Accreditation Progress Report of Windward Community College

Submitted by

Windward Community College
45-720 Kea‘ahala Road
Kane‘ohe, Hawai‘i 96744

To

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

October 15, 2007
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Certification of Institutional Progress Report

To: Accrediting Commission for Community and Junior Colleges
   Western Association of Schools and Colleges

From: Windward Community College
      45-720 Kea’ahala Road
      Kane’ohe, HI 96744

This Institutional Progress Report is submitted to provide information regarding the specific concerns identified by the Commission in its evaluation of the Windward Community College Self-Study Report submitted in 2006 and to report progress in meeting those concerns.

We certify that there was broad participation by the campus community, and we believe that the Midterm Report accurately reflects progress made in responding to the Commission’s recommendations.

Dr. David McClain  President, University of Hawai’i  10/8/07

Dr. John Morton  Vice President for Community Colleges  10/8/07

Dr. Angela Merrell  Chancellor Windward Community College  10/8/07

Mr. Allan R. Landon  Chair, Board of Regents  10-9-07
Statement of Report Preparation

In a letter dated January 31, 2007 (Appendix I) the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, removed Windward Community College from Warning and reaffirmed the College’s accreditation with the requirement that the College submit a Progress Report by October 15, 2007. This report was to focus on the College’s progress in responding to five Recommendations from the commissions 2007 Evaluation Report.

Upon receipt of the letter Chancellor Angela Meixell appointed a committee to prepare the report. The members were Chancellor Meixell; Dean of Instruction, Linka Mullikin; Dean of Student Services, Lui Hokoana; Director of Vocational and Community Education, Bernadette Howard; and Interim Assistant Dean of Academic Support, Nancy Heu. Accreditation Liaison Officer, Paul Field, was asked to chair the committee.

The first meeting of the committee was held March 9, 2007. Members of the committee were given responsibility for preparing responses to the recommendations as follows:

Recommendation 1: Chancellor Meixell
Recommendation 2: Dean Mullikin and Director Howard
Recommendation 3: Dean Hokuano and Director Howard
Recommendation 4: Interim Dean Heu
Recommendation 5: Chancellor Meixell

Because students at Windward Community College may take credit courses leading to a degree, or non-credit course at the Employment Training Center, it was decided that both parts of the college would respond to Recommendations 2 and 3.

Those charged with writing the responses met with their constituencies, gathered their information and wrote their reports during the spring and summer of 2007. These reports were then compiled and edited by the accreditation liaison officer. The report was put on the campus website for comment and sent to the Board of Regents of the University of Hawai‘i for certification.
Response to Recommendations
Recommendation 1: Improving Institutional Effectiveness.

To evaluate institutional effectiveness, the college should continue to improve its strategic planning processes by developing measurable performance indicators for setting institutional goals and strategic directions. (Standard 1.b.7)

Descriptive Summary:

The college began the year with the following strategic planning schedule:

Strategic Planning Committee Schedule for 2006-2007

All meetings to be at 12:30pm in Hale Palanakila 117
*except December 19, 2006 which will be in Hale ʻAkoakoa 107/109

November 21, 2006 Re-form committee
December 5, 2006 Update accomplishments.
December 19, 2006 * Add new strategic directions
January 9, 2007 Update resources needed and responsibilities
January 23, 2007 Set priorities
February 20, 2007 Determine measures of accomplishment
March 20, 2007 Format improvement
April 24, 2007 Process Evaluation
May 22, 2007 Planning to plan

No meetings in June, July, August
Meetings will resume September 18, 2007.

Agendas and Minutes are available on the college Website at:
http://www.wcc.hawaii.edu/cat/admin/Committee/StrategicPlan/StrategicPlan.htm

What follows is a synopsis of the meeting minutes:

In November of 2006, a meeting was held which included broad faculty, staff and student participation to decide on membership for a larger, more inclusive Strategic Planning Committee. In addition to recommending additional members, the group also recommended how to appoint members. By the time the December meetings occurred, most of the new members were in place.

In December, the enlarged committee focused on updating the Strategic Plan, especially the "Accomplishments" column of the Strategic Plan, and the addition of new "Strategic Priorities" that had surfaced from program reviews and annual reports. The December meetings were convened by the Assistant Dean of Instruction while the chancellor was on
leave. The plan itself has been modified to include measurable “Success Indicators” and a column for the percentage of completion. *(Appendix 2)*

On January 9, 2007, the “Resources Needed” and “Responsibility” columns were updated. Also, in January, the membership underwent another modification. Although the committee consisted of faculty from both credit academic divisions, it had neither of the academic deans. As meetings took place, it was clear that an academic dean needed to be present to provide information, and the chancellor added the Assistant Dean of Instruction to the committee.

The January 23 meeting was postponed until February 6. At that meeting all updates were reviewed, and then priority setting began. The committee focused on those items that had resource needs attached.

On February 20, there was a joint meeting of the Budget Committee and the Strategic Planning Committee. This meeting included a review of the process that the strategic planning committee had followed, the background for decision-making, and finally the passing on of the established priorities. Strategic Planning committee priorities are as follows:

1. Critical to be funded in coming biennium
2. Important in the long term, can be deferred if necessary
3. Appear desirable, need further examination

In March, the Strategic Planning Committee and the Budget Committee again held a joint meeting, this time devoted to a discussion of updating the plan to include measures and benchmarks. The deans and directors were assigned the task of adding benchmarks and measures for the parts of the plan identified as their responsibility.

New information on system planning became available before the April meeting, so the agendas for the last two meetings were reversed. The April meeting was spent discussing the process of coordinating with system planning and “planning to plan.”

The May meeting was the annual evaluation meeting. The process and means for improvement were discussed. The committee decided that it was too soon to determine if its expanded membership was working well and that a longer trial period would be useful. The decision was made to invite a consultant to come in summer and fall to work with the college on the creation of a new strategic plan.

Dr. Julie Slark was brought to the campus in July to advise the college on ways to improve its strategic planning and to create a new plan. She met with twenty-five faculty, staff and administrators over two days to evaluate the college’s planning process and pinpoint areas that need improvement. Dr. Slark’s report on those activities follows the response to Recommendation 1. Dr. Slark will return in October of 2007 for a broader training session so that the whole college will better understand the purposes and processes of strategic planning. She will lead the “kick-off” of the new plan development and will do a session on assessment of the mission statement.
In the 2007-2009 biennium budget the Community College system office provided funds for the college to create a position for a Director of Planning and Program Evaluation. The person in this position is to coordinate college planning activities including convening the Strategic Planning and Budget committees, and to assure that planning processes are taking place, are on schedule, and are widely communicated. The director will coordinate the program review process for all vocational and academic programs, non-credit programs, and support programs, and communicate the college’s progress toward meeting its strategic goals, student-learning outcomes, and other relevant information. The director will also ensure that an annual evaluation is performed on the effectiveness of the planning process and that necessary improvements are implemented.

Analysis:

As the descriptive summary illustrates, the college has made substantial progress toward developing measurable performance indicators for setting institutional goals and strategic directions.

With the help of Dr. Slark, the college realized that it had all the elements necessary for good educational planning. However, too many of these elements were combined into one unwieldy document and that actually impeded strategic planning. Dr. Slark pointed out that if the existing plan were separated into a strategic plan and supplemented by operational, technology, and facilities plans, etc., this would enable the college to focus on strategic benchmarks and then work on implementing them.

At the time of this report, the college had recruited for the Director of Planning and Program Evaluation position twice. Neither attempt was successful. The position description and minimum requirements are being revised and the position will be recruited for again in late summer 2007.

Action Plans

The college will continue to refine the Strategic Planning process. With the help of Dr. Slark, the college has begun to separate the various planning elements in the current strategic plan into a functional set of educational plans.

A key priority is the hire of the Director of Planning and Program Evaluation. The advertisement has been modified to expand the pool of qualified applicants. It will be the director’s job to keep the college’s planning process on track.

The college will be timing its planning activities to align with strategic planning that will be taking place at both the community college and system levels.
The following report, "Refinement of Planning and Assessment Structures for Windward Community College", was prepared by Dr. Julie Slark after her visit to Windward Community College in July 2007. It represents an outside expert's assessment of the current planning and assessment structures at the college after two days of meetings with college personnel. It also lists recommendations for improving these structures. Dr. Slark will be returning to the college in October to work with the college on carrying out these improvements.
Refinement of Planning and Assessment Structures
for
Windward Community College

July 30, 2007

Members of the WCC Strategic Planning Committee, Institutional Effectiveness Committee and administration met on this day to evaluate the effectiveness and gaps of WCC’s planning structure features. Following are their decisions and refinements.

WCC College-level Educational Master Plan Components Include:

1. Description of planning processes, calendars, and responsibilities - TBD
2. College mission statement
   - Assessment of related measures will be one component of institutional effectiveness assessment. Details for that process will be developed in September 2007, the day before or after the strategic planning event.
   - The mission statement will be reviewed according to the timetable which is now in policy.
3. Values statement – The current bulleted list of values needs to be better described, and this will be done later in the 2007-08 academic year.
4. Strategic plan
   - The current strategic plan will be revised in October 2007. A half-day workshop will be planned for this and will include approximately 35 faculty and staff, including the Strategic Plan Committee, Institutional Effectiveness Committee, departments chairs, and some newer faculty, as well.
   - Outcomes measures for each goal for the strategic plan will comprise the second component of WCC’s institutional effectiveness assessment.
   - The strategic plan will be “strategic”; i.e., it will identify a limited number of key directions for the college. It will be augmented to include timelines, assigned responsibilities, outcomes measures, and monitoring mechanisms. (Other non-strategic goals and directions for the college will be listed in operational plans, such as the technology and facilities plans.)
   - This plan will include a visionary, overarching vision statement (instead of the statement that is now listed with the college’s mission and values).
   - The use of quantitative assessment information (a list has been developed) will be used to inform the strategic plan development.
   - Department plans, goals, and needs will also provide critical information for the strategic plan.
5. Student learning outcomes
   - Student learning outcomes assessment results will provide the third and final component of institutional effectiveness assessment measures.
   - Currently, SLOs are identified for most courses, and many courses have implemented and reported upon assessment results in their action plans.
   - SLOs for the AA degree have been identified. However, there is a plan now to identify general education outcomes and assessments that can be implemented across the curriculum.

6. Technology Vision and Action Plan
7. 12-Year Facilities Plan
8. Financial Plan
9. Fundraising Plan
10. Achieving the Dream efforts
11. Department program reviews and annual reports are a critical component and create the mechanism by which the educational master plan is implemented. These reports and action plans identify goals that are reflective of SLOs and the strategic plan.
12. References/bibliography — will include items such as assessment, evaluation material.

Recap of Planning Structure Needs:

1. Strategic plan revision will require work throughout Fall 2007.
2. Institutional effectiveness assessment measures — development
   - Mission evaluation
   - Strategic plan outcomes measurement
   - College-level SLOs assessment
3. Program review and department-level plans need to be better used in order to enhance the link between college-level and department-level planning and effectiveness. The Strategic Planning Committee need to focus on this component.
4. Values statement needs augmentation.
5. Overall, assessment and the use of information/data needs to be strategically enhanced. This is an emphasis of “Achieving the Dream”, as well.
Recommendation 2: Student Learning Outcomes.

To improve student learning and success, the team recommends that the college completes its cycle of program reviews and incorporates into these program reviews the assessment of SLOs at course, and program and degree levels. (Standard II.A.1.c).

Student Learning Outcomes: Credit Courses offered by Windward Community College

Description
The college faculty and staff appreciate the value of assessing student learning outcomes to better understand how well students are learning and where adjustments to instruction may be necessary. As such, much work has been accomplished in this area.

Faculty and administrators have engaged in workshops conducted by outside experts as well as by in-house instructors in which they learned to write Student Learning Outcomes (SLOs). Follow up workshops focused on developing methods appropriate for assessing SLOs have also been conducted. As part of the Fall 2007 convocation, faculty shared their work with assessment tools, results, analyses, and planned instructional changes.

One cycle of program review for the AA degree is completed. An integral part of this review included the progress that has been made with assessing SLOs at the course level. The Academic Subject Certificate (ASC) programs within the disciplines of Art, Biology, Botany, Business, Psychology, and Hawaiian language are in various stages of SLO assessment. After two years of assessing the Academic Subject Certificates as stand alone programs, it was determined that these subsets of courses which comprise a certificate would be better evaluated as part of the annual department reviews. This decision makes sense as most of the resources for the ASCs come from the departments in which the certificate is housed. To assist in analyzing ASCs, the following criteria were established for their annual review:

Demand: Number of applicants, Number of “majors,” Number of classes offered, Frequency of class offerings, SSH for ASC classes, and FTE program enrollment.

Efficiency: Average class size, Class fill rate, Number of low-enrolled classes, FTE of BOR appointed faculty, Number of faculty and lecturers, and Per cent of classes and credits taught by faculty and lecturers.

Effectiveness:
Retention rate, Persistence in course sequence, Number of graduates, Graduation rate, ASC SLO assessment, and Student Satisfaction (measured by survey instruments).
Beginning in Academic Year 2007-2008, analyses of the quantitative data and assessment of SLOs for the ASCs will become part of the strategic planning/budget requests generated by each department.

