Overall Departmental Program Status

<table>
<thead>
<tr>
<th>Healthy</th>
<th>Cautionary</th>
<th>Unhealthy</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the statistics, 100PLUS, COMPOS, LANG, AND SP-COM consistently maintained themselves within the 5% below to above 5%. This shows healthy growth within the majority of the department.</td>
<td>DEV-ED show some drastic ups and downs over the last five years. Appendix A, Table I shows the most significant change in Retention rate by Subgroup. On DEV-ED’s behalf, where they started at the beginning of the five-year period and where they ended was virtually the same.</td>
<td>The percentages on Lit seem to be lower, but the Department has always tried to offer 7 or 8 200 level classes. What has happened recently is presenting more creative writing classes and ENG 209 classes. The number of students enrolled in our classes has remained the same.</td>
</tr>
</tbody>
</table>

Overall Departmental Program Demand

<table>
<thead>
<tr>
<th>Healthy</th>
<th>Cautionary</th>
<th>Unhealthy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program demand is constant or has increased in most areas. Enrollment and retention has shown to be positive.</td>
<td>Retention in the DEV-ED classes has not always been consistent. The nature of the student taking these classes may influence this rate.</td>
<td></td>
</tr>
</tbody>
</table>

Overall Departmental Program Effectiveness

<table>
<thead>
<tr>
<th>Healthy</th>
<th>Cautionary</th>
<th>Unhealthy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts Program Effectiveness has maintained itself with enrollment and retention of students remaining primarily in the 90% area.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Overall Departmental Program Outcome

<table>
<thead>
<tr>
<th>Healthy</th>
<th>Cautionary</th>
<th>Unhealthy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Language Arts Programs have been strong. Appendix A shows positive growth. This is also reflected in Appendix B with the size and retention of classes.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
College Mission Statement

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing culturally aware members of our community.

Associate of Arts Student Learning Outcomes

The student will:

1. Draw on knowledge from the liberal arts to succeed in upper division courses.
2. Recognize and respond to the wonders and challenges of the natural environment, both biological and physical.
3. Use research and technology skills to access information from multiple sources; use critical thinking and problem-solving skills to evaluate and synthesize information to form conclusions, ideas, and opinions.
4. Express ideas clearly and creatively in diverse ways through the fine and performing arts, speech and writing.
5. Recognize one’s role in community and global issues with a respect for diverse cultures and differing views while embracing one’s own cultural values and heritage.
6. Engage in civic activities with a sense of personal empowerment.
7. Enter and perform effectively in the work force.
8. Develop skills that improve personal well-being and enhance professional potential.
9. Use knowledge and skills to maintain and improve mental and physical well-being.

Department Student Learning Outcomes

- Clearly express ideas and feelings in oral and written form.
- Increase their ability to read, think, and speak critically, ethically and analytically.
- Develop a broader worldview as well as a better understanding of their own language and culture by learning to communicate in another language.
Part I. Quantitative Indicators for Annual Departmental Review.

### Demand

<table>
<thead>
<tr>
<th></th>
<th>100PLUS</th>
<th>COMPOS</th>
<th>DEV-ED</th>
<th>LANG</th>
<th>LIT</th>
<th>SP-COM</th>
<th>OVERALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of registrations</td>
<td>229</td>
<td>585</td>
<td>401</td>
<td>285</td>
<td>155</td>
<td>378</td>
<td>2,033</td>
</tr>
<tr>
<td>Student semester hours</td>
<td>662</td>
<td>1,755</td>
<td>1,203</td>
<td>1,110</td>
<td>465</td>
<td>1,134</td>
<td>6,329</td>
</tr>
<tr>
<td>for departmental classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FTE program enrollment</td>
<td>15.27</td>
<td>39.00</td>
<td>26.73</td>
<td>19.00</td>
<td>10.33</td>
<td>25.20</td>
<td>135.53</td>
</tr>
<tr>
<td>Number of classes taught</td>
<td>13</td>
<td>25</td>
<td>20</td>
<td>19</td>
<td>8</td>
<td>17</td>
<td>102</td>
</tr>
</tbody>
</table>

(1) logarithmic scale used to present large ranges in the Y axis.
Department Chair’s Statement: Determination of Department’s health, based on indicators of demand (Healthy, Cautionary, or Unhealthy).

The demand indicators for the department are: ____Healthy ____Cautionary ____ Unhealthy

Analysis of demand indicators

5 year trends

Classes taught by subgroup
100+ +44%
Composition +25%
Dev Ed +11%
Lang +19%
Lit -38.5% (see explanation on page 1)
SP +42%

Enrollment by subgroup
100+ +94%
Composition +36%
Dev Ed +2.6%
Lang +13.5%
Lit -36% see above
SP +32%

SSH’s
100+ +106%
Composition +36%
Dev Ed +9.2%
Lang +11%
Lit -36% see above
SP +32%

Ave Class size
All are roughly equal EXCEPT
100+ +34.4%
SP -7% because WI classes added which limits enrollment to 20
### Efficiency

<table>
<thead>
<tr>
<th></th>
<th>100PLUS</th>
<th>COMPOS</th>
<th>DEV-ED</th>
<th>LANG</th>
<th>LIT</th>
<th>SP-COM</th>
<th>OVERALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average class size</td>
<td>17.62</td>
<td>23.40</td>
<td>20.05</td>
<td>15.00</td>
<td>19.38</td>
<td>22.24</td>
<td>19.93</td>
</tr>
<tr>
<td>Class fill rate</td>
<td>81.92</td>
<td>100.74</td>
<td>89.76</td>
<td>59.72</td>
<td>96.88</td>
<td>95.49</td>
<td>87.37</td>
</tr>
<tr>
<td>FTE of program faculty</td>
<td>0.7</td>
<td>1</td>
<td>0.9</td>
<td>0.93</td>
<td>0.8</td>
<td>0.9</td>
<td>5.23</td>
</tr>
<tr>
<td>Student/faculty ratio</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program budget allocation</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td>allocation (personnel, supplies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and services, equipment)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cost per student semester hour</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td>Number of classes that</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>enroll less than 10 students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Quantitative Indicators: Efficiency I

- **Average class size**
- **Class fill rate**

### Quantitative Indicators: Efficiency II

- **100PLUS**
- **COMPOS**
Department Chair’s Statement: Determination of Department’s health, based on indicators of efficiency (Healthy, Cautionary, or Unhealthy).

The efficiency indicators for the department are: ___Healthy ___Cautionary ___ Unhealthy

Analysis of efficiency indicators

% Fill
Lang -7% but increase from the 2007 low
SP – down, likely due to WI’s
Fill rates are all healthy (>80%) except Language, which is at about 60%

Fac vs. Lecturer
100+ healthy
Composition 61% Lecturer – The Department would like to see an additional position in Composition being taught by full-time faculty. The two new positions from ETC will contribute to the English Lab, but will not affect the teaching of classes. They will interact with students on writing projects, following the expectations of faculty members.

SP 50% Lecturer – Within the next couple years we may want to change the half-time position in speech to a full-time position if enrollment in Speech classes continues to grow. Over the years this has been a positive trend and hope it will continue into the future.
Effectiveness.

