Executive Summary

Instructional Executive Summary [edit]

Please provide a summary of Instruction at your college and significant actions on issues identified in the reports.

EXECUTIVE SUMMARY

The 2012-2013 AY was a very active one for Academic Affairs with curriculum development, General Education assessment, new and renovated buildings and personnel changes, particularly in Instruction. The unit continues to grapple with lack of funds for supplies and equipment (new, replacement, and maintenance), the vacancies created by retiring faculty and the need for additional instructional faculty for course offerings and programs. Developmental education and distance education are areas that need to be carefully reviewed.

Staffing

Instructional Units:
The Academic Affairs Office is fully staffed in that each administrator (Vice-Chancellor, Deans for Division I/Academic Support and Division II) now has his or her own secretary. An office assistant provides additional clerical support. With the hire of the VCAA’s secretary, the deans’ secretaries can now focus on their division needs.

Staffing in the instructional area is of concern. In all department reports, the number of lecturers (adjuncts) was greater than the full-time faculty. The increases in course offerings (both face to face and online) have required extensive hiring of lecturers. The ratio of FT/HT faculty to lecturers is approximately 5 to 3; in other words, 62% of instructional faculty members are lecturers. While the percentage may not appear alarming overall, the Natural Sciences department has an inordinate number of lecturers due to the addition of new programs.

Each instructional department has submitted Planning and Budget Committee (PBC) requests for additional faculty and staff to handle the increasing number of classes and labs.

Staffing recommendations, based on faculty-lecturer ratio, SSHs, PBC priority ratings, and programmatic needs, were submitted to the Chancellor and provided him with information to prioritize staffing needs. His priorities for this year were presented to the PBC at the October 25, 2013 meeting. This office strongly recommends that the vacant faculty positions be filled as soon as possible.

Academic Support Units:

As in the instructional units, staffing is of major concern in the academic support units, particularly in the Library. The new Library Commons provides more than adequate space for library operations; however, staffing is inadequate to operate the library effectively. Vacant positions need to be filled as soon as possible especially in the library, which is operating with numerous casual hires. In order to serve the web and digital needs of the students, faculty, and institution, additional staffing is needed in the library. Another vacancy in the Media and Duplication unit is in the process of being converted to an APT position so that the media specialist may provide faculty with instructional development services.

Assessment (http://iroppe.windward.hawaii.edu/assessment/index.jsp.)

General Education Learning Outcomes

Thus far, the assessment of WCC’s general education outcomes has progressed smoothly and efficiently. The creation of the online GenEd assessment website provides the IEC with the ability to record assessment data, departmental discussion of assessment results, and all-campus dialogues and institutional priorities, which may guide the Planning and Budget Committee (PBC) decisions. Two General Education outcomes have been assessed and discussed; the third outcome is currently being assessed and the fourth one will be assessed in the spring. By the end of fall 2014, all outcomes will have been assessed and assessment will then turn to course level assessment.

Facilities

Student enrollment increased steadily from 2006 (fall 2006: 1,781 students) to 2012 (fall 2012: 2,741). The increase in enrollment and the creation of several degree programs (CA in Agripharmatech, certificates in agriculture and business-related disciplines, CA in Veterinary Assisting/Technology, and AA in Hawaiian Studies) have created a classroom and office space crisis. Until the renovated Noeau (Social Studies) and La`akea (Language Arts) buildings are completed, instructors in both the Social Sciences and Language Arts will continue to teach and hold office hours in various buildings. Likewise, the Veterinary Assisting/Technology faculty offices are in a new building from program classrooms. The Hale Imiloa Vet Tech Annex will be completed soon and will provide additional classroom and storage space for the Vet Tech program.

The completion of the Hale A`o annex and renovation of the main Hale A`o building this semester have alleviated some of the limited office and classroom spaces.

