>			<b>4</b>	<b>16.0%</b>	<b>5</b>	<b>20.0%</b>	<b>16</b>	<b>64.0%</b>

**Table 44**  
**Responses to UH West O‘ahu Survey of Recent Graduates by Division**  
**Spring 1999**

**Question 25: Please rate the overall quality of your total academic experience.**

	Poor Quality		Fair Quality		Good Quality		Excellent Qual	
	#	%	#	%	#	%	#	%
<b>BusAd</b>	1	2.9%	3	8.8%	22	64.7%	8	23.5%
<b>PubAd</b>			1	5.9%	9	52.9%	7	41.2%
<b>SocSc</b>			1	2.3%	12	27.5%	30	69.8%
<b>Hum</b>					<b>6</b>	<b>24.0%</b>	<b>19</b>	<b>76.0%</b>

### **Course Evaluations**

Faculty at UH West Oahu are required to have students evaluate all classes at the end of each semester. The evaluations, distributed, compiled, and analyzed by the UH West Oahu Office of Assessment and Institutional Research, are confidential. Although most of the questions on the end-of-semester course evaluations ask students to assess classroom environment and instructional techniques, several questions ask students their perceptions of certain learning outcomes. These questions gauge students' perceptions of how they learned factual information, fundamental principles and theories in their specializations, methods of analysis for their fields, problem-solving techniques, and writing skills. The average mean scores on all of these questions for students concentrating in Humanities are on a par or higher than the average mean scores of all UH West O‘ahu students during the same period. (See Table 9.) On the variable that rated how much their writing skills had been improved, the mean for Humanities students (4.4) was 0.2 higher than the institutional average mean.

An analysis of WI class evaluations, however, shows that when students are asked about specific learning outcomes in terms of writing, the responses of Humanities students are not as favorable. Table 45 shows the average percentage of Humanities students and UH

**Table 45**  
**Average Percentage of Students Marking “Frequently” and “Almost Always” on**  
**WI Class Evaluations**  
**Spring 2000 – Spring 2003<sup>10</sup>**

Variables	Hum %	UHWO %
1. The use of Freewriting in this class helped me clarify my thoughts and formulate ideas	59.9	59.5
2. Peer group discussion of drafts in this class helped me edit and revise my papers.	51.2	48.3
3. Writing journals for this class helped me clarify my thoughts and formulate ideas.	33.5	45.5
4. Writing revisions of drafts for this class helped me improve my writing skills.	67.1	65.3
5. Consultations with an instructor about papers for this class helped me successfully complete the assignments	53.8	59.0
6. Consultations with a Writing Assistant about papers for this class helped me successfully complete the assignments.	43.7	35.9
7. Taking essay exams in this class helped me improve my writing skills.	42.1	43.1
8. Learning research techniques in this class helped me successfully gather, summarize and analyze information for assigned papers.	49.2	55.9
9. Writing outlines of papers for this class helped me learn to organize my ideas in a logical manner.	53.2	56.0
10. Working on thesis development in this class helped me learn how to summarize and clarify the main ideas of my paper.	57.0	56.6
11. Reviewing sample papers in this class helped me improve my writing skills.	51.8	51.3
12. The required writing helped me gain better understanding of the course subject.	75.1	74.7
13. This writing intensive class improved my writing skills.	76.4	69.8
14. The instructor’s guidelines for paper assignments were clear and specific.	76.4	75.7
15. The assistance I received from the Writing Center helped me successfully complete assignments and improve my writing.	46.0	32.1

West O‘ahu students as a whole who responded “frequently” and “almost always” on a series of questions about specific techniques used in WI classes. Administered between Spring 2000 and Spring 2003, these evaluations show that 76% of the students in

<sup>10</sup> The UH West Oahu WI evaluation forms were drastically revised in Spring 2000. The figures in Table are averages of responses to WI evaluations from that semester through Spring 2003. The average percentages in the table are based on 1,005 responses from 87 WI classes: 188 responses are from 18 Humanities WI classes taught by six different instructors—five full-time faculty members and one adjunct.

