2012-2013 Annual Report
Academic Affairs Office

Submitted by
Ellen Ishida-Babineau
Interim Vice-Chancellor for Academic Affairs

October 31, 2013
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

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.

Program Student Learning Outcomes
Each program, including ASCs, is undergoing program assessments at the campus level (AA in Liberal Arts learning outcomes are the same as the General Education outcomes). At the system level, programs are required to report program status via the online Annual Report of Program Data (ARPD). Reports for the following programs will be available online for system review in December:

AA in Liberal Arts
Agripharmatech
Veterinary Assisting
Hawaiian Studies
Agricultural Technologies
Remedial Developmental Reading, Writing, and Mathematics

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 different 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, Ākoakoa 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 Substantive Change for Distance Education was approved in 2011 and the Distance Education Committee was created recently 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 committee is officially recognized as a campus committee with the approval of its charter. The Windward website for the committee is 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 make it difficult to get a clear picture in developmental education on our campus. In any case, Language Arts 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 an attendance policy.

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).
**Windward Community 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**

1. Global and Cultural Awareness - Develop the ability to perceive how people interact with their cultural and natural environments, through their own worldview and through the worldviews of others, in order to analyze how individuals and groups function in local and global contexts.
2. Critical Thinking and Creativity - Make judgments, solve problems, and reach decisions using analytical, critical, and creative thinking skills.
3. Communication - Use written, visual, and oral communication to discover, develop, and communicate meaning, and to respond respectfully to the ideas of others in multiple environments.
4. Information Literacy - Identify information needed in a variety of situations, and access, evaluate, and use relevant information effectively and responsibly.

**Associate in Arts in Liberal Arts Student Learning Outcomes**

1. Global and Cultural Awareness - Develop the ability to perceive how people interact with their cultural and natural environments, through their own worldview and through the worldviews of others, in order to analyze how individuals and groups function in local and global contexts.
2. Critical Thinking and Creativity - Make judgments, solve problems, and reach decisions using analytical, critical, and creative thinking skills.
3. Communication - Use written, visual, and oral communication to discover, develop, and communicate meaning, and to respond respectfully to the ideas of others in multiple environments.
4. Information Literacy - Identify information needed in a variety of situations, and access, evaluate, and use relevant information effectively and responsibly.

**Mission of the Academic Affairs Office (as stated in 2011-2012 Annual Report)**

The mission of the Academic Affairs Office is to support all aspects of WCC’s instructional effort within the guidelines provided by the Mission statements of the College and the various degrees and certificate programs. The office also supports all degree, certificate, and general education learning outcomes, but specifically focuses on outcomes associated with communication.

**Academic Affairs Office Outcomes (AAO Outcomes) created in spring 2012**

**Outcome 1:** Academic Affairs will provide appropriate and friendly service to faculty, staff, and students.

**Outcome 2:** Academic Affairs will be accurate and timely in processing forms and paperwork.
Summary of Program/Unit Status

Current Staffing
The AAO is comprised of the Vice-Chancellor, two deans, and the clerical staff. With the hire of Carol Okimi in Fall 2012, the AAO now has a secretary for the VCAA, a secretary for each dean, an office assistant, and 20 hours of student help.

Interim Vice-Chancellor Ellen Ishida-Babineau since April 2013
Assistant to the AAO Michael Tom (Division I and Academic Support) since April 2013.
Dean Brian Richardson, Division II
Carol Okimi, Secretary III (VC)
Erin Mattos Harrell, Secretary II (Division I and Academic Support)
Lara Kong, Secretary II (Division II)
Colleen Watanabe, Office Assistant III
Brandon Nuss, current student help

The Academic Affairs Unit is comprised of two instructional divisions. Division I includes Language Arts and Humanities, and Academic Support. Division II includes Social Sciences, Natural Sciences, and Mathematics/Business. Academic Support units are: Computing Services, Media and Duplication, The Testing Center, and the Library.

<table>
<thead>
<tr>
<th>Instructional Faculty</th>
<th>Number of Faculty</th>
<th>Number of Lecturers</th>
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</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>Department Chair: Libby Young</td>
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<tr>
<td>Humanities</td>
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<td>17</td>
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<tr>
<td>Department Chair: Paul Nash</td>
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<td></td>
</tr>
<tr>
<td>Social Sciences</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>Department Chair: Paul Briggs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>11</td>
<td>25</td>
</tr>
<tr>
<td>Department Chair: Letty Colmenares</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics/Business</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Department Chair: Emi Troeger</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL Instructional Faculty</td>
<td>45</td>
<td>76</td>
</tr>
</tbody>
</table>

Academic Support Units

| Computing Services       | Michael Tom, Associate Professor, Coordinator |
|                         | Brian Tokuda, IT Specialist PBA               |
|                         | Michael McIntosh, IT Specialist PBA          |
|                         | Joanne Takamiyashiro, IT Specialist PBA      |
|                         | Vijjayano Wowor, IT Specialist               |

| Media and Duplication   | Elizabeth Ratliff, Media Specialist, Coordinator |
|                         | Michael Bowles, Electronic Technician II      |
|                         | Woody Garrison, Distance Education Technician |
|                         | Patricia Brubaker, Office Assistant IV (Temporary) |

| The Testing Center      | Ellen Nagaue, Professor, Coordinator         |

| The Library             | Tara Severns, Interim Head Librarian         |
|                         | Diane Sakai, Access Services/Reference Librarian |
|                         | Mariko Kershaw, Reference Librarian/Cataloger |
|                         | Genevieve Mero, Librarian Technician, Technical |
Recommendations on staffing needs were made to the Chancellor based on PBC ranking, programmatic needs and enrollment data. Recommendations for currently vacant instructional and academic support positions are:

- English (Shibuya, Segura) and in ICS (Regentine) will be filled to maintain the current FTE count in the discipline
- Vacant position in History (Nuckols) will remain unfilled for one year and monitored for continuous demand
- Future vacant position (Beach) will be unfilled and may be allocated to other disciplines (HR: can split position)
- Vacant ½ time positions in Psychology (Coberly) and Anthropology (daGrossa) have been combined to create 1 FTE Anthropology position and the position has been advertised.
- Vacant clerical position (Carmichael) will be converted to APT Band B to create a Duplication Manager
- Position Requested from Kauai CC for Access Services Manager (APT Band B)
- Hiring of Head Librarian still in process
- Hiring of Librarian Technician IV, Technical Services and Library Assistant IV-Periodicals/ISL still in progress.

Overall Activities of the Academic Affairs Office and Summary of Departmental Strengths/Areas for Improvement and Action Plans

During the 2012-2013 AY, the AAO was involved in various activities related to degree/certificate development, General Education and Governance assessment, general assessment activities, and committees. Individual members of the office led, assisted, or participated in campus and system-wide activities.

I. Degree and Certificate Development
The expansion of degree and certificate offerings continued in the 2012-2013 AY. The Associate in Science-Natural Sciences (ASNS) was given provisional status by the BOR in May 2013. The Chancellor approved two certificates, Certificate of Completion in Sustainable Agriculture and Plant Food Production and Technology, in January 2013 and April 2013, respectively. These certificates are part of the C3T grant initiative to provide opportunities for students to focus on sustainable agriculture (Strategic Plan 4.1, increase the number of degree and certificate programs in STEM by one per year). Modifications in the Associate in Arts-Hawaiian Studies occurred to better meet the needs of students (Strategic Plan 1.6, increase the graduation rate of Native Hawaiians). The Certificate in Agripharmatech, Associate in Science-Veterinary Tech, and Associate in Arts-Hawaiian Studies
program learning outcomes are currently undergoing assessment in fall 2013. The Veterinary Technology program received accreditation in spring 2013.

II. General Education Assessment
Assessment of the General Outcomes (GenEd) began in Fall 2012, starting with Communication. In spring 2013 the second of the four GenEd outcomes, Information Literacy, was assessed. As part of the assessment cycle, results of the Communication assessment were presented in a campus dialogue and discussed. Thus far, the Gen Ed assessment statistics suggest students are meeting the Communication outcome. The Program and Planning Director forwarded an action plan based on the all campus dialogue to the Planning and Budget Committee as part of closing the loop. Campus dialogue on the Information Literacy assessment results occurred in October 2013. The third outcome, Critical Thinking and Creativity, will be assessed fall 2013 and the last outcome, Global and Cultural Awareness, will be assessed in spring 2014. Campus dialogue will follow after each outcome assessment. The Interim VCAA continues as member of the Institutional Effectiveness Committee (IEC) and has been an active participant in the planning and implementation of GenED outcomes assessment.