However, these buildings are not sufficient to meet the needs of all the departments. The Business department lost its space when Noeau was vacated.
for renovations to convert it to the Social Sciences building. At this time, the Business (including ICS and Accounting) department faculty have offices in several locations and their computer classes are located in two buildings, Akoakoa and Palanakila. It is imperative that the new Master Plan include a building for Business faculty offices and classrooms.

New buildings also require office and classroom furniture, media and computer equipment. Recognizing this need, the Chancellor has earmarked summer school tuition monies starting from summer 2012 to summer 2014 to provide furniture and equipment for the renovated buildings.

**Supplies and Equipment**

Another outcome of increasing enrollment and course sections is the increase in basic supplies and equipment maintenance and replacement funding needs. The supplying and maintenance of science classrooms and labs (including equipment), and art studios such as ceramic, photography, and other fine arts courses have led to the discussion of student fees. Computing services and media technology are other units that require additional funding to meet the needs of this institution and students. For example, the Media Center’s annual base budget should be increased to fund an ongoing equipment replacement cycle.

**Distance Education**

The 2012-2013 ARPD data for Liberal Arts show that there were 86 courses taught (a 32% increase from the previous year) with a fill rate of 84% and 58% completion rate. This steady increase in DE offerings strongly underscores the responsibilities of the recently created Distance Education Committee. The committee needs to address important issues related to distance education such as ensuring the quality of instruction, providing assessment tools and conducting assessment, providing training for instructors and students, and improving the student completion rate. The Windward website for the committee is [http://windward.hawaii.edu/Committees/Distance_Education/](http://windward.hawaii.edu/Committees/Distance_Education/).

Windward has yet to extend distance education to the northwestern side of O‘ahu. However, conversations have begun again to reach out to this population. Curriculum in Veterinary Tech is being developed to extend this program to the neighbor islands.

**Developmental Education**

The ARPDs for Remedial/Developmental Writing and Mathematics rate their overall programs health as healthy. Remedial/Developmental Reading health calls in both Efficiency and Effectiveness are deemed healthy, but the overall health call for this discipline is unhealthy because of demand. One reason is the percentage of Native Hawaiians enrolling in the reading courses decreased 7%.

Developmental education initiatives such as Achieving the Dream and Developmental Education Initiatives since 2010, which includes curricular and instructional strategies based on Best Practices, have not yielded the kind of improvement expected. While the successful completion rates have improved according to ARPD data, WCC’s strategic plan data indicate that WCC is not meeting its goals.

Inconsistencies in data between the ARPD and the Strategic Plan makes Inconsistencies in data between the ARPD and the Strategic Plan make it difficult to get a clear picture in developmental education on our campus. In any case, Language Arts faculty have faculty has started a dialogue with me about issues involving developmental education. The Chancellor has created a task force led by the Vice-Chancellor for Student Affairs to review current practices, policies and curriculum to increase the success of our students particularly in mathematics and writing. Both the Language Arts and Mathematics department faculty are engaged in discipline discussions and pursuing policy and curricular changes like the attendance policy for remedial/developmental students.

**Service Learning (S-L)**

The S-L coordinator was instrumental in the growth of the number of students engaged in this contextualized, real world instructional mode of learning. At this time, an educational specialist is maintaining S-L. This office continues to support this program and is still trying to find a faculty member (preferably a tenured faculty) or a lecturer who is willing to commit to coordinating this program.

Overall, the campus has witnessed major growth in its student enrollment, certificates/degrees offered, and the addition as well as renovation of buildings. With this growth, the campus faces financial and physical resources challenges. Using our resources wisely (without shortchanging student learning) will be imperative through reallocation of current funds and possibly implementing student fees (possibly for mental health, technology fees, etc). Obtaining grant funds is necessary to carry out some of our initiatives such as developmental education, Achieving the Dream, Part-time Student Initiative, P-20 Common Core Alignment, and the Hawaii Graduation Initiative. With the hire of the new VCAA, the Academic Affairs office will continue to pursue goals that meet the needs of our students and the needs of the academic affairs units in order to 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” (WCC Mission Statement).