The college has defined the expected learning outcomes for 94% of all courses offered (See Windward Community College Master Course List SLOs published by the Institutional Effectiveness Committee, IEC). The College’s assessment plan calls for assessing 20% of the courses from each discipline over a five-year cycle. This cycle of review has been defined. (See Worksheet 2 series for each department, published by the IEC—sample attached). In following this plan, courses assessed in 2006-2007 included:

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<th>Humanities</th>
<th>Language Arts</th>
<th>Math/Business</th>
<th>Natural Sciences</th>
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<tbody>
<tr>
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<td>COM 145</td>
<td>ACC 201</td>
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For full descriptions of course assessments—including the identification of SLOs assessed, alignment of SLOs with the AA or certificate outcomes, listing of competencies necessary for students to perform selected SLOs, instructional methods used to prepare students, assessment tools used to assess outcomes, results of assessment, use of results and proposed changes to improve student learning, and whether or not the changes will require funding—see 2006-2007 Annual Department Reports.

Assessment results have been used to plan and make changes to improve learning for many courses and disciplines within departments. For example, instructional adjustments have been made for: English 21, 100, 250, 255, Jour 205, Business 20B, Economics 130 and 131, ICS 101, Math 100 and 103, History 151 and 152, GIS 150, Geography 101, and Psychology 100.

As a result of assessment analyses of AA degree course offerings and the college’s general education requirements, several instructional needs were identified and either submitted as requests to the Strategic Planning Committee or acted upon through the Dean of Instruction’s Office. For example, course assessments identified the need for upgraded instructional equipment in our older buildings. Because faculty from the disciplines of English, math, psychology, and accounting teach in these rooms, this need has an impact on the quality of instructional delivery for many general education offerings. Additionally, as part of the requirements for earning an AA degree, students must demonstrate mastery of Computer and Information Literacy (CIL) skills. Assessment of this requirement led to several revisions: development of a 3 credit class (ICS 105), the addition of evening workshops, an updated CIL Webpage, and improved outreach to English 22 and 100 classes.

Because Windward Community College is a liberal arts college with one program—the AA degree—course and certificate assessments provide important information for determining how well the college is meeting the learning needs of students. In addition, the Institutional Research Office now provides a quantitative AA degree review on an annual basis that assists in analyzing the needs of the overall program. To further complement the annual quantitative report, work has begun on mapping the SLOs for the AA degree and developing a time-line for measuring and analyzing them.

In response to the October 2006 recommendation made by the AACJC visiting team “that the college...provide students with a sequence of courses necessary to complete their education without the assistance of counselor guidance,” members of the IEC completed an AA degree map that outlines the sequence of courses and credits students must take in
order to earn an AA degree. This map was not completed in time for the 2007-2008 catalog, but will be posted on the college Website. The college catalog does include, for each of the Academic Subject Certificates offered, a clear outline of the courses students must complete.

Also recommended in the October 2006 report: "The college might develop a broader staff development training program for key faculty, staff, and all administrators to ensure effective use of the Banner reporting system and BRIO software to aid them in developing and evaluating data." Although not yet widely available, the UH system is working to provide faculty, staff, and administrators access to Banner reporting systems. Currently, the Institutional Researcher can access BRIO to use IRO tables. The counseling staff can access Banner to get some student related data. The Employment Training Center component of the college was brought onto the Banner registration system in July 2007. However, to get program review data, faculty and administrators still need to request reports from the IR Office. Eventually, however, the system’s plan is to provide more general access to program review data—from Institutional Researchers to Department Chairs. It is projected that this will happen over the next two years. Given that institutional researchers can now access this data, progress has been made—with more to come.

Overall, the college is finding the assessment of student learning outcomes to be valuable in informing classroom teachers, discipline areas, departments, the Strategic Planning Committee, the Budget Committee, and administration as to what’s working and what needs improvement in order for students to acquire the intended learning outcomes.

Analysis

The faculty have made notable progress in assessing SLOs at the course level. A cycle of program reviews for the General Education offerings and the AA degree have been completed with plans for annual updates for the AA degree. SLOs at the course and discipline levels are being assessed on a five-year schedule, with 20% being assessed each year. Work still needs to be done to develop methods for assessing SLOs at the degree level.

Action Plan

Complete writing the SLOs for the last 6% of courses.

Continue to provide venues for faculty to share their work with SLO assessment tools, analyses, and planned instructional modifications.

Continue course assessments as scheduled.

Identify and develop methods for assessing SLOs at AA degree level.

Put the AA degree map on the college Website and in the catalog for AY 2008-2009.
Student Learning Outcomes - Non-Credit Courses offered by the Employment Training Center

Description

The Employment Training Center is unique within the Hawai‘i Community Colleges system. ETC offers short-term, non-credit courses of study to an at-risk population that prepares them for entry-level jobs. Students who complete the structured, approved curriculum receive a non-BOR-approved certificate. ETC does not offer a “program” in the sense that the credit disciplines do. At ETC the terms “course” and “program” are synonymous.

ETC has a well-defined list of competencies for each of its courses. The general education component is embedded in the vocational curriculum. The instructor completes a detailed assessment of the course’s competencies for each student, documents it, and reports it to the referring agency. It is well established that the faculty revise and upgrade their curriculum and teaching strategies in response to changes in technology and advancements in their field. ETC also collects and analyzes the quantitative data required by the federal Perkins guidelines for vocational courses. Analysis of that data has resulted in changes to staffing, facilities, equipment, and/or special support services.

In an effort to be consistent with the credit side of the college, ETC has defined SLOs for 100% of its courses to go along with the existing competencies. Mechanisms are currently being developed for the assessment of these SLOs.

ETC programs are included in the college’s cycle of program review. To date, the Essential Skills and Business Technology courses have undergone a program review. All other programs have completed annual assessments as required by the college. ETC Student Services and the Trades programs are scheduled for a five year program review in the fall of 2007.

The “Annual Report Update on Student Learning Outcomes - Part I” for the Employment Training Center is available on the college Website. This report provides data to show how the Employment Training Center has responded to Recommendation 2.

Analysis:

ETC has SLOs in place for 100% of its courses, and is developing mechanisms for formally documenting the assessment, analysis, and planning needed for continuous improvement of instruction.
Action Plan

Develop mechanisms for assessing non-credit course SLOs, following as closely as appropriate, the mechanisms approved and used by the credit programs. (Because of its unique make-up and reporting requirements, ETC’s mechanisms will be unique.)

Develop a planning process that fits ETC’s unique scheduling cycle but still meets the timelines for the college.
Recommendation 3: Student Success.

The college should define the at-risk population, develop and implement specific strategies for addressing the needs of the at-risk population, and create mechanisms for the continuous assessment and improvement of services to this population. (Standard II.B.3.c)

Student Success – Credit Students at Windward Community College

Description:

The college has identified four distinctive at-risk groups: incoming high school students, first generation students, students with disabilities, and students with a cumulative G.P.A. below 2.0.

Incoming high school students are considered at-risk by virtue of transition from a prescriptive learning environment into one that is more developmental. An analysis of incoming high school students show that they are less likely to persist from semester to semester and have a lower average GPA than other students.

The college has implemented the following strategies to address the needs of incoming high school students. Effective fall 2007, all recent high school graduates entering the college attended a mandatory New Student Orientation. They were not allowed to register for classes until they attended this orientation. The 3-hour workshop includes an introduction to the college, strategies for success, a campus tour, introduction to campus support services, faculty interactions and academic advising. During the semester, peer mentors will contact these students and monitor how they are doing. If they are experiencing any difficulties, the peer mentors will notify a counselor who will intervene to assist the student. At the end of the 2007-2008 school year, an assessment of this group of students will be conducted to determine if these strategies increased their persistence and they will be compared to a cohort of students from the Fall 2006 year who did not participate in New Student Orientation. This information will be used to evaluate the effectiveness of the strategies and to improve services to this student population.

National statistics and WCC statistics confirm that first generation students are less likely to complete degree programs than their peers. Students with declared disabilities require special assistance to accommodate their special needs to overcome obstacles that they may face while attending school.

The college has solicited federal funds to address the needs of first generation students and students with disabilities. In the late seventies, the college established the Student Support Services (SSS) program at the college. The program serves approximately 300 students who self declare as first generation and/or students with a disability. SSS provides students with tutoring, intensive counseling, access to a computer lab, and disability services. In addition, the college has hired a full-time general funded disability
counselor who works closely with the SSS program. SSS compiles an annual performance report that tracks the success of their clients. The annual outcome measures for the program are 80% persistence, 70% retention, and 65% graduation. These measures will be used to assess the effectiveness of the strategies used to assist first generation students and students with disabilities.

Lastly, the college has defined students who have a G.P.A. below 2.0 as at-risk. Intervention strategies for these students include mandatory advising, twice monthly Student Success Workshops covering general education and campus specific topics like time management, note taking, study skills, communicating with faculty, and familiarization with campus services. In addition, the campus has institutionalized a three-tiered academic warning policy. The policy allows for consistent intervention on the part of the college and allows the students to reflect on their desire to pursue a college education. The success counselor is responsible for the monitoring of the college’s academic warning policy. The success counselor will conduct an annual assessment and evaluation of the strategies for this at-risk population.

In the summer of 2007, Windward Community College, as part of the University of Hawaii Community Colleges, signed on to participate in the Achieving the Dream (AtD) initiative. To be a part of the Achieving the Dream initiative, The college had to commit to examine data on student achievement, make decisions based on data, and confront and address achievement gaps; monitor our progress closely; and share our findings broadly. The Achieving the Dream initiative will provide the college a clear framework on the implementation of a campus wide systemic approach to addressing gaps that might exist between certain student groups. The roll out strategy for Achieving the Dream is: September – Data Collection. During this phase, the campus institutional research team will compile 79 data points for WCC students. The data will be disaggregated student cohort data about various student success attributes like course completion, graduation, persistence, and retention. In October, the campus will take a look at the data and determine three student achievement areas that the campus will address. In November, the campus will develop a campus advisory team and sub-teams that will address one of the three achievement gaps among its students. The spring semester will be dedicated to developing strategies and resources to address the student achievement gaps. In Fall 2008 the campus will begin to implement the strategies.

WCC expects that the AtD initiative will identify additional at-risk students groups. AtD also creates a plan of action to address these needs, develops strategies to assist students, and provides a process to assess, evaluate, and constantly improve services to the student.

Analysis:

The college has identified its at-risk population and has sufficient staff to be able to serve that population. What has been missing was the data to clearly identify student achievement gaps. By agreeing to participate in Achieving the Dream, the college has committed itself to collecting, examining and acting on student achievement data.
Action Plan:

Fall 2007 – Collection of data.

Spring 2008 – Develop strategies and resources to address student achievement gaps.

Fall 2008 – Implement those strategies
Student Success – Non-Credit Students at the Employment Training Center

Description:

Since its inception almost 40 years ago, ETC’s mission has been to meet the needs of the at-risk population which is defined as those adults who are economically disadvantaged, academically underprepared, unemployed, rehabilitated, formerly incarcerated, physically challenged, emotionally impaired or with hidden disabilities, displaced workers, and alienated high school youth. In short, all of ETC’s are considered at-risk.

ETC offers short-term, non-credit courses of study that prepare this at-risk population for entry-level jobs. The instructional programs are designed to address appropriate pacing, educational material, and pedagogy for its student population. Students who complete the structured, approved curriculum receive a certificate for non-credit courses such as Certificate of Professional Development, Certificate of Participation, or Certificate of Competence.

ETC provides training opportunities in Auto Body Repair and Finishing, Introduction to Culinary Arts, Facilities Maintenance and Construction, Office Administration and Technology and Office Skills, Certified Nurse Assistant, Essential Skills – Math and Communication, and Career Preparation courses on various community college campuses and special off-site locations to ensure that students who are willing and able to benefit from ETC’s training opportunities have access to continued learning.

Students are referred to ETC from private and governmental agencies and the State of Hawai‘i Department of Education (DOE). These agencies’ counselors collaborate with ETC’s Student Services counselors and staff to provide appropriate support for each individual. Various strategies are employed to serve this population.

Prior to enrollment, all students take the Test for Adult Basic Education (TABE). Based on their scores they are counseled to do one of two things: take Essential Skills classes to improve their ability in basic math and English and then enter a vocational program, or, if they are deemed prepared, enroll in a vocational course that includes integrated academics customized to that field. All students receive an orientation session at the start of their programs.

Throughout their time at ETC each student is assigned a counselor who is equipped to support their needs. ETC’s Student Services has one counselor specifically designated to work with students with disabilities and a second who is charged with serving non-traditional students. In reality, however, all of the ETC counselors are equipped to serve the at-risk population.

The counselors are an integral part of a team approach to addressing each student’s needs: the shop instructor, academic instructor and the counselor consult regularly to handle individual concerns. ETC designed the 2007-08 schedule so that faculty and counselors can consult on Wednesday afternoon every week.
ETC received federal funds to expand its job placement office to include internship/work experience opportunities for all of its students. (Previously only selected programs offered that option.) The office has also created a career planning course and a "soft skills" class that is aligned with the standards set by the National Work Readiness Credential. These are all specifically geared toward our at-risk population.

