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ASSESSMENT

The Western Association of Schools and Colleges (WASC) mandated that General Education at UHM be reviewed and assessed in a fashion similar to other units and programs. Therefore, just as for programs and units in the Faculty Senate Handbook on Departmental Assessment, General Education at Mānoa is subject to periodic review and revision, in an assessment of the achievement of its goals as measured by student learning outcomes and other measures obtained by UHM when appropriate.

The Gen Ed outcomes describe the knowledge, skills, and values that all UHM undergraduates should develop, regardless of major, in support of UHM's mission and Institutional Learning Objectives. These outcomes are currently achieved through courses that have received Gen Ed Foundations, Diversification and Focus designations. Student learning assessment is essential for enabling the UHM Gen Ed Program to continuously improve while adapting to changing learning needs and educational approaches.

Transparency of Assessment Principles and Procedures for the Gen Ed Program

Appendix A, Section I of the *Faculty Governance* document states that the GEC will conduct global assessment of the Gen Ed areas. This assessment began as early as 2008; however, it occurred without a formal and comprehensive plan in place.

In Spring 2019, the GEC Chair formed an Assessment Working Group to create an assessment plan in cooperation with the Assessment and Curriculum Support Center (ACSC) and the Gen Ed Boards, guided by the General Education Office's (GEO) Assessment Coordinator. The Gen Ed Assessment Plan was approved by the GEC in May 2019, with timeline modifications in xxxxx due to delays caused by the pandemic. The plan provides an overview of the ways in which assessment of the Gen Ed Program will be used exclusively to determine its effectiveness.

The plan lists the following principles and guidelines that will guide assessment of the Gen Ed program:

Principles of the Gen Ed Assessment program:

- 1) The Gen Ed assessment program strives to be systematic, comprehensive, unifying, ongoing, and based on evaluations of student learning.

- 2) Assessment strategies and activities are selected and developed to promote the mission of the Gen Ed Program, increase institutional effectiveness, and enhance student learning and development.
- 3) Assessment requires clearly defined parameters and benchmarks for student performance for which educational and institutional outcomes can be measured.
- 4) Effective assessment is a collaborative effort and requires coordinated efforts both within and across departments, programs, units, and divisions.
- 5) Faculty have primary responsibility for developing and conducting learning outcomes assessment at the course and at the program level.
- 6) Assessment activities are conducted for program improvement; the results of assessment are not to be used in the evaluation of individual faculty or staff members. Faculty members who contribute assessment data from their courses will remain anonymous.

Guidelines for the use of assessment data and results in making recommendations for changes to the Gen Ed Program:

- 1) Assessment results do not dictate decisions; professional judgment will be used to interpret assessment results and make appropriate recommendations for changes to the Gen Ed Program.
- 2) Recommendations are made using multiple sources of data.
- 3) An assessment result is not an end in itself.
- 4) Gen Ed program-level assessment results are not used for student course grades, individual faculty evaluation, or individual student evaluation.
- 5) Results are used fairly, ethically, and responsibly with a focus on student learning and specific learning objectives.
- 6) Should there be any recommendations for changes to students' Gen Ed requirements, the recommendations will be made to the UHM Faculty Senate by the GEC.

The *Faculty Governance* document states that the GEC will not be responsible for units' program assessment, or the regular assessment of individual courses, beyond its specific duty of approval of courses within areas of Gen Ed. The assessment of Gen Ed will not be used to assess or evaluate pedagogical practices used, or the ability of courses or programs to meet the discipline-specific learning objectives. The results will be used only in the aggregate and only to guide decisions by the GEO, GEC, and faculty about the Gen Ed Program.

The Office of the Vice Provost for Academic Excellence (OVPAE) requires academic programs, which includes Gen Ed, to undergo a comprehensive program review every five years. The assessments and processes detailed in the Gen Ed assessment plan will be incorporated into the program review for Gen Ed. Additionally, data collected through Gen Ed assessment projects may be included in the institutional-level assessment of the WASC Core Competencies. The ACSC and OVPAE will notify the GEO of needed information and data for reaccreditation.

Assessment Procedures

Assessment of student learning within the Gen Ed curriculum will occur on a staggered multi-year cycle. The assessment will include the following areas: Global and Multicultural Perspectives; Hawaiian, Asian, and Pacific Issues; Critical Thinking; Contemporary Ethical Issues; Oral Communication; Quantitative Reasoning; Information Literacy; Written Communication (Foundations); Writing Intensive (Focus); and Diversification. Critical Thinking and Information Literacy are two of the five Core Competencies for WASC, and their assessment is required for reaccreditation. In 2012, the UHMFS Critical Thinking Working Group recommended that Critical Thinking be assessed through the Gen Ed curriculum. In 2013-14, the UHMFS Information Literacy Working Group (ILWG) recommended the GEC adopt a definition and standards for Information Literacy.

