

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



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Session Outcomes



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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



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*Welina mai!
(Welcome!)*

📍 UH MĀNOA CAMPUS &
VIEW OF HONOLULU CITY SKYLINE

University of Hawai'i 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 Hawai'i

UHM FAQs



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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

Land, Sea, Sun,
and Space Grant
Designation



13,203

Total Fall
2020

Undergrad
Enrollment

RESEARCH 1
Designated by the
Carnegie Institute

ACCREDITATION
Western Association
of Schools and
Colleges (WASC)

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

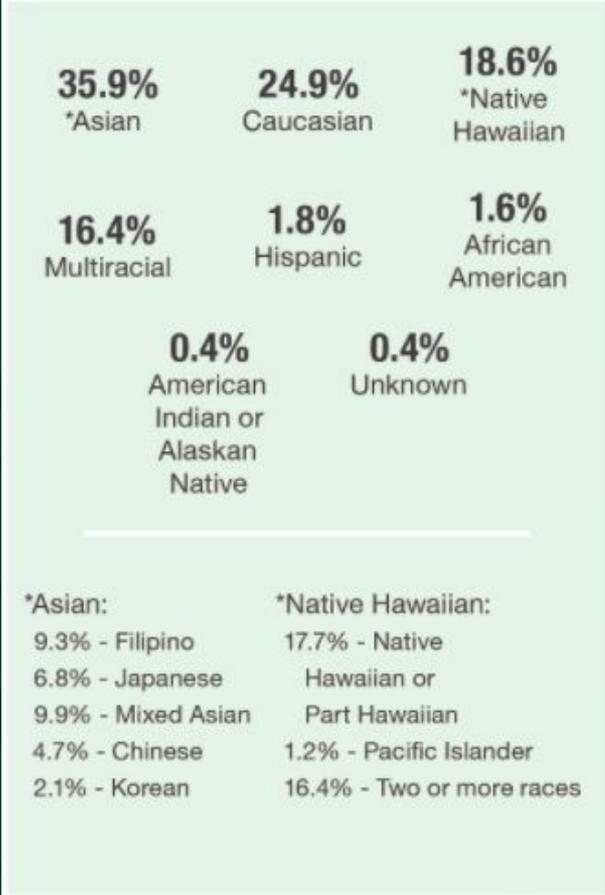


Image from:
tinyurl.com/2ytddp2x

UHM Student Characteristics



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POLL 1



Poll Question:

How diverse is your institution?

Choices:

- Very diverse
- Moderately diverse
- Not diverse at all
- Unable to answer

Why does diversity matter?

