1. **Freshman Boot Camp (Lui H.)**
   A. Lui distributed and reviewed a document called “Addressing the Leaky Educational Pipeline” (attached). The measured outlined address students and how they flow through the educational pipeline. Because this related to “Achieving the Dream,” we can compare our data to the other 49 states. The proposed program attempts to address the reasons students drop out (the reasons were obtained from 400+ students surveyed and from faculty members).
   B. Starting Fall 2009, all freshmen will be required to go to a 15-hour Frosh Camp (it will be described as mandatory, but will not be enforced). In response to later questions about the non-requirement, Lui said they are looking to making more of these things normal and expected, but there is a sensitivity to the desire to allow some autonomy for students (e.g., older students).
   C. The Frosh Seminar (Spring 2009) will help students define who they are and how to connect what they learn in the classroom to their lives and careers. Frosh Cohorts (Fall 2010) will be developed around themes and required for developmental students. They are also trying to get some momentum going for a teaching lab to develop new pedagogy to be implemented in the classroom.
   D. Lui described the need to follow up on financial aid. Currently we load it at the “front end” of an education, but do not follow up as a student progresses in his/her education.
   E. Senators asked about the effects of these changes on workload. Lui stated that he will be responsible for reassigning work assignments. The intent that is these activities will alleviate the need for energy in other areas (e.g., that directed toward last minute students) and not require more time and energy than is currently expended.
   F. Career focus – It was mentioned that some of our students are here for years and still don’t know what they want to major in. Lui said that a career goals class might be part of the plan, perhaps a second course to the Frosh Seminar.
   G. Paul asked if someone might talk about the Academic Subject Certificates during this introductory process, to get students interested at the beginning of their education, rather than as an afterthought.

2. **Approval of Minutes of Meeting 3/17/09**
   MOTION TO APPROVE MINUTES OF 3/17/09 [1ST MARVIN K.; 2ND TARA S.; UNANIMOUS]

3. **CCAAC Report (Paul F.)**
   - Paul is going to a Curriculum Central meeting tomorrow at Manoa. This is a community college (system) initiative. This could possibly change the way we do everything. Paul understands that participation is not a choice. His understanding is that all course proposals and SLOs will be entered online.
4. **Policy on Student Involvement in Faculty Senate** (Winston K.)
   A. Marvin K. shared with the senate some information that was sent to him by Joe Ciotti pointing out that according to the Constitution of the Faculty Senate persons external to the faculty may attend FS meetings only as invited guests.
   B. Libby wanted clarification from John Morton on this question, so she asked. His reply was that the main ACCJC expectation is that students have an appropriate role in governance so their voice can be heard, but it does not have to be through Faculty Senate.
   C. Dave recommends that when there is an issue that concerns students, we invite them. He feels that Senators must feel free to speak openly and student presence may restrict that. There was general agreement that we will take no action to change the current student role in Faculty Senate. When students have an issue that concerns FS, they may request to be put on the agenda. And when Faculty Senate wishes student input or involvement, we will invite them to join us.

5. **Strategic Planning / Budget Elections** (Tara)
   A. Tara reported that ballots will go out in online format in the next day or two. Ballots will be open for a week.
   B. In other election news, Dave reported that in the recent FS elections, counselors were initially inadvertently omitted from voting in the election. Ballots were distributed to them (online) separately. Those additional votes did not change the outcome. The final vote totals are as follows:
      - Presiding Chair: Ron Loo (55)
      - Off-Campus Chair: Libby Young (52); Write-ins Jean Shibuya (1), Floyd McCoy (1), Leslie Lyum (1)
      - CCAAC Chair: Paul Field (55)

6. **VCE Non-Credit Curriculum Academic Affairs Committee** (NCCAAC, Leslie L.)
   A. Initially, the VCE senators envisioned this committee being part of the Faculty Senate. But now it is clear there are some options. Leslie reported that as much as possible, they would like guidelines and standards set in writing so faculty can understand their rights and responsibilities. They intend to propose at a future meeting that FS accept the VCE NCCAAC as a standing committee of the Faculty Senate.
   B. Paul F. asked if all the NCCAAC recommendations would need to go through Faculty Senate. Leslie stated that she thought this would be the case and that a procedure would be written that describes this.

7. **New Initiatives update** (Ron L.)
   A. The NIS revised the statement and form (attached) was distributed. Non-Credit initiatives would fall under “all other new initiatives” at the present time.
   B. The NIS will try to make the online form form-fillable.
   C. It was suggested that “all new academic initiatives” might be interpreted as including new courses. There was some discussion as to whether it should be specified that this does not include new courses. Ultimately both new courses and new initiatives go through the Faculty Senate Presiding Chair for distribution to the full Senate (courses) or for distribution to the NIS (initiatives).

**MOTION TO ACCEPT THIS NIS STATEMENT ON NEW INITIATIVES AND ENCOURAGING A FORM-FILLABLE DOCUMENT (1st Ron L., 2nd Marvin K.; UNANIMOUS).**
WCC Faculty Senate Meeting  
Palanakila 117  
April 7, 2009, 12:40pm

D. Winston provided a sample of the NI form (hand written, so not available for distribution) for a Ke Kumupali initiative. This example generated some ideas for revisions to the form.

