ANNUAL DEPARTMENT REPORT

2011-2012

for the

Language Arts Department

Submitted by
Libby Young, Chairperson

November 15, 2012
Part I. Executive Summary

The Language Arts Department contributes to the strength of the college through 1) a range of courses that, in many ways, are essential to student success, i.e. reading, writing and speaking skills; 2) support services such as the Writing Lab and the Speech Lab to provide assistance for students and teachers in all disciplines; and 3) a core of dedicated faculty who enrich the life of the college in campus and community service.

In Academic Year 2012, the Department offered 147 classes in Developmental Education (reading and writing) Composition (English 100), Languages (Hawaiian, Spanish and Japanese), Literature, 100Plus (Business Writing, Journalism, Rain Bird production, Creative Writing, Linguistics) and Speech/Communication.

Speech and English faculty also helped design the Speech and Writing Labs as part of the KaPiko Center in the new Library Learning Commons.

With the college’s enrollment growth, the demand for Department courses has continued to rise. Course demand indicators in terms of class sections, seat enrollment and student semester hours increased significantly in nearly all areas, especially in developmental education, English 100, Speech and Hawaiian language. Average class fill rates in most areas were 90% or higher.

The continuing challenge for the Department and the college is that, according to COMPASS data from March 2010 to September 2012, less than half (46.54%) of the students who took the COMPASS writing skills test placed at the English 100 level. Or viewed another way, 53.46% of those tested placed in below college-level English writing courses (English 08, 19 or 22).

Department members continue to explore innovative ways to reach students and improve their success in individual courses—through Learning to Learn workshops, Supplemental Instruction, the ALP (Accelerated Learning Program), reading and writing courses in tandem, and discussion of best practices for remedial and developmental courses and English 100. The department also wants to more fully develop and utilize the writing and speech labs to provide additional help for students.

The Department is fortunate to have a solid core of full-time faculty — several of them award-winning professionals in their field — who devote time, not only to their students, but also to a wide range of campus and community service activities. However, for the past few years, the Department has had to rely on an increasing number of lecturers — especially in English 100 — as enrollment has continued to grow. The ratio in composition, languages and speech is roughly one-third full-time faculty to two-thirds lecturers.

This imbalance is cause for concern since lecturers must travel between campuses and can’t provide the continuity of service or involvement in campus mission. Over-reliance on lecturers may be at least part of the reason for the overall five-year decline in success rates for English 100, although recent data show a slight rise in the numbers. Full-time faculty members are also stretched thin with committee and other campus assignments.

The effectiveness indicator of success rate by subgroup (completion of course with “C” or better) shows some gains in four of the six areas compared with AY 2010-2011—especially in developmental
education, which has been the focus of initiatives such as Achieving the Dream and Supplemental Instruction. However, success rates for 2011-2012 show English 100 remains a challenge with 54% — although it showed a 7.9% gain over last year.

The department is looking forward to moving to its own building in the renovated former WCC library after years of being housed in other campus buildings. To accomplish this, an adequate furniture and equipment budget needs to be secured before the space can be occupied.

**Goals and Objectives for 2012-2013 include:**

1. Resubmit request to the PBC for another full-time tenure track English faculty position.
2. Submit a request to the PBC for a full-time tenure track Speech faculty position.
3. Secure funding for furniture and equipment for the Language Arts building.
4. Increase use of the writing and speech labs, including additional evening hours of staffing and more speech sections.
5. Analyze and address the implications of the Composition (English 100) success rate and other data related to remedial and developmental courses.
6. Increase dialogue and coordination with WCC’s feeder high and intermediate schools through a possible P-20 Alignment Grant and other initiatives.
7. Explore ways to support second-year language courses through a variety of delivery systems.
Part II. Mission and Student Learning Outcomes

College Mission Statement

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai’i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O’ahu’s Ko‘olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment – inspiring students to excellence.

General Education Student Learning Outcomes

I Students will be able to understand the importance of ethical conduct and practice it in their daily lives.
II Students will be able to communicate through speaking, writing and listening effectively individually and in teams.
III Students will be able to think critically and solve problems by finding, analyzing and evaluating information engaging in informed debate.
IV Students will be able to use technology to access, maintain, and analyze data and information.
V Students will be able to make choices for a healthy mind, body, and spirit.
VI Students will be able to pursue life-long learning and share learning with others.
VII Students will be able to apply specialized skills for employment.
VIII Students will be able to appreciate and/or express themselves artistically, creatively, and culturally.
IX Students will be able to contribute to the community through active participation and support.
X Students will be able to pursue lifelong learning.

Associate of Arts Student Learning Outcomes

AA1 Draw on knowledge from the liberal arts to succeed in upper division courses.
AA2 Recognize and respond to the wonders and challenges of the natural environment, both biological and physical.
AA3 Use research and technology skills to access information from multiple sources.
AA4 Use critical thinking and problem-solving skills to evaluate and synthesize information to form conclusions, ideas, and opinions.
AA5 Express ideas clearly and creatively in diverse ways through the fine and performing arts, speech and writing.
AA6 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.
AA7 Engage in civic activities with a sense of personal empowerment.
AA8 Enter and perform effectively in the work force.
AA9 Develop skills that improve personal well-being and enhance professional potential.
AA10 Use knowledge and skills to maintain and improve mental and physical well-being.
AA11 Pursue lifelong learning.
Part III. Departmental Analysis

A. Quantitative Indicators

The quantitative indicators are shown by subgroup and academic year. For this report an academic year starts in the fall, and ends in the spring. For example, AY 2007-2008 is Fall 2007 and Spring 2008. The data also include indicators for yearly change and a 5 year change. Those indicators are in percent, and represents the percent increase or decrease from year to year and from AY 2007-2008 to AY 2011-2012.

Demand

1. Number of Classes Taught

Table A. Number of Classes Taught by Subgroup$^{(1)(2)(3)}$

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>100PLUS</td>
<td>14</td>
<td>14</td>
<td>0.0%</td>
<td>13</td>
<td>-7.1%</td>
<td>15</td>
<td>15.4%</td>
<td>14</td>
<td>-6.7%</td>
<td>0.0%</td>
</tr>
<tr>
<td>COMPOS</td>
<td>21</td>
<td>23</td>
<td>9.5%</td>
<td>25</td>
<td>8.7%</td>
<td>32</td>
<td>28.0%</td>
<td>34</td>
<td>6.3%</td>
<td>61.9%</td>
</tr>
<tr>
<td>DEV ED</td>
<td>11</td>
<td>13</td>
<td>18.2%</td>
<td>20</td>
<td>53.8%</td>
<td>22</td>
<td>10.0%</td>
<td>29</td>
<td>31.8%</td>
<td>163.6%</td>
</tr>
<tr>
<td>LANG</td>
<td>18</td>
<td>17</td>
<td>-5.6%</td>
<td>19</td>
<td>11.8%</td>
<td>21</td>
<td>10.5%</td>
<td>25</td>
<td>19.0%</td>
<td>38.9%</td>
</tr>
<tr>
<td>LIT</td>
<td>9</td>
<td>9</td>
<td>0.0%</td>
<td>8</td>
<td>-11.1%</td>
<td>7</td>
<td>-12.5%</td>
<td>9</td>
<td>28.6%</td>
<td>0.0%</td>
</tr>
<tr>
<td>SP-COM</td>
<td>15</td>
<td>15</td>
<td>0.0%</td>
<td>17</td>
<td>13.3%</td>
<td>18</td>
<td>5.9%</td>
<td>20</td>
<td>11.1%</td>
<td>33.3%</td>
</tr>
</tbody>
</table>

(1) concurrent classes are combined in the primary class with data adjustments; does not count “piggyback” classes
(2) data were captured using the CENSUS freeze date from Iro_Socad
(3) all piggyback courses are listed in table H of the appendix

Table A. Number of Classes Taught by Subgroup

![Table A. Number of Classes Taught by Subgroup](image_url)
2. Enrollment by Subgroup

### Table B. Enrollment by Subgroup

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>100PLUS</td>
<td>195</td>
<td>204</td>
<td>4.6%</td>
<td>229</td>
<td>12.3%</td>
<td>223</td>
<td>-2.6%</td>
<td>221</td>
<td>-0.9%</td>
<td>13.3%</td>
</tr>
<tr>
<td>COMPOS</td>
<td>501</td>
<td>540</td>
<td>7.8%</td>
<td>585</td>
<td>8.3%</td>
<td>693</td>
<td>18.5%</td>
<td>726</td>
<td>4.8%</td>
<td>44.9%</td>
</tr>
<tr>
<td>DEV ED</td>
<td>267</td>
<td>321</td>
<td>20.2%</td>
<td>401</td>
<td>24.9%</td>
<td>420</td>
<td>4.7%</td>
<td>499</td>
<td>18.8%</td>
<td>86.9%</td>
</tr>
<tr>
<td>LANG</td>
<td>252</td>
<td>276</td>
<td>9.5%</td>
<td>285</td>
<td>3.3%</td>
<td>386</td>
<td>35.4%</td>
<td>359</td>
<td>-7.0%</td>
<td>42.5%</td>
</tr>
<tr>
<td>LIT</td>
<td>163</td>
<td>179</td>
<td>9.8%</td>
<td>155</td>
<td>-13.4%</td>
<td>136</td>
<td>-12.3%</td>
<td>162</td>
<td>19.1%</td>
<td>-0.6%</td>
</tr>
<tr>
<td>SP-COM</td>
<td>342</td>
<td>342</td>
<td>0.0%</td>
<td>378</td>
<td>10.5%</td>
<td>392</td>
<td>3.7%</td>
<td>454</td>
<td>15.8%</td>
<td>32.7%</td>
</tr>
</tbody>
</table>

(1) concurrent and cross-listed classes are combined in the primary class with data adjustments; all students are counted, but the primary course is the only one listed in the attached appendix
(2) data were captured using the CENSUS freeze date from Iro_Soscad
(3) enrollments are adjusted registrations in the class, derived by first summing the number of students enrolled (including those with "W" grades), then adjusting for associated classes
3. Student Semester Hours by Subgroup

Table C. Student Semester Hours (SSHs) by Subgroup\(^{(1)(2)(3)}\)

