Honolulu Community College
General Education Board
Annual Report
Fall 2013 – Spring 2014

Board: General Education Board (GEB)

Names of Board and Sub-Board Members:

GEB
- Diane Caulfield, CTE GE Sub-Board Chair, GEB co-chair
- Steven Mandraccia, Foundations Chair, Interim GE Articulation Sub-Board chair and Interim GEB co-chair (Spring 2014)
- Jennifer Higa-King, Diversification Sub-Board Chair, GE Articulation Sub-Board Chair and GEB co-chair (Fall 2013)
- Eric Shaffer, Writing Intensive Chair
- Alapaki Luke, HAP Chair
- Chris Ann Moore, Ethics Chair
- Kara Kam-Kalani, Speech Chair

CTE GE SUB-BOARD

CTE Committee
Tech 1: Diane Caulfield (Chair)
Tech 1: Evelyn Greene
Tech 2: Jim Poole
Tech 2: Sharon Ota
UC: Eric Shaffer
UC: Fumiko Takasugi

Student Services: Frank Fenlon

FOUNDATIONS SUB-BOARD

Written Communications Committee
UC: Charlene Gima
UC: Jerry Saviano
Tech 1: Doug Madden
Tech 2: Jim Poole

Symbolic Reasoning Committee
UC: Steven Mandraccia (Chair)
UC: Judy Sokei
Tech 1: Evelyn Greene
Tech 2: Jim Poole
Global-Multicultural Committee
UC: David Panisnick
UC: Pat Patterson
Tech 1: Doug Madden
Tech 2: Jim Poole

DIVERSIFICATION SUB-BOARD
Humanities, Arts, Literature, Natural Science, and Social Science Committee
UC: Jennifer Higa-King (Chair)
UC: Mieko Matsumoto
UC: Brent Rubio
Tech 1: Evelyn Greene
Tech 2: Elliott Higa
Tech 1 or 2: Doug Madden

FOCUS & SPEECH SUB-BOARD
Writing Intensive Committee
UC: Eric Shaffer (Chair)
UC: Cynthia Smith
UC: Fumiko Takasugi
Tech 1: Doug Madden
Tech 2: Jim Poole
Tech 1 or 2: John Vierra

Hawaiian, Asian, Pacific Committee
UC: John Delay
UC: Alapaki Luke (Chair)
UC: Ka‘iulani Murphy
Tech 1: Doug Madden
Tech 2: Jim Poole
Tech 1 or 2: John Vierra

Ethics Committee
UC: Chris Ann Moore (Chair)
UC: David Panisnick
UC: Ron Pine
Tech 1: Doug Madden
Tech 2: Jim Poole
Tech 1 or 2: Elliott Higa

Speech Committee
UC: Kara Kam-Kalani (Chair)
UC: Douglas Raphael
UC: Fumiko Takasugi
Tech 1: Doug Madden
Tech 2: Jim Poole
Tech 1 or 2: Evelyn Greene
Dates of GEB Meetings and links to minutes

August 30, 2013
November 15, 2013
January 9, 2014
April 24, 2014

Sub-Board Reports
Annual reports for 2013-2014 are posted on the HCC intranet. Copies of these reports are also provided at the end of this document.

Board Topics Covered and Action Taken

1. *Enactments.*
   Actions by the GEB include the following items:
   - The GEB coordinated with the CPC to establish a timetable for completing certification and renewal of applications. Reviews of applications were scheduled to be completed one week prior to each DCC meeting.
   - The GEB affirmed that the VCAA’s office, not the GEB, is responsible for updating the catalog and curriculum files.
   - The GEB discussed possible problems associated with courses seeking multiple – three or more – GE designations (e.g., DS, WI, and Speech). Members agreed that it is possible for a course to fulfill hallmarks and SLOs of multiple designations if the course covers a combination of skills- or method-based (e.g., Speech, WI) SLOs and content-based (e.g., diversification) SLOs. The recommendation is to consider, on a case-by-case basis, whether a course can adequately cover the hallmarks and SLOs of multiple designations.

