ANNUAL ASSESSMENT REPORT

for the

Chancellor Office

Windward Community College
University of Hawaii

for

Academic Year 2008-2009

November 20, 2009
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Mission Statements

Windward Community 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. Since 2004, marketing, institutional research and private fundraising have been managed through the office with assistance from various college staff and faculty. In December 2007, the Office of Planning and Program Effectiveness was established through funds received from the UHCC Vice President’s Office for support of new planning and institutional research activities and is managed through this office.
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 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 the Windward Community College Strategic Plan
2. Develop and implement policies
3. Provide vision and direction
4. Take action to facilitate activities, courses, programs
5. Determine College issues, needs, people, resources
6. Address problems and work with students, faculty, and staff to find solutions
7. Give direction to the leaders of the College that reflect the Windward Community College Mission
8. Engender good morale on campus
9. Find solutions and take action to resolve problems and issues
10. Attend, listen, contribute, and/or lead meetings
11. Encourage and provide support to staff

12. Make and communicate decisions

13. Talk to, and listen to people at all levels of the College and community.

Activities of the Chancellor Office

A new Chancellor came to Windward during the reporting period; therefore, accurate data on the activities performed based on these leadership functions are not currently available.

Measureable Outcomes

Measurable outcomes for the external and internal leadership functions listed are not available as a new Chancellor came to Windward during the reporting period and accurate assessment results are not currently available.

Program Improvement

A major program revision took place during the 2008-2009 Academic Year. During the Spring 2009 semester, a new Chancellor, Douglas Dykstra was chosen to lead Windward. Mr. Dykstra came on board on July 1, 2009.

Analysis of the Program

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

In 2003, when the Community College Provosts became “Chancellors,” 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 new Chancellor will work with the faculty and staff to review the management structure of the College and make changes if needed to improve efficiency and congeniality.

In the 2009-2010 Academic Year, the Service Learning Office will be migrated to the Chancellor’s Office, and its annual assessment will be part of the Chancellor’s Office assessment. The Service Learning Office will move to the Office of Instruction after its initial incubation period which should coincide with the Office of Instruction being fully staffed.

**Budget Implications**

There are no budget implications at this time.
Part III. Office of Planning and Program Evaluation

Mission

The Office of Planning and Program Evaluation (OPPE) provides comprehensive support services to the faculty, staff, and administration for planning, research, accreditation, and assessment.

Description of the Office of Planning and Program Evaluation

The OPPE supports the institution by:

1. Supporting the Office of the Chancellor by providing overall coordination of planning, research, and assessment activities;

2. Assuring that the planning processes that are taking place are on schedule, and are widely communicated across the campus;

3. Supporting accreditation related reporting activities;

4. Coordinating, facilitating, and supporting the program review process for all vocational and academic programs, non-credit programs, and support programs;

5. Communicating the College progress toward meeting its strategic goals, student-learning outcomes, and other relevant information;

6. Supporting committee activities; and,

7. Providing staff support

Activities of the Office of Planning and Program Evaluation

The OPPE performs the following activities in order to meet the College’s planning, research, accreditation, and assessment demands:

1. Develops the Windward Community College Strategic Plan Performance Indicators, monitoring them every year, and updating them if necessary;

2. Participates in the budget decision-making process and makes recommendations to the Chancellor regarding biennium and operating budget decisions using the performance measures of the strategic plan as indicators;
3. Assures that 20 percent of the courses per department each year are assessed, so all courses taught at the College will be assessed every five (5) years; and,

4. Creates Follow-Up, Mid-Term, and Annual Reports for the ACCJC.

**Measurable Outcomes**

The Institutional Effectiveness Committee, the Strategic Planning Committee, and the Chancellor’s Office participated in the GSIEC Perception Survey of Governance Structures process during the reporting period. The responses to the survey for the Institutional Effectiveness Committee showed that the campus as a whole really didn’t know what the committee was doing or how to bring ideas to it. The policies and procedures of the committee were also unclear. However, members of the Institutional Effectiveness Committee felt that the committee worked well together, that they could bring up ideas for discussion, and that the discussion would be objective. Committee members also felt they were active in decisions made by the committee and that those decisions would be passed on to the administration. A lack of a student representative meant that students were not involved in committee decisions or knowledge of what the committee was actively doing on campus.

