

Using SALG to Evaluate General Education Learning Outcomes

STUDENT ASSESSMENT OF THEIR LEARNING GAINS

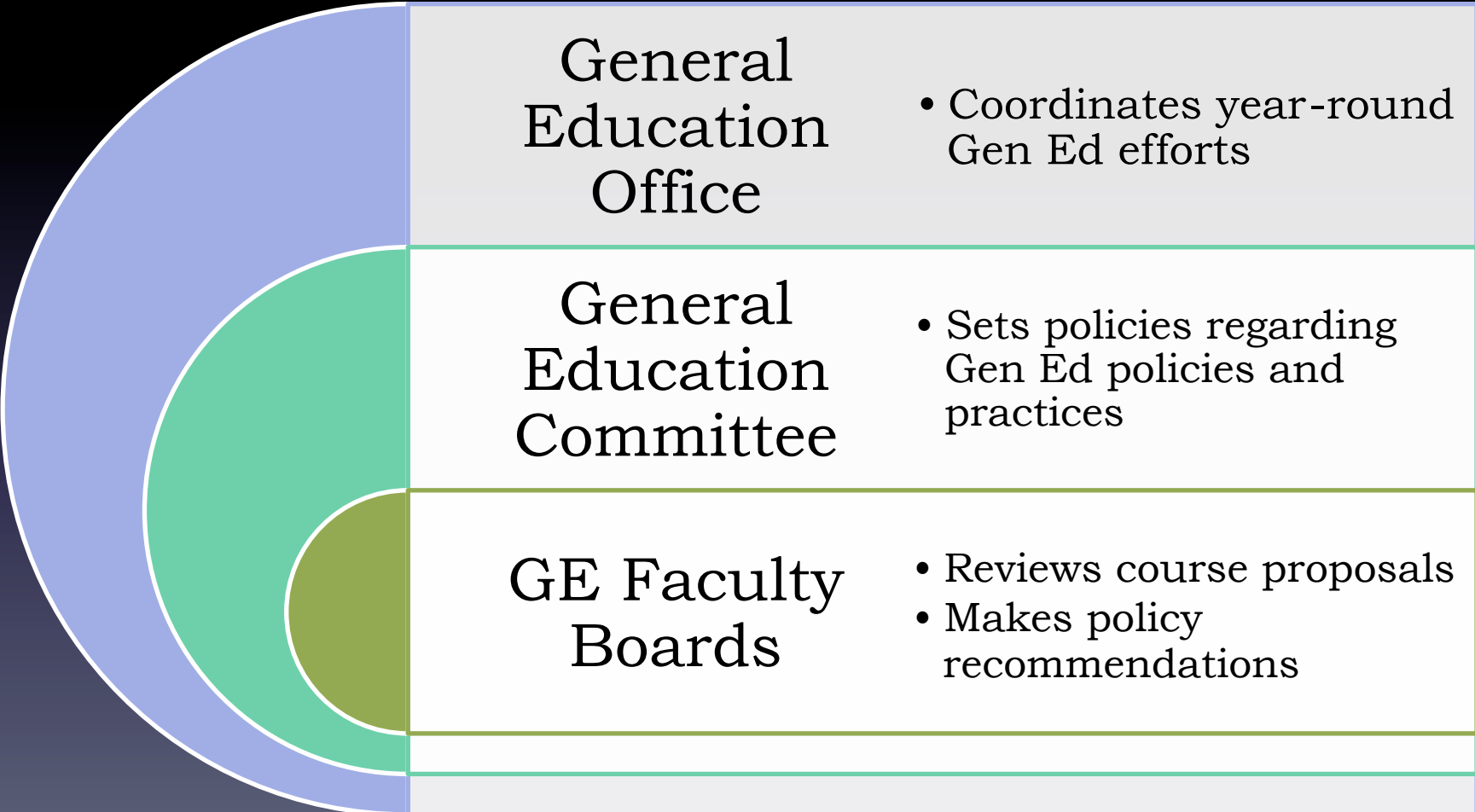


Wendi Vincent, General Education Office
University of Hawai'i at Mānoa



UH Mānoa
GENERAL
EDUCATION

UHM General Education



<h2>General Education Office</h2>	<ul style="list-style-type: none">• Coordinates year-round Gen Ed efforts
<h2>General Education Committee</h2>	<ul style="list-style-type: none">• Sets policies regarding Gen Ed policies and practices
<h2>GE Faculty Boards</h2>	<ul style="list-style-type: none">• Reviews course proposals• Makes policy recommendations