III. AAO Satisfaction Outcomes Assessment (conducted January 2012 but not discussed in 2011-2012 report). The two AAO outcomes assessment results were addressed in the previous academic year and will be assessed again next academic year (assessment results and analyses completed by former VC Richard Fulton).

Future actions based on this assessment follow.
Outcome 1: Academic Affairs will provide appropriate and friendly service to faculty, staff, and students. Action Plan:
1. At the beginning of every fall semester, the VC will send out a memo to Fac-Staff explaining responsibilities of staff and administrative people in this office.
2. Our policy will be “if we don’t know, we will find out”; we will bring our percent of positive responses for Q. 1 above 80% by our next survey.
3. We will continue making budget requests for additional clerical staff.

Outcome 2: Academic Affairs will be accurate and timely in processing forms and paperwork.
1. Current leave policies and other unclear policies will be clarified and reduced to writing before fall, 2012. The list of unclear policies will be annually reviewed and updated.
2. As deadlines approach we will send out regular reminders to faculty and staff.
3. We will hold staff meetings at the beginning of each month to review scheduled activities deadlines.

Update on Action Plan Taken during the 2012-2013 AY:
Outcome 1:
1. None
2. Office staff reminded of the “if we don’t know, we will find out” policy.
3. If referring the hiring of the VCAA secretary, then this outcome was met with the hire of Carol Okimi.

Outcome 2:
1. No list of unclear policies was created or addressed; however, at staff meetings policy questions have been discussed and decisions made.
2. In general, reminders have been sent out for all major deadlines such as grades submittal, year-end budget requisitions, sabbatical leave requests, and personnel deadlines (contract renewal, tenure and promotion deadlines).
3. Monthly staff meetings have taken place. At these meetings, upcoming tasks are discussed and modifications have been made in the scheduling of events for practical and realistic reasons.

IV. Governance Outcomes Assessment
As part of the campus governance assessment policy, an assessment was conducted in spring 2013. This assessment focused on student, staff, and faculty perceptions of the role of the office, the office’s openness to feedback and input, the office’s willingness to welcome and value input and the access to the assessment results. Assessment of these outcomes will be conducted again in 2015-2016 as part of a three-year governance assessment cycle.

The summary below is the basis for the action plan for the 2013-2014 year.

Student responses to all questions were around 50% (SA, strongly agree and A, agree) with the next largest percentages coming from the IDK and NA responses; the assessment results (SA and A) were below 70%, the benchmark established by the IEC. The large percentage of IDK suggests that students are not aware of the role of the OVCAA and most importantly, do not feel or know that their input is encouraged, welcomed, or valued. This suggests that the office needs to make its role known and needs to provide a mechanism(s) for communicating this office’s openness to new ideas that can help improve student learning and programs. The SA/A responses by the AFLSP were higher than the student responses for 4 of the 4 questions requesting an agree/disagree response, but in two questions (Q3 and Q5) the responses were greater than 70%. The overall responses suggest more can be done to increase the SA/A responses and to decrease the IDK responses for all questions for both Students and AFLSP respondents.

Self-Assessment Matrix: Plan of Action

<table>
<thead>
<tr>
<th>Improvement Statement or Goal</th>
<th>Measurable Outcomes</th>
<th>Changes made as a Result of Self Assessment</th>
</tr>
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</table>
| **Question 1:** I am encouraged by members of this office to approach them with ideas and feedback for the improvement of student learning programs and services. To encourage input to improve student learning programs and services by more Students and AFLSP. | - The percentage of IDK will decrease by 5% and the percentage of SA/A will increase by 5% for Student Respondents by 2016-2017.  
- The percentage of SA/A will increase by 5% by 2016-2017 for AFLSP Respondents by 2016-2017. | - Starting in the fall 2013 semester, the OVCAA will welcome students back to the campus and include information about the office and especially encourage and students and AFLSP to makes suggestions and to provide input in learning and programs.  
- The VC and Deans will attend at least one NSO every semester to be introduced and to encourage students to approach the office with their ideas to improve student learning. |
| Question 2: If I approached this office with ideas to improve student learning, my input would be welcomed and valued. | The percentage of IDK will decrease by 5% and the percentage of SA/A will increase by 5% for Student Respondents by 2016-2017. The percentage of SA/A will increase by 5% for AFLSP Respondents by 2016-2017. | Same as for Questions 1, 5. In addition, encourage faculty input on Department Chairs guidebooks (to be created and distributed Fall 2013). In new faculty orientation, encourage faculty to provide input verbally and in writing. Student or faculty who provides a suggestion will be thanked in an email or letter. |
| Q5: This office’s role is in alignment with the WCC Mission Statement. | The percentage of IDK will decrease by 5% and the percentage of SA/A will increase by 5% for Student Respondents by 2016-2017. | The OVCAA website will include a short description of its roles, functions and relationship to the mission statement. It will also include a group picture of the entire office staff. This information will be posted by December 2014. |
| Question 6: To the campus community, assessment results of this office are... (measure awareness of assessment results) | The percentage of IDK for both Student and AFLSP Respondents will decrease by 5% by 2016-2017. All other responses for both Student and AFLSP Respondents will increase by 5% by 2016-2017. | Unit assessment results need to be housed in one easily accessible webpage or each unit's webpage should include the assessment results. In the absence of one area, the OVCAA will post its results on its webpage by the end of the fall 2013 semester. |

Action taken thus far:

- The VCAA attended the fall 2013 Frosh Camp to welcome new students and the office AAO clerical staff participated in Frosh Camp registration.
- At the fall 2013 New Faculty Orientation, faculty was encouraged to provide input. The format of the orientation was changed to allow for more faculty engagement.
- Department chairs were provided with a yearlong timeline of important deadlines. Not able to complete the handbook.

V. 2013-2015 Catalog

With Bonnie Beatson as the coordinator, this office and other administrative units assisted in the production of the new two-year (2013-2015) catalog. The interim VC (former VCAA retired mid-March) with assistance from the office staff was responsible for various areas: updating the directory, degrees and certificates, academic affairs policies, and course descriptions. The catalog team was able to complete a draft by the end of spring 2013 semester.
VI. Academic Affairs Department Strengths and Weaknesses and Proposed Actions for AY 2013-2014

DIVISION I

Language Arts (From the Language Arts Annual Report written by Libby Young, Department Chair):

STRENGTHS: The strength of our department lies in the dedication and genuine commitment of faculty to improving student literacy — in and out of the classroom.

Our course goals align well with the college mission, the strategic plan and the general education learning outcomes of helping students improve their skills in communication, information literacy, critical thinking and creativity and global and cultural awareness. Our faculty members focus on these areas on a daily basis in their classes and through one-on-one conferences with students. We also provide valuable services to the whole college and across disciplines through the Writing Resource Center and the Speech Lab.

Our faculty also are actively involved in promoting strategies that improve literacy in the classroom through initiatives such as the Reading Across the Disciplines hui (RAD) and through extracurricular activities such as the Poets’ Society, the Film Club and International Education Week. Moreover, the growth of Hawaiian language and cultural practices on campus is nurtured through our kumu who serve as valued resources.

As mentioned earlier, many of our faculty are award-winning professionals in their fields who help guide our students to excellence. This is demonstrated through our winning debate team as well publications such as Rain Bird and Ka ’Ohana that encourage student voices and set high standards for student writing, art and design.

In terms of data over the past five years, we have significant 5-year percent growth in number of classes taught in composition (69.6%) and developmental education (100%) as well as language (41%) and speech-communication (33%). 200-level courses in 100plus and literature showed no change over the same five-year period, but, not surprisingly, these higher-level courses also showed healthy completion rates for the past year: 100plus (85%) and literature (75%). Speech-com (84%) and language (79%) also showed healthy “success” rates.

The Writing Resource Center and Speech Lab are seeing a steady stream of students since moving to the new Library Learning Commons, where they have more visibility. All-campus feedback from the General Education assessments is calling for more workshops and support services from these units to improve student skills in communication, information literacy and other areas.