Responses to the survey for the Strategic Planning Committee indicated that the committee’s policies and procedures and duties were not clear to members or non-members. People wondered whether or not the Strategic Planning Committee was only monitoring the Strategic Plan Outcomes Assessment or if the committee was that champion that should push the Strategic Plan out to the campus. Non-members felt as though their ideas were being heard, and that they were involved in the decision-making process, while members felt as though decisions were active, but they were not as involved in the decision-making process.

The Chancellor’s Office also went through the GSIEC process. The feeling of the campus was that there was a lack of communication between the Chancellor’s Office and the rest of the campus, and that faculty and staff were not involved in key decisions.

**Program Improvement**

Through assessment of the priorities of the Strategic Planning Committee and the Budget Committee, and due to changes in UH System budget time lines, the two committees have been combined into the 23-member Planning and Budget Council that will commence in Fall 2009 and will be chaired by the Chancellor.
The GSIEC will follow the yearly sequence established in the 2008-2009 Academic Year during the 2009-2010 Academic Year to administer, analyze, and present information from the “Leaders and Governance Structures Surveys” to facilitate institutional governance improvement.

Analysis of the Program

The Strategic Planning Committee is a standing committee that reports to the Chancellor and is charged with reviewing, evaluating and updating the College’s Strategic Plan. The committee also prioritizes strategic actions based on program reviews, annual reports and summary reports from the deans and directors so it can make recommendations to the Chancellor and the Budget Committee regarding the use of resources in the College’s operating and biennium budgets. The committee also prioritizes resource requests for future college funds following the guidelines of WCC Policy 4.2 Strategic Planning Policy. It is composed of representatives from Vocational and Community Education, Administrative Services, Credit Instruction, Academic Support, Student Services, Administration, the student body, and a representative from the Budget Committee. The Chancellor with the assistance of the Director of Planning and Program Evaluation convenes the Committee.

During the Spring 2008 semester, the Strategic Planning Committee met to formulate new goals and performance objectives based on the new UH System and UHCC Strategic Plans and Performance Outcome Measures. In May 2008, the Vice President for Community Colleges (VPCC) visited Windward to review benchmarks, baseline data, and suggested performance targets. Windward’s Administrative Team and the personnel from the Offices of Institutional Research and Planning and Program Evaluation were asked to review the proposals and agree or suggest new targets. The Office of the VPCC then compiled the data, which went to the Strategic Planning Committee. The Report, prepared by the Director of Planning and Program Evaluation, on the Strategic Plan and the Performance Measures then was vetted to the entire College on the web during the Fall 2008 semester, and presented to the Accreditation, Strategic Planning, and Budget Sub-committee of the Faculty Senate. The modified document was presented to the Board of Regents of the University of Hawaii.

Windward’s Strategic Plan is the fundamental document driving types of programming, new initiatives, program improvement activities, staffing, and facilities improvements and additions. It also drives WCC’s biennium budget request, integrating the College’s programs and services to meet the College’s mission. It is linked to an evaluative process of program review, both major five-year reviews and annual reviews of the Liberal Arts, CTE Programs and
Certificates in addition to the annual CTE Program Performance Health Indicators (PHI). Therefore, the monitoring of the progress and achievement of the Strategic Plan Program Outcomes and Performance Measures are essential to the College’s future success. In Fall 2008, the Strategic Planning Committee established the following process which the Director of Planning and Program Evaluation employed to develop and modify Windward’s Strategic Plan.


2. The measurable outcomes for the year 2015 were included in the WCC Strategic Outcome Objectives, which were reviewed and revised by the Strategic Planning Committee, and then posted on the web for review by the entire campus prior to the end of the Spring 2008 semester.

3. These outcomes were revised based on discussions with the Achieving the Dream campus leaders, the Strategic Planning Committee, the ETC, and other constituencies involved in achieving Windward’s Strategic Plan Outcomes.

4. The revised outcomes were placed up on the WCC web site before the end of the Spring semester, and were available for Campus comment until the middle of September.

5. The Strategic Planning Committee reviewed the expected outcomes with the actual outcomes based on census and end-of-term data beginning in September 2008 through the end of the Spring 2009 semester.

