Honolulu Community College
General Education Board
Meeting Minutes
April 27, 2012
Room 7-602, 1pm - 2:30pm

Members present: Jennifer Higa-King (Diversification), Kara Kam-Kalani (Speech Requirement), Steve Mandraccia (Foundations), Chris Ann Moore (E-Focus)

Members absent/excused: Keala Chock (HAP-Focus), Marcia Roberts-Deutsch (WI-Focus)

Recorder: Jennifer Higa-King

I. Approval of Minutes
Members approved the minutes from the January 5, 2012 meeting electronically.

II. Unfinished Business
None.

III. New Business

Board Membership 2012-2013

- Foundations
  Written Communication: Charlene Gima, Jerry Saviano
  Global Multicultural: David Panisnick, Pat Patterson
  Symbolic Reasoning: Steve Mandraccia (Chair), Judy Sokei
- Diversification
  Arts, Literature, and Humanities: Marcia Roberts-Deutsch
  Social Sciences: Jennifer Higa-King (Chair)
  Natural Sciences: Brent Rubio (replacing Michael Ferguson who will be on sabbatical Fall 2012)
- WI-Focus (Writing Intensive)
  Marcia Roberts-Deutsch (Chair), Revolving WI faculty
- HAP-Focus (Hawaiian, Asian, and Pacific Issues)
  Keala Chock (Chair, through Fall 2012), Rob Edmondson, Leon Florendo, Alapaki Luke (Chair, beginning Spring 2013), Ka‘iulani Murphy, David Wong
- E-Focus (Ethics)
  Chris Ann Moore (Chair), Ron Pine, Marcia Roberts-Deutsch
- Speech Requirement
  Kara Kam-Kalani (Chair), Douglas Raphael, Fumiko Takasugi

The Board elected Jennifer Higa-King to serve as General Education Board Chair for 2012-2013.
Reports

Topics Discussed
Foundations. Steve Mandraccia reported proposed changes discussed at a system meeting of Foundation Boards. These changed included revision of the explanatory notes for Hallmark #5 of Symbolic Reasoning, and the possibility of including a separate quantitative skills and numeracy requirement. (See report at end of document.)

Process for reporting designation changes. Members agreed on the importance of clarifying the process for reporting new and modified designation changes. Specifically, sub-board chairs will (1) report course designations (or removals) directly to the VCAA, and (2) update their sub-board websites with the additions/changes in a timely manner. Therefore, each sub-board’s website is to be a primary source for information and updates about course and instructor-based designations. In turn, the VCAA’s office will be responsible for updates to other resources including the catalog and banner.

To facilitate this process, the General Education Board will meet in the spring to review updates and actions taken by sub-boards. This meeting will occur in advance of the deadline for making changes to the catalog (March) so that changes may be forwarded to the VCAA in a timely manner.

Charter revision. Members reviewed the General Education Board Charter, Board Structure, and sub-board charters. One of the significant changes made to the charter is to include a standing sub-board called the “CTE General Education” at the direction of the CPC. This sub-board will be responsible for approving courses as meeting the hallmarks for the General Education categories as adopted by the CPC. The Board Chair (Jennifer) will draft a revision of the charters and circulate among members for review. A final draft will be submitted to the CPC.

IV. Next Meeting
- August 31, 2012, 11:30am-1pm
  Room: TBA

- End of Academic Year Meeting
  March 8, 2013, 11:30am-1pm
  Room: TBA
TO: General Education Board

For the academic year 2011-2012 the Foundations board has approved a new course, AMST 150, that meets the Global & Multicultural Perspectives designation. This course was approved on April 13, 2012.

In addition, the system-wide foundations committee has adopted new language for Symbolic Reasoning (FS) Hallmark number 5. As follows:

Change Hallmark #5 from "not focus solely on computational skills" to "focus on computational and/or quantitative skills."

Add an explanatory note under Hallmark #5 that states, "The course will not focus solely on computational skills, i.e., the application of algorithmic processes leading to determinant answers."

Introduce the possibility of a quantitative skills/numeracy requirement. Some suggestions are:

Create a Foundations Quantitative Skills (FQ) requirement.
Create a Quantitative Focus requirement
Require four years of high school math as part of the admissions requirement for four-year campuses.

The above items are part of a continuing effort to ensure students graduating from the University of Hawaii system will have successfully completed a "college level" mathematics course.

Steve Mandraccia
Foundations Board Chair
Certification of New Courses
The board certified two new courses: AG 100, Introduction to Agricultural Sciences (DB) and SP 181, Interpersonal Communication (DS).

Certification and Re-Certification of Existing Courses
The Diversification Board continued the process of certifying and re-certifying existing courses this academic year. The process began Fall 2010 and involves 196 courses, administered within the University College and Career Technical Education programs.