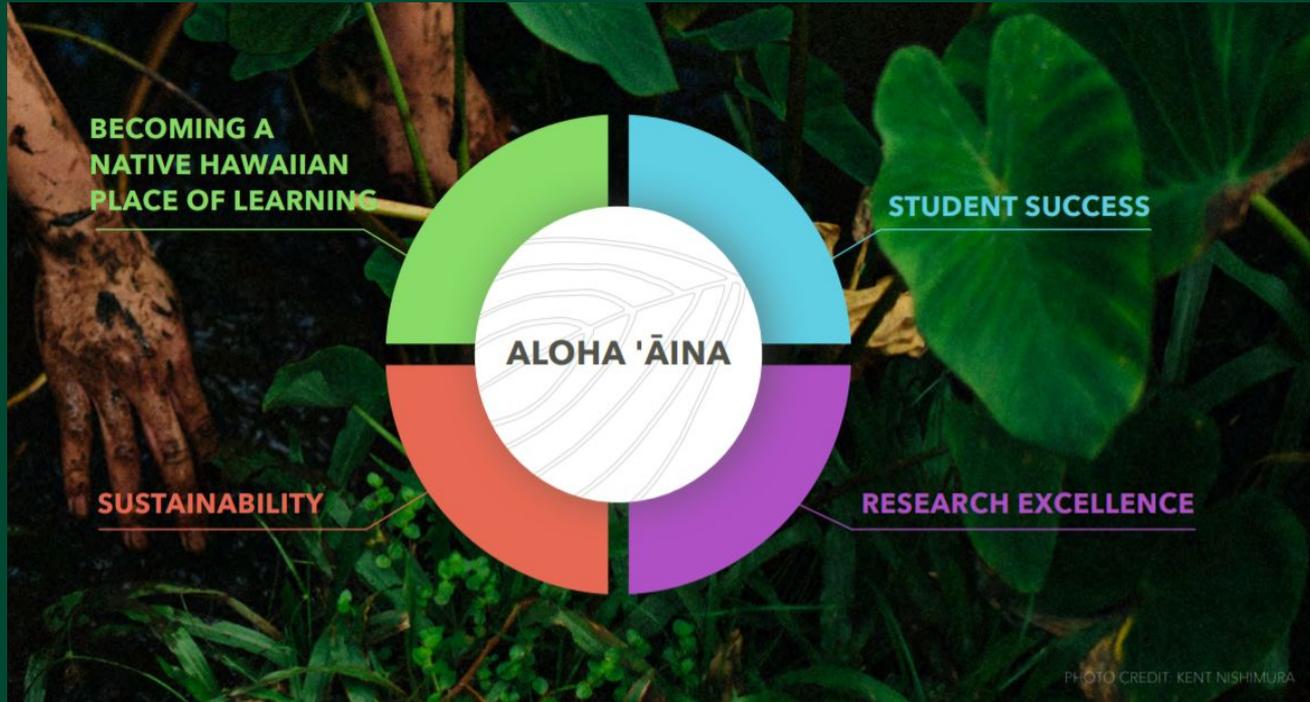


- Relation to intercultural knowledge and competencies ([AAC&U VALUE rubric](#))
- A highly diverse faculty/staff and student bodies do not inherently contribute to the development of intercultural competencies among students, as we were reminded during our recent General Education program review

Strategic Plan 2015-2025



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

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.

Strategic Plan and General Education (cont.)



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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

Core Requirements

1. Foundations
 - a. Written Communication
 - b. Quantitative Reasoning
 - c. **Global and Multicultural Perspectives** (6 credits)
2. Diversification
 - a. Arts, Humanities, and Literatures
 - b. Social Sciences
 - c. Natural Sciences (Biological Science, Physical Science, and Laboratory)

Special Graduation Requirements

3. Focus
 - a. **Hawaiian, Asian, and Pacific Issues** (3 credits)
 - b. Contemporary Ethical Issues
 - c. Oral Communication
 - d. Writing Intensive
4. **Hawaiian/Second Language** (but modified or waived for ~50% of students)

Global and Multicultural Perspectives (FG)



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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.

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)

General Education Assessment



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Students Faculty/Staff Governance Contact Us

General Education Assessment Plan

The Assessment Plan presents the seven-year assessment cycle of the UHM General Education Program. The General Education Committee approved the plan on May 10, 2019. The assessment activities are essential for enabling the General Education Program to continuously improve while adapting to changing learning needs and educational approaches. Included in the plan are the goals of the plan; procedures for obtaining, evaluating, and interpreting student learning evidence; a transparency statement concerning the principles and procedures of assessment; and ethical practices for assessment.

GenEd Assessment Plan (PDF)

General Education Assessment Cycle

GE Assessment	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024		2024-2025		2025-2026	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Global and Multicultural Perspectives (FG)														
Hawaiian, Asian, and Pacific Issues (HAP)														
Critical Thinking														
Contemporary Ethical Issues (E)														
Oral Communication (O)														
Quantitative Reasoning (FQ)														
Information Literacy														
Foundations Written Communication (FW)														
Focus Writing Intensives (W/WI)														
Diversification														
	<ul style="list-style-type: none"> GEO and AWG plans assessment in conjunction with appropriate GE board. Faculty professional development is offered to prepare faculty for assessment. Instructors teach courses. Artifacts are collected by the GEO and AWG. Artifacts are assessed. GEO Director and Assessment Coordinator aggregate findings and prepare report for GEC. Discuss results with appropriate GE board. GEC makes recommendations to improve curriculum through faculty governance. Action plan is created. Instructors incorporate changes to support improved student learning in Gen Ed program. Ongoing teaching and faculty professional development offered. 													

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



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**Fall 2019: Plan
assessment**

**Spring 2020:
Offer PD
relating to
assessment**

**Fall 2020-
Spring 2021:
Collect artifacts**

FG Assessment Project Timeline (cont.)