Humanities WI classes believe that the classes improved their writing skills, compared to 70% of UH West O‘ahu students as a whole; however, the responses also indicate that students in Humanities classes appear to have used journals, consultations with instructors, and outlines less often and less effectively than UH West O‘ahu students as a whole. In addition, the percentage of students in Humanities classes (49%) who felt the WI classes effectively taught them research skills for writing purposes is significantly lower than the percentage of UH West O‘ahu students overall (56%).

## Grades

The most common tool faculty in the Humanities Division use to assess student learning is grades. Table 46 indicates that of the grades handed out to Humanities students from Fall 1998 through Spring 2002, 47% were A’s and 36% were B’s. Conversely, only 11% were C’s, 2% were D’s, and 14% were F’s. Table 47, which presents a break down of these statistics by specializations, shows that from Fall 1998 through Spring 2002, 62% of the students in Literature classes received A’s, 15% more than the students in the Humanities as a whole. In addition, approximately 91% of the students enrolled in Literature classes received either A’s or B’s.

**Table 46**  
**Distribution of Grades in the Humanities Division**  
**Fall 1998 – Spring 2002<sup>11</sup>**

	0.0 (F)		1.0 (D)		2.0 (C)		3.0 (B)		4.0 (A)		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
<b>F 1998</b>	10	31.1%	3	0.9%	36	11.2%	109	33.9%	164	50.9%	322	100%
<b>S 1999</b>	7	2.1%	5	1.5%	30	8.9%	139	41.2%	156	46.3%	337	100%
<b>F 1999</b>	11	3.1%	9	2.6%	30	8.6%	119	34%	181	51.7%	350	100%
<b>S 2000</b>	14	4.3%	4	1.2%	33	10.2%	132	40.6%	142	43.7%	325	100%
<b>F 2000</b>	14	3.7%	5	1.3%	38	10%	133	34.9%	191	50.1%	381	100%
<b>S 2001</b>	11	2.8%	5	1.3%	52	13.3%	153	39%	171	43.6%	392	100%
<b>F 2001</b>	24	6.1%	10	2.5%	40	10.2%	140	35.6%	179	45.5%	393	100%
<b>S 2002</b>	16	4.4%	18	5%	47	13%	114	31.5%	167	46.1%	362	100%
<b>Average</b>	107	3.7%	59	2.1%	306	10.7%	1039	36.3%	1351	47.2%	2862	100%

As Table 48 shows the mean grade point average (GPA) for students in Humanities courses over the period of Fall 1998 through Spring 2002 is 3.2, which is comparable to

<sup>11</sup> Because of a change in the system of data gathering, information on UH West Oahu grades for 2002-2003 was not available for this report.

the mean GPA in other divisions at UH West O‘ahu during the same period. Therefore, the “average” grade at UH West O‘ahu has become a “B” rather than a “C.”

**Table 47**  
**Distribution of Grades by Specializations in the Humanities**  
**Fall 1998 – Spring 2002**

	<b>0.0 (F)</b>		<b>1.0 (D)</b>		<b>2.0 ©</b>		<b>3.0 (B)</b>		<b>4.0 (A)</b>		<b>Total</b>	
<b>HPST</b>	33	1%	5	1.7 %	36	12.5 %	121	42.2 %	122	42.% %	287	100%
<b>HIST</b>	14	2.1 %	17	2.5 %	95	14.1 %	270	40.1 %	278	41.2% %	674	100%
<b>HUM</b>	45	4.4 %	28	2.7 %	121	11.8 %	376	36.6 %	458	44.6% %	1028	100%
<b>LIT</b>	18	3.4 %	5	1% %	27	5.2% %	148	28.4 %	324	62.1% %	522	100%
<b>PHIL</b>	27	7.7 %	4	1.1 %	27	7.7% %	124	35.3 %	169	48.1% %	351	100%
<b>Total</b>	107	3.7 %	59	2.1 %	306	10.7 %	1039	36.3 %	1351	47.2% %	2862	100%

