The primary goal of General Education Program assessment is to improve student learning. Effective assessment can provide useful feedback on student performance as it relates to General Education’s goals. Successful academic assessments typically involve identifying appropriate student learning outcomes and/or objectives; collecting evidence (e.g., samples of student work); evaluating and interpreting evidence; and using results to guide student-learning initiatives (e.g., initiatives to improve the quality of what is taught and how it is taught; initiatives to improve the effectiveness of assignments). To be effective, student-learning assessment requires extensive faculty involvement in all of assessment’s phases, including use of results. Thus, at UHM, assessment of the General Education Program will be faculty initiated, driven, and supervised.

A. Assessment of the General Education Program will be used to determine the institutional effectiveness of the Program and, more importantly, to guide efforts to improve student learning through that Program. Assessments of General Education will not be used to evaluate the performance of an individual student, faculty member, department, or instructional unit.

B. In order to interpret and use assessment results, information about students is often needed. At the same time, it is absolutely necessary that educational assessment be conducted with conscientious attention to the confidential use of collected evidence. At UHM, all personal identifying information will be removed before any evaluation of evidence. All reports of results will scrupulously maintain the confidentiality of the individuals involved.

C. Faculty members from departments that offer General Education courses will be engaged at all stages of General Education Program assessments. Faculty members will
   a. participate in the development of both student learning outcomes and assessment rubrics;
   b. assist with the selection and development of methods to gather evidence of student learning;
   c. contribute to the interpretation of the data that are collected; and
   d. participate in using the results to improve the quality of the General Education Program.

D. Courses in different departments may share the same General Education outcomes. However, the assessment methods or rubrics used to analyze evidence may vary because of differences in the methods and structures of individual courses. Faculty members will work to ensure that the assignments and questions used in such assessments are tailored to specific course content, especially when they are integrated into courses or final exams.

E. One of the desired outcomes of the General Education Program is students’ development of an appreciation for the complexities and potentialities of human experience. Assessment goals and procedures may be developed to find out how well the General Education Program achieves less tangible outcomes.