ANNUAL ASSESSMENT REPORT

for the

University of Hawaii- Windward Community College
Chancellor’s Office

for

Academic Year 2004 – 2005

December 1, 2005
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Mission Statements

College mission statement

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing culturally aware members of our community.

Unit mission statement

The Chancellor’s Office will support and facilitate all activities of the college that lead to achievement of the college mission.

Part I. Summary of Program Status

The Chancellor’s office at Windward Community College historically consisted of only the Chancellor (formerly “provost”) and one secretary. When new construction began on campus, a temporary assistant to the provost position was created to work as liaison between the college and various construction offices. Marketing, institutional research and private fundraising were managed through the office with assistance from various college staff or faculty. In recent years, positions were obtained for marketing and private fundraising. The assistant to the provost position was converted to faculty and reassigned to provide much needed institutional research.
Part II. Leadership - Program Description

The Chancellor’s Office will support and facilitate all activities of the college that lead to achievement of the college mission. The Leadership functions of the Chancellor’s Office include the following:

External
1. Meet with public, attend public functions and events
2. Analyze and present information
3. Work with politicians to win their support
4. Work with BOR, president, and other chancellors to get support for the college
5. Build rapport and relationships with community leaders to gain support.

Internal
1. Facilitate long-range planning, such as strategic plan
2. Develop and enforce policies
3. Provide vision and direction
4. Take action to facilitate activities, courses, programs
5. Think about college issues, needs, people, resources
6. Address problems and work with students, faculty, and staff to fund solutions
7. Give direction to the leaders of the college that reflect the mission of WCC
8. Engender good morale on campus
9. Find solutions and take action to resolve problems and issues
10. Arrange for activities, meetings
11. Attend meetings, listen and contribute. Also lead meetings
12. Provide and interpret ideas
13. Hire the best people
14. Encourage and provide support for staff
15. Make and communicate decisions
16. Talk to, and listen to, people at all levels of the college and community.
Quantitative Indicators

The leadership function of the chancellor’s office has the following service outcomes: Counts are based on informal check of the office calendar and do not include individual meetings which take place every day.

External:
1. Effectively communicate WCC’s needs to community leaders
2. Build relationships in the community

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Speeches in community</td>
<td>6</td>
</tr>
<tr>
<td>Meetings in community</td>
<td>5</td>
</tr>
<tr>
<td>Ambassadors meetings</td>
<td>3</td>
</tr>
<tr>
<td>Meetings with other UH administrators</td>
<td>16</td>
</tr>
<tr>
<td>Council of Chancellor’s</td>
<td>12</td>
</tr>
<tr>
<td>Community College Chancellor’s</td>
<td>14</td>
</tr>
<tr>
<td>BOR meetings</td>
<td>10 (2 days each)</td>
</tr>
<tr>
<td>Other meetings with government or community leaders</td>
<td>9</td>
</tr>
<tr>
<td>Legislative hearings</td>
<td>2</td>
</tr>
<tr>
<td>Other functions in community</td>
<td>16</td>
</tr>
<tr>
<td>Meetings with state hospital</td>
<td>4</td>
</tr>
<tr>
<td>Other board meetings</td>
<td>3 (CCNCCE) 2 Ifuku 1 (ACE)</td>
</tr>
<tr>
<td>Trainings and staff development</td>
<td>5</td>
</tr>
</tbody>
</table>

Internal:
1. Address issues in a timely manner
2. Solicit campus input into decision-making
3. Follow stated goals in plans
4. Encourage achievement by subordinates
5. Promotes an environment conducive to effective administration of academic, administrative, student, and support services of the college.
College council 3
Planning committee 2
Budget committee 4

Administrative staff meetings 16
Faculty Senate leadership 7
College ceremonies and functions 12
Other college committees 13

On-going communications and approvals;
Certificates for Employment Training Center and Volunteer Resource Center
Graduation letters
Thank you letters for donations
Recommendation letters
Personnel documents
Travel documents
UHF account transactions
Hiring letters

**Assessment Results**

A simple comparison of the above counts results in the following alignment of time:
It is important to note that this does not include daily meetings with individuals. In 2006 a tally will be made at the end of each month for a more accurate picture of time accounting.

