Assessment and Hawaiian, Asian & Pacific Issues Focus
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1. My goal: provide background information on learning outcomes assessment to help the committee discuss HAP assessment

My assumptions:
- Everyone here cares about HAP and wants students to exit UH with knowledge about Native Hawaiian culture and issues from the Native Hawaiian viewpoint and how they intersect with Asian and/or Pacific Island culture(s).
- Assessment provides faculty with a set of tools and processes that can be used to improve teaching and learning (e.g., assessment cycle, learning outcomes, curriculum mapping, tests and rubrics)

2. Assessment defined

“Carefully considered evidence to improve learning” [AACJC glossary]

The institution “identifies student learning outcomes . . . assesses student achievement . . . uses results to make improvements” [AACJC Standards]

“An ongoing, iterative process consisting of four basic steps: 1. defining learning outcomes; 2. choosing a method or approach and then using it to gather evidence of learning; 3. analyzing and interpreting the evidence; and 4. using this information to improve student learning.” [WASC glossary]

***emphasis added***

3. Student Learning Outcome (SLO) defined

“Knowledge, skills, abilities, and attitudes that a student has attained at the end (or as a result) of his or her engagement in a particular set of collegiate experiences.” [AACJC glossary]

“A concise statement of what the student should know or be able to do.” [WASC glossary]

4. Assessment in this context is . . .

-- NOT assessment of individual students (i.e., course grades)
-- NOT end-of-semester course evaluations (e.g., eCAFÉ)
-- NOT faculty personnel evaluation
-- NOT retention rates, graduation rates, job placement rates

5. Levels of assessment and examples of learning outcomes/objectives

a. Course. SLO= Identify ways in which the physical environment shaped Hawaiian and Pacific island culture

b. Program such as general education, honors, service learning. PLO= Describe the ways in which native Hawaiian and one or more Asian and Pacific cultures have intersected

c. Degree Program. PLO= Explain the relevance of geology and geophysics to human needs, including those appropriate to Hawai’i and discuss the impact on culture and society

d. Institution. ILO= Understand and respect the Hawaiian culture and history
6. Examples of assessment

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<td>Learning Outcome/Objective</td>
<td>Identify ways in which the physical environment shaped Hawaiian and Pacific island culture</td>
<td>Write effective texts in the primary genres of the field</td>
<td>Apply economic concepts and theories, use quantitative skills, and communicate orally and in writing</td>
<td>Think critically and creatively</td>
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<td>Evidence Collection &amp; Evaluation</td>
<td>Student responses to a set of questions on the course mid-term exam, graded by the professor.</td>
<td>Randomly-selected student research papers from senior-level writing-intensive (WI) courses scored by a group of faculty using the AAC&amp;U VALUE rubric</td>
<td>Three upper-division courses (5 sections, 113 students) included appropriate exam questions. Faculty scored 50% (randomly selected) using the dept. rubric and reported aggregate results to the Dept. Assessment Comm.</td>
<td>Randomly selected student papers from ethical reasoning (ETH) courses; scored by a group of faculty using a locally-created rubric</td>
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<td>Results</td>
<td>Six students perform poorly and are in danger of not passing the course</td>
<td>No paper received the highest score on the rubric</td>
<td>Weakest area: use quantitative skills</td>
<td>25% of the submissions were “not scorable” because the assignment was not directly aligned with the rubric dimensions</td>
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<td>Use of Results</td>
<td>The professors offers tutoring assistance to these six students</td>
<td>WI Faculty Board offers workshops to faculty regarding the VALUE rubric and offers strategies to improve student writing</td>
<td>(a) Increase emphasis of quantitative skills in lower-division courses; (b) Add TAs in 100-level ECON to increase individual attention to students</td>
<td>ETH Faculty Board gathers exemplary assignments, annotates them, and distributes to faculty as models of good practice.</td>
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7. Discussion questions

a. Given that the purpose of assessment is to improve student learning, would a set of recommended student learning outcomes/objectives be beneficial to faculty on your campus as a starting point or reference point?

b. What are the advantages and disadvantages of viewing HAP assessment as course-level assessment? As part of general education program assessment? As part of institutional assessment?

c. Next steps?