# Signatures to Modify AA Degree SLOs

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Requested by:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tara Severns</td>
<td></td>
<td>04/20/2012</td>
</tr>
<tr>
<td><strong>Committee Review by:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jean Shibuya</td>
<td></td>
<td>04/23/2012</td>
</tr>
<tr>
<td>Janice Nuckols</td>
<td></td>
<td>04/23/2012</td>
</tr>
<tr>
<td>Frank Palacat</td>
<td></td>
<td>04/25/2012</td>
</tr>
<tr>
<td><strong>Chair:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tara Severns</td>
<td></td>
<td>04/20/2012</td>
</tr>
<tr>
<td><strong>Division Dean I:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ellen Ishida-Babineau</td>
<td></td>
<td>04/23/2012</td>
</tr>
<tr>
<td><strong>Division Dean II:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brian Richardson</td>
<td></td>
<td>04/23/2012</td>
</tr>
<tr>
<td><strong>IEC (for SLOs):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan Lubin</td>
<td></td>
<td>04/23/2012</td>
</tr>
<tr>
<td><strong>Approved by:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum Committee Chair:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kathleen French</td>
<td></td>
<td>04/23/2012</td>
</tr>
<tr>
<td>Faculty Senate Chairperson:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ross Langston</td>
<td></td>
<td>05/14/12</td>
</tr>
<tr>
<td>Vice-Chancellor for Academic Affairs:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Richard Fulton</td>
<td></td>
<td>04/25/2012</td>
</tr>
<tr>
<td>Chancellor:</td>
<td></td>
<td>04/23/12</td>
</tr>
<tr>
<td>Doug Dykstra:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

45-720 Kea'ahala Road, Kane'ohe, Hawaii 96744-3528
Telephone: (808) 235-7400
An Equal Opportunity/Affirmative Action Institution
March 21, 2012

MEMORANDUM

TO: Ross Langston, Presiding Faculty Senate Chair
FROM: Tara Severns, AA SLO Task Force Chair
SUBJECT: Associate in Arts of Liberal Arts Program Learning Outcomes

SPECIFIC ACTION REQUESTED:

It is requested that Windward Community College adopt the proposed Associate in Arts in the Liberal Arts Program Learning Outcomes.

RECOMMENDED EFFECTIVE DATE: Fall 2012.

ADDITIONAL COST: No additional cost is anticipated with this modification.

PURPOSE:

The intent of the proposed set of AA Program Student Learning Outcomes (PLOs) is to enhance Windward Community College’s ability to efficiently assess the educational effectiveness of its chief degree program, and thereby improve student learning by guiding institutional planning, budgeting, and decision-making.

BACKGROUND:

In fall 2011, Chancellor Dykstra called for volunteers to “to construct new, readily assessable AA degree SLOs”. The subsequently formed AA Program SLO Task Force is composed of representatives from each academic department, Academic Support, Student Services, adjunct faculty, OCCE faculty, and Student Government.

The Task Force began its process by studying the program learning outcomes and assessment models from over a dozen WASC-accredited institutions, including UH Community Colleges, mainland peer institutions, and others. The Task Force also examined the Lumina Foundation’s Degree Qualifications Profile initiative.

45-720 Kea'ahala Road
Kāne'ohe, Hawai'i 96744
Telephone: (808)-235-4000
Fax: (808)-235-7344
www.windward.hawaii.edu
An Equal Opportunity / Affirmative Action Institution
The Task Force found that Cabrillo College presents an efficient embedded assessment model that may work well at Windward. In fact, the General Education Planning Group has begun the process of adapting the model for use at WCC. In this model, the thematic GLOs also serve as the PLOs for the Associate in Arts and Associate in Science degree programs. Faculty identify key assignments to measure both course SLOs and G/PLOs. These assignments are first assessed and analyzed by individual instructors in terms of course SLOs to plan strategies to improve student learning within their respective courses. The key assignments are then assessed and analyzed in terms of a G/PLO using common faculty-generated rubrics. Analysis within discipline and/or department discussions guide planning at those levels. Finally, campus-wide dialog about the departmental findings inform institutional planning.