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal meetings</td>
<td>61</td>
<td>31%</td>
</tr>
<tr>
<td>System meetings</td>
<td>52</td>
<td>30%</td>
</tr>
<tr>
<td>Community</td>
<td>51</td>
<td>36%</td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
<td>3%</td>
</tr>
</tbody>
</table>
Program Revision

No revision is indicated at this time by the data.
The chancellor has a goal in her annual plan to spend a larger percentage of time on internal leadership.

Analysis of the Program

The Chancellor’s office is fully aligned with the mission of the college and provides services dedicated to fulfillment of that mission.

When the community college provosts became “chancellors” in 2003, their “external” role greatly expanded. The challenge for the chancellor is to continue to fully support the internal leadership needs of the college, while also performing the expanded system and community roles.

One result of the extended chancellor’s role has been additional responsibilities for the deans and directors. Since the college already operated with a minimal management staff, this added load has created an untenable workload, particularly for the deans.

Action Plan

The chancellor will work with the faculty and staff to research and propose an organizational reorganization. One important aspect of that reorganization will be looking at the management structure of the college.

Budget Implications

There are no implications at this time. A college reorganization is likely to result in budget implications in the future.
Part III. Planning - Program Description

1. Plan solutions and applications.
2. Organize, plan, and implement guidelines
3. Apply alternative solutions to problems.
4. Systematize and formulate rules and procedures.
5. Set-up priorities.
6. Analyze goals.
7. Analyze and present data.
8. Talk to local industry leaders about what skills are needed.

Quantitative Indicators

Update the college strategic plan every two years and visit it every year
Make operating budget decisions using the strategic plan
Request legislative funding for budget items from the strategic plan.

Assessment Results

A new planning policy was promulgated in 2005 which requires the college to update the college strategic plan every two years and visit it every year.

A new budget development policy was promulgated in 2005 which requires the college to make operating budget decisions using the strategic plan and to request legislative funding for budget items from the strategic plan.

Program Revision

A new Strategic Planning committee has been formed and has begun meeting to carry out the new policy.
Analysis of the Program

The college has created a new policies and procedures with the expectation that they will improve college planning. Until one cycle is complete it is not possible to measure.

Action Plan

At this time the plan is to follow college policies and procedures for planning.

Budget Implications

None

Part IV. Institutional Research - Program Description

The Office of Institutional research (OIR) supports faculty and staff in reporting the institutional information of the College. It also presents this information to students and prospective students for their decision-making regarding the College.

Windward Community College has no Institutional Research Office in its organizational charts and has no positions originally designated for that purpose. As needs for data and information continued to grow, a senior faculty member was asked in 2002 to take on the role of Institutional Researcher for the college. In addition the college administrative computer specialist is particularly talented in programming. He devotes approximately half of his time to data attainment. In the Title III grant awarded October 1, 2005, the college received funds to hire and APT institutional researcher and student assistants.

The OIR supports students, faculty and staff by:

1. Preparing reports detailing information for the students, the faculty, the Chancellor, the President, the UH System and the public. Prepares reports needed for state and federal grant proposals.
2. Supporting the various efforts of the College in compiling program reviews and analyzing institutional effectiveness through assessment, and conducting self-studies for accreditation.

3. Coordinating efforts to collect and communicate information useful in the analysis of institutional research issues.

4. Contributing to strategic planning and the implementation of accreditation self-study planning recommendations.

5. Preparing supporting information for reports for private, state, and federal grant proposals.

6. Developing and staying up to date on various methods to produce information that is useful to leaders of the organization.

7. Analyzing and presenting information.

8. Compiling information.

9. Gathering and assembling information for deciding on goals.

**Quantitative Indicators**

1. Within an academic year, fulfill 80% of requests for “standardized” information

2. Within one month, fulfill 80% of “custom’ requests

3. Increase the response rate of the “Graduate Leavers Survey” incrementally each year until a response rate of 25% is achieved.

