1. Approval of Minutes. The minutes of the Oct 11, 2013 meeting circulated by email was approved. This was posted on the website: 
http://windward.hawaii.edu/Natural_Sciences/Documents.php

2. STEM counselor job description. Prior to this meeting, Letty Colmenares met with VCSA Ardis Eschenberg and Interim VCAA Ellen Ishida-Babineau to talk about the possibility of hiring a STEM counselor. It was ascertained that Ellen has C3T funds that can potentially be used for this purpose. The NS department has 12 programs but majority of the programs are not meeting their target number of student majors and graduates. The department felt a strong need for a counselor who can recruit, retain and graduate students. Ardis recommended that the STEM counselor be placed under the direct supervision of Joseph Yoshida, Ka Piko Coordinator. The STEM counselor will work in collaboration with the NS program coordinators. The funding will expire in September 2014. A draft job description was presented to the department for comments. The job description will be finalized by the committee on formulating the STEM counselor job description composed of Joe Yoshida, Ingelia White, Dave Ringuette, John Kaya, Dave Krupp and Letty Colmenares. This will be forwarded to Ellen, who will place the ad in the RCUH website.

3. Brief informational updates & reminders:
   A. Nov 13, Wed, Follow-Up accreditation visit (be available)
   B. Nov 13, EHSO Hazard Communication Training 9 am Akoa 201
   C. Nov 13, VP John Morton 1-3 pm Akoa 101
   D. Nov 13, Achieving the Dream Data Coach 2:30 pm.
   E. Ongoing projects: Uluwehi Flood Mitigation (expected to end in April 2014) and BMG Fence (expected to complete in mid-Dec).
   F. Prior Learning- faculty meeting with Barbara Hill and Carla Rogers on Nov 25 or Nov 27.
   G. Scheduling Guidelines (for scheduling) discussed in VCAA meeting:
      a. The number of sections taught without a break - 2
      b. WWW course offerings – Initially schedule one section, and when it is 70% full, open the second section, etc. This will improve class fill rates since online courses are never cancelled. The current practice of distributing students in all rolled out sections result in low class fill rates. Also, the online class size must be the same as the face-to-face class capacity.
H. VCAA Finalists Open Forum Schedule:
   Tuesday, Nov 5 Dr. Ardis Eschenberg
   Thursday, Nov 14, Dr. John Rand
   Friday, Nov 15, Dr. Donald Green

I. The campus-wide dialogue on Information Literacy Student
   Outcome assessment was held on 10/25/13. The NS department
   obtained an overall 70% success rate. The overall college success
   rate was 79% (one percent below the benchmark set by the
   college). The action plans to improve student learning were
   discussed in small groups. Everyone in attendance (about 50)
   voted to prioritize the action plans. The results of the prioritization
   are found in the attachment.

J. CAAC curricular action.
   Inge White updated the group on the following curricular proposals:
   1. Approved on Oct 24, 2013: Curricular proposal to archive ASC
      BioResource and Technology: Plant Biotechnology (ASC BRT-PB)
      Program.
   2. In progress: Curricular proposals submitted on Oct 8, 2013 in CA
      AgriPharmatech: Replace "Math 103" with "Math 103 or higher," and,
      replace "BOT 210 Phytobiotechnology" with "BOT 210
      Phytobiotechnology or BIOL 275/275L Cell and Molecular Biology".
      AG 152 to fulfill "DB diversification."
   4. In progress: Curricular proposal submitted on Nov 8, 2013. Expand the
      selection list of course requirements in CO Plant-Food Production and
      Technology to include the following courses: AG 120, BOT 130, BOT 160
      and BOT 199.

   Joe Ciotti updated the group on the following curricular proposals:
   Approved by the Curriculum Committee and are now awaiting FS
   approval: IS 160 and IS 260 (switched from DH to DP), 160L (elective),
   260L (DY).

   Joe also informed the group that he will be submitting a proposal
   for a Certificate of Competence in Polynesian Voyaging and
   Navigation (similar to the one at Kauai CC).

K. Peer Evaluation. Full-time faculty were reminded that they should
   provide peer evaluation to their lecturers for their dossiers. If there is a
   time conflict, evaluators were recommended to swap assignments.

4. Lance Uyeda (Assistant Professor, Language Arts) provided a demo
   presentation on the features of Turnitin, how to create a class, fix settings, mark
   papers/reports and how students use the originality report to avoid plagiarism
   and improve their papers. At the end of the presentation, at least five faculty
   members signed up to open new Turnitin accounts with Kevin Morimatsu
   (Turnitin coordinator).
5. Discussion on ASNS coordinatorship. Letty Colmenares announced that her release time application for the ASNS coordinator position (3 credits) for the spring 2014 semester was approved. She also announced that the ASNS coordinator position be rotated by full-time faculty. Ideas were solicited regarding the ASNS coordinator position. Ideas presented included the following:
   a. Whoever is the NS department chair should also be the ASNS coordinator.
   b. Follow an alternating sequence in the coordinatorship between physical science and biological science.
   More to be discussed in the next meeting.

6. Discussion on Imiloa space allocation. Room 120 was originally intended to be a faculty lounge. Now it serves as a storage area for biology and MOP. It was clarified from Dave Krupp that the refrigerator and microwave are intended for all NS faculty and that these are solely for food use. All NS faculty and lecturers are entitled to use these appliances. Imiloa 112 (Aerospace Education Lab) is also currently used for chemistry SI sessions and occasional use for BOT 160 plant ID practicum. Imiloa 112B (formerly Hoa‘aina Center) is being used as an open lab for Zoology and Animal Science.

