The following summary of Academic Affairs is divided into four parts:

1. Measurable Academic Affairs Goals and Objectives for 2009-10, and actions taken as a result of assessment.
2. Measurable Academic Affairs goals and objectives for 2010-11.
3. Evaluation of Academic Affairs strengths and weaknesses, and outline of action plan, as identified by reviews of Vet Assisting, Agriculture, the AA program, developmental reviews, the GSIEC reviews, and the Academic Affairs action plan.
4. Summary of projected resources needed by (1a) Academic Affairs administration, and (1b) academic departments.

Part I: Instruction Office Planning Goals

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: It is clear that many schedule changes will necessarily be made as a result of significant increases in enrollment. However, those changes (mainly addition of sections) were made in an orderly manner through the end of July and early August. Retention is only partially a result of the opportunity for better course planning. We think that the retention rate has been affected positively by the annual schedule.

Goal 2: Increase evening schedule of classes

Addresses: Mission, Vision, and Purpose of the College, esp. “Windward 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: Significantly more evening classes have been scheduled for fall and spring, 1010-11. Early fall 2010 enrollments suggest a 770 HC and 69% fill rate for evening classes. The evening schedule will continue to be judiciously expanded.

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: Student demand indicates that we must continue to expand developmental offerings.

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: College will continue to experiment with offering math classes in a math emporium model.
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: College will increase the number and options of classes offered online.

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: So far, the funding cuts have precluded the college from pursuing this goal to the conclusion of establishing an office.

Part II: Instruction Office Planning Goals

2010-11

Goal 1: Complete an ATP for AS in Natural Science

Addresses: UH System goal 4.3; WCC goals 4.1, 4.5, 4.8; President’s graduation initiative

The purpose of this goal is to improve the graduation and transfer rates of students who plan to major in a natural science discipline; KCC research indicates that the AS in NS is more appropriate for such students than an AA degree.

Measurable Outcomes: Initiate the degree by fall, 2012; over the next four years at least 25 students will earn an AS in NS.

Goal 2: Complete an ATP for AS in Veterinary Technology

Addresses: UH System goals 4.1, 4.3; WCC goals 4.1, 4.5, 4.6, 4.8; President’s graduation initiative

The purpose of this goal is to upgrade the current CA in Veterinary Assisting to an AS in Veterinary Technology, thus providing a higher level of training and an opportunity for a better-paying career for our graduates.

Measurable Outcomes: Initiate the degree by fall, 2012; graduate 6-15 students when degree is fully underway.

Goal 3: Complete an ATP for CA in Agripharmatech: Plant Biotechnology

Addresses: UH System goals 4.1, 4.3; WCC goals 4.1, 4.5, 4.6, 4.8; President’s graduation initiative

The purpose of this goal is to upgrade current ASC students to a full, BoR-approved Certificate of Achievement, thus significantly improving the graduates’ opportunities for obtaining careers in high-wage, high demand areas.

Measurable Outcomes: Initiate the certificate by fall, 2012; graduate 6-11 students annually when program is fully operational.

Goal 4: Complete an ATP for CA in Agripharmatech: Ethnopharmacognosy

Addresses: UH System goals 4.1, 4.3; WCC goals 4.1, 4.5, 4.6, 4.8; President’s graduation initiative

The purpose of this goal is to provide a higher level of training in high demand, high wage field, providing our graduates with the opportunity either to go directly to work in industry or transfer to baccalaureate programs at UH-M or elsewhere.

Measurable Outcomes: Initiate the degree by fall, 2012; when program is fully deployed graduate 6-11 students annually.

Goal 5: Establish priority lists for new faculty hires

Addresses: WCC goal 5.1

The purpose of this goal is to provide the college with a transparent, orderly process for assigning new faculty positions to disciplines as they become available.

Measurable Outcome: By spring 2011, a new faculty hire priority lists will be established through a transparent process that allowed all faculty an opportunity to provide input.
Goal 6: Improve retention, persistence, and pass (C or better) rate in developmental math and English.