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>100PLUS</td>
<td>560</td>
<td>575</td>
<td>2.7%</td>
<td>662</td>
<td>15.1%</td>
<td>637</td>
<td>-3.8%</td>
<td>654</td>
<td>2.7%</td>
<td>16.8%</td>
</tr>
<tr>
<td>COMPOS</td>
<td>1503</td>
<td>1620</td>
<td>7.8%</td>
<td>1755</td>
<td>8.3%</td>
<td>2079</td>
<td>18.5%</td>
<td>2178</td>
<td>4.8%</td>
<td>44.9%</td>
</tr>
<tr>
<td>DEV ED</td>
<td>801</td>
<td>963</td>
<td>20.2%</td>
<td>1203</td>
<td>24.9%</td>
<td>1260</td>
<td>4.7%</td>
<td>1553</td>
<td>23.3%</td>
<td>93.9%</td>
</tr>
<tr>
<td>LANG</td>
<td>984</td>
<td>1075</td>
<td>9.2%</td>
<td>1110</td>
<td>3.3%</td>
<td>1521</td>
<td>37.0%</td>
<td>1409</td>
<td>-7.4%</td>
<td>43.2%</td>
</tr>
<tr>
<td>LIT</td>
<td>489</td>
<td>537</td>
<td>9.8%</td>
<td>465</td>
<td>-13.4%</td>
<td>408</td>
<td>-12.3%</td>
<td>486</td>
<td>19.1%</td>
<td>-0.6%</td>
</tr>
<tr>
<td>SP-COM</td>
<td>1026</td>
<td>1026</td>
<td>0.0%</td>
<td>1134</td>
<td>10.5%</td>
<td>1176</td>
<td>3.7%</td>
<td>1362</td>
<td>15.8%</td>
<td>32.7%</td>
</tr>
</tbody>
</table>

(1) concurrent and cross-listed classes are combined in the primary class with data adjustments; all students are counted, but the primary course is the only one listed in the attached appendix

(2) data were captured using the CENSUS freeze date from Iro_Socad

(3) ssh counts are adjusted student semester hours for classes, derived by first summing semester hours of all students enrolled in the class, then adjusting for associated classes.
Analysis of demand indicators

Yearly Change
For AY 2011-2012, the number of Language Arts classes increased over the previous year for all areas except 100Plus classes, which showed a decrease of one class. Enrollment in Composition, Developmental, Literature and Speech/Communication showed the most gains. Student semester hours increased for all courses except Languages.

Five-Year Trends
Over the past five years, the largest increases occurred in Composition (61.9%), Developmental Education (163.6%), Languages (38.9%) and Speech/Communication (33.3%).

Developmental Education – The most dramatic increase is in this area over the five-year period. Class offerings were up from 11 to 29, a 164% increase; enrollment went from 267 to 499, an 87% increase; and SSHs went from 801 to 1553. The college’s enrollment surge during the economic downturn and the efforts of Achieving the Dream and Title III initiatives to reach out to adults and high school graduates who might not have considered college before may be partly responsible for this increase. (See Developmental Education report Appendix B).

Composition – Over the past five years, Composition (English 100) offerings rose from 21 to 34 classes, a 61.9% increase; enrollment went from 501 to 726, a 44.9% increase; and SSHs went from 1503 to 2178, a 44% increase. In 2009, a cap of 23 seats per section was set to acknowledge the high degree of student-teacher interaction required on writing assignments.

Languages – Languages experienced a 38.9% increase in number of classes — from 18 to 25. They also saw an increase in enrollment — from 252 to 359, a 42.5% increase — and a rise in SSHs from 984 to 1409, a 43.2% increase. While Hawaiian language enrollment appears strong, classes in Japanese and Spanish have been affected by some four-year campus policies that no longer require the second year of a language. This has led WCC to not offer the 200-level Japanese and Spanish courses for the 2012-2013 academic year. The concern is that this may negatively impact first-year enrollment numbers and the department may need to look at different ways to attract a critical mass of students.

Speech/Communication – The number of classes in this area grew from 15 to 20, a 33.3% gain and enrollment went from 342 to 454, a 32.7% increase. SSHs also grew from 1,026 to 1,362 — a 32.7% increase.

100Plus and Literature – In terms of number of classes, the totals remain steady over the five-year period at 0% change. 100Plus enrollment went from 195 to 221 for a 13.3% increase and SSHs grew from 560 to 654, a 16.8% increase. The mix of courses includes Jour 205 and 285V, Eng 199/299 Rain Bird production, Eng 204A Creative Writing, Eng 209 Business Writing, Ling 102 Linguistics and Lsk 110 Learning Skills.

For Literature, enrollment went from 163 to 162 for a - 0.6% decrease and in SSHs from 489 to 486, also a -0.6 decrease. Eng 209 Business Writing has taken the place of some literature courses because it is required for admission to the UHM College of Business and students have asked for it. The literature and journalism courses are Writing Intensive so they are not available to all students since
they have an Eng 100 prerequisite. Students also have more options to fulfill their Humanities requirement.

**Efficiency**

1. Average Class Size

**Table D. Average Class Size by Subgroup**(1)(2)(3)(4)

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</tr>
</thead>
<tbody>
<tr>
<td>100PLUS</td>
<td>21</td>
<td>21</td>
<td>0.6%</td>
<td>21</td>
<td>1.2%</td>
<td>20</td>
<td>-5.3%</td>
<td>20</td>
<td>-2.0%</td>
<td>-5.5%</td>
</tr>
<tr>
<td>COMPOS</td>
<td>24</td>
<td>23</td>
<td>-1.6%</td>
<td>23</td>
<td>-0.3%</td>
<td>22</td>
<td>-7.5%</td>
<td>21</td>
<td>-1.4%</td>
<td>-10.5%</td>
</tr>
<tr>
<td>DEV ED</td>
<td>24</td>
<td>25</td>
<td>1.7%</td>
<td>20</td>
<td>-18.8%</td>
<td>19</td>
<td>-4.8%</td>
<td>17</td>
<td>-9.9%</td>
<td>-29.1%</td>
</tr>
<tr>
<td>LANG</td>
<td>14</td>
<td>16</td>
<td>16.0%</td>
<td>15</td>
<td>-7.6%</td>
<td>18</td>
<td>22.5%</td>
<td>14</td>
<td>-21.9%</td>
<td>2.6%</td>
</tr>
<tr>
<td>LIT</td>
<td>18</td>
<td>20</td>
<td>9.8%</td>
<td>19</td>
<td>-2.6%</td>
<td>19</td>
<td>0.3%</td>
<td>18</td>
<td>-7.4%</td>
<td>-0.6%</td>
</tr>
<tr>
<td>SP-COM</td>
<td>23</td>
<td>23</td>
<td>-0.3%</td>
<td>22</td>
<td>-2.4%</td>
<td>22</td>
<td>-2.7%</td>
<td>23</td>
<td>4.7%</td>
<td>-0.8%</td>
</tr>
</tbody>
</table>

(1) concurrent and cross-listed classes are combined in the primary class with data adjustments; all students are counted, but the primary course is the only one listed in the attached appendix

(2) data were captured using the CENSUS freeze date from Iro_Socad

(3) average class size is obtained by adding all registrations in the course, and then dividing that by the number of classes offered

(4) average excludes courses numbered -93 (cooperative education) and -99 (directed studies)
2. Average Class Fill Rate by Subgroup

Table E. Average Class Fill Rate by Subgroup\(^{(1)(2)(3)(4)(5)}\)

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>100PLUS</td>
<td>103</td>
<td>104</td>
<td>0.6%</td>
<td>105</td>
<td>1.2%</td>
<td>98</td>
<td>-6.9%</td>
<td>98</td>
<td>-0.3%</td>
<td>-5.5%</td>
</tr>
<tr>
<td>COMPOS</td>
<td>101</td>
<td>101</td>
<td>0.1%</td>
<td>101</td>
<td>-0.3%</td>
<td>95</td>
<td>-6.1%</td>
<td>92</td>
<td>-2.2%</td>
<td>-8.4%</td>
</tr>
<tr>
<td>DEV ED</td>
<td>98</td>
<td>103</td>
<td>4.9%</td>
<td>90</td>
<td>-12.8%</td>
<td>90</td>
<td>0.8%</td>
<td>93</td>
<td>2.8%</td>
<td>-5.3%</td>
</tr>
<tr>
<td>LANG</td>
<td>56</td>
<td>65</td>
<td>16.0%</td>
<td>60</td>
<td>-8.0%</td>
<td>73</td>
<td>22.4%</td>
<td>65</td>
<td>-10.9%</td>
<td>16.3%</td>
</tr>
<tr>
<td>LIT</td>
<td>91</td>
<td>99</td>
<td>9.8%</td>
<td>97</td>
<td>-2.6%</td>
<td>97</td>
<td>0.3%</td>
<td>90</td>
<td>-7.4%</td>
<td>-0.6%</td>
</tr>
<tr>
<td>SP-COM</td>
<td>95</td>
<td>96</td>
<td>1.4%</td>
<td>95</td>
<td>-0.6%</td>
<td>93</td>
<td>-3.0%</td>
<td>97</td>
<td>4.6%</td>
<td>2.3%</td>
</tr>
</tbody>
</table>

(1) concurrent and cross-listed classes are combined in the primary class with data adjustments; all students are counted, but the primary course is the only one listed in the attached appendix

(2) data were captured using the CENSUS freeze date from Iro_Socad

(3) weighted average of all class sections in an alpha/number; i.e., a course with two sections counts twice as much as a course with one section

(4) data are in percent, and are the average of Percent fill or "fill ratio" for the class (ratio between the registrations in the class and the maximum enrollment allowable in the class), multiplied by 100. ratios computed after adjusting for associated classes.

(5) average excludes courses numbered -93 (cooperative education) and -99 (directed studies)
Table E. Average Class Fill Rate by Subgroup

<table>
<thead>
<tr>
<th>Year</th>
<th>Avg. Fill Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
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<td>2008-2009</td>
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<td>2009-2010</td>
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</tr>
<tr>
<td>2010-2011</td>
<td></td>
</tr>
<tr>
<td>2011-2012</td>
<td></td>
</tr>
</tbody>
</table>

Legend:
- 100PLUS
- COMPOS
- DEV ED
- LANG
- LIT
- SP-COM
3. Percent of Classes Taught by Faculty and Lecturers

Table F. Percent of Classes Taught by Faculty and Lecturers by Subgroup (5 year average)\(^{(1)}\)\(^{(2)}\)

<table>
<thead>
<tr>
<th>Sub Group</th>
<th>Type</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>100PLUS</td>
<td>Faculty</td>
<td>79%</td>
</tr>
<tr>
<td></td>
<td>Lecturer</td>
<td>21%</td>
</tr>
<tr>
<td>COMPOS</td>
<td>Faculty</td>
<td>36%</td>
</tr>
<tr>
<td></td>
<td>Lecturer</td>
<td>64%</td>
</tr>
<tr>
<td>DEV ED</td>
<td>Faculty</td>
<td>45%</td>
</tr>
<tr>
<td></td>
<td>Lecturer</td>
<td>55%</td>
</tr>
<tr>
<td>LANG</td>
<td>Faculty</td>
<td>37%</td>
</tr>
<tr>
<td></td>
<td>Lecturer</td>
<td>63%</td>
</tr>
<tr>
<td>LIT</td>
<td>Faculty</td>
<td>86%</td>
</tr>
<tr>
<td></td>
<td>Lecturer</td>
<td>14%</td>
</tr>
<tr>
<td>SP-COM</td>
<td>Faculty</td>
<td>36%</td>
</tr>
<tr>
<td></td>
<td>Lecturer</td>
<td>64%</td>
</tr>
</tbody>
</table>

\(^{(1)}\) concurrent and cross-listed classes are combined in the primary class with data adjustments; all students are counted, but the primary course is the only one listed in the attached appendix for secondary classes.

