ACADEMIC SENATE MEETING
Friday, May 4, 2012
Ka’a’ike 105
1:30 – 3 p.m.


AGENDA

Consent Agenda. Please see attachments.

I. Call to order : 1:34

Senate guest John McKee presented an update on UHMC’s relationship with WUE, one of WICHE’s student exchange programs. Chancellor Sakamoto has approved UHMC to join WUE. ABIT will be the pilot program, and after this next academic year, other programs may be considered. Concern was raised about who will be contact person on campus for WUE.

Consent items – please read reports below and notify chair of items to be pulled from consent and moved to discussion:

- Inspired Teaching Committee (ITC) – Will begin a new year in September!
- Assessment – See p. 2 for CASLO assessment plan that begins in Fall 12.
- WASC – Strategic planning session held Thursday, May 3.
- Update on documents sent to Chancellor:
  a. Transcript evaluation resolution: Morton is continuing to work on it. Now other campuses are also hearing the concern from military veterans about the inconsistency in transcript evaluations. See Senate chair report, p. 7.
- Budget and long-range planning committee – no update

II. Minutes from 4/13/12 – Mahalo to Gayle Early, accepted without change.

III. Standing Committee reports:

- Distance learning ad hoc committee: Deanna Reece - Met May 3rd to discuss proctoring for all online classes. Committee will create a statement that will define proctoring for UHMC online classes and methods of assessment. One issue is the need for staff to support proctoring. TLC trains proctors and it will be recommended that anyone who proctors UHMC online classes would go through the TLC training. The committee is looking into ProctureU, a live, webcam proctor service, as well as investigating other proctoring software. Assuring the readiness of online instructors is a goal of the committee. Ideas for instructor readiness include the creation of short video clips and an online forum/blog for instructors to share ideas and approaches. The UHCC system office has recently created a draft strategic plan for distant education classes and the committee will look to this plan for guidance.

- Policies and Procedures Committee: Kulamanu Ishihara, Tim Marmack. See report on p. 2. – Update: The committee met with Chancellor Sakamoto on the implementation of the new repeat policy. The committee has decided that they do not have the support to go forward with the repeat policy and would like to retract the proposal. The committee indicated that it would stay with the current repeat policy, at this time and plans to work with Jeannie Pezzoli and faculty to re-evaluate the implementation of a new repeat policy.
• Curriculum: Maggie Bruck, Kahele Dukelow – See report and action items on pages 3-4. – Seconds to all proposals, all in favor of all curriculum proposals, none opposed.

• System policy on credit hour (discussion and vote), system policy on general education in CTE programs (introduction) – Michele Katsutani, UHMC rep on CC system policy group. Pages 4-7. Looking at the definition of credit hour. Policy on defining credit hour. Vote to support, motion to support, seconded, none opposed. Motion carried. 2nd motion draft of policy, for accreditation purposes – motion to accept draft of policy, seconded, none opposed.

IV. Discussion items:
• Review of past two years of Senate actions – Elaine Yamashita gave an overview of resolutions passed, including the charter revision, senate changes, and policy changes. An intent for a motion was made to suspend the probation policy unless someone is hired by Fall. Elaine will “wordsmith” motion and send it out for a vote via email. Concern was voiced over vacant positions in media center. Diane Meyer asked that faculty email her with any issues affecting teaching.

• Announcements
  • HAVE A FABULOUS SUMMER!

VI. Next meeting – August, 2012, Ka’a’ike 105 (Date/time to be scheduled)

APPENDIX: CONSENT REPORTS

CASLO Assessment Report
Eric Engh
The College-wide Academic Student Learning Outcomes (CASLO) team members—Ellen Peterson, Samantha Bowe, Joyce Yamada, Mike Takemoto, Anne Scharnhorst, Ron St. John, Lisa Deneen, and Eric Engh--have met monthly over the past year to develop a plan to implement assessment of the CASLO standards in critical thinking, written communication, oral communication, analytical reasoning, information literacy, and quantitative reasoning. We have worked to develop a plan that meets the following goals:
• Meets WASC Senior Commission accreditation requirements.
• Minimizes faculty workload associated with assessment activities.
• Supports assessment reporting required in contract renewal, program review, and accreditation reports.
• Respects academic freedom and values diversity in teaching and learning.
• Encourages coursework that prepares students to demonstrate proficiency in each of the CASLO standards at a level appropriate for their degree.
• Investigates whether students who receive degrees are demonstrating proficiency in each of the CASLO standards at the appropriate level.
• Engenders and stimulates a continual, campus-wide discussion about what students need to learn and how they learn it effectively.
• Identifies weaknesses and recommends actions plans to address them.
• Recognizes and shares “best practices.”