Students of Hawaiian ancestry are generally recognized as at-risk and ETC serves a significant number of them at all its sites. Most recently, the unit received funds from the Office of Hawaiian Affairs to integrate Hawaiian healing methods into the standard CNA curriculum. The grant also provides tuition waivers, free uniforms and supplies to Hawaiians who take the class. (To date, other funds have been found to provide the same benefits for non-Hawaiian students.)

ETC has a well-defined list of competencies for each of its courses. As stated above, the general education component is embedded in the vocational curriculum. All of the courses also have defined SLOs. The instructors complete a detailed assessment of the course competencies for each student, document it, and report it to the referring agency.

ETC collects and analyzes the quantitative data required by the federal Perkins guidelines for vocational courses. Analysis of that data has resulted in changes to staffing, facilities, equipment, and/or special support services. As noted in Recommendation 2, because ETC has just written SLO’s to be consistent with the credit side of the college, the mechanism for documenting and analyzing the assessment of those SLOs is currently being developed.

Analysis:

ETC has clearly defined its at-risk population and developed and implemented specific strategies for addressing the needs of that population. ETC is developing a process and procedure for formally assessing SLO’s and implementing the plans developed from the assessment.

Action Plan

Develop mechanisms for assessing SLOs, following as closely as appropriate, the mechanisms approved and used by the credit programs at WCC. (Because of its unique make-up and structure, ETC’s mechanisms will be unique.)

Develop a procedure for documenting assessment results.

Develop a process for systematic analysis and evaluation of the data.

Develop a planning process that fits ETC’s unique scheduling cycle but still meets the timelines for WCC.

22
Recommendation 4: Library and Learning Support Services.

*In the interest of improvement beyond the standard, the college should act diligently to secure funding which will ensure the construction of the proposed library facility.*  
*(Standard II.C.1.a)*

Descriptive Summary:

In May 2007, after extensive efforts by the college to secure funding, the Hawaii State Legislature appropriated $41,579,000 for the construction of the new Library/Learning Resources Center building. Throughout the spring semester, a lobbying team composed of a student, a faculty member, and the head librarian made numerous visits to key legislators seeking their support for construction funds. In February 2007, a petition drive brought in more than 4,570 signatures from students, faculty, staff, friends, family and community members. Students visiting the state capitol to present copies of the petition to individual legislators were thrilled to also be introduced from the floor of the sate house and senate chambers. In April, faculty and staff sent 62 letters to legislators in a final lobbying effort before the end of the legislative session. This endeavor to obtain construction funding was fully supported by the University of Hawaii administration and Windward area legislators. After the funds were approved, a thank you celebration for the appropriation was held on campus and attended by many supporters including four legislators. The design phase of the building is expected to be completed within two years with construction to begin in 2009.

Analysis: This recommendation has been fully met.

Action Plan: Follow through until construction is complete.
Recommendation 5: Governance Structure policy.

The team recommends, to ensure appropriate participation and input, that the college refine its current governance structure policies by including written definitions of the roles and responsibilities for all constituent groups and formalize processes and structures for clear, effective communication and reporting relationships. In addition, the college should implement an annual evaluation process to assess the effectiveness of leadership and decision-making which leads to institutional improvement. (Standard IV.A.1, A.2, A.3, A.5)

Description

The college has made significant progress in response to the first part of this recommendation.

Before the last self study, as a result of an earlier accreditation recommendation, the college put into place a “Policy on Committees”. Directives were written for all committees. Those directives have been reviewed and updated as necessary. As part of the Planning Agenda that came out of the self study process, the directives have also been updated to clarify lines of communication and reporting responsibilities between committees and the college administration. The committee directives can be found on the college Website at: http://www.wcc.hawaii.edu/cat/admin/Committee/default.htm.

The process of completing the committee directives has been part of the bigger process of providing written definitions of the roles and responsibilities for all constituent groups. This process creates a narrative on all governance structures, (Appendix 3) as well as visual documents charting the flow of decision-making. (Appendix 4) These documents formalize processes and structures for clear effective communication and show reporting relationships. Drafts of these documents were sent to the college community in October for review and input. They have been finalized and are posted on the college Website.

The college policy of having the Chancellor’s office update and publish committee membership lists on the college Website every October is continuing.

In the past six months, the college held two well attended campus-wide forums, one in April and one at fall convocation, on how to improve openness and communication. As a first step, it was decided that the college will publish a monthly bulletin to keep faculty and staff informed of issues and events. A faculty member has volunteered to take on this task and will be given assigned time to do it.

Recommendation 5 also calls for the college to “...implement an annual evaluation process to assess the effectiveness of leadership and decision-making which leads to institutional improvement.”

As part of its original strategic planning cycle, a “key players” group meets annually in May to review and update the planning and decision-making policies. In response to recommendation 5, beginning in Spring 2008, the annual evaluation meeting will be expanded to include input from
the chairs of all key decision-making committees. In the future, this process will be coordinated by the Director of Planning and Program Evaluation.

In May of each year, the University of Hawai`i system conducts online evaluations of all executive employees. Constituents, peers and subordinates are asked to respond to “360 degree performance assessment”. The results go to the employee and their supervisor. All administrators also do self evaluations, measuring their success of last year’s personal goals and setting goals for the coming year. Administrators have been asked to develop measurable goals.

Since this recommendation addresses an issue common to all community colleges, the Community College System Office is also looking at a common evaluation system to “assess the effectiveness of leadership and decision-making which leads to institutional improvement”.

Analysis:

The college has made progress in clarifying and formalizing its governance structures and policies. The new narrative on governance structures and the charts documenting the flow of decision-making have been finalized and posted on the college website.

The university system’s “360 degree performance assessment” of executive employees is not clearly understood by faculty and staff, and as the results are only shared by the employee and their supervisor it is difficult to evaluate the overall effectiveness of leadership on the campus. A college survey of the effectiveness of leadership and decision-making with a focus on measurable objectives is needed. This survey should be prepared and administered by the Director of Planning and Evaluation.

Action Plan:

Create a process for effective evaluation of leadership and decision making at the campus level.
Website Links
The following links connect to Windward Community College Websites containing information and evidence related to the Progress Report.

Windward Community College Homepage
http://www.wcc.hawaii.edu/

Accreditation and Assessment
http://www.wcc.hawaii.edu/facstaff/assessment/accred.htm

Annual Assessment Reports and Program Reviews
http://www.wcc.hawaii.edu/cat/admin/ProgramPlans/default.htm

Employment Training Center Homepage
http://etc.hawaii.edu/

Institutional Effectiveness Committee (IEC) Website
http://www.wcc.hawaii.edu/iec/

Strategic Planning Committee Webpage
http://www.wcc.hawaii.edu/cat/admin/Committee/StrategicPlan/StrategicPlan.htm

Student Information Homepage including Student Services
http://www.wcc.hawaii.edu/student.htm
Appendix 1

Letter from the ACCJC dated January 31, 2007
January 31, 2007

Dr. Angela Meixell
Chancellor
Windward Community College
45-720 Kealahala Road
Kaneohe, HI 96744

Dear Chancellor Meixell:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting on January 10-12, 2007, reviewed the institutional self study report and the report of the evaluation team which visited Windward Community College on Monday, October 23-Thursday, October 26, 2006. The Commission took action to remove Warning and reaffirm accreditation, with a requirement that the college complete a Progress Report. The report will be followed by a visit by Commission representatives.

The Commission asks that a Progress Report be submitted by October 15, 2007. The Progress Report should focus on the institution’s resolution of the recommendations and concerns as noted below:

**Recommendation 1: Improving Institutional Effectiveness.** To evaluate institutional effectiveness, the college should continue to improve its strategic planning processes by developing measurable performance indicators for setting institutional goals and strategic directions. (Standard I.B.7)

**Recommendation 2: Student Learning Outcomes.** To improve student learning and success, the team recommends that the college completes its cycle of program reviews and incorporates into these program reviews the assessment of SLOs at course, and program and degree levels. (Standard II.A.1.c).

**Recommendation 3: Student Success.** The college should define the at-risk population, develop and implement specific strategies for addressing the needs of the at-risk population, and create mechanisms for the continuous assessment and improvement of services to this population. (Standard II.B.3.c)

**Recommendation 4: Library and Learning Support Services.** In the interest of improvement beyond the standard, the college should act diligently to secure funding which will ensure the construction of the proposed future Library facility. (Standard II.C.1.a)
Recommendation 5: Governance Structure Policy. The team recommends, to ensure appropriate participation and input, that the college refine its current governance structure policies by including written definitions of the roles and responsibilities for all constituent groups and formalize processes and structures for clear, effective communication and reporting relationships. In addition, the college should implement an annual evaluation process to assess the effectiveness of leadership and decision making which leads to institutional improvement. (Standard IV.A.1, A.2, A.3, A.5)

Attached is the final copy of the team report and the report of the team that visited the University of Hawaii Community Colleges System Office. Additional copies may now be duplicated. The Commission requires you to give the team report and this letter appropriate dissemination to your college staff and to those who were signatories of your college self study report. This group should include the Chancellor, campus leadership, and the Board of Trustees. The Commission also requires that the team report and the self study report be made available to students and the public. Placing copies in the college library can accomplish this. Should you want the report electronically to place on your web site or for some other purpose, please contact Commission staff.

The recommendations contained in the evaluation team report represent the observations of the evaluation team at the time of the visit. The Commission reminds you that while an institution may concur or disagree with any part of the team report, it is expected that the report will be used to improve the educational programs and services of the institution.

All colleges are required to file a Midterm Report in the third year after each comprehensive evaluation. Windward Community College should submit the Midterm Report by October 15, 2009. Midterm Reports indicate progress toward meeting the evaluation team's recommendations and forecast where the college expects to be by the time of the next comprehensive evaluation. The report also includes a summary of progress on college-identified plans for improvement as expressed in the self study.

The college conducted a comprehensive self study as part of its evaluation. The Commission suggests that the plans for improvement of the institution included in that document be taken into account in the continuing development of Windward Community College. The next comprehensive evaluation of the college will occur during Fall 2012.

Finally, let me take this opportunity to remind you that federal legislation affecting accrediting agencies requires that accredited colleges conduct systematic assessment of educational outcomes (see especially Standards One and Two). A further requirement is that accrediting agencies pay close attention to student loan default rates.
On behalf of the Commission, I wish to express continuing interest in the institution's educational programs and services. Professional self-regulation is the most effective means of assuring integrity, effectiveness and quality.

Sincerely,

[Signature]
Barbara A. Beno, Ph.D.
President

BAB/tl

cc: Dr. John Morton, Interim Vice President for Community Colleges
Mr. Paul R. Field, Accreditation Liaison Officer
Mr. Michael Rota, Associate Vice President
Ms. Kitty Lagareta, Chair, Board of Regents, University of Hawaii
Dr. Maria Sheehan, Team Chair
Evaluation Team Members

Enclosure
Appendix 2

Strategic Plan Update 07/27/07
### 1.2 PROMOTE LEARNING AND TEACHING FOR STUDENT SUCCESS

**A. Expand existing and support new academic support initiatives designed to promote learning and student success across the curriculum**

<table>
<thead>
<tr>
<th>Strategic Direction</th>
<th>Responsible Person(s)</th>
<th>Success Indicators</th>
<th>Accomplishments as of 12/06</th>
<th>Percent Complete</th>
<th>Resources Needed</th>
<th>Proposed Source of Funds</th>
<th>2007 Campus Funding Priority</th>
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<tbody>
<tr>
<td></td>
<td>Deans, Language Arts and Math faculty, VCE</td>
<td>Increase retention of at-risk students (Data in AA Degree Transfer Program Review and Gen Ed Program Review. See reviews for Dev. Engl. And Math)</td>
<td>Ongoing. A review of possible remedial math courses has been done. As a result of the math assessment completed in Spring 04, the following changes were implemented: (1) Math 25—added section to curriculum to review the topic of lines. (2) Identified need for projection devices to allow instructors to project objects, written work, and diagrams to help visual learners. Appropriate projector purchased Summer 2005 and implemented in Fall 2005. ETC offers remedial instruction at the Dillingham site. (3) 2006-07 VCE is undertaking a major review and revision of its integrated basic skills instruction of the vocational programs. This is supported in part by Perkins federal funds.</td>
<td>TBD</td>
<td>TBD</td>
<td>Special, General and/or Grant</td>
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<td>Curriculum revisions approved by ETC and affirmed by advisory committee</td>
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|                     | Deans, Academic Support Units, ICE faculty | CIL added to AA degree requirements; coordinator hired, workshops conducted, testing facilitated. | CIL requirement added to degree requirements. CIL workshops have been ongoing. Federal grant activities focused on increased technology in classrooms. PCATT grant funds supported faculty training. 3.9 casual employees hired to conduct more workshops. | 100% | CIL workshops, and testing, Training and equipment for faculty & AS staff on use of technology. $10,000 Instructional design. $30,000 Salaries | General, Grant, Special | 2 |
|                     |                      | According to benchmark number, CIL examination passes on first try | | 92% | | | 3 |
|                     |                      | College funds set aside for training in new technologies. Hire Instructional Developer | | | | | |

|                     | Learning Center staff and STAAR staff | Funds obtained to expand tutoring services. | Legislation appropriated $20,000 per year for peer tutoring and mentoring to replace federal (Till) grant funds. This program has been launched with 8 peer mentors, 1 CIL Tutor and 1 Math Tutor. Federally funded STAAR program provides funds for tutoring low-income, first generation college students or students with disabilities renewed $5 for 5 years. | | | | |

|                     | All faculty with assistance from Language Arts faculty | Number of faculty attending WAC 2002-2007 | Ongoing. Faculty attend summer WAC Institutes. | 16 | WAC workshop, Training for faculty (2-3 or year) | Foundation | 3 |
|                     |                      | 12-16 W1 classes/semester | | 100% | | | |

|                     | Director VCE | Creation of the Career Connections Center | In Progress | 50% | Supply funds for VCE Student Services $40,000 start-up $20,000 2nd year | Special, Federal | 1 |

