Hi Cynthia and Ross,

Since you both sent me questions on the General Education Board, I thought that for ease of communication I would answer you both together. This is probably way more information than you hoped for but I think it would be a good idea for you both to be up to speed. I will begin with some general information.

Getting the General Education Board and all the sub-boards functioning has been a lot of work, done, as usual, by a few very dedicated people, often in the face of enormous obstacles. We have come along way but there are still some large pooka’s that need to be filled.

The General Education Board exists predominately to achieve and monitor articulation agreements with other system campuses and to certify and recertify our courses as meeting the agreed upon hallmarks. Currently the General Education Board consist of 6 sub-boards, each of which acts independently in its own subject area. These are the Foundations Board (GMC/SR/WC), the Diversifications Board (AHL/SS/NS), the WI Board, the HAP Board, the E-focus Board, and the Speech Board. The O-focus requirement has been replaced with a Speech. Kara Karadeem, Speech Board chair, is working on changing the website, catalogue, curriculum forms, and graduation checklist to ensure that they reflect this change. Almost all of our UC courses fall under the purview of one of these boards except for the Hawaiian and Second Languages. The Board (s) for these areas was never created.

The good news is that articulation agreements have now been reached for almost all our general education requirements. The Foundations Agreement, the defacto Diversifications Agreement, the HAP agreement and the WI Agreement all help to ensure seamless transfer throughout the system. We are now working to clarify articulation procedures for Speech courses. Most of our articulation problems now involve ‘course to course’ or ‘certificate to certificate’ articulations or the acceptance of courses as meeting major requirements.

The further good news is that each sub-board has a clear certification process. The proposer must submit a syllabus for the course as well as a completed
application for certification in the desired area/areas. The proposer must demonstrate how the course meets the hallmarks for that area and how the student learning outcomes and course content reflect that. The proposer must also detail how the course will be assessed to determine if those hallmarks are being met and to demonstrate this for recertification in 5 years. Each board has developed, reviewed, revised and approved the process and paperwork work used. The needed forms and explanatory notes on all the agreed upon hallmarks are available on the Articulation Board website.

The further good news is that almost all our courses have been through this certification process.

The bad news is that Hawaiian, Second languages and most Diversification courses have not been through this process. As explained there is no board for the first two areas. As far as Diversifications, most courses have been grandfathered in. Only new course proposals are being sent to this board at this time. How we will address the certification of existing courses is a big question. This would be a daunting task, since almost all UC courses fall into one of the Diversifications categories excepting Foundations courses and elective courses. Further all faculty would have to agree to participate—get the picture?

Now to your questions:

Cynthia: When you get a chance, can you clarify for me whether, and if so what, the requirements for assessment are for courses to be certified / re-certified?

For certification the proposer must detail the assessment he or she will employ. For recertification that assessment and continuous improvement based on that assessment must be demonstrated. Each sub-board has agreed upon its own assessment instruments.

The Foundations Board: I believe all Foundations areas use knowledge surveys but you would have to talk to Jerry about this.

WI: All WI courses use student evaluations based on the hallmarks each semester. These reports are sent to
the WI coordinator. In addition, every few years the WI faculty review anonymous student writing samples according to an agreed upon rubric.

E-focus: All E-focus courses use student evaluations based on the hallmarks each semester. These reports are sent to the E-focus chair. Further all E-focus faculty have agreed to present their individual assessment strategies for the next recertification in 2011.

Speech: All Speech courses use student evaluations based on the hallmarks each semester. These reports are sent to the E-focus chair.

HAP: Frankly I am not sure. You will have to talk to Jan Petersen, chair, about this.

Want to include that information in the midterm report. Also, are the minutes of committee work posted somewhere so I can reference that? I could find this out by looking around on the web but figured you could really save me some time by directing me to the correct sites/info.

With all of these emails going around about HAP and Diversification articulation, it made me curious to find out more about our campus structure (members, minutes, decisions, etc.) regarding these issues. On the HCC Intranet, I found the following information about the Gen Ed Board membership:

O Focus Chair: Karadeen Kam

HAP Focus Chair: Jan Petersen

E Focus Chair: Chris Ann Moore (Chair)

Foundations Board Chair: Jerry Saviano

WI Focus Chair: Marcia Roberts-Deutsch

Diversification Chair: Marcia Roberts-Deutsch
I read the Gen Ed Board charter as well as the Sub Boards charter and I had a few questions:

1. Is each "focus" area (O-Focus, HAP Focus, E-Focus, etc.) considered a "sub board"? If it is, according to the Sub Boards charter, the membership of each of these should consist of 3 members. However, I cannot locate the membership of these sub-boards nor can I find any of the minutes relating to when the sub-boards met and the decisions that were made regarding what courses were designated as a specific focus. Am I not looking in the right place?

2. According to the Sub Board charter, it says that all Foundations courses must be reviewed every 5 years. Given that the FSEC authorized this board in September 2004, this coming September 2009 will mark 5 years. Is there currently a plan to complete this and does this only hold true for Foundations courses and not for the focus areas?

I ask these questions to play "Devil's Advocate" if you will. It is great that all of these articulation agreements are coming out of Manoa on accepting HAP-focus and diversification course designations from the originating CC. However, I was just wondering, if someone were to ask (say from Manoa) to demonstrate evidence of how a decision was made on a specific course to make it a particular foundations course or a specific focus area and when was the last time we (HCC) reviewed that course to ensure that it still meets the requirements of it being a foundations course or specific focus area that we had a documentation trail which shows when a course was last reviewed, by who, the vote that was taken, etc.