2. *Assessment.*
   At the April 2014 meeting, GEB members reported that the first year of the new structure proceeded smoothly. Sub-board and committee chairs reported noticing very little, if any, difference in the functioning of sub-boards and committees. The exception was smoother processing of applications in terms of completing decisions in time for upcoming DCC and CPC meetings and deadlines for the catalog and banner.

   Regarding the CTE sub-board, Diane reported that the sub-board accomplished a lot because everyone contributed and worked well together. It was a very collegial group. However, one point of concern was whether the CTE sub-board properly followed decision-making by consensus (as stated in the charter), when all attending the meeting were included in discussions and decision-making. GEB members agreed that input from and inclusion of all individuals attending a meeting was acceptable and definitely encouraged, but that decision-making
should be conducted among voting sub-board members only. This is the case for all GEB sub-boards and committees.

The GEB received nine applications for GE designations (new courses, only). Processing began with submission of material to the appropriate GEB co-chair (CTE or articulation) who then forwarded applications to designated sub-boards (e.g., WI, foundations). Out of the nine applications, eight received approval for one or more GE designation. One application was withdrawn, by the initiator, for future submission. The average time between a GEB co-chair receiving an application and forwarding completed GE reviews to the DCCs was 11 days. The efficiency of reviewing was due, in part, to coordination with the CPC in establishing and following a timeline for curriculum review.

An important observation for future consideration came from a CTE faculty member on the Diversification sub-board who served on several sub-boards. The individual stated that based on their experience “there’s nothing unique that CTE can or needs to contribute” and that the number of CTE members on the sub-boards be reduced to one to better utilize CTE resources.

The GEB agreed, by consensus, to continue to utilize the current structure of the GEB board and reassess in the Spring of 2015.

**Future Activities and Recommendations**
The GEB recommended continued assessment of the functioning of the GEB. A second recommendation is to coordinate with the CPC on a timeline for completing reviews of application for GE designations.
Sub-Board Annual Reports

Career and Technical Education (CTE)
  Foundations
  Diversification
Writing Intensive (WI-Focus)
  Ethics (E-Focus)
Hawaiian, Asian, and Pacific Issues (HAP-Focus)
  Speech
I. Accomplishments

A. Statement of Intent

The statement of intent for the sub-board was updated to reflect current information, including a link to the charter and general procedures.

B. Posting of Minutes

Minutes from the previous academic year (2012 - 2013) were posted to the website by this year’s chair. The former chair had previous committee members approve the minutes before posting.

All minutes for the current academic year (2013 - 2014) have been reviewed and posted to the website.

C. Posting of End of Year Report/List of approved courses

The previous year chair’s end of year report and list of approved courses have been posted to the website by the current chair. This combined document will be archived at the end of the year.

This year’s end of year report will be posted at the end of the academic year. The list of approved courses is up-to-date and has been separately posted on the website.

D. Creation of Archive Category

The need for an archive category on the website became apparent early in the fall semester. Five documents have already been placed in this category for historical purposes.

E. CTE General Education Document

The document was modified to reflect the five categories for the AS, AAS, ATS degree requirements section of the document. Additionally, category titles were renamed to be consistent with the HCC catalog. Specifically, this meant changing, “Numeracy…” to “Quantitative and Logical Reasoning”.

The document was also reviewed for accuracy with the Communications and Q & L respective departments since all general education courses were changed to the 100 level. The Q & L category remained the same but the Communications category was changed. The decision by the Language Arts department was to have the contents for that category mirror the AA contents.

F. Program Compliance with General Education Requirements

All programs are now in compliance with the new AS, AAS, ATS general education requirements. Programs that were out of compliance were notified of their deficiencies and met the deadlines to comply with the new requirements.

