WINDWARD COMMUNITY COLLEGE
INSTRUCTION OFFICE—ANNUAL ASSESSMENT AND PROGRAM REVIEW
2008-09
NOVEMBER 2009

I. Mission Statements:
   a. College: Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing culturally aware members of our community.
   b. Instruction Office: The Instruction Office provides leadership and support for achieving excellence in all aspect of the instructional effort of the College, and provides a positive, effective working environment for all employees.

II. Strategic Plan: Goals and Objectives
   The Instruction Office’s Annual Report and Program Review is part of the college’s Strategic Plan in which "it is the core process that allows the College to effectively meet the requirements of its mission. This process ensures that:
   - The goals and objectives of each unit of the University reflect the unit’s mission
   - Planning is complemented by systemic monitoring of progress towards achieving planned objectives
   - The collection of information about the achievement of goals and objectives is an ongoing activity designed to maximize the use of existing data
   - The information collected is used to improve programs and services

   UH Strategic Plan and Associated Documents.
   The Instruction Office annually chooses a set of strategic activities, goals and objectives that are specifically related to the Strategic Outcomes contained in the UHCC Strategic Plan and the associated WCC Strategic Plan, the College’s Mission, Vision, and Values Statement, or ACCJC recommendations/requirements. The Office’s goals and strategic activities have measurable outcomes, are assessed as to the effectiveness of the outcomes, and changes made as a result of the outcomes are reported.

   Departmental Reports
   This Instruction Office Report will also include the Annual Assessment and Program Review of the five academic departments. Executive summaries of those documents will appear in the body of this report; the complete documents will be included as Appendices A-E.

III. Instruction Office Goals and Objectives Report for 2008-09

In November, 2004, the Dean of Instruction set three Unit Goals:
• Increase faculty and staff satisfaction with the management of personnel-related matters
• Reduce curriculum-related errors in the printed catalog (and in the Banner catalog)
• Offer courses that provide for optimal enrollment

With the initiation of the GSIEC surveys we will have data to track faculty and staff satisfaction with the management of personnel-related matters, as well as keys to developing new processes to increase satisfaction.

We have not received any complaints about errors in the current 2009-11 catalog, and we are finding a significant reduction in changes required in the SoC.

Even with an increase of some 80 sections in 2009-10, it appears that we will still offer fewer than 10 low-enrolled courses, the lowest of any campus in the system.

Thus, the Unit has long since met these 2004 goals. What follows are reports of goals for 08-09 and a list of goals for 09-10.

1. **Establish an annual course schedule for 2009-10 and beyond**
   Completed and introduced for 2009-10. **Changes made:** Retention will be measured between fall and spring semesters to see if any improvements have been made that might be traced to the annual schedule. In January 2010, a satisfaction survey will ascertain faculty attitudes toward the annual schedule.

2. **Revise the annual report process to include appropriate goal-setting and discussion with Division Dean on setting annual goals**
   As of 1 October, Annual Reports received have all included at least two measurable goals for 2009-10. **Changes made:** measurable planning success will guide development of goals in 2010-11 reports.

3. **Assess a further 20% of our SLOs; add appropriate learning outcomes and assessment to instructional support.**
   A further 20% of courses have had SLOs assessed, according to the College’s midterm report to ACCJC. **Changes made:** Copies of the courses with SLO assessment completed, and those scheduled for assessment, will be sent to the Vice Chancellor for Academic Affairs at the beginning of each year.

4. **Organize Instruction area to address Strategic Plan**
   The original goal was to complete implementation strategies to address five of the eight Goal 4 Strategic Outcomes, and the remaining three next year. After meeting with the Chancellor’s staff in December, 2008, the Instruction Office revised its goal downward to three outcomes: 4.1, 4.3, and 4.4. **Changes made:**

   **Measurable Outcomes:**
   4.1 **Establish at least one career-focused degree, certificate, or career pathway per year:** established Certificate of Achievement in Veterinary Assisting; Certificate of Competence in Business Technology.
   4.3 **Expand the curriculum that prepares students for nursing, social work, IT, and other critical workforce shortage areas by adding at least one new course per year:** added CTE
classes in nursing; classes in Ag (192V), Animal Sci (142, 142L, 151, 151L, 190), Astronomy (180, 181), Business Tech (160, 191), Chemistry (272, 272L), Math (101).