4. Monitor frequency of requests for institutional information to see if needs are being met

5. Create college community awareness of OIR availability to faculty and staff.
**Assessment Results**

1. Prepared system reports for Graduate/Leavers, Program Health Indicators for AG and BUS and Data Portfolio.
   2. Developed OIR Webpage for WCC; attended IR Cadre meetings representing WCC in discussions pertaining to system-wide reporting of campus information; coordinated SAS workshops for system at WCC.
   
   3. No activity.
   
   4, 5 and 6. Compiled reports as listed in items 1 and 2 above; developed program review template.
   
   7. Served as member of Accreditation Steering Committee and IEC Committee providing institutional informational support;
   
   9. Provided leadership in developing Program Review timeline, sequence and report template.

**Accomplishments:**

1. 100% of requests for “standardized requests” have been completed.

2. ca. 50% of "custom requests" have been completed within one month; currently developing data for twelve academic program reviews and responding to requests for accreditation self study report information

3. The Graduate/Leavers Report will be completed in February 2006; the graduate response rate should be about 80-90% for Liberal Arts and 10% for Vocational students, and about 25% for Liberal Arts and 10% for Vocational student leavers

4. A table detailing requests and progress is posted on the OIR webpage; OIR is presently behind in completing all the requests for program review and accreditation activities

5. The college community has a greater awareness of the OIR availability due to the presentations to the accreditation subcommittees and program review coordinators.
Program Revision

The OIR is going to grow in 2006 with the addition of an APT position and student help funded by Title III funds.

Analysis of the Program

For 2005, some activities were delayed by the need to wait for system decisions. Most goals were achieved in spite of system delays.

Action Plan

The OIR will continue to develop as a functioning service office of the college.

Budget Implications

Title III funding will support expanded development of the Institutional Research capabilities of the college for five years. During that time, the college will need to seek permanent funding.

Part V. Public Relations and Marketing - Program Description

Mission
The Marketing and Public Relations Office’s mission is to promote public awareness and understanding of the college, its programs, policies and services with internal and external constituencies including prospective students, news media, community, potential donors, current students, faculty and staff.

Purpose
The Marketing and Public Relations Office at Windward Community College creates and maintains professional standards for the College’s publications and communications as it supports and promotes the image and mission of the College.

The Marketing and Public Relations Office include these four areas:

1. Community Relations
2. Event Planning
3. Marketing and Publications
4. Media and Public Relations

Goal
It is our aim to become an excellent customer-oriented office in assisting our primary clients, the WCC faculty/staff/administrators, in promoting their programs through marketing and public relations activities that are timely, cost-effective and accurate; while also maintaining a proactive relationship with local media and external constituents.

Primary Function
MPRO serves two primary functions:
1. To build and maintain a positive image of WCC among its various constituencies; and
2. To assist in maintaining and building student enrollment.

Quantitative Indicators

Primary Objectives
MPRO’s primary objectives are:
1. To develop and implement an annual marketing plan with the support and input from the marketing committee comprised of a cross-section of campus constituents.
2. To promote the college’s brand and sustain a strong institutional image by regularly communicating college news and pertinent information to internal/external constituents through press releases, college announcements, newsletters, publications and other forms of communications.
3. To support WCC’s faculty/staff/administrators with marketing and public relations projects to help the College meet its goals and objectives in a timely, accurate and cost-effective manner.
4. To maintain professional standards for the College’s publication and communications.
Assessment Results

Accomplishments

Over the past 14 months, MPRO has been supporting the college through various marketing and public relations activities in an effort to build public awareness and understanding of WCC’s programs, services and events. Through the public relations efforts, more than 60 press releases were sent to various media, resulting in approximately 800 column inches of free print publicity, 12 minutes of free broadcast publicity on primetime TV news and numerous radio public announcements—a total value worth approximately $43,550 conservatively speaking. This accounts for only the very visible media attention we received through MPRO’s public relations efforts.

