

Adopting a New Assessment Approach: Using SALG to Evaluate General Education Learning Outcomes

A New Direction for Gen Ed

- A new Gen Ed faculty administrator was appointed in 2015
- A new Gen Ed assessment coordinator was hired in 2016
- Assessment was identified as a major priority
- Although the Assessment Office conducts direct assessment of WASC Core Competencies, the Gen Ed Office (GEO) has no way to determine if Gen Ed learning objectives are being met

Prior Assessment Efforts

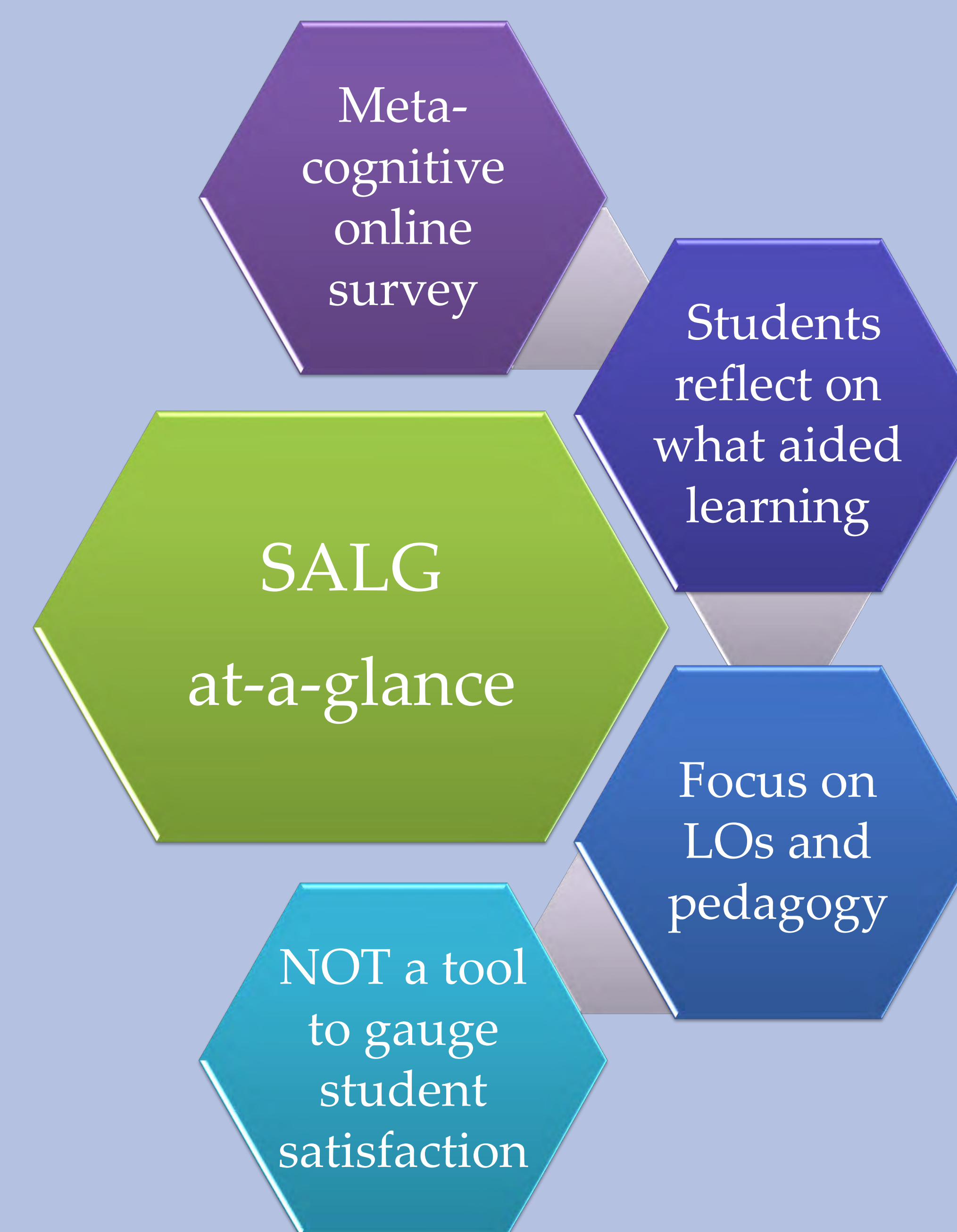
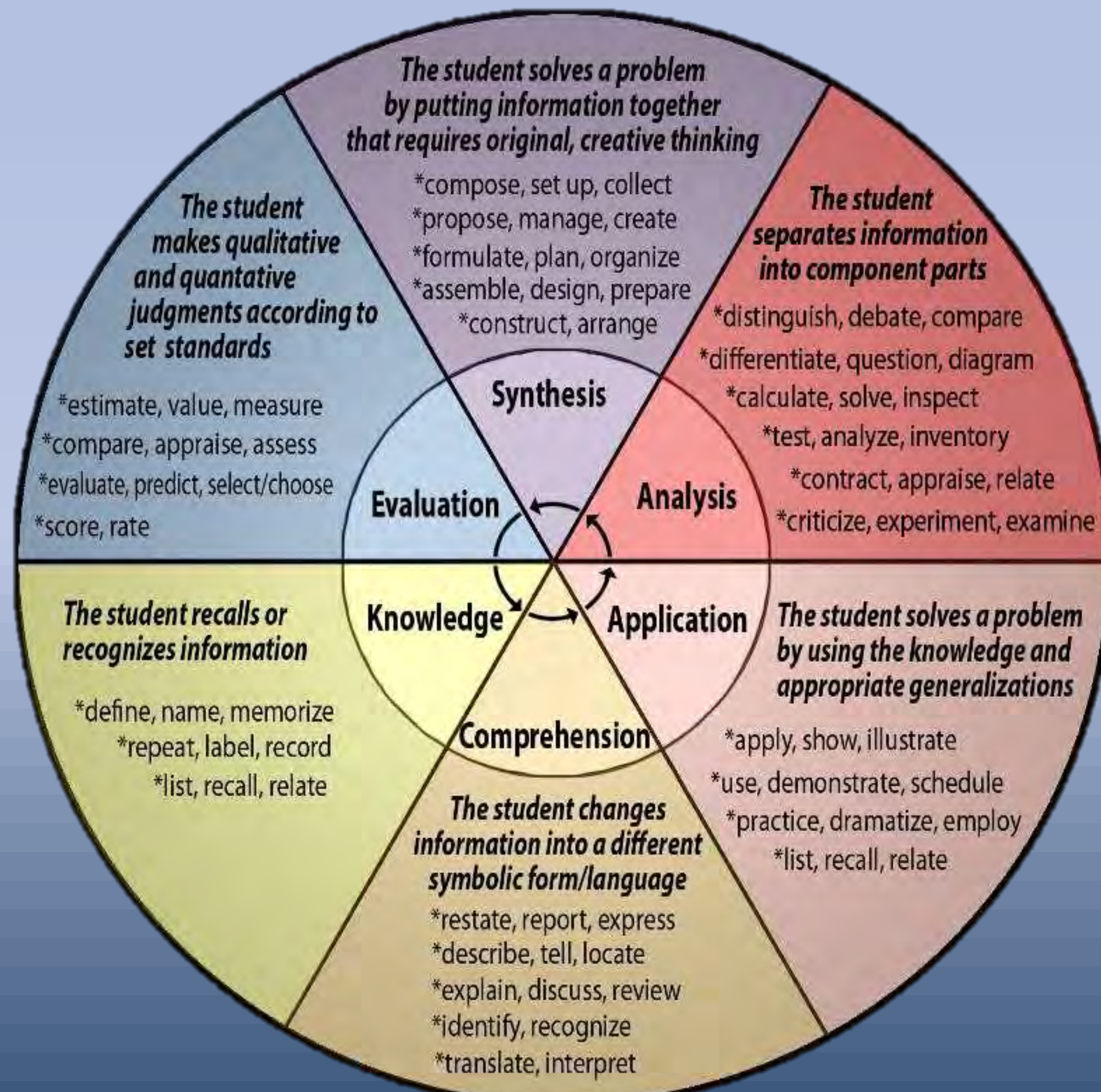
- Optional paper-based survey forms for Focus courses
- Low response and return rates
- No mechanism to analyze data collected
- No follow-up to determine how instructors used feedback