A Significant Part of the Mānoa Experience

Foundations

Diversification

Gen Ed

Focus:
E, HAP, O, WI

Hawaiian or
Second Language

Taking Stock



- No Gen Ed assessment plan
- Direct assessment of WASC Core Competencies
- Unclear whether Gen Ed learning objectives are being met
 - Faculty unaware that Gen Ed LOs exist
- Course proposal and renewal forms did not include assessment component

How can GEO do the following?

Strengthen
assessment
efforts

Gain
insight into
the student
experience

Streamline
the renewal
process

SALG - A Viable Option?

- ✓ Free, online assessment instrument
- ✓ Focus on learning objectives and pedagogical practices
- ✓ Potential to use results in a meaningful way

STUDENT ASSESSMENT OF THEIR LEARNING GAINS



SALG training at SSI 16 revealed a need to revise Gen Ed LOs

Sample Existing

Undergraduates can:

1. Describe the way in which native Hawaiian and one or more Asian and Pacific cultures have intersected, either through direct cultural interactions in or through a common global or regional historical or contemporary experience or process

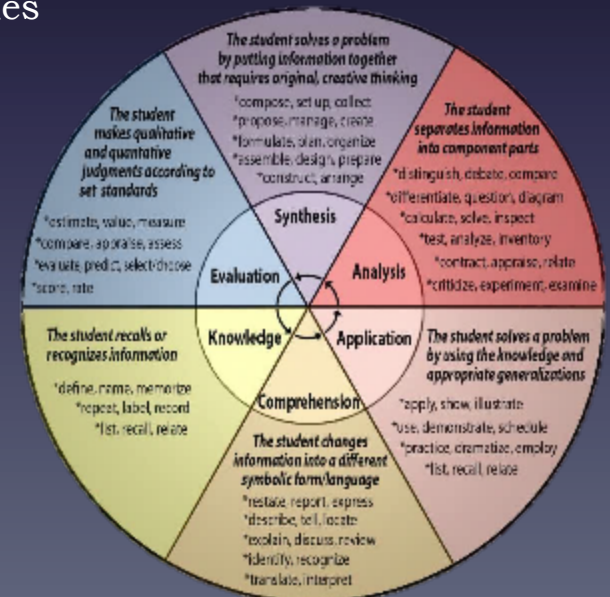
Recurring Issues with LOs:

- Not measurable
- Not aligned with Hallmarks
- Mostly addressed lower-level thinking skills

Sample Revised

Undergraduates can:

1. Demonstrate knowledge of the intersection of Native Hawaiian issues with Asian and/or Pacific Islands issues



The Beginning of a Multi-Year Process...

Action Items for AY16-17

- Increase familiarity with SALG
- Finish revising HAP learning objectives
- Conduct workshops on learning objectives and SALG
- Create a SALG template for HAP faculty
- Recruit HAP faculty for S17 pilot
- Review pilot data to determine next steps



Sample SALG Stem

Your understanding of class content

1. As a result of your work in this class, what GAINS DID YOU MAKE in your UNDERSTANDING of each of the following? no gains a little gain moderate gain good gain great gain not applicable

D 1.1 The intersection of Native Hawaiian issues with Pacific Island and/or Asian issues

D 1.2 The cultural perspectives, values, and world views of Native Hawaiians, Pacific Islanders and/or Asians

1.3 The following concepts that have been explored in this class no gains a little gain moderate gain good gain great gain not applicable

1.3.1 (Concept 1) [Fill in]

1.3.2 (Concept 2) [Fill in]

D 1.4 How ideas from this class relate to ideas encountered in other classes

D 1.5 Please comment on HOW YOUR UNDERSTANDING OF HAWAII, ASIA AND/OR THE PACIFIC ISLANDS HAS CHANGED as a result of this class.