During the 2012-2013 AY, the curriculum committee engaged in the following:

1. Approved 21 course modifications in Animal Sciences, Biology, Chemistry, Developmental Reading and Writing, and ICS.
2. Added 16 new courses, including JPHS 197 an experimental course
3. Approved 5 Program and Certificate changes
4. Added 3 Programs and Certificates: Sustainable Agriculture CC, Natural Sciences AS. And Plan-Food Production and Technology CoC.
5. In addition, the committee implemented the new Curriculum Policies and Procedures, continues to improve the new online course proposal database, processed all forms using the new online form, started using the online approval process, and continues to use the discussion board.

**INSTRUCTIONAL PROGRAMS** (Excerpts from ARPD reports submitted by coordinators of each program)

In addition to the liberal arts program, there are several programs that are housed in the Natural Sciences and Humanities departments. For the departmental discussion of each of these programs, go to: the links following each degree or certificate.

**Agricultural Technologies**

The facilities to support the AGT program consists of; a 5,000 sq. ft. shadehouse, 6 acre turfgrass training facility, and campus grounds. The
Basic knowledge and skills required to perform effectively as an assistant/technician in a veterinarian's office, animal shelter or animal research facility. The program assists the Farm Bureau by offering courses that award certification credits for the Hawaii Dept. of Agriculture pesticide license.

The program is supported by a full-time tenured faculty member. The faculty member provides consistency in advising and planning, SLO establishment and assessment, curriculum review and evaluation, and in annual reporting.

The working relationships with the Hawaii Farm Bureau are strong. The Farm Bureau provides guest speakers to talk to students about issues in agriculture. The program assists the Farm Bureau by offering courses that award recertification credits for the Hawaii Dept. of Agriculture pesticide license.

The program is the recipient of Kailua-Lanikai Outdoor circle student scholarships. Two to four scholarships are awarded each semester.

The program is a one-person program affording little diversity of teaching style and content. Program coordination which was once compensated for is now expected without compensation. There is minimal campus effort to publicize and market the program. Most of the required equipment has been obtained through donations and grants.

**Action Plan**

- Establish a STEM counselor to advise and recruit students. This is a Liberal Arts campus with very little attention to STEM programs.
- Develop a marketing program to promote the Agriculture program. This will increase awareness within the community and result in an increase in enrollment.

The quantitative indicators and program data analysis of the Agricultural Technologies for AY 2012-13 are found in this link: [http://www.hawaii.edu/offices/cc/arpd/collectanalysis.php](http://www.hawaii.edu/offices/cc/arpd/collectanalysis.php)

**Agripharmatech**

The UH Board of Regents approved the Certificate of Achievement (CA) Agripharmatech program in summer 2012. The program started accepting majors in Fall 2012 while the program was transitioning from the Academic Subject Certificate in Bio-Resources and Technology (ASC BRT-PB). In 2012-13, the course fill rate was 65.6% and successful completion rate was 70%. A total of 9 certificates were awarded. Eighty nine percent of the graduates transferred to 4-year degree institutions, 67% of graduates entered the workforce, and 22% of graduates became plant-based product entrepreneurs. Program weaknesses include the resignation of one FT faculty hired at the beginning of the AY 2012-13, and only part-time (instead of full-time) academic support staff is currently available. Requests for these two positions are being submitted to the WCC Planning and Budget Committee. The one - year old Agripharmatech program is healthy.