G. Certification of courses on General Education list

Courses that had not gone through certification were notified. Faculty either sent courses in for review by the sub-board or chose not to apply. Those courses that have not been reviewed were removed from the AS, AAS, ATS general education list. The courses sent for review were either approved or not approved based on whether or not these met the criteria for that category.

H. Disclaimer statement

Since categories on the AA list differs from categories on the AS, AAS, ATS list and some courses on the AS, AAS, ATS list are not on the AA list, the need for a disclaimer statement was necessary. The counseling staff developed the disclaimer statement as follows which will be included in the 2014-2015 catalog in the narrative part of requirements for AS, AAS, ATS degrees:

Some courses taken to fulfill the AS, AAS, ATS General Education requirements at Honolulu Community College may not be applicable toward degrees at other institutions including University of Hawai‘i Campaigns. Detailed information regarding course transferability from Honolulu Community College to other UH System Campuses is available from the UH Course Transfer Database at www.hawaii.edu/transferdatabase. Students pursuing an Associate in Science (AS) or an Associate in Applied Science (AAS) degree with the intent to transfer and pursue a baccalaureate degree, should meet with an Academic Counselor.

I. Consolidation of Forms

Since the application form and hallmark questions consisted of two separate forms with some redundancy, the sub-board worked very hard to consolidate the forms for each category into one document. These documents were changed from pdf to Word to facilitate the completion of forms by applicants.
J. Approved Course Applications

All approved course applications were posted on the website by semester approved. This will make it easier in the future for recertification. Additionally, a binder filled with hard copies of the approved course applications now resides on top of the curricula files in the administration building.

K. Ethics

One sub-board member agreed to develop a sample narrative to address the ethics area of general education for accreditation. The model (HSER) was shared with the chair and a senior member of the Ethics Committee who both agreed that it fit the criteria for ethics. The Ethics chair or senior member accompanied the CTE chair and met with all CTE program faculty to present the model so that each program could develop their own statement for inclusion in their respective program reviews. The completed statements have all been reviewed by either the Ethics chair or senior member of the committee prior to program review inclusion. Most CTE programs have completed their statements. The rest of the programs will complete their statements over the summer in time for program review in the fall.

L. Listing of Committee Members

A complete list of committee members was posted on the website. This was done to ensure that anyone could ask any committee member questions, i.e., to facilitate communication.

II. Important notes

A. 2013-2014 Catalog Errors

The sub-board identified thirteen errors in the AS, AAS, ATS general education requirements list for the 2013 - 2014 catalog. The General Education Articulation Sub-Board Chair was notified about the errors. After considerable discussion, a decision was made between the two General Education Board Co-Chairs (aka General Education Articulation and CTE Sub-Board Chairs) to honor the printed catalog, including the mistakes. It was felt that this would be the least disruptive for students and would support the advice given by the counselors and others who had used the printed catalog as a basis for assisting students in the selection of courses during registration.

B. Rotation of CTE faculty

Following the charter, it was determined that Evelyn Greene (Tech 1) and Jim Poole (Tech 2) would be the continuing CTE members for the sub-board. Sharon Ota’s (Tech
2) and Diane Caulfield's terms would end after this academic year. Tech 1 and Tech 2 division chairs will need to send replacements to serve for the 2014 - 2016 academic years.

C. Catalog assistance

The General Education Board Co-Chairs provided considerable assistance in reviewing the AA and AS, AAS, ATS general education requirements lists for the 2014 - 2015 catalog. However, it was stated in the meeting prior to their involvement in the catalog production that this assistance would be only for one time as it is the responsibility of administration, not the GEB Co-Chairs or its members to oversee the catalog and its contents.

D. 197 course listings

While it is highly unusual to list 197 (experimental) courses as fulfilling general education requirements, Math 197 and Phys 197 E, F, M, P were listed as fulfilling the AS, AAS, ATS general education requirements for the respective degrees. These were not part of the thirteen identified errors noted in II A earlier but were allowed since the college needed to rapidly upgrade the courses for accreditation. The Math and Phys 197 courses will remain on the list for the 2014 - 2015 catalog. Since experimental courses are only allowed experimental status for up to two years, the course numbers should change for the 2015 - 2016 catalog.