AREAS TO IMPROVE: Based on “success” and completion rates, areas to improve would include developmental ed (62%) and composition (54%) from 2012-2013 data. Although developmental ed shows some improvement over the past five-year period, the pattern is uneven. Composition completion rates are still not where we would like them to be, although as stated in the 2010-2011 department assessment, 87 percent of the students who took the final in-class essay exam scored satisfactorily on the total of the three outcomes. We also have higher completion rates for 200-level language arts courses, which indicate substantial success at the next level of courses.

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 is a prerequisite for other courses. Students either place into it through the COMPASS test or they move up from a developmental course. The department is analyzing some of the multiple factors that may contribute to the lower completion rate. It concerns us that we, like other colleges in Hawaii and across the country, are seeing entering freshmen with weaker
reading and writing skills and being unprepared for the rigor of college work.

To deliver on these challenges, we as a department are constantly looking for ways to improve our classroom strategies — even as we see more and more students who place at below college level in reading and writing on the Compass tests. What we have not compromised is **rigor with compassion**. We understand the struggles of our students, but realize we have an obligation to hold them to standards that will serve them well throughout their college careers, on the job and in life.

As a department, we are also concerned about the term “success rate,” since many of the students we see do not complete developmental and ENG 100 courses — despite our best efforts to help them. We can’t compromise the student learning outcomes we must hold them to, yet we are constantly looking for ways to help students who may have cognitive and/or behavioral issues that need special attention, have personal and family issues that interfere with their academic progress, don’t show the willingness to take responsibility for their own learning or don’t do the work they need to accomplish to meet the course requirements.

By the same token, we have made efforts to reach out to our counterparts in the intermediate and high schools, to work together to align expectations for students so teachers can better prepare them for the work ahead. We have coordinated with WCC counselors to address the needs of individual students, who have issues that prevent them from succeeding in college. The question always remains for us, how can we best help these students, given the college’s limited resources?

And we have not lost sight of the rich rewards of the written and spoken word — to be enjoyed on campus in group readings, slam poetry, on the printed page, in a lively debate as well as during quiet times. These are the gifts we try to impart to our students and the college every day in and out of class, but it is labor-intensive work. That is why we need the support requested — in personnel and other funding — to help students build the basic skills they’ll need for the rest of their lives.

**PROPOSED ACTIONS:**
Submit request to the PBC for another full-time tenure track English faculty position. Request submitted and ranked #2 of all PBC requests.

Submit a request to the PBC for a full-time tenure track Speech faculty position. Request submitted and ranked #13 of all PBC requests.

Secure funding for furniture and equipment for the Language Arts building. Request submitted to the PBC and awaiting completion of building and availability of funds. Ranked #21 of all PBC requests.

Increase use of the writing and speech labs, including additional evening hours of staffing. Request submitted through Vice Chancellor for Academic Affairs Office. Funds received for student aides, including UH-Manoa graduate students in spring 2013, but unable to fund additional evening staffing.

Analyze and address the implications of the Composition (English 100) success rate and other data related to remedial and developmental courses. Analysis is ongoing, based on data and faculty discussion of strategies.
Increase dialogue and coordination with WCC’s feeder high and intermediate schools through a possible P-20 Alignment Grant and other initiatives.

Explore ways to support second-year language courses through a variety of delivery systems. Language teachers in Hawaiian, Japanese and Spanish met to talk about future strategies. An experimental JPNS 197, Basic Conversational Japanese, has been added and a distance learning JPNS 101 is being offered in fall 2013. See Language Arts Annual Department report.

### Humanities (From the Humanities Annual Report written by Paul Nash, Department Chair)

**STRENGTHS AND AREAS TO IMPROVE:**

One of the many strengths of the humanities department is that we are improving student’s knowledge with a handicap of very little equipment money and supply money. We have grown in all areas of the humanities department: the Fine Arts, the Performing Arts (Drama and Theater), the Music program, and the Hawaiian Studies program. With having more course offerings in all disciplines, one of our top priorities is to increase the supply budget by ($16000/year) in the Humanities Department. Fine Arts, Hawaiian Studies, Music, Drama and Theater needs to keep up with the growing demands of replacing supplies, and replacing equipment. All of the programs are short supply money and equipment money.

**PROPOSED ACTIONS:**

The Humanities Department recommendations for improvement in the Humanities Department would be to hire our long-term lecturers that have been teaching a full teaching load, to a full time tenure track position. Lectures that are in the Fine Arts, Hawaiian Studies, and Music are working a full workload.

There is an extreme need for additional money for supplies and equipment because of the growth in the areas mention above. See Humanities Annual Department report.

### DIVISION II

**Social Sciences** (From the Social Sciences Annual Report written by Paul Briggs, Department Chair)

**STRENGTHS:**

- A strong dedicated core of full-time faculty (5) and lecturers (12).
- A strong demand for courses that compares favorably (if not succeeds) many disciplines at the Windward CC campus.
- An addition of a FT faculty position in Anthropology for the AY 2013-2014.

**AREAS TO IMPROVE:**

- Lack of a building has held us back, does not lead to a cohesiveness within the department.
- Only five full-time faculty, used to have seven (including two ½ time instructors).

The Department also recognizes the need for each of the classrooms (4 in all) to have the appropriate media equipment in order to teach students effectively. Included below is an estimate of the cost for this media equipment (estimates from Mike Bowles at Media), operating on the assumption that two of the classrooms will have LCD projectors and the other two classrooms will have Smartboards. Media/Computing Services will submit a PBC request for this equipment separately.

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<th>Description</th>
<th>Price</th>
<th>Number</th>
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PROPOSED ACTION:
For the 2012-2013 AY, the Social Sciences department asked for the following three items:
1) A full-time Anthropology Instructor
2) A full-time Psychology Instructor
3) Furniture for the new Social Sciences building.

Windward CC granted the Social Sciences department its #1 request of a full-time Anthropology Instructor. The hiring process for the position is currently underway. There was no action taken on the second and third budget items. The Social Sciences department will submit these items again with the PBC this year.

The Department feels that hiring a second FT Psychology is justified because there has been an over 100% growth rate in the number of PSY courses taught in the five year period (from 18 in AY 2008-2009 to 39 in AY 2012-2013). During this same period, the average class size has only decreased from 36 per class to 30 per class.

Regarding the furniture request, the Department feels that a well-appointed classroom (with media equipment and classroom furniture) is absolutely necessary to fulfill our mission to educate students at Windward Community College.

Natural Sciences  (From the Natural Sciences Annual Report written by Letty Colmenares, Department Chair)

STRENGTHS:

Faculty & Staff. The strength of the Natural Sciences Department lies in its faculty and staff. Among the 10.5 full-time faculty members, 8 have doctorate degrees, 8 have won the UH Regents’ Excellence in Teaching Award, 4 have received the Frances Davis Excellence in Teaching Award (the latest was Ross Langston in 2013), 1 received the NACTA Teaching Award of Merit (Ingelia White in 2013) and 7 continue to publish in scientific journals. Five of our adjunct faculty (Zachary Albudri, Christopher Guay, Joseph Herzog, Jacob Hudson, Jeff Tibbit) have doctorate degrees. Lisa Hayashi (Academic Support Staff) won the Chancellor’s Service Award (2013).

Collaborations. The Natural Sciences Department maintains collaborations with several local, national and international institutions such as University of Hawaii at Manoa, Hawaii Agriculture

**STEM Programs.** The Natural Sciences Department has the most number of programs in the College: AS in Natural Science (approved on May 16, 2013 by the UH BOR, see minutes in Appendix A), AS in Vet Tech, CA in Agripharmatech (Plant Biotech), CA in Agripharmatech (Ethnopharmacognosy), CA in Vet Assisting, ASC in Bio-Resource and Technology: Plant Biotechnology, ASC in Bio-Resource and Technology: Bio resource Development and Management, CC in Plant Landscaping/Ag Tech, CC in Subtropical Urban Tree Care, CC in Sustainable Agriculture (approved in Spring, 2013), Marine Option Program, Certificate of Competence (CoC) in Plant Food Production and Technology (approved Spring 2013). We are able to offer students many different options and some of these are the only programs offered in the State of Hawaii, e.g. AS in Vet Tech, CA in Agripharmatech and CA in Vet Assisting.