The plan is available for viewing at the following site: http://prezi.com/ocqjzrgdk7ms/caslo-plan/

Our work during the past year has focused on developing, testing, and revising the forms and practices of the plan. In the spring semester, Samantha Bowe volunteered to “beta-test” the process. We discovered a few weaknesses in the assessment forms and made adjustments; importantly, we realized that our CASLO assessment rubrics (used to evaluate evidence of student learning) needed to align with the CASLO grids. We feel the plan is now ready for implementation for fall when we will introduce the CASLO assessment plan during the “First Week.” We expect to learn a lot from trying out the process next year and to continue to make adjustments.

Policies and Procedures Committee
Kulamanu Ishihara and Tim Marmack

The committee reviewed questions and concerns raised by Chancellor Sakamoto. After considerable conversation and initial review of the data, the committee decided to retract the repeat policy that was approved in December 2011 by the AS. The focus will instead be on a consensus, which includes the implementation of the current policy, the consideration of Chancellor Sakamoto’s comments, and any recommendations from the P & P committee.

Current policy
Repeating Courses
Students may repeat any UH Maui College course once with the instructor’s permission, then may repeat a course only with the permission of the Vice Chancellor of Academic Affairs. The credit from a repeated course is entered once toward the credit earned and applied only once toward a certificate or degree requirement, unless specified otherwise in the course description. All grades are reflected on the transcript, but only the highest grade is computed into the grade point average.

Curriculum Committee Report
Submitted by: Maggie Bruck and Kahele Dukelow, Co-Chairs, Curriculum Committee for the committee.

At the Academic Senate meeting on May 4, 2012 the Curriculum Committee is submitting the following Curriculum Proposals for discussion and review. More information can be found at the Curriculum Committee web site: maui.hawaii.edu/cc.

2011.86, MKT 285-Internet Marketing, Rick Miller. New Course. 3 credits. Course Description: Examines the use of the internet as an effective marketing tool to enhance customer relationships and strengthen brand awareness. Examines how continually emerging internet technologies and social media are increasing marketing effectiveness and efficiency. Covers development of an internet marketing plan. Converts a successful topics course to a regular course offering.

2011.87, MUS 121z-Beginning ‘Ukulele, Bob Wehrman, New Course. 2 Credits. Course Description: Introduces Hawaiian-style ‘ukulele playing. Students learn to play the ‘ukulele through a selection of traditional and contemporary American and Hawaiian songs. An introduction to ‘ukulele history in Hawai‘i is included. No prior experience necessary. Converts a successful topics course to a regular course offering.

2011.88, SSM 375-Renewable Energy Conversions & Processes, Joie Taylor, New Course. 3 credits. Course Description: Analyzes and demonstrates systems conversion of power sources to energy. Examines conversion
processes of solar photovoltaic cells, wind turbines, wave technology, tidal technology, small and large scale hydro power technology, bio-mass, bio-fuel, waste to energy, and fuel cell technology. Course is a core requirement for the BAS in Sustainable Science Management.

2011.95, ED 140-Guidance for Children in Group Settings, Julie Powers, Modification, 3 credits. Course Description: Addresses positive ways to support children’s social-emotional development. Focuses on adult-child and child-child interactions and relationships.

Course was modified to eliminate unnecessary prerequisite.

2011.96, ART 270-History of Western Art, Jennifer Owen, Modification, 3 credits. Course Description: Surveys Western Art from prehistoric to modern times. Emphasizes the historical aspects of art including an overview of each historical period.

Course was modified to change course number from ART 170 to 270 so that the course numbering will be consistent within the UH system.

2011.97, E-Marketing Certificate of Completion, Rick Miller, Modification from Certificate of Competence (9 credits) to Certificate of Completion (12 credits), delete BUSN 262; add MKT 120 and MKT 285. Course BUSN 262 not taught, adds emphasis of Internet Marketing course.