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**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



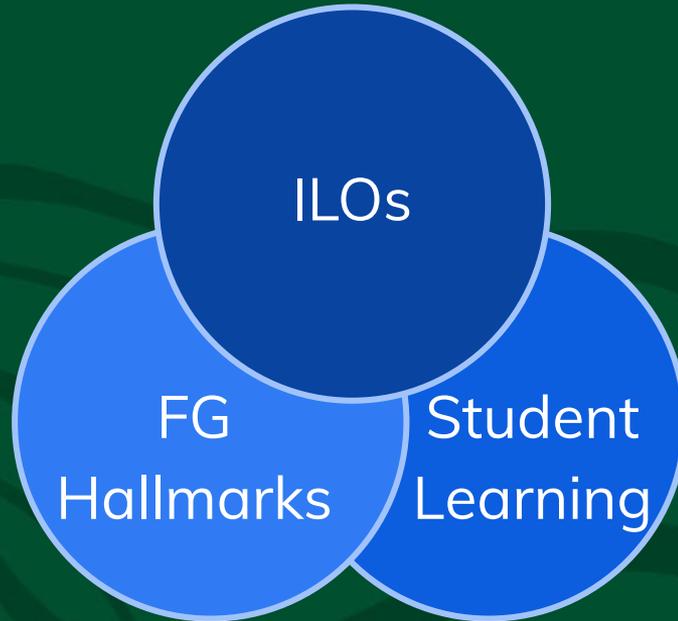
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- Group of faculty from a variety of disciplines who engage in an extended collaborative process to enhance teaching and learning (Cox, 1999)
- FG Faculty Learning Community (FG FLC) was formed to collaboratively investigate student learning of Foundation 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 Student Learning Outcomes Revision Considerations



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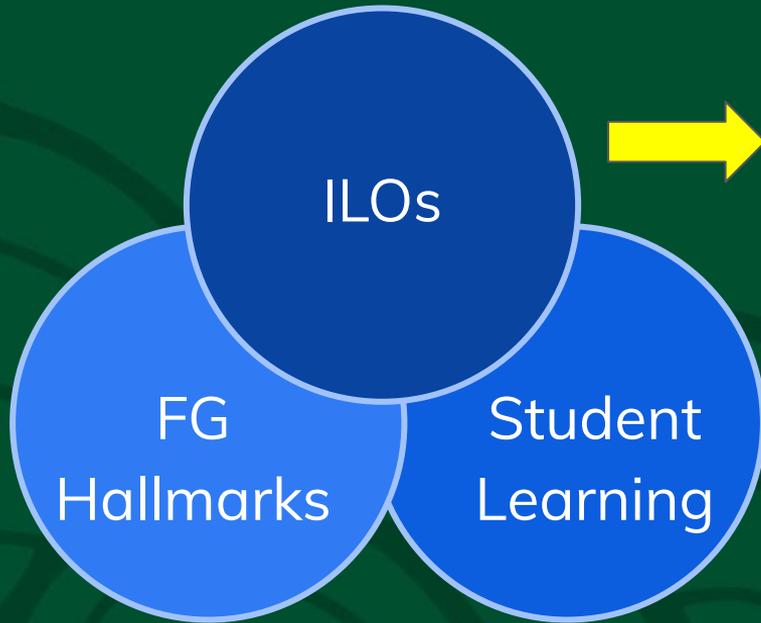


FG FLC decided to first revise the SLOs since they felt they did not reflect the current curriculum and student's learning.

Institutional LOs and General Education



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KNOW - Breadth and
Depth of Knowledge

DO - Intellectual and
Practical Skills

VALUE - Personal and
Social Responsibility

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



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GLOBAL LEARNING VALUE RUBRIC

for more information, please contact valub@hawaii.edu



Definition
Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	3	Milestones 2	Benchmark 1
Global Self-Awareness	Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.	Evaluates the global impact of one's own and others' specific local actions on the natural and human world.	Analyses ways that human actions influence the natural and human world.	Identifies some connections between an individual's personal decision-making and certain local and global issues.