E. Replacement of CTE counselor representative

In March, our colleague and dear friend, Frank Fenlon passed away. Frank had worked on general education issues for many years and was a valuable member of the sub-board. He was instrumental in the development of the disclaimer statement and was an active participant on the sub-board. Marilynn Ito-Won was designated as his replacement and has been included in recent emails.

F. Calendar for Certification submissions

The final deadline for submission of courses to be considered for certification is January. This deadline as well as prior deadlines will continue to be coordinated with CPC. The January deadline was set and adhered to for catalog production purposes.

G. Decision making process

The CTE General Education sub-board chair did not follow the decision making process as written in the charter. Instead she allowed everyone on the sub-board to participate in
discussion and decision making. This inclusive style facilitated the collegiality felt amongst the members.

III. Recommendations

-Monitor the 197 courses and check who will certify these courses (CTE, diversification or foundation sub-boards) once course number has changed from experimental number.

-Check on sub-board members’ feelings about the decision making process. It was agreed at the GEB meeting on April 24, 2014 to keep the present structure but to revisit all processes and procedures next academic year.

-Modify Statement of Intent to include CTE academic counselor. The language on membership carried over from the original statement and the new statement makes reference to the charter but the Statement of Intent should more clearly reflect the presence of the academic counselor on the sub-board.

Submitted by:

Diane Caulfield
CTE General Education Sub-Board Chair
2013 - 2014
CAMPUS: Honolulu Community College
CHAIR OF CAMPUS FOUNDATIONS BOARD: Steve Mandraccia
DATE: 2 April 2014

I. APPROVAL CRITERIA

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3. There is appropriate campus support including:
   a. adequate numbers of courses to meet student needs.
   b. adequate support to manage the Foundations program
   c. adequate budget for expenses related to the Foundations Board

4. There is an appropriate course designation and course renewal procedures.

5. There is an appropriate assessment of student learning outcomes and the use of the assessment results to improve educational effectiveness.

6. There is faculty training that is consistent with Foundations requirements.

II. COURSE CHANGES

7. List new course approved during current academic year.
   
   **MUS107 Approved in February 2014 as FGC.**

8. List Foundations approved courses whose designation was terminated or changed.
   
   **None**
9. List any Foundations approved courses that were renewed.

None, but Math, English and History due this year.

III. OTHER

10. Describe any significant issues regarding the Foundations process on your campus.

No significant issues. We created a new General Education Board that includes CTE faculty and they also serve on the foundations sub-board.

11. Identify any issues for discussion for the Systemwide Foundations board.

Foundations Hallmark 5 had a systemwide agreed change in 2012. The new language is included in the annual handout, but not yet on the Manoa website.
Honolulu Community College  
Diversification Board  
Annual Report for the 2013-2014 Academic Year  
Submitted April 29, 2014

Membership
Evelyn Greene, Elliott Higa, Jennifer Higa-King (chair), Doug Madden, Mieko Matsumoto, Brent Rubio.

The Chair commends board members for their diligence, expertise, commitment, and time dedicated towards the certification process. Thank you Evelyn, Elliott, Doug, Brent, and Mieko!

Certification of New Courses and Renewals
The sub-board certified the following new courses:

- HIST 296M (DH)
- PHIL 109 (DH)
- ENG 257S (DL)
- CHEM 105C (DP)
- CHEM 105E (DP+DY)

No courses were scheduled for renewals this year. However, there will be several courses up for renewal 2014-2015. The board has posted the list on the HonCC intranet.

