I. Meeting start time 9:11 am

II. Minutes passed with minor change to committee assignments listed

II. Departmental Dialogue and Form A statistics for GLO “Communication” assessment

Humanities classes assessed: HIST 230WI, HIST 241WI, HIST 281WI, THEA 222

3 courses met the “Communication” criteria: HIST 241WI, HIST 281WI and THEA 222
1 course did not meet criteria: HIST 230WI

Malia Lau Kong in a memo stated that there needed to be increased guidance for students. Malia was suggesting that a separate committee needed to be created to assess the chosen assessment tasks against the rubric. In other words, due to the subjective nature of the assessments, it makes sense that an outside committee would take a look at the assessment tasks and score them using the rubric.

The department then discussed revised activities that would be needed to guide a more successful outcome on the communication GLO based on the work submitted for HIST 230WI
Revised activities:

**Priority One:** Increase guidance for students as they work on assignments  
*Rationale:* To help our students succeed and to meet this general education outcome. We will directly interact with students to make sure they understand the details of the assignment

*Implementation:*
1) A comprehensive plan will be set for the assignment with goals and steps including sub or scaffold assignments. This will include all dates, steps in order, and goals needed for students to complete discussion led by

2) Periodic evaluations individually and/or as a group with students will be conducted to help keep students on track with plan

Timeline: Fall 2013

**Priority Two:** Increase in class discussions and activities  
*Rationale:* A regular form of assessment will be conducted to check in with students to see if they are meeting the goals of this assessment

*Implementation:*
1) Group and peer-to-peer evaluations

2) Activities will be conducted that promote learning groups and discussion groups related to assignment

Timeline: Fall 2013

**Priority Three:** Revise content of assignment activities  
*Rationale:* During this current assessment it was discovered that this assignments might have been too difficult for some students. Close contact with students will help ascertain areas of difficulty and reasons.

*Implementation:*
1) At the close of each semester an evaluation of class assignments and curriculum based on student success rate will be done
2) Student self-assessment and assignment critique will be conducted,

3) Faculty will reflect and consider altering assignments to better help students succeed in this area

Timeline: Fall 2014

Resources Needed: The department discussed resources needed to help us achieve implementation of the changes suggested to meet the priorities we have identified.

1) SI tutoring for the class will help with student’s achievement of steps

2) Increased student support hours including the expansion of writing lab hours, library hours, and TRIO hours

3) Teaching equivalency for peer assessment, and the coordinating of pedagogical training to help revise the content of assignments that need assistance. This was discussed as taking place either at Department level or IEC level.

4) Formation of a committee to review assessment and help with strategy implementation.

This is the link that Julia Morgan mention to us. SALG (Student Assessment of their Learning Gains) survey site. [http://www.salgsite.org](http://www.salgsite.org) Anyone can register and use the site. They have sample questions for pre-course and post-course assessments. These are really useful for having the students communicate how they found the assignments, what they got out of the class and so forth.

Note: Lecturers must send letter to Dean Ellen requesting what they what they would like to teach this Summer including days and times.

235-7422 is the number to call if you are sick and can not teach a class

Members for Ad Hoc Committee for night school are being solicited
Meeting adjourned, 10:20am

Minutes taken by Kalawaia Peter Moore

Paul Nash
Humanities Chair