The final deadline for submitting (re)certification applications was April 9, 2012. As of April 27, 2012, the Board reviewed and approved 83 applications and is processing an additional 44 applications, bringing the total number of reviewed/in-process applications to 127 (65%).

With approximately 35% of courses needing (re)certification, the Board decided to hold one last, final, call for applications. The deadline is set for August 30, 2012. The Fall 2012-Spring 2013 academic year will be the final period of diversification designation for courses that are not (re)certified. After reviewing this final batch of applications, the Board will forward to the VCAA and CPC a list of courses that are to have their diversification designation removed.

The Board has posted on the HCC intranet a list of courses current in their certification and a list of courses needing (re)certification.
April 23, 2012

TO:       Jennifer Higa-King, Chair
           General Education Board

FROM:     Marcia Roberts-Deutsch
           WI Coordinator, and
           Diversification Committee member

SUBJECT:  End-of-Year Report for W-Focus (Writing-Intensive) courses

New Course/Instructor Certification and Recertification of existing courses: Several new certifications as well as recertifications were completed in Academic Year 2011-2012. Please see attached list, which has also been posted online.

Assessment of W-Focus courses: Students in WI courses completed the W-Focus evaluations online in Fall 2011, and will do so again in Spring 2012. These evaluations are conducted via surveymonkey.com, with individual reports going to each instructor and an aggregate report provided to me as WI Coordinator.

In addition, in Fall 2011 we completed another round of assessment of writing samples, with more than a hundred samples each being read by three readers and evaluated with a common rubric that focused on Mechanics, Organization, and Critical Thinking. (It should be noted also that several items on the W-Focus student survey also addressed these areas.)

Aggregate reports for both the student evaluations and the writing sample assessment were shared with WI faculty at a meeting held February 17, 2012. The writing sample assessment report is also posted online.

Report to the System WI Coordinators: The WI Coordinators meet annually at the end of the Spring semester. For that meeting all coordinators are required to complete an annual campus report. I have posted past reports online and will post the 2012 report soon. I have attached a copy of the 2012 report here also. Based on information provided by other campuses, it is clear that HCC maintains the highest of standards (e.g., grade for ENG 100 prerequisite, grade for successful completion of WI courses) and does substantially more in the way of assessment.
Honolulu Community College
AY 2012 Summary of Activities

During the AY 2012 the H-focus committee met to discuss and review the following: a) HAP Course Recertification and Approval of New Course Proposals, b) Review of Hallmark requirements, d) Update Course/Instructor List and c) AY 2012 HAP Assessment.

Fall 2012
HAP-Focus Course Recertification Proposals
- GEOG 122, Instructor M. Luke
- HWST 105, Instructor J. Delay
- GEOG 122, Instructor J. Delay
- HWST 107, Instructor K. Murphy

Review of the HAP Application Form
- At the completion of the Fall 2011 semester, the committee met to review the HAP Application. To help expedite the review process, the committee voted unanimously to modify the current application to include “Please send a physical and electronic form to Gen. Ed. Board Chair, HAP Chair, and HAP focus committee.

Spring 2012
HAP-Focus New Course Proposal
- HWST 270 Hawaiian Mythology

Updated HAP Course and Instructor Offerings
- Summary of Approved HAP Focus Courses and Instructors: Appendix A contains a list of all HAP approved courses and instructor as of May 2012. The list has been updated to include the newly approved HWST 270, Hawaiian Mythology that is part of the new Hawaiian Studies, Associate of Arts degree. Instructors have been encouraged to continue developing and expanding the college’s HAP Focus offerings.

HAP Assessment/Review of Hallmarks
- All HAP certified courses and instructors were encouraged to complete the Spring 2012 HAP course survey to help identify areas that need improvement.
- HAP Focus Survey Response: 190 students responded out of 12 sections.
- The Committee reviewed the HAP Focus Hallmarks and did not have any recommendations or proposed changes.
## Appendix A