- Nine CA Agripharmatech diplomas (both tracks Ethnopharmacognosy and Plant Biotechnology combined) were awarded within a year of the Agripharmatech program's inception. Six students received the CA in Agripharmatech: ethnopharmacognosy. Three students received the CA in Agripharmatech: Plant Biotechnology. This number is almost double that of the ASC BRT-PB diplomas awarded each year. 89% of CA Agripharmatech Spring 2013 graduates transferred to 4-year degree institutions majoring in Tropical Plant and Soil Sciences, Molecular Biosciences and Bioengineering, Natural Resources and Environmental Management, and Neuroscience. 67% of graduates entered the workforce in plant science related fields, while 22% of graduates became plant-based product entrepreneurs.
- The program is funded through USDA-NIFA Consortium FY12-13 grant ($104,500), Community College & Career Training (C3T) grant FY 12-14 ($200,000), and Carl D. Perkins Career and Technical Education grant FY 12-13 ($40,483)
- One FTE tenured faculty as the Program Coordinator and Project Director for the USDA-NIFA received an assigned time of 6 credits in Fall 2012, 4 credits in Spring 2013 and 6 credits in Summer 2013 (USDA-NIFA grant)
- One full-time Plant Molecular Biology Instructor was hired in Fall 2012 - 2013 to help coordinate and teach classes for the Agripharmatech: Plant Biotechnology track (C3T)
- A casual hire Agripharmatech Educational Specialist was hired in Fall 2012 - present (C3T)
- Equipment purchased: A mini backhoe tractor (Perkins), NanoDrop 2000C Spectrophotometer (C3T), Incubating orbital shaker (C3T), lab supplies (C3T)
- Eight student interns completed their Independent Study (BOT 199/299)
- Students/faculty mentors presented and produced research publications

**Action Plan**

1. Request of 1 FTE tenure-track Plant Molecular Biology instructor, effective in Fall 2014 ($65,000) is being submitted to the WCC Planning & Budget Committee.

2. Request for a full-time Agripharmatech Academic Support - Educational Specialist, effective in Fall 2014 ($43,000) is being submitted to WCC Planning & Budget Committee.

The quantitative indicators and program data analysis of the Agripharmatech program for AY 2012-13 are found in this link: [http://www.hawaii.edu/offices/cc/arpd/preview.php?rev_key=815](http://www.hawaii.edu/offices/cc/arpd/preview.php?rev_key=815)

**Veterinary Assisting/Associate in Science in Veterinary Technology**

The Certificate of Achievement in Veterinary Assisting and Associates in Science in Veterinary Technology are designed to provide students with the basic knowledge and skills required to perform effectively as an assistant/technician in a veterinarian's office, animal shelter or animal research facility.
facility. Over the 2012-2013 academic year, the Veterinary Assisting (VETA) and Veterinary Technology (VETT) program offered 26 classes (1,016 SSH) and had a total of 85 majors (86% SSH). Class fill- and completion rates were 69% and 85%, respectively, and fall-to-spring persistence was 64%. During the past academic year, 27 students (31.8% of majors) received the certificate and >70% of graduates received offers of employment. Although >70% receive job offers, currently 40% are employed which reflects the fact that some of the VETA graduates have continued on to the VETT program and their time constraints prohibit employment. The overall health score for the program is 5/6 (healthy). Program weaknesses include: a high number of majors relative to estimators of local workforce demand (n= 18 positions) and excessive majors-to-FTE faculty (85:3 for 2012-2013). This weakness is offset somewhat with the program's practice of employing lecturers (2) that have taught a total of 12 credits for 2012-2013 and casual hires (1) that assist in lab classes. We also believe the EMSI data used to gauge workforce demand greatly underestimates the number of annual job openings, as greater than 70% of our current and past graduates have been able to receive offers of employment in the local veterinary industry. Program strengths include sustained levels of student demand, high employment rate of program graduates, and recent allocation of funds to purchase equipment and renovate facilities. In response to the program analysis, we plan to implement the following changes during the 2012-2013 academic year: 1) continue efforts to more-accurately track program students, 2) offer tutoring or SI sessions for gatekeeper classes, 3) conduct additional surveys of workforce demand, and 4) monitor workload of FTE faculty.

Action Plan

Under the guidance of the Veterinary Technology Advisory Committee we propose to institute the following changes to the VETA/VETT program over the next two years.