Assessment of Board
For each application, the Chair circulated electronic copies of applications and supporting documents. Members reviewed the material and discussion took place over email. The Chair forwarded questions and comments from members to the applicant. Responses and modifications by the applicant were communicated back to board members. Decisions were based on consensus as described in the General Education Board Charter.

Overall:
- The Board received six applications, of which five received certification. One application was withdrawn and will be resubmitted at a later date.
- The average time between receiving an application and when the Board made its decision was approximately 14 days.

Updates
- The Board has posted, on the HonCC intranet, an updated list of courses current in their certification. The list was forwarded to the VCAA for final approval and processing.
- The Board updated the application for diversification certification and renewal. Included are explanatory notes that appear with each question and a checklist to guide applicants.
The new forms have been posted on the HonCC intranet and should be used from this point forward.

**Future Activities**

The Diversification Board will continue to move towards electronic submission of applications and supporting documents. The Board will continue to track data on the number of applications received, length of time to complete reviews, and approval rates.

The next step will be to begin processing renewals of courses certified Spring 2009 and Fall 2009.
I. WI Certifications and Re-Certifications

A) The primary purpose and responsibility of the WI Committee is to review and approve applications for certifying and re-certifying instructors to teach new and existing courses as WI-focus courses. Since WI certifications are instructor-specific, there is always a large number of applications to review, and during this particular year, the number was exceptionally high.

During the course of AY 2013-2014, the following instructors have been certified or re-certified for the following new and existing courses:

**WI Certifications of New Instructors for New Courses**
- Mike Leidemann, JOUR 204: Writing for the Web
- Mieko Matsumoto, HIST 296: Introduction to Asian American History
- Eric Paul Shaffer, ENG 257Y: Young Adult Novel

**WI Certifications of New Instructors for Existing Courses**
- Cara Chang, ENG 210: Writing Term Papers
- Cara Chang, ENG 253: World Literature Before 1600
- Cara Chang, ENG 257M: Cross-Cultural Perspectives in Asian/Pacific Literature
- Sharleen Nakamoto Levine, WS 150: Women’s Studies
- Mieko Matsumoto, HIST 281: Introduction to American History
- James McKeon, HIST 246: The Vietnam War
- Derek Otsuji, ENG 256: Poetry and Drama
- Pat Patterson, HIST 152: World History Since 1500
- Bed Paudyal, ENG 210: Writing Term Papers
- Fumiko Takasugi, WS 151: Introduction to Women’s Studies
- Jenny Webster, ENG 257F: Women in Literature

**WI Re-Certifications of Instructors for Existing Courses**
- Charlene Gima, ENG 251: British Literature Before 1800
- Charlene Gima, ENG 252: British Literature After 1800
- Charlene Gima, ENG 257X: Literature and Technology
- Mike Leidemann, JOUR 205: News Writing
- Pat Patterson, HIST 250: World History Through Film
- Ron Pine, PHIL 213: History of Philosophy III
- Eric Paul Shaffer, ENG 209: Business and Managerial Writing
- Eric Paul Shaffer, ENG 250: American Literature
- Eric Paul Shaffer, ENG 257E: Wild Writing: Environmental and Ecological Non-Fiction

During the course of AY 2013-2014, the following instructors are in the process of certification or re-certification (and have provisional certification or re-certification for Fall 2014) for the following new and existing courses:
WI Certifications of New Instructors for New Courses
Jerry Saviano, ENG 257S: Comic Books, Literature, and Society

WI Certifications of New Instructors for Existing Courses
Cara Chang, ENG 251: British Literature before 1800
Ron Pine, PHIL 120: Science, Technology, and Values
Ron Pine, PHIL 255: Cosmology: Science and the Human Prospect
Jeff Stearns, ENG 210: Writing Term Papers
Jeff Stearns, ENG 257M: Cross-Cultural Perspectives in Asian/Pacific Literature

WI Re-Certifications of Instructors for Existing Courses
Charlene Gima, ENG 255: Short Story and Novel
Marty Nikou, ART 101: Introduction to the Visual Arts
Pat Patterson, HIST 242: Asian Civilization II
Cynthia Smith, HIST 231: Early Modern European Civilization
Cynthia Smith, HIST 232: Modern European Civilization

B) The work of the WI Committee continues at all times throughout the academic year, and it is worth noting that WI Instructors are kept apprised of their current WI certification status by continual updating of a document I created and continuously update entitled, “Approved WI Courses and Instructors.”