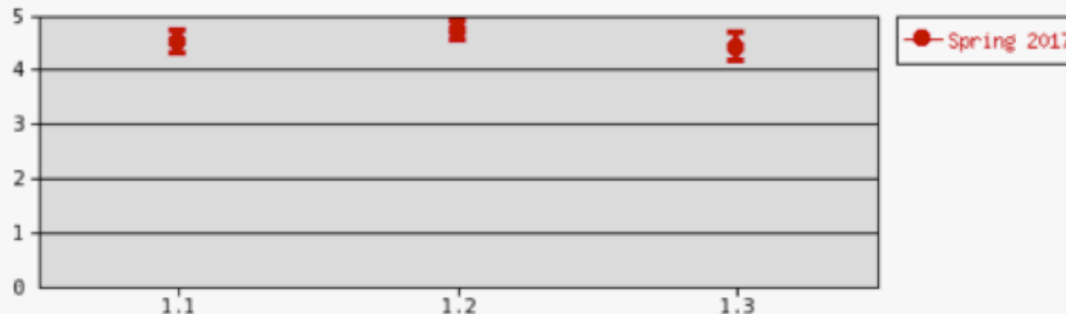
Sample Pilot Data

Your understanding of class content

1. As a result of your work in this class, what GAINS DID YOU MAKE in your UNDERSTANDING of each of the following?	1:no gains	2:a little gain	3:moderate gain	4:good gain	5:great gain	9:not applicable	Mean	N	
1.1 The intersection of Native Hawaiian issues with Pacific Island and/or Asian issues	0%	3%	3%	27%	48%	0%	4.5	49	details
1.2 The cultural perspectives, values, and world views of Native Hawaiians, Pacific Islanders and/or Asians	0%	0%	5%	17%	60%	0%	4.7	49	details
1.3 How ideas from this class relate to ideas encountered in other classes	0%	3%	13%	15%	48%	2%	4.4	48	details
1.4 Please comment on HOW YOUR UNDERSTANDING OF HAWAII, ASIA AND THE PACIFIC ISLANDS HAS CHANGED as a result of this class.	Enter codes for text answers						--	47	details

Summary of scale results

The graphic below lists the mean and confidence interval (± 3 times the standard error) for each item.



Sample Pilot Responses

"My understanding of the culture and history has changed drastically. Before I new very little, but now I can confidently have a conversation with someone, or inform others, about Hawaiian, Asian, and Pacific Islanders culture and history! "

— response ID: [62145](#)

"I've learned a lot more about Polynesian history and have opened my mind to the idea that size of a place is not a limiting factor "

— response ID: [64028](#)

"I've grown more sympathy and compassion for the native pacific islanders."

— response ID: [66332](#)

"Being from Hawai'i raised in a community and family of activists I knew a lot about Hawaii...but not the rest of the Pacific. It gave me a broader view."

— response ID: [67022](#)

"My view and respect toward the rich culture of the pacific is greatly changed, understanding the aspect of life from ancient Hawaiians and their ability to be self-sustain and preserve the resources of the island."

— response ID: [75236](#)

"The interconnectedness between Hawai'i, Polynesia, and Southeast Asia is much closer than I thought. There is a lot we take for granted here in Hawai'i, and I have a greater appreciation for where I live."

— response ID: [78799](#)

"Before this class I never knew about how strong the cultures of the oceanic peoples is. Also about how the culture is still alive and thriving. Also learned about everything pacific islanders have gone through to keep their land."

— response ID: [83916](#)

"I was undereducated in a lot of the aspects we learned in class, and I am glad I got more insight into the history and diagram of Hawaii and Hawaiian culture. I found that I am able to point out a lot more things here on the island that I wasn't able to point out before. "

— response ID: [85822](#)

Building on AY16-17 Efforts



Next Steps

- Share pilot data with HAP Board
- Collect feedback from pilot participants to determine further recruitment strategies, support tools for faculty, and future workshop needs
- Continue to revise Gen Ed LOs
- Determine how SALG can be used to streamline Gen Ed renewals
- Explore the relation between SALG data and direct assessment data for Gen Ed program review

The background features a large, faint watermark of the University of Hawaii seal. The seal is circular and contains a central torch with a flame, set against a grid. The text "UNIVERSITY OF HAWAII, I" is visible at the top, and "MAU KE EA O KA 'ĀINA I KA PONO" is at the bottom. The year "1907" is also present.

Questions?
wvincent@hawaii.edu