**Facilities.** The Natural Sciences Department operates several facilities: Center for Aerospace Education facilities (which include the Aerospace Exploration Lab, Lanihuli Observatory, NASA Flight Training Aerospace Education Lab, Hale Hokulani Imaginarium which are staffed and funded by both the NS Department and the OCCE; management of the CAE is under the OCCE), Kuhi La‘au Tropical Plant and Orchid Identification Facility, Tissue Culture and Plant Biotechnology Lab, Bioprocessing Medicinal Garden Complex, Climate-Controlled Glasshouse, Hale Uluwehi Greenhouse, Turfgrass Management Golf Course, Aquaculture Facility Coral Disease Lab and Aquaponics Facility. Currently, a new Veterinary Technology facility (Imiloa Annex) is being constructed.

**Grants.** The Natural Sciences Department was able to secure external funding to provide extra learning opportunities to students. And, also contributed revenues (in the form of indirect costs) to the College.
- $60,400 (INBRE) for AY 2013-14 of which $20,400 goes to the College as revenue
- $88,000 (NASA) for FYs 2012 and 2013
- $45,000 (HSGC)
- $104,505 (USDA-NIFA) FY 12-13
- $200,000 (C3T) FY 12-14
- $40,483 (Perkins Career and Technical Education Grant) FY 12-13
- $50,000 (Private donors & foundations) for PaCES

**AREAS TO IMPROVE:**

1. **Number of majors and graduation rates in STEM programs.** The total number of graduates in the 12 STEM certificate and degree programs in AY 2012-13 is only 44. The total number of majors in these programs is 110. Some of the programs have no graduates and no majors. This fall, two additional degree programs (ASNS, Physical Science and ASNS, Biological Science) are being implemented.

   This situation needs immediate attention. There is potential for growth in these programs, yet the performance is poor and does not meet benchmarks. This is because there is only a single
FT faculty in each discipline who has to coordinate the program, teach the classes and recruit students at the same time.

2. **Faculty Count in the PS and BIO subgroups.** The Natural Sciences Department lacks full-time faculty members. There are only 2.5 FT faculty in PS (total SSH = 2,462; total students = 1,042) reflecting a ratio of 417 students per FT faculty. In BIO, there are 4.0 FT faculty (total SSH = 3,599; total students= 1,461) reflecting a ratio of 365 students per FT faculty. In AS, the ratio is 3.0 FT faculty to 301 students (744 SSH), reflecting a ratio of 100 students per FT faculty.

The FT-PT faculty ratio is unhealthy. In AY 2012-13, lecturers taught 82% of the BIO LL classes, 65% of the PS LABS, 62% of the BIO LAB, 58% of the BIO LEC and 52% of the PS LEC classes.

3. **Academic Support.** The Natural Sciences Department lacks academic APT positions to support lab preparation. Over the last 5 years, the number of LAB and LL classes has increased from 52 to 79 classes per year, and over the summer session, the number increased from 1 to 6. Overall, the change incurred is from 53 lab classes to 85 classes for the whole year, reflecting an increase of 60%. New lab classes were developed for the new Vet Tech, Vet Assisting and Agripharmatech programs, and now the AS in Natural Science program is just started. Academic support for the expansion of lab classes, new lab courses and STEM programs is needed.

The Agripharmatech Academic Support Specialist is still a “casual-hire” appointment through C3T grant. There is a need to have continuous, permanent full-time support for BOT 101, MICRO 140, and specialized courses, BOT 205 (Ethnobotanical Pharmacognosy), BOT 210 (Phytobiotechnology) and BIOL 275L (Cell and Molecular Biology), and to maintain equipment at the Bioprocessing Facility, aquaponic system, and medicinal garden at the Bioprocessing Medicinal Garden Complex.

4. **Equipment replacement.** Equipment has a limited lifespan, just like computers. Computers usually are being replaced every 3-5 years. Laboratory equipment needs to be replaced every 7-10 years. Our lab equipment came with the construction of the Imiloa building that was 16 years ago. Our lecture room AV equipment needs upgrading. The quality of instruction is severely affected by outdated instruments. There has to be an equipment replacement fund. Additionally, in offering new courses and new programs, there should be a budget allocation to successfully launch them. Some of the new programs, e.g. Agricultural Technologies, Agripharmatech and Vet Tech receive funding and equipment from Perkins and C3T funds. However, these types of funding are only for workforce training courses and programs. The newly implemented AS in NS program is not considered a workforce program, and as such, is not eligible to apply and receive these grants. Majority of the course offerings in the NS Department is not for workforce development and therefore, needs funding from the college itself. Alternatively, the college will have to find innovative ways to piggy back the transfer program needs on the workforce development funding sources.

5. **Space and furniture.**
   a. Many of our faculty members are being assigned offices in other buildings. This is because our building (Hale Imiloa) does not have enough space for all faculty and lecturers. Many of our lecturers have to share limited office space and there is lack of furniture for lecturers. There is no faculty lounge. Interaction and collaboration on issues regarding assessment, student engagement, student internships, etc. can be better achieved if the entire NS faculty is housed in the same building, with a place to congregate for coffee breaks, where faculty can have access to a microwave or refrigerator.
b. Because of the tremendous growth in Natural Science lab class offerings, finding classroom lab space at appropriate times is getting more difficult every summer. In addition, there is often not enough time between lab classes using the same room for lab clean up and set up. Finally, the labs can no longer accommodate storage of materials and equipment for effective lab use. Consequently, the Nat. Sci. department could use another biological science laboratory classroom. It has been suggested that the easiest, most cost effective way to do this would be to convert Imiloa 123 into a lab classroom.

6. Facility maintenance. Hale Imiloa is more than 15 years old and it is showing signs of wear and tear: leaky roofs, air-conditioning units needing replacement, the skylight past its life expectancy, termite and mold infestations. Some of our faculty are experiencing symptoms of a sick building syndrome.

ACTION PLANS:

1. Hire a full-time STEM program counselor to help market STEM programs, recruit students, and provide academic and career counseling to assist in student retention and success. This counselor should keep office in the Imiloa Building, learn all its programs and take charge of recruitment and track student success. Must have knowledge of the nature and requirements of the various STEM programs offered in WCC and establish strong links with STEM faculty, in order to effectively provide educational planning services for transfer, career preparation, degree and certificate program completion. Having a program coordinator is considered best practice in program marketing and retention in other community colleges here in Oahu.

2. a. Establish full-time, tenure- track position in Physics/Astronomy to teach calculus-based physics and astronomy, and provide aerospace internships in support of pre-engineering program and the college’s high-powered rocketry initiative operated jointly through the CAE and Hawai’i Space Grant Consortium. The request for a full-time instructor to teach physics/astronomy has been proposed for over the past 7 years. Currently we have only 0.5 FT faculty in this discipline. In AY 2012-13 alone, the number of student credits that were taught by lecturers in physics and astronomy was 31 credits, more than the regular teaching load of a full-time faculty (27 credits/yr). Moreover, the demand for physics and pre-engineering courses is increasing as a result of the pre-engineering IKE PEEC (NSF) program in collaboration with the UHM College of Engineering.

b. Establish full-time, tenure- track position in Chemistry to teach a diverse array of chemistry courses to strengthen WCC’s STEM programs. Over the last five years, the number of CHEM classes increased from 11 to 27, reflecting an increase of 145%. The number of students in CHEM classes increased from 188 to 374, reflecting an increase of 99%. Hiring a FT CHEM instructor will improve the FT- PT faculty ratio, promote better faculty-student interaction, increase full-time faculty involvement in student internships, grant writing and reporting, curriculum revisions, college governance, student recruitment in certificate programs and managing facilities.

c. Hire a full-time Plant Molecular Biology instructor to help coordinate CA Agripharmatech: Plant Biotechnology (CA A-PB) track and teach the CA A-PB capstone class BOT 210 (Phytoibiotecnoology), as well as BIOL 275/275L (Cell and Molecular Biology), BOT 101 (General Botany/Lab), MICRO 130 (General Microbiology) and MICRO 140 (General Microbiology Lab). This person should be knowledgeable in plant molecular biology, plant genetics, plant tissue culture, microbiology and skillful in applied research in Plant
Biotechnology (genetic engineering and phylogenetics).