<table>
<thead>
<tr>
<th>Focus Designation</th>
<th>Course</th>
<th>Title</th>
<th>Instructor</th>
<th>Approval Date</th>
<th>Renewal Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>Bot 105 &amp; HWST 105</td>
<td>Mea Kanu: Hawaiian Plants and Their Uses</td>
<td>John Delay</td>
<td>Fall 2011</td>
<td>Summer 2016</td>
</tr>
<tr>
<td>H</td>
<td>GEOG 122</td>
<td>Geography of Hawaii</td>
<td>John Delay</td>
<td>Fall 2011</td>
<td>Summer 2016</td>
</tr>
<tr>
<td>H</td>
<td>HWST 107</td>
<td>Hawai‘i: Center of the Pacific</td>
<td>Keala Chock</td>
<td>Summer 2009</td>
<td>Spring 2012</td>
</tr>
<tr>
<td>H</td>
<td>HWST 107</td>
<td>Hawai‘i: Center of the Pacific</td>
<td>Tiani Akeo</td>
<td>Fall 2011</td>
<td>Spring 2016</td>
</tr>
<tr>
<td>H</td>
<td>HWST 107</td>
<td>Hawai‘i: Center of the Pacific</td>
<td>Alapaki Luke</td>
<td>Fall 2009</td>
<td>Summer 2014</td>
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<tr>
<td>H</td>
<td>HWST 107</td>
<td>Hawai‘i: Center of the Pacific</td>
<td>Kaeo Kaleoaloaha</td>
<td>Spring 2011</td>
<td>Fall 2016</td>
</tr>
<tr>
<td>H</td>
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<td>Hawai‘i: Center of the Pacific</td>
<td>Kaiulani Murphy</td>
<td>Fall 2011</td>
<td>Spring 2016</td>
</tr>
<tr>
<td>H</td>
<td>HWST 270</td>
<td>Hawaiian Mythology</td>
<td>Tiani Akeo</td>
<td>Spring 2012</td>
<td>Fall 2017</td>
</tr>
</tbody>
</table>
Honolulu Community College HAP Hallmarks

A. To fulfill the Hawaiian, Asian, and Pacific Issues Focus requirement, at least two-thirds of a course must satisfy the following Hallmarks:

B. The content should reflect the intersection of Asian and/or Pacific Island cultures. A course can use any disciplinary or multi-disciplinary approach provided that a component of the course uses assignments or practical that encourages learning that comes from the cultural perspectives, values, and worldviews rooted in the experience of peoples indigenous to Hawai‘i, the Pacific, and Asia.

C. A course should include at least one topic that is crucial to an understanding of the histories, or cultures, or beliefs, or the arts, or the societal, or political, or economic, or technological processes of these regions; for example, the relationships of societal structures to the natural environment.

D. A course should involve an in-depth analysis or understanding of the issues being studied in the hope of fostering multi-cultural respect and understanding.
The E-focus board met on Monday, February 13th. All board members were present: Marcia Roberts Deutsch, Ron Pine and Chris Ann Moore (chair). The board officially voted for the recertification of all E-Focus courses for another 5 years based on the applications that were received in Fall 2011. The official vote had been delayed due to Ron Pine’s sabbatical, but all materials had been reviewed and discussion had occurred over email.

In Fall 2010 and Spring 2011 all E-focus faculty were sent emails reminding them to prepare for the recertification process by ensuring that they have developed individualized assessment techniques in addition to utilizing the E-focus student evaluation instrument all instructors must employ. In addition to presenting their evaluation instruments, faculty were informed that they would also need to summarize their “assessment of the assessments” and to describe the course improvements they instituted based on these. After reviewing the applications and the data from the evaluation instruments as well as the chair’s summary reports from each semester, the board unanimously agreed that the faculty had met all requirements and were, in fact, exceeding the expectations of all hallmarks.

The board also thoroughly reviewed and approved the applications for E-Focus certification from Mike Liederman for Journalism 150 and Journalism 205. Previously the board had reviewed the applications and sent them back for suggested revisions. The chair worked with Mike to include these suggestions in the syllabi and application. He was happy to comply and the board is happy to expand our offerings with such relevant offerings.

Several on-going issues were also discussed. A primary goal at this point is further expanding our E-Focus offerings. Both the Administration of Justice program’s “Ethics and Criminal Justice” and the ethics component of the proposed AA in Hawaiian Studies were suggested as possible additions. It was agreed that we would follow up with the faculty in those departments. The problem of the poor response rate of distance learning students in completing student evaluations was also discussed. This is a problem for distance students in all disciplines. Several strategies were proposed, but it was admitted that the solution has yet to be found and requires further study by all involved. This has been and continues to be an on-going discussion for the Distance Education Review Board. Finally, the board reiterated its commitment to maintaining the E-Focus requirement despite the fact that other campuses do not have a similar commitment. Not only do we feel our students need it, it also is a key component of our college’s mission and one of the ways we meet our accreditation requirements. We believe that eventually other campuses will need to add an ethics requirement.
Honolulu Community College adheres to the ACCJC standard that students enrolled in the Associate of Arts program develop oral communication skills. Courses qualifying for the Speech Requirement (SR) designation are reviewed by the Speech Requirement Board and periodically assessed to ensure that the classes meet the hallmarks associated with the SR designation. The SR hallmarks are as follows:

(1) Each student will conduct or participate in a minimum of three oral communication assignments or a comparable amount of oral communication activity during the class. In addition, at least 40% of the final grade for a 3-credit course will be a function of the student's oral communication activities.