6. If when reviewing the expected outcomes with the actual outcomes, the Strategic Planning Committee found that the College had matched or exceeded the expected outcome, then the College met expectations. If the College had not matched the expected outcome or the outcome was lower than the expected outcome, then the College had not met expectations.

7. The Strategic Planning Committee through the Chancellor, Vice Chancellor of Academic Affairs, and the Vice Chancellor of Student Affairs provided feedback on the meeting/non-meeting of
expectations at the Convocation at the beginning of the Fall 2009 semester.

8. The feedback and procedures and policies instituted to meet the performance expectation will be addressed in the organizational structures Annual Assessment or 5-Year Program Review due on November 1, 2009.

9. The Planning and Budget Council will use the information provided in the Annual Assessment/5-Year Program Review to modify the Strategic Plan and the outcome measures during the 2009-2010 Academic Year.

10. The modified Strategic Plan will be put on the WCC website for campus-wide review and comment before the end of the Spring 2010 semester through September 2010.

11. The next revised Strategic Plan and performance measures will be presented to the Graphics Department in October 2010.

12. The revised Strategic Plan and performance objectives will be presented to the Faculty Senate in November 2010.

13. The revised Strategic Plan and performance objectives will be presented to the Campus and UH System Offices in December 2010.

14. The entire process continues throughout the live of the current Strategic Plan, and is used in the development of the new Strategic Plan and Performance Measures from 2016 onward.

In reviewing the actual and expected performance outcomes, the Strategic Planning Committee found that the College met or exceeded most of the expected outcomes that had been generated in April 2008. However, the College did not meet the expected outcomes for College Reading. Further investigation by the Director of Planning and Program Evaluation found that this was due to a change in methodology on how the data was pulled by the UHCC System Office which will be changed to conform with how the data was pulled during the first year of Achieving the Dream.

The Planning and Budget Cycle described below has been modified to meet the need of the College to submit its biennium and operational budgets to the State. The policy, procedures, and timeline of the new Planning and Budget Council can be viewed at the following URLs:
The Strategic Planning and Budget Cycle starts in early April when the Office of Institutional Research generates data that is given to the departments in late April. At this time, the Director of Planning and Program Evaluation notifies the campus that the Strategic Planning/Budget Process is beginning. The Department Chairs work with the Director of Institutional Research and the Director of Planning and Program Evaluation to submit their Annual Assessments, Program Reviews, Departmental Progress Reports and Departmental Plans to the appropriate Dean of Instruction or the Director of Vocational and Community Education by the end of April. These must include Action Strategies for the department that might need to be added or modified from the current Strategic Plan. Direct input from the campus as a whole should also occur prior to the final November 1 submission through Forums held by the Departments in September that should include faculty, staff, and students.

The Vice Chancellor of Academic Affairs, the Deans of Instruction and the Director of Vocational and Community Education review these documents and make recommendations to the Departments about which Action Strategy additions, modifications or deletions they believe should be considered for the Strategic Plan before forwarding their suggestions to the Director of Planning and Program Evaluation by November 15. The Director compiles all the information into the new revised Strategic Plan and holds a campus-wide forum. Suggestions from the forum are then incorporated into the revised Strategic Plan, which is, then, presented to the Strategic Planning Committee on December 1.

The Strategic Plan Committee reviews the Revised Strategic Plan Action Strategies in January and forwards its recommendations to the Budget Committee by February 1 for those items that require inclusion in the WCC Biennium Budget. The Budget Committee then makes its recommendation to the Chancellor by March 1. Administrative Review occurs in March, with recommendations forwarded to the Budget Committee in early April. The Budget Committee then finalizes the budget request for submission to the Chancellor in late April. The Budget is reviewed by the College as a whole between May and September and revisions are made before the Chancellor presents the budget to the Office of the Vice President of Community Colleges. This is the budget that is presented to the President of the UH System, the Vice President of Community Colleges, the Board of Regents, and the legislature.