4.4 Create Internships and Service Learning opportunities in the community with the successful completion of 180 students per year: enrolled 167 students in service learning, 17 in cooperative education, and 34 in CTE internships for a total of 208.

Changes made: Until we are confident that we have established a healthy, attainable set of benchmarks, we will continue to use the 08-09 benchmarks through 09-10.

5. **Continue to address the staffing issues in the Instruction Office.**
The request for a new clerical staff member was included in both the budget request for the second half of the current biennium, and for the next biennium. Obviously the current economic crisis and the freeze on hiring has delayed any further action. Changes made: a number of office functions that had formerly been done by hand have been converted to computer, including the recording of office hours, schedules, and syllabi. Some tasks have been put on hold or simply eliminated. A request has been made for a temporary hire. We will continue to seek an additional staff position in the supplementary and biennial budget requests.

6. **Continue process of enhancing communications across campus.**
The Vice Chancellor and Deans have met with several campus committees, departments, and individuals about pressing issues, and have used the internet to report to the entire campus and to ask for advice. A recent campus survey gave the Instruction Office reasonably high marks for communications. Changes made: as much as possible administrative staff will meet with other staff and faculty outside the Office of Instruction. VCAC has been expanded to include key faculty other than department chairs.

7. **Begin conversation on green and sustainable issues.**
The campus Ecology group morphed into the Ecology Action Team, and with student support, held a series of events in spring 2009. Discussions continue with a goal of establishing a sustainable certificate. Changes made: EAT will set a series of goals for 2009-10, including the establishment of a composting program and the beginning of a reuse program focused on reusable coffee cups.

8. **Begin campus conversation on building International program.**
That conversation has begun; it’s clear that there is widespread enthusiasm for building a program that would involve significant numbers of students. However, at this point progress has stalled somewhat due to both staffing and financial constraints. International program development will continue to be a goal, but the full faculty meetings and the resolution for direction as stated in the original goal will have to wait until 2009-10. Changes made: International education has been parceled out to the 7 CC campuses, and the CC Vice President’s office is recruiting for a coordinator for International Ed. WCC is clarifying plans for both increasing study abroad and exchange programs, and hosting intensive English training programs.
IV. Goals and Objectives, 2009-10

Goal 1: Refine Annual Schedule of Classes.
Addresses: Effectiveness Benchmark 19: Persistence of majors fall to spring.
The purpose of this goal is to use previous enrollment data and information from
student services personnel to create a schedule of classes that answers to both academic
integrity and student demands.
Measurable Outcomes: Reduction by 10% of the number of schedule changes
required in fall semester; increased retention rate (class changes fall 2008: 43 changes out
of 230 classes scheduled for 18.7% change rate; fall 2009 37/280 for 13.2%)
Changes made as a result:

Goal 2: Increase evening schedule of classes
Community College’s purpose is to serve the postsecondary educational needs of
individuals residing in the communities served by the College.”
The purpose of this goal is to respond to the apparent community demands that
surfaced in the SMS survey carried out in 2008-09. A significant number of respondents
expressed interest in taking evening classes from WCC.
Measurable Outcomes: At least two additional evening classes will be scheduled
for spring, 2010, and an additional two per semester in the 2010-2011 course schedule.
Enrollments will determine further expansion of the offerings.
Changes made as a result:

Goal 3: Increase Developmental Education Offerings in 2010-2011 Annual Schedule of
Classes
Addresses: Strategic Outcomes 1.3 and 2.3
The numbers of students who tested into Developmental Education classes for fall, 2009,
indicates that we must increase the numbers of sections available to serve them. Helping
students successfully complete developmental reading, writing, and math will also help
students persist into college level courses. Fall 2009 offers 4 additional developmental
English and 8 developmental math sections over fall 2008
Measurable outcomes: Add at least two more sections of the appropriate levels of
developmental education in the three disciplines; increase the numbers of completers to
address the goals set in Action Outcome 2.3.
Changes made as a result:

Goal 4: Experiment with Developmental Education Course Delivery Systems
Addresses: Strategic Outcome 2.3
To increase the number of Developmental Education completers the math and English
departments will develop new curriculum delivery techniques.
Measurable Outcomes: At least one new experimental section offered during
2009-2010; completion rate will exceed the average of the traditional completions.
Changes made as a result:
Goal 5: Double the number of DL offerings
Addresses: System Outcome 5.1; Windward CC mission statement
In 2009-10, WCC experimented with DL by developing and offering 6 new courses via the internet. Those classes filled well before the beginning of fall semester, indicating that an unmet demand is not being served. Our commitment to offer students “quality educational programs within their own communities” (Mission Statement) supports this initiative. Note: the online Chemistry 100L is the first online lab in the system.
Measurable Outcomes: At least 12 online classes offered each semester in the 2010-2011 course schedule, with healthy enrollments in all sections.
Changes made as a result:

Goal 6: Plan and identify funding for an International Student Program
Addresses: System outcome 4.5; Core value
International students are invaluable in providing our campus with a Global Perspective.
Measurable Outcomes: Establishment of an International programs office and at least one ESL class for international students; enrollment of first international students in fall, 2010.
Changes made as a result:

Goal 7: Continue to Address Staffing Issues in the Instruction Office
Addresses: CC outcome 5.1
The economic crisis, combined with normal attrition, has confronted Instruction with critical staffing shortages. The additional staff member requested in last year’s plan (and as part of last year’s budget) continues to be a high priority. (Instruction Office staff cope with increasing responsibilities for supporting increasing numbers of faulty (especially lecturers), oversee faculty searches, budgets, expenditures, governance processes, and other general faculty requirements, plus support the administrative functions of the office. The additional staff person who would have been assigned faculty and department chair support responsibilities is sorely missed. In addition, the Vice Chancellor’s administrative assistant, who has been on leave for a year and will retire effective December 30, must be replaced as soon as the Governor relaxes the prohibition on replacing civil servants. Finally, both interim dean positions must be filled by deans on permanent appointment.
Measurable Outcomes: More effective support of the Instructional function of the campus as measured by, among other things, a more satisfied response to the GSIEC survey.
Changes made as a result:

Goal 8: Institutionalize the Title III position of Instructional Developer and University Partners Coordinator
Addresses: CC outcome 5.1
Measurable Outcomes: Continued staff development in use of new teaching technologies and methods; more efficient online instruction; 1-2 new partnerships annually with other institutions to serve our students.
Changes made as a result:
IV. Analysis of Instruction Office Strengths and Weaknesses

The following analysis is based on recommendations following office meetings and information gleaned from the GSIEC survey of the Vice Chancellor and the Vice Chancellor’s office in fall, 2008.

Strengths:
In general, both insiders and outsiders agreed that the office staff encourage participation and encourage staff to participate in decision making. It is encouraging, too, that despite being short staffed all year most members and nonmembers appear to be satisfied that office staff get back to them in a timely manner. In general, it would be fair to say that most of our colleagues feel that we are doing a better than satisfactory job.

Weaknesses
Two clear weaknesses appear to be lack of widespread information about our processes in general, and lack of information about how to participate in decision-making. Several respondents indicated that they were unsure of our procedures, or that we haven’t made some decision-making procedures widely known. Others commented that they didn’t know about procedures for participating in decision-making.

Office staff have identified a sheer lack of staffing as the primary weakness in the office. Even though we have tried to move much paperwork and filing to electronic processes, we still cannot keep with either routine or unique requests. We have been unable to meet all of our deadlines; we have been unable to honor faculty, staff, and student requests for help; we have missed some operational responsibilities of this office (sometimes because of lack of time, sometimes because of lack of knowledge). We have not been able to communicate as thoroughly as we would like with all campus constituencies. Because of ongoing and new staff shortages in the 2009-10 AY, these difficulties will continue.

V. Resource Implications
Most of the Office’s goals can be met within current allocations. The cost of a new Office Assistant II would be about $28,000, with another $3,000 in supplies and furniture to support the person. The cost of retaining and institutionalizing the two Title three faculty would be approximately $91175 (.75/yr.) in 2010-11 and $121567 after that.

As an operational matter, the increase in students will require an increase in supply budgets across the campus. With the 20% increase in enrollments this year (09-10) we have proposed an increase of $14,000 (20% of about $70,000 in instructional supplies) in the supply budget for Instruction/Admin to allocate as necessary to the departments; a decision on that request for 09-10 has not yet been made. Meanwhile, we will propose a further increase next year dependent on whatever the enrollment increase turns out to be; a conservative estimate would be another 10%, or $8,400.