3. a. Hire another full-time academic support APT to support the expansion of the Natural Sciences Department laboratory courses offered each semester and summer sessions. Since the fall of 2008 the current academic support APT’s support of labs have increased from ten (10) laboratory sections a week or 97 total laboratory exercises to twenty-one (21) laboratory sections a week or 232 total laboratory exercises for the Fall 2013 semester.

b. Hire an Agripharmatech Academic Support - Educational Specialist to set up laboratories for the following classes: BOT 101, BOT 205 (capstone class for CA A-EP), BOT 210 (capstone class for CA A-PB), BIOL 275L, MICRO 140, and AG 152, as well as maintain two Agripharmatech facilities (Tissue culture and Plant Biotechnology Laboratory, and Bioprocessing Medicinal Garden Complex) and prepare equipment/lab supply requisitions. Due to the uniqueness of Agripharmatech program facilities and programs’ capstone classes, it is important to hire an Academic Support - Educational Specialist who was trained and has extensive experience working in the program.

4. Upgrade lab equipment, instrument and facilities. Provide equipment replacement funds. Increase the Natural Sciences annual operating budget for consumable supplies and programmatic support. Improve the quality of lab activities through modern instrumentation and facilities.

**Mathematics and Business** (From the Mathematics/Business Annual Report written by Emi Troeger

**STRENGTHS AND AREAS TO IMPROVE:**
Eighty percent of the mathematics faculty is tenured. In addition, its faculty, math classrooms, common tests, and conference room are centralized in one building. This allows the mathematics faculty to formally and informally interact and support members of the discipline.

Faculty members have been generous in their support of community activities such as Math Counts, Exploring Windward Geometry workshop, and professional organizations. The Department recognizes that with one exception there is a split between faculty who are close to retirement age and those who are entering the profession. Due to one retirement and approaching retirements, a more formalized mode of mentoring is desired.

In the Business/ICS area, a change in software policy by Adobe is a cause for alarm. Many courses rely on Adobe software; and with the new policy of “renting” software, it was notified by the Computing Support Services that the College will no longer provide software upgrades. This decision may affect curriculum. The Business/ICS area is rethinking how it delivers some of its instruction; however, it means that instruction in the future may not be on industry-standard software because of the ultimate software cost passed on to students.

With the loss of No’eau building to the Social Sciences Department and with the displacements caused by the renovations to buildings, computing classrooms are no longer centralized. Prior to the renovation of No’eau when computer classrooms were less heavily scheduled with classes, faculty members could work with students with more ease between classes. The current arrangement is unsatisfactory not only due to the slow computers, but also due to its location—far from ‘Åkoakoa 113. Mention has been made of the Palanakila 109 mini computer lab that is available to all students. It should be noted that the computers in that lab are older and slower than those in the classroom. In spring 2013 key software such as Dreamweaver was not loaded on it.
The retirement of the ICS instructor resulted in the loss of its only 1.0 FTE computing instructor. Although there is ample work for 2.5 faculty members in this area, there is a fear that the position will not be immediately filled. In terms of continuity and to maintain stability in an area, which has shown tremendous growth, it is essential that these positions be not only maintained, but also expanded.

**ACTION PLANS:**
The Math/Business Department is requesting two 1.0 FTE positions in Developmental Mathematics and in Information and Computer Science (ICS). Data provided in this document strongly backs up these requests.

In addition to encouraging faculty to attend workshops and conferences to improve teaching effectiveness, centralizing Business/ICS faculty members, and computer classrooms would encourage sharing and informal mentoring.

A business area that reemerged in 2012-2013 at the College was entrepreneurship. Deacon Hanson, CPA, the accounting instructor who designed the entrepreneurship courses, envisions a space where students could not only learn, but where budding entrepreneurs could incubate their businesses and share start-up business costs fax and office equipment.

In informal discussions with Dr. Ingelia White, who has a program in plant pharmacology, and David Ringuette, who has landscaping, tree trimming, and agricultural technology programs, it was learned that both could use not only classroom and lab space, but also a store where their products might be sold. These four program areas, in addition to the new veterinary technology program, have similar program learning outcomes. Dr. John Kaya, who is the coordinator for the latter program, has also expressed an interest in a future career and technical education building or center.

Dr. Jamie Boyd, who teaches in the Certified Nurse’s Aide program, would like to see a modern clinic with larger classrooms. Some CNA students are also working towards certification in Dr. White’s program. Their respective ties to the College of Agriculture and Human Resources and connections within the College are a good fit—a hands-on garden where growing and consuming healthy foods are part of the “food as medicine” transformation—healing through food.

At Windward Community College, there is a great disparity in learning environments provided to students; in particular, there is a chasm between liberal arts and career technical education programs. Agricultural Technology programs still do not have a classroom with four walls after many decades. Likewise, Business and ICS faculty continue to seek a centralized location. Students in technology programs would benefit from a state-of-the-art learning environment more conducive to learning. Consideration should be given to a Technology building or center with facilities for start-up businesses on the windward coast. Focusing on this goal would be of benefit not only to the business/ICS discipline, but it will also benefit other technology programs.

Having a professional developer would be an advantage to the College. Just as assessment has become an emphasis, so should the professional development support be provided for effective teaching.

**Academic Support Units**
The Library (From the Library ARPD draft written by Interim Head Librarian Tara Severns)

**STRENGTHS:**
The Library provides a range of resources and services that support the curriculum. Resources include print and audiovisual collections, and 24/7 remote access to ebook, journal and reference databases. Librarians provide reference, information, technical and instruction services. Instruction services include the Library Research Unit that helps students learn to locate and evaluate information sources, and provides customized class instruction in particular topics, such as Narrowing Your Topic, Literature Types, and discipline or assignment-specific information resources. In addition, the library collaborates with instructors to create online library guides <http://guides.wcc.hawaii.edu> help students locate information resources in their discipline areas.

The service-oriented staff members take pride in their work and are committed to taking the initiative in providing library patrons with assistance. They take the time and make an effort to build rapport with students and faculty. The library has recently developed a customer service training program for student assistants. Survey results have been consistently favorable regarding library services.

The Library raised a total of $4,400 in FY 2013 through UH Foundation mailings and calling, brochures, book sales, gifts, the Honor with Books program, and the Naming Opportunities program.

The biannual Library Survey conducted in spring 2012 showed a continued high degree of user satisfaction with the library’s information resources, overall.

AREAS TO IMPROVE:

**Staffing:** The main weakness in the library is the lack of staffing to adequately provide services needed in the Library Learning Commons building.

The library has no program to systematically assess its collections. Collection development is done in a largely piecemeal approach, with each librarian loosely in charge of selecting new materials and withdrawing obsolete materials in their assigned broad-subject areas, often enlisting the help of faculty as subject experts.

The shift toward digital content provides new challenges in collection development, including difficulty in ascertaining which titles are available across formats and platforms. The vendors and their negotiations with publishers control the bulk of digital content, which vary in quality and intended audience, and which appear and disappear without warning. While librarians increasingly have options to purchase or license content, access is often limited by platform. The new Library Learning Commons building provides the space needed for its collections, computers, classroom instruction, group study areas and offices. While the building provides a sufficient access to computers and other equipment, additional staffing is needed to provide basic computer application support services.

Staffing and technical issues have prevented the development and implementation of program for the systematic assessment of the library’s collections. Collections continue to be evaluated and developed on a piecemeal approach. Nonetheless, the librarians have taken steps to collaborate with individual instructors to identify and remove obsolete materials and to add new information resources in certain topic areas in support of current curricular goals.

**ACTION PLANS:**

1. Secure $45,000 to fund a 1.0 FTE Access Services Manager, APT-B position to handle increased Circulation transactions, and to manage Circulation, Interlibrary Loan, Reserves and
Stacks Management, as well as provide staffing for expanded hours of service. Meets WCC Strategic Plan Outcomes 2.1, 2.4-7, 5.3.

2. Secure $60,000 to fund a 1.0 FTE 11-month faculty Hawaiian Specialist Librarian position in order to better serve Native Hawaiian students, students pursuing an ASC or Associate Degree in Hawaiian Studies, and the growing number of students enrolled in courses with a Hawaiian/Pacific focus. Meets WCC Strategic Plan Outcomes 1.1, 1.4-7, 5.3 and supports the Title III grant-funded initiative to expand the number of Hawaiian Studies courses.