2011.32, SPAN 180V-Spanish-English Language Exchange, Molli Fleming, New Course, 1 or 2 credits. Course Description: Provides opportunities for students to engage in authentic conversation with native speakers of Spanish for the purpose of improving speaking and listening skills. Expands students’ multicultural awareness through facilitated interaction with native speakers from a variety of countries, selected readings and reflective writings.

Converts a successful topics course to a regular course offering.

In Fall 2011, UHMC began to transition the curriculum process to Curriculum Central. During this semester, Curriculum Central was highly encouraged, but not required. "Curriculum Central Workshop" was held for two hours every Friday to assist with the process. Fifteen courses, including modifications, new courses and 5 year reviews were processed through curriculum central in that semester.

In Spring 2012, it was required that all course proposals be processed through Curriculum Central and we continued to support faculty in workshop on Fridays. One hundred and three (103) new course proposals, course modifications and five year reviews were processed in this semester.

Through the implementation of Curriculum Central we have reviewed, adjusted and clarified the curriculum process, requirements and resources and will continue to do so as we continue to learn the functions and capabilities of Curriculum Central.

In Fall 2012 we will continue faculty workshops every other Friday. Curriculum Committee meetings will be Tuesdays at 3 p.m. Mahalo to hard working Curriculum Committee members: Wayne Aguiran, Debie Amby, Lillian Mangum, Bert Kikuchi, Donna Harbin, Tim Marmack, Debra Nakama, Andrew Carson, Kathleen Hagan, Lorelle Peros and Lee Stein.

For discussion and vote today:

SUBJECT: Credit Hour

Draft 2/10/12 UHCCP #5.228
May 2012

SUBJECT: Credit Hour

4 Senate agenda 4/13/12
I. Purpose

This purpose of this policy is to provide a consistent measure of the quality of a student’s academic engagement by defining a credit hour and identifying the process and evidence by which the University of Hawaii Community College System ensures reliability and accuracy of the assignment of credit hours to activities earning academic credit.

II. Related University Policies and Regulations

i. University of Hawai’i Systemwide Executive Policy, E5.228 Credit Hours
   http://www.hawaii.edu/apis/ep/e5/e5228.pdf

   https://www.federalregister.gov/articles/2010/10/29/2010-26531/program-integrity-issues

III. Responsibilities

It is the responsibility of the Chancellor at each UH Community College to ensure that the college is in compliance with this policy and that documentation/evidence is compiled, maintained, and available for review. The Chancellor may delegate compliance procedures.

All colleges will develop institutional policies and processes that comply with UHCCP 5.228 as required.

IV. Policy

A credit hour:

i. Is associated with an amount of work represented in intended student learning outcomes and verified by evidence of student achievement.

Reasonably approximates but is not less than:

ii. One hour of class or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 15 weeks for one semester or the equivalent amount of work over a different period of time.

OR

iii. At least an equivalent amount of work for other academic activities such as distance education instruction (instruction delivered synchronously or asynchronously using one or more technologies that support regular and substantive interaction between students who are separated from the instructor), laboratory work, internships, practical, studio work and other work that earns academic credit

Across the UHCC System, a credit is defined as 45 hours of direct and indirect instructional, student work within a standard semester or equivalent term of study (accelerated terms, summer terms, etc.). In general, this reflects the expected work a typical student, prepared for the class, and would need to achieve the intended student learning outcomes.

V. Procedures

When course and/or activities earning academic credit are added to the curriculum, each college, through their curriculum development and approval process, will ensure that:

i. The associated credits are in compliance with this policy

ii. The means by which the policy is met will be spelled out in the institution’s officially approved course outline.
iii. The college comprehensive program review process ensures that all activities earning academic credit will be reviewed for compliance with this policy at least once within the review cycle.

The Chancellor (or designee), working with the faculty of the college, will ensure:

iv. That the institutionally approved course outline and every class syllabus includes information on the expected amount of work.

v. A course offered in less time than the standard semester shall contain the same total hours – contact hours, preparation time, content, and requirements – as the same course offered in the standard semester.

vi. Regardless of the mode of instruction, courses should be consistent in terms of purpose, scope, quality, assessment, and expected learning outcomes with other courses with the same department code, number, and course title.

Flexibility is granted to each college to design a process that meets the requirements of UHCCP 5.228.