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Priority 1 = Critical to be funded in coming biennium  
Priority 2 = Important in long term, can be deferred if necessary  
Priority 3 = Appears desirable, need further examination  
I = Incomplete information for prioritization  
D = Deferred requiring preparatory action
<table>
<thead>
<tr>
<th>Strategic Direction</th>
<th>Responsible Person(s)</th>
<th>Success Indicators</th>
<th>Accomplishments as of 12/06</th>
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<th>Resources Needed</th>
<th>Proposed Source of Funds</th>
<th>2007 Campus Funding Priority</th>
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<tr>
<td>College to University</td>
<td>Dean of Student Services</td>
<td>Team Teaching (See also Natural Sciences Annual Report, PACES assessment)</td>
<td>Added Counselor with Outreach responsibilities. Recruiting financial aid outreach position and clerk. Marketing directly to high schools. Talent Search and Upward bound actively do outreach. PACES Grant supports work with high school students in a college environment focusing on the Natural Sciences. In an attempt to meet the needs of military, working, and evening students, WCC initiated a shortened 13 week schedule for most evening classes. Added counselor: 0.5 Admissions 0.5 Disability Services</td>
<td>TBO</td>
<td>Outreach Counselor</td>
<td>$1,000 file cabinets for DOH records</td>
<td>$1,000 teaching materials for counselors</td>
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<tr>
<td>C. Support assessment and related activities</td>
<td>Chancellor</td>
<td>IR personnel in place</td>
<td>Faculty member on FT assigned time to do IR as of August 2002. 1.0 APT position and student support awarded in federal grant 2005-2010. Half-time Institutional Effectiveness Committee (IEC) Chair supported with assigned time</td>
<td>100%</td>
<td>None</td>
<td>General, Grant</td>
<td>1</td>
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<tr>
<td>Implementation of strategies to address assessment outcomes/findings</td>
<td>Chancellor, Institutional Effectiveness Committee, Deans, Directors, Dept/Div Chairs, Faculty, Institutional Research</td>
<td>Complete SLOs for all courses Assess SLOs for all courses Assess SLOs for all programs within 5 year cycle</td>
<td>Ongoing support of Institutional Effectiveness Committee. New plans and procedures were developed for assessment, accreditation, and planning processes. Between Fall 2001-Spring 2005, General Education Assessments completed in the following 11 areas: Written Communications, Writing Intensive, Oral Communications, Quantitative/Logical Reasoning, Logical Reasoning, World Civilizations, Social Sciences, Natural Sciences, Arts and Humanities, Computer and Information Literacy, and Library. Student Learning outcomes created for more than 90% of courses to date. Courses cannot be offered without SLOs complete. Now creating assessments and benchmarks. Update GPS units for classroom use; update ArcGIS software.</td>
<td>95%</td>
<td>None</td>
<td>General, Grant</td>
<td>100%</td>
</tr>
</tbody>
</table>

Priority 1: Critical to be funded in coming biennium  
Priority 2: Important in long term, can be deferred if necessary  
Priority 3: Appeared desirable, need further examination  
I = Incomplete information for prioritization  
D = Deferred requiring preparatory action
<table>
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<th>Strategic Plan Update 7/27/07</th>
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<th>Strategic Direction</th>
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<th>Success Indicators</th>
<th>Accomplishments as of 12/06</th>
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<th>Resources Needed</th>
<th>Proposed Source of Funds</th>
<th>2007 Campus Funding Priority</th>
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<tr>
<td>B. Support distance learning</td>
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<td>Assessment data submitted in annual reports and program reviews.</td>
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<td>VCE has completed SLOs for all its programs. Programs to conduct ongoing assessment.</td>
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<td><strong>Incentives for faculty to develop distance delivered (DL) courses</strong></td>
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<td>Incentives established. Participate in systems delegation of courses</td>
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<td>Training and workshops provided by campus, UH ITS and other agencies. WeTeCH-like training</td>
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<td>Distance Learning added assessed. Taping DL courses for Oahu</td>
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<td><strong>Assess Distance Learning (DL) for growth</strong></td>
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<td><strong>Workshops given for faculty.</strong></td>
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<td><strong>Office of University Partners Coordinator hired 9/1/07. Tech Vision Plan in place.</strong></td>
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<td><strong>General, Special, Grant</strong></td>
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<td><strong>Assigned time, training, graphic resources, student services support, supplies</strong></td>
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<td><strong>Examine structure and functions and make recommendations.</strong></td>
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<td>Chancellor</td>
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<td>Re-organization approved by BOR</td>
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<td>In self study planning agenda to work on college re-organization in 2007.</td>
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<td><strong>Chancellor, Deans, Directors</strong></td>
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<td>Funds received to permanently support positions</td>
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<td>STAAR grant re-funded for 5 years. 37 Disability Services Coordinator hired. Increased sections of Hawaiian Studies.</td>
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<td><strong>Examine alternative course scheduling options to increase facility utilization and to provide increased flexibility.</strong></td>
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<td>Deans, Directors, Department Chairs</td>
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<td>Afternoon increase in classes</td>
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<td>Rescheduling to 4 day week</td>
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<td>Enrollment Management committee using data, offering more early afternoon and evening classes</td>
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<td>Student Survey complete. Faculty Survey in progress to examine alternative scheduling preferences.</td>
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<td><strong>TBD</strong></td>
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<td><strong>Explore possible additions to the curriculum (e.g. surf science, ocean recreation, safety and stewardship, agriculture (native and exotic plants))</strong></td>
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<td>Deans, Directors, Department Chairs, Content discipline faculty</td>
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<td>Offering new courses, 2002/2007</td>
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<td>New Schedule published in ETC's catalogue that allows for regular meetings for faculty and staff; catalogue published every 6 months to allow for flexibility in scheduling and program development.</td>
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<td><strong>IS 197/197L surf science classes became regular OCN 260/260L course offerings.</strong></td>
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<td>Added Anatomy and Physiology. Developing Pre Vet Tech program. ETC exploring new program options.</td>
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<td><strong>70%</strong></td>
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<td><strong>Develop 200 level courses in pre-major areas with greater student demand and commit to 200 level and sequential courses, even if low enrolled.</strong></td>
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<td>Faculty and Academic Administration</td>
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<td></td>
<td>Increase in 200-level courses, 2002/2007</td>
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<td>Office of University Partners (OUP) will impact commitment to 200 level programming. Coordinator hired January 2007.</td>
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<td>• Promote quantitative analysis and critical thinking skills across the curriculum</td>
<td>Faculty and Academic Administration</td>
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<tr>
<td>• Work toward establishment of a grant writer position for the campus</td>
<td>Chancellor</td>
<td>Hiring of staff</td>
<td>Staff hired on ad hoc basis to write 2 grants</td>
<td>0</td>
<td>assigned time for grant writing - $4,500</td>
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<tr>
<td>G. Increase course offerings in Drama, Music, Art, and Hawaiian Studies</td>
<td>Deans</td>
<td>Atelier, Mask-making</td>
<td>Ongoing.</td>
<td></td>
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<td>TBD</td>
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<tr>
<td>H. Support the implementation phase of the Computer Information Literacy Competency graduation requirement at Windward Community College and ensure that the college maintains flexibility to utilize the most appropriate technology resources to accommodate the needs of the students.</td>
<td>Business Department faculty and Information Retrieval Technology Committee</td>
<td>Starting in Fall 2003, 40% of an instructor's time has been dedicated to making students aware of the CIL requirement, presenting workshops, and preparing and scoring exams. A website (<a href="http://www.hawaii.edu/erics">www.hawaii.edu/erics</a>) is available as a reference. 0.5 casual employee hired to conduct more workshops. Implementation of the Computer Information Literacy graduation requirement has been done. To offer students an alternative to taking workshops, they may elect to take a class (ITC 105) to help them meet this requirement.</td>
<td>100%</td>
<td>0.5 CIL</td>
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<tr>
<td>I. Continue to require speech communication as part of our degree program, emphasizing the interdisciplinary qualities of communication. In order to encourage students to study speech communication, create a speech lab for use by classes for videotaping, analyzing, and improving the quality of all communications.</td>
<td>Academic Deans, Language Arts faculty and Academic Support staff</td>
<td>Creation of Speech Lab</td>
<td>First stage of assessment completed. Dedicated classroom for speech classes so that equipment could be consolidated. Speech Lab open and serving students from all programs to prepare for presentations.</td>
<td>100%</td>
<td>Student Lab Asst. - $2,655 2 computers - $8,000</td>
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<td>J. In order to enhance international understanding, encourage WCC students to study at least one other language, other than their native language.</td>
<td>Language Arts faculty</td>
<td>Offer Japanese, Spanish, Hawaiian</td>
<td>Ongoing. Noted decline in language registrations a concern.</td>
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<tr>
<td>K. Continue to advocate the fundamental skills of reading, critical thinking, and good writing as essential to education and work by promoting writing and literature in the classroom and community. (Examples: Star Poets contest, People Who Write series, Writing Across the Curriculum, Writing Intensive courses, and a future Writer-In-Residence program)</td>
<td></td>
<td></td>
<td>Statewide Star Poets contest in its 5th year; $10,000 Starbucks Foundation grant received in 2003. Rainbird supported by Board of Publications. Extra 25th anniversary issue in 2006. Post laureate Ted Kooser week of activities in 2006. WAC Workshops on campus supported by WAC Champions Recruitment for WI faculty ongoing. Hired graduate student to work as writing tutor in the Learning Center.</td>
<td>100%</td>
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<td>L.</td>
<td>Department, Faculty Senate,</td>
<td>Complete,</td>
<td></td>
<td>100%</td>
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<td>M.</td>
<td>Departmental Faculty</td>
<td>Review and planning accomplished. Curriculum changes are planned for Fall 2004. Math 21ab implemented in Fall 2005.</td>
<td>100%</td>
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<td>N.</td>
<td>Departmental Faculty</td>
<td>Trial assessment accomplished at the end of Fall 2003. Assessment completed. Curricular adjustments made. Equipment purchased to support curricular revisions.</td>
<td>100%</td>
<td></td>
<td>General, Special</td>
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<td>O.</td>
<td>Departmental faculty, upgrade Math lab computers implement current teaching software</td>
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<td>0%</td>
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<td>P.</td>
<td>Departmental faculty, Math lab resource person</td>
<td>Hired graduate student to operate Math Lab.</td>
<td>100%</td>
<td></td>
<td>General, Special</td>
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<td>Q.</td>
<td>Natural Science faculty, WCC Administration</td>
<td>Based on Enrollment Management data, justification made for hiring a 1.0 FTE instructor to teach biology and A&amp;P classes. New hire to come on board in Spring 2006. Dr. Inga White has successfully implemented her biotechnology ASC using money secured via her USDA grant. WCC hired a half-time Imaginarium tech. (Jake Huddestin) Joe Ciotli writing a business plan to propose to the Strategic Planning Committee to fund a full-time Imaginarium Director in addition to the faculty position for physics and astronomy. Half-time Imaginarium manager position recruiting. ADOF program funded. Successful fundraising for PACES, Lanihuli, A&amp;P.</td>
<td>100%</td>
<td>$1,800 Polynesian Voyaging</td>
<td>General, Special, Grant, Foundation 1</td>
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Strategic Plan Update 7/27/07

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<td>S. Promote education opportunities outside of the conventional classroom such as education abroad opportunities and experiential or hands-on education in the different science areas by the following activities: strengthen ties with appropriate external agencies for collaborative activities; provide faculty release time, or reduce instructional workload to 12 credits, to allow time for faculty members to supervise and mentor students in these activities; and provide the logistical resources (supplies, equipment, facilities, and travel costs) to support these activities.</td>
<td>Natural Science Faculty and Administration</td>
<td>MOP – 5 students Grants – (NOAA &amp; BRUN – 14 students) Independent study – 8 students. These are the venues for giving students outside experience. USDA grant for Biotechnology. PACES support for environmental education.</td>
<td>100% 100% 100% 100%</td>
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| T. Identify and seek to secure the necessary staff required to support an FTE of 2,000 that aligns with goals listed above. Now that the majority of our new facilities and infrastructure will be in place by Fall 2002, the college should press forward to fully utilize the new buildings as the Ed Ficoe called for in their design. Without this increase in student enrollment, there won’t be enough critical mass to fuel any new or expanded program we attempt to implement. The department might, for example, examine the impact that the recently proposed unification of UHWO, LCC, and WCC might have in this regard. | WCC Administration | Enrollment has grown 30% in 3 years, currently level Additional staff funded in 2007. 1 FTE instructor recruited in Fall 2005 for biology and zoology. Data based on EMC enrollments over past 5 years. | 90% 100% | | | | 1.0 Math General 2