VI. Additional Reports
Attached are the Annual Reports for the College’s five academic departments. Appendix A includes the Planning and Budget Council Summary Sheets for the Instruction Office
and the five departments. Appendix B includes the full departmental annual reports, complete with data and planning information.
# Planning and Budget Council Summary Sheet

## Part I. General Information

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## Part II. Narrative - Description and Rationale (do not exceed space provided)

**Why is this request important? (what are the most important reasons for this request)**

Institutionalizing these two positions will allow the College to maintain momentum in improving learning effectiveness through appropriate faculty development and increasing opportunities for our students through collaborative programs with other colleges and universities.

**Descriptive Summary of the Request** (provide a summary of the resource request)

Hire University Partners person on operating funds: $41715 in 2010-11 (Oct. 1-June 30) and $55620 thereafter.
Hire Instructional Developer on operating funds: ($49460 in 2010-11 (Oct. 1-June 30) and $65947 thereafter.

**Rationale for Request** (how will the request benefit the unit, department, program or institution; alignment with Strategic Plan and other supporting documents, e.g., program review, annual assessments, department report, etc.)

Both positions are directly aligned with CC and WCC Strategic Outcomes 1, 2 and 4. The accomplishments to date from those two positions are outlined in the annual reports of the Title III program. We expect more effective instruction and online instruction to lead to better retention of both Native Hawaiian and other students. We expect the development of joint programs such as Vet Assisting/Vet Tech (with San Juan College) and the offering of upper division classes on campus by UH Manoa to result in better retention and more (and more successful) transfers.
### Part I. General Information

**Type of request:**  
- Health and safety  
- Program improvement  
- New program  
- Facilities, R&M  
- Other

**Resources requested:**  
- Positions: OA II  
- Equipment: supporting the position  
- Operating  
- Other  
- Other

**Alignment with Strategic Plan:** UHCC Strategic Outcome 5.1  
(i.e., Action Outcomes 2.1, 4.3)

**Date of request:** 11/3/9  
**Date required by:** 7/1/10  
**Start date:** 7/1/10

**Total Amount:** $31,000

### Part II. Narrative - Description and Rationale

**Why is this request important?** (what are the most important reasons for this request)

Current authorized staffing in the Instruction Office provides a full time secretary to each of the two Deans and the Vice Chancellor. No staff support is available to faculty or Department Chairs, and no staff member is available to act as receptionist for the Instruction Office.

### Part III. Evaluation

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### Descriptive Summary of the Request

The OAII requested will provide support for Dept. Chairs in preparing assessments, reports, and system requests; will provide faculty support in preparing grant requests and managing extramural budgets, and will act as receptionist for the Office of Instruction. This person will also be cross trained to step in for an unexpected vacancy in the instruction office.

### Rationale for Request

This position has been requested in the last two budget cycles. It is clear that the volume of work expected of Dept. Chairs and faculty in an era of assessment and accountability requires some staff support; otherwise faculty and faculty administrators are spending too much time on clerical tasks. The position will also provide much-needed redundancy in the Instruction Office. With the current reduced staff, several times a month this office has had to be closed because key staff people were on leave, sick, or otherwise out of the office at meetings.

The request fits both the Instruction Office Mission Statement and UHCC action outcome 5.1.
### Planning and Budget Council Summary Sheet

**Part I. General Information**

Unit, Department or Program: Instruction Office  
Date of request: 11/3/09  
Date required by: 7/1/10  
Start date: 7/1/10

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**Part II. Narrative - Description and Rationale (do not exceed space provided)**

**Why is this request important? (what are the most important reasons for this request)**

Instructional supply budgets are directly associated with numbers of students: the more students in a lab, the more lab supplies necessary; the more students in classrooms, the more paper necessary for tests, syllabi, etc. As our enrollments skyrocket, supply budgets must keep pace.

**Descriptive Summary of the Request (provide a summary of the resource request)**

The $8400 requested for 2010-11 assumes a 10% increase in enrollments for that period. 2008-09 supply budgets totalled about $70,000. With an increase of 205 in enrollment, a supply budget of $84,000 has been requested of 09-10. An additional $8400 would bring the total instructional supply budget to $92,400.

**Rationale for Request (how will the request benefit the unit, department, program or institution; alignment with Strategic Plan and other supporting documents, e.g., program review, annual assessments, department report, etc.)**

WCC Strategic Outcome 5.5 commits the College to equipping faculty with the supplies and equipment necessary for effective instruction. This is not a request for more supplies; it is a request for providing the same level of support for supplies as was available in 2007-08.