3. Secure $6,400 to help staff the Hawaiian Collection room and to assist the librarians with reference and instructional support with a Librarian Assistant III – Hawaiian Collection position for 20 hours per week.

4. Secure $6,400 to provide a Circulation Assistant III – Computer Assistant. 20 hours per week.

5. Secure $60,000 to fund a 1.0 FTE 11-month faculty Electronic Resources Specialist Librarian position to procure, license and manage databases and information management systems, and service the expanding distance education program. Meets WCC Strategic Plan Outcomes 2.1, 2.4-7.

6. Secure $200,000 to convert the slope between the Library Learning Commons and Hōkūlani Imaginarium into an amphitheater. This outdoor facility will create a visually attractive connection between these two buildings and mitigate the hazardous nature of the steeply sloped swale. The proposed amphitheater incorporates a space for learning and teaching, safety, beautification and functionality. This request is co-sponsored by representatives from the Imaginarium, Pālikū Theatre, Hale `Imiloa and Gallery `Iolani.

Media and Duplication (From the Media and Duplication Annual Report written by Elizabeth Ratliff)
This unit serves the entire institution by providing and maintaining media for the classroom and other venues. For complete discussion of strengths and areas to improve, see the report at:

Essential Planned Equipment Replacement for 2013-2014
- Priority 1: Upgrade Alakai Classroom Smartboards, 101,102,129,130 $32,000
- Priority 2: Hale Noeau Renovation AV equipment $40,060
- Priority 3: Hale Manaleo Renovation AV equipment $18,760
- Priority 4: Hale Palanakila control system upgrades (15 rooms) $62,475

The Media Center’s annual base budget should increase to provide for existing essential needs
- $158,000 for ongoing equipment replacement cycle

The following funding would enable significant improvements in the efficacy of the Media Center
- Priority 1: 60,000/year for 1.0 FTE Web Media Specialist
- Priority 2: 48,000/year for 1.0 FTE Digital Distribution Manager

Computing Services (From the Computing Services ARPD written by Michael Tom)
To be included at a later date.

Tutoring Services (From the Tutoring ARPD written by Michael Tom)
To be included at a later date.

The Testing Center (From the Testing ARPD written by Ellen Nagaue)

STRENGTHS:
Overall the unit is deemed healthy based on the demand, efficiency, and effectiveness data provided by the system and the unit. The demand for the Testing Center has increased, especially
in placement and local campus testing. Increased enrollment and the retesting policy for COMPASS and gateway courses continue to account for this.

A fully funded and staffed Testing Center (an extension of the classrooms and distance learning venues) is integral to WCC students’ timely and seamless experience on campus. The retesting policy for the placement test and gateway courses along with increased distance learning opportunities are vital to WCC meeting the **UH System Strategic Outcome #2**, (WCC Strategic Plan Action Outcomes, November 2008) specifically the WCC Action Outcomes 2.3, 2.4, 2.6, and 2.7 — all of which directly impact the need for WCC’s Testing Center to maintain its high standards.

**ACTION PLANS:**
- Maintain optimal testing environment and security.
- Secure additional student help funding to continue to provide efficient and excellent testing service to users of the Testing Center and to cover the incremental and step increases mandated for student help.
- Support the System’s initiative of testing of Department of Public Safety prison guard applicants in the coming months.
- Provide Testing Center hours on Saturdays during Spring 2014 through a grant that supports our part-time student population.

Additional funding is needed to:
- cover the mandated incremental and step increases for student help
- meet the anticipated longer Testing Center hours and significant increase in online courses
- monitor the increased size and the additional rooms of the Testing Center.

**Developmental Education** (From the Reading, Writing, and Mathematics (From the Reading and Writing ARPDs written by Janine Oshiro and the Mathematics ARPD written by Johnny Singh)

**Mathematics**

**STRENGTHS AND AREAS TO IMPROVE:**
Overall, based on the quantitative indicators, the remedial and developmental efforts in mathematics remain healthy. There has been a steady and high demand for remedial and developmental math courses with an average retention climbing above 90% and low average successful completion rate needs to be addressed.

**ACTION PLANS:**
1. Increase class fill rate efficiency by offering all self-paced Math 19, 28, and 29 as combination classes.
2. Math Discipline will be offering lecture-based math 28 to improve success rate in 2 levels below college level.
3. Continue to support Supplemental Instruction for the remedial and developmental math courses.
4. Increase Math Lab hours to provide tutoring to students enrolled in Developmental Math.
5. Continue to support Math Center to assist redesign computer-based classes and testing need.
6. Hire a FT instructor, reducing the heavy reliance on lecturers each semester.
7. Increase Math Lab funding to hire more tutors and extend operation hours to accommodate student’s need in developmental math.
8. Continuous Supplemental Instruction support for Developmental Math courses to maintain success rate.
Reading and Writing

STRENGTHS AND AREAS TO IMPROVE:
The Language Arts faculty are committed instructors who understand their student population and their learning needs. The developmental education instructors continue to work towards increasing the successes of their students in reading and writing and have engaged in numerous initiatives in curriculum modifications and delivery modes, and alignment with the DOE Common Core Standards.

Significant Program Actions
Campus Initiatives
The campus has made several attempts to increase the overall success of students, including learning communities, supplemental instruction, intrusive counseling, and mandatory orientation for incoming freshman. Due to these initiatives, some English instructors have been working more closely with counselors to help students succeed. For example, instructors can report non-attendance, behavioral issues, or the need for tutoring to counselors from the Hulili Program. When students hear the same message from instructors and counselors, they are more likely to change their behavior in some cases.

Accelerated and Integrated Reading and Writing ENG 18/19 and ENG 21/22
The AY 2012-2013 marked the implementation of accelerated and integrated reading and writing courses. As previously reported, in Spring 2012 instructors received reassigned time to develop curriculum. Key features of new curriculum are critical and extensive reading practices integrated with writing, study skills, and self-monitoring and metacognitive strategies. Instructors also worked with WCC’s Institutional Research Office to devise an assessment plan that will determine the success of the accelerated and integrated classes compared with the traditional sequence; unfortunately IR has not yet provided data. Anecdotally, instructors report a positive impact from meeting four days a week, which boosts rapport and allows more time for in-class reading and writing.

Accelerated Learning Program ALP ENG 22/100
Since Fall 2011, we have offered five sections of ALP English 22/100. Renee Arakaki, Title III Evaluation Specialist, provided data on these courses.

The first ALP English 22/100 was offered in Fall 2011 with “mixed results,” according to the AtD Annual Report 2012. According to data from Arakaki, 56% of students successfully completed English 22, and 48% of students successfully completed English 100. Compared to a control group of students taught by the same instructor, these students did not fare as well. In the control group, 70% of students taking a stand-alone English 22 with the same instructor passed, and 60% of students taking a stand-alone English 100 with the same instructor passed.

Two instructors offered sections of ALP English 22/100 in Spring 2012, and both expressed concerns regarding the Baltimore ALP model at this point. They noted that one key feature of Peter Adams’s model is that the English 100 students positively influence the English 22 students; however, there was little discernible difference between the two groups. Both instructors may have had particularly weak English 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. English 22 functioned more like a lab than a separate course with its own assignments and outcomes. The data for these two instructors show very different results.

For one instructor, 67% of ALP students successfully completed both English 22 and English 100. In the control group, 68% of students taking a stand-alone English 22 with the same instructor passed, and 61% of students taking a stand-alone English 100 with the same instructor passed.
For the second instructor, 27% of ALP students successfully completed English 22, and 18% successfully completed English 100. In the control group, 76% of students taking a stand-alone English 100 with the same instructor passed. An English 22 control group was not available for this instructor.

In Fall 2012, another instructor offered the Baltimore ALP with greater success: 82% of ALP students successfully completed both English 22 and English 100. In the control group, 91% of students taking a stand-alone English 100 with the same instructor passed.

In Spring 2013, another instructor varied the model. After identifying many strong writers in a regular English 22 course, she received permission to teach one class with two levels. Half of the students were enrolled in English 100, and the other half remained enrolled in English 22. Of those who were placed into English 100 by this instructor, 60% passed. In the control group, 73% of students taking a stand-alone English 100 with the same instructor passed.

