



**UHM General Education
Student Learning Assessment:
Hawaiian, Asian, and Pacific
Issues**

Introductions

Name

Department

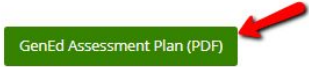
HAP-Courses taught/teaching

Assessment Plan



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.



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. 													

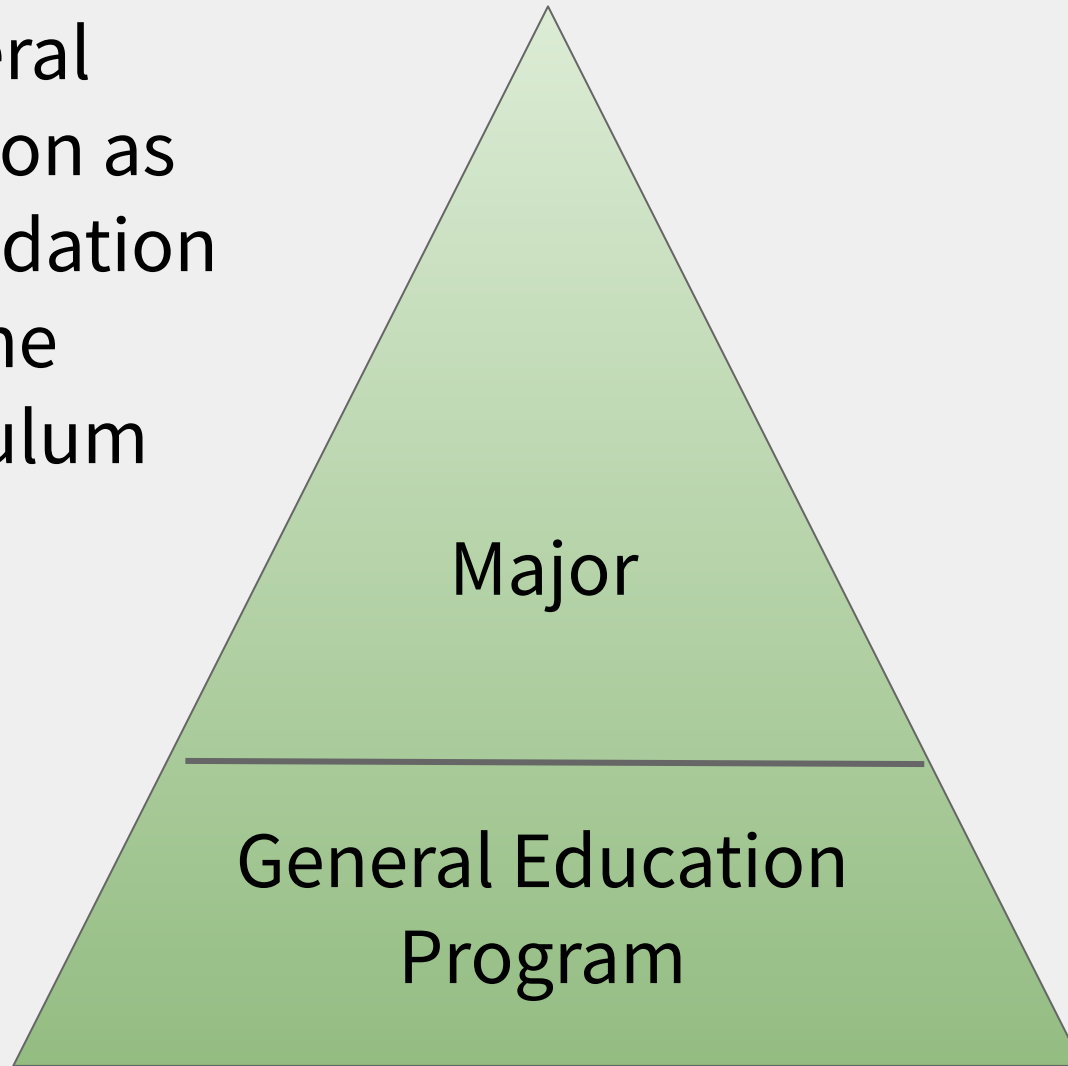
<https://manoa.hawaii.edu/gened/>

Discussion Outline

1. What do we know right now?
2. What do we not know?
3. What are our options for moving forward?
4. What is our plan?

**1. What do we
know right
now?**

General
Education as
the Foundation
of the
Curriculum



HAP Student Learning Objectives

Students will be able to:

