

APPENDIX A

ASSESSMENT STRUCTURE AND PROCEDURES FOR GENERAL EDUCATION

The Western Association of Schools and Colleges has mandated that General Education at the UHM be reviewed and assessed in a fashion similar to other units and programs. In particular, it states that

“An effective assessment plan: 1) insures faculty ownership; 2) establishes the student outcomes, instructional and co-curricular, to be assessed... 3) identifies appropriate indicators/measures to evaluate specific outcomes... [and] 4) establishes a clear and consistent feedback loop between the assessment findings and faculty.”

Therefore, just as developed 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 the UHM when appropriate. Figure 2 displays the structure and flow of assessment procedures for General Education.

I. ASSESSMENT PROCEDURES FOR GENERAL EDUCATION PROGRAM

A. The GEC will periodically review the goals of General Education and devise criteria and procedures for monitoring the effectiveness of the General Education Requirements in meeting those goals (including the goals of the Diversification, Wild Card, and the Language Requirement courses). The GEC will then make changes to achieve its goals as needed. 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 GE. Rather, it will conduct global evaluation of the functioning of the various parts of the GE Requirements. It will recommend goals tied to hallmarks. Since the GEC is responsible for the overall governance of General Education, it may assign responsibility for assessment of outcomes to one or several specific sub-committees, such as a General Education Assessment Committee. They will recommend outcomes measures and methods for assessment. This will require that academic and service units (such as departments, programs, colleges, learning communities and Freshman Experience, or other sources) that regularly collect information on student outcomes may be asked to provide the necessary data.

In any case, the measurement and analysis of student outcomes, derived from a variety of data, cannot be accomplished without appropriate resource support from the University.

B. The Foundations and Focus Boards will additionally conduct global assessment of the achievement of general education in their areas, and make recommendations to the GEC. The GEC will compile this information, along with its own global assessment of

learning outcomes in general education requirements. On the basis of a careful evaluation of these outcomes, revisions and recommendations will be made for the continual improvement of General Education at Mānoa.

- C. Units involved in assessment and providing information on outcomes of GE include: the Center for Instructional Support, OFDAS, Arts & Sciences, Admissions & Records, CSEQ (OVPSS), IRO (OVPPP), Learning Communities, Freshman Experience and First-Year at Mānoa, the PCAC (LLL), and other possible sources.

II. ASSESSMENT PROCEDURES FOR COURSES WITHIN GENERAL EDUCATION

- A. The procedures for assessment of courses will follow the hierarchy suggested in Figure 2. This chart suggests that:

1. All courses involved in the General Education Core (Foundations courses—GMP, SR, WC—as well as Focus courses—ETH, HAP, OC, and WI) will be under the purview of the GEC. In addition, the GEC has direct oversight over the functioning of non-Board-governed aspects of courses and procedures to be deemed acceptable for Diversification and the Wild Card option, and the implementation and conduct of the Hawaiian/Foreign Language Requirement.
2. Numerous sources of information on student and course performance of these components will be available from various academic and administrative units, such as the list in I.C. of this Appendix. These units are expected to assist and provide information to the appropriate Boards and the GEC.
3. The Foundations and Focus Boards will conduct the initial assessment and evaluation of specific courses and grouping of courses in order to make recommendations on course additions and continuation in their areas to the GEC. A General Education Assessment Committee is suggested as an integral sub-committee of the GEC that will serve as a conduit of this information. The GEC will make the final decisions with respect to course approval and removal.

- B. Each Foundation or Focus board will evaluate proposals for courses to be assigned as a specific area fulfillment that are submitted by instructors (through their departments), according to the goals and hallmarks and other criteria devised for their particular area requirements. Each Board will determine the particular period of approval for a given course or set of courses. Thereafter, continuing courses will be reviewed depending on the specific Board's preference for frequency of review. This review would consist of a report from the department (its chair or its curriculum committee) on the achievements and innovations of the course, how it fulfills the criteria, and student evaluations. Added to this "internal" review will be any additional outcomes measures or other information that the Boards might deem necessary.