\(^{(2)}\) data were captured using the CENSUS freeze date from Iro_Socad, and unfrozen data from Instructional_Assignment which contains all instructor assignments for scheduled offerings of a course (subject) for the academic period or faculty contract time frame.
Table F. Percent of Classes Taught by Faculty and Lecturers by Subgroup (5 year average)

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Faculty</th>
<th>Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>100PLUS</td>
<td>36%</td>
<td>21%</td>
</tr>
<tr>
<td>COMPOS</td>
<td>45%</td>
<td>55%</td>
</tr>
<tr>
<td>DEV ED</td>
<td>37%</td>
<td>63%</td>
</tr>
<tr>
<td>LANG</td>
<td>36%</td>
<td>64%</td>
</tr>
<tr>
<td>LIT</td>
<td>86%</td>
<td>14%</td>
</tr>
<tr>
<td>SP-COM</td>
<td>36%</td>
<td>64%</td>
</tr>
</tbody>
</table>

Annual Department Report for 2011-2012
Analysis of efficiency indicators

Yearly Change and Five-Year Trends

Class Size
For AY 2011 -2012, average class size over the last five years, with the exception of languages, has decreased slightly. The actual percentage change ranged from -0.6% (Literature) to -29.1% (Developmental). However, in yearly changes, Speech/Communication increased by 4.7%, which may be indicative of demand. The five-year gains or losses may also reflect changes in policies tied to teaching practices.

100Plus courses for AY 2011 – 2012:  Journ 205, a WI elective, usually does not fill. Journ 285V is also an elective with a pre- or co-requisite of enrollment in Journ 205. This newspaper production course is a necessary one for campus life, but has a relatively low enrollment. Eng 199/299 is an elective for students who produce the literary magazine and also has low enrollment. 100Plus writing (Eng 204A and Eng 209) and literature teachers were encouraged not to give capacity overrides and keep class size manageable for writing courses.

Composition and Developmental Education courses: In 2009, the policy to cap Eng 100 to 23 seats and developmental writing and remedial courses to 20 seats lowered class size. In the past, Eng 22 enrollment was as high as 26 seats and those Eng 100 classes with no in-class computers had 25 seats available.

Average Class Fill rates at the 80 to 90 percent fill rate indicate that there is a demand for the courses. Language Arts courses that “count” for the AA degree enjoy a higher fill rate than a language course, for example, which is an elective course.

Faculty/Lecturer Teaching
Language Arts relies heavily on lecturers to teach its courses. Our only language full-time position is in Hawaiian; lecturers teach Japanese and Spanish. There are 1.5 positions in Speech; however, the full-time tenure track faculty member remains on sick leave. For 2011 – 2012, there were 6 positions in English. The 100Plus and Literature groupings have specialty courses and are usually taught by full-time faculty. Two faculty members made the transition from ETC to the English department; after training leave and sick leave considerations, we hope to increase the percentage of faculty teaching, especially in remedial and developmental courses.

But for Eng 100 courses the ratio of faculty-taught to lecturer-taught classes is very high: the ratio for the five-year average is 36% to 64%. Lecturers offer the department flexibility in scheduling courses throughout the day and night and on-line, as well as a variety of teaching styles. Yet the trade-off may be inconsistency in promoting the Windward philosophy of teaching as well as nurturing students. Over the last five years, lecturers have taught 19 of 25 sections; 14 of 22 sections; 12 of 24 sections; 15 of 26 sections; and last year, 23 of 34 sections. For Eng 100 courses alone, there is enough work for one more composition position.

Speech: With the full-time speech faculty member on sick leave, lecturers are also carrying nearly two-thirds of the classes at 64% compared with 36 percent for faculty. A half-time person is coordinating the speech lab, teaching classes, monitoring equipment use, and assisting in the scheduling of courses.
Effectiveness.

1. Success Rate by Subgroup

Table G. Average Success Rate by Subgroup\(^{(1)}\)(\(^{(2)}\))(\(^{(3)}\))

<table>
<thead>
<tr>
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<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>100PLUS</td>
<td>93%</td>
<td>85%</td>
<td>-9.1%</td>
<td>78%</td>
<td>-7.7%</td>
<td>79%</td>
<td>1.1%</td>
<td>91%</td>
<td>14.8%</td>
<td>-2.5%</td>
</tr>
<tr>
<td>COMPOS</td>
<td>59%</td>
<td>56%</td>
<td>-4.8%</td>
<td>51%</td>
<td>-8.6%</td>
<td>50%</td>
<td>-1.0%</td>
<td>54%</td>
<td>7.9%</td>
<td>-7.1%</td>
</tr>
<tr>
<td>DEV ED</td>
<td>43%</td>
<td>41%</td>
<td>-5.3%</td>
<td>52%</td>
<td>28.1%</td>
<td>49%</td>
<td>-7.0%</td>
<td>62%</td>
<td>27.7%</td>
<td>44.1%</td>
</tr>
<tr>
<td>LANG</td>
<td>78%</td>
<td>82%</td>
<td>4.9%</td>
<td>79%</td>
<td>-3.5%</td>
<td>83%</td>
<td>4.6%</td>
<td>81%</td>
<td>-1.7%</td>
<td>4.2%</td>
</tr>
<tr>
<td>LIT</td>
<td>83%</td>
<td>78%</td>
<td>-6.5%</td>
<td>80%</td>
<td>3.4%</td>
<td>71%</td>
<td>-12.4%</td>
<td>73%</td>
<td>4.2%</td>
<td>-11.7%</td>
</tr>
<tr>
<td>SP-COM</td>
<td>79%</td>
<td>82%</td>
<td>3.7%</td>
<td>79%</td>
<td>-3.4%</td>
<td>83%</td>
<td>5.0%</td>
<td>81%</td>
<td>-3.0%</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

\(^{(1)}\) concurrent and cross-listed classes are combined in the primary class with data adjustments; all students are counted, but the primary course is the only one listed in the attached appendix

\(^{(2)}\) data were captured using the CENSUS and EOS freeze dates from Iro_Regs and the CENSUS freeze date from Iro_Socad

\(^{(3)}\) success is the number of students who completed the course with an A, B, C, CR, or L divided by the number of students enrolled at CENSUS (who had not withdrawn)
Analysis of effectiveness indicators

Yearly Change
The average success rate from last year increased in several areas, with the most significant percentage change — 27.7%—in Developmental Education. Other increases were noted in 100Plus (14.8%), Composition (7.9%), and Literature (4.2%).

Five-Year Trends
The most dramatic increase in average success rates over five years is in Developmental Education, with a 44.1% gain overall. Other gains were made in Language (4.2%) and Speech-Communication (2.9%). Decreases were noted in Literature (-11.7%), Composition (-7.1%) and 100Plus (-2.5%).

It was encouraging to see the average success rate rise in Developmental Education, which may be due, in part, to the increase in support services and innovative approaches to helping students succeed in these courses. However, although the yearly figure for Composition shows slight improvement over last year, the five-year trend for composition (Eng 100) is still down by -7.1% — at 54% as the average success rate compared with 59% five years ago.

As was pointed out in last year’s annual report, although more Eng 100 classes are available, more students are enrolled, and more SSHs are generated, these “success” indicators of Eng 100 students is still not where we would like it to be. However, an assessment done by the language arts department in 2010-2011 showed that 87 percent of the students who took the final in-class essay exam scored satisfactorily on the total of the three outcomes.

Eng 100 is a “gatekeeper” course — the only course required for both the AA degree and the bachelor’s degree in the UH system — and a prerequisite for other courses. Students either place into it through the COMPASS test or they move up from a developmental course. However, just because they may place into the course doesn’t mean they’re necessarily prepared to do the work.

As pointed out in last year’s annual report, one reason could be the practice of urging that students take Eng 100 as early as possible. The transition from high school to college is a rough one, and many students may not be prepared for the rigor of Eng 100. Another reason might be that the college currently depends heavily on lecturers to teach these courses. While lecturers offer flexibility and variety, there may be a cost. Differences in teaching philosophy, course content, teaching methods, and grading will arise. Lecturers frequently teach at other schools and some may have a limited presence on campus for student consultations. Their part-time status limits them in staff development or service on committees to advance the mission of the college or department goals.

Stated again, for Eng 100 courses the ratio of faculty-taught to lecturer-taught classes is very high: for last year it was 32% to 68%; the ratio for the five-year average is 36.64% to 63.36%. Over-reliance on lecturers to teach Eng 100 may be at the expense of student achievement.

There may be other reasons. One practical step would be to find out why some students who qualify for Eng 100 have difficulty with the course. Are there any patterns we can identify? What kind of support would be most cost-effective? Do we need to examine the accuracy of the census data? Further research into the factors affecting success rates is warranted.
B. Evidence of Quality Within the Department

The Language Arts faculty members are not only dedicated educators, but also talented professionals involved in a wide range of campus and community service. For example, Janine Oshiro received the prestigious Elliott Cades Award for Literature, had her first book of poetry published, and organized the well-attended “Out Loud in the Library” event in the new library. Robert Barclay serves as advisor to both the award-winning Rain Bird journal and the WCC Film Club and helps produce PSAs for campus campaigns such as Domestic Violence Awareness.

Lance Uyeda is WCC’s Community College Leadership Champion for 2012-2013 and serves as Phi Theta Kappa advisor. Jean Shibuya has led numerous campus and systemwide workshops and helped mentor junior faculty in course redesign. Kalani Meinecke is the coordinator of New Zealand Maori educational delegations with whom WCC HWST students participated in cultural exchanges and have established a sister college relationship. Mary Segura and Leslie Lyum have provided valuable support to students from many disciplines in the Writing Lab. MJ Lewis continues to coordinate the Speech Lab to benefit all students on campus. In journalism, Ka ‘Ohana received another first place national award under the guidance of Libby Young, and the student editor was named a winner of a prestigious Society of Professional Journalists internship. The WCC Star Poets project also formed the basis for a Honolulu Theatre for Youth production, “Poetry Fever,” that toured the state and was seen by thousands of public and private school students.