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<td>U. Support staffing needs of the Social Sciences Department</td>
<td>Student Services</td>
<td>2.5 FTE instructors hired in 2005: sociology, geography, anthropology. Data justification from EMC enrollments over past 5 years.</td>
<td>100%</td>
<td>0.5 Psychology 0.5 Anthropology</td>
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<tr>
<td>V. Support college matriculation services, including outreach, recruitment, admission counseling, and transfer planning.</td>
<td>Departmental Faculty &amp; Student Services staff</td>
<td>(New goal item 2003) Two general funded counselor positions and two grant funded counselor positions have been filled. Additional financial aid position recruiting.</td>
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<td>Student help - $5,000 Training for Disability Counselor - $2,500</td>
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<tr>
<td>W. Collaborate with instructional faculty to promote learning opportunities outside the conventional classroom, including co-curricular programming and student leadership development.</td>
<td>Common Book, Service Learning, SSCI</td>
<td>(New goal item 2003) A counselor position was redefined and filled. Developing a leadership course.</td>
<td>100%</td>
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<td>X. Help students integrate and explore the options of emerging careers related to their educational experiences and objectives</td>
<td>Student Services staff</td>
<td>(New goal item 2003) A counselor position was created and filled. ETC also has placement services.</td>
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2.0 FUNCTION AS A SEAMLESS STATE SYSTEM

A. Implement a new student information system to support (but not be limited to):

- Online, interactive, admissions application form; online course registration; Distance education registration
  - UH System team;
  - VCE to enroll using BANNER
  - All registration on-line. Application still in progress. VCE to move to Banner System. VCE has petitioned the system office for assistance in converting the current SIS to Banner. This will be supported in part by Perkins funds. 100% | Federal Special |
- System-wide selective access to student records. Bursar system; Student accounts (fees, payables, receivables, and obligations)
  - UH System team
  - VCE conversion to BANNER
  - Complete. VCE has petitioned the system office for assistance in converting the current SIS to Banner. This will be supported in part by Perkins funds. 100% | Federal Special |
- Financial Aid
  - Administration, Financial Aid Officer; Computer Specialist
  - Partial electronic processing, still in progress. Legislature appropriated requested Financial Aid 1.0 APT beginning 2003. The position was filled in Spring 2004. Also appropriated add-on financial aid APT position and clerk which are in recruitment process. | |

B. Enhance library services to include:

- Electronic database that will be available to all students in the system
  - UH system committee, WCC administration
  - Common databases appropriate for all undergraduate and graduate students purchased. Available. On-going | $15,000 Library materials | General, Special | 1 |
- Delivery of books and materials to and from UH campus libraries
  - UH system committee
  - Delivery of items within one week of request. Available using campus mail and electronic system. | | | |

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<td>• Universal library card, standard library policies and procedures, consortium purchasing</td>
<td>UH Library Council, WCC head librarian</td>
<td>Library card that can be used at all UH libraries. Common UH Libraries circulation and cataloging policies. Consortium purchasing by UH Libraries, Hawaii State libraries.</td>
<td>Complete</td>
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<td>C. Participate in system-wide efforts to improve the current articulation process, e.g. develop consistent graduation/track/major requirements. As a campus, examine and respond to UH-Manoa's new General Education Core.</td>
<td>Deans of Instruction, Faculty Senate</td>
<td>Foundations Board, HAP</td>
<td>Ongoing Faculty senate has adopted Foundations Board to improve articulation with UH-Manoa. HAP Board is in discussion.</td>
<td>100%</td>
<td>TBD</td>
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<tr>
<td>D. Share Resources</td>
<td>UH System &amp; WCC Administration</td>
<td>Filling of Marketing positions</td>
<td>LLMC leases Hale Awa. ETC uses HCC facilities. UHIM uses part of Hale 'Ilima. ADOF will be working with faculty of other campuses.</td>
<td>100%</td>
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<tr>
<td>• System-wide marketing</td>
<td>UH System &amp; WCC Administration</td>
<td>UH Public Relations has provided support, expertise, and resources. Marketing Specialist position transferred to WCC effective 1/1/04. Graphic artist position awarded by legislature (in recruitment).</td>
<td>100%</td>
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<tr>
<td>• Disability related accommodations (e.g., sign language interpreters, Braille libraries, etc.)</td>
<td>Dean of Student Services, Director of VCE</td>
<td>AOS and SAA Coordinator at ETC Honolulu Branch (0.5), and Kaneohe (0.5) Disability Services Counselor (0.5) at Kaneohe</td>
<td>1.0 FTE Disability Services Provider position</td>
<td>General, Grant</td>
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<td>E. Pursue the designation of WCC as a University Center</td>
<td>Faculty Senate and Dean of Instruction</td>
<td>University Partners Office in place</td>
<td>$78,000 General funds transferred from system specifically to support center. Federal grant funds (TII) received to develop center 2005-2010. WCC can begin to add on the findings and liaisons developed by Lynne Fukuda during the Fall 2005 semester of study regarding University Centers. Hired an ADOP Coordinator.</td>
<td>100%</td>
<td></td>
<td>Federal</td>
<td></td>
</tr>
<tr>
<td>3.8 PROMOTE WORKFORCE AND ECONOMIC DEVELOPMENT</td>
<td>Director VCE, Dean of Instruction</td>
<td>New home provided in 2002. Continuing to integrate efforts.</td>
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<tr>
<td>A. Provide a new home base for ETC and integrate the efforts of both institutions in workforce and economic development efforts of WCC and ETC</td>
<td>Director VCE, Dean of Instruction</td>
<td>Pre-Nursing, Arborics, Criminal Justice, Forensic Science, Veterinary Technology, Substance Abuse, Development of new health programs/curriculum.</td>
<td>Increasing, Stagecraft class, Pre-Nursing, AAP and pharmacology classes. Pre-Vet Tech programming, increasing ETC options. (2006-07) VCE is hiring a nurse to create courses and programs for entry-level health professions. Additionally VCE is hiring a faculty who will develop an internship program that is integrated with the job placement office so that work experience is an opportunity available for all students. This will be funded in part by the federal Alu Laka grant. Major revisions and review of integrated basic skill courses is being conducted for all VCE.</td>
<td>100%</td>
<td>TBD</td>
<td>Lecturer funds BUS ASC - $3,500 to teach Bus Law.</td>
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<tr>
<td>B. Explore the integration of workforce and economic development within the strong liberal arts offerings, including such areas as psycho-social developmental studies, environmental studies, and business</td>
<td>Director of VCE, Dean of Instruction, Directors from Social Sciences, Natural Sciences, and Business/Math</td>
<td>Pre-Nursing, Arborics, Criminal Justice, Forensic Science, Veterinary Technology, Substance Abuse, Development of new health programs/curriculum.</td>
<td>Increasing, Stagecraft class, Pre-Nursing, AAP and pharmacology classes. Pre-Vet Tech programming, increasing ETC options. (2006-07) VCE is hiring a nurse to create courses and programs for entry-level health professions. Additionally VCE is hiring a faculty who will develop an internship program that is integrated with the job placement office so that work experience is an opportunity available for all students. This will be funded in part by the federal Alu Laka grant. Major revisions and review of integrated basic skill courses is being conducted for all VCE.</td>
<td>100%</td>
<td>TBD</td>
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<td>C. Identify additional programs to add to currently articulated transfer programs</td>
<td>Director of Marketing</td>
<td>No. of students transitioning to further education. Development of the Career Connections Center: an increase in the number of internships, career classes, job placements</td>
<td>ETC Autobody program is articulated with HCC’s AS. ADOP program will add more options.</td>
<td>50%</td>
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<td>D. Explore the possibility of providing some of the general education requirements for transfer into nursing, allied health, and other vocational programs.</td>
<td>Dean of Instruction Director of VCE</td>
<td>Office of University Partners</td>
<td>Ongoing. New science courses have been added to meet some of these needs. Particularly, Anatomy and Physiology courses, and Pharmacology.</td>
<td>100%</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
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<tr>
<td>E. Explore and establish partnerships with Windward businesses and also businesses located in Honolulu. Explore offering job placement services and internships.</td>
<td>Director of VCE, Dean of Instruction, Director of VCE</td>
<td>Pre-Nursing Criminal Justice Forensic Science Veterinary Technology</td>
<td>Kaneohe Business group supporting annual Hōʻoalua’s Accounting program and A&amp;P clinical practice at Castle Hospital. OHA Productions in little theatre. Paliku partnership with Theatre for Children. PACEs environment advisory board. Ings White with biotech companies. Turtle Bay internships. Delta Media Center.</td>
<td>100%</td>
<td>50%</td>
<td>TBD</td>
<td>TBD</td>
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<tr>
<td>F. Capitalize and fully utilize the expertise of ETC in offering adult basic education, especially reading and communication skills.</td>
<td>Director of VCE, Dean of Instruction, Director of VCE</td>
<td>No integration as yet Revised curriculum; increased number of class offerings.</td>
<td>(2006-07) VCE Integrated Academics faculty are undertaking a major review and revision of its integrated basic skills instruction of the vocational programs. This is supported in part by Perkins federal funds.</td>
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<td>G. Expand continuing education and community service</td>
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<td>* Increase the short term training programs, non-credit options, and enrichment classes</td>
<td>Director of VCE</td>
<td>Number of offerings compared to baseline data.</td>
<td>Catalog includes expansion. Position was filled. Ongoing. 180 classes were offered in spring and summer 06. 134 classes were offered in spring and summer 05. An increase of 55 classes.</td>
<td>75%</td>
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<tr>
<td>* Increase continuing education opportunities for senior citizens</td>
<td>Director of VCE</td>
<td>Number of offerings compared to baseline data.</td>
<td>Ongoing. 38 senior citizen classes were offered in spring and summer 06. 43 were offered in spring and summer 05.</td>
<td>100%</td>
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<td>* Take advantage of the surrounding resources (e.g. courthouse, health center, parks and recreation)</td>
<td>Director of VCE</td>
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<tr>
<td>* Forge relationships with the community through service learning and other internship-type activities</td>
<td>Service Learning Coordinator</td>
<td>Development of the Career Connections Center. An increase in the number of internships, career classes, job placements</td>
<td>Ongoing. Project validation, Junior Achievement, and State Hospital are sites where service learning and mentorship are placed for 20 hrs. total, for last 5 years. Extensive work with windward schools through service learning and mentorship. OAT requires service learning. VCE is hiring a faculty who will develop an internship program that is integrated with the job placement office so that work experience is an opportunity available for all students. This will increase community partnerships and enhance instruction.</td>
<td>50%</td>
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<td><strong>H.</strong> Increase non-credit courses, non-credit/credit linkages, and summer institutes/workshops.</td>
<td></td>
<td></td>
<td>PACER grants, seven new courses offered by Dave Knupp and Floyd McCoy. WCC summer institutes/workshops for high school students. Snowden Hodge's Summer Academy offers an intensive painting institute. Students have the option of signing up for either non-credit or credit.</td>
<td></td>
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<tr>
<td><strong>I.</strong> Support and expand high quality technical, occupational and professional business/technology course offerings based on community needs to enable students to earn a living wage. This may require additional staffing and computer labs.</td>
<td></td>
<td></td>
<td>Development of new health programs/curriculum. No. of students transitioning to further education. Development of the Career Connections Center; an increase in the number of internships, career classes, job placements</td>
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<td></td>
<td>Survey requested from Institutional Research office. ICS faculty has integrated new computer skills in their course offerings based on their understanding of what is required in today's workplace. (See section 1.0(A)) Computers upgrades have begun. More requested from legislature. FMACO and CNA internships. VCE expanding student options. (2006-07) VCE is hiring a nurse to create courses and programs for entry-level health professions. Ongoing.</td>
<td></td>
<td></td>
<td>1.0 ICS Instructor</td>
<td>Special 3</td>
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<tr>
<td><strong>J.</strong> Encourage students to attain internationally recognized certification in products offered by Microsoft, Cisco, Novell, IBM, and others.</td>
<td>Business Department faculty</td>
<td>Credit-side Business faculty tried with no success</td>
<td>On-going</td>
<td>0%</td>
<td>Computer replacement in ETC labs</td>
<td>General, Special, Grant</td>
<td>1</td>
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<tr>
<td><strong>K.</strong> Synchonize credit and non-credit (ETC) business technology course offerings to meet the technical, occupational and professional needs of winnower residents.</td>
<td>Business Department faculty</td>
<td>BUSN and ICS courses</td>
<td>TBD</td>
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<tr>
<td><strong>L.</strong> Increase vocational options at all sites</td>
<td>Director of VCE</td>
<td>Programs added</td>
<td></td>
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**Priority 1** Critical to be funded in coming biennium
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**Priority 3** Appears desirable, need further examination