Addresses: System goal 2.3; WCC goal 2.3

The purpose of this goal is to provide faculty with the opportunity to find ways to improve student performance in these historically “gatekeeper” courses. 

Measurable Outcome: By the 2012-13 academic year achievement rates in these key developmental areas will exceed the average rates across the system.

Goal 7: Improve student access to computer facilities, math and writing labs.

Addresses: CCSSE Surveys

The purpose of this goal is to address student concerns as expressed on the CCSSE surveys that the College provides inadequate access to help labs and computer facilities.

Measurable Outcomes: Significant improvement in student satisfaction with access to these three key areas.

Part III: Strengths and Weaknesses and Proposed Actions for Instruction

Note: this evaluation and response is taken from the GSIEC (Governance Subcommittee of the Institutional Effectiveness Committee) assessment of the Academic Affairs Unit

General comments regarding the responses to the leaders and governance structures perception

One positive feature of the survey is that more of the campus community, both internal and external to our office, are familiar with our operation and most people seem to be satisfied with our contribution to the campus. It is clear that both internal and external reviewers know that our effectiveness is hampered by severe lack of staffing and administrative turnover. With the administrative issues taken care of, we should be able to address the issues of proactive communication. Eventually, with adequate clerical staffing we should be able to address successfully the concerns about disseminating information in a timely manner. However, it must be remembered that without adequate clerical staff this office is often unable to address routine responsibilities, let alone address new initiatives mandated by outside agencies and continuous improvement plans developed internally.

Strengths revealed by the surveys.

Members are particularly satisfied with the office’s openness to new ideas. External members saw the office’s greatest strength as making known the procedures for working with the office. Members also expressed satisfaction in the office’s willingness to work collegially with the rest of the campus, and to work collegially within the office as well, holding meetings and communication results. Members overwhelmingly commented that the governance structure improved in accordance with last year’s self-assessment.

Weaknesses revealed by the surveys.

One significant weakness concerns planning/decision-making. Internal constituencies suggest that the office needs to do a better job letting people know how to participate in planning and decision making, while external constituencies are split on whether or not the office provides effective mechanisms for staff to provide input into the office decision-making.

Other assessment categories are difficult to judge, although some (procedures for working together on planning) seem to be important areas for concern. With only 10 respondents among non-members, and 15 among members, the assessments seem to be more useful as indicators rather than data to make policy on.

Summary of Proposed Actions from all Instructional Annual Reports:

Improved Marketing of Agriculture. A marketing program will be developed for implementation fall semester, 2011. Measurement of success will be improved enrollments in agriculture classes in 2012-13.

Development of new short-term (e.g., 15-21 credits) certificate programs in plant food technology and agriculture sustainability. Those programs should be fully developed by the end of fall, 2011 and ready for implementation during the 2011-12 academic year. Measurable outcomes will be number of students enrolled and, ultimately, number of completers employed. These programs have been identified as priorities for improving STEM programs (AA review), improving service to industry (AA and Ag reviews), and improving completion rates (AA review).

New Faculty hired for the Vet Tech AS program. The AS program is described in Goal 2 above and in the Vet Assisting Review. However, for the new program to be successful, as the report on Vet Assisting makes clear, two new faculty members must be hired (see resources needed below).

Finally, we will vigorously review and revise both the curriculum and the teaching and learning strategies in our three developmental areas to improve our student completion and success. Ultimately, as the resources needed below points out, the College will likely need to hire a math lab faculty director.

Part IV: Summary of resources needed by Academic Affairs and by Academic Departments:

The Academic Affairs Office will once again request that the position of Instructional Developer, funded for the last five years by the Title III Grant, but incorporated into the regular funding of campus programs. A PBC request for this position will be submitted for campus review

The Instructional Developer position has taken on increasing importance as the college moves increasingly into distance learning. Many of the tasks that normally would be handled by an Instructional Developer have fallen to one of the Academic Deans: providing a training program for DL instructors; working out a DL evaluation and assessment instrument; assuring DL student tutoring support and so on. In addition, as the college moves further into finding more effective teaching and learning strategies for improving retention and graduation, the ID will have an increasing responsibility for providing appropriate workshops and training sessions for faculty.