**Table 48**  
**Mean Grade Point Average**  
**Fall 1998 – Spring 2002**

<b>Semester</b>	<b>Humanities</b>	<b>Non-Humanities</b>
<b>Fall 1998</b>	3.29	3.18
<b>Spring 1999</b>	3.28	3.21
<b>Fall 1999</b>	3.29	3.24
<b>Spring 2000</b>	3.18	3.26
<b>Fall 2000</b>	3.27	3.16
<b>Spring 2001</b>	3.19	3.13
<b>Fall 2001</b>	3.12	3.10
<b>Spring 2002</b>	3.10	3.09
<b>Average</b>	<b>3.2</b>	<b>3.2</b>

### Senior Project Evaluations

Another measure of learning outcomes is an evaluation of Senior Projects conducted by external evaluators over a three-year period at UH West O‘ahu. In January 2001, January 2002, and January 2003, external evaluators chosen by the UH West O‘ahu Assessment Office upon the recommendations of the UH West O‘ahu faculty read completed Senior Projects from the three academic divisions at UH West O‘ahu. Representing academic and professional fields comparable to those in the three UH West O‘ahu divisions, the evaluators used a rubric based on institutional learning objectives on written communication, quantitative and qualitative reasoning, and research skills. (The evaluation form used by the readers is attached as Appendix E.) The evaluators were asked to rate the Senior Projects on a scale of 1 to 5, with a “1” indicating a Senior Project showed “no evidence” of a particular criterion and a “5” indicating it showed “exemplary evidence.” In addition, evaluators were asked to assess the overall quality of the Senior Projects based on a scale of 1 to 5, with 1 representing “failing” and 5

representing “excellent.” More than one evaluator read most Senior Projects. The number of Senior Projects read varied from year to year.

**Table 49**  
**Number of Senior Projects Evaluated**  
**By Division**  
**2001, 2002, 2003**

	<b>2001</b>	<b>2002</b>	<b>2003</b>
<b>Humanities</b>	19	24	8
<b>Professional Studies</b>	29	36	11
<b>Social Sciences</b>	55	46	18
<b>Total</b>	<b>76</b>	<b>106</b>	<b>37</b>

The mean scores for Humanities Senior Projects were much lower in January 2003 than in the previous two years. The means were lower on all but one of the 18 criteria. There could be several reasons for these discrepancies, such as the different faculty members teaching the Senior Project class each year or the different readers. One major reason may be that the Senior Projects in January 2003 were all read at least twice, and some were read three or four readers times; Senior Projects in the previous years were read only once, and none was read by more than two readers.

**Table 50**  
**Mean Scores on Humanities Senior Projects**  
**2001-2003**

	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>AV</b>
1. Purpose of the paper is clearly stated or implied.	3.42	4.00	3.21	<b>3.54</b>
2. Develops a theme, thesis, or hypothesis pertinent to this field.	3.42	3.67	3.05	<b>3.38</b>
3. Style and content are appropriate for an audience of peers.	3.53	3.75	2.89	<b>3.39</b>
4. Demonstrates an orderly and logical chain of reasoning.	3.42	3.71	2.89	<b>3.34</b>
5. Presents sound evidence using appropriate data and examples.	3.32	3.71	2.94	<b>3.32</b>
6. Shows an understanding of what constitutes plagiarism.	3.71	3.82	3.00	<b>3.51</b>
7. Demonstrates proficiency in mechanical and grammatical skills.	3.47	3.38	2.84	<b>3.23</b>
8. Uses theoretical concepts from this field.	2.59	4.14	3.00	<b>3.24</b>
9. Presents and integrates ideas from different sources.	3.06	3.96	3.00	<b>3.34</b>
10. Draws sound conclusions and interpretations from the data.	3.21	3.76	2.72	<b>3.23</b>
11. Analyzes and discusses the data and/or material in a meaningful way.	3.21	3.74	2.44	<b>3.13</b>
12. Collects and organizes appropriate data and examples.	3.26	3.96	3.00	<b>3.41</b>
13. If appropriate, uses statistics in analyzing the data.	3.50	3.50	1.33	<b>2.78</b>
14. Uses research skills accepted in the field.	3.32	4.09	3.21	<b>3.54</b>
15. Uses appropriate, traditional and/or electronic sources for data.	3.37	4.00	3.22	<b>3.53</b>
16. Uses methods of citation and documentation appropriate to this field.	3.21	3.24	2.83	<b>3.09</b>
17. Shows an understanding of ethical concerns in research as appropriate.	3.86	3.00	2.64	<b>3.16</b>
18. How would you rate the overall quality of the project?	3.47	3.50		<b>3.49</b>