Robert Barclay

Campus/ System Service
* Serving as Chair of the Writing Advisory Board
* Served as Editor for accreditation self-study
* Served as Chair of Hiring Committee for Dean of Division 1
* Language Arts representative on the Foundations Board, including system wide meetings.
* Served on ad hoc Assigned Time Committee
* Serving as advisor to the Film Club at WCC
* Served as Advisor to Rain Bird
* Working with the Common Book program, helping to select the next book
* Multiple letters of recommendation and evaluation
* Conducted assessment of English 271
* English Discipline Meetings, to improve writing classes with portfolios
* Broadened teaching to include English 8
* Created English 100/22 ALP course
* Panel Presentation on Closing the Loop as part of Wo Day
* Am a faculty mentor
* Planned sabbatical project
* Gave presentation on writing at the Summer WAC

Community Service
* Served as judge for Star Poets
* Conducted readings and workshops at Voyager Charter School
* Created Winterfest video for Voyager Charter School
* Volleyball Coach
* Volunteer work for Friends of the Library, Hawaii Bookmobile
* Coordinated to bring author Chris McKinney to the Paliku Arts Festival
* Presentation on mythology at the Hawaii Book and Music Festival
Annual Department Report for 2011-2012

Mary Jane Lewis
Served on Accreditation Standard I B sub-committee on Improving Institutional Effectiveness
Coordinated activities and supervised student help in The Speech Lab
Represented the Speech Lab in the coordination of activities in the Library Learning Commons
Received a certificate from the University of Hawaii at Manoa Outreach College in Summer of 2011 for:
  a) Social Media Marketing: Developing an Effective Strategy
  b) Producing the Documentary
Attended the Hawaii National Great Teachers Seminar - August 2011
Received a Writing Intensive Certificate 2012
Served as a judge for Hawaii History Day - April 2012
Am listed in Who's Who in America 2012

Leslie Lyum
Accomplishments: the major accomplishment for me this academic year has been to get myself healthy enough to return to teaching. In the fall semester, I spent four months providing support and assistance in the Writing Center. This offered me insights to the student population as well as to instructors’ expectations with regard to their students and Writing Center support. This past spring, I taught one section of English 08 and one section of English 18 and continued to provide support in the Writing Center.

In light of my extended absence, I could not provide substantive input to the Accreditation Self Study Standard IIB except to offer information or documentation of some of the issues and events related to the Employment Training Center. I authored a section regarding “shared governance at the ETC” which was not included in the report.

I find that my community involvement of late speaks more of my imminent retirement than of my professional work; hence these activities may not seem relevant to my teaching duties.

Goals: if anyone were interested in my 40+ years of experience in remedial education, I would be delighted to share, because I still find teaching rewarding and energizing. In light of the dearth of ESL instruction here at WCC, I could offer workshops in “Pronouncing American English” (not the same as Speech classes), vocabulary-building workshops, idioms and aphorisms, and critical self reflection as well as time management and goal setting strategies and the “language of math.” Also, the entire premise and operation of the Writing Center should be restructured.

Fred Kalani Meinecke
Campus Service

* Videography for St. Judes Hospital.
* Produced Domestic Violence PSA.

**Professional Development**
* Hawaii Society of Writing Professionals, meeting regularly
* Monthly meetings with current and retired Manoa English faculty
* Member of the Hawaii Book Publisher’s Association
* Attended Accelerated Learning Conference
* Created English 100/22 ALP course
* Published work of short fiction in Don’t Look Back: Hawaiian Myths Made New, from Watermark Publishing
* Have taken online tutorials on academic software, including InDesign, Photoshop, Compressor, Soundtrack Pro, Final Cut, IDVD, and Motion.
Coordinated for eCafe Course Evaluation (until April 2012) for Language Arts Department
Coordinator for Hawaiian, Japanese and Spanish language offerings
Member, WCC Mission, Vision, and Core Values Committee
Member, WCC International Education Committee
Convenor, committee on development of Certificate of Achievement in International Studies
Chair, WCC Hawaiian Studies Advisory Committee
Co-coordinator, WCC Hawaiian Studies program development
Member, WCC Hawaiian, Asian, and Pacific Issues (HAP) Board
Member, WCC Division 1, Division Personnel Committee
Planner and coordinator: Cultural/Educational Field Excursion to the Island of Maui for HAW 202 students, March 28 - 1 April, 2012
Member, WCC Library Learning Commons ad hoc Grand Opening Event planning committee
Planned, coordinated, and led the official WCC delegation to Te Whare Wananga o Awanuiarangi, WCC's sister school in Whakatane, New Zealand, upon invitation, to attend and represent WCC and Hawai‘i upon the occasion of the recovery and formal rededication of the ancestral meeting house for all Mataatua tribes in the Bay of Plenty, North Island. It was a singular honor as the only educational institution of higher learning in the State of Hawai‘i to be invited.

Professional Development
Attended every professional development opportunity on campus (presentations, workshops) except when prevented by illness. In addition, I continue to pursue a better application of assessment techniques for the assessment required of faculty.

Community Service
Consultant: Hawaiian Legacy Series, Hawaiian film documentary production, Honolulu
Consultant to Royal Hawaiian Band, City and County of Honolulu
Planner and Coordinator for hosting visiting New Zealand Maori educational delegations with whom our WCC HWST students participated in cultural exchanges:
1. Toimairangi Art Institute students who exhibited at the Mata‘i‘i Exhibit, Gallery 'Iolani, September 2011
2. Ngaruawawhia High School students and faculty with whom our WCC faculty and students participated in the symposium, "Endangered Indigenous Languages," December 2011
3. Tawa College students, April 2012

Future Projects
I will continue to teach a full load of courses in Fall 2012
I plan to develop a new course, as HUM 296V, Special Topics in HWST: "Defining Excellence in Hawaiian Performance," Spring 2013
I will continue to work closely with WCC Head Librarian, Nancy Heu, in expanding the Hawaiian Collection of the new Library Learning Commons

Janine Oshiro
System, Campus, and Department Activities
Am serving as Wo Learning Champion. I attended meetings at CC campuses and organized Wo Innovations in Learning Day (March 2, 2012) with Jamie Boyd.
Began service on the LGBTIE Commission in Fall 2011 and will continue next year.
Served as the LA representative on the CCAAC.
Volunteered at the Silent Auction at Hoolaulea, Oct. 1, 2011.
Served on the hiring committee for the Vet Tech and Director positions, and I am currently serving on the second hiring committee for the same position. I also served as the chair for the Ready, Set, Grow Coordinator hiring committee.

Gave a poetry workshop at the Paliku Arts Festival on March 31, 2012.

Organized Out Loud in the Library, April 19, 2012. Approximately 45 people attended. Was awarded $1000 to improve the WCC Library’s Read Collection.

Wrote the report for remedial and developmental reading and writing courses AY 2010-2011.

Worked with colleagues to apply for Dev. Ed. funds to support curriculum development for integrated and accelerated reading and writing courses.

Met with remedial/developmental teachers on April 27, 2012 to get more feedback on the Dev. Ed. Report for next year. We also discussed an enforced attendance policy for remedial/developmental courses, English Language Learners, and meeting to share best practices at least once a semester starting in Fall 2012.

Worked with campus representatives from LCC and HCC to align remedial and developmental course SLOs and Compass scores. I have been in contact with faculty from LCC to find out how they are making reading courses a prerequisite for ENG100. This is an issue I would like to pursue next year.

**Professional Development**

Attended the Accelerated Learning Conference at Kapiolani CC on Sept. 9, 2011.


Attended the Gear Up Writing Summit to discuss high school-college alignment on April 20, 2012. In Spring 2012, I took SPED621 Language Arts Strategies—Mild to Moderate Disabilities at UHM. I completed a case study intervention on spelling and fluency with a student in ENG 19.

**Community Activities**

Served as judge for the Science Olympiad at WCC on Feb. 11, 2012. Gave a poetry reading at Fordham University in New York on Nov. 9, 2011; New York University on Nov. 11, 2011; and Portland State University on Nov. 14, 2011.

Read poems at M.I.A. Literary Series at Fresh Cafe on Nov. 17, 2011 and April 16, 2012.

Received the 2011 Elliot Cades Award for Literature and read poems at the Book and Music Festival on May 5, 2012.

Served as the judge of the Honolulu Weekly’s poetry contest in December 2011.

Served as poetry judge for The Hawaii Review’s Ian MacMillan Award, Spring 2012.

Served as judge for Portland State University’s Tom and Phyllis Burnam Graduate Poetry Award, Spring 2012.

**Mary B. Segura**

**Campus Service**

Staffed the Writing Center for eighteen hours each week during Fall Semester 2011

Staffed the Writing Center for nine hours each week during Spring Semester 2012

Served as co-Chair for Accreditation Sub-Standard IIA

Served as a member of an Academic Grievance Committee

Served as senator of the Windward Community College Faculty Senate for the Language Arts Department

Served as a member of Windward Community College Faculty Senate’s Policies and Procedures Committee

Participated in Ka Piko Learning Center planning meetings

**Professional Development**

Enrolled in and completed a class at the University of Hawaii – Manoa English 605, Theory and Practice of Teaching Composition
Community Service
Served as representative for sub-district three for Neighborhood Board No. 25 Mililani/Waipio/Melemanu

Goals for 2012 - 2013
Draft and propose the addition of English 200, Composition II
Draft and propose an Academic Subject Certificate in Writing

Jean Shibuya
Campus and System Service
1. In August 2011, co-directed with Lance Uyeda a two-day “Learning to Learn” workshop for faculty who would teach freshman-cohort students. Faculty focused on incorporating study skills and success strategies as they taught their disciplines.
2. Served as Chair of the Language Arts Department.
3. Recruited all English and Speech lecturers and scheduled all English and Speech courses. Made class visitations to all new English lecturers and two speech lecturers.
4. Served on the 2011 Summer-Fall task force on creating Student Learning Outcomes for General Education at Windward Community College.
   Was a member of the sub-committee on student learning outcomes and reviewed every curriculum course proposal before it went before the Credit Curriculum and Academic Affairs Committee.
   Served on the governance sub-committee which in Spring 2012 revised the policy on assessment of governance.
7. Served on the 2011 Summer-Fall task force on creating Student Learning Outcomes for General Education at Windward Community College.
8. Served on the task force on creating Student Learning Outcomes for the Associate in Arts degree at Windward Community College.
9. As an IEC member, assisted with workshops to inform faculty on procedures for assessment of Gen Ed SLOs and AA degree SLOs.
10. Helped coordinate funding and logistics for the 2012 Writing Across the Curriculum Summer Institute held at WCC. Recruited WCC faculty.
11. Taught Eng 22/Eng 100 as an Accelerated Learning Program package in Fall 2011. One of my goals for the year was to attend the conference to learn new teaching strategies, revise my Eng 22 course, and teach the pilot course.
12. Prepared materials and gave a workshop with Kay Beach on preparing faculty contract renewal dossiers at the March 2, 2011 Wo Wild Day.
14. Represented the department on the Planning and Budget Council and wrote budget requests for the department.
15. Coordinated the revision of Eng 22 and Eng 100 course names and catalog descriptions.
16. Represented the department at three meetings of the Castle High School Redesign efforts.