<table>
<thead>
<tr>
<th>Retention rates average (within courses)(^a)</th>
<th>100PLUS</th>
<th>COMPOS</th>
<th>DEV-ED</th>
<th>LANG</th>
<th>LIT</th>
<th>SP-COM</th>
<th>OVERALL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>95.01%</td>
<td>88.40%</td>
<td>89.56%</td>
<td>94.04%</td>
<td>98.05%</td>
<td>93.75%</td>
<td>92.22%</td>
</tr>
<tr>
<td>Success at next level of discipline, if applicable</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
</tr>
</tbody>
</table>

\(^a\)=fall rates only

**Quantitative Indicators: Effectiveness**

![Bar chart showing quantitative indicators for Effectiveness]
Department Chair’s Statement: Determination of Department’s health, based on indicators of effectiveness (Healthy, Cautionary, or Unhealthy).

The effectiveness indicators for the department are:  ____Healthy  ____Cautionary  ____ Unhealthy

Analysis of effectiveness indicators

All are at about 90% retention, which is fabulous EXCEPT Dev Ed which is down about 6% over the past 5 years, but up from 08-09. Dev Ed’s report will further address (see page 1). Additional Math and Writing Labs this year should improve this.
Part II. Academic Subject Certificate (ASC)

There are no ASCs in the Language Arts Department.
Part III. Assessment Results for Department/Course SLOs

- Within the department, what SLOs were assessed?
- What were the criteria or standards of success?
- Based on the results of assessment, what instructional changes were implemented or planned?

<table>
<thead>
<tr>
<th>SLOs Assessed 09-10</th>
<th>Criteria for Success?</th>
<th>Results of Assessment</th>
</tr>
</thead>
</table>
| ENG 209  
A) Apply the principles of effective business writing in composing business messages.  
B) Adapt a business message to its context, audience, and purpose.  
C) Proofread and edit business writing for grammatical, spelling, punctuation, and mechanical errors. | 1. Develop an awareness of the need for correct expression and professionalism in oral and written business communication  
2. Evaluate business messages to determine strengths and weaknesses  
3. Apply a three-stage writing process to solve business communication problems  
4. Apply the principles of effective communication to business writing, including audience benefits, "you" view, conversational but professional tone, positive language, inclusive expression, plain English, emphasis, conciseness, and clarity.  
5. Compose messages that are readable, use appropriate language, apply parallelism, and use graphic highlighting to convey ideas clearly to readers. Students have been asked to compose a persuasive letter addressed to a local or national celebrity. | Out of 39 sample papers, 3 (8%) did not score 1 or better in all three areas. 36 (92%) scored 1 or better in all three areas. 19 of 39 (48%) received a "2" score in at least two categories. 15 of 39 (38%) received a "2" score in at least one category. 23 of 39 (60%) received a "2" score in the organization category. 22 of 39 (56%) received a "2" score in the grammar category. 19 of 39 (49%) received a "2" score in the persuasion category. |
| 1. HAW 201  
Demonstrate the ability to comprehend and respond to sentence structures of greater length and complexity on a | 1. Demonstrate the increased ability to comprehend and respond to basic spoken Hawaiian about daily activities, about the student’s life | The results yield the level of competencies for each student in vocabulary and syntactic acquisition through both oral and |
<table>
<thead>
<tr>
<th><strong>variety of topics.</strong></th>
<th>and interests and to narrate past, present and future events.</th>
<th><strong>written demonstration.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Demonstrate the ability to comprehend, speak, read and write at the intermediate level with a working vocabulary of some 1,500 words, plus idiomatic expressions.</td>
<td>2. Demonstrate the increased ability to read and write Hawaiian sentences using more grammatical patterns and a working vocabulary of some 1,000 words, plus idiomatic expressions.</td>
<td>As an example of the results of assessment on a specific test, in this instance, the final exam for the HAW 201 students, 87% scored a &quot;C&quot; grade or higher.</td>
</tr>
<tr>
<td>3. Write original expositions and communicate on a variety of topics within the student’s experience.</td>
<td>3. Speak Hawaiian with increasing fluency and with correct inflection, intonation and rhythm.</td>
<td></td>
</tr>
</tbody>
</table>

| **SLO#1** – Students must be able to design a page of the student newspaper from scratch — using a “dummy” layout to plan, then apply InDesign desktop publishing software to bring all the page elements together in electronic form, following professional design principles and journalistic style. | **In the spring 2010 semester, 11 students completed the layout assessment and all passed. Of the 11, six earned A's and five earned B's. All 11 students were able to successfully complete a “dummy layout” for the page and apply it to a digital version in InDesign. They also demonstrated they could use the program and style sheet to choose appropriate fonts for headlines, bylines, captions and photo credits.** |
| **JOUR 285 – Newspaper Lab** | **The major difference between those who earned A's and those who earned B's was in attention to detail — e.g. errors in proofreading, typos, column alignment and omission of last steps to “finish off” the page, such as borders around photos, etc.** |
| Demonstrate a working knowledge of page design principles and software to produce pages for a tabloid publication. | | |

| **JPNS 201 - 1. Improve basic writing skills through reinforcing what students have already learned in JPNS 101/102.** | **The students in JPNS 201 class did two writing projects and one making a skit project, and scored more than 85% on average.** |
| **2. Learn to express themselves in various styles through speaking/listening, reading/writing practice.** | | |
| Students need to be able to express their ideas in writing and orally based on the grammar, phrases and vocabulary at the JPNS 201 level, and need to use the three Japanese writing systems (hiragana/katakana/kanji). | | |
| Students are assessed based on their performance of the following two projects: 1 and 2: | | |
| **Project 1** Write two compositions on two separate topics/themes, and present them in class orally | | |
| **Project 2** Make a skit in groups of three or four students, and present it in class | | |

| Writing 1 | 86.14% | 13.86% |
| Writing 2 | 86.57% | 13.43% |
| skit | 90.43% | 9.57% |
**SP 251** - 1. Apply the principles of Aristotle’s *Rhetoric* to contemporary speeches, evaluating the validity of those principles.
2. Use group process to create evaluation formats for Public Speaking.

- Students will have read and understood the principles of Book III, *Rhetoric*.
- The students will identify and use credible evidence to support their inclusion or exclusion of specific chapters.
- Students will use logic to determine an effective evaluation format based on *Rhetoric* to critically analyze any speech.

In all Spring 2008 SP151 classes, students consistently scored 70% or better on imbedded questions in chapter tests.

<table>
<thead>
<tr>
<th>Outcome #1</th>
<th>Correct</th>
<th>Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/10: 5 students</td>
<td>90.1%</td>
<td>9.9%</td>
</tr>
<tr>
<td>9/10: 3 students</td>
<td>100%</td>
<td>0%</td>
</tr>
</tbody>
</table>

**SPAN 201** - The SLO tested for was 6. Use Spanish to communicate personal information and experience and narrate past events and future aspirations.

The assessment tool used was an oral quiz of five sentences. Students were to tell what they planned to do during the semester (the assessment occurred during the first weeks of class, in September) using the newly acquired future tense. All students who took the quiz passed with a grade of 70% or better.