Instructional Developer: faculty position (11 mo.)
The academic Affairs office will also ask that a faculty support secretary be hired to provide support for department chairs and faculty in preparing papers, providing routine office tasks (f不容, mailing, copying etc.), preparing travel documents, managing budgets, managing and scheduling meetings, etc. The faculty support secretary would ideally be stationed in one of the academic buildings (Palanakila or Imiloa) near the faculty he/she would be supporting, and would report to the Vice Chancellor’s secretary.

Cost: $30,800 (11 mo.)

Academic Department needs have not yet been prioritized by the College’s Planning and Budget Council. Most of the requests are for supplies and equipment, and can be handled internally. Although WCC’s enrollments have all but doubled since spring 2008, general fund allocations for enrollment growth should be adequate to handle these increases. However, the increases have impacted our full time faculty significantly, since they are the people responsible for hiring and mentoring large numbers of new lecturers while at the same time trying to manage increasing scheduling, reporting, and student responsibilities. Because of the system’s focus on STEM, most of the positions are STEM-related.

The following includes three positions that will be state-funded if the PCRs are funded, one position that will be needed if the PCRs are funded, and several positions that are becoming critical because of new student enrollments:

Plant molecular biologist: $55,000

This position is key to the two CA programs in ethnopharmacognosy, which were approved by the system and the Board for submission to the legislature as a PCR. The new person will teach several of the new courses in botany and help manage the new programs.

Laboratory Technician: $45,000

This position, too, is part of the new CA programs, as well as a new certificate program in plant food development. Several new classes will require labs, and the lab tech will also be able to help out with the greenhouse a botanic gardens. The current lab tech is stretched beyond her the time to do the job across the entire department.

DVM Vet faculty: $88,000

This position will be central to the new AS program in Veterinary Technology. The DVM faculty member will teach many of the classes and be the program’s director. Besides teaching, his/her job will include shepherding the program through the AVMA accreditation program and taking the program online to help potential neighbor island students take advantage of it. Accreditation requirements insist that the program include one DVM.

ASVT Faculty member: $45,000

While not recommended for funding in the PCR process, this faculty member is also key to the soon-to-be-proposed program. This person will be in charge of teaching some professional classes and labs, and managing the internship program.

Math Lab faculty: $45,000

As it becomes increasingly clear that new approaches to teaching math through such tools as a math emporium will become necessary to improve student success rates, the math lab and a math emporium will have to be planned, managed, and staffed by a full time faculty member.

ICS faculty: $45,000

ICS enrollments have burgeoned with the new wave of enrollments. ICS is still being managed by one faculty member, aided by 4-5 lecturers each semester. The importance of developing new ICS programs as part of our STEM initiative argues for help in that area.

Psychology faculty: $45,000

Psychology is one of our key liberal arts departments. Psychology accounts for the most transfers to the UH-M. Psychology is currently staffed by one regular faculty member, a .5 faculty member, and 2-4 Lecturers teaching virtually a full load each semester.
Anthropology faculty  $45,000

WCC has offered the equivalent of a full load of anthropology classes (27 credits) annually, but has not had a full time faculty member to manage the curriculum, develop appropriate anthropology outcomes, put together a meaningful class schedule, and maintain professional relations with other institutions. This position has been requested over the last three budget cycles.

Painting and drawing faculty member:  $45,000

The Humanities faculty have requested a painting and drawing faculty member for the last six years at least, and formally for the last three. Enrollments in these studio courses, plus the use of lecturers to cover many studios, plus the centrality of studio arts to the College’s mission, argue that this position should be considered a priority.