Professional Development
2. Attended the September 9, 2011 Conference on Accelerated Learning at Kapiolani CC.
3. Attended the conference on Accelerated Learning at WCC on October 27 and 28, 2011.
4. Attended the “Smart Thinking” online meeting on April 12, 2011.

Community Service
2. Attended the Hawaii Department of Education Common Core Standards meetings on April 20, 2011 and will meet with Kahuku and Kahaleo High Schools English teachers in the coming year.

**Lance Uyeda**  
**Department, Campus, and System Service**

1. In August 2011, I co-directed a two-day professional development workshop with Jean Shibuya called “Learning to Learn.” The workshop was designed for faculty who teach in first-year student cohort groups, who teach introductory courses, or who have a general interest in student success issues and strategies. Major aspects of the workshop included 1) instructors’ investigation of their own teaching practices and 2) the development of study skill development/student success strategies to be implemented in the fall.

2. I continued to meet with participating faculty around once a month during AY 2011-2012.

3. I also did multiple time-intensive Laulima consultations with some of the less computer-savvy faculty.

4. Was selected as Windward Community College’s “Community College Leadership Champion” for AY 2012-2013.

5. Chaired the chancellor’s ad-hoc committee to create a policy on “policy formation” for the college.

6. Joined the chancellor’s ad-hoc committee to consider implementation options for the newly accepted policy on chartered groups.

7. Served as the Language Arts representative to the Master Planning and Space Allocation Committee.

8. Am serving as Language Arts/Humanities (PAU 32) representative to UHPA.

9. Served on the Standard IIB accreditation subcommittee, which is focused on the institution’s student services.

10. Served on the CCAAC’s Curriculum Policies subcommittee. This subcommittee assessed and revised the process and procedures that will guide course additions and modifications once the system-wide curriculum central database is fully functional on our campus.

11. Participated in the semi-annual TRiO SSS group session that selects grant aid recipients.

12. Co-chaired the Windward Ho’olaule’a silent auction committee.

13. Served on Achieving the Dream (AtD) working group.

14. Served as one of three readers of COMPASS exam challenge essays.

15. Participated in English discipline groups focused on creating portfolio rubrics and revising ENG 100 and ENG 22 course names and catalog descriptions.


17. Worked with colleagues to apply for Dev. Ed. funds to support curriculum development for integrated and accelerated reading and writing courses.


19. In May-June 2012, I co-facilitated the eleven-day, system-wide Writing Across the Curriculum+ Summer Institute, which was held at WCC. WAC+ focuses on preparing teachers to integrate a significant degree of writing pedagogy into their courses, whether or not they will be formally designated as writing intensive (WI). Participants are introduced to content and guided through activities that provide a framework in which they might, among other things, 1) better differentiate their writing assignments, 2) refine and revise individual assignments and semester-long assignment “arcs,” 3) redesign their assessment tools and procedures, and 4) integrate backwards design and self reflection into their teaching practices.

**Professional Development**

1. In summer 2011, I attended the Pacific Region Learning Summit held at LCC. I implemented course changes based on PRLS attendance in ENG 209 in fall 2011.
2. In summer 2011, I attended the Real World Academics (RWA) institute held at WCC. I continued to meet and plan with my RWA group during fall 2011 and spring 2012. I implemented course changes based on my RWA attendance in ENG 100 in fall 2011 and spring 2012.

3. Attended the Accelerated Learning Conference at Kapiolani CC on 9/9/11.
5. Participated in a meeting with the Castle High Redesign team on 12/20/11
6. Attended a “Smart Thinking” training on 4/12/12.
7. Attended DOE Hawaii Common Core Standards meeting on 4/20/12 and agreed to meet in AY 2012-2013 with Castle and Kalaheo High School teachers I met there.

Service to the campus and to students
1. Served as a pro bono consultant to the student services division as it drafted proposals for two Talent Search grants—one to serve high school and intermediate school students on the windward side of the island, and another to serve students in Honolulu proper. Together, these two grant proposals are worth $5M. Both proposals were fully funded in summer 2011.
2. Consulted with Talent Search director and staff on student database, on using google docs, creating email listservs, and various other computing-related issues.
3. Read TRiO SSS students’ scholarship statements of purpose and provided them with feedback.
4. Ran fall and spring TRiO SSS tutor training.
5. Offered personal statement and research paper writing workshops for TRiO SSS students.
6. Offered personal statement writing workshop for pre-social work students over Winter Break.
7. Ran personal statement workshop for TRiO Upward Bound Saturday Seminar and later provided Upward Bound director with essay-writing materials.
8. Gave welcome presentations to incoming students during Frosh Camp.

Community Service
1. Mentored/advised two lecturers who were about to teach English 209 for the first time. Held regular meetings throughout AY 2011-2012.
2. I am Windward CC’s Phi Theta Kappa advisor and led the recruitment/planning for two campus blood drives and supervised other PTK activities.
3. Served as a History Day regular and run-off judge at the Mililani regional and at the state finals.
4. Co-facilitated the “make-it/do-it” event at the state Science Olympiad.
5. Volunteered for two student research projects on the human lifecycle (FAMR students).
7. Gave a reading at the M.I.A. Literary Series at Fresh Cafe on 10/20/11

Libby Young
• Journalism – Ka ‘Ohana received another national “first place” award from the American Scholastic Press Association for community college newspapers. Returned from fall 2011 sabbatical with fresh ideas to improve both Jour 205 and Jour 285V.
• WCC student Manjari Fergusson received a prestigious Society of Professional Journalists 10-week, paid summer internship at Alexander & Baldwin in corporate communications.
• Creative writing/ Star Poets project – Helped coordinate the annual statewide 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 with a $7,500 grant from the Hawaii Council for the Humanities and a partnership with the Honolulu Theatre for Youth.
  HTY’s season included a production of “Poetry Fever,” featuring poems from the last ten years of Star Poets winners. The production ran both fall 2011 and spring 2012 and toured the neighbor
islands. Publicity promoted WCC as a campus that values good writing and creative thinking. Also conducted workshops for teachers at Hawaii Council of Teachers of English conference in Fall 2011.
• Member of the WCC Marketing Committee
• Adult Learners team leader with Carla Rogers on Title III project
• Member of Financial Resources subcommittee for WCC accreditation.
• Community/campus service – Helping to coordinate the annual Windward Ho‘olaule‘a, a partnership between WCC and the Kaneohe Business Group. Wrote the City and County $10,000 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.
• Professional development and mentoring – Attended workshops on the future of media and education in the state.
C. Evidence of Student Learning

The current date available from the College’s Institutional Research office is success rates by subgroup Table I, Appendix B). The data suggest that Eng100-Plus and Languages courses have healthy cumulative achievement rates in the 80 to 90 percent range. Literature and Speech courses average achievement rates in the moderate 70 percentile range.

According to the definition provided by Institutional Research, the “success rates” for Developmental English are rising, and the “success rates” for Composition (Eng 100) increased by 7.9% compared to last year but is still lower than it was five years ago. The results for these two groups have been discussed previously.

However, as noted earlier, a course level assessment of 17 sections of English 100 in spring 2011 showed that 87% of the student papers scored satisfactorily on three outcomes.

In other areas, such as student publications, both the Rain Bird literary magazine and Ka ‘Ohana, the student newspaper, have received national awards from the American Scholastic Press Association for quality. Two WCC journalism students won prestigious internships through the Hawaii chapter of the Society of Professional Journalists this past year.

D. Resource Sufficiency.

The Language Arts department can continue operations with the increased annual budget that the Office of the Vice Chancellor for Academic Affairs provided in fall 2012 to fund more hours in the Writing Lab, Speech Lab, student help, and supplies and equipment. However, the department will submit five budget requests to the Planning and Budget Council for (in priority order):

1) Resubmitted request for a 1.0 FTE, tenure-track instructor in English. This instructor will be expected to teach all levels of composition and literature courses and will be expected to supplant some lecturers who teach Eng 100, a problem course in terms of student success rates;

2) Request for a 1.0 FTE, tenure-track instructor in Speech. This instructor will be expected to teach the range of Speech and Communication courses and assist in support of the Speech Lab. It will also address the imbalance of relying heavily on lecturers.

3) Request for classroom furniture and equipment for the Language Arts department move to the soon-to-be renovated library building (to be renamed Hale Manaleo).

4) Request for computer equipment for 21 student stations in one Manaleo computer lab. (A second lab could be equipped with iMac computers moved from Palanakila 124.)

5) Request for furniture and equipment for 10 faculty offices and a gang office for six lecturers in Hale Manaleo.

- **Resubmitted request for 1.0 English instructor** - To prepare students for success in higher education and a global workforce, they must have a solid foundation in reading and writing skills. The department regards this position as critical in that it supports all four of the college’s General
Education outcomes: Communication, Information Literacy, Critical Thinking and Creativity, and Global and Cultural Awareness. It also is directly tied to helping the college achieve its Strategic Goals of increasing graduation rates and addressing the needs of underserved students. English 100 is the only course that is required for both students seeking an Associate in Arts degree and a bachelor’s degree. It is considered fundamental to student academic and workplace success and is a prerequisite for all writing intensive courses. The challenge for the department has been to maintain academic rigor so students can be successful in future courses while also helping students who need extensive remedial and developmental help.

As discussed earlier, demand for Eng 100 has risen, by 31 percent over last year, and by 36 percent over the past five years. Class fill for Eng 100 is always high, especially during prime day times and even in the late afternoons and evenings. Yet student success rates have been declining. Perhaps it is the short-term nature of the appointments or the limited availability of some lecturers for instruction, guidance, or advising.