<table>
<thead>
<tr>
<th>Outcome #2</th>
<th>10/10: 5 students</th>
<th>9/10: 3 students</th>
<th>8/10: 2 students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct</td>
<td>100%</td>
<td>90%</td>
<td>80%</td>
</tr>
<tr>
<td>Incorrect</td>
<td>0%</td>
<td>10%</td>
<td>20%</td>
</tr>
</tbody>
</table>

This indicates that the skill has been acquired, at least on the oral level. Perhaps future assessments might examine written production or oral comprehension.

What is the status of alignment of course SLO’s to Department SLOs?

The above course SLOs align with the following Associate of Arts program-level outcomes:

**ENG 209**
4. Express ideas clearly and creatively in diverse ways through the fine and performing arts, speech and writing: ENG 209 outcomes "A," "B," and "C" all align with and support A.A. program outcome 4. The learning expectations set by outcomes A and C focus on clear, concise, and effective writing. ENG 209 outcome "B" asks students to demonstrate their ability to respond in writing to a diverse set of business writing situations, a task that requires creativity and problem-solving skills.

7. Enter and perform effectively in the work force. ENG 209 outcomes "A," "B," and "C" all set learning expectations that ask students to develop and demonstrate career communication skills, which are increasingly important regardless of career type. The ever-changing nature of the workplace and the present and continuing trend of flattened management hierarchies make business communication increasingly important.

**JOUR 285**
The JOURN 285 newspaper lab is a hands-on course in which students form the staff of Ka ‘Ohana, the monthly student newspaper. The lab holds students to professional publication and journalistic standards so they can apply these skills in upper division courses (AA SLO #1) and in the workplace (SLO #7, 8). In the process, they learn to express ideas clearly for a readership (SLO #4) and to appreciate a journalist’s role in the community (SLO #5, 6). They also learn to combine critical thinking and problem-solving with every news story, to evaluate and synthesize information and to distinguish fact from opinion in producing the final news package of story, photos, graphics, headlines, captions and video. They learn to use computer technology and desktop publishing software to communicate their ideas in a clear, meaningful and credible way.

**JPNS 201**
The course is also an introduction to another country’s language and culture. Through learning a foreign language, students can become aware of the differences, as well as similarities, between themselves and another society, which can broaden their perception of the world and enrich their lives.

Annual Department Report for 2009-2010
Students develop language skills that improve their potential, help them become more culturally aware members of the community, and enhance their career potential.

**SP 251**
Use research and technology skills to access information from multiple sources: use critical thinking and problem solving skills to evaluate and synthesize information to form conclusions, ideas, and opinions.

Develop skills that improve personal well-being and enhance professional potential.

Express ideas clearly creatively in diverse ways through the fine and performing arts, speech and writing.

**HAW 201**
The HAW 201 course SLOs align with the HWST ASC requirements as well as the Associate of Arts outcomes, particularly outcome 4, “Express ideas clearly and creatively in diverse ways through the fine and performing arts, speech and writing.” (WCC Catalog 2009-2010, p. 28)
Part IV. Curriculum Revision

- What courses were revised for currency, accuracy, and integrity? What courses were deleted? Modified?

<table>
<thead>
<tr>
<th>Added</th>
<th>Deleted</th>
<th>Modified</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 008</td>
<td>ENG 97A</td>
<td>NONE</td>
</tr>
<tr>
<td>ENG 018</td>
<td>ENG 97B</td>
<td></td>
</tr>
<tr>
<td>ENG 019</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part V. Analysis of data

- Evidence of quality (awards, scholarships, grants, employee satisfaction, student evaluations)
- Evidence of student learning (performance tasks, success at next course level)
- Strengths and weaknesses based on analysis of data
- Resource sufficiency
- Recommendations for improving outcomes

<table>
<thead>
<tr>
<th>Evidence of Quality</th>
<th>Evidence of Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>(awards, scholarships,</td>
<td>(can use data provided by measurement of performance tasks,</td>
</tr>
<tr>
<td>grants, employee</td>
<td>results of SLO assessments, success at next course level, etc.)</td>
</tr>
<tr>
<td>satisfaction, etc.)</td>
<td></td>
</tr>
</tbody>
</table>

Please see lists below.

According to Assessment results, students are learning at a rate of 70% or better. Actual number were generally in the 80% and 90% range which reflects positively on our faculty and how they conduct their courses.

Based on analysis of data, what are the strengths and weaknesses within your department?

<table>
<thead>
<tr>
<th>Strengths, based on analysis of data</th>
<th>Weaknesses, based on analysis of data</th>
</tr>
</thead>
<tbody>
<tr>
<td>The analysis of the data indicates</td>
<td>Dev. Ed. Was the one area that varied</td>
</tr>
<tr>
<td>that our classes are</td>
<td>the most over the time period. Overall,</td>
</tr>
<tr>
<td>successful in Demand, and Efficiency.</td>
<td>they ended at about the same place</td>
</tr>
<tr>
<td>Effectiveness was only low in the</td>
<td>they started, so that would be a positive. Watch their</td>
</tr>
<tr>
<td>area of Dev. Ed., although</td>
<td>trends over the next years to see if this variation</td>
</tr>
<tr>
<td>throughout the last five year period</td>
<td>continues.</td>
</tr>
<tr>
<td>there was consistency.</td>
<td></td>
</tr>
</tbody>
</table>

Recommendations for improving student learning and departmental outcomes based on analysis of data and resource sufficiency to accomplish recommendations.

<table>
<thead>
<tr>
<th>Recommendations for improvement</th>
<th>Resource sufficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>With Assessment, all classes are</td>
<td>Based on classroom</td>
</tr>
<tr>
<td>re-evaluated on the minimum of a</td>
<td>supplies and availability of textbooks,</td>
</tr>
<tr>
<td>five year basis. Faculty of</td>
<td>there is an assumption that our resources shall remain</td>
</tr>
<tr>
<td>multiple sections meet to</td>
<td>sufficient. Added to this would be the maintenance of the</td>
</tr>
<tr>
<td>review notes and suggest areas</td>
<td>Speech Lab and a Writing Center in the new Library.</td>
</tr>
<tr>
<td>to strengthen or explore with</td>
<td>Support of the new Film Club also supports the Department.</td>
</tr>
<tr>
<td>students.</td>
<td></td>
</tr>
</tbody>
</table>

Evidence of Quality:

Robert Barclay

CAMPUS/SYSTEM SERVICE
* Serving as chair of the New Initiatives subcommittee of the Faculty Senate
* Serving as Language Arts representative on the Faculty Senate
* Serving as Editor for accreditation self-study
* Member Accreditation Steering Committee
* Member Developmental Education Group
* Served on two Department Personnel Committee in the last year
* Served on two TPRC in the last year
* Language Arts rep. on the Foundations Board, including system wide meeting.
* Multiple hiring committees
* Served on hiring committee, Dean of Academic Affairs, Div. I
* Started and continue to develop the Film Club at WCC
* Working with the Common Book program, including conducting a presentation
* Met with graduate students of Pacific History and Pacific Island Studies
* Multiple letters of recommendation and evaluation