The numbers are too varied to make any conclusions about the effectiveness of this program so far, especially considering that the 18% success rate appears to be an anomaly for that particular instructor; however, most instructors reported issues with mixing the English 22 students and the English 100 students. Generally, ALP students succeeded at a lower rate when compared to students taking stand-alone writing courses. On average, 72.2% of students in control English 100 courses succeeded, while 55% of students in ALP English 100 courses succeeded, reflecting a decrease of 23.8%.

Core to College
Thanks to a Gear Up grant, WCC instructors collaborated with local intermediate and high school teachers during Spring 2013 to work on alignment issues. The Core to College Workshop provided teachers with the opportunity to learn more about challenges at every level and brainstorm solutions together.

STATUS ON 2012-2013 PLANS
1. Increase the successful completion rate by 5% for remedial and developmental courses.
   *The average successful completion rate did improve from 59% to 61%, but it was mainly the result of a high success rate for one course, ENG 8. Instructors still need to work on improving success.*
   *Teachers, especially at the lowest levels, may need more training in helping students with disabilities.*
2. Continue to support the development of the Writing Center.
   *Instructors need to do more to encourage students to take advantage of services provided. Some teachers mandate the use of the Writing Center; however, there is currently no data showing a correlation between Writing Center use and improved course success. This is an area that still needs improvement.*
3. Continue to pursue an official policy change to require incoming students to enroll in remedial and developmental courses within the first year.
   *Incoming full-time freshman are required to take four courses, including an English course during their first semester, effective Fall 2013. This item will be removed from the list, but we need to still monitor the enrollment and demand to ensure we offer enough courses to fulfill this new requirement.*
4. Increase the number of learning communities with college success courses and college-level content courses.
   *No progress has been made on this action item; however, incoming freshmen are now required to take a college success course in their first semester.*
5. Continue experimentation with paired reading and writing courses, and move toward integrating reading and writing courses if data support improved student success.
We continue to offer paired reading and writing courses and await data from IR; we plan for full implementation of reading and writing courses in Fall 2014.

6. Develop more effective methods to meet the needs of students with learning disabilities and different cognitive processing.

We continue to work with WCC’s disabilities counselor and research teaching practices that will better support students. Some teachers are reporting success with more time-on-task in the classroom.

7. Research a mandatory attendance policy for remedial and developmental courses and a procedure to drop students who do not show up.

Other campuses report success with mandatory attendance and drop policies and procedures. No progress has been made on this item.

8. Develop a common assignment, rubric, and final exam for ENG 22.

Instructors are still working toward an implementation date of Fall 2014 for a common assignment, rubric, and final exam.

2013-2014 ACTION PLANS:

1. Increase the successful completion rate by 5% for remedial and developmental courses.
2. Pursue a change in how the successful completion rate is calculated, excluding those students whose cognitive differences preclude their ability to successfully complete course work independently.
3. Support the development of the Writing Center.
4. Increase the number of learning communities with college-level content courses.
5. Integrate reading and writing courses, using system-recommended numbers, titles, and SLOs.
6. Develop more effective methods to meet the needs of students with learning disabilities and different cognitive processing.
7. Research a mandatory policy for remedial and developmental students to work with a designated counselor through the entire pre-100 sequence.
8. Develop a common assignment, rubric, and final exam for ENG 22

VII. Curriculum Development


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 JPNS 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.

VIII. Distance Education (no report provided for 2012-2013)

No report was filed from the newly formed Distance Education Committee for the AY 2012-2013 year. However, ARPD data for Liberal Arts show that in 2012-2013, there were 86 courses taught (a 32% increase from the previous year) with a fill rate of 84% and 58% completion rate. With the steady increase of online courses at Windward, the College recognized a need for the formalization of a Distance Education Committee (DEC) and submitted a Substantive Change Proposal to the AACJC in February 2011. On September 2012, the DEC was created: (http://windward.hawaii.edu/documents/governance/2012/Distance_Education_Creation.pdf) On October 1, 2102, the committee was chartered:
http://windward.hawaii.edu/committees/distance_education/Documents/Distance_Education_Committee_Charter.pdf

The committee is comprised of 7 regular voting members and two ex-officio non-voting members. On May 3, 2013, the DE committee sent to this office recommendations for changes in course syllabi for online courses.

VIX. Service Learning (Based on Assigned Time Report for 2012-2013 by Pam daGrossa, Service Learning Coordinator)

Service Learning led by Dr. daGrossa continued to grow in the number of students, number of teachers involved, number of classes offering the S-L option, and the number of sites in use. The nine credit release time this year allowed her accomplish most of the responsibilities within the workday. The duties of the S-L coordinator includes: working with the HIPICC, office/program administration, faculty support, student support, community partner development, and supervising S-L office assistants. Data illustrates the demand for this instructional strategy:

<table>
<thead>
<tr>
<th>General Numerical Data</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td># Classes offering s-L option</td>
<td>Fall: 8, Spring: 42</td>
<td>Fall: 55, Spring: 28</td>
<td>Fall: 59, Spring: 48</td>
<td>Fall: 71, Spring: 57</td>
</tr>
<tr>
<td># Teachers</td>
<td>4</td>
<td>17</td>
<td>21</td>
<td>14</td>
</tr>
<tr>
<td># Students</td>
<td>42</td>
<td>74</td>
<td>64</td>
<td>78</td>
</tr>
<tr>
<td># Sites in use</td>
<td>23</td>
<td>33</td>
<td>31</td>
<td>37</td>
</tr>
<tr>
<td># Community partners at S-L Info Sessions/Fair</td>
<td>10</td>
<td>13</td>
<td>17</td>
<td>24</td>
</tr>
</tbody>
</table>

* Data is incomplete. At the time of report, not all paperwork were submitted.

Academic Affairs recognizes the benefits of service learning to our students and continues to support the use of the strategy. Unfortunately, the Dr. daGrossa is no longer teaching physically on this campus and last fall, the former VCAA put out a call for someone to take Dr. daGrossa’s place. However, there was no one who was either available or interested at that time. Sharon MacQuoid was hired this summer as an educational specialist casual hire. Right now, she is maintaining the S-L program this semester and will possibly continue in spring 2014. The plan is to hire a faculty for 6 credits a semester for the 2014-2015.

VX. Academic Affairs Key Goals and Outcomes


2012-13 Key Goals (written by VCAA Richard Fulton, now retired) and Achievement of Goals (Interim VCAA)