This document lists the current WI certification status of all courses for all WI instructors. To date, during the course of AY 2013-2014, this document has been updated twenty-five times in thirty-five weeks, an average of once every one and half weeks. In addition, the document is posted on the HCC intranet and always available for reference:

http://programs.honolulu.hawaii.edu/intranet/node/1104

C) In addition, soon after my appointment as WI Committee Chair, I created and a developed a document entitled “WI Certification & Re-Certification Date and Expiration Chart.”

This document is a chart that allows WI instructors to work out themselves when any course re-certification is due. By applying the semester of original certification, instructors can determine the semester within which application for re-certification is due.

The document is posted on the HCC intranet and always available for reference:

http://programs.honolulu.hawaii.edu/intranet/node/1411

D) During AY 2013-2014, as WI Committee Chair, I began sending personal e-mails every semester notifying WI instructors when their re-certification applications are due in the next
semester. These reminders were greatly effective in keeping the applications process flowing and under control, especially in the Spring 2014 semester when more than twenty re-certification applications were due.

E) The process and procedures for reviewing and approving certification and re-certification applications is currently being converted from paper to paperless. The WI Committee Chair is slowly learning the technology and doing the physical work of scanning and filing, and the learning curve is steep. I expect to finalize the process and procedure in AY 2014-2015.

F) A number of useful revisions, replacements, and re-organizations of WI work are under review by the WI Committee Chair. All are designed and intended to minimize the paperwork required of instructors to apply for WI certification and re-certification and to maximize the integrity of the process and procedures. I expect to create and institute changes in AY 2014-2015.

II. WI System Meeting, April 25, 2014, 1:00-4:00 PM

As WI Coordinator at Honolulu Community College, I attended the WI System meeting. I was present via teleconference from Leeward Community College, AD-102.

As required, I distributed my HCC WI System Report to the WI System Office and to all of the WI Coordinators on all of campuses of the UH System.

At the meeting, in a follow-up to last year’s meeting, I was asked about the statues of the “dual-option” or “bundling” issue at Honolulu Community College, and I reported that this practice has been discontinued at HCC. At this time, no UH-system campus employs this option.

The report is posted on the HCC intranet:

http://programs.honolulu.hawaii.edu/intranet/node/1106

III. WI Course Evaluations

A) As part of my efforts as WI Coordinator to increase our responses and percentages to the HCC WI Course Evaluations, I have worked closely with Steven Shigemoto to assure the following:

1) WI course evaluations were accessible to faculty and students for an adequate time period during both semesters.

2) The period for completing WI Course Evaluations was adjusted to assure that HCC WI course evaluation surveys opened for use on the same date as eCAFE course evaluations. This was done to avoid confusion about course evaluations and to maximize responses and
percentages and increase ease of use.

3) The period for completing WI course evaluations was again extended (as it has been in the past) till the last day of classes, open approximately a week longer than eCAFE course evaluations. This was done in order to maximize faculty and student access to these important surveys.

Also, WI Instructors were kept apprised of the WI course evaluations process throughout the semesters, receiving the following:

1) notification of the WI course evaluation period;
2) notification of the WI course evaluation survey preparation;
3) request to check WI courses in the survey for accuracy of information before the survey was activated;
4) notification of activation of WI course evaluations and a reminder to begin requesting student responses;
5) notifications of progress of WI course evaluation response rates and encouragement to remind students to complete the surveys; and
6) notification of final WI course evaluation response count and percentages and evaluations of the data and recommendations for future WI course evaluations from the WI Committee Chair. This document is entitled “WI Instructors F13 Response Rates Report and Assessment 140226” and is posted on the HCC intranet:

http://programs.honolulu.hawaii.edu/intranet/node/1705

In addition, Steven Shigemoto provided all WI instructors with individual reports for each WI course taught and distributed them to instructors using the Laulima website. He also provided me ongoing and regular progress reports of the WI course evaluation completion throughout the three weeks the surveys were available to faculty and students.