HLO1. Explain the intersection of Native Hawaiian issues with Asian and/or Pacific Islands issues;

HLO2. Analyze issues using the conceptual and ethical frameworks and practices of the cultural perspectives, values, and world views of the Indigenous peoples of Hawai‘i, and the Pacific and/or Asia;

HLO3. Integrate the histories, cultures, beliefs, arts, social, political, economic, or technological processes in their analysis of Hawai‘i, and the Pacific and/or Asia; and

HLO4. Demonstrate respect and empathy as defined by the Indigenous peoples of Hawai‘i and the Pacific and/or Asia in interpersonal and intergroup relationships.

General Education Sources

Gen Ed
External
Review
Spring 2018

Gen Ed
Internal
Review
AY 2018-2019

HAP Annual
Report
2019

External Review (Spring 2018)

Implement a comprehensive, program assessment plan and measure student learning with direct assessments coming from class assignments, projects, and other summative measures.

External Review (Spring 2018)

Recommendations:

- Reflect on Hallmarks.
- Sample student work.
- Map learning outcomes across courses.
- Embed place-based experiences.

Internal Review (AY 2018-2019)

Recommendation:

- The General Education curriculum could be better mapped to the institutional learning outcomes.

HAP Board Annual Report (2019):



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“Our future priorities and goals are to develop an assessment plan in collaboration and direction from the GEO assessment coordinator.”

Assessment Office's Study

- Monica Stitt-Bergh and Jenna Caparoso
- “Hawaiian Place of Learning”: College Students’ Perceptions Over Time
- 2010-2016
- Method: 251 students, six online surveys per year
- Combination of convenience and random sampling
- [Link to study](#)

“Hawaiian Place of Learning” Study

- Primary question: Did students' perception of UHM as a Hawaiian Place of Learning (HPL) change over time?

“Hawaiian Place of Learning” Study Findings

- Largest percentage of students reported learning “a lot” and “a moderate amount” during the first three semesters
- Learning occurred in and out of the officially designated HAP course
- Students learned about Native Hawaiian Culture/issues in: Language courses, Hawaiian Studies...
- HAP Courses are also found in Ethnic Studies, English, CPiS, Education etc.

Perceived Amount of Learning By Semester



2. What do we not know?

Internal Review (AY 2018-2019)

- How well are instructors fulfilling and assessing the HAP learning objectives?
- Are they aware of how their courses fit within the larger undergraduate curriculum, and do they reflect this in their teaching?

External Review (Spring 2018)

- What are faculty expectations for what students will learn and be able to do?
- What are the criteria by which students will demonstrate the outcome?
- To what level/degree do we expect students to perform at different points in the curriculum?
- Are students learning what we want them to learn?
- Where are they mastering the learning?
- Where are the gaps in their learning?

Main Issue

- **Achievement** - Are our student's being provided the knowledge and skills through HAP designated courses to achieve the HAP learning outcomes?

3. What are our options for moving forward?

Typical General Education Assessment

- Select LO(s) to assess
- Create or adapt a rubric as an assessment tool
- Ask faculty to submit student work that demonstrates learning of LO (random sampling)
- Measure student work against rubric
- Results lead to discussion of improvements on the particular LO with low student achievement

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):				

