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ASSESSMENT

The Faculty Senate built assessment into the Gen Ed program through

- a stipulation that the Gen Ed program be periodically assessed;
- time limits on Gen Ed designations (no “forever” designations);
- faculty review of course proposals and/or syllabi;
- a recommendation that the GEC establish an Assessment Committee.

This chapter is based on the *Faculty Governance* document Appendix A and GEC policies (available online, see *Web Sites* in this handbook’s appendix; GEC policies provided in chapter 8).

Program-Level Assessment (“global evaluation”)

The *Faculty Governance* document Appendix A, Section I, details the responsibilities and procedures for Gen Ed program-level assessment:

- The GEC will periodically review Gen Ed goals and devise criteria and procedures for monitoring effectiveness.
- Foundations and Focus Boards will conduct global assessment of their areas and make recommendations to the GEC.
- Many units will be involved in Gen Ed assessment and will provide information on outcomes: Center for Instructional Support, Office of Faculty Development and Academic Support; Colleges of Arts & Sciences; Admissions & Records; Institutional Research Office (system); first-year programs.

Scope of the Assessment

The GEC and its Boards are responsible for “global evaluation of the functioning of the various parts” of Gen Ed Requirements [Faculty Governance document, I.A, Appendix A]. This type of assessment is program-level assessment. The “program” being assessed is Gen Ed. The GEC and its Boards are not responsible for the assessment of individual courses.

During 2007-08, all Gen Ed committees participated in drafting a broad General Education assessment policy statement (see pp. 9-7 and 9-8). In May 2008, the policy statement was forwarded for possible Faculty Senate action during the 2009 academic year.

After its review of issues, the GEC also forwarded to the Faculty Senate its conclusion that adoption of any specific assessment instrument (e.g., CLA) is premature.

Course-Level Assessment

The *Faculty Governance* document lists the group(s) responsible for the assessment of courses being proposed for, or already designated with, a Gen Ed designation:

- All Gen Ed Core courses and Focus courses are under the purview of the GEC.
- Numerous sources of information on student and course performance will be available from various academic and administrative units.
- Foundations and Focus Boards will conduct assessment of courses in order to make recommendations on course additions and continuation of their designation.
- Foundations and Focus Boards will evaluate course designation proposals.

Accomplishments

There are several areas around which assessment is taking place or being planned for the future:

- Student outcomes assessment
- Course designation and renewal
- Student perceptions of Gen Ed courses

Student Outcomes Assessment

- *Diversification.* GEC subcommittees have created several plans to assess student learning in the Core Diversification component. None of the plans has been approved by the GEC. The assessment plans are available at www.hawaii.edu/gened/assessment.htm under the heading "Outcomes Assessment."
- *Foundations.* The English Department completed a 2-semester assessment of English 100 and English 101, evaluating student writing portfolios at the end of the semester (Fall 2002-Spring 2003). In Fall 2007, the F Board drafted Student Learning Outcomes (SLOs) for all areas.

- *Focus.* In Fall 2007, the E and O Focus Boards drafted SLOs for their respective Focus areas. SLOs may be confirmed as official after pilot testing.
- *Hawaiian/Second Language.* The language faculty has conducted various assessment projects in language courses and continues to do so (Spring 2003-present). A report is at www.hawaii.edu/gened/hsl.htm, HSL Assessment, *Assessing the Language Component of the Mānoa General Education Requirements.*

Course Designation & Renewal

- All Boards review course proposals, syllabi, and/or catalog descriptions to ensure that Hallmarks are met (Fall 2002-present).
- The Foundations Board began the fifth-year review of Foundations courses in Spring 2006. Review continues and takes place when a course nears the end of its 5-year approval period.
- The Diversification subcommittee is wrapping up the fifth-year review of Diversification courses that was begun in Fall 2006. Review should be completed by the end of Fall 2008.

Student Perceptions: End-of-Course Student Evaluations

- All Focus Boards distribute voluntary end-of-course student evaluations. Survey results are at www.hawaii.edu/gened/assessment.htm.
- To better survey students, the GEC has recommended that
 - each Board write relevant items for inclusion as CAFÉ options;
 - CAFÉ be modified so that pre- and post-course estimates can be recorded;
 - OFDAS provide Boards with composite data from their CAFÉ items;
 - collaboration between administration and faculty increases so that direct learning-outcomes assessment of Focus classes can take place.

The W Focus Board has written CAFÉ questions. The other recommendations have not been acted upon.