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<tr>
<td>4.0 DEVELOP OUR HUMAN RESOURCES: RECRUITMENT, RETENTION, AND RENEWAL</td>
<td></td>
<td>Developing Pre-Vet Tech.</td>
<td></td>
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<tr>
<td>A. Modify faculty workload to enhance quality of instruction. Reduction of instructional credit hours and increase in student contact hours outside of the classroom, staff development, curriculum development. Move to a 12-credit workload for faculty to increase time for professional renewal and growth. Work towards a consistent and equitable workload assignment across the University system.</td>
<td>System portion: UH administration and UHPA College portion: Dean of Instruction and Chancellor</td>
<td>03-05 UHPA contract has 15 – 12 proviso for teaching load Received a share of funds ($...) appropriated by legislature.</td>
<td>100%</td>
<td>Increase assigned time opportunities for faculty</td>
<td>General, Special</td>
<td></td>
</tr>
<tr>
<td>B. Establish peer mentoring and orientation for new faculty and lecturers.</td>
<td>Dean of Instruction, Staff Development Committee, Department Chairs</td>
<td>Peer Mentoring Orientation Scenarios</td>
<td>Some progress made. New faculty that wanted mentors were assigned. Student services has program in place.</td>
<td>5%</td>
<td>100% TBD</td>
<td></td>
</tr>
<tr>
<td>C. Assign clerical support to faculty with leadership responsibilities, such as Dept. Chairs and major committee chairpersons and to support increased faculty.</td>
<td>Chancellor; Dean of Instruction, Director of VCE</td>
<td>Support in place</td>
<td>Requested but not funded in 03-05 biennium. Did not make BOR budget in 07-09. Department Chairs given student assistants.</td>
<td>0%</td>
<td>2.00-3.00 FTE Clerical positions</td>
<td>General, Special</td>
</tr>
<tr>
<td>D. Increase the offering of sabbaticals. Explore greater and more varied use of sabbaticals, including new initiatives, such as mini-sabbaticals.</td>
<td>Faculty Senate</td>
<td>Sabbaticals awarded</td>
<td>Caught up on walllisted sabbaticals and began awarding at least one per semester.</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Establish salary equity and adjust for discrepancies in faculty salaries.</td>
<td>Collective bargaining issue</td>
<td></td>
<td>Awarded salary equity adjustments totaling $65,624 over 2 years.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>F. Establish training and mentoring program in instructional technology and curriculum development.</td>
<td>WCC Administrators, Staff Development Committee, Academic Support Staff</td>
<td>Training and workshops provided by campus, UH ITS and other agencies. Instructional developer hired to mentor faculty in instructional technology and curriculum development.</td>
<td>January 2006 convocation week focus. Faculty workshops. Hiring instructional developer with Title III funds. Technology workshops offered.</td>
<td></td>
<td>Fac. Training - $3,000 Instructional Developer - $50,000</td>
<td></td>
</tr>
<tr>
<td>G. Develop a college-wide plan for prioritizing and communicating staffing needs.</td>
<td>WCC Administration</td>
<td>Staffing plan exists. WCC strategic plan should prioritize.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H. Implement systematic survey every 2 years of Windward O'ahu</td>
<td>Business department</td>
<td>Working with IR Office</td>
<td>Survey requested from Institutional Research office.</td>
<td>TBD</td>
<td>Community survey.</td>
<td>Special</td>
</tr>
</tbody>
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<td>I. Provide training for faculty who are interested in teaching DE or web-enhanced courses and continue to assess courses for DE opportunities in addition to those already taught.</td>
<td>Academic deans and department faculty</td>
<td>Workshops CELTT Instructional Developer</td>
<td>Ongoing. English lecturer has led several workshops for staff re: WebCT Instructional developer to be hired using Title III funds.</td>
<td>100% TBD</td>
<td>TBD</td>
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<tr>
<td>J. Ensure installation of equipment so composition computer classroom can use Internet's web-based tutorials, ancillary teaching tools, and research capabilities</td>
<td>Deans and Directors</td>
<td>Palanakia 124</td>
<td></td>
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<tr>
<td>K. Continue to explore the use of and training in new technology and techniques for Ka'Ohana and Rain Bird, and to encourage interdepartmental projects.</td>
<td>Language Arts faculty.</td>
<td>Looking at electronic distribution.</td>
<td></td>
<td>100%</td>
<td></td>
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<tr>
<td><strong>5.0 DEVELOP AN EFFECTIVE, EFFICIENT, AND SUSTAINABLE INFRASTRUCTURE TO SUPPORT STUDENT LEARNING</strong></td>
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<tr>
<td>A. Complete plans and construction of new buildings and renovation of existing buildings in the master plan, especially the library and all parking, roads, lighting, phone lines, data lines, and utilities.</td>
<td>UH Administration</td>
<td></td>
<td>Ongoing. Planning for Library/Learning Center complete. Design funding awarded in supplemental budget. Funds to build requested in 07-08 BOR budget request</td>
<td></td>
<td></td>
<td>CIP funds for construction. 43.157 million</td>
<td>General 1</td>
</tr>
<tr>
<td>B. Renovate and repair classrooms and offices. Air condition remaining areas on campus, especially the Media Center, faculty offices, and other rooms that house electronic equipment at both campuses.</td>
<td>Director of Administrative Services</td>
<td>Annual % change of Areas with A/C divided by Areas Requiring A/C.</td>
<td>Ongoing. Much progress made. Media Center painted and air-conditioned; also Manoa/opono classrooms and faculty offices. New air conditioners put into Manoa classrooms.</td>
<td></td>
<td></td>
<td>System Repair &amp; Maintenance General/Special 1</td>
<td></td>
</tr>
<tr>
<td>C. Examine the process by which renovation and repair work is completed on campus and communicate status of projects underway and in queue.</td>
<td>Director of Administrative Services</td>
<td>Faculty/Staff Survey.</td>
<td>Increased communication has been taking place using college listserv.</td>
<td></td>
<td></td>
<td>None</td>
<td></td>
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<tr>
<td>D. Assess and establish life-cycle funding for</td>
<td>Chancellor</td>
<td>Life-cycle funding allocated for college</td>
<td>IT Vision plan being promulgated. Includes college-wide equipment</td>
<td>Building equipment:</td>
<td></td>
<td>General</td>
<td>1</td>
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<td>college equipment at both campuses. Institute fees where appropriate to cover the cost of supplies, maintenance, and equipment replacement.</td>
<td>College Administration</td>
<td>equipment. Technology fee instituted.</td>
<td>replacement cycle. Updated Facilities Use Policy and increased user fees 1/03. Equipment replacement funds in legislative request not funded in 05. Received $81,000 in supplemental budget 06-07. First priority in college biennium budget request for 07-08. Replaced some equipment in 05 using grant funds. Tuition increase funds also applied to equipment replacement in areas directly serving students.</td>
<td>Audio-visual equipment: Computer equipment: Imaginariaum equipment: Maintenance/Grounds/ equipment/Vehicles</td>
<td>Special</td>
<td></td>
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<tr>
<td>E. Develop and maintain adequate instructional facilities to support effective teaching and learning using technology.</td>
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<tr>
<td>• Provide all faculty with up to date computer and other appropriate technology tools for curriculum development, personal productivity, and communication with students and colleagues.</td>
<td>WCC administration and Academic Support staff</td>
<td>All faculty including lecturers have up to date computers and other appropriate technology. Improved. Ongoing. Some of the $81,000 supplemental appropriation used for faculty computer upgrades. Wireless available in almost every building at Kaneohe site.</td>
<td>TLC testing room computers - $9,000 Computers for lecturers - $30,000 Acad. Spt. Equipment replacement AMX upgrade - $85,740 AV equipment - (includes smartboards) Alaka'ia Audio - $12,000 Journalism Computers - $6,000</td>
<td>General, Special, Grant</td>
<td>3</td>
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<tr>
<td>• Implement facilities for distance learning that enable Windward to serve as both a send and receive site</td>
<td>Academic support staff</td>
<td>HTS room fully equipped and staffed. Alaka'ia 113 outfitted for HTS. Telecom also used at multiple sites on campus.</td>
<td></td>
<td>General, Special</td>
<td>1</td>
<td></td>
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<tr>
<td>• Upgrade classrooms in old buildings to give instructors the same resources available in new buildings</td>
<td></td>
<td>New equipment purchased for older buildings. New item 2006. Two smartboards purchased for Nalauo and Manasopono.</td>
<td>Math whiteboards - $4,000 Furniture and equipment - $62,000 Smartboard for Manaopono and Manaleo $160,000</td>
<td>General, Special, Grant</td>
<td>1</td>
<td></td>
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<tr>
<td>F. Improve institutional technology planning and technology support services</td>
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<tr>
<td>• Review the organization of technology support units and consider consolidating staff under a qualified technical manager so as to improve the planning and coordination of technology development and support.</td>
<td>WCC Administration</td>
<td>Reorganization plan for technology units developed and incorporated into the College organization chart.</td>
<td>Ongoing; with reorganization discussion.</td>
<td>Staff time to implement changes.</td>
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<tr>
<td>• Reduce the span of supervision for technology support staff so as to improve their ability to complete projects and provide assistance to users in a timely and effective manner. Explore creative ways to provide services to faculty and staff (e.g., employees, student interns, outsourcing, etc.)</td>
<td>Dean of Instruction, Academic Support staff</td>
<td>Full-time dean or director established for technology support staff. Additional staffing assigned.</td>
<td>A temporary .5 FTE Assistant Dean position has been established and filled to oversee all Academic Support units. 2 permanent staff now assigned to Academic Support Services. One position formerly funded w/Title II appropriated by legislature in 05. Currently one .5 FTE temporary position. 1.0 requested again in supplemental budget. Second 1.0 position assigned to Administrative Computing received in supplemental budget and filed in 06. Student Services and OCE/ETC provide the majority of the computer support needed in their areas, mainly through outsourcing and temporary staff.</td>
<td>100%</td>
<td>1.0 FTE Dean position - $80,000</td>
<td>General, Special</td>
<td>1</td>
</tr>
<tr>
<td>G. Provide staffing (faculty, staff, operations and maintenance, technicians, and possibly management) to enable full use of WCC facilities (including, but not limited to the Gallery, the Imaginarium, and the Theatre)</td>
<td>Chancellor</td>
<td>Staffing added</td>
<td>In FY2003 College received 5.0 positions (3 janitors and 2 groundskeepers). These positions accommodated all the new facilities except one (Hele’ Alba ‘kia). The College received a personnel clerk (transferred from the Chancellor’s Office), reclassified as a personnel officer and hired. OS Legislature appropriated 0.5 Imaginarium tech. 0.4 Theatre tech. 1.0 Theatre manager positions. Computer specialist and account clerk funded in 06.</td>
<td>90%</td>
<td>1 Building Maintenance Worker ($35,000), 1 grounds labor ($30,000), 1 Janitor (20,000), 1 H.R. Clerk, 1.0 Switchboard, 0.5 Director’s Clerk Secretary, 1.0 Librarian ($60,000), 1.0 Public Svc. Mgr ($45,000), Media Ctr. Graphic Artist ($51,000), IT Specialist</td>
<td>General, Special</td>
<td>2</td>
</tr>
<tr>
<td>H. Increase campus security personnel and infrastructure campus community of security procedures and liabilities (protect property and people using our facilities, especially after dark.)</td>
<td>DOAS</td>
<td>Security coverage increased</td>
<td>5% of new additional appropriation mandated for increased security by President McClain. College has increased to 24/7 security.</td>
<td>100%</td>
<td></td>
<td>General, Special</td>
<td></td>
</tr>
<tr>
<td>I. Increase staff and funding for marketing.</td>
<td>Chancellor</td>
<td>Positions filled</td>
<td>Marketing Coordinator obtained. Susan Lee was transferred to WCC office 1/10/04. Hired a .5 temporary unfunded position for marketing. Received graphic artist position in supplemental budget. (Under recruitment.) Funds received for website update in Till grant.</td>
<td>100%</td>
<td>1.0 FTE webmaster &amp; supplies - $66,500</td>
<td>General, Special, Grant</td>
<td>1</td>
</tr>
<tr>
<td>J. Update telephone system</td>
<td>Director of Administrative Services</td>
<td>N/A.</td>
<td>Complete.</td>
<td></td>
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</tr>
<tr>
<td>K. Encourage community use of WCC facilities.</td>
<td>WCC Administration Department Chairs</td>
<td>This has increased geometrically! Ongoing. Increased usage has resulted in an increased workload for full-time staff.</td>
<td></td>
<td>0.5 Facilities AFT, 2.0 Cashier Clerks</td>
<td>General, Special</td>
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<td>L. Provide adequate staffing for Arts and Humanities program.</td>
<td>Department Chair with faculty in designated areas of interest/ expertise</td>
<td>Positions filled.</td>
<td>The Hawaiian Studies Instructor has been hired and began teaching in a tenure track position in Spring 2006. Half-time instructor for religion was hired for Spring 2006. Will be filling History position Fall 07.</td>
<td>100%</td>
<td>0.5 FTE APT Educational Specialist (Gallery Manager)</td>
<td>General, Special, Grant</td>
<td>3</td>
</tr>
<tr>
<td>M. Build community links through the Little Theatre, ʻolani building, Palauakia theatre and studio, etc.</td>
<td></td>
<td>Ongoing. ʻOlina Productions now using WCC’s Little Theater. Continue the support that is being currently provided.</td>
<td></td>
<td>100%</td>
<td>0.5 Religion faculty</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>N. Sufficient utilities to support all facilities and programs</td>
<td>Director of Administrative Services</td>
<td>Ongoing. Received additional funds for utilities in 2006 supplemental appropriation.</td>
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Appendix 3

College Committees and Councils
Windward Community College Committees and Councils

Committees and Councils at Windward Community College provide for the involvement of faculty, administrators, staff, and students in deliberations regarding day-to-day and long-range planning and policies for the college. The college policy on committees is 2.2 College Committees and can be found at http://www.wcc.hawaii.edu/cat/admin/Policies/Index.htm.