COMMUNITY SERVICE
* Serving as judge for Star Poets
* Conducted readings and workshops at the Celebrate Reading Literature Festival
* Conducted readings and workshops at the Big Island Book Festival
* Conducted creative writing workshops at Voyager Charter School
* Conducted readings and spoke about literature and literacy to Pearl City High School
* U-8 girls AYSO volunteer soccer coach
* Volunteer work for Friends of the Library, Hawaii Bookmobile

**PROFESSIONAL DEVELOPMENT**

* Cofounded the Hawaii Society of English Professionals, meeting regularly to discuss English pedagogy and current trends in writing and literature
* Monthly meetings with current and retired Manoa English faculty to discuss English pedagogy and current trends in writing and literature
* Attended *Holumua Kakou*, a presentation on Hawaiian philosophy in the classroom
* Formed Loihi Press, an LLC dedicated to publishing works of local literature with educational value and outreach
* Joined the Hawaii Book Publisher’s Association

**Libby Young**

• Journalism – Ka ‘Ohana, the WCC student newspaper, was named a winner for the second year in a row in the annual Pa’i Awards of the Hawaii Publishers Association, placing second to UH-Manoa’s student paper of which WCC journalism graduate Mark Brislin was the immediate past editor. Ka ‘Ohana also received a national “first place with special merit” award from the American Scholastic Press Association for community college newspapers.

• Creative writing – Assisted Janine Oshiro in coordinating the 10th annual Star Poets contest for public and private students in grades 3 – 12, a partnership between WCC and the Hawaii Council for the Humanities. Continuing to work with Susan St. John for the 11th annual Star Poets project with a $7,500 grant from the Hawaii Council for the Humanities and a partnership with the Hawaii Writing Project to mentor more teachers in the teaching of poetry.

• Campus and system-wide service – Currently serve as WCC faculty senate off-campus chair and newly elected UH system-wide chair for the All-Campus Council of Faculty Senate Chairs.

• Community/campus service – Helped coordinate the 10th annual Windward Ho’olaule’a, a partnership between WCC and the Kaneohe Business Group. Wrote the City and County $5,000 grant and other proposals as well as helped garner sponsor funding of over $25,000 to cover event costs and raise scholarship funds for WCC students. Also serve on the KBG board as past president.

• Professional development and mentoring – Attended two conferences on the future of media and education in the state, sponsored by ThinkTech Hawaii.

Helped lead Journalism Day at UH-Manoa, Oct. 23, 2010, a day-long set of workshops for high school newspaper staffs.

**Lance Uyeda**

**Courses:**

In the spring, I completed a three-credit graduate education course in reading, EDCS 647, Reading Assessment. To complete the course, I engaged in a semester-long action research project with two students. I carried out a short series of “comprehensive literacy framework” lessons with all students in two of my classes, used those lessons to identify the two target students, administered a series of informal assessments to gauge the target students’ learning needs, and designed and taught a series of intervention lessons for those students based on the informal assessments.

Also in the spring, I taught a course in literature and film, which that hasn’t previously been offered at the college (to my understanding).

**Committees:**

This year I expanded my committee work. I continue to be on the Developmental Ed committee; I am now also a member the CCAAC, the AtD working group, and the MAPSAC. Over the summer, I chaired the hiring committee for a full-time, tenure-track cataloging librarian. I also participated in the semi-annual TRiO SSS group session that selects grant aid recipients.

In the fall, I co-chaired the crafts committee of the Windward Hoolaulea and created an email listserv for the committee.

In the spring, I judged for the Star Poets project and took care of cold drinks for the event.

**TRiO:**
In December 2009, TRiO SSS submitted its grant proposal for renewed funding in 2011-2016. I was the primary writer of the proposal. I continue to keep a desk in the TRiO SSS lab.

**Other:**
I am the Phi Theta Kappa lead advisor, and in that role I attended multiple-day workshops with my students at LCC and Hawaii CC. I helped PTK students to organize and run a number of face painting fundraisers (proceeds went to the club). I conducted all aspects of the recruitment/planning for the fall 2009 blood drive, which led to the collection of 52 pints of blood for the Hawaii Blood Bank (exceeding the blood bank's goal of 50 pints).

**Mary Jane Lewis**
Professional Accomplishments:

1) Service-Learning-
   a) I incorporated Service-Learning into SP 151 & SP 181 in 2010. Several students participated and received their certificate in Spring 2010.
   b) I attended the 8th Annual Service-Learning Conference on March 13, 2010 @ Kamehameha Schools.
   c) Pam asked me to be on the S-L Advisory Board in Fall 2010
2) I worked with Tara in the library to set up web links for the Sp 151 Informative & Persuasive Speech assignments, as well as a web link for interpersonal resources for SP 181.
3) I plan to participate in the Mission, Vision & Core Values Committee for accreditation in Fall 2010.
4) I continue to develop an educational website, for a group discussion assignment in SP 151 - www.sarahjosephahalefilm.com
5) I was listed on Who's Who of America for 2010

**Janine Oshiro**

**Project**
- Coordinated Star Poets project and wrote successful grant application to the Atherton Family Foundation

**Reading Class**
- Reading for English Language Learners EDCS648
  - Case study: interviews and class observations of ESL100 and ENG21 at KCC
  - Redesigned lesson plan to teach levels of questioning in ENG22/ENG100

**Activities and events**
- Offered support to LGBTIE club by taking students to a conference at Manoa
- Volunteered with the vendors, language arts table, and the silent auction at Hoolaulea.
- Proofread for Rainbird

**Writing**
- Published poems in Bamboo Ridge Journal, Propeller Quarterly, Thermos Magazine, and the laugh child.
- Participated in Bamboo Ridge Reading and received Editors’ Choice Award for New Bamboo Ridge Writer.

**Attended conferences**
- LGBTIE Conference at Manoa
- Developmental Education Support Conference at KCC
- Reading Summit at WCC
- AtD Hawaii Strategy Institute at KCC

**Participated in Committees**
- Achieving the Dream
- Developmental Ed

**Alan Ragains**

**Campus/System**
- Directed The Thurber Carnival for public performance, SP231
- Managed the Speech Lab
- Mentored student speakers for graduation
- Mentored new faculty
- Conducted a usage of Powerpoint program for faculty and staff

**Community Service**
- Pacific Bonsai Club- member
- Hawaii Bonsai Association- member
- ABC Bonsai- taught section
Professional Development
- Attended the National Communication Association (NCA) Conference
- Member of the NCA

Jeannine Buckley
Member of the following organizations:
- University of Hawaii Professional Assembly
- NEA Member
- Poetry Society of America
Contributing writer for:
- Po’okela, a Hawaii Pacific University Publication
Attended:
- Ko‘olau Writer's Workshop
- WCC Convocation

Desiree Poteet
Member of the following organizations:
- University of Hawaii Professional Assembly
- NEA Member
- Poetry Society of America
Contributing writer for
- Po’okela, a Hawaii Pacific University Publication
Attended
- Ko‘olau Writer's Workshop
- WCC Convocation
Part VI. Summary Action Plan and Budget Implications.

(Please include information to address: Action Plan, Criteria for Measuring Success of that Plan, Proposed Implementation Date, Budget Requested (if any), Department Priority, Strategic Plan Reference, or New Strategic Plan Request.)