An analysis of the average mean scores over the three-year period shows that Humanities projects rated about 3.4 in terms of written communication and approximately 3.2 in terms of analysis of data and incorporation of research material. The average means for

Humanities rated below the UH West O‘ahu means on 16 of the 18 items and below the means for Social Sciences Senior Projects on all of the items.

**Table 51**  
**Mean Scores on UH West O‘ahu Senior Projects in All Divisions**  
**2001-2003**

	<b>Hum</b>	<b>ProS</b>	<b>SocS</b>	<b>UHWO</b>
1. Purpose of the paper is clearly stated or implied.	3.54	3.57	3.92	3.79
2. Develops a theme, thesis, or hypothesis pertinent to this field.	3.38	3.41	3.88	3.66
3. Style and content are appropriate for an audience of peers.	3.39	3.18	3.88	3.60
4. Demonstrates an orderly and logical chain of reasoning.	3.34	3.12	3.78	3.49
5. Presents sound evidence using appropriate data and examples.	3.32	2.97	3.65	3.38
6. Shows an understanding of what constitutes plagiarism.	3.51	3.09	4.09	3.79
7. Demonstrates proficiency in mechanical and grammatical skills.	3.23	2.92	3.83	3.49
8. Uses theoretical concepts from this field.	3.24	3.08	3.80	3.51
9. Presents and integrates ideas from different sources.	3.34	2.92	3.79	3.43
10. Draws sound conclusions and interpretations from the data.	3.23	2.79	3.49	3.24
11. Analyzes and discusses the data in a meaningful way.	3.13	2.88	3.52	3.27
12. Collects and organizes appropriate data and examples.	3.41	2.99	3.58	3.36
13. If appropriate, uses statistics in analyzing the data.	2.78	2.54	4.05	3.56
14. Uses research skills accepted in the field.	3.54	3.05	3.78	3.54
15. Uses appropriate, traditional and/or electronic sources for data.	3.53	3.19	3.81	3.56
16. Uses appropriate methods of citation and documentation.	3.09	2.86	3.85	3.40
17. Shows an understanding of ethical concerns in research.	3.16	3.16	3.81	3.69
18. How would you rate the overall quality of the project?	3.49	3.14	3.52	3.38

In 2001 and 2003, the external evaluators of these Senior Projects were also asked to give each Senior Project a grade, based on a rubric of 0 to 4, with 4 representing an ‘‘A.’’ These grades given by the external evaluators were then compared with the grades given by faculty members for the Senior Projects. A significant discrepancy exists between the grades actually given to Senior Projects in Humanities and those awarded by objective, outside parties. The average graded awarded Humanities Senior Projects by faculty members is 3.64; the average grade given to the same projects by external evaluators is 2.9. In 2003, external evaluators awarded a mean grade that was nearly two points lower than the mean grade given by Humanities faculty.

**Table 52**  
**Comparison of Mean Grades on Humanities Senior Projects Given by Humanities**  
**Faculty and External Evaluators**  
**Fall 2001 and Fall 2003**

	<b>Humanities Grade</b>	<b>Evaluators’ Grade</b>
<b>2001</b>	3.75	2.78
<b>2003</b>	3.52	1.80
<b>Average</b>	3.64	2.29

## Conclusion

The Humanities Division at UH West O‘ahu is composed of a faculty committed to excellence in teaching. The Humanities faculty enjoy a well-deserved reputation for being stimulating lecturers and able facilitators of discussion in the classroom, as well as accessible and helpful advisors to students outside the classroom. Although the faculty is fairly homogeneous in terms of gender, ethnicity, and age, they represent a diversity of pedagogical styles and academic interests; and students report a very high degree of satisfaction with the instruction they receive in the Humanities. In addition, students concentrating in the Humanities have received an academic training that has enabled the motivated and disciplined among them to pursue further degrees in such areas as Counseling, Education, English, History, and Law.