B) In order to make the WI course evaluation surveys on SurveyMonkey more accessible and clearer for students, I edited and revised portions of the online survey. Steven Shigemoto and I worked together to assure that the survey was improved and available for the survey period.

C) Since many faculty needed guidance concerning locating their WI course evaluations, I reviewed and revised a document I wrote when I was working with David Fink on the Language Arts Division course evaluation process, entitled, “How To Access Focus Course Evaluations on Laulima.” The document was distributed by e-mail to all WI instructors and posted on the HCC intranet:

http://programs.honolulu.hawaii.edu/intranet/node/1706

D) Since many faculty were concerned about their low response rates on WI course evaluations (and on eCAFE course evaluations) I wrote a document entitled, “How to Increase Your
Response Rates for Course Evaluations.” The document was distributed by e-mail to all WI instructors and posted on the HCC intranet:

http://programs.honolulu.hawaii.edu/intranet/node/1707

IV. WI Committee Members and Meetings

Paperwork for certifying WI instructors is circulated by the board chair to all WI committee members, and approvals, questions, and comments are provided by board members by e-mail and paper communication. One organizational and orientation meeting was held on at 2:00 PM on Friday, September 13, in 7-504, but no other meetings have occurred.

At this time, board members include Eric Paul Shaffer, WI-Focus Board Chair; Doug Madden, Tech I representative; Jim Poole, Tech II representative; Cynthia Smith, Humanities representative; and Fumiko Takasugi, Social Sciences representative; and John Vierra, MELE and Tech II representative. At this time, all of these committee members will remain on the board for AY 2014-2015.

V. WI Instructor Meetings

A WI Instructors meeting was held at 1:00 PM on Friday, October 11, in 7-533, in order to discuss general WI business and organizational and orientation issues, particularly the “dual-option” or “bundling” issue. In the second hour, a norming session for WI Instructors was conducted.

VI. WI Intranet Website

During the course of AY 2013-2014, in addition to changes and additions already mentioned above, I examined and updated the WI Intranet Website in the following ways:

1) Documents were re-named for clarity and re-arranged for ease of access.
2) Missing documents were sought, found, and posted or a continuing search was initiated and continues.
3) All documents were reviewed for possible updating, revision, or deletion in AY 2014-2015.
No new E-Focus courses sought designation since our last report in Fall 2013. Assessment of current course is on-going and the committee will be meeting, as usual, in the fall to discuss feedback and improvements. All E-Focus courses will be up for renewal in 2016, and all faculty are aware of and preparing for that deadline.

This semester the E-focus chair and senior E-Focus faculty continued their work with CTE faculty to document and assess the ethics component of each CTE program, in accord with the college mission and WASC requirements. These efforts were very successful as documented in the CTE General Education Board end of year report prepared by Diane Caulfield and forwarded to the E-Focus chair:

“One sub-board member agreed to develop a sample narrative to address the ethics area of general education for accreditation. The model (HSER) was shared with the chair and a senior member of the Ethics Committee who both agreed that it fit the criteria for ethics. The Ethics chair or senior member accompanied the CTE chair and met with all CTE program faculty to present the model so that each program could develop their own statement for inclusion in their respective program reviews. The completed statements have all been reviewed by either the Ethics chair or senior member of the committee prior to program review inclusion. Most CTE programs have completed their statements. The rest of the programs will complete their statements over the summer in time for program review in the fall.”