Committees are established to investigate, consider, report and take action on a particular subject matter. Councils act as advisory groups by providing consultation and advice about a broad range of issues involving the management of the college. Committees generally conduct their own investigation of the issue under consideration, while council discussions are normally based upon input from other outside sources.

Committee and Council directives are on file on the college website and in the Chancellor's office. An annotated template for all committee and council directives is part of the college policy.

The college has two types of committees, which provide for different levels of involvement in college governance. All college personnel are encouraged to actively participate in college governance by volunteering for committees.

Standing Committees: deal with long-term and/or ongoing college-wide issues. These committees generally have campus representation of faculty, staff and students.

Standing committees in place are:

- Aesthetics
- Budget
- College Ambassadors
- Commencement
- Enrollment Management
- ETC Curriculum Committee
- Friends of Lanihuli
- Friends of WCC
- Institutional Effectiveness
- Kokua Paliku
- Marketing
- Staff Development
- Strategic Planning
- Student Publications Board
- Technology Vision

Ad Hoc Committees: are temporary committees created as needs arise, such as meeting new initiatives or responding to special, one-time only issues. Ad hoc committees follow the same policies and procedures as standing committees. An ad hoc committee with longevity beyond two years may become a standing committee.
Ad Hoc committees in place are:

- Accreditation Steering
- Common Book
- Department Personnel
- Excellence in Teaching Award Nomination
- Geocaching
- Loi Construction
- Sabbatical Review
- Screening Committees for Hiring
- Student Conduct
- Student Academic Grievance

Councils: assist the Chancellor and/or administrators in the operations and governance of the college. Councils allow for campus input in the decision-making process. They are also used as a communication tool to keep the campus informed of issues, events, processes, and opportunities to provide college service.

Councils in place are:

- Academic Support Coordinators
- Administrative Services Staff
- Chancellor's Administrative Staff
- Dean’s Advisory Council
- ETC Coordinators
- Faculty Senate
- Interclub
- Konohiki (ASUH)
- PACES Advisory Board
- Student Services Staff

Committee Membership

Unless otherwise stated in the committee directives, committee vacancies are announced as they occur. Announcements are made via campus-wide media such as the college listserv, announcement at convocation, or memorandum. For committees needing full representation, department chairs or division heads are asked to recruit members from their units at the beginning of each school year. Student representatives are recruited via the student government organization.

To ensure that everyone interested in volunteering for a committee has the opportunity, each volunteer is assigned a two-year term. Terms are rotated to insure stability and continuity of the committee. Once an individual completes his/her term, that individual may volunteer again for the committee and serve two or more consecutive terms.
Committee membership lists are posted on the college website. At least once per year, in October, those lists are updated through the Chancellor's office.

Committee Procedures

Unless otherwise stated in the committee directives, each committee elects its own committee chair and recorder. Minutes are recorded and submitted to the responsible administrator to insure a formal process for sharing information and recommendations. A record of the minutes is kept on file by the administrator. Committees may establish additional procedures as needed to optimize effectiveness.

Windward Community College Standing Committees

Aesthetics Committee

Charge: To oversee the aesthetic growth and development of the campus in accordance with the original Master Plan. The Committee will be consulted and make recommendations for the physical appearance of the campus in regard to:
  > Placement of signs and bulletin boards on interior and exterior space of buildings.
  > Placement of artwork on interior and exterior space of buildings.
  > Develop and enforce poster placement policies.
  > Tree planting and/or removal.
  > Temporary and permanent structures.
  > Peripheral structures in and out of buildings, such as railings, display cases, lockers, bicycle racks, and walkways.
  > New buildings.
  > All other aesthetic concerns as brought to the attention of the committee.

Line of Authority: Chair reports directly to Chancellor.
Leadership: Chair
Membership: Volunteers from administration, faculty, and staff.
Decision Nature: Advisory; makes recommendations to Chancellor.
Decision-making Protocol: Meetings are held to elicit discussion for campus aesthetic issues.
Recommendations are based upon input to the committee.
Documentation: Meeting reports kept on file; e-mail.
Termination date: Long term ad hoc, meets when questions arise

Budget Committee

Charge: To review, evaluate, prioritize, and make recommendations to the Chancellor regarding the use of resources in the college operating budgets, and regarding resource requests for future college funds following the guidelines of WCC Policy 4.3 Budget Development.
Line of Authority: This committee reports to the Chancellor and serves the institution.
Leadership: The Chancellor convenes this committee.
Membership: Effective November ’05, committee membership was expanded at the recommendation of the prior committee. Members represent VCE, Division I, Division II,
Administrative Services, Student Services, Academic Support, Puko’a Council, APT/Civil Service, and Students. All deans and directors are included.
Terms: 2 years with opportunity to be reappointed. Members nominated to Chancellor by groups being represented. (ex. faculty senate, student government, college Pukoa representative).

College Ambassadors

Charge: help college support its mission, help build relationships with the community, and advise Chancellor. As they get to know college, suggest how they can help us most: networking, business advice, fundraising, others.  
Line of Authority: Direct to Chancellor 
Leadership: Director of Development convenes for Chancellor
Membership: 30 diverse community leaders including business, education, etc. Local politicians are honorary ambassadors.
Decision nature: Advisory
Decision-making protocol: Recommendations to Chancellor and Director of Development
Documentation: Notes taken at meetings, disseminated as newsletters
Termination date: Two years, or upon resignation

Commencement

Charge: To plan and oversee annual commencement 
Line of Authority: Dean of Students 
Leadership: Student Life Counselor convenes as dean’s designee 
Membership: Students, faculty, counselors, and staff volunteers 
Decision nature: Planning, advisory 
Decision-making protocol: Consensus 
Documentation: Notes taken as needed 
Termination date: After commencement each year, members welcome to remain on

Enrollment Management Committee

Charge: The committee was set up for the purpose of seeking a means of increasing enrollment at Windward Community College. This committee is asked to study enrollment patterns at the college, and to look at where growth would be appropriate or desirable. Whether through improved retention, or through the addition of classes, courses, or programs, we also need to decide what resources would be needed to support such growth. 
Line of Authority: The committee reports to the Dean of Instruction and the committee serves the institution.
Leadership: A faculty member or administrator is assigned to lead this committee. Release time is provided for faculty leadership.
Membership: Membership is composed of volunteers from every department on campus, including the Dean of Instruction’s office and Student Services.
Decision Nature: This is a decision-making committee.
**Decision-making Protocol:** Develops the schedule of classes. Works closely with department chairs for coordination of offerings. The chair also coordinates with marketing, signage, scholarships, the bookstore, registration and financial aid.

**Documentation:** The schedule of classes.

**Termination Date:** None

**ETC Curriculum Committee**

**Charge:** Review all new curriculum, periodic review of existing curriculum

**Line of Authority:** Advisory to Director of Vocational and Community Education

**Leadership:** Chair appointed by Director of Vocational and Community Education

**Membership:** Representatives from each of ETC instructional units

**Decision nature:** Advisory

**Decision-making protocol:** Recommendations to faculty concerning curriculum; recommendations to director concerning approval of changes or new curriculum

**Documentation:** Minutes and curriculum documents

**Termination date:** Two years

**Friends of Lanihuli**

**Charge:** To plan fundraising activities to build and support Lanihuli Observatory

**Line of Authority:**

**Leadership:** Joe Ciotti

**Membership:** Volunteers

**Decision nature:** Plan and carry out fundraising activities

**Decision-making protocol:** Consensus

**Documentation:** Minutes

**Termination date:** None

**Friends of WCC**

**Charge:** To plan fundraising activities to build and support Windward Community College

**Line of Authority:** Chancellor

**Leadership:** Development Officer

**Membership:** Volunteers

**Decision nature:** Advisory

**Decision-making protocol:** Plan and carry out fundraising activities

**Documentation:** Minutes

**Termination date:** None

**Institutional Effectiveness Committee (IEC); superseding the Assessment Committee**

**Charge:** To plan and oversee an institutional schedule to ensure a systematic, comprehensive, and on-going assessment of the credit programs, non-credit programs, and other units identified in the Program Review Policy. To develop and sustain a culture of assessment throughout the institution. To provide the necessary training and skills for units to assess themselves.
To maintain material and reports related to all assessment activities

*Line of Authority:* This committee reports to the Chancellor and serves the institution.

*Leadership:* Chairperson for this committee receives a teaching load reduction.

*Membership:* The Chancellor appoints the chairperson. Other members of the committee are volunteers from various academic, support, and administrative units. In addition, a student representative is recommended by WCC-ASUH. The Institutional Researcher is also a member of the committee.

*Decision-making:* Develops, plans and implements assessment activities for the institution.

*Decision-making Protocol:* The committee makes decisions about training and skills needed for assessment. The committee makes recommendations to the Chancellor in matters that affect the entire institution.

*Documentation:* The committee records discussion, recommendations, and decisions via minutes and memos to the Chancellor.

*Termination date:* Chairperson – 3 years, with the last year training a successor to ensure continuity. Members – 3 years, with the last year training successors to replace themselves.

**Kokua Paliku**

*Charge:* To plan fundraising activities to build and support Paliku Theatre

*Line of Authority:* Chancellor

*Leadership:* Development Officer

*Membership:* Volunteers

*Decision nature:* Advisory

*Decision-making protocol:* Consensus

*Documentation:* Minutes

*Termination date:* None

**Marketing Committee**

*Charge:* The purpose of the committee is to provide a coordinated approach to marketing at WCC. The purpose is to 1) build community awareness of the college, its programs and its vital role in the community and 2) coordinate enrollment management/recruitment planning with a broader communications plan that involves publications, Web site, advertising and promotion, special events, fund development, and student, alumni and community relations. The committee also develops, approves and recommends to the Chancellor a marketing budget for the next academic year. It evaluates the effectiveness of the previous year’s efforts and recommends a coordinated plan that integrates print, radio and (if possible) TV advertising, other publications, Web site development and community partnerships that will supplement the college’s marketing budget.

*Line of Authority:* This committee reports to the Chancellor and the committee serves the institution.

*Leadership:* The Director of Marketing and Public Relations convenes the committee.

*Membership:* Volunteers from Administration, Enrollment Management, Media, students, faculty.

*Decision-making:* This is an advisory committee.
Decision-making protocol: Develop a marketing plan and present to Chancellor for approval and funding.

Documentation: The marketing plan is the documentation and is presented to the Chancellor. Copies of all advertisements are kept.

Termination date: None.

Staff Development Committee

Charge: The mission of the Staff Development Committee is to plan and coordinate staff development activities, as well as administer professional development endeavors. There are three basic activities: Issuance of grants for staff development activities; planning of programs for the college that offer professional development opportunities to faculty and staff; and fundraising programs to raise money for staff development activities.

Line of Authority: The committee reports to the Chancellor.

Leadership: Chancellor appoints a chair.

Membership: Representation across college. Volunteers are appointed by Chancellor.

Decision-making: The committee has delegated authority to make decisions with regard to awarding of professional development grants within approved guidelines and appropriated budget.

Decision-making Protocol: committee meetings and established grant guidelines

Documentation: Minutes are taken and kept.

Termination date: No set term length.

Strategic Planning Committee

Charge: To review, evaluate and update the college strategic plan at least once per year. To prioritize strategic actions based on program reviews, annual reports and summary reports from the deans and directors. To make recommendations to the Chancellor and the budget committee regarding the use of resources in the college operating budgets, and regarding resource requests for future college funds following the guidelines of WCC Policy 4.2 Strategic Planning Policy.

Line of Authority: This committee reports to the Chancellor and serves the institution.

Leadership: The Chancellor or designee convenes this committee.

Membership: Representatives from each of Vocational and Community Education, Administrative Services, Credit Instruction, Academic Support, Student Services, a Student, and a representative from the Budget Committee.

Decision-making: The committee takes information from college planning and assessment processes, especially program reviews, and uses it to update the college strategic plan. Makes recommendations to the Chancellor on prioritization of resource needs based on program reviews and reports.

