

Minutes of the General Education Committee
Wednesday, May 5, 2010
Hawai'i Hall 208

CALL TO ORDER

The meeting was called to order at 1:33 p.m. by Chair Scott Rowland.

Present: Ernestine Enomoto, Lynne Higa, Susan Hippensteele, Mike Nassir, Scott Rowland, Todd Sammons, Galen Sasaki, Mamoru Sato, Carolyn Stephenson

Ex officio: Ron Cambra (AVCUE)

Support staff: Lisa Fujikawa (GEO), Jo-Anne Nakamoto (GEO Recorder)

Excused: Tom Hilgers (GEO), Garrett Inoue (A&R), Ryan Yamaguchi (A&R)

ACTION AND INFORMATION ITEMS

1. Minutes of April 28, 2010 were approved with the following additions (in italics) and deletions (crossed out):
 - Action/Info Item #3, 3rd bullet: "Rowland distributed a handout indicating that most of the F03 first-time freshmen did graduate in 2006, and most *had not* completed their FS requirement on time."
 - Action/Info Item #3, 5th bullet: "Perhaps the only way to assess is to enforce; would we see ~~a corresponding~~ *an increased* rate of graduation?"
 - Action/Info Item #4, 3rd bullet: "MATH 100 seems to have no relationship to the needs of some students' majors (e.g., stats). *It is not clear how much of the course covers quantitative skills.*"
 - Action/Info Item #4, 4th bullet: "~~Minor~~ Recommendations that can be taken to the Faculty Senate: . . ."
 - Action/Info Item #4, 5th bullet: Without ~~given~~ better/other options, FS enforcement might have a negative impact on retention and graduation rates."
 - Action/Info Item #4, 5th bullet, 1st open bullet item d: delete comma after "students" ("misplacement of students" who are not college-ready?")
 - Action/Info Item #4, 6th bullet: "Students should be consulted and asked why they did not pass the course in question, *and why they found particular courses to be useful (or not).*"
 - Action/Info Item #4, 6th bullet, last sub-bullet: "Are we providing introductory courses that bridge the gap between high school ~~to~~ *and* college?"
 - Action/Info Item #5, 3rd bullet: "Concern was raised that MOA might ~~provide access to the system~~ allow other campuses in the System to ~~determining~~ *determine* our (UHM) GenEd; would we be giving up our autonomy/authority over our own GenEd? *The MOA seems to reverse E5.209. Do we really want to do that?*"

2. Discussion regarding 400-level Diversification courses

- Were we in agreement to stop accepting 400-level Diversification applications and/or to allow the current 400-level approvals to lapse?
- Issue: Even if a course has a prerequisite with the same Diversification designation, instructors can still give students consent to take the course without having to take the prerequisite.
- Diversification is supposed to be across several fields. The data we were given showed that 10% of students still used the music/languages/arts with high proficiency.
- Question was called: can we allow 400-level Diversification courses to phase out if they have a prerequisite with the same Diversification designation?
 - GEC would like to hear other ideas.
 - Do 400-level courses meet the intent of Diversification?
 - Can the intent of Diversification be clarified? Should the requirement be a broad introduction to each of the different fields, or should it be an introduction (specific OR broad) to a broad number of fields? To be tasked to the next GEC to interpret. To be included in Rowland's Final Report as well.

3. Discussion of MATH course issues (Cambra)

- We have 3 basic MATH department/student issues:
- MATH 100 has a high failure rate.
- MATH 241/242 has a 40-50% failure rate.
- Bridge courses to help students move into calculus courses are not provided.
- We are still examining MATH depts. grade distributions.
- Cambra spoke with Dean Alan Teramura et al. about a new strategy: After the first exam's results are posted, students who are exhibiting difficulty in 241 are offered the opportunity to switch to a different course (offered at the same day/time), which would represent the first half of MATH 241 over the course of the semester. Successful completion of this course would be the prerequisite for the second half of MATH 241, offered the following semester. Upon completion of the second course, then student would earn FS credit and would be considered to be at the same level as students who have completed MATH 241. Cambra et al. are hopeful that this experimental course series could be launched this Fall.
- VCAA to supply support funds, including funds for tutors.
- Cambra met with Stuart Lau, Registrar, and was assured that logistically this could be done.
- This would be experimental for 1-2 years, then undergo review.
- Math Chair stated to a GEC member that the department is willing to do a case-by-case determination for 241 eligibility/credit.
- GEC needs to think about the FS Hallmarks. Which portions of MATH 241 reflect FS? Can they be clearly identified?
- MATH explained that the current placement exam can't accurately predict how students will do in calculus.

- Discussion and concern expressed about the amount of credits per course. Students taking the 2-course version of calculus shouldn't receive more credit than those who complete MATH 241 (the same material in one semester).
 - Discussion on how/when FS credit would be awarded to students who take the 2-semester sequence of courses.
 - GEC agreed to wait until a syllabus and/or course plan is received from MATH. At that time the FS aspect of the two courses can be considered after consultation with the Foundations Board.
4. Report on System-wide FW meeting (Sammons) - deferred to next meeting.
 5. Passing grade for General Education courses – deferred to next meeting.

Next meeting: early Fall, 2010, time TBD, HH 208.

Meeting was adjourned at 2:56 p.m.

Submitted by Jo-Anne Nakamoto, GEO Recorder.