In addition to the numerous press releases sent to the media on various WCC accomplishments and activities, the office completed 63 projects as follows from September 2004 to November 2005. All of the activities were within the scope of MPRO’s mission and had met one or all of the objectives relating to MPRO’s goal.

<table>
<thead>
<tr>
<th>Category</th>
<th>Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chancellor’s office</td>
<td>15</td>
</tr>
<tr>
<td>Private Fundraising</td>
<td>14</td>
</tr>
<tr>
<td>OCET/ETC</td>
<td>10</td>
</tr>
<tr>
<td>Instruction</td>
<td>8</td>
</tr>
<tr>
<td>Faculty/ Programs</td>
<td>6</td>
</tr>
<tr>
<td>Paliku Theatre</td>
<td>4</td>
</tr>
<tr>
<td>UH System</td>
<td>3</td>
</tr>
<tr>
<td>Student Services</td>
<td>2</td>
</tr>
<tr>
<td>Other marketing</td>
<td>1</td>
</tr>
</tbody>
</table>

Program Revision

None
Analysis of the Program

As with any small unit, getting the work done in a timely, accurate and cost-efficient manner is always a big challenge. Despite only having one full-time marketing and public relations officer and a half-time graphic designer, MPRO was able to accomplish a lot in a relatively short time, as evidenced in the “accomplishments” chart.

An effort was made to hire a graphic designer on a temporary half-time basis to support marketing. A search was done and a graphic designer was hired in October 2005. However, with the increasing requests for creative services (i.e., graphic design, layout for publications and other printed materials), the public relations effort was placed on the back burner and done sporadically as needed. It was quite evident that when MPRO was busy doing creative services and marketing projects, less publicity was published in the print media, as evidenced on the Dean of Instruction’s Bulletin Board.

Despite all these challenges, below are some highlights of the public relations efforts, including:

- Massive media coverage of Bryan Clay’s appearance at Windward Ho’olaule‘a 2004 (All major TV stations and print media was present at press conference and award ceremony).
- 3-minute video news coverage of WCC’s Certified Nurse’s Aide program on KHNL weekend news, which was repeated on the morning news shows.
- Over 120 column inches of publicity on WCC’s Makahiki Opening Ceremony in the Honolulu Star-Bulletin with large, full-color photos.
- Over 80 column inches of publicity on OCET’s ‘Ukulele Making class, transforming this low-enrolled class from 3 people to a waiting list of approximately 160 people.
- Media blitz helped ETC Culinary program sell-out the Mother’s Day Brunch in a matter of a few days, going from a little over a hundred reservations to over 500.
- Media pre-event publicity attracted approximately 1000 people to the 2005 Halloween Haunted Village event, a 200% increase from the year before.

It is more difficult to gauge the impact of paid advertisements, such as the advertisement for the fall enrollment/registration period. The fall 2005 enrollment levels remained relatively flat, falling approximately 2% from the year before, despite spending approximately the same amount of money on print and radio advertisement as was spent on the previous year. However, certain factors may have impacted enrollment: 1) Deployment of Kaneohe Marine Base marines to Iraq may have affected dependents ability to remain in Hawaii for their college
education; 2) Lower percentage of high school seniors graduating from local area high schools; 3) Hot economy and low unemployment rate; 4) Class scheduling and policy changes in tuition payment deadlines.

In any event, MPRO continues to forge ahead with the marketing plan to reach further into the high school market. We've already hosted several group of counselors this fall semester. MPRO has also been helping student services’ counselors with developing informational packets to distribute to local area high school counselors.

Anecdotally, we received more than 50 requests to be placed on the mailing list to receive the WCC newsletter, Malamalama o Koʻolau. We’ve also received calls complimenting the college on its newsletter. Internally, there have been more requests from faculty and staff for MPRO’s assistance in promoting programs, projects and special events.