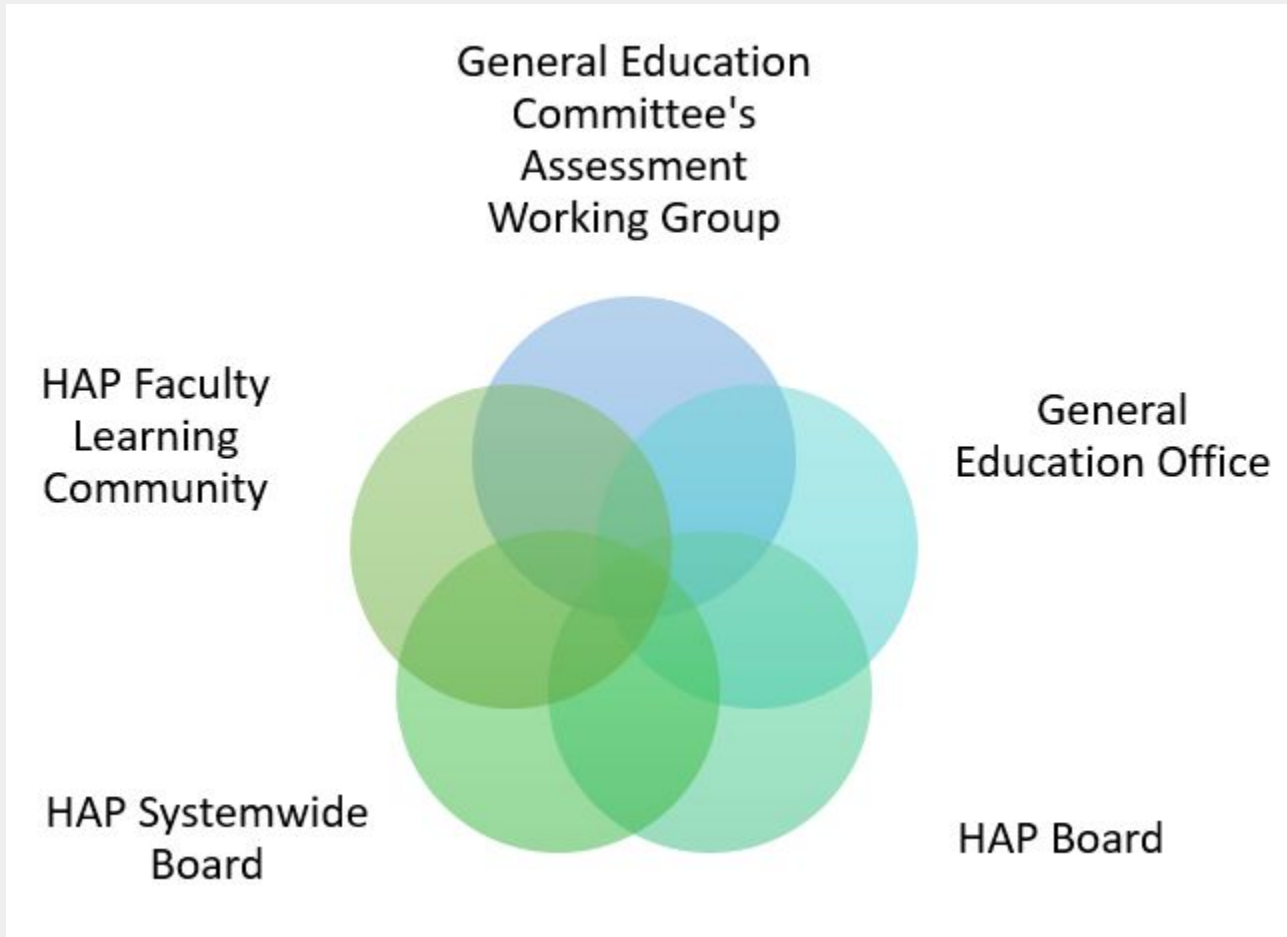
* including histories, cultures, beliefs, arts, social, political, economic, and/or technological processes

AAC&U VALUE Rubrics

- American Association of Colleges and Universities' Valid Assessment of Learning in Undergraduate Education [Rubrics](#)
 - [Intercultural Knowledge and Competence](#)
 - [Global Learning](#)

4. What is our plan?

Collaboration



Why a Faculty Learning Community?

- Engages volunteering faculty who have expertise in the disciplines represented by the assessment sample.
- Builds cross-campus ownership of and responsibility for the General Education program
- Facilitates sharing of knowledge and resources about teaching and learning

1. Timeline



2. Timeline





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*How do students in your department
achieve this learning outcome?*

HLO4. Demonstrate respect and empathy as defined by the Indigenous peoples of Hawai‘i and the Pacific and/or Asia in interpersonal and intergroup relationships.

Upcoming HAP FLC Meeting Dates

Assessment Considerations for HAP

Monday, November 16, 4:00 to 5:00 pm (Zoom meeting)

Reflections and Plans Moving Forward

Thursday, December 10, 3:00 to 4:00 pm (Zoom meeting)

Stay tuned! HAP State of Mind workshop series in November, February and April.



Thanks!

Any questions?