The curriculum for a BA degree in Humanities is exceptionally well aligned with the UH West O‘ahu Mission Statement. Through the requirements and electives for the degree, students receive a multicultural, interdisciplinary education that emphasizes communication skills, as well as the values of the liberal arts. Classes are scheduled in a way to allow students to graduate in a timely manner, whether the students primarily attend classes by day or by night.

The Humanities faculty recently revised divisional learning objectives and developed objectives for each specialization. For the most part, these objectives correlate with the institutional learning objectives and are clear, concise, and measurable. The Division, however, has not yet developed instruments to assess student achievement of these objectives. Furthermore, what assessment measures have been used suggest that students in the Humanities need more instruction in research methods, as well as increased emphasis on writing skills.

## Recommendations

**1. Funds should be allotted for the conversion of a lectureship into an instructor position in Hawaiian-Pacific Studies.**

An instructor in Hawaiian-Pacific Studies would allow the specialization to grow as needed. With the addition of tenured or tenure-track faculty members in History and Literature, the total of full-time faculty members in Humanities would then be eight, the number recommended in the 1994 academic program review.

**2. When a full-time Institutional Research/Assessment Specialist is hired, data on Humanities student demographics, retention rates, graduation rates, and post-degree activities should be collected.**

**3. The Humanities faculty should develop a divisional philosophy or mission statement to guide curricular development.**

**4. The Humanities faculty should discuss the possibility of revising requirements for a BA degree in Humanities.**

Possible topics for discussion are:

- adding a research requirement to divisional requirements,
- substituting a research requirement for an existing one, and
- developing requirements for teaching research methods within the specializations.

Any changes to degree requirements should be made by the time of the publication of the next *General Catalog* in 2005.

**5. The Humanities faculty should discuss how the curriculum for a BA degree in Humanities can be more streamlined and cohesive.**

The following general Humanities courses have not been taught from Fall 1998 through Spring 2003:

- HUM 312, “Public Speaking”;
- HUM 314, “Advanced Expository Writing”;
- HUM 315, “Research Methods in the Humanities”;
- and HUM 415, “Journalism, Editing, and Publishing.”

All four should be dropped from the curriculum unless HUM 315 is made a requirement. Although HUM 314 was conceived as an alternative writing course for students who had completed the Writing Assessment Examination with a grade of E (exempt), enrollment was so low the one time it was offered, it had to be cancelled. As an alternative, students could take HUM 390, “Teaching Writing”; however, this course has also suffered low enrollments three times within the five years of this academic review. If the low enrollments continue, HUM 390 should be cancelled as well and an alternative should be found to train students who serve as Writing Assistants in the Writing and Learning Center. These changes should occur by the time of the publication of the next *General Catalog* in 2005.

Faculty in each specialization should also review course offerings in relation to the UH West O‘ahu Mission Statement, specialization learning objectives, and faculty resources to determine possible deletions and additions that should occur before the next *General Catalog*. For example, the Specialization in Hawaiian-Pacific Studies will be undergoing modifications as its curriculum is readjusted in 2004-2005. The Specialization in Philosophy might benefit from a better balance of courses involving Western and Eastern philosophies. The Specialization in History might eliminate certain courses, specifically:

- HIST 321, “Japanese Culture,” which has not been offered during the five-year period of this academic review and could be offered under HIST 496, “Selected Topics in History”;

- either HIST 327, “Korean Culture,” which was cancelled once for low enrollment, or HIST 328, “Modern Korea,” which was taught twice with enrollment of fewer than 10 students;
- HIST 354, “History of Russia,” which has lost its importance in the curriculum in recent years; and
- HIST 374, “American Intellectual History,” which is not entirely suitable for the student population at UH West O‘ahu and might be offered under “Selected Topics.”