In a relatively small college, the demands for non-teaching responsibilities are heavy. A glance at the non-teaching activities of the Language Arts English faculty, activities that are necessary to make campus programs and projects work, will show an impressive and time-consuming array of activities. We have had to rely heavily on lecturers, but as full-time positions open up at other campuses, we are always in danger of losing the best teachers. And while we have been mostly lucky so far in finding good people, continuous recruitment and overseeing lecturers are a distraction. Even our junior faculty are called upon to mentor and oversee lecturers while these juniors should be involved in their own development as teachers. And when there are classroom problems, the three senior faculty must make class visits to monitor, document, and counsel.

A full-time English instructor would teach five courses in the fall and four courses in the spring, thus lessening the reliance on lecturers. Because our English faculty are generalists, this instructor will also teach developmental and literature courses. But the real payoff to the college is that the instructor will be on campus full-time and we can afford to invest in that person by providing professional development activities, mentoring, and a role in reaching long-term goals of the college.

With the college’s enrollment growth, the demand for English and speech courses has continued to rise. However, for the past few years, the Department has had to rely on an increasing number of lecturers. This imbalance is cause for concern since lecturers must travel between campuses and can’t provide the continuity of service or involvement in campus mission. Other full-time Language Arts faculty members are stretched thin with committee and other campus assignments.

• Request for a 1.0 Speech instructor – The demand for speech and communication classes continues to grow with the college’s increase in enrollment. The number of classes and SSH’s grew by 33% and the average class fill rate was 97%. However, like Eng 100, the ratio of faculty to lecturers is high with 64% of the classes being taught by lecturers and only 36% by a half-time faculty person. The ratio in speech is roughly one-third full-time faculty to two-thirds lecturers but the current full-time faculty member is on extended sick leave.

The ability to communicate clearly and effectively is considered a vital skill for anyone who aspires to succeed in college, in the workplace and through lifelong learning. WCC has emphasized this importance by making speech a WCC graduation requirement that spans all disciplines and acknowledged as vital to student success.

In order to graduate from Windward Community College with an AA degree in Liberal Arts or the new AA in Hawaiian Studies, 3 credits of Oral Communications (OC) is required, which includes SP
Skills related to speech and communication are high on the list of General Education and AA Degree student learning outcomes. What’s more, speech and communication focus on building practical life skills that can benefit students, whether they choose to pursue a bachelor’s degree or not.

As stated earlier, the assessment data shows, with the college’s enrollment growth, the demand for speech courses has continued to rise. Course demand indicators for class sections have increased by 33.3% with comparable increases in seat enrollment and student semester hours. The average class fill rate for last year was 97%.

The College of Arts and Science at UH-Manoa has a graduation requirement (Focus) of Oral Communications-a one upper-division, 300 or 400-level course. Therefore, the Speech 100 or 200 level courses would be used as a lower-division elective or preparation for the upper division course. UH-Manoa’s Shidler College of Business has an undergraduate admissions requirement in their pre-business core for either SP 151 or SP 251. UH-West Oahu has a graduation requirement of one Focus course for Oral Communications. The only speech course that meets that requirement is SP 151.

WCC students are encouraged to choose a writing intensive speech class, as 4-year degrees at UHM require a total of 5 WI courses (3 can be lower division, 2 must be upper division). Meeting the WCC Oral Communications requirement by taking a WI Speech course makes sense to students who plan to transfer to UHM. At WCC, students from all disciplines can take advantage of additional coaching in the Speech Lab, which has moved from Hale Palanakila to the new Library Learning Commons. Data shows increased traffic since this move, especially with new extended hours for late afternoon and evening.

• Request for Hale Manaleo classroom furniture and equipment – Preparing the newly renovated building for use in Fall 2013 is a high priority as enrollment continues to grow and more space is needed for faculty and staff. Being able to occupy the building will open up much-needed classrooms across campus. It will also add one conference room that can be used by anyone at WCC.

• Request for Hale Manaleo computer equipment for lab - The additional computer labs will support what instructors say is an integral part of their teaching practices that will benefit student learning and success. Language arts instruction is a highly individualized, nuanced and analytical process as teachers attempt to “diagnose” where students are at any point in the process. Having the additional fully equipped computer labs will give teachers the ability to “coach” students on the spot, help them with research questions, provide access to computer-based exercises and other software that help students apply principles learning in class, and increase interaction with other students in class.

• Request for Hale Manaleo faculty office furniture - Some Language Arts teachers are currently doubling up in makeshift areas while they await completion of the building. The department is looking forward to the move after years of being housed in other buildings. Having department faculty share a building will encourage a regular exchange of ideas involving classroom strategies and successful pedagogy.

The department’s requests will promote the following system and college priorities and goals:

**UH Strategic Outcome #1:**
To position the University of Hawaii as one of the world’s foremost indigenous serving universities by supporting the access and success of Native Hawaiians.

**Community College System Action Outcome:**
1.3 Increase the number and percent of Native Hawaiian students who, if assigned to a developmental intervention, successfully complete that sequence and move on to college-level instruction.
1.4 Increase by 6-9% per year (805 by 2015), the number of Native Hawaiian students who successfully progress and graduate, or transfer to baccalaureate institutions, while maintaining the percentage of transfers who achieve a first year GPA of 2.0 or higher at the transfer institution.

Windward Community College Action Outcomes:
1.3 Increase the number of Native Hawaiians that complete developmental reading (from 3 to 31), writing (from 12 to 33), and math (from 29 to 51) classes to between 83% and 86% by 2015.
1.4 Increase the number of full-time Native Hawaiian students (from 25 to 37) who complete at least 20 credits in the first academic year with a GPA of 2.0 or higher, and the number of part-time Native Hawaiian students (12 to 18) who complete at least 10 credits in the first academic semester with a GPA of 2.0 or higher by %% per year.

UH Strategic Outcome #2:
To increase the educational capital of the state by increasing the participation and completion of students, particularly Native Hawaiian, low-income students and those from underserved areas.

Community College System Action Outcome:
2.3 Increase the number and percent (to 80%) of students who, if assigned to a developmental intervention, enroll in and successfully complete that sequence and move on to degree applicable instruction and increase CCSSEE Active and Collaborative Learning Benchmark.
2.4 Increase by 3% the number of students who successfully progress and graduate (4,181 by 2015), or transfer to baccalureate institutions, while maintaining the percentage of transfers who achieve a first-year GPA of 2.0 or higher at the transfer institution.

Windward Community College Action Outcome:
2.3 Increase the number of students that complete developmental reading (from 7 to 55), writing (35 to 102), and math (105 to 178) classes by 84% by 2015.
2.4 Increase the number of full-time students (from 91 to 134) who complete at least 20 credits in the first academic year with a GPA of 2.0 or higher, and the number of part-time entering students (47 to 69) who complete at least 10 credits in the first academic semester with a GPA of 2.0 or higher by 5% per year.

UH Strategic Outcome #4:
Address critical workplace shortages and prepare students (undergraduate, graduate, and professional) for effective engagement and leadership in a global environment.

Community College System Action Outcome:
4.6 Increase CCSSE Support for Learners Benchmark.

Windward Community College Action Outcome:
4.9: Increase CCSSE Support for Learners Benchmark to 80% by 2015.

This request is grounded in the recommendation of the America Association for University Professors that colleges work towards the benchmark of limiting reliance of non-tenure track faculty to no more than 25 percent of the total institution within any given department and the National Council of Teachers of English policy statements on a) class size and teacher workload for college teachers and on b) expectations of adjunct faculty.

UH Strategic Outcome #5:
Resources and Stewardship – To acquire, allocate and manage public and private revenue streams and exercise exemplary stewardship over all the University’s resources for a sustainable future.

Community College System Action Outcome:
5.2 Build and/or acquire appropriate facilities to deliver educational programs and services in underserved regions of the State, and identify repairs and maintenance requirements to properly maintain facilities.
5.4 Promote sustainability by making more efficient use of existing resources. 

Windward Community College Action Outcomes:
5.4 Renovate, repair and maintain all College facilities to meet or surpass established standards for health and safety, handicapped access, energy-efficient climate control and lighting, functionality, and aesthetics.
E. Recommendations for improving outcomes.

The Language Arts department has had extensive discussions at its meetings on ways to improve outcomes for students and courses as reflected in the IR data and in our own assessments. Our recommendations include:

**Recommendation 1**: Fund full-time positions for English and Speech to bring more faculty stability and productivity to these important, high demand areas. As we do more long-term planning for course redesign, working with feeder high schools on Common Core Standards, continuing assessment of general education courses and curriculum development and handling the demands of campus committee work, we need the commitment of full-time faculty who can devote their time and energy to WCC rather than being split among several campuses as lecturers are compelled to do.

**Recommendation 2**: Conduct further analysis to determine the best combination of interventions to help students succeed. Can we connect with other campuses to find out what is working for them? Do we need more WCC data on which to base decisions? Some of the following were suggested in last year’s annual report:

A. Are there differences in the backgrounds of these students compared to those who succeed? Are they younger/older, male/female, come from particular high schools, first time (new)/continuing, etc.?
2. Of the students who need to take the Developmental Courses, what is the profile of those who do not succeed? What happens to these students? What happens to those who do move on to Eng 100?
3. Do unsuccessful students withdraw, or obtain a D/N/F grade? At what date do they withdraw or disappear? Why do some students who qualify for Eng 100 have difficulty with the course? What kind of support would be most cost-effective? Is it the accuracy of the Compass placement test or lack of student preparation? Further research into the factors affecting success rates is warranted.

B. A related recommendation would be to discuss college policies that would improve the accuracy of the census data on which IR reports are based. This is especially important in courses such as Eng 100 where students may enroll but never attend, or disappear after a few weeks but don’t withdraw and remain on the rolls to be counted as part of the census. One approach used by some other campuses is to purge students who haven’t attended after the first week or have counselors make follow-up phone calls to students who don’t attend a class for a period of time. This is in addition to whatever follow-up contact the teacher has made. WCC used to have a first-day drop policy, but we’re uncertain as to why that was changed. We understand there may be financial aid implications for students and other ramifications, so more analysis by administrators and faculty would be needed.

**Recommendation 3**: Improve the services, visibility and even space in the Writing Lab, currently housed in a small office in the Library Learning Commons. The department is in the process of hiring a graduate student in English to add more hours to the lab and wants to talk further with faculty at other UH community colleges — particularly Leeward CC — to explore ways to make WCC’s Writing Lab more robust and helpful to students and faculty. This is in addition to encouraging students to use other resources such as SmartThinking and other tutoring.

**Recommendation 4**: Furnish and equip the Language Arts/Manaleo building to add computer labs to better support student learning and bring faculty together in a space that encourages sharing of effective classroom strategies for student success.
Recommendation 5: Work more directly with Windward feeder high schools on aligning their course objectives to meet Common Core Standards with the expectations of WCC courses. Windward Community College and WCC Language Arts department has just been awarded an $8,940 Core to College Alignment grant from the Hawaii P-20 office and GEAR UP Hawaii to sponsor a spring 2013 workshop involving our Windward district intermediate and high school language arts teachers.

