A Model for General Education Assessment: Utilizing a Faculty Learning Community for the Assessment of Global Learning

University of Hawai‘i at Mānoa
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Session Outcomes

Participants will:

➔ Learn about an assessment model for the area of Global Learning in General Education
➔ Discuss how the model emphasizes meaningful design and use of assessment.
➔ Discuss ways to create and support faculty learning and development on student learning outcomes assessment
➔ Share strategies to overcome disciplinary and administrative silos
Welina mai!
(Welcome!)
University of Hawaiʻi System

- Includes 10 campuses: 3 universities and 7 community colleges on 6 Hawaiian islands
- Serves about 50,000 students
- Has 724 total degree programs
- Is the only provider of public higher education in Hawaiʻi
UHM FAQs

Maluna a'e o nā lāhui a pau ke ola o ke kanaka.
"Above all nations is humanity."

FOUNDED
1907

LOCATION
Honolulu, O'ahu, HI

CAMPUS SIZE
320 Acres

RESEARCH 1
Designated by the Carnegie Institute

ACCREDITATION
Western Association of Schools and Colleges (WASC)

Land, Sea, Sun, and Space Grant Designation

AVG. CLASS SIZE
33 Lower Division
20 Upper Division

STUDENT TO FACULTY RATIO: 13:1

% OF FACULTY WITH PHD: 85%

104 Bachelor Programs
91 Masters Programs
54 Doctoral Programs
5 Professional Programs

13,203 Total Fall 2020 Undergrad Enrollment

Image from: tinyurl.com/2ytddp2x
UHM Student Characteristics

- **64.3%** Hawai‘i (in-state)
- **29.7%** Out-of-State & U.S. National
- **6.0%** International
- **140** Countries & Regions Represented

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>35.9%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>24.9%</td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td>18.6%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>16.4%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1.8%</td>
</tr>
<tr>
<td>African American</td>
<td>1.6%</td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>0.4%</td>
</tr>
<tr>
<td>Unknown</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

*Asian: 9.3% Filipino, 6.8% Japanese, 9.9% Mixed Asian, 4.7% Chinese, 2.1% Korean
*Native Hawaiian: 17.7% Native Hawaiian or Part Hawaiian, 1.2% Pacific Islander, 16.4% Two or more races

Images from: tinyurl.com/qv7hrapj
Poll Question:
How diverse is your institution?

Choices:

- Very diverse
- Moderately diverse
- Not diverse at all
- Unable to answer
Why does diversity matter?

- Relation to intercultural knowledge and competencies 
  ([AAC&U VALUE rubric](http://example.com/value-rubric))

- A highly diverse faculty/staff and student bodies do not inherently contribute to the development of intercultural competencies among students, as we were reminded during our recent General Education program review.
Strategic Plan 2015-2025

Is one Hawaiian-focused course enough? And is the inclusion of Oceania as one of so many world regions enough for the Foundations level?

Image from: tinyurl.com/djexjo3p
Strategic Plan and General Education

The General Education program will enhance student success by:

➔ Utilizing the results of assessment to ensure program quality, to modernize the curricula in response to changes within the discipline, and to prepare students for the careers of the future.
The General Education curriculum will support **becoming a Native Hawaiian Place of Learning** by:

- All undergraduates are required to complete a course focused on Native Hawaiian culture, in which students learn how Hawaiian culture is similar to and different from other Native Pacific Islanders’ cultures or cultures in Asian countries.

- Students also complete a Global and Multicultural Perspectives course that includes content on Hawai‘i, Asia, and the Pacific.
POLL 2

To what extent do you believe diversity is represented in your General Education Global Learning requirement?

Choices:

➔ Very much represented
➔ Moderately represented
➔ Not represented at all
➔ Not applicable
## General Education at UHM

### Gen Ed Components

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>Special Graduation Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Foundations</strong></td>
<td><strong>3. Focus</strong></td>
</tr>
<tr>
<td>a. Written Communication</td>
<td>a. <strong>Hawaiian, Asian, and Pacific Issues</strong> (3 credits)</td>
</tr>
<tr>
<td>b. Quantitative Reasoning</td>
<td>b. Contemporary Ethical Issues</td>
</tr>
<tr>
<td><strong>c. Global and Multicultural Perspectives</strong> (6 credits)</td>
<td>c. Oral Communication</td>
</tr>
<tr>
<td><strong>2. Diversification</strong></td>
<td>d. Writing Intensive</td>
</tr>
<tr>
<td>a. Arts, Humanities, and Literatures</td>
<td></td>
</tr>
<tr>
<td>b. Social Sciences</td>
<td></td>
</tr>
<tr>
<td>c. Natural Sciences (Biological Science, Physical Science, and Laboratory)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>4. Hawaiian/Second Language</strong> (but modified or waived for ~50% of students)</td>
</tr>
</tbody>
</table>
Global and Multicultural Perspectives (FG)

Students will gain a sense of human development from prehistory to modern times through consideration of narratives and artifacts of and from diverse cultures. At least one component of each of these courses will involve the indigenous cultures of Hawai‘i, the Pacific, and Asia.