1. Create an online math primer module.
2. Offer tutoring or S.I. sections for classes with low completion rates.
3. Obtain more accurate data about workforce demand.
4. Maintain AVMA Accreditation. Accreditation of Veterinary Technology Programs is governed by the AVMA Committee on Veterinary Technician Education and Activities (CVTEA). In order to maintain accreditation, WCC will be required to submit interim reports to the AVMA and respond to any concerns put forth by this governing body.
5. Complete construction of a veterinary instructional facility. The facility is expected to be completed by December, 2013. In the interim, animal nursing classes will be taught in existing campus classrooms (e.g., Iolani 116).
6. Form partnerships with local animal shelters- A total of nine classes will require the use of live animals. Four of these (Lab Animal Nursing, Clinical Procedures for Large Animals, Clinical Internships I and II) will occur at off-campus locations. The remaining five classes (radiology, small animal nursing, anesthesiology, surgery, and dentistry) will require occasional on-campus use of live animals. These animals would be dropped off by shelter personnel in the morning and picked up in the evening after lab. This should be a win-win situation for both the student and the animal. The students will receive vital hands-on experience under the supervision of a licensed veterinarian and the animal will receive free medical care (e.g., physical exam, vaccinations, and parasite screen).
7. Continue the development of online courses. The unique geographic challenge posed by being a state composed of 8 islands makes distance learning a necessity. As the central hub for veterinary technology, we can offer a great opportunity to our sister campuses within the UH system. This would not only increase our enrollment but help to satisfy the need for more qualified individuals in the animal care industry.

The quantitative indicators and program data analysis of the CA Veterinary Assisting for AY 2012-13 are found in this link: http://www.hawaii.edu/offices/cc/arpo/preview.php?rev_key=753

Hawaiian Studies

The AA program in Hawaiian Studies came online for the first time in the Fall 2012 semester. Even without an official public launch we had a total of 14 students sign up as majors. We are confident that this number will increase each year for many years to come as more students become aware of the degree and its advantages.

SSH registers zero at the moment, which we expect to change as HWST classes are reclassified to count toward the AA Hawaiian Studies instead of counting toward the AA in Liberal Arts.

The majors to BOR appointed FTE faculty is 13.5:1. This will be an area of concern as the number of majors increases and the appointment of new faculty in Hawaiian Studies though a steady request over the past several years in anticipation of the start of the degree and the community and student demand results in an anticipated increase in this ratio over the next several years. The class size and fill rate should be adjusted next year as HWST classes are reclassified to count toward the AA HWST instead of counting toward the AA in Liberal Arts.

The effectiveness so far of the program looks to be very healthy with a persistence rate from Fall to Spring of 83.3%. All other indicators are too early to tell in terms of their analytical contrast from year to year. I am uncertain as to the explanation of the low Fall to Fall persistence rate, 16%. Does this mean students are graduating, but it is not reported as graduates from our degree program? Does this mean students are leaving the college?

Distance Education: There were five Hawaiian Studies classes last year that were offered online. The statistics in this area will adjust over time as HWST classes are reclassified to count toward the AA HWST instead of counting toward the AA in Liberal Arts.

Action Plan

There was no previous action plan for the AA in Hawaiian Studies the previous year. There is nothing to report in terms of significant action for the AA Hawaiian Studies degree. We will market our degree program to students and the community in an effort to bring in new majors from the college and new majors from the community into the college. An effort will be made to try and collect data to see how many students come to WCC specifically to enroll in the AA in Hawaiian Studies. We will broaden assessment of our program to include analysis of more SLO with our PLO and the college Gen Ed LO.

The Humanities department is requesting the following positions:

- Two FTE tenure track faculty members to teach the high course load of which 65% is currently taught by lecturers.
- One APT Building and Mala (Cultural Garden) Coordinator to help manage the new building facilities and the cultural garden curriculum support.
The quantitative indicators and program data analysis of the Associate in Art, Hawaiian Studies for AY 2012-13 are found in this link: http://windward.hawaii.edu/ir/PBCouncil/2013/Units/Instruction/Humanities/Hawaiian%20Studies%20ARPD_11-4-13.pdf

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