I. Approval Criteria

**YES** 1. Foundations requirement is established as a general education requirement of the campus’ associate of arts and/or bachelor’s degree.
Comment:

**YES** 2. Foundations hallmarks (FW, FS, FG) are the criteria used to approve courses as F designated.
Comment:

3. There is appropriate campus support including
**YES** a. adequate numbers of courses to meet student needs.
Comment:

**YES** b. adequate support to manage the Foundations program
Comment:

**YES** c. adequate budget for expenses related to the Foundations Board
Comment:

**YES** 4. There is an appropriate course designation and course renewal procedures.
Comment: Procedures for proposal and renewal are listed on the Foundations Board website:
YES 5. There is an appropriate assessment of student learning outcomes and the use of the assessment results to improve educational effectiveness.

Comment: In all Foundations course renewals for AY 2012—13, the Board expected to see the assessment data of how the Foundations course was assessing the Foundations Hallmarks. When only vague assessment data was presented, the Board tabled the renewal and sent it back to the lead instructor for more data. It thus became an established practice that all Foundations courses undergoing renewal should present an explanation of how the course SLOs were aligned to the Foundations Hallmarks so that anytime that course SLOs were assessed, the Foundations Hallmarks were simultaneously assessed.

In February 2013, the Board developed matrices (see below) for each Foundations designation that aligns Foundations Hallmarks to course SLOs for lead instructors to fill out in any Foundations proposal or renewal. Furthermore, the Board expected any assessment results to be discussed in the renewal, and if the assessment benchmarks were not met, what will be done in the future to increase educational effectiveness and student success.

### Foundation: Written Communication (FW)

<table>
<thead>
<tr>
<th>FW Hallmarks</th>
<th>Course</th>
<th>Alpha/Number SLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduce students to different forms of college-level writing, including, but not limited to, academic discourse, and guide them in writing for different purposes and audiences.</td>
<td>2. Provide students with guided practice of writing processes—planning, drafting, critiquing, revising, &amp; editing—making effective use of written &amp; oral feedback from the faculty instructor and from peers.</td>
<td>3. Require at least 5000 words of finished prose—equivalent to approximately 20 typewritten/printed pages.</td>
</tr>
<tr>
<td>4. Help students develop information literacy by teaching search strategies, critical evaluation of information and sources, and effective selection of information for specific purposes and audiences; teach appropriate ways to incorporate such information, acknowledge sources and provide citations.</td>
<td>5. Help students read texts &amp; make use of a variety of sources in expressing their own ideas, perspectives, &amp;/or opinions in writing.</td>
<td></td>
</tr>
</tbody>
</table>

### Foundation: Global and Multicultural Perspectives (FG)

<table>
<thead>
<tr>
<th>FG Hallmarks</th>
<th>Course</th>
<th>Alpha/Number SLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provide students with a large-scale analysis of human development &amp; change over time.</td>
<td>2. Analyze the development of human societies &amp; their cultural traditions through time in different regions (including Africa, the Americas, Asia, Europe, and Oceania) &amp; using multiple perspectives.</td>
<td>3. Offer a broad, integrated analysis of cultural, economic, political, scientific, &amp;/or social development that recognizes the diversity of human societies &amp; their cultural traditions.</td>
</tr>
<tr>
<td>4. Examine processes of cross-cultural interaction &amp; exchange that have linked the world’s peoples through time while recognizing diversity.</td>
<td>5. Include at least one component on Hawaiian, Pacific, or Asian societies &amp; their cultural traditions.</td>
<td>6. Engage students in the study &amp; analysis of writings, narratives, tests, artifacts, &amp;/or practices that represent the perspectives of different societies &amp; cultural traditions.</td>
</tr>
</tbody>
</table>
YES  6. There is faculty training that is consistent with Foundations requirements.
Comment:  Discipline coordinators are responsible for ensuring that those in their discipline teaching Foundations courses are meeting the Foundations requirements. As part of the Foundations proposal and renewal process, instructors must explain how they ensure that those in their discipline are meeting the Foundations requirements. For example, in the Math Discipline, all instructors teaching FS courses submit, every semester, to the discipline coordinator, an explanation of how they meet the requirements by providing examples for each FS Hallmark.

II. Course Changes

7. List new course approved during current academic year.  **To date, no new courses have been submitted for approval.**  However, this will most likely change in the next couple weeks since two new courses, ANTH 151 and ICS 241 were just approved by the Curriculum Committee and both will be pursuing Foundations designation in FG and FS respectively.

8. List Foundations approved courses whose designation was terminated or changed:  **None.**

9. List any Foundations approved courses that were renewed.

<table>
<thead>
<tr>
<th>Foundations Designation</th>
<th>Subject</th>
<th>Course #</th>
<th>Begins</th>
<th>Ends</th>
</tr>
</thead>
<tbody>
<tr>
<td>FW</td>
<td>ENG</td>
<td>100</td>
<td>Fall 2003</td>
<td>Summer 2018</td>
</tr>
</tbody>
</table>
*The renewal for PHIL 110 (FS) was submitted in November 2012. The Board then tabled the renewal in order for the Discipline Coordinator to submit more detailed assessment data and specific examples of problems that students solve for a couple of the Hallmarks. The Board will extend the deadline for renewal of PHIL 110 to Fall 2013 since the Discipline Coordinator (and only full-time faculty member within the discipline) took a leave of absence and was unable to finish the required revisions to the renewal.

III. Other

10. Describe any significant issues regarding the Foundations process on your campus. Since Windward Community College is a small campus, the impact of new classes being designated as Foundations courses is a debated topic due to budget implications. For example, HIST 151, HIST 152, and REL 150 are the only FG-designated courses currently being offered. That, though, is about to change as a new course ANTH 151 will be applying for designation. However, prior to ANTH 151 being approved as a new course by the Curriculum Committee, the Curriculum Committee held off approval until the Humanities Department could review the course and discuss the impact of such a course being approved on the History and Religion disciplines. After much debate, and understanding that any new FG course will probably impact the amount of HIST 151, HIST 152, and REL 150 courses being offered (and thereby workload of faculty), the Humanities Department unanimously voted to support ANTH 151 for ideological reasons of it being beneficial for students. Furthermore, due to Common Course Numbering between the UH campuses, more courses currently offered at WCC (i.e., MUS 107 and GEOG 102) will need to apply for Foundations designation so that the courses are aligned with that of other campuses. As it stands currently, it remains to be seen what the budget implications of the increased number of Foundations courses being offered will be since student enrollment at Windward Community College is no longer increasing at the rate it was in the past few years.
11. Identify any issues for discussion for the Systemwide Foundations board.