Image from: tinyurl.com/9dg7lbes
Global and Multicultural Perspectives (FG) Courses

- Students are required to take 6 credits / two courses
- Course is at the 100- or 200-level
- The course must fall into one of the following categories: Group A (content primarily before 1500 CE), Group B (content primarily after 1500 CE), and Group C (pre-history to present)
UHM General Education Website:
https://manoa.hawaii.edu/gened/

- 7 year assessment plan
- Includes both General Education and WASC core competencies
FG Assessment Project Timeline

- **Fall 2019:** Plan assessment
- **Spring 2020:** Offer PD relating to assessment
- **Fall 2020- Spring 2021:** Collect artifacts
FG Assessment Project Timeline (cont.)

Spring 2021-
Summer 2021: Artifacts assessed

Fall 2021: Results discussed with Foundations Board and GEC

Spring 2022: Ongoing PD offered
Challenges to Assessment

● Process:
  ○ Do our Gen Ed FG learning outcomes align with the institution’s mission?
  ○ What type of assessment project to construct with very little past assessment data to build upon?
  ○ How do we ensure faculty participation in the assessment process?

● Achievement:
  ○ Are our students being provided the knowledge and skills through FG designated courses to achieve the FG learning outcomes?
Challenges to Assessment (cont.)

- Faculty Ownership:
  - How to engage faculty in the assessment project when they are so busy, may not be interested, and/or may feel they lack the knowledge to contribute?

- Department Silos:
  - How to engage faculty in General Education-level discussions when assessment is already occurring at the department-level?
Faculty Learning Community

- Group of faculty from a variety of disciplines who engage in an extended collaborative process to enhance teaching and learning (Cox, 1999)
- FG Faculty Learning Community (FG FLC) was formed to collaboratively investigate student learning of Foundation Global and Multicultural Perspectives
- UHM faculty of all ranks who have taught FG-designated courses were invited to participate
- Met in Spring 2020 and Fall 2020 semesters, including 2 book discussions
FG FLC decided to first revise the SLOs since they felt they did not reflect the current curriculum and student’s learning.
Institutional LOs and General Education

ILOs

KNOW - Breadth and Depth of Knowledge

DO - Intellectual and Practical Skills

VALUE - Personal and Social Responsibility

FG Hallmarks

Student Learning
What is most important for our students’ learning?

- FG FLC were asked to rate AAC&U and WICHE Passport criteria relating to Global Learning and Intercultural Knowledge as Very Important, Important, Somewhat Important, and Not Important.

- The criteria were organized into the three institutional ILO groups: Know, Do, and Value
What is most important for our students’ learning? (cont.)

Rated as Very Important:

- KNOW: Understanding global systems
- DO: Perspective taking
- VALUE: Openness; Empathy

“That may be too ambitious for one or even two 100-level courses, but ideally that's what I'd like to see.”
Faculty Learning Community Resources
FG FLC Book Discussions
Revised SLOs (Spring 2020)

Students will be able to:

➔ **FGLO1.** Global Learning (content/know): Students will demonstrate an understanding of human development and cultural changes through time from prehistory to the present and across major regions of the globe—Africa, the Americas, Asia, Europe, and Oceania—and with particular emphasis on the unique cultural contributions from Hawaiian, Pacific, and/or Asian societies. This includes identifying the basic role of some global and local institutions, ideas, and processes in human and natural worlds.
Revised SLOs (Spring 2020)

Students will be able to:

➔ FGLO2. Intercultural Literacy (skill based/do): Using disciplinary-based modes of inquiry, and evidence by or about diverse cultures, students will imagine the perspectives of people from those cultures and evaluate the complexities of interactions across cultures.

➔ FGLO3. Personal and Social Responsibility (value): Through interpersonal and/or intellectual engagement, students will respond to, interact with, describe, and/or analyze human cultures with sensitivity and respect.
Direct Assessment Methodology

- FG FLC chose SLO #1 to assess
- Faculty teaching FG-designated courses invited to participate
- Student artifacts that align with SLO #1 are being collected
Culturally-Responsive Assessment

- Incorporated in second assessment project focused on HAP (Hawaiian, Asian and Pacific Issues) courses
- Outcomes are culturally relevant across areas
- Methods are appropriate for all types of learners, and supplement the work already being done
- Data are disaggregated during analysis
- Results are used to improve the academic experience of all students
Education with Aloha

- Hawaiian values in outcomes across all areas
- Contextualized assessment methods
- Demonstration of knowledge in multiple ways
- Relationships among instructors, learners, and peers are paramount (and measurable through indirect assessment, student engagement, retention, reflection, etc.)
Education with Aloha

- Hawaiian values are present in outcomes
- Knowledge is demonstrated in multiple ways
- Includes both formative and summative assessment measures

Nā Lau Lama, 2006
Education with Aloha

- Culturally responsive assessment model
- Focuses on connection between community, environment, and learning

Collaborative effort of the Kamehameha Schools, Hawai‘i Department of Education, and Nā Lei Na‘auao
Can you imagine integrating Culturally Responsive Assessment principles in your Global Learning assignments at your Institution?