These results were presented to the Chancellor, who shared them with senior administration. All acknowledged that this was a significant step forward and a model of successful cooperation and collaboration. The committee will continue to work with the various CTE programs over the summer with the goal of completing all program review ethics statements for the fall, when the newly developed assessment will be implements.
April 22, 2014

To: Steven Mandraccia – Chair, General Education Board
From: Alapaki Luke – Chair; Hawaiian, Asian and Pacific (HAP) focus
Subject: HAP Committee Fall 2013/Spring 2014 Summary of Activity Report

During the Fall 2013 semester, the HCC campus HAP focus committee met once on October 9th to discuss and review the following:

a) Introduction of three new CTE voting members for the HCC campus HAP-focus committee; Doug Madden, Jim Poole, and John Vierra.
b) Discussed curriculum timeline for meeting deadlines for curriculum committees and catalog deadlines. Also discussed proper process for moving new or existing course proposals through different Gened certifications, then division curriculum committees, on to CPC.
c) Discussed the information on the Honolulu Community College intranet site. Approved courses and instructors are posted on intranet. HAP Hallmarks are also posted on the intranet site.
d) Discussed which degrees require a HAP course; AA in Liberal Arts and Hawaiian Studies require one HAP course. Majority of AS degrees do not require HAP course except for MELE.
e) Discussed and unanimously approved new HAP proposal submitted by Cara Chang in English for ENG 257M, Cross Cultural Perspectives in Asian and Pacific Literature.
f) Reviewed the HAP student evaluations administered and data processed by Steven Shigemoto since David Fink is no longer with HCC. Committee analyzed the summarized data results and concluded feedback seems to justify Hallmarks.
g) All agreed we want more HAP certified courses in diverse departments to offer students. One hybrid HAP course will be offered in Spring 2014.

During the Spring 2014 semester, the HCC campus HAP focus committee met once on March 19th to discuss and review the following:

a) New proposal was discussed for HWST/BOT 105 (Mea Kanu: Hawaiian Plants and Their Uses) proposal from Dr. Pei-Luen Lu. Committee suggested some edits and revisions to the proposal thereby holding off vote until receiving revised proposal.
b) Committee agreed to pursue the “course based” approval option for HWST 107.
c) Committee discussed if we need to explore assessment reporting for the Hallmarks because the Hallmarks are not necessarily incorporated into the course SLOs. Further discussion will continue.
d) HAP multi-campus group update: Monica Stitt-Bergh (UH Assessment Office) presented background info to the multi-campus group about learning outcomes assessment to assist in discussion of HAP assessment at the course, program, degree, and institutional levels.
There were no new applications for review during academic year 2013-2014. Therefore, the Speech requirement board did not meet to review applications. Currently, the following courses are certified as meeting the Speech requirement for graduation with a Liberal Arts degree: SP 151: Personal and Public Speech, SP 181: Interpersonal Communication, SP 251: Principles of Effective Public Speaking, SP 253: Argumentation and Debate, and SP 290: Interviewing. Speech requirement certifications are valid for a period of five years. Therefore, SP 151, 251, and 253 will need to be recertified in Spring 2016 to retain the Speech designations. Assessment is currently being conducted in all classes meeting the speech requirement designation. The Speech board meets regularly to conduct assessment on the effectiveness of the Speech requirement for graduation. Assessment results are posted annually on the intranet under the Speech requirement Board.

<table>
<thead>
<tr>
<th>Course</th>
<th>Certification Date</th>
<th>Recertification Date</th>
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<tbody>
<tr>
<td>SP 151</td>
<td>2/16/11 – SPRING 2011</td>
<td>SPRING 2016</td>
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<tr>
<td>SP 181</td>
<td>1/16/12 – SPRING 2012</td>
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<td>SP 253</td>
<td>12/17/11 – FALL 2011</td>
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<tr>
<td>SP 290</td>
<td>6/15/12 – SPRING 2012</td>
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