The assessment process for each component of the curriculum will occur over five semesters.

Assessment as a process includes the following:

- Collaborative project planning
- Faculty professional development on teaching, learning, and assessment
- Collection and evaluation of student work
- Interpretation and discussion of the evaluation results
- Identification of strategies to enhance and maintain high levels of accomplishment and strategies to address any areas in which accomplishment is below expectations
- Implementation and monitoring of the strategies and their effectiveness in preparation for collaborative project planning

The full General Education Assessment Plan can be viewed at:

<https://manoa.hawaii.edu/gened/gov/assessment/>

Previous Efforts and Accomplishments

Assessment of Student Learning

Assessment projects, Student Learning Objectives (SLOs), and assessment study results for the Gen Ed Program are available on the [General Education website](#) and the [ACSC website](#).

| General Education Area | Progress | Links to Past Assessment Reports and Current Projects |
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| Diversification | <ul style="list-style-type: none"> • SLOs were last updated in 2008. From Spring to Summer 2020, the Board revisited the SLOs and drafted revisions to present to the GEC in Fall 2020. The SLOs were approved by the GEC in December 2020. • The Diversification assessment project began in Fall 2020 and is a collaboration between the GEO and the ACSC. | General Education Diversification Assessment Project |
| Foundations | <ul style="list-style-type: none"> • In Fall 2007, the F Board drafted SLOs for all areas. In AY 2017-18, the Board revisited the original SLOs, and revised SLOs were developed and adopted. During Spring 2020, the FG SLOs were revised again by the FG Faculty Learning Community. The revised SLOs were approved by the GEC in May 2020. • The Foundations Global and Multicultural Perspectives assessment project began in Fall 2019. FG SLO #1 was assessed. The results are forthcoming in AY 2022- | General Education Foundations Global and Multicultural Perspectives assessment project Assessment and Curriculum Support Center: Quantitative Reasoning – QR Assessment (2016-17) – Results of QR assessment (2015-16) – Executive Summary (one page) or the Full Report (eight pages) – Rubric (VALUE) (2015-16) Written Communication – Study of Writing Process (2012 Spring, SLO #2) – Study of Information |

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| | <p>23.</p> | <p>Literacy (2010, SLO #3) – Study of Information Literacy (2009, SLO #3) – Study of Audience & Purpose (2008, SLO #1) – Presentation of results (slides) – Use of results: Ideas for Teaching Audience & Purpose</p> |
| <p>Focus</p> | <ul style="list-style-type: none"> • In AY 2007-08, all of the Focus Boards drafted SLOs for their respective Focus areas. The E, O, and W Boards, in conjunction with Mānoa’s Assessment Office (now the ACSC), also developed rubrics and have since conducted several small assessment studies. In AY 2017-18, the Boards revisited the original SLOs, and revised SLOs were developed and adopted. • The Hawaiian, Asian, and Pacific Issues assessment project began in Spring 2020. HAP SLO #4 was assessed. The results are forthcoming in AY 2022-23. | <p>General Education HAP Assessment Project</p> <p>Assessment and Curriculum Support Center: Oral Communication: – Oral Communication Results Infographic (2019) – Institutional Assessment of Oral Communication Project (2016-17) – Rubric (VALUE) (2015) – Performance Standards for Oral Communication (2015) – Draft rubric (2008)</p> <p>Written Communication: – Results of WC Assessment Project (2015-16) – Executive Summary – Results of Information Literacy and Written Communication Institutional-level Learning Assessment Project (2016 draft) – Rubric (VALUE) (2015-16) – Rubrics (modified VALUE rubrics) (2014) – Performance Standards for Written Communication (2014) – Results of Written Communication Assessment: Social Science Anchor Selection and Standard Setting (2013) – Results of pilot test (2010)</p> |

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| | | <p>Ethical Reasoning:</p> <ul style="list-style-type: none"> – Performance Standards for Ethical Reasoning (2014) – Results of ETH assessment (2011) – FAQ about the 2010-2011 ETH project – Results of the rubric pilot test (2009) – Survey results: Rubric quality (2008) |
| <p>Hawaiian/Second Language</p> | <p>SLOs for the requirement were drafted in 2006.</p> | <p>Assessment and Curriculum Support Center:</p> <ul style="list-style-type: none"> – Oral Proficiency Results (spring 2011) for the College of Languages, Linguistics, and Literature BA programs – Japanese Oral Proficiency Tests (2008-09) – Back-credit summary (updated 2008) – SLOs, Description (2006) – Assessing the Language Component (2002-04) – Questionnaire results: SLOs, data-collection methods, processes (2002) |