Part IV. Student Learning Outcome Assessment

A. Courses on which assessment was completed this year:


B. Courses due to be assessed next year:

The following courses will be assessed in Fall 2012 according to the Communications rubric for General Education: Jour 205, Eng 209, Sp 181, Eng 271 and Jpns 101.

C. Assessment of courses from 2011-2012.

Sp 181: SLO 1: “Demonstrate improvement in listening skills through critical analysis of other students by avoiding listening problems and practicing guidelines for listening feedback.” Following a lecture on “helping” responses, students work with a partner and write out questions and responses. Then they role play with a partner and the instructor evaluates for correct responses. Instructor observed that all students were able to see the differences in responses and see ways they could apply them in their daily lives. The instructor decided to include a research element for the assignment to enhance learning about listening in specific contexts.

Eng 271: SLOs 1, 2, 3 and 4- Ranging from “using concepts and terminology particular to literary study to analyze and interpret imaginative literary works” to “exhibiting knowledge about selected writers and their characteristic themes and techniques.” Students provide their work in a portfolio, which serves as a capstone assessment for their achievement. Instructor will work with a language arts subcommittee to develop a rubric for portfolios that could be applied to literature courses.

Jour 205: SLO 2 – “Identify basic journalistic concepts and principles, including news values, news and feature story structures and issues relating to communication law and ethics.”

In the spring 2012 semester, 19 students took the final comprehensive test and all passed. Of the 19, four earned A’s, eight earned B’s, six earned C’s and one earned a D.

• On the embedded question of listing five determinants of news values, 15 were able to name at least 4.
• On the specific question of differences between a feature profile and a straight news story, 14 were able to identify at least 3 differences; the rest received partial credit.
• On the question of explaining three defenses against libel and three ways to detect bias in a news story, 13 out of the 19 were able to answer correctly, but some answers were more complete than others. A few neglected to provide the examples or fuller explanation asked for.
• On the section that asked students to write a lead and second paragraph based on the most newsworthy elements, 12 students earned at least 10 out of 15 points.
Eighteen out of 19 students were able to accurately answer a majority of questions involving basic concepts for the course and passed the test with a “C” grade or better. However, for future semesters, the instructor plans to review more fully the complex legal terms involved with libel and bias and spend more time on deadline writing since that seems to be the most challenging for students.

Assessment of Course Student Learning Outcomes
### Identify the Course Student Learning Outcomes assessed this semester.

1. Use concepts and terminology particular to literary study to analyze and interpret imaginative literary works orally and in writing.
2. Respond to a work of literature as an expression of a culture’s values and compare those values with the student’s own.
3. Enjoy a more creative, enlightened, and fulfilled life through an appreciation of literature’s social, cultural, political, and philosophical significance.
4. Exhibit knowledge about selected writers and their characteristic themes and techniques.

### How do the above course SLOs align with the Associate of Arts or certificate program-level outcomes?

The concepts and analytical skills learned via SLO 1 above aligns with our AA degree Outcome 1: “Draw on knowledge from the liberal arts to succeed in upper division courses.” By extension, it also aligns with AA degree outcome 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,” as well as AA Degree Outcome 4: “Express ideas clearly and creatively in diverse ways through the fine and performing arts, speech and writing,” and AA Degree Outcome 8: “Develop skills that improve personal well-being and enhance professional potential.” The exposure to, and discussion of, cultural values as students engage SLO 2 above align with our AA Degree Outcome 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.”

An awareness of multiple values also assists with achievement of AA Degree Outcome 7: “Engage in civic activities with a sense of personal empowerment.” The ability to read and appreciate literature in SLO 3 above aligns with AA Degree Outcome 9: “Use knowledge and skills to maintain and improve mental and physical well-being,” as well as AA Degree Outcome 10: “Pursue lifelong learning.” Being knowledgeable about selected writers, and the themes embedded in their works, gained through achievement of SLO 4 above, aligns with AA Degree 1: “Draw on knowledge from the liberal arts to succeed in upper division courses.” Understanding literary techniques, and being able to employ them, also aligns SLO 4 with AA Degree Outcome 8: “Develop skills that improve personal well-being and enhance professional potential.”

### What skills or competencies are necessary for the student to perform the selected SLOs?

In order to perform these SLOs, students learn to read critically and take focused notes, with an eye for detail and relevance. These notes inform group discussions, where students learn to digest and synthesize the thinking of others with their own. Armed with critical knowledge from these discussions, students are prepared for the skill of process writing, which involves multiple drafts and peer and instructor feedback. Throughout the semester, the student compile, organize, and refine their work in a portfolio, which serves as a capstone assessment of their achievement.
What instructional methods or materials are used to prepare the students?

Students obtain works of literature and literary analysis. These works are analyzed in focused discussions and lectures facilitated by the instructor. Students also engage in directed writing assignments, which are reviewed by peers and the instructor prior to grading. Emphasis is placed upon continued revision, as students compile a portfolio of their work over the course of the semester.

What assessment task(s) or tools are being used to assess the outcomes? What are the criteria for success?

Three sections of English 271 were assessed via:

- End of the semester student self-evaluation, attached. On a scale of one to 5, criteria for success is that the student rated 4 or higher. Additionally, on written responses, success would be revealed via students revealing achievement of SLOs though a discussion of what they did well, where they improved, and where they believe they need more improvement. Lastly, on written responses, success will be revealed by positive comments outnumbering negative ones by no less than 80%.

What are the results of the assessment?

The assessment was adapted from an end-of-the-semester self-evaluation into a questionnaire. Questions one to four asked students to rate their achievement of each of the four SLOs on a scale of one to five. The mean response for SLO 1 was 4, and the means for SLOs 2, 3 and 4 were identical at 4.3 (see attached Outcome Achievements Scale). According to the above criteria for success, this is a satisfactory outcome. Students were also asked to provide short answers on five topics: what they did well, where they made the most improvement, what they still need to improve on, what they liked about the class, and what they disliked about the class. As an initial assessment of these questions, it was decided to judge the comments as either positive or negative (with respect to comments revealing achievement of the SLOs), with success based on having 80% of the responses be positive. This was a flawed analysis in some respects, particularly since the fifth question—What did you dislike about this class?—actually invites a negative response, as well as question three—In terms of writing or literary analysis, what do you still need to improve upon?—which in a lesser sense also might invite a negative response. Still, only four students out of the three sections had a negative response for question five, resulting in 77% of the responses judged as positive. And since the fifth question actually invited a negative response, it would be fair to remove those four results, which would result in 82% positive comments, thus creating a satisfactory outcome. A more nuanced reading of the written responses reveals that of the negative comments, most arising from what students perceive they need to improve upon, the most common issues of concern were grammar and punctuation, using sources, and developing main ideas or thesis statements. Otherwise, the majority of comments were positive with respect to topics that could be aligned to the SLOs.
### How will you use the results? What changes do you propose to improve student learning? When?

While the results indicate achievement of the SLOs for English 271, the minor flaws discussed above indicate that the assessment tools might be improved. A formal portfolio grading rubric is lacking, so creating one may assist in assessment. As the Department has a subcommittee currently working on a similar rubric for portfolios in English 100, we can transition to a discussion of doing the same for English 271 as well as our other literature offerings.

With respect to written responses, although grammar and punctuation issues do not directly align with any of the SLOs, the classes are also Writing Intensive (WI), and more attention can be given here. Using sources and main ideas or thesis statements are crucial to strong literary analysis, so these issues align directly with SLO 1. Although student success in these areas vastly outweighs any deficiencies, and both peer reviews and student/teacher conferences stress thesis statements and proper sourcing, it may be advantageous to provide more instruction and/or examples in class. Otherwise, all indications are that these classes excel in student achievement of SLOs.

### Will the changes require funding? How much will the changes cost?

No.

Submit this form to your department chair for inclusion in End-of-the-Year (EOY) department reports. *The results of the assessment are not used for promotion or tenure.*
Assessment of Course Student Learning Outcomes

COURSE ALPHA/NUMBER: SP 181 – Interpersonal Communication
Semester/Year: Spring 2012

Instructor: Mary Jane Lewis
Date Submitted to Department Chair: 11/06/12

Identify the Course Student Learning Outcomes assessed this semester.

1. Demonstrate improvement in listening skills through critical analysis of other students by avoiding listening problems and practicing guidelines for listening feedback.

How do the above course SLOs align with the Associate of Arts or certificate program-level outcomes?

The SP 181 Interpersonal Communication course is an introduction to basic principles of interaction of two or more people. The course develops skills that improve personal well-being and enhances professional potential (AA SLO # 9) in the work place (AA SLO # 7 & # 8). In the process, students learn to express ideas clearly (AA SLO # 4 & # 5) and use the knowledge and skills to maintain and improve mental and physical well-being (AA SLO # 10). Students also incorporate research and technology skills to access information from multiple sources (AA SLO # 3).

What skills or competencies are necessary for the student to perform the selected SLOs?

Students must be able to know the difference between hearing and listening and be able to identify internal, as well as external “noise” or distractions. They must know the difference between different responses in terms of the words used and understanding the differences when spoken. They need to be aware of how the different types of responses affect the speaker.

What instructional methods or materials are used to prepare the students?

In a lecture format, information is given that describes the difference between hearing, being an active listener and an empathetic listener. Different types of “helping” responses are explained with examples provided. Helping responses include asking questions, paraphrasing, reflective responses and offering a different perspective. These types of responses provide support to the speaker and are considered confirming. Alternative responses are making judgments and offering advice, such as telling someone what to do. Responses such as these send a disconfirming message, when the intention may be quite different. Students learn that advice can be “framed” as a question, so that the speaker has a choice, instead of being told directly what to do from the listener’s perspective.

What assessment task(s) or tools are being used to assess the outcomes? What are the criteria for success?

Students work with a partner. Each student is asked to think of a problem to tell their partner. The partner responds with each of the helping and alternative responses covered in the lecture. Students type the question and all of the responses. The students conduct a role play. One student begins by telling the problem and their partner responds using each of the helping, as well as alternative responses. They also “frame” the advice as a question. The student with a problem is asked which response works the best. Then the students change places in the role play and the other student states their problem. Their partner used all
of the responses, etc.

I watch the role play and pay particular attention to the non-verbal cues and the language being used. I can see on the typed paper how the responses were written and if they are correct.

What are the results of the assessment?