<table>
<thead>
<tr>
<th>Action Plan</th>
<th>Criteria for measuring success</th>
<th>Implem Date</th>
<th>Bud Rqst</th>
<th>Dept Prty</th>
<th>Strat Plan Ref</th>
<th>New Strat Rqst?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Film Club - 1 copy of Final Draft version 8 1 Sure PG Series Dual Wireless Microphone 2 SLR cables</td>
<td></td>
<td>ASAP</td>
<td>$129</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Lab Resources # of students served, student evaluations, teacher evals of students using facility</td>
<td></td>
<td>ASAP</td>
<td>$549</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech Lab Hours increase to 20 hours per week. To allow more time for students to use the Speech Lab.</td>
<td></td>
<td>2012</td>
<td>$9.45</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies- Dry Markers and erasers</td>
<td></td>
<td>ASAP</td>
<td>$5000</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If your department is making a request for a new strategic planning item, please provide a succinct justification, using assessment data to back up your request. If resources are also requested, please explain how the dollar amounts were determined.
Part VII. Appendices

Appendix A. Five Academic Year Summary Charts of Quantitative Indicators.

Table A. Number of Classes Taught by Subgroup

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>100PLUS</td>
<td>9</td>
<td>15</td>
<td>14</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td>COMPOS</td>
<td>20</td>
<td>25</td>
<td>22</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>DEV-ED</td>
<td>18</td>
<td>16</td>
<td>11</td>
<td>13</td>
<td>20</td>
</tr>
<tr>
<td>LANG</td>
<td>16</td>
<td>16</td>
<td>18</td>
<td>17</td>
<td>19</td>
</tr>
<tr>
<td>LIT</td>
<td>13</td>
<td>11</td>
<td>10</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>SP-COM</td>
<td>12</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>------------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>100PLUS</td>
<td>118</td>
<td>180</td>
<td>195</td>
<td>204</td>
<td>229</td>
</tr>
<tr>
<td>COMPOS</td>
<td>431</td>
<td>549</td>
<td>515</td>
<td>553</td>
<td>585</td>
</tr>
<tr>
<td>DEV-ED</td>
<td>391</td>
<td>307</td>
<td>267</td>
<td>321</td>
<td>401</td>
</tr>
<tr>
<td>LANG</td>
<td>251</td>
<td>254</td>
<td>252</td>
<td>276</td>
<td>285</td>
</tr>
<tr>
<td>LIT</td>
<td>242</td>
<td>206</td>
<td>173</td>
<td>192</td>
<td>155</td>
</tr>
<tr>
<td>SP-COM</td>
<td>287</td>
<td>370</td>
<td>357</td>
<td>360</td>
<td>378</td>
</tr>
</tbody>
</table>
Table C. Student Semester Hours (SSHs) by Subgroup

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>100PLUS</td>
<td>321</td>
<td>521</td>
<td>560</td>
<td>575</td>
<td>662</td>
</tr>
<tr>
<td>COMPOS</td>
<td>1293</td>
<td>1647</td>
<td>1545</td>
<td>1659</td>
<td>1755</td>
</tr>
<tr>
<td>DEV-ED</td>
<td>1190</td>
<td>930</td>
<td>801</td>
<td>963</td>
<td>1203</td>
</tr>
<tr>
<td>LANG</td>
<td>1003</td>
<td>968</td>
<td>984</td>
<td>1075</td>
<td>1110</td>
</tr>
<tr>
<td>LIT</td>
<td>726</td>
<td>618</td>
<td>519</td>
<td>576</td>
<td>465</td>
</tr>
<tr>
<td>SP-COM</td>
<td>861</td>
<td>1110</td>
<td>1071</td>
<td>1080</td>
<td>1134</td>
</tr>
</tbody>
</table>

Table C. Student Semester Hours (SSHs) by Subgroup

SSH

100PLUS
COMPOS
DEV-ED
LANG
LIT
SP-COM
Table D. Average Class Size by Subgroup

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>100PLUS</td>
<td>13.11</td>
<td>12.00</td>
<td>13.93</td>
<td>14.57</td>
<td>17.62</td>
</tr>
<tr>
<td>COMPOS</td>
<td>21.55</td>
<td>21.96</td>
<td>23.41</td>
<td>23.04</td>
<td>23.40</td>
</tr>
<tr>
<td>DEV-ED</td>
<td>21.72</td>
<td>19.19</td>
<td>24.27</td>
<td>24.69</td>
<td>20.05</td>
</tr>
<tr>
<td>LANG</td>
<td>15.69</td>
<td>15.88</td>
<td>14.00</td>
<td>16.24</td>
<td>15.00</td>
</tr>
<tr>
<td>LIT</td>
<td>18.62</td>
<td>18.73</td>
<td>17.30</td>
<td>19.20</td>
<td>19.38</td>
</tr>
<tr>
<td>SP-COM</td>
<td>23.92</td>
<td>23.13</td>
<td>22.31</td>
<td>22.50</td>
<td>22.24</td>
</tr>
</tbody>
</table>

---

![Table D. Average Class Size by Subgroup](image-url)

---

Annual Department Report for 2009-2010

24
### Table E. Average Class Fill Rate by Subgroup

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>100PLUS</td>
<td>63.95</td>
<td>57.00</td>
<td>66.79</td>
<td>67.50</td>
<td>81.92</td>
</tr>
<tr>
<td>COMPOS</td>
<td>95.21</td>
<td>93.50</td>
<td>99.05</td>
<td>99.12</td>
<td>100.74</td>
</tr>
<tr>
<td>DEV-ED</td>
<td>87.36</td>
<td>72.96</td>
<td>98.17</td>
<td>102.96</td>
<td>89.76</td>
</tr>
<tr>
<td>LANG</td>
<td>64.24</td>
<td>63.50</td>
<td>56.00</td>
<td>64.94</td>
<td>59.72</td>
</tr>
<tr>
<td>LIT</td>
<td>93.08</td>
<td>93.64</td>
<td>86.50</td>
<td>96.00</td>
<td>96.88</td>
</tr>
<tr>
<td>SP-COM</td>
<td>98.17</td>
<td>94.31</td>
<td>92.76</td>
<td>94.79</td>
<td>95.49</td>
</tr>
</tbody>
</table>

**Diagram:**

The diagram illustrates the average class fill rate by subgroup from 2005-2006 to 2009-2010. Each subgroup (100PLUS, COMPOS, DEV-ED, LANG, LIT, SP-COM) is represented by a distinct line, showing the fluctuation in fill rate over the years.
### Table F. Percent of Classes Taught by Faculty and Lecturers by Subgroup (5 year average)