7. Discussion on organizational structure. The positions of Academic Support Specialists in Stockroom and Agriculture are both directly under the Dean of Division II. It was discussed that in regular semesters, the Department Chair and Agriculture coordinator should be delegated the authority to provide day-to-day supervision and performance evaluation.

8. Imiloa Lobby JC monitor. Letty Colmenares announced that Bonnie Beatson is now ready to tackle the programming of the Johnson Controls monitor located in the Imiloa Lobby. Faculty who have low-enrolled and new courses to advertise should contact her. Bonnie is soliciting videos and photos.

9. Meeting was adjourned at 11 AM. Next meeting will be on Dec 13, 2013.

Attachment

<table>
<thead>
<tr>
<th>Record of Campus-Wide Dialogue (IEC-Form)</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEC-Form ID: 3</td>
</tr>
<tr>
<td>Meeting Date: 10/25/2013</td>
</tr>
<tr>
<td>Number of Faculty/Staff in Attendance: 50</td>
</tr>
<tr>
<td>Program/Degree: General Education/Associate in Arts in Liberal Arts (08062012 - 06302014)</td>
</tr>
<tr>
<td>Program SLO: Information Literacy (GE/AA in Liberal Arts)</td>
</tr>
</tbody>
</table>
### Program SLO Description:
Identify information needed in a variety of situations, and access, evaluate, and use relevant information effectively and responsibly.

<table>
<thead>
<tr>
<th>Department</th>
<th>Met</th>
<th>Assessed</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>60</td>
<td>67</td>
<td>89%</td>
</tr>
<tr>
<td>Language Arts</td>
<td>49</td>
<td>60</td>
<td>81%</td>
</tr>
<tr>
<td>Mathematics and Business</td>
<td>75</td>
<td>88</td>
<td>85%</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>90</td>
<td>128</td>
<td>70%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>37</td>
<td>48</td>
<td>77%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>311</td>
<td>391</td>
<td>79%</td>
</tr>
</tbody>
</table>

What actions could the institution take to improve student learning in Information Literacy (GE/AA in Liberal Arts)?

<table>
<thead>
<tr>
<th>Priority</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First</strong></td>
<td>Increase hours of service for the Writing Resource Center and Speech Lab. The Writing Resource Center and Speech Lab in the library could be better utilized to help students in any discipline with research papers, presentations and critical analysis of source material. With so many possibilities on the Internet, these services could help students sort out the most credible information. This might be achieved by turning a portion of a writing instructor's office hours into staffing the writing lab. Alternatively, high-achieving students can provide tutoring services free of charge.</td>
</tr>
<tr>
<td><strong>Second</strong></td>
<td>Use librarians as a classroom resource. For example, creating a bibliography of resource material for a course, and teaching about plagiarism. More librarian input at various stages of the process will keep students motivated and help make the process of researching information less intimidating. It will also reinforce the idea that finding accurate, credible information and understanding the complexity of issues takes time and deeper critical thinking skills. More librarians would need to be hired so that the library could be staffed appropriately while some librarians visited classrooms. Additional resources would need to be ordered for the library, such as more peer-reviewed journal subscriptions. All faculty should address plagiarism in their syllabi.</td>
</tr>
<tr>
<td><strong>Third</strong></td>
<td>Initiate a High School Task Force that stimulates High School-College interfering and emphasizes Reading at all levels with involvement of parents at all levels. More interaction with the High Schools is necessary to assure that students know what will be expected of them at the College level. WCC should target its four feeder schools and work with parents. The Task force should be composed of DOE administrators and instructors, WCC administrators and instructors, high school students and their parents.</td>
</tr>
</tbody>
</table>
### Fourth

**Professional Development**

Hire an Instructional Developer who will compile materials and useful links to necessary resources. Offer more workshops, seminars, or discussion groups about teaching methods on subjects such as conducting interviews, formatting, citing sources, creating rubrics, delivering feedback, lesson design, and resource recommendations for consistency across disciplines. Offer sabbatical opportunities. Use time during Convocation for Staff Development. Could be used by tenure-track faculty in Tenure-Promotion/Contract Renewal document(s).

### What actions could the institution take to improve student learning in Information Literacy (GE/AA in Liberal Arts)?

<table>
<thead>
<tr>
<th>Intervention/Timeline</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First</strong> Spring 2014 then on-going.</td>
<td>Money for building lab, setting up tutoring schedule, and expanding faculty involvement.</td>
</tr>
<tr>
<td><strong>Second</strong> Spring 2014, then on-going.</td>
<td>Increase library staff, buy additional library resources.</td>
</tr>
<tr>
<td><strong>Third</strong> Fall 2014. Form Task Force. Use information System Whitepaper on Developmental Education to begin researching possible interventions in Spring 2014. Work in coordination with WCC Developmental Education Task Force (or maybe have WCC component be a subset of that Task Force).</td>
<td>It is clear that students coming to WCC are at different levels as far as their reading and information literacy skill set is concerned. Working in coordination with WCC's four feeder schools will help assure more consistency. Students will be better prepared about what they will be required to do at the college-level, and will be able to succeed more easily.</td>
</tr>
<tr>
<td><strong>Fourth</strong> Spring 2014, and on-going. Hire Instructional Developer. Develop workshops with Staff Development and IEC Sub-Committee on Professional Development in Assessment.</td>
<td>Students and faculty can benefit from additional training and review on information literacy issues. Consistency on formatting style, clarity on citations and recommended sites for accurate resource information would avoid student confusion. Focus on helping faculty to design lessons and assignments that help students to learn about information literacy.</td>
</tr>
</tbody>
</table>