Perspective Taking	Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical).
Cultural Diversity	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while seeking meaningful interactions with other cultures to address significant global problems.
Personal and Social Responsibility	Takes informed and responsible action to address ethical, social, and environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions.
Understanding Global Systems	Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds.
Applying Knowledge to Contemporary Global Contexts	Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please contact valub@hawaii.edu



Definition
Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts" (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural intelligence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moxilan, 95-110. Thousand Oaks, CA: Sage.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	5	Milestones 2
Knowledge <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases (e.g. seeking complexity, aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description).	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for similarities comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and strong preference for those rule cultural group and seeks the same perspectives offer.)
Knowledge <i>Knowledge of cultural worldviews/frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understand complexity of elements important another culture in relation to its politics, communication styles, and practices.
Skills <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other perspectives but responds in all worldviews.
Skills <i>Verbal and nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g. demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/ indirect and explicit/ implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences nonverbal communication and misunderstandings can occur but is still unable to understand.
Attitudes <i>Curiosity</i>	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.
Attitudes <i>Openness</i>	Initiates and develops interactions with culturally different others. Suspend judgment in valuing her/his interactions with culturally different others.	Attempts to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to meet, if with culturally different others, suspending any judgment in her/his interactions with culturally different others, judgment and expresses a will.



Study-Transfer-Succeed

INTERSTATE PASSPORT®

Passport Learning Outcomes and Proficiency Criteria
Human Cultures

PASSPORT LEARNING OUTCOMES

Faculty representatives from participating Passport institutions, along with the Passport State Facilitators and project staff, develop Passport Learning Outcomes (PLOs) for each lower-division general education knowledge and skill area. The Passport Interstate Faculty Team – comprised of faculty members with expertise in the designated area – review, compare, and contrast the sets of learning outcomes submitted by each state and then negotiate to arrive at an agreed-upon set of learning outcomes – the *Passport Learning Outcomes*. Team members vet the draft learning outcomes with faculty and other stakeholders in their states, and through a series of team conference calls, the learning outcomes are refined and finalized for the knowledge or skill area. Institutions that sign the Passport Agreement acknowledge that their lower-division general education learning outcomes map to and are congruent with the Passport Learning Outcomes.

PROFICIENCY CRITERIA

The proficiency criteria describe the EVIDENCE of proficiency with the Passport Learning Outcomes at the transfer level that one might see in a student's behavior, performance or work. These are observable behaviors rather than subjective descriptors such as "appropriate" or "excellent." Specific examples, provided in the Transfer-Level Proficiency Criteria column of the matrix below, are not intended to mandate curriculum or assessment methods, nor do they constitute a comprehensive list of concepts that each student must master. Rather, they serve as guidelines for determining whether a student has reached the desired level of proficiency for the specific learning outcome through a variety of possible methods. The inclusion of many diverse concrete examples is intentional as different courses may address a given feature in distinct ways; for example, a statistics course will address learning outcomes differently than a quantitative reasoning course. Also, a given concrete example may possibly address more than one Passport Learning Outcome. No single course, or Passport student, is expected to demonstrate all of these criteria of transfer-level proficiency.