Selecting A Faculty-Friendly Option: *Student Assessment of their Learning Gains*

- Students evaluate how specific aspects of the class enabled learning and helped improve skills.
- Students respond to evaluative statements using a Likert-style scale.
- Students are **not** asked to provide feedback on issues such as instructor likeability.
- Faculty edit the online template in order to reflect their own course-specific LOs.
- SALG generates a summary of results in statistical and graphic forms.
- The data can help inform changes to course design.

Visit <http://www.salgsite.org/> for more information.

Back to basics: In drafting revised LOs, we consulted with Stephen Carroll, co-creator of SALG, and Bloom's taxonomy charts such as the one below to determine suitable verbs to start each LO.



We learned through our initial SALG training that many of the Gen Ed learning objectives should be revised.

Common issues:

- LOs were not measurable
- LOs only addressed lower-level thinking skills
- LOs did not cleanly align with the Hallmarks

We kept these issues in mind as we worked with the HAP Board to revise the LOs ahead of the pilot.

Revised HAP SLOs Align with Hallmarks

SLO1	Demonstrate knowledge of the intersection of Native Hawaiian issues with Asian and/or Pacific Islands issues.
SLO2	Analyze issues based upon the cultural perspectives, values, and world views of the indigenous peoples of Hawai'i and the Pacific and/or Asia.
SLO3	Integrate understanding of the histories, cultures, beliefs, arts, social, political, economic, or technological processes in their analysis of Hawai'i and the Pacific and/or Asia.
SLO4	Describe interpersonal and intergroup relationships characterized by respect and understanding as defined by the indigenous peoples of Hawai'i and the Pacific and/or Asia.

Wendi V. Vincent, General Education Office

Benefits of Using SALG

- **Students** are given opportunities to reflect on course elements and teaching strategies that helped them learn.
- **Instructors** receive feedback that can be used to improve the quality of instruction. SALG data serves as evidence of student learning that can be shared for tenure and promotion purposes.
- **Course coordinators** can examine data yielded from different sections of the same course and identify best practices that can be shared within their departments.
- The **General Education Committee and its Boards** can determine whether Gen Ed LOs are being met. Positive SALG data could be used to grant automatic renewal of Gen Ed designation approvals.
- At **UH Mānoa**, SALG can be used to track the impact of Gen Ed over the course of a student's time at the university, including skills gained for the work force and attainment of the ILOs.
- If other campuses use SALG, we can collect data to examine how well articulated courses are meeting Gen Ed LOs across **UH System**.

The beginning of a multi-year process...

Goals for AY 2016-2017

1. Increase our familiarity with SALG so we can educate others about its value;
2. Recruit faculty to pilot the use of SALG in HAP-designated courses;
3. Determine how we can use SALG data.

Action Items

- Attended trainings with SALG co-creators
- Revised HAP SLOs
- Conducted workshops at UHM with Stephen Carroll on LOs and SALG
- Created a SALG template for HAP pilot
- Recruit HAP faculty to use SALG in Spring 2017 (in process)
- Review SALG pilot data to determine if SALG recruitment can be expanded to other Gen Ed designations (post-pilot)

Next Steps

Building on AY 2016-2017

- Pilot data will be used to determine immediate next steps.
- We will collect feedback from the pilot participants to determine further recruitment strategies, support tools for faculty, and future workshop needs.
- We will continue to revise Gen Ed LOs.
- It is a priority to determine how SALG can be used to streamline the proposal renewal process.
- We will explore the relation between SALG data and direct assessment data for Gen Ed program review.

We anticipate rolling SALG out to all Focus and Foundations course instructors over the next two academic years.

Stephen Carroll working with HAP faculty on LOs