The AA SLO Task Force noted that the thematic General Education outcomes selected by the GE SLO Task Force are essentially equivalent to the outcomes we expect for Associates in Arts in Liberal Arts degree. Accordingly, the AA SLO Task Force proposes to adopt the GE PLOs as the AA PLOs.

The Task Force also noted that the UH System has agreed to participate in WASC’s pilot to use the Lumina Foundation’s Degree Qualifications Profile (DQP) in program assessment. The DQP proposes the assessment of programs in five “Areas of Learning”, namely Intellectual Skills (including analytic inquiry, communication, “engaging diverse perspectives,” quantitative fluency, and communication fluency), Applied Learning (problem solving), Civic Learning (including active engagement “in a community context”), Specialized Knowledge, and Broad Knowledge.

The DQP areas of learning overlap considerably with the new standards from WASC Senior, and an also apply to ACCJC standards. These identify the following core learning abilities and competencies: written and oral communication, quantitative skills, information literacy, and critical analysis. In addition, programs are expected to “foster an understanding of diversity; civic responsibility; the ability to work with others; and the capability to engage in lifelong learning” (CFR Std. 2.2). The Task Force believes the proposed joint General Education and Associate in Arts PLOs adequately encompasses all of these areas of learning with one exception; WCC’s GLOs lack an explicit reference to civic learning.

In anticipation of expectations to assess civic learning, the Task Force proposes to add a new sample SLO to Global and Cultural Awareness for the AA PLOs:

“Take an active role in the community (work, service, co-curricular activities).”

Task Force members solicited feedback from their constituents on the proposals to (a) have the AA PLOs mirror the GE PLOs with (b) the addition of the proposed Civic Learning sample SLO.
While almost all constituent groups expressed support, two main concerns were brought up. First, some believed the proposed civic learning sample SLO should be added to the GLOs. The Task Force agrees, yet it is not within its purview to make modifications to the GLOs. However, the Task Force feels confident that this SLO could be incorporated upon the first annual review of the GLOs. The Task Force also believes that, because the sample SLOs are not prescriptive, waiting until next year to include a civic learning SLO in the GLOs will have little consequence.

Second, some were concerned that adding the proposed sample civic learning SLO would dictate the creation of a new graduation requirement such as Service Learning credits. The Task Force reiterates that the sample SLOs listed with each PLO are not prescriptive, and believes the addition of the proposed Civil Learning SLO will not necessitate any new graduation requirements.

The Task Force also proposes to revise the preamble to the AA PLOs in the Catalog to:

The Associate in Arts in Liberal Arts degree enhances students’ understanding of themselves, Hawaii, and the world; develops their capacity to expand and apply knowledge; provides a foundation for baccalaureate study; and inspires students to lead creative and meaningful lives.

The Task Force initially labeled this as a “mission statement.” A number of constituent groups pointed out that the statement was, in fact, just a description. The Task Force agreed, and relabeled the statement as a “preamble”.

RECOMMENDATION:

Based on prior discussions with all constituencies, and approval by all but one of the constituent groups, the Task Force recommends the College adopt the proposed Associate in Arts in Liberal Arts Program Learning Outcomes.

Proposed Associate in Arts in Liberal Arts Program Student Learning Outcomes

Preamble: The Associate in Arts in Liberal Arts degree enhances students’ understanding of themselves, Hawaii, and the world; develops their capacity to expand and apply knowledge; provides a foundation for baccalaureate study; and inspires students to lead creative and meaningful lives.

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

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

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

Specific outcomes in Critical Thinking and Creativity may include

- Identify challenges and problems and find solutions through creative exploration, scientific and quantitative reasoning, and other forms of inquiry.
- Analyze complex ideas to arrive at reasoned conclusions.
- 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

- Listen to, comprehend, interpret, analyze, synthesize, and evaluate ideas.
- Present ideas in a variety of formats, including written, oral, and visual.
- 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

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