Provide examples in the chat of assignments/activities/assessments in your Global Learning courses where you see opportunities to incorporate culturally responsive assessment principles.
### Scoring Rubric Sample

**UNH West O'ahu - GELO "Hawaiian, Asian & Pacific Issues" Assessment Rubric**

<table>
<thead>
<tr>
<th>HAP Dimension</th>
<th>Mastery 3</th>
<th>Advanced 2</th>
<th>Progressing 1</th>
<th>Beginning 0</th>
<th>Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge of Native Hawaiian (NH) issues</strong>*</td>
<td>Demonstrates exceptional understanding of Native Hawaiian issues</td>
<td>Demonstrates advanced understanding of NH issues</td>
<td>Demonstrates a basic understanding of NH issues</td>
<td>Demonstrates only minimal understanding of NH issues</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>Knowledge and understanding of the intersection of NH issues* with Asian and/or Pacific Islands issues*</td>
<td>Demonstrates exceptional understanding of the intersection of NH issues with Asian and/or Pacific Islands issues</td>
<td>Demonstrates advanced understanding of the intersection of NH issues with Asian and/or Pacific Islands issues</td>
<td>Demonstrates a basic understanding of the intersection of NH issues with Asian and/or Pacific Islands issues</td>
<td>Demonstrates only minimal understanding of the intersection of NH issues with Asian and/or Pacific Islands issues</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>Knowledge of the cultural perspectives, values, and world views of indigenous peoples of Hawai‘i, the Pacific, and/or Asia</td>
<td>Demonstrates a comprehensive knowledge of the cultural perspectives, values, and world views of indigenous peoples of Hawai‘i, the Pacific, and/or Asia</td>
<td>Demonstrates a thorough knowledge of the cultural perspectives, values, and world views of indigenous peoples of Hawai‘i, the Pacific, and/or Asia</td>
<td>Demonstrates an adequate knowledge of the cultural perspectives, values, and world views of indigenous peoples of Hawai‘i, the Pacific, and/or Asia</td>
<td>Demonstrates a minimal knowledge of the cultural perspectives, values, and world views of indigenous peoples of Hawai‘i, the Pacific, and/or Asia</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>Knowledge of at least one crucial topic of these regions</td>
<td>Demonstrates a comprehensive knowledge of at least one crucial topic of these regions</td>
<td>Demonstrates a thorough knowledge of at least one crucial topic of these regions</td>
<td>Demonstrates an adequate knowledge of at least one crucial topic of these regions</td>
<td>Demonstrates a minimal knowledge of at least one crucial topic of these regions</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>Analysis or understanding of issues</td>
<td>Produces complex, in-depth analyses supported by effective evidence and sophisticated argumentation appropriate to the discipline</td>
<td>Produces analyses that investigate a number of perspectives and that are mostly supported by evidence and argumentation appropriate to the discipline</td>
<td>Produces critical analyses that are occasionally supported by evidence but deal primarily with a single perspective</td>
<td>Attempts to produce analyses but relies heavily on summary or description with only little interpretation or evidence</td>
<td>0 1 2 3</td>
</tr>
</tbody>
</table>

*Including histories, cultures, beliefs, arts, social, political, economic, and/or technological processes*

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[https://www.hawaii.edu/offices/aa/aapp/cms/GELO3-HAP_Assessment%20rubric-032515.pdf](https://www.hawaii.edu/offices/aa/aapp/cms/GELO3-HAP_Assessment%20rubric-032515.pdf)
Keeping Faculty Informed and Engaged

FG Assessment Project

The University of Hawaii at Mānoa’s (UHM) General Education Office (GEO) and General Education Committee (GEC) are committed to the assessment of student achievement of the General Education (Gen Ed) learning outcomes. The first assessment project in the Gen Ed seven-year assessment plan is of Foundations Global and Multicultural Perspectives. The FG assessment project is overseen by the GEC’s Assessment Working Group and FG Faculty Learning Community.

FG Assessment Project Timeline

The FG Faculty Learning Community (FG FLC) was formed of several faculty members from a variety of disciplines who have experience teaching FG designated courses. The FG FLC decided to revise UHM’s FG Student Learning Objectives as the first step.
Future Plans

● Many opportunities for faculty to contribute.
● Utilize assessment results to drive conversations about teaching and learning of Global and Multicultural Perspectives at UHM.
● Reflect on successes of assessment process and how to adopt these for future assessments.
Takeaways

➔ Faculty engagement: multidisciplinary learning community, book discussions, website pages
➔ Culturally responsive assessment
➔ General Education as a curricular foundation that includes global learning and intercultural knowledge and competencies
➔ Developing a long-term plan and (generally) sticking to it
Mahalo nui loa!
(Thank you very much!)

Let’s Stay Connected!
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Cari Gocheneour: carigo@hawaii.edu

Website: https://manoa.hawaii.edu/gened/

Image from: https://manoa.hawaii.edu/