<table>
<thead>
<tr>
<th>Sub Group</th>
<th>Type</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>100PLUS</td>
<td>FAC</td>
<td>69.23%</td>
</tr>
<tr>
<td></td>
<td>LEC</td>
<td>30.77%</td>
</tr>
<tr>
<td>COMPOS</td>
<td>FAC</td>
<td>38.79%</td>
</tr>
<tr>
<td></td>
<td>LEC</td>
<td>61.21%</td>
</tr>
<tr>
<td>DEV-ED</td>
<td>FAC</td>
<td>62.82%</td>
</tr>
<tr>
<td></td>
<td>LEC</td>
<td>37.18%</td>
</tr>
<tr>
<td>LANG</td>
<td>FAC</td>
<td>36.05%</td>
</tr>
<tr>
<td></td>
<td>LEC</td>
<td>63.95%</td>
</tr>
<tr>
<td>LIT</td>
<td>FAC</td>
<td>80.77%</td>
</tr>
<tr>
<td></td>
<td>LEC</td>
<td>19.23%</td>
</tr>
<tr>
<td>SP-COM</td>
<td>FAC</td>
<td>50.65%</td>
</tr>
<tr>
<td></td>
<td>LEC</td>
<td>49.35%</td>
</tr>
</tbody>
</table>

Note: Table F. Percent of Classes Taught by Faculty and Lecturers by Subgroup (5 year average)

FAC: Faculty, LEC: Lecturers
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>100PLUS</td>
<td>97.7%</td>
<td>99.0%</td>
<td>96.7%</td>
<td>97.1%</td>
<td>95.0%</td>
</tr>
<tr>
<td>COMPOS</td>
<td>92.7%</td>
<td>96.3%</td>
<td>88.0%</td>
<td>90.1%</td>
<td>88.4%</td>
</tr>
<tr>
<td>DEV-ED</td>
<td>95.3%</td>
<td>93.5%</td>
<td>88.3%</td>
<td>83.9%</td>
<td>89.6%</td>
</tr>
<tr>
<td>LANG</td>
<td>97.6%</td>
<td>98.8%</td>
<td>92.8%</td>
<td>96.5%</td>
<td>94.0%</td>
</tr>
<tr>
<td>LIT</td>
<td>91.9%</td>
<td>92.9%</td>
<td>96.6%</td>
<td>94.5%</td>
<td>98.1%</td>
</tr>
<tr>
<td>SP-COM</td>
<td>96.3%</td>
<td>96.8%</td>
<td>91.5%</td>
<td>93.3%</td>
<td>93.7%</td>
</tr>
</tbody>
</table>
### Table J. FTE Departmental Enrollment by Subgroup