VI. Assessment of the process for assuring reliability and accuracy of assignment of credit hours

The Office of the Vice President for Community Colleges and the Chancellors will convene a joint meeting of the combined UHCC Faculty Senate Chairs and the Vice Chancellors Academic Affairs, at least every two years, to assess the effectiveness of the process and revise as appropriate.

Introducing for discussion today.

**UNIVERSITY OF HAWAI‘I**

**COMMUNITY COLLEGES POLICY**

UHCCP #5. ___ GENERAL EDUCATION IN ALL ACADEMIC AND CAREER TECHNICAL EDUCATION DEGREE PROGRAMS

March 17, 2012

**Purpose**

This policy addresses the inclusion of a component of general education in all academic and career technical education degree programs offered by the institution. It ensures that the institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

**II. Related University and Regional Accreditation Policies and Reports**

BOR Policy, Chapter 5, 5-13


WASC JR Accreditation Standard II B 3


**Responsibilities**

It is the responsibility of each Chancellor to ensure that a component of general education based on a carefully considered philosophy clearly stated in the college’s catalog. Each Chancellor will:
Assure that the institution, relying on the expertise of its faculty and the institution’s chief academic officer, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

Ensure that the process includes broad dialogue on how student learning outcomes are used to analyze courses for inclusion as general education.

Assure that the rationale for general education is communicated to all stakeholders.

Assure that the general education philosophy is reflected in the degree requirements

**Procedures**

The institution will require that a component of general education is included in all academic and career technical education degree programs.

General Education has comprehensive learning outcomes for the students who complete it, including the following:

An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

A capability to be a productive individual and life-long learner. Skills include:
- oral and written communication,
- information competency,
- computer literacy,
- scientific and quantitative reasoning,
- critical analysis/logical thinking, and
- the ability to acquire knowledge through a variety of means.

A recognition of what is meant to be an ethical human being and effective citizen. Qualities include:
- an appreciation of ethical principles;
- civility and interpersonal skills;
- respect for cultural diversity;
- historical and aesthetic sensitivity; and
- the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

4. Demonstrated competence in writing and computational skills.

C. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

D. In addition to the general education components, students completing career and technical education degrees will have demonstrated technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification as appropriate to the area.

V. **Assessment of the process for assuring General Education in degree programs.**
The Chancellor will ensure that through the comprehensive review process, the faculty and the chief academic officer will review each degree offered by the college for compliance with this policy and revise as appropriate.

**Senate Chair Report**

**All Campus Council Faculty Senate Chairs (ACCFSC)**

ACCFSC passed a motion that reads:
- The ACCFSC objects to the University of Hawaii’s failure to find subsequent funding for the faculty dependents’ scholarship, especially in light of the potential excessively high salary for the incoming UH Manoa Chancellor.

Discussion items also included:
- Increased access across campuses to library collections/databases/subscriptions
- Input into development of UH biennium budget proposal (the CCs have more open, transparent discussions with their respective administrations than the 4-year institutions – exception is UHH.)
  
Elaine’s note: Pres. Greenwood said that the budget proposal went to BOR just recently, will be two parts – Performance Based funding and Renovate to Innovate funding.
- VP John Morton explained his position and duties to the group
- Faculty Distance Learning (DL) committee’s proposed revised charge was approved.

**Community College Council Faculty Senate Chairs (CCCFSC)**

- System transcript evaluation – part of the Ka’ie’ie conversation (UHM and Kapi’olani CC partnership). System looking at how the model can be expanded to include other campuses.
- Student standing good for two years – Morton continuing to work on it. Ka’ie’ie has figured out how to share the MMR/TB clearance info between campuses without violating privacy laws, need to expand it to other campuses.
- Looking at Curriculum Central and supporting it with more than part-time staff. Morton asked Maui to send list of issues with CC to him – please send to Elaine and she’ll compile the list.

**Chancellor’s Executive Committee**

- Discussion of program review of Student Services began on 5/1, will continue at next meeting. Budget requests are coming up through program review.
- Campus budget prioritization likely to happen during summer.

**Achieving the Dream**

- April 20-21 is Hawai’i Strategy Institute at Honolulu CC. UHMC was well represented with almost 40 participants. Please ask those in your department who attended to share what they learned.