<table>
<thead>
<tr>
<th>Goals</th>
<th>Measureable Outcome</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1: Complete a program proposal for AS in Natural Science Addresses. UH System goal 4/3-WCC goals 2/6, 2/7, 4/1, 4/5, 4/8-President’s Graduation Initiative</td>
<td>Initiate the degree by fall, 2013; over the next four years at least 25 students will earn an AS in NS.</td>
<td>The ASNS was approved as a provisional degree by the BOR in spring 2013 and is being offered in Fall 2013.</td>
</tr>
<tr>
<td>Complete CC in Sustainable Agriculture Addresses: UH System goals 4.1, 4.3, WCC goals 4.1, 4.3, 4.8; C3T goal</td>
<td>Program will be approved by spring 2013; program will grant 5-8 certificates annually, plus provide training for 20 non-certificate seeking</td>
<td>The Curriculum Committee approved the certificate during the 2012-2013 AY.</td>
</tr>
<tr>
<td>Goals</td>
<td>Measureable Outcome</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Prepare and offer a variety of short-course and non-credit classes</td>
<td>C3T grant provides measurable outcomes for number of programs offering a recognized credential, number of students trained, and number of completers employed.</td>
<td></td>
</tr>
<tr>
<td>and workshops in agriculture Addresses: UH System goal 4.3; WCC</td>
<td>AG 171 Farm Renewable Energy Systems approved.</td>
<td></td>
</tr>
<tr>
<td>goal 4.3 and 4.8; C3T goal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete ATP for AA in Visual Arts</td>
<td>ATP will be in 2013, approved Program plan in 2014, with at least three graduates/transfers by the end of spring 2014.</td>
<td></td>
</tr>
<tr>
<td>Addresses: System goal 4.1 (Increase by 3% year number of degrees</td>
<td>Fine Arts faculty has completed first draft of ATP for the AA in Fine Arts with an entrepreneur component this month. Will be reviewed and revised for CAAC approval in spring 2014 or earlier.</td>
<td></td>
</tr>
<tr>
<td>granted and transfer to UH) ; WCC goal 2.6, 2.7 4.1, 4.7.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continue to facilitate the incorporation of external review in</td>
<td>At least two external review activities will take place for each degree program; faculty will be satisfied or very satisfied that outcomes are being achieved.</td>
<td></td>
</tr>
<tr>
<td>degree level student learning outcomes in concert with the IEC,</td>
<td>Ongoing assessment activities spearheaded by the IEC. The deans before submission to the PBC usually review Annual Department Reports at least once.</td>
<td></td>
</tr>
<tr>
<td>Chancellor, and Faculty</td>
<td>This fall 2013, “third party” assessments are being implemented for all “programs” and department/unit reports.</td>
<td></td>
</tr>
<tr>
<td>Addresses: accreditation standards</td>
<td>Outcome not met. Based on the 2012-2013 ARPD for AA-Liberal Arts, the completion rate was 58%, decrease of approximately 2%.</td>
<td></td>
</tr>
<tr>
<td>Improve completion rate for DL courses</td>
<td>The percent of successful completion will increase by at least 3% (completion rate for online classes remains at about 57% annually).</td>
<td></td>
</tr>
<tr>
<td>Addresses: WCC goal 2.1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**XI. 2013-2014 Key Goals for Academic Affairs**
<table>
<thead>
<tr>
<th>Goals</th>
<th>Measureable Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Request annual data on campus wide DL course retention rates.</td>
<td>Data will be included in the 2013-2014 Academic Affairs Annual Report for analysis</td>
</tr>
<tr>
<td>Addresses: WCC goal 2.1</td>
<td></td>
</tr>
<tr>
<td>Revise Syllabi/Course Outline to reflect alignment between outcomes</td>
<td>Template to be completed by May 2014 and used for 2014-2015 AY.</td>
</tr>
<tr>
<td>between outcomes and tasks/assessment tools.</td>
<td></td>
</tr>
<tr>
<td>Work with IEC.</td>
<td></td>
</tr>
<tr>
<td>Addresses possible accreditation issue.</td>
<td></td>
</tr>
<tr>
<td>Complete draft of Staffing Needs policy for the campus</td>
<td>A draft will be completed by the ad hoc team in early January/February and presented to</td>
</tr>
<tr>
<td>Addresses accreditation recommendation.</td>
<td>campus for discussion</td>
</tr>
<tr>
<td>Continue to increase Developmental Education retention and completion</td>
<td>Chancellor’s task force led by VCSA Eschenberg will work with the Interim VCAA/Dean for</td>
</tr>
<tr>
<td>rates; continuation of 2010-2011 Goal 10</td>
<td>Division I and other members to address the completion rates of students in writing and</td>
</tr>
<tr>
<td>System goal: 2.3</td>
<td>mathematics as well as other issues related to developmental education students.</td>
</tr>
<tr>
<td>WCC goal: 2.3. 2.5</td>
<td></td>
</tr>
<tr>
<td>Continue to support the Part-Time Students Initiative</td>
<td>Increase the number of PT students receiving their degrees by 3% within the 2014-2015</td>
</tr>
<tr>
<td>WCC goal: 2.3. 2.5</td>
<td>AY.</td>
</tr>
<tr>
<td>Support Prior Learning Assessment activities</td>
<td>Increase the number of students receiving PLA credits by 1% within the 2013-2014 AY.</td>
</tr>
<tr>
<td>WCC goal: 2.6</td>
<td></td>
</tr>
<tr>
<td>Hire a half-time faculty member to coordinate Service Learning</td>
<td>The faculty member will be hired for the 2014-2015 year.</td>
</tr>
<tr>
<td>activities</td>
<td></td>
</tr>
</tbody>
</table>

**XII. Budget Implications**

Below are the PBC budget requests submitted by the Academic Affairs Units. Not all units have submitted their requests and therefore are not included in this current report. This year, the VCAA will meet with department/unit heads to prioritize all PBC requests into two lists (personnel and equipment/supplies) for the entire academic affairs unit.

In addition, the Academic Affairs Office will resubmit the request for a Tutor Coordinator.

**Language Arts**

- Submit request to the PBC for another full-time tenure track English faculty position.
- Request submitted and ranked #2 of all PBC requests.
- Submit a request to the PBC for a full-time tenure track Speech faculty position.
- Secure funding for furniture and equipment for the Language Arts building.
- Increase use of the writing and speech labs, including additional evening hours of staffing.

**Humanities**

- Request the following positions:
  - History Instructor
  - Music Instructor
  - Printmaking Instructor
  - Drawing and Painting Instructor
  - Sculpture Instructor
  - Gallery Assistant
• Request the following equipment
  o Electric pianos
  o Flash dryer unit
  o Heavy duty paper trimmer
  o Pottery wheels
  o Power supply timer unit
  o Wide format inkjet printer
  o Wood carving studio trailer

Mathematics/Business
• Request 1.0 FTE position in Developmental Mathematics
• Request 1.0 FTE position in Information and Computer Science (ICS).

Natural Sciences
• Hire a full-time STEM program counselor
• Establish full-time, tenure- track position in Physics/Astronomy
• Establish full-time, tenure- track position in Chemistry to teach a diverse array of chemistry courses to strengthen WCC’s STEM programs.
• Hire a full-time Plant Molecular Biology instructor to help coordinate CA Agripharmatech: Plant Biotechnology (CA A-PB) track and teach the CA A-PB capstone class BOT 210 (Phytobiotechnology), as well as BIOL 275/275L (Cell and Molecular Biology), BOT 101 (General Botany/Lab), MICRO 130 (General Microbiology) and MICRO 140 (General Microbiology Lab).
• Hire another full-time academic support APT to support the expansion of the Natural Sciences Department laboratory courses offered each semester and summer sessions.
• Hire an Agripharmatech Academic Support - Educational Specialist to set up laboratories for the following classes: BOT 101, BOT 205 (capstone class for CA A-EP), BOT 210 (capstone class for CA A-PB), BIOL 275L, MICRO 140, and AG 152, as well as maintain two Agripharmatech facilities (Tissue culture and Plant Biotechnology Laboratory, and Bioprocessing Medicinal Garden Complex) and prepare equipment/lab supply requisitions.
• Upgrade lab equipment, instrument and facilities. Provide equipment replacement funds. Increase the Natural Sciences annual operating budget for consumable supplies and programmatic support. Improve the quality of lab activities through modern instrumentation and facilities.

Social Sciences
• Request 1.0 FTE Psychology Instructor
• Request classroom furniture for new building
• Request office furniture for new building

The Library
• Secure $45,000 to fund a 1.0 FTE Access Services Manager, APT-B position.
• Secure $60,000 to fund a 1.0 FTE 11-month faculty Hawaiian Specialist Librarian position.
• Secure $6,400 to help staff the Hawaiian Collection room and to assist the librarians with reference and instructional support with a Librarian Assistant III – Hawaiian Collection position for 20 hours per week.
• Secure $6,400 to provide a Circulation Assistant III – Computer Assistant.
• Secure $60,000 to fund a 1.0 FTE 11-month faculty Electronic Resources Specialist Librarian position.
• Secure $200,000 to convert the slope between the Library Learning Commons and Hōkūlani Imaginarium into an amphitheater.

**Media and Duplication**

• Essential Planned Equipment Replacement for 2013-2014
  1. Priority 1: Upgrade Alakai Classroom Smartboards, 101,102,129,130 $32,000
  2. Priority 2: Hale Noeau Renovation AV equipment $40,060
  3. Priority 3: Hale Manaleo Renovation AV equipment $18,760
  4. Priority 4: Hale Palanakila control system upgrades (15 rooms) $62,475

• Ongoing equipment replacement cycle, $158,000
• 1.0 FTE Web Media Specialist, 60,000/year
• 1.0 FTE Digital Distribution Manager, 48,000/year

**The Testing Center**

Awaiting PBC Requests

**Computing Services**

Awaiting PBC Requests

**Tutoring**

Awaiting PBC Requests