(2) Each student will receive explicit training, in the context of the class, in oral communication concerns relevant to the assignment or activity.

(3) Each student will receive specific feedback, critiquing, and grading of the oral communication assignments or activities from the instructor.

(4) If instructor feedback primarily involves individual or paired students, enrollment will be limited to 20 students. If instructor feedback primarily involves groups of students, enrollment will be limited to 30 students.

In Fall 2011, two courses applied for the SR designation: Speech 253 Argumentation and Debate and Speech 181 Introduction to Interpersonal Communication. Both applications were reviewed by the Speech Requirement Board and were certified in December 2011 and January 2012, respectively.

Karadeen Kam-Kalani (Speech Requirement Board Chair), Douglas Raphael (SR Board), and David Fink (Research Assistant) coordinated the administration of the Fall 2011 SR Evaluation. All courses with the SR designation completed the SR evaluation at the end of the Fall 2011 semester. A total of 16 classes (201 students) completed the evaluation.

As part of the assessment, students were asked to indicate the percentage of course material that was devoted to oral communication activities. Results indicated that 87.2 percent of respondents perceived that over 40 percent of course activities were dedicated to developing speech communication skills. This provides evidence that, in general, speech instructors are exceeding the hallmark of requiring at least 40 percent of the course grade to be devoted to oral communication activities.
The data measuring the degree to which student perceived that SR courses fulfilled the goals of oral communication training also provides evidence that the SR hallmarks are being fulfilled. Five items were assessed using a 5-point interval scale (1=Strongly Disagree, 5=Strongly Agree). Ninety four percent of students agreed or strongly agreed that the speech communication assignments covered in their SR course related to the course content (M=4.55). Eighty nine percent of students reported being more comfortable participating in communication activities (M=4.34). Ninety percent of students felt that their instructor provided sufficient oral training to complete oral communication assignments (M=4.44). Eighty nine percent reported feeling more competent to meet the speech communication demands in their proposed profession/career (M=4.34). Finally, ninety three percent of students indicated that their instructor provided them with specific feedback, critique, and grades for their speech communication activities (M=4.54).

The degree to which students perceived improvement in various aspects of their speaking skills was also assessed using 4-point interval scales (1=No Improvement, 4=Tremendous Improvement). On average, students reported significant to tremendous improvement in their ability to choose and narrow a speech topic (84.1%, M=3.16), conduct research and demonstrate information gathering techniques (87%, M=3.29), select and use an appropriate organizational format (89%, M=3.34), demonstrate effective listening techniques (91%, M=3.35), demonstrate the effective use of visual aids (85%, M=3.18), demonstrate the principles of effective verbal communication (92%, M=3.32), demonstrate the principles of effective nonverbal communication (91%, M=3.35), and adapt their communication styles (89%, M=3.26). These data provide further support for the efficacy of SR courses in helping students to develop requisite oral communication skills.

Students’ proficiency in achieving the student learning outcomes for Speech 151 is assessed using embedded exam questions. Two SLOs are tested per semester on a rotating basis. At the end of a two-year period, each of the eight SLOs assessing concepts or theories of communication will have been tested. In Spring 2011, SLOs 13 and 14 were tested, and all sections except for the sections of one instructor achieved a 70 percent or higher correct response rate for these two SLOs. Based on the assessment results, the instructor who did not achieve the goal intends to focus more class time and attention to addressing these learning outcomes. In Fall 2011, SLOs 11 and 12 were tested. All sections were able to achieve the target proficiency rate of 70% with a 76 percent or higher correct response rate. These results provide further validation that course SLOs are being met and the goals of the SR are being fulfilled.

To ensure consistency in grading standards for speech performance across course sections, speech instructors evaluated the speech performances of students in another instructor’s class in Spring 2011. Each instructor used his or her own grading evaluation form based on the criteria for evaluation indicated on the SR
application. Overall, it was determined that instructors have been grading fairly consistently. On average, grade results for individual student performances were within three to five percentage points of one another (see Speech Department Meeting Minutes, August 15, 2011 for a table summary). To help standardize grades even further, a departmental rubric was developed in Fall 2011 with the input of all speech faculty. Speech faculty are currently using this rubric to ensure that grades are being assigned fairly and consistently across all SR course sections.

These abovementioned findings provide evidence that HCC Speech Requirement courses meet or exceed the SR hallmark expectations. Furthermore, 70 percent or more of students were able to achieve proficiency on the SR course SLOs. Instructors have also demonstrated comparable grading standards across SR course sections. These results provide evidence that HCC’s Speech Requirement courses have been successful in meeting accreditation standards and ensuring that students receive necessary training in the development of their oral communication skills.