

Committee on Educational Effectiveness Meeting Minutes

MEETING DATE March 28, 2023

MEETING TIME 2:00 PM – 3:00 PM

LOCATION Zoom

Attendance

Members

Name	Role	Attendance
Betsy Gilliland	Senator	Present
Konia Freitas	Secretary	Excused
Jessica Gasiorek	Member	Present
Justin Walguarnery	Chair	Present
Lorenzo Perillo	Member	Present
Alice Tse	Member	Present
Aimee Chung	Member	Present
Gerald Busch	Vice Chair	
Monica Stitt-Bergh	Non-voting ACSC	Present
Arby Barone	Non-voting GSO Rep	Present
Raphael Raphael	Non-voting SEC liaison	Present
VACANT	Non-voting ASUH Rep	

Guests

Name	Role	Time
NA		

Subject	Discussion/Information	Action / Strategy / Responsible Person
Call to Order		The meeting was called to order by Justin Walguarnery at 2:05pm.
Review of Minutes	1. Previous minutes	1. Minutes of 02/21/23 were approved.
Chair's Report	1. Current and upcoming issues with GenEd redesign. There has been an updated version (Multi-Campus Accord; MCA) put forward. Justin discussed with Christine Beale, who encourages faculty to come out to the next Faculty Senate meeting on April 19 or contact our MFS representative. Issues identified with MCA, which move away from the previous version: MCA suggests increasing the number of GenEd credits to be 44% higher than peer institutions. Also cuts into attempt to create scaffolding around building knowledge rather than a “grab bag” approach to meeting requirements, and moves away from “place of learning” assets that are unique to UH. Some concerns also voiced about whether all campuses were represented in the group creating the MCA. 2. Draft GEC resolution to oppose the MCA	1. CEE members encouraged to attend MFS meetings and/or contact their College's faculty representative
Action Items	NA	
Guest(s)	NA	
Committee Reports	NA	
Unfinished Business	NA	

<p>New Business</p>	<ol style="list-style-type: none"> 1. Sharing of lessons learned from review of degree program assessment reports and discussion of appropriate CEE efforts in response to these <ol style="list-style-type: none"> a. Question about how many programs did submitted reports: Monica reports 7 (out of a total 241) did not submit any report; 217 submitted and did some kind of assessment; 17 submitted a report but did not conduct assessment b. Comment on the variety of different ways that people are conducting assessments (not all of which are of equal quality) c. Monica explains how programs engage with the assessment office: combination of work directly with programs, but also with administration (who may also interact with programs around assessment) d. Monica notes that successful programs need an “assessment champion” to create and maintain gains. Gains can also be lost or programs can move “backwards” when assessment coordinators change or momentum is lost with transitions e. In some Colleges, there are full-time positions to assist with assessment. Otherwise, each program has a designated contact point but whether and to what extent this person addresses assessment and what they do (and how it is treated in terms of workload) is not consistent across programs f. Monica notes that in other universities, assessment information is presented and distributed more widely (e.g., to Faculty Senate, BOR, or elsewhere). Monica notes that CEE could publicize or push this information more to emphasize teaching and learning on campus g. Justin notes that programs that are most successful have assessment “baked in” and integrated into program planning rather than tacked on at the end (i.e., taking a scientific approach) h. Continued issues with alignment across different parts of the assessment process (PLO to data collection to analysis) in many programs reviewed i. Successful programs also use assessment to achieve goals as opposed to collecting 	<ol style="list-style-type: none"> 1. Justin suggests that next steps for the committee could include brainstorming actions we can take to help improve assessment activities on campus
----------------------------	--	--

	<p>data without a plan and then trying to make sense of whatever data they have in a post-hoc manner</p> <ul style="list-style-type: none"> j. Question about whether assessment efforts differs for programs with outside accreditation: Justin notes that these programs have clearer guidelines for where to focus their assessment (because they have specific benchmarks to meet, set by an outside body) and more consistency with those k. Justin suggests that programs with more assessment difficulties consider developing a long term assessment plan (including how outcomes would feed back into future curricular planning/efforts) l. Regarding process of reviewing: thanks to Monica for making the process of CEE review easy through her preparation m. Questions about what to do to make assessment process easier for faculty (particularly for programs with rotating stuff), or to produce higher quality assessments with better alignment across parts of assessment process n. Question about the role of assessment/ACSC and CEE in determining whether PLOs are appropriate for programs, and whether they are meeting goals for UHM, like Hawaiian place of learning (HPL). Monica notes that one of her office's goals is to have all programs have a PLO related to HPL or having a place-based component. o. Question as to whether professional organizations have learning outcomes that can be linked or related to program's PLOs. Monica notes that some organizations have this (e.g., PSY's PLOs also exactly replicate APA's recommendations), but not all. History has also made a (funded) effort to standardize PLOs across U.S. institutions. Lorenzo comments on opportunities in these efforts to create outcomes that different programs in different contexts could fruitfully adapt. p. Lack of detail and development in curriculum maps is noted, with check marks indicating that a PLO is 	
--	---	--

UNIVERSITY OF HAWAII AT MĀNOA FACULTY SENATE

2500 Campus Road • Hawai'i Hall 208 • Honolulu, Hawai'i 96822

Phone: (808) 956-7725 • Polycom: (808) 956-9813

E-Mail: uhmfs@hawaii.edu • Website: <http://www.hawaii.edu/uhmfs/>*An Equal Opportunity/Affirmative Action Institution*

	present/absent in a course. Next step for these programs could be to provide more detail (e.g., introduce, reinforce, demonstrate mastery) to show leveling of the curriculum, Alice suggests; Justin suggests that assessment could also be integrated at different steps or points.	
Adjournment	Meeting adjourned at 3:00 pm. The next meeting will be 4/25/23 @ 2:00 pm.	Justin moved to adjourn.

Respectfully submitted by Jessica Gasiorek
Approved unanimously on April 25, 2023.