Decision-making Protocol: Collects dean and director annual reports, program reviews and other annual reports and uses the data and recommendations to update the college strategic plan and prioritize resource needs. Makes recommendations to Chancellor.

Documentation: The committee records discussion, recommendations, and decisions via minutes and memos. Minutes are posted on college web site.
Termination date: 2 years with opportunity to be reappointed. Members nominated to Chancellor by groups being represented. (The first year the members were nominated by deans and directors.)

Student Publications Board

Charge:  
Line of Authority:  
Leadership:  
Membership:  
Decision nature:  
Decision-making protocol:  
Documentation:  
Termination date:  

Technology Vision Committee

Charge: To compose a technology vision plan to lead the College into the future and to satisfy our requirement for the next accreditation visit; to be the focal point at the College to respond to and propose current and future technology needs, to technologically unite the College by planning for technology compatibility, to propose appropriate technology locations (such as labs); and to address distributive/distance learning.

Line of Authority: This is a standing committee reporting to the Dean of Instruction and the committee serves the institution.

Leadership: The committee will elect a chair.

Membership: No procedure for member selection or term of service is mentioned. Membership is composed of volunteers from credit faculty, ETC faculty, OCET, administration, media, and marketing.

Decision Nature: This is an advisory committee. Develop a technology vision plan which will be regularly reviewed in light of funding, changes in technology, etc.

Decision-making Protocol: The plan will be presented to the Dean of Instruction and campus for adoption. It will guide our technology purchases and activities.

Documentation: The vision plan which will be periodically updated and presented to the administration and faculty; and minutes

Termination date: None.

Windward Community College Ad Hoc Committees

Accreditation Steering

Charge: Oversight of accreditation self study process

Line of Authority: Direct to Chancellor

Leadership: the Accreditation Liaison Officer (ALO), appointed by the Chancellor, will convene the committee. A chair other than the ALO may be selected by the committee.
Membership: Representative across the college, including students and community members. All full time staff are expected to be on a sub committee. The ALO, the chairs of the accreditation subcommittees, and the editor of the self study document make up the steering committee.

Decision nature: How to carry out the accreditation self study
Decision-making: By consensus
Documentation: Minutes, and edits to the self study
Termination date: After the accreditation visit.

Common Book

Charge: To provide a common focus for reading, thought and discourse across the college community
Line of Authority: Dean of Instruction
Leadership: The Common Book Coordinator, will convene the committee
Membership: Representative across the college, including students and community members.
Decision nature: Choose annual book and plan related events
Decision-making: By college community ballot
Documentation: Minutes.
Termination date: On-going.

Department Personnel

Charge: Review contract renewal dossiers and promotion and tenure dossiers; make recommendations on renewal, promotion, tenure
Line of Authority: Recommendations go to Dean, then Chancellor
Leadership: One member appointed as convener by Chancellor
Membership: Members must be tenured faculty. Defined by collective bargaining agreement and college DPC policy which has been approved by the union.
Decision nature: Advisory to Deans and Chancellor
Decision-making protocol: Secret ballot. Defined by collective bargaining agreement and college DPC policy which has been approved by the union.
Documentation: Written reports placed in dossiers
Termination date: Annual

Excellence in Teaching Award Nomination

Charge: To review nominations and make a recommendation
Line of Authority: to Chancellor who in turn recommends to President/Board of Regents
Leadership: Committee elects chair as needed
Membership: Former awardees and three students appointed by the Konohiki Council
Decision nature: Advisory
Decision-making protocol: Discussion and vote
Documentation: Recommendation in writing to Chancellor
Termination date: annual

Geocaching:
Charge: Set up and maintain the WCC Geocaching site to support GIS/GPS classes
Line of Authority: This committee is under the Social Science Department and serves the institution
Leadership: Council system
Membership: Volunteers from the WCC faculty and staff
Decision nature: Set up and maintain the WCC Geocaching site
Decision-making Protocol: Vote when applicable
Documentation: e-mail, if necessary
Termination date: Long term ad hoc

Loi Construction Committee
Charge: To study the feasibility of a loi for WCC.
Line of Authority: This committee reports to the Chancellor.
Leadership: Winston Kong is in charge of this committee. It carries no specified release time or compensation.
Membership: Membership is composed of highly skilled volunteer experts in their fields from on or off campus
Decision nature: This is a recommendation-making committee
Decision-making protocol: As directed by the Chancellor, after a proposal is formulated, an informational forum will be arranged campus-wide
Documentation: Copies of the proposal will be available for the Chancellor and at the forum.
Termination date: TBA

Student Conduct

Charge: To act as a hearing board for student conduct allegations as determined by policy
Line of Authority: Dean of Students, then Chancellor
Leadership: Chair appointed by Chancellor
Membership: Defined by policy
Decision nature: Recommending
Decision-making protocol: Silent ballot
Documentation: Notes and tapes
Termination date: Appointed for term of investigation

Student Academic Grievance

Charge: To act as a hearing committee for academic grievances as determined by Academic Grievance policy
Line of Authority: Dean, then Chancellor
Leadership: Dean appoints
Membership: Determined by policy
Decision nature: Recommending
Decision-making protocol: Secret ballot
Documentation: Thorough notes and tape recording
Termination date: Appointed for term of investigation.

Sabbatical Review

Charge: To review sabbatical applications and make approval recommendation to Chancellor
Line of Authority: direct to Chancellor
Leadership: Chair selected by committee
Membership: Three members selected by Faculty Senate
Decision nature: Advisory
Decision-making protocol: Each member makes an independent evaluation of the applications and writes an advisory recommendation.
Documentation: Written recommendations to Chancellor
Termination date: annual

Screening and Hiring

Charge: To follow guidelines and campus procedures for hiring of faculty for the selected advisory personnel screening committees for WCC.
Line of Authority: Committee reports to administrator responsible for the position that is being recruited. Consultation is provided by Director of Human Resources/EEO Coordinator.
Leadership: A chair is appointed by the relevant administrator
Membership: EEO/AA balanced, Selected by relevant administrator on consultation with Human Resources
Decision nature: Recommendation to administrator
Decision-making protocol: Pre-agreed upon point system for evaluating position candidates
Documentation: All screening documents go to Human Resources.
Termination: When screening is complete.

Windward Community College Councils

Academic Support Coordinators Council

Charge: The purpose of the Council is to establish policies and procedures that improve and expand services and resources offered by individual academic support programs. The Council will: work toward improving services and access to resources for the College community; serve as a means of communication among the coordinators; coordinate purchasing and sharing of resources among members; make decisions and/or recommendations that affect the unit; represent the point of view of the academic support coordinators to other areas of the College
Line of Authority: direct to Dean of Instruction/Assistant Dean
Leadership: convened by Dean of Instruction/Assistant Dean
Membership: Head Librarian, Coordinator and Manager of The Learning Center, Media Center/Duplication Services Coordinator, Academic Computing Services Coordinator
Decision Nature: Advisory
Decision-making protocol: Vote when applicable, each program area having one vote
Documentation: Minutes are kept for recording discussion and decisions and housed in the assistant dean’s office
Termination date: Indefinite

Administrative Services Staff

Charge: Reports to and advises the Director of Administrative Services
Line of Authority: Direct to Director of Administrative Services
Leadership: convened by Director of Administrative Services
Membership: Supervisory staff of Institutional Support units
Decision nature: Advisory
Decision-making protocol: Discussion
Documentation: Minutes on file in Director of Administrative Services office
Termination date: None

Chancellor's Administrative Staff

Charge: This council reports to and advises the Chancellor on the governance of the college.
Line of Authority: Direct to Chancellor
Leadership: Chancellor
Membership: All executive personnel of the college
Decision nature: College administrative decisions
Decision-making protocol: Administrators represent their units, but are also expected to consider the best interest of all units of the college
Documentation: Chancellor’s private secretary takes and distributes minutes
Termination date: N/A

Dean’s Advisory Council (DAC)

Charge: Evaluate instructors/lecturers for faculty evaluation, promotion and tenure, contract renewal and reappointments, etc. (The Dean of Instruction and Assistant Dean of Instruction will provide assistance as needed.) Assist in the appointment of lecturers, instructors, and other staff. Identify personnel needs for department, and supervise APT, clerical, and/or student help. Orient new faculty and staff to the department. Assist new faculty and staff with college and departmental policies and procedures.
Line of Authority/Leadership: Directly reports to Dean of Instruction. Dean’s Advisory Council is made up of Department Chairpersons in Credit Instruction. Dean of Instruction conducts department elections of faculty members to select a tenured Department Chairperson (Rank 4 or above) who represents the department views to the administration. Dean of Instruction may choose from the candidates in the election receiving the highest votes or may select another eligible faculty member. Dean of Instruction forwards to the Chancellor for approval the names of the faculty members recommended for Department Chair. Final decision is made by Chancellor of Windward Community College.
Compensation for service: Department Chairperson released from a minimum of three (3) credit hours of classroom instruction each semester in order to assume these duties and responsibilities and receives a monthly stipend in accordance with CCCM#2250.
Membership and Term of Service: Dean’s Advisory Council is made up of Department Chairpersons. Department Chairperson is a tenured faculty member at Rank 4 or above. Term of Service: Two (2) academic years and no more than two (2) consecutive terms.
Decision nature: Primarily academic decision-making
Decision-making protocol: Windward Community College-DESCRIPTION OF DUTIES AND RESPONSIBILITIES OF DEPARTMENT CHAIRS IN CREDIT INSTRUCTION.
Contact: Office of the Dean of Instruction.
Documentation: Minutes.
Termination date: standing (ongoing)

Employment Training Center Coordinators

Charge: To advise Director of Community and Vocational Education; communication within the unit
Line of Authority: direct to Director of Community and Vocational Education
Leadership: convened by Director of Community and Vocational Education
Membership: Coordinators of ETC units
Decision nature: Advisory
Decision-making protocol: Discussion
Documentation: Minutes in Director of Community and Vocational Education office
Termination date: None

Faculty Senate

Charge: Constitution defines role as providing “formal faculty involvement in educational decision-making, academic policy, and program development.”
Line of Authority: Constitution indicates that the Faculty Senate Chairs will meet “with the Provost (position renamed Chancellor) bi-weekly”
Leadership: three (3) faculty senate chairs
Membership: faculty with at least 0.5 position count appointment and a member of Unit 7
Decision-making: decision-making internal to Faculty Senate; recommending body external to Faculty Senate
Decision-making protocol: see Constitution for voting procedures
Documentation: minutes recorded and posted on the college web site
Termination date: ongoing

Interclub Council

Charge: “to join leaders and members of student clubs and organizations on campus.”
Line of Authority: Dean of Student Services

Leadership: student chair and co-chair
Membership: representatives from all WCC recognized campus clubs and organizations
Decision-making: decision-making internal to Interclub Council
Decision-making protocol: see constitution
Documentation: minutes on file in Dean of Students’ office
Termination date: ongoing

Konohiki Council (WCKC): Associated Students of the University of Hawaii—Windward Community College

Charge: “to assist individuals within the community served by the College to come to greater awareness of themselves, the environment in which they live and their relationships with this environment” and “to assist in developing skills and abilities necessary for them to cope with their environment and assume a role as contributors to this environment.”

Line of Authority: Dean of Student Services
Leadership: Executive member of WCKC
Membership: all registered students at WCC
Decision nature: decision-making internal to WCKC.
Decision-making protocol: see Constitution and By-laws on file in Dean of Students’ office
Documentation: minutes on file in Dean of Students’ office
Termination date: ongoing

PACES Advisory Board

Charge: Advise development and improvement of PACES program, also advise on fund development
Line of Authority: Dean of Instruction
Leadership: Coordinator of PACES program with support from Director of Development
Membership: Volunteers
Decision nature: Advisory
Decision-making protocol: Consensus
Documentation: Minutes
Termination date: None

Student Services Staff

Charge: To advise Dean of Students; communication within the unit
Line of Authority: direct to Dean of Students
Leadership: convened by Dean of students
Membership: All student services staff
Decision nature: Advisory
Decision-making protocol: Discussion
Documentation: Minutes on file in Dean’s office
Termination date: None
Appendix 4

Information and Decision Making Flow Charts
CHART FOUR

DIRECTOR OF ADMINISTRATIVE SERVICES

Administrative Services Staff Council

HUMAN RESOURCES
- Personnel Management
- EEO/AA
- Student Employment

BUSINESS OFFICE
- Fiscal Services
- Mail Services Switchboard
- Cashiering
- Payroll

OPERATIONS AND MAINTENANCE
- Janitorial Services
- Maintenance Services
- Security

INSTITUTIONAL COMPUTING AND DATA PROCESSING
PLANNING AND BUDGETING PROCESS FOR WINDWARD COMMUNITY COLLEGE

Chancellor
  
  **Budget Committee** uses updated Strategic Plan in formulating annual budget and legislative budget requests and makes recommendation to Chancellor

  **Strategic Planning Committee** uses summaries to update Strategic Plan.

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<th>Deans/Directors</th>
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<tr>
<td>Read and summarize reviews</td>
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<th>Program Reviews</th>
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**Institutional Research** office provides data to Department Chairs and Program Coordinators