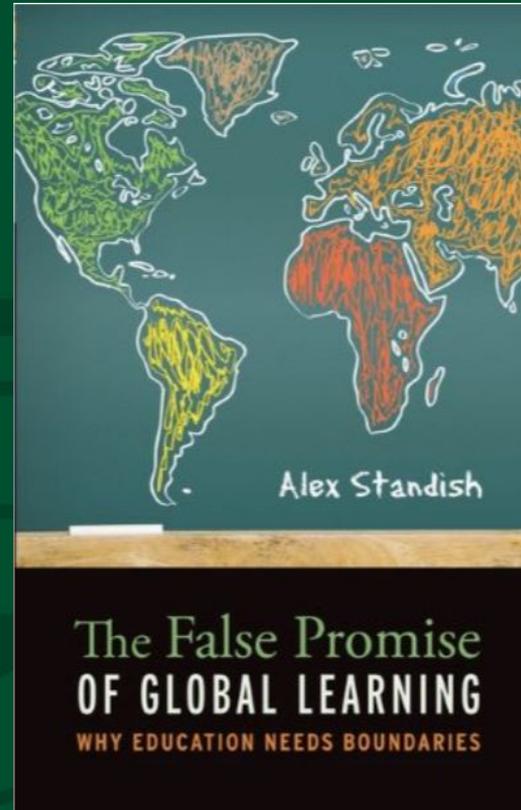
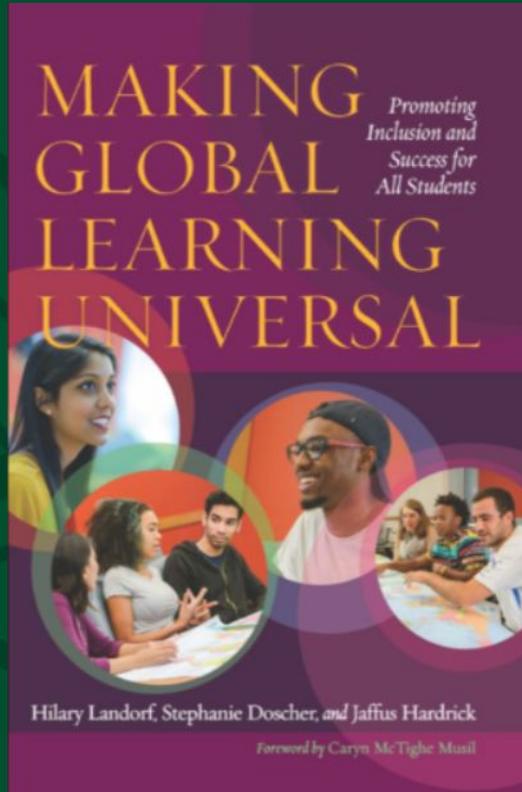
HUMAN CULTURES FRAMING LANGUAGE

Proficiency in evolving human cultures Increases student knowledge and appreciation of the human condition in different cultures in relation to each other and of cultural diversity and/or cultural evolution over time. Subject matter may include study of the similarities and differences among cultures including cultural values, traditions, beliefs, and customs, as well as the range of cultural achievements and human conditions through time. Relationship to institution's Passport Block: this area includes disciplines such as history, anthropology, archaeology, political science, geography, ethnic studies, gender studies, languages, and others.

FG FLC Book Discussions



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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:

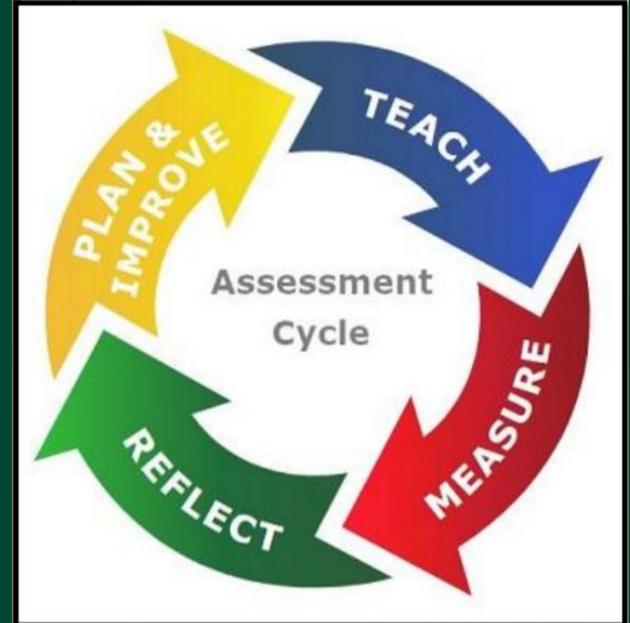
- FGLO2. Intercultural Literacy (skill based/do): Using disciplinary-based modes of inquiry, and evidence by or about diverse cultures, students will imagine the perspectives of people from those cultures and evaluate the complexities of interactions across cultures.
- FGLO3. Personal and Social Responsibility (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



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- 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