During the Spring 2012 semester, I was pleased to see that all students were able to quickly understand the differences between the responses and how it might affect the speaker explaining the problem. After the role play, students were asked to explain different responses they used in the past and how they might have been a better listener. Students were asked to apply the effective responses in their life, write about it and share it with the audience in a later class. From the applied examples from their life, I can see that they are slowly learning to apply the new listening skills with positive results. For this semester, the activity was not graded. And yet students were held to standards, such as the correct wording for the responses according to the guidelines and correct use of tone and non-verbal cues. The papers were returned and used as a study guide for the listening section in the Midterm. This section included a problem that was stated. On the left-hand side five different responses were listed. On the right-hand side, six different phrases were listed. Students were asked to match the response with the correct phrase. This section of the Midterm had a very high success rate of around 95%. There were 22 students that took the Midterm and 11 students received an A.

How will you use the results? What changes do you propose to improve student learning? When?

After the Spring 2012 semester, I decided to include a research element to the assignment to enhance their learning about listening in specific contexts and with different relational situations, such as a family, work, school and personal relationships. I will add a value of 100 points to the assignment.

Will the changes require funding? How much will the changes cost?

No.
Submit this form to your department chair for inclusion in End-of-the-Year (EOY) department reports and send a copy to Ellen Ishida-Babineau, IEC.

*The results of the assessment are not used for promotion or tenure.*
### Assessment of Course Student Learning Outcomes

<table>
<thead>
<tr>
<th>COURSE ALPHA/NUMBER: JOUR 205</th>
<th>Semester/Year: Spring 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor: Elizabeth Young</td>
<td>Date Submitted to Department Chair:</td>
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**Identify the Course Student Learning Outcomes assessed this semester.**

1) Analyze the quality of coverage in stories produced by the mass media and other students to become a more informed consumer of news.
2) Identify basic journalistic concepts and principles, including news values, news and feature story structures and issues relating to communication law and ethics.

**How do the above course SLOs align with the Associate of Arts or certificate program-level outcomes?**

To become a more informed consumer of news means a student can engage in civic activities with a sense of personal empowerment (#6 – AA degree outcome) and draw on knowledge to succeed in upper division courses (#1).

Identifying basic journalistic concepts and principles will not only help students to move into upper-division communication and journalism/writing courses (#1) but also lead to expressing ideas in diverse ways through professional writing (#4).

**What skills or competencies are necessary for the student to perform the selected SLOs?**

Students must be able, first, to distinguish fact from opinion, recognize bias and understand what constitutes news. They must then be able to apply this understanding to various types of stories – in their own writing and in editing the writing of others or in analyzing articles in newspapers and magazines. Finally, they need to demonstrate their grasp of these concepts on the final comprehensive test.

**What instructional methods or materials are used to prepare the students?**

During the semester, students gain practice in applying their knowledge and skills in interviewing, news judgment, and writing a variety of stories as well as using peer editing that calls on them to apply these principles to other students’ papers.

To prepare for the comprehensive final test, we spend two class sessions reviewing the basic terms and concepts as well as practicing deadline writing and applying some of the concepts. However, these terms and concepts are the same ones they have been applying all semester to their writing.
What assessment task(s) or tools are being used to assess the outcomes? What are the criteria for success?

In addition to the six articles of various genres (press release, short news, feature profile, timed deadline writing, hard news story and in-depth news or feature) that the students during the semester, they take a final test that assesses their understanding of some of the basic journalistic principles listed in SLO’s 1 and 2.

The test has 10 parts that cover the following: definition of news terms, news values, differences between a feature profile and straight news story, three defenses against libel, ways to detect bias in a story, applying Associated Press style rules, writing a short piece based on the most newsworthy facts, applying copy editing symbols, improving wordy sentences and using direct quotations correctly.

Each section is assigned points to total 100, and students are graded on a scale of: 90 – 100 =A; 80 – 89 =B; 70-79 =C; 60-69 =D and anything below 60 is an F.

What are the results of the assessment?

In the spring 2012 semester, 19 students took the final comprehensive test and all passed. Of the 19, four earned A’s, eight earned B’s, six earned C’s and one earned a D.

On the specific embedded questions of listing five determinants of news values, 15 were able to name at least 4.

On the specific question of differences between a feature profile and a straight news story, 14 were able to identify at least 3 differences; the rest received partial credit.

On the question of explaining three defenses against libel and three ways to detect bias in a news story, 13 out of the 19 were able to answer correctly, but some answers were more complete than others. A few neglected to provide the examples or fuller explanation asked for.

On the section that asked students to write a lead and second paragraph based on the most newsworthy elements, 12 students earned at least 10 out of 15 points.
### How will you use the results? What changes do you propose to improve student learning? When?

Overall, I was pleased to see that students seemed to grasp most of the basic concepts we were testing for. However, for future semesters, I want to make sure students understand some of the more complex legal terms enough to explain them. I also plan to spend more time on applying news judgment to deadline writing since that seems to be the most challenging for students.

### Will the changes require funding? How much will the changes cost?

No.

### Submit this form to your department chair for inclusion in End-of-the-Year (EOY) department reports and send a copy to Ellen Ishida-Babineau, IEC.

*The results of the assessment are not used for promotion or tenure.*
How will you use the results? What changes do you propose to improve student learning? When?

While the results indicate achievement of the SLOs for English 271, the minor flaws discussed above indicate that the assessment tools might be improved. A formal portfolio grading rubric is lacking, so creating one may assist in assessment. As the Department has a subcommittee currently working on a similar rubric for portfolios in English 100, we can transition to a discussion of doing the same for English 271 as well as our other literature offerings.

With respect to written responses, although grammar and punctuation issues do not directly align with any of the SLOs, the classes are also Writing Intensive (WI), and more attention can be given here. Using sources and main ideas or thesis statements are crucial to strong literary analysis, so these issues align directly with SLO 1. Although student success in these areas vastly outweighs any deficiencies, and both peer reviews and student/teacher conferences stress thesis statements and proper sourcing, it may be advantageous to provide more instruction and/or examples in class. Otherwise, all indications are that these classes excel in student achievement of SLOs.

Will the changes require funding? How much will the changes cost?

No.

Submit this form to your department chair for inclusion in End-of-the-Year (EOY) department reports.

The results of the assessment are not used for promotion or tenure.

IEC, March 2006
Revised April 7, 2006
Revised April 12, 2005
Part V. Curriculum Revision

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### Part VI. Departmental Action Plans and Budget Requests.

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Part VII. Appendices

Appendix A. Five-Year Summary Tables of Quantitative Indicators.

Appendix B. Remedial/ Developmental Education Report

APPENDIX B. (THIS IS A PARTIAL REPORT FROM JANINE OSHIRO ON REMEDIAL/DEVELOPMENTAL EDUCATION)

Remedial/ Developmental Education Demand
The demand for remedial and developmental writing courses continues to be high as indicated by the data. The number of students enrolled in any remedial/developmental course increased by 28.2% from AY 2010-11 to AY 2011-12. This is a significant increase from AY 2009-10 to AY 2010-11, when enrollment increased by 8.9%. This increase, along with anecdotal evidence from counselors and teachers, suggests that we must do more to meet the growing demand for remedial/developmental courses. The number of classes taught increased by 73.3% from AY 2010-11 to AY 2011-12. This number may, however, be less useful. A number of courses were divided into multiple course sections for accelerated courses and reserved freshmen course offerings. Data do not show the number of students who placed into the remedial/developmental level and the number who actually enrolled, which would provide a more accurate picture of how well we met the demand.

Data are not provided for the AtD cohort who placed and enrolled in remedial/developmental courses in 2011; however, the scoring rubric states that the number who enrolled and placed in a remedial/developmental course determines the Demand Call Health. The Demand Health Class is nonetheless “Unhealthy.”

Efficiency
The number of courses that were split into more than one section for accelerated courses and reserved freshmen course offerings affected the data. Average class size decreased by 21.4% from AY 2010-11 to AY 2011-12. The fill rate went from 100% to 91%. The number of low enrolled courses increased from 0 to 4. The program goal is to maintain an average class fill rate of 89%, so the fill rate is still acceptable.

The program goal is to have lecturers teach no more than 30% of program classes. The percentage of classes taught by regular discipline faculty decreased from 53% in AY 2010-11 to 31% in AY 2011-12. The percentage of classes taught by non-regular discipline faculty increased from 47% in AY 2010-11 to 69% in AY 2011-12. These percentages may reflect the increased demand and enrollment for remedial and developmental writing courses. Data for three years show an alarming trend and suggest the need for more regular discipline faculty. Developmental Education Report Notes

ALP and Integrated and Accelerated Reading and Writing Initiatives

In Spring 2012, Robert Barclay, Lance Uyeda, and Janine Oshiro received reassigned time to develop curriculum for one ALP ENG 22/100 and two sections of integrated and accelerated reading and writing ENG 18/19 and ENG 21/22. Reassigned time was funded by a UHCC Developmental Education Initiative grant.
Janine Oshiro and Lance Uyeda researched best practices in reading and writing instruction, including research by Katie Hearn and Jeanne Henry. Key features of new curriculum are critical and extensive reading practices integrated with writing, study skills, and self-monitoring and metacognitive strategies. Janine and Lance also met regularly, visited reading classes, and reviewed material from reading classes previously taken at UHM.

Robert Barclay researched the methods used at Baltimore Community College; new curriculum will focus on small group and individualized work, discussion of affective issues, and assignments based on life issues. Robert met regularly with Janine and Lance, who were teaching ALP ENG 22/100 sections in Spring 2012.

The instructors met with counselors to advertise the accelerated and integrated classes, created posters, and visited classes at the level below ENG 22 to make personal contact with prospective students.

The instructors also worked with IR to devise an assessment plan that will determine the success of the accelerated and integrated classes compared with the traditional sequence. IR will take into consideration Compass scores, completion of ENG 21, and previous failure in the targeted course. IR will also collect data on success in the next level. Data will be available starting Spring 2013.

Janine Oshiro and Lance Uyeda, who taught ALP ENG 22/100 in Spring 2012, have reservations about continuing the ALP at this point. Both instructors noted that one key feature of Peter Adams’s model is that the ENG 100 students positively influence the ENG 22 students; however, both instructors may have had particularly weak ENG 100 sections, so this benefit was lost. Instructors also expressed concern that students are not prepared for taking on two writing classes, given their limited academic preparation and family and work obligations. WCC Language Arts faculty look forward to reviewing data from other campuses who have more experience with the ALP model.
Windward Community College  
Departmental Equipment Replacement List  
For Program Reviews and Support for Equipment Funds

**Date Prepared:** 10/1/2012  
**Department:** Language Arts

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