**Action Plan**

- Continue marketing efforts by reaching further into the high school market as the DOE graduate trend will begin to pick up in the next few years.
- Increase its public relations efforts to increase public awareness of WCC’s programs, services and special events.
- Conduct community survey in 2006 to assess public awareness of the college so that decisions can be made on the types of publications and communication tools the College should invest in future.
- Assist media center in upgrading the college’s Web site and develop a 3-year plan for maintenance and upgrades. WCC Web site is a very underutilized communications tool. It has been static and unchanged for years.

**Budget Implications**

None

**Part VI. Private Fundraising - Program Description**

The mission of the University of Hawai‘i Foundation, the 501 (c) 3 fundraising arm of Windward Community College, is to transform and create a better future for Hawai‘i through alumni and community philanthropic support for
public higher education, to be a trusted manager of private investments, and to build and sustain the university’s relationships with donors, alumni, the community, and institutional and university partners.

Private Fundraising includes:

1. Identify, cultivate and solicit individuals (alumni, friends, parents, community leaders and others) who have the capacity to make gifts to WCC.
2. Establish key areas of interest with donors.
3. Make appropriate suggestions for gifts of support to donors: monetary and/or in-kind support.
4. Involve and educate donors with WCC fundraising and its related activities so they can help make our case to other potential donors.
5. Ensure donors are properly thanked.
6. Ensure donors are properly recognized.
7. Inform community members/donors about WCC, its programs and support needs via direct mail, media, and guest speaker opportunities at community organization meetings.
8. Educate and involve faculty, staff and academic leadership in the fundraising process.
9. Prepare proposals for private foundations for monetary grants or in-kind support.
10. Establish positive relationships with elected officials.
11. Establish accounts within system to properly steward donor-specific gifts.

Quantitative Indicators

1. Development Officer (DO) cultivates and builds rapport with alumni, friends, parents, community leaders and others to ask for gifts of support for WCC.
2. DO develops key areas of interest with donors.
3. DO makes appropriate asks of potential donors.
4. DO advises Chancellor on all funding strategies with appropriate informational updates.
5. DO educates and involves WCC volunteers.
6. DO thanks donors for gifts of support of $150 and above with an informal handwritten note.
7. Chancellor thanks all donors with a formal thank you letter.
8. Chancellor calls donors of $500 and above
2005 Objectives:

1. Involve 100 community leaders/volunteers with various fundraising activities by FY activities by FY 07.
2. Increase private gifts by five percent in 06 and 07
3. Increase “in-kind” gifts by five percent in 06 and 07

Assessment Results

From Dec. 1, 03 to Dec. 1, 04 this office raised $516,341 in outright gifts, pledges and in-kind gifts. However, it should be noted that $425,000 of that was a one-time charitable foundation (H.K.L. Castle Foundation) gift. A more accurate assessment of efforts would be to remove that one gift from the total to reflect a general fundraising effort of $91,341.

From Dec. 1, 04 to Dec. 1, 05 this office raised $215,371 in outright gifts, pledges and in-kind gifts. If we are comparing this general fundraising year to last year, that would roughly be a 235% increase. If we keep the one-time foundation gift in, that would be a decrease of approx. 58%.

From Dec. 1, 04 to Dec. 1, 05 the development officer conducted 70 visits with prospective donors to cultivate as well as ask for appropriate gifts in the areas of their interest and WCC’s needs. Gifts have primarily supported scholarships, WCC theatre, WCC library, WCC human anatomy and physiology, natural and environmental sciences, as well as the general advancement fund.

There are 77 volunteers involved in various fundraising roles. That number is expected to increase by 15 in January of 2006 with addition of a group focusing on the environmental sciences.

Current volunteer groups include the following:
Ambassadors - 30
Annual Giving Steering Committee - 19
Friends of Lanihuli Observatory - 10
Kokua Paliku Theatre - 18
Environmental Sciences - TBD
Program Revision

No program revision is anticipated at this time.

Analysis of the Program

Assessment shows the program to be achieving its objectives.

Action Plan

An additional volunteer group will be formed in 2006 to support the PACES environmental science program.

Budget Implications

None.