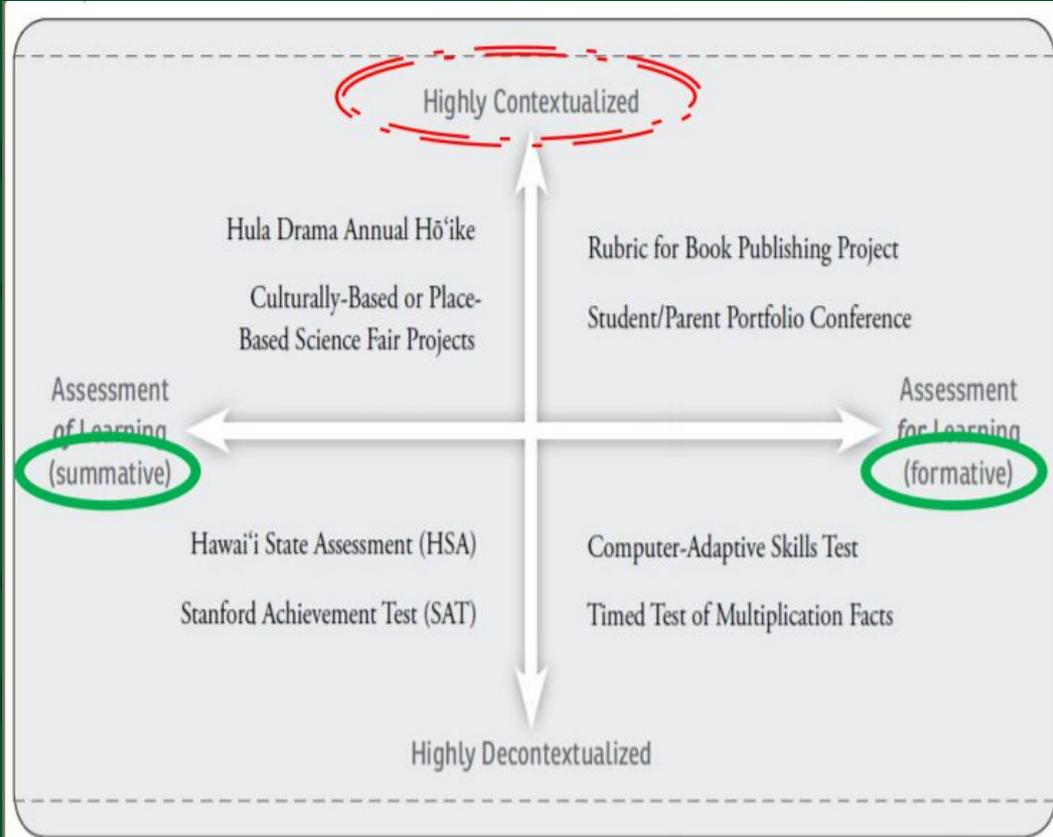


- Hawaiian values in outcomes across all areas
- Contextualized assessment methods
- Demonstration of knowledge in multiple ways
- Relationships among instructors, learners, and peers are paramount (and measurable through indirect assessment, student engagement, retention, reflection, etc.)

Education with Aloha



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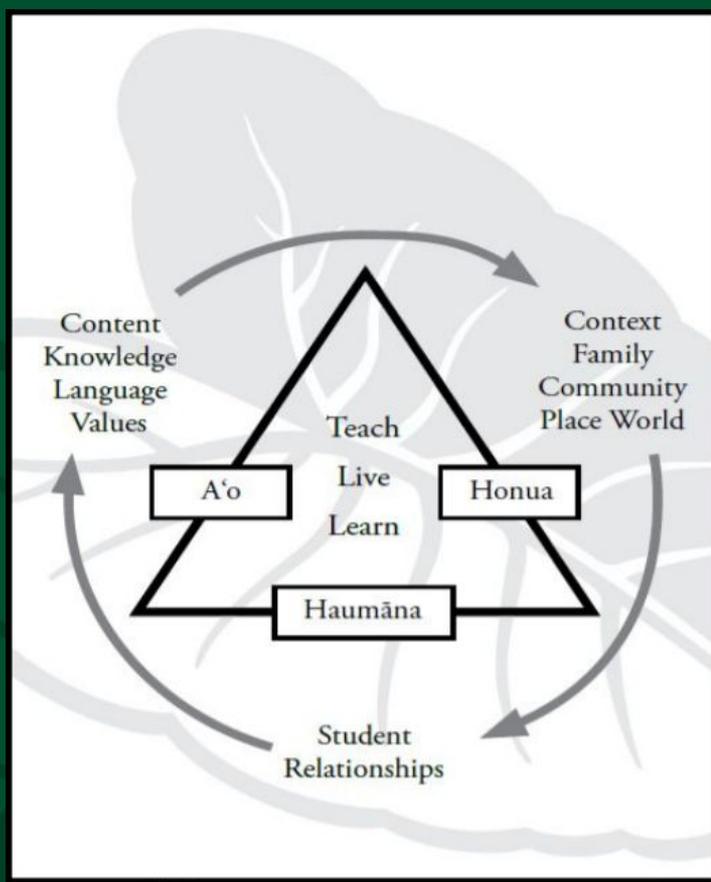
- Hawaiian values are present in outcomes
- Knowledge is demonstrated in multiple ways
- Includes both formative and summative assessment measures



