Minutes of the Institutional Effectiveness Committee

February 6, 2012
11:00 a.m. – 12:30 p.m.
Alakai 118

Ardis Eschenberg, Interim Vice Chancellor of Student Affairs
Ellen Ishida-Babineau, Language Arts, Interim Dean, Division I
Malia Lau-Kong, Humanities Representative
Mariko Kershaw, Academic Support
Leslie Opulauoho, Student Services
Kalikokauaikeakai Hoe, Department Chair, Humanities
Jean Shibuya, Department Chair, Language Arts
Clayton Akatsuka, Department Chair, Math/Business
Toshi Ikagawa, Department Chair, Social Sciences
Frank Palacat, Social Sciences Representative
Inge White, Department Chair, Natural Sciences
Nalani Kaun, Institutional Research Office

Non-voting members present:
Jan Lubin, Director of Planning and Program Evaluation, Convener and Notetaker;
Kathleen French, CCAAC Chair; Doug Dykstra, Chancellor, Richard Fulton, Vice Chancellor of Academic Affairs

Voting Members excused: William Thomas, Student Representative

Jan convened the meeting at 11:10 a.m.

The minutes of the January 23, 2011, meeting were amended to say that “The IEC committee members discussed the possibility that an outside individual should be hired to reform the survey instrument.”

Jan received a revised General Education Alignment List from Math/Business, but did not received one from Humanities. Liko sent a list to Jan at the meeting. Humanities still has to up-date more courses. Math/Business should revisit their General Education Alignment list because no course was marked as being “proficient.”

Jan reported that the IEC GSIEC Report Sub-Committee was established. Members were Frank Palacat, Patti Chong, Jean Shibuya, Brian Richardson, and Kathleen French. Jan asked that the Committee meet and report back to the IEC according to the timeline.

February – form the committee
February-mid March– committee reviews Mongold Report and GSIEC Committee Self Assessment
Mid-March – entire campus dialog on Mongold Report and GSIEC Committee
recommendations
April – sub-committee reviews campus recommendations and forms formal recommendations that are presented to the IEC
May – Present Recommendations to the Faculty Senate and incorporate them into the Self-Evaluation of Educational Quality and Institutional Effectiveness (SEEQIE)

Jan reported that the GSIEC Evaluations have been done and will be sent to the leaders of the groups in February or March. Most people at the meeting didn’t remember doing anything this academic year. Kathleen said that she checked her email, and could not find anything. Jan was reporting for Jeff, and will check back with him.

Ellen reported that the General Education Sub-Committee would be meeting in the afternoon to discuss the forum/workshops that would be occurring in March. Jan mentioned that they could not be during Spring Break because of Campus Policy. The Sub-Committee will come up with dates and topics at the meeting. Ellen also reported that the forum/workshop would be looking at the assessments presented at the Fall 2011 Convocation and matching the old General Education Requirements to new General Education Alignment List, thus identifying which of the new General Education requirements would be assessed, then tying in the AA degree to show how by assessing at the course level one would be also assessing General Education and the AA degree.

Jean Shibuya reported that the AA Task Force had met and had sent three items to the departments to discuss and vote on. The three items were:

(1) Windward’s AA degree learning outcomes will be the same as the SLOs of its General Education SLOs with the addition of a statement on Civic Learning.
(2) The AA degree mission statement for Windward will be

“The Associate in Arts degree is a two-year transfer liberal arts degree consisting of at least 60 semester credit hours at the 100 and 200 levels with which students enhance basic tools of inquiry for understanding themselves and the world around them, develop their capacity to expand and apply knowledge, and cultivate more creative and meaningful lives.”
(3) The AA SLOs will be the following (note addition to Global and Cultural Awareness outcome number 4)

Global and Cultural Awareness: Develop the ability to perceive how people interact with their cultural and natural environments, through their own worldview and through the worldviews of others, in order to analyze how individuals and groups function in local and global contexts.

Specific outcomes in Global and Cultural Awareness may include

1. Analyze and empathize with the attitudes and beliefs of other cultures.
2. Identify instances where cultural norms affect cross-cultural communication.
3. Explore how various factors shape a culture’s development and values and one’s sense of place.
4. Takes an active role in the community (work, service, co-curricular activities).

Critical Thinking and Creativity: Make judgments, solve problems, and reach decisions using analytical, critical, and creative thinking skills.

Specific outcomes in Critical Thinking and Creativity may include

1. Identify challenges and problems and find solutions through creative exploration, scientific and quantitative reasoning, and other forms of inquiry.
2. Analyze complex ideas to arrive at reasoned conclusions
3. Use creative processes to discover potential and to express ideas and beliefs.

Communication: Use written, visual, and oral communication to discover, develop, and communicate meaning, and to respond respectfully to the ideas of others in multiple environments.

Specific outcomes in Communication may include

1. Listen to, comprehend, interpret, analyze, synthesize, and evaluate ideas.
2. Present ideas in a variety of formats, including written, oral, and visual.
3. Convey ideas and facts to a variety of audiences in various contexts.

Information Literacy: Identify information needed in a variety of situations, and access, evaluate, and use relevant information effectively and responsibly.

Specific outcomes in Information Literacy may include

1. Determine the nature and extent of information needed in order to accomplish a goal.
2. Use appropriate resources and methods to access and acquire relevant information.
3. Critically evaluate information and its sources.
4. Organize, synthesize, and communicate information to achieve a specific purpose.
5. Apply ethical, legal, and social standards when using information and information technology.