E. Since funding is always a concern, the question was raised as to whether “funding source” should be part of the form. It was also noted that “contact person” should be noted, and “initiator(s).”

F. It was also suggested that the form be oriented vertically, to increase the space for writing and perhaps elaboration of information. Ron asked if the purpose is to get a brief profile or a narrative. It was originally created as a horizontal chart to encourage brevity. Dave suggested maybe using this “snapshot” form and then seeking more information when necessary and including it as an attachment. It will be left horizontal.

G. At what stage is the form to be completed? It is not specified. However, the purpose is to prevent rumors and facilitate sharing of accurate information.


9. Other Items
   A. ACCJC Update from Barbara Beano (Dave R.) Dave noted that the ACCJC is not allowing credit for experience, only for learning. If you’d like to read this update, see Dave.
   
   B. Recent Organizational Changes at WCC
      • Recent changes in the IT folks are not exactly in line with the plan. Perhaps the changes indicate a significant enough reorganization to require revising the Dean position for at least that division. Dave would like to see more written into the job description about an ability to understand and work with IT and academic support. The process seems to be non-progressing at this point, though the preference was expressed among the group that new Deans not be hired until a new Chancellor is in place. Dave will bring this up with the Administration this afternoon.
      • A discussion ensued about the decision-making process for constructing the Schedule of Classes. Senators expressed agreement that the process and criteria for decision-making must to be made clear in order for departments to create effective schedules. General guidelines for constructing the SoC would assist parties at all levels. The Chairs will ask for a policy on changing courses, or at least initiate the discussion at the Administration meeting this afternoon.

10. Off-Campus Chair's Report (Libby Y.)
    At the last meeting, Jan posed the question as to whether we are a degree granting or transfer institution. Libby asked VP Morton: He said we are both. Paul F. noted that if you talk to the administrators, the data on transfer are not looked at when we are assessed by Board of Regents and others, that we don’t look successful as long as transfer is not considered success.

11. Adjourned 2:05pm

The next meeting is April 21, 2009.

Respectfully submitted by Pamela DaGrossa, Recording Chair  
4/7/09
Proposal for All New Initiatives (3rd draft)

Once approved by the CCAAC, all new academic initiatives must be sent to the Faculty Senate Chair who will then forward them to the New Initiatives Subcommittee (NIS). All other new initiatives involving the use of facilities, requiring funding, or impacting scheduling of courses must also be sent to the Faculty Senate Chair who will then forward them to the NIS. Initiators can do this by using the New Initiatives Form.

Mini-version of the New Initiatives Form:

<table>
<thead>
<tr>
<th>Name of Initiative</th>
<th>Rationale for Initiative</th>
<th>Authorization to Plan Yes/No</th>
<th>Course(s) Offered</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
## Addressing the Leaky Educational Pipeline

Why WCC students stop out.

Hawai’i is ranked 40th amongst other states in success. Of the 100 Ninth graders that start school, 64 graduated from high school, 38 went straight to college, 22 are still enrolled after their first year, and only 13 will graduate within 150% of the time it should take to graduate. Approximately 27 percent of the population between the ages of 25-44 have a Bachelor’s degree or higher.

### Educational Pipeline

<table>
<thead>
<tr>
<th>High School Graduation</th>
<th>Enroll in College</th>
<th>Persist to Sophomore Year</th>
<th>Graduate / Goal completion</th>
<th>Enter Workforce</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>470 - F’04</td>
<td>229 - F’05 (48%)</td>
<td>39 Graduated; 109 Transferred (31%)</td>
<td></td>
</tr>
</tbody>
</table>

- **Orientation**
  - SLO Assessment
  - Tutoring
  - LC’S
  - Peer Mentoring / Supp Ed
  - Scheduling
  - Frosh Camp (F’09)
  - One week mandatory orientation. Focus: soft skills like note taking, talking to faculty. Learn about campus services, etc.
  - Frosh Seminar (S’09)
  - 3 credit course to run a long side LC’s taught by counselors.
  - Frosh Cohorts (F’10)
  - Required for developmental Ed students. A prescribed series of coursework.
  - Teaching Lab
  - Innovative Pedagogy
  - Develop professional development teams to implement new pedagogy into their classrooms.

- **All Persist items**
  - Career Counseling
  - Service Learning
  - Transition Counseling
  - Transfer agreements
  - Develop transfer agreements with HPU, Chaminade, and BYUH.
  - Sophomore scholarships
  - Increase need based financial aid offerings.

- **Career Center**
  - Follow ETC Model
  - Job Placement
  - Develop relationships with employers
  - Cooperative Education
  - Internship as part of coursework

- **ETC**
  - Upward Bound
  - Educational Talent Search
  - Running Start - Expand
  - Early Admit - Expand and look at developing strategies with Hakipu’u.
  - Curriculum alignment
  - Alignment between HS exit standards and college entrance or placement requirements.

- **All 9-12 items**
  - High School Outreach
  - Community Outreach
  - Windward Mall
  - Waimanalo
  - Military Outreach
  - Financial Aid Workshops
  - Scheduling
  - Schedule responsive to the needs of students.
  - ETC
  - Develop college pathway for ETC students.