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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

Discussion Chat



- 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



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

HAP Dimension	Mastery 3	Advanced 2	Progressing 1	Beginning 0	Scoring
Knowledge of Native Hawaiian (NH) issues*	Demonstrates exceptional understanding of Native Hawaiian issues	Demonstrates advanced understanding of NH issues	Demonstrates a basic understanding of NH issues	Demonstrates only minimal understanding of NH issues	0 1 2 3
Knowledge and understanding of the intersection of NH issues* with Asian and/or Pacific Islands issues*	Demonstrates exceptional understanding of the intersection of NH issues with Asian and/or Pacific Islands issues	Demonstrates advanced understanding of the intersection of NH issues with Asian and/or Pacific Islands issues	Demonstrates a basic understanding of the intersection of NH issues with Asian and/or Pacific Islands issues	Demonstrates only minimal understanding of the intersection of NH issues with Asian and/or Pacific Islands issues	0 1 2 3
Knowledge of the cultural perspectives, values, and world views of indigenous peoples of Hawai'i, the Pacific, and/or Asia	Demonstrates a comprehensive knowledge of the cultural perspectives, values, and world views of indigenous peoples of Hawai'i, the Pacific, and/or Asia	Demonstrates a thorough knowledge of the cultural perspectives, values, and world views of indigenous peoples of Hawai'i, the Pacific, and/or Asia	Demonstrates an adequate knowledge of the cultural perspectives, values, and world views of indigenous peoples of Hawai'i, the Pacific, and/or Asia	Demonstrates a minimal knowledge of the cultural perspectives, values, and world views of indigenous peoples of Hawai'i, the Pacific, and/or Asia	0 1 2 3
Knowledge of at least one crucial topic of these regions	Demonstrates a comprehensive knowledge of at least one crucial topic of these regions	Demonstrates a thorough knowledge of at least one crucial topic of these regions	Demonstrates an adequate knowledge of at least one crucial topic of these regions	Demonstrates a minimal knowledge of at least one crucial topic of these regions	0 1 2 3
Analysis or understanding of issues	Produces complex, in-depth analyses supported by effective evidence and sophisticated argumentation appropriate to the discipline	Produces analyses that investigate a number of perspectives and that are mostly supported by evidence and argumentation appropriate to the discipline	Produces critical analyses that are occasionally supported by evidence but deal primarily with a single perspective	Attempts to produce analyses but relies heavily on summary or description with only little interpretation or evidence	0 1 2 3
	Total score (15 max):				

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

https://www.hawaii.edu/offices/aa/aapp/cms/GELO3-HAP_Assessment%20rubric-032515.pdf

Keeping Faculty Informed and Engaged



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The screenshot shows a web browser window displaying the UH Mānoa General Education website. The page title is "FG Assessment Project". The navigation menu includes "COVID-19 updates", "Students", "Faculty/Staff", "Governance", and "Contact Us". The main content area contains a paragraph about the assessment project and a section titled "FG Assessment Project Timeline" with a horizontal timeline showing dates from Fall 2019 to Spring 2022. Below the timeline, there is a paragraph describing the formation of the FG Faculty Learning Community (FG FLC).

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UH Mānoa
GENERAL
EDUCATION

COVID-19 updates Students Faculty/Staff Governance Contact Us

FG Assessment Project

Home » Governance » Assessment » 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

Fall 2019 Spring 2020 Fall 2020 Spring 2021 Fall 2021 Spring 2022

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.



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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



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



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