Although a discussion of the exact nature of revisions necessary in Literature should wait until a new full-time faculty member in Literature has been hired, two courses that might be considered for deletion are the survey courses LIT 351, “English Literature I,” and LIT 352, “English Literature II.” The content of those courses is duplicated in other Literature courses offered. In addition, the survey courses have not proved popular with students: LIT 351 was taught in Spring 2003 with an enrollment of only four students; LIT 352 was previously cancelled because of low enrollment.

**6. The Humanities faculty should discuss the ways in which the courses HUM 486, “Senior Project” and HUM 490, “Senior Practicum” are taught.**

Possible topics of discussion are how to:

- standardize expectations for the capstone experience,
- teach the capstone experience in ways that correspond with the guidelines for WI courses,
- insure that the faculty member responsible for the grades is also responsible for the product, and
- assess the capstone experience.

**7. Members of the specializations within the Humanities should review and revise the objectives for each specialization.**

Specialization Objectives should be assessed for clarity, conciseness, and measurability. Faculty should rewrite objectives as necessary to ensure that no objective is either too broad or too narrow in scope. The objectives could also be expanded to four or five per specialization.

**8. The Humanities faculty should develop assessment instruments to measure student achievement of divisional and specialization learning objectives.**

**9. The Humanities faculty should develop and implement a plan for how assessment data will be used for continuous improvement of the curriculum.**

**10. By the next academic program review the Humanities faculty should evaluate all divisional and specialization objectives, revising objectives as necessary; determine in which courses the objectives are being met; assess how well the objectives align with learning outcomes; and ascertain how well the objectives are being used for continuous improvement of the curriculum.**

After divisional and specialization objectives are assessed and revised as necessary, the Humanities faculty should analyze:

1. course descriptions and syllabi to determine which courses allow students to meet which institutional, divisional, and specialization objectives;
2. course syllabi to determine how well course objectives align with institutional, divisional, and specialization objectives; and
3. learning outcomes of classroom assignments and examinations to determine how well the assignments are aligned with institutional, divisional, and specialization objectives.

The evaluation and revision of divisional and specialization objectives should occur at a pace that allows for careful analysis of a few objectives each year in the five-year cycle. The resultant data will then provide a full assessment of all divisional and specialization for the next academic review of the BA degree in Humanities. The data should also be used in efforts for continuous improvement of the Humanities curriculum.

**Table 53  
Time Table for a Five-Year Evaluation of Divisional and Specialization Objectives  
in the Humanities**

<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>
Review and revision of objectives Evaluation of D1, HP1, H1, L1, and P1	Evaluation of D2, D3, HP2, H2, L2, P2	Evaluation of D4, D5, HP3, H3 (?), L3, P3 (?)	Evaluation of D6, D7, HP4 (?), H4 (?), L4 (?) P4 (?)	Evaluation of any remaining objectives Final revisions of objectives Analysis of full data set for program review



## **University of Hawai‘i–West O‘ahu Mission Statement**

UH West O‘ahu is a baccalaureate degree granting institution which offers degrees in the liberal arts and professional studies. As the only public four-year university located in the leeward O‘ahu area, UH West O‘ahu is committed to the continuing development of the region through both innovative educational offerings and public service activities.

UH West O‘ahu emphasizes quality teaching and flexible class schedules that foster life-long learning, thus enabling students to pursue career-related education coupled with the values, ideas, and challenges of the liberal arts. The academic program structure stresses the exploration of interdisciplinary studies, cross-cultural and international studies, and communication skills.

Targeting the communities of west O‘ahu and other parts of the state, UH West O‘ahu meets the educational needs of both recent high school graduates and non-traditional students. It provides innovative alternative learning opportunities such as instruction via computer and telecommunications, certificate programs, mentoring, individualized degree programs, and credit for prior learning.