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>100PLUS</td>
<td>0.4</td>
<td>0.9</td>
<td>0.8</td>
<td>0.8</td>
<td>0.9</td>
</tr>
<tr>
<td>COMPOS</td>
<td>2</td>
<td>2.5</td>
<td>2.2</td>
<td>2.4</td>
<td>2.5</td>
</tr>
<tr>
<td>DEV-ED</td>
<td>1.83</td>
<td>1.63</td>
<td>1.1</td>
<td>1.3</td>
<td>2</td>
</tr>
<tr>
<td>LANG</td>
<td>2</td>
<td>2.07</td>
<td>2.33</td>
<td>2.2</td>
<td>2.47</td>
</tr>
<tr>
<td>LIT</td>
<td>1.3</td>
<td>1.1</td>
<td>1</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td>SP-COM</td>
<td>1.2</td>
<td>1.6</td>
<td>1.6</td>
<td>1.6</td>
<td>1.7</td>
</tr>
</tbody>
</table>
Appendix B. Five Year Summary Tables of Quantitative Indicators.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>F</td>
<td>Sp</td>
<td>Su</td>
</tr>
<tr>
<td>100PLUS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>199V</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Census enrl</td>
<td></td>
<td></td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>EOS enrl</td>
<td></td>
<td></td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Avg. retention</td>
<td></td>
<td></td>
<td>150%</td>
<td>50%</td>
<td>100%</td>
</tr>
<tr>
<td>204A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Census enrl</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EOS enrl</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Avg. retention</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>209</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Census enrl</td>
<td></td>
<td></td>
<td>19</td>
<td>21</td>
<td>40</td>
</tr>
<tr>
<td>EOS enrl</td>
<td></td>
<td></td>
<td>19</td>
<td>20</td>
<td>39</td>
</tr>
<tr>
<td>Avg. retention</td>
<td></td>
<td></td>
<td>100%</td>
<td>95%</td>
<td>98%</td>
</tr>
<tr>
<td>299V</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Census enrl</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>EOS enrl</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Avg. retention</td>
<td></td>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>ENG Census enrl</td>
<td></td>
<td></td>
<td>21</td>
<td>24</td>
<td>45</td>
</tr>
<tr>
<td>ENG EOS enrl</td>
<td></td>
<td></td>
<td>22</td>
<td>22</td>
<td>44</td>
</tr>
<tr>
<td>ENG Avg. retention</td>
<td></td>
<td></td>
<td>125%</td>
<td>82%</td>
<td>99%</td>
</tr>
<tr>
<td>JOUR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Census enrl</td>
<td>EOS enrl</td>
<td>Avg. retention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>-------------</td>
<td>----------</td>
<td>----------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>205</td>
<td>22 20 42 14 14 28 21 18</td>
<td>21 19 40 12 14 26 19 18</td>
<td>95% 95% 95% 86% 100% 93% 90% 100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>285V</td>
<td>16 14 30 5 7 12 10 12</td>
<td>15 14 29 5 7 12 10 12</td>
<td>94% 100% 97% 100% 100% 100% 100% 100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JOUR</td>
<td>38 34 72 19 21 40 31 30</td>
<td>36 33 69 17 21 38 29 30</td>
<td>95% 98% 96% 93% 100% 96% 95% 100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LING</td>
<td>6 6 6</td>
<td>6 6 6</td>
<td>100% 100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LSK</td>
<td>14 14</td>
<td>14 14</td>
<td>100% 100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100PLUS Census enrl</td>
<td>59</td>
<td>58</td>
<td>117</td>
<td>70</td>
<td>99</td>
</tr>
<tr>
<td>100PLUS EOS enrl</td>
<td>58</td>
<td>55</td>
<td>113</td>
<td>68</td>
<td>99</td>
</tr>
<tr>
<td>100PLUS Avg. retention</td>
<td>110%</td>
<td>88%</td>
<td>98%</td>
<td>98%</td>
<td>100%</td>
</tr>
<tr>
<td>COMPOS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Census enrl</td>
<td>211</td>
<td>201</td>
<td>15</td>
<td>427</td>
<td>303</td>
</tr>
<tr>
<td>EOS enrl</td>
<td>194</td>
<td>189</td>
<td>15</td>
<td>398</td>
<td>283</td>
</tr>
<tr>
<td>Avg. retention</td>
<td>92%</td>
<td>93%</td>
<td>100%</td>
<td>93%</td>
<td>93%</td>
</tr>
<tr>
<td>ENG Census enrl</td>
<td>211</td>
<td>201</td>
<td>15</td>
<td>427</td>
<td>303</td>
</tr>
<tr>
<td>ENG EOS enrl</td>
<td>194</td>
<td>189</td>
<td>15</td>
<td>398</td>
<td>283</td>
</tr>
<tr>
<td>ENG Avg. retention</td>
<td>92%</td>
<td>93%</td>
<td>100%</td>
<td>93%</td>
<td>93%</td>
</tr>
<tr>
<td>COMPOS Census enrl</td>
<td>211</td>
<td>201</td>
<td>15</td>
<td>427</td>
<td>303</td>
</tr>
<tr>
<td>COMPOS EOS enrl</td>
<td>194</td>
<td>189</td>
<td>15</td>
<td>398</td>
<td>283</td>
</tr>
<tr>
<td>COMPOS Avg. retention</td>
<td>92%</td>
<td>93%</td>
<td>100%</td>
<td>93%</td>
<td>93%</td>
</tr>
<tr>
<td>DEV-ED</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Census enrl</td>
<td>39</td>
<td>36</td>
<td>13</td>
<td>88</td>
<td>43</td>
</tr>
<tr>
<td>EOS enrl</td>
<td>37</td>
<td>34</td>
<td>14</td>
<td>85</td>
<td>39</td>
</tr>
<tr>
<td>Avg. retention</td>
<td>95%</td>
<td>94%</td>
<td>108%</td>
<td>97%</td>
<td>90%</td>
</tr>
<tr>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Census enrl</td>
<td>155</td>
<td>110</td>
<td>15</td>
<td>280</td>
<td>137</td>
</tr>
<tr>
<td>EOS enrl</td>
<td>148</td>
<td>99</td>
<td>16</td>
<td>263</td>
<td>123</td>
</tr>
<tr>
<td>Avg. retention</td>
<td>96%</td>
<td>90%</td>
<td>107%</td>
<td>94%</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>97A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------------------</td>
<td>---------------</td>
<td>---------------</td>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td></td>
<td>Census enrl</td>
<td>EOS enrl</td>
<td>Avg. retention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>97B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Census enrl</td>
<td>EOS enrl</td>
<td>Avg. retention</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENG Census enrl</td>
<td>194 146 28 368 180 98 12 290 168 93</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENG EOS enrl</td>
<td>185 133 30 348 162 98 12 272 143 87</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENG Avg. retention</td>
<td>95% 91% 107% 95% 90% 100% 100% 95% 85% 94%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>LSK</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Census enrl</td>
<td>17 17 9 9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EOS enrl</td>
<td>17 17 6 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Avg. retention</td>
<td>100% 100% 67% 67%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>LSK Census enrl</td>
<td>17 17 9 9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>LSK EOS enrl</td>
<td>17 17 6 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>LSK Avg. retention</td>
<td>100% 100% 67% 67%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>DEV-ED Census enrl</td>
<td>211 146 28 385 189 98 12 299 168 93</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>DEV-ED EOS enrl</td>
<td>202 133 30 365 168 98 12 278 143 87</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>DEV-ED Avg. retention</td>
<td>96% 91% 107% 95% 87% 100% 100% 94% 85% 94%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>LANG</td>
<td>HAW</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>HAW</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>101</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Census enrl</td>
<td>52 8 60 33 33 45</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EOS enrl</td>
<td>46</td>
<td>8</td>
<td>54</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>---------</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Avg. retention</td>
<td>88%</td>
<td>100%</td>
<td>91%</td>
<td>98%</td>
<td>98%</td>
</tr>
<tr>
<td>102</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Census enrl</td>
<td>31</td>
<td>31</td>
<td>19</td>
<td>19</td>
<td>25</td>
</tr>
<tr>
<td>EOS enrl</td>
<td>34</td>
<td>34</td>
<td>19</td>
<td>19</td>
<td>24</td>
</tr>
<tr>
<td>Avg. retention</td>
<td>112%</td>
<td>112%</td>
<td>100%</td>
<td>100%</td>
<td>97%</td>
</tr>
<tr>
<td>201</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Census enrl</td>
<td>25</td>
<td>25</td>
<td>28</td>
<td>28</td>
<td>21</td>
</tr>
<tr>
<td>EOS enrl</td>
<td>24</td>
<td>24</td>
<td>27</td>
<td>27</td>
<td>18</td>
</tr>
<tr>
<td>Avg. retention</td>
<td>96%</td>
<td>96%</td>
<td>96%</td>
<td>96%</td>
<td>88%</td>
</tr>
<tr>
<td>202</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Census enrl</td>
<td>17</td>
<td>17</td>
<td>13</td>
<td>14</td>
<td>27</td>
</tr>
<tr>
<td>EOS enrl</td>
<td>16</td>
<td>16</td>
<td>15</td>
<td>14</td>
<td>29</td>
</tr>
<tr>
<td>Avg. retention</td>
<td>94%</td>
<td>94%</td>
<td>115%</td>
<td>100%</td>
<td>108%</td>
</tr>
<tr>
<td>299V</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Census enrl</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EOS enrl</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Avg. retention</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HAW Census enrl</td>
<td>77</td>
<td>57</td>
<td>134</td>
<td>74</td>
<td>33</td>
</tr>
<tr>
<td>HAW EOS enrl</td>
<td>70</td>
<td>59</td>
<td>129</td>
<td>74</td>
<td>33</td>
</tr>
<tr>
<td>HAW Avg. retention</td>
<td>90%</td>
<td>103%</td>
<td>97%</td>
<td>101%</td>
<td>100%</td>
</tr>
<tr>
<td>JPNS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>101</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Census enrl</td>
<td>20</td>
<td>20</td>
<td>29</td>
<td>29</td>
<td>39</td>
</tr>
<tr>
<td>EOS enrl</td>
<td>18</td>
<td>18</td>
<td>27</td>
<td>27</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>Avg. retention</td>
<td>90%</td>
<td>90%</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td>----</td>
<td>---------------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>102</td>
<td>Census enrl</td>
<td>6</td>
<td>6</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>EOS enrl</td>
<td>6</td>
<td>6</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Avg. retention</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>201</td>
<td>Census enrl</td>
<td>10</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EOS enrl</td>
<td>10</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Avg. retention</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>202</td>
<td>Census enrl</td>
<td>8</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EOS enrl</td>
<td>8</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Avg. retention</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>JPNS Census enrl</td>
<td>30</td>
<td>14</td>
<td>44</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>JPNS EOS enrl</td>
<td>28</td>
<td>14</td>
<td>42</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>JPNS Avg. retention</td>
<td>95%</td>
<td>100%</td>
<td>98%</td>
<td>95%</td>
</tr>
<tr>
<td>SPAN</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>101</td>
<td>Census enrl</td>
<td>44</td>
<td>44</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EOS enrl</td>
<td>43</td>
<td>43</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Avg. retention</td>
<td>98%</td>
<td>98%</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td>102</td>
<td>Census enrl</td>
<td>27</td>
<td>27</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EOS enrl</td>
<td>27</td>
<td>27</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Avg.</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>retention</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>----------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>201</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Census enrl</td>
<td>20</td>
<td>20</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EOS enrl</td>
<td>20</td>
<td>20</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Avg. retention</td>
<td>100%</td>
<td>100%</td>
<td>93%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>202</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Census enrl</td>
<td>27</td>
<td>27</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EOS enrl</td>
<td>27</td>
<td>27</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Avg. retention</td>
<td>100%</td>
<td>100%</td>
<td>90%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPAN Census enrl</td>
<td>44</td>
<td>27</td>
<td>71</td>
<td>55</td>
<td>41</td>
</tr>
<tr>
<td>SPAN EOS enrl</td>
<td>43</td>
<td>27</td>
<td>70</td>
<td>53</td>
<td>41</td>
</tr>
<tr>
<td>SPAN Avg. retention</td>
<td>98%</td>
<td>100%</td>
<td>98%</td>
<td>96%</td>
<td>100%</td>
</tr>
<tr>
<td>LANG Census enrl</td>
<td>151</td>
<td>98</td>
<td>249</td>
<td>158</td>
<td>85</td>
</tr>
<tr>
<td>LANG EOS enrl</td>
<td>141</td>
<td>100</td>
<td>241</td>
<td>154</td>
<td>85</td>
</tr>
<tr>
<td>LANG Avg. retention</td>
<td>93%</td>
<td>102%</td>
<td>98%</td>
<td>98%</td>
<td>100%</td>
</tr>
<tr>
<td>LIT</td>
<td>ENG</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>250</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Census enrl</td>
<td>20</td>
<td>37</td>
<td>19</td>
<td>76</td>
<td>39</td>
</tr>
<tr>
<td>EOS enrl</td>
<td>18</td>
<td>35</td>
<td>19</td>
<td>72</td>
<td>35</td>
</tr>
<tr>
<td>Avg. retention</td>
<td>90%</td>
<td>95%</td>
<td>100%</td>
<td>95%</td>
<td>90%</td>
</tr>
<tr>
<td>253</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Census enrl</td>
<td>19</td>
<td>19</td>
<td>21</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>EOS enrl</td>
<td>18</td>
<td>18</td>
<td>19</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Avg. retention</td>
<td>95%</td>
<td>95%</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>Census enrl</td>
<td>EOS enrl</td>
<td>Avg. retention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td>----------</td>
<td>----------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>255</td>
<td>20</td>
<td>20</td>
<td>90% 90%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>256</td>
<td>32 38 70 35 16 51 36 50</td>
<td>27 33 60 30 16 46 34 49</td>
<td>84% 87% 85% 86% 100% 91% 94% 98%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>257</td>
<td>19 16 35 19 19 38</td>
<td>19 16 35 19 18 37</td>
<td>100% 100% 100% 100% 95% 97%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>271</td>
<td>19</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>272</td>
<td>17</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG Census enrl</td>
<td>109 111 19 239 95 67 33 195 74 86</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### ENG EOS enrolments

