

Founding Day Meeting 20 January 2013

Present: Jeff Arnold, Morehna, Gasma, Warren, Edwin, Paulo, Dana, Universe, Bastora, Castro. Eugene other engagements today. Roldan absent. Benina absent.

From Roldan:

To promote awareness among college community of the importance of a healthy environment and a sustainable development

To imbibe* the value of camaraderie through selected activities despite the cultural constraints and individual differences for the progressive institution.

To imbibe is to drink, specifically alcohol. Maybe imbue?

Discussion of the objective of founding day. Some questions being raised concerning the decisions made at the meeting of the tenth. Background briefing for members who were absent on the tenth.

Discussion of student opinion on a single day coronation and ball games. SBA leadership is 60/40 in favor of a single day combined coronation and championship ball games

Coronation			
Ball games	Counts	Percentages	Error analysis
Two day	18	0.3913043478	0.0719579067
One day	28	0.6086956522	0.0719579067
	46	1	

Dana explains the point system rubric and the concept of freshmen as princes and princesses.

Category	Fundraising	Academic ability	Cultural knowledge and skills	Public speaking	Physically fit
Mechanism		Academic bowl	In a demonstration event to be organized by Micronesian studies program	Speech delivered, judged by EN/CO 205 instructors	In an event to be organized by recreation
Rank					
First	50	15	15	10	10
Second	45	13	13	9	9
Third	40	11	11	8	8
Fourth	35	9	9	7	7
Fifth	30	7	7	6	6
Sixth	25	5	5	5	5

Discussion then turned to the theme for the founding day. Contest deadline 31 January. Each of the five teams to submit a single theme. Contest is by team.

Subcommittees yet to be finalized. Logistics. Program Sports, games. Set-up. Tear down. Coronation subcommittee. Morehna will resend list.

Can the ILOs be utilized in developing the objectives for founding day? The ILOs:

1. Effective oral communication: capacity to deliver prepared, purposeful presentations designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

2. Effective written communication: development and expression of ideas in writing through work in many genres and styles, utilizing different writing technologies, and mixing texts, data, and images through iterative experiences across the curriculum.
3. Critical thinking: a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
4. Problem solving: capacity to design, evaluate, and implement a strategy to answer an open-ended question or achieve a desired goal.
5. Intercultural knowledge and competence: a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.
6. Information literacy: the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.
7. Foundations and skills for life-long learning: purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills, and competence.
8. Quantitative Reasoning: ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations; comprehends and can create sophisticated arguments supported by quantitative evidence and can clearly communicate those arguments in a variety of formats.

The ILOs do not include health, wellness, and the program learning outcomes served by ESS, which parallel the even year founding day outcomes. The following was provided by Ross and is a comparison of the ILOs and general education PLOs.

ISLOs	Gen Ed PSLOs
<p>Effective oral communication: capacity to deliver prepared, purposeful presentations designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.</p>	<p>1.1 Write a clear, well-organized paper using documentation and quantitative tools when appropriate</p>
<p>Effective written communication: development and expression of ideas in writing through work in many genres and styles, utilizing different writing technologies, and mixing texts, data, and images through iterative experiences across the curriculum.</p>	<p>1.2 Make a clear, well-organized verbal presentation</p>
<p>Critical thinking: a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.</p>	<p>2.1 Demonstrate the ability for independent thought and expression</p>
<p>Problem solving: capacity to design, evaluate, and implement a strategy to answer an open-ended question or achieve a desired goal.</p>	<p>2.2 Demonstrate understanding of the modes of inquiry by identifying an appropriate method of accessing credible information and data resources; applying the selected method; and organizing results</p>
<p>Intercultural knowledge and competence: a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.</p>	<p>3.1 Demonstrate understanding of the modes of inquiry by identifying an appropriate method of accessing credible information and data resources; applying the selected method; and organizing results</p>
<p>Information literacy: the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.</p>	<p>3.2 Demonstrate understanding and apply mathematical concepts in problem solving and in day to day activities</p>
<p>Foundations and skills for life-long learning: purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills, and competence.</p>	<p>3.3 Present and interpret numeric information.</p>
<p>Quantitative Reasoning: ability to reason and solve quantitative problems from a wide array of authentic contexts can clearly communicate those arguments in a variety of formats.</p>	<p>3.4 Communicate thoughts and ideas effectively using proper mathematical terms</p>
	<p>3.5 Define and explain scientific concepts, principles, and theories of a field of science</p>
	<p>4.1 Demonstrate a fundamental knowledge of world geography</p>
	<p>4.2 Demonstrate knowledge of the cultural issues of a person's own culture and other cultures</p>
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	<p>4.4 Demonstrate familiarity with contemporary global issue</p>
	<p>4.5 Demonstrate an understanding of major ethical concerns</p>
	<p>5.1 Determine healthy lifestyles by describing the value of physical activity to a healthful lifestyle</p>

Team lists will be sent out by Morehna.