<table>
<thead>
<tr>
<th></th>
<th>99</th>
<th>102</th>
<th>19</th>
<th>220</th>
<th>84</th>
<th>67</th>
<th>30</th>
<th>181</th>
<th>72</th>
<th>82</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG Avg. retention</td>
<td>90%</td>
<td>92%</td>
<td>100%</td>
<td>92%</td>
<td>88%</td>
<td>100%</td>
<td>90%</td>
<td>93%</td>
<td>97%</td>
<td>95%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>109</th>
<th>111</th>
<th>19</th>
<th>239</th>
<th>95</th>
<th>67</th>
<th>33</th>
<th>195</th>
<th>74</th>
<th>86</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIT Census enrolments</td>
<td>109</td>
<td>111</td>
<td>19</td>
<td>239</td>
<td>95</td>
<td>67</td>
<td>33</td>
<td>195</td>
<td>74</td>
<td>86</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>99</th>
<th>102</th>
<th>19</th>
<th>220</th>
<th>84</th>
<th>67</th>
<th>30</th>
<th>181</th>
<th>72</th>
<th>82</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIT EOS enrolments</td>
<td>99</td>
<td>102</td>
<td>19</td>
<td>220</td>
<td>84</td>
<td>67</td>
<td>30</td>
<td>181</td>
<td>72</td>
<td>82</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>90%</th>
<th>92%</th>
<th>100%</th>
<th>92%</th>
<th>88%</th>
<th>100%</th>
<th>90%</th>
<th>93%</th>
<th>97%</th>
<th>95%</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIT Avg. retention</td>
<td>90%</td>
<td>92%</td>
<td>100%</td>
<td>92%</td>
<td>88%</td>
<td>100%</td>
<td>90%</td>
<td>93%</td>
<td>97%</td>
<td>95%</td>
</tr>
</tbody>
</table>

### SP-COM

#### COM

<table>
<thead>
<tr>
<th></th>
<th>145</th>
</tr>
</thead>
<tbody>
<tr>
<td>Census enrolments</td>
<td>28</td>
</tr>
<tr>
<td>EOS enrolments</td>
<td>27</td>
</tr>
<tr>
<td>Avg. retention</td>
<td>96%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>28</th>
<th>27</th>
<th>55</th>
<th>55</th>
<th>25</th>
<th>80</th>
<th>28</th>
<th>25</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM Census enrolments</td>
<td>28</td>
<td>27</td>
<td>55</td>
<td>55</td>
<td>25</td>
<td>80</td>
<td>28</td>
<td>25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>27</th>
<th>24</th>
<th>51</th>
<th>49</th>
<th>25</th>
<th>74</th>
<th>27</th>
<th>23</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM EOS enrolments</td>
<td>27</td>
<td>24</td>
<td>51</td>
<td>49</td>
<td>25</td>
<td>74</td>
<td>27</td>
<td>23</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>96%</th>
<th>89%</th>
<th>93%</th>
<th>89%</th>
<th>100%</th>
<th>93%</th>
<th>96%</th>
<th>92%</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM Avg. retention</td>
<td>96%</td>
<td>89%</td>
<td>93%</td>
<td>89%</td>
<td>100%</td>
<td>93%</td>
<td>96%</td>
<td>92%</td>
</tr>
</tbody>
</table>

#### SP

<table>
<thead>
<tr>
<th></th>
<th>151</th>
</tr>
</thead>
<tbody>
<tr>
<td>Census enrolments</td>
<td>75</td>
</tr>
<tr>
<td>EOS enrolments</td>
<td>71</td>
</tr>
<tr>
<td>Avg. retention</td>
<td>94%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>181</th>
</tr>
</thead>
<tbody>
<tr>
<td>Census enrolments</td>
<td>16</td>
</tr>
<tr>
<td>EOS enrolments</td>
<td>15</td>
</tr>
<tr>
<td>Avg. retention</td>
<td>94%</td>
</tr>
<tr>
<td></td>
<td>94%</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----</td>
</tr>
<tr>
<td>Avg. retention</td>
<td></td>
</tr>
<tr>
<td>251</td>
<td></td>
</tr>
<tr>
<td>Census enroll</td>
<td>19</td>
</tr>
<tr>
<td>EOS enroll</td>
<td>18</td>
</tr>
<tr>
<td>Avg. retention</td>
<td></td>
</tr>
<tr>
<td>SP Census enroll</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>SP EOS enroll</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>SP Average retention</td>
<td>94%</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>SP-COM Census enroll</td>
<td>103</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>SP-COM EOS enroll</td>
<td>98</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>SP-COM Average retention</td>
<td>95%</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Census enroll</td>
<td>844</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Total EOS enroll</td>
<td>792</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Average retention</td>
<td>95%</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(1) Retention = the number of students enrolled at the end of semester freeze date divided by the number of students enrolled at the census freeze date. Students who withdrew or received a W grade were not counted as retained students.

(2) Data were captured using the CENSUS and EOS freeze dates from Iro_Regs.