The Director of Planning and Program Evaluation also convenes the Institutional Effectiveness Committee. The Committee has developed a
schedule wherein 20 percent of the courses assess SLOs in the various programs every year. The Director is responsible for notifying the departments which courses should be assessed during the academic year every Fall. Assessment of courses appears in the Departmental Reports that are submitted to the Office of Instruction by June 30. The Vice Chancellor of Academic Affairs then compiles these reports in the Annual Review or 5-Year Program Review for the AA Transfer Degree. This assessment process allows changes in the curriculum based on SLO assessment to take place for Subject Area Certificates and the AA Transfer Degree at the rate of 20 percent a year as mandated by UH Board of Regents policy. The Employment Training Center non-credit certificate programs submit their Annual Assessments and 5-Year Program Reviews to the Director of Vocational and Continuing Education by November 1 every year and include an analysis of at least 20 percent of their SLOs in these documents as mandated by UH Board of Regents policy.

The Annual report for the ACCJC was due on June 30, 2009. This report concentrated on whether Windward had institutional and program SLOs in addition to course SLOs. Windward, in fact, does have institutional and program SLOs which were established by the various divisions and departments in 2004. The course SLOs have been aligned to the program SLOs which have been aligned to the institutional SLOs. Therefore, all should have been assessed as part of the 20 percent increment of courses per department per year. The data submitted in the Annual Report for 2007 can be viewed at the following URL: [http://windward.hawaii.edu/Accreditation/Documents/2009/Accreditation_Report_2008-2009.pdf](http://windward.hawaii.edu/Accreditation/Documents/2009/Accreditation_Report_2008-2009.pdf) with the departmental work sheets and SLO Mapping displayed for individually below the initial document.

In an ACCJC letter dated January 31, 2007, recommendations were made based on the Self Study and the Team Evaluation Report, which removed Windward Community College from warning and reaffirmed its accreditation status. The letter outlined five recommendations that were to be addressed in a Progress Report by October 15, 2007, to be followed by a visit thereafter. The recommendations were:

• 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;

• 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, program, and degree levels;
• The College should define the at-risk population, develop and implement strategies for addressing the needs of the at-risk population, and create mechanisms for the continuous assessment and improvement of services to this population;

• 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;

• 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 access the effectiveness of leadership and decision making which leads to institutional improvement.

Windward’s October 15, 2007, Progress Report outlined in detail what the College had done to improve its processes regarding the aforementioned five recommendations. Recommendations 1 and 5 were prepared by Chancellor Meixell, Recommendation 2 by Dean Mullikin and Director Howard, Recommendation 3 by Dean Hokoana and Director Howard, and Recommendation 4 by Interim Dean Heu. An Evaluation Team came to Windward on November 13, 2007, and in its letter dated January 31, 2008, the ACCJC acknowledged that Windward had met recommendations 2, 3, and 4, but still had not met Recommendations 1 and 5. Windward was warned that these recommendations would need to be resolved by the March 15, 2009, Follow-Up Report, based on Department of Education regulations or the ACCJC would have to take action steps to assure their resolution. The team noted that the College had not met Recommendation 1 as the strategic planning process that would tie strategic planning to the budget process had just been implemented. They also noted that the College had not developed measures to determine its institutional effectiveness nor had it defined how its plan and processes relate to the research function and accountability measures. They also noted that the College had partially met Recommendation 5 by redefining its governance structure, but still had no evaluation instrument in place. In addition, one group needed to be established as the monitor of the evaluation process with the responsibility of making recommendations based on what is learned from the evaluation.

The Director of Planning and Program Evaluation compiled Windward’s March 15, 2009, Follow-Up Report, which outlined the process presented above, and included measurable outcomes, and linkage between Program Review, the Strategic Plan, and Budget formation. In its June 15, 2009, letter,
the ACCJC accepted Windward’s Follow-Up Report, meaning that the College had adequately responded to Recommendation 1.

Recommendation 5 dealt with evaluation of governance at WCC. As reported by *The French Report*, “Recommendation 5 needs to be understood as three equally important parts: First, Windward needs to develop an evaluation process to access the effectiveness of its leadership and decision-making structures. Second, the College has to identify one group as the monitor of the evaluation process, with the responsibility of widely communicating the results of the study to the campus community, and then using the results to make suggestions for improvements. Finally, the College has to act on these suggestions to implement needed institutional improvements. Thus, in order to promote continuous improvement and satisfy Recommendation 5, Windward must develop a systematic process to evaluate its leadership and decision-making structures.”

Based on the recommendations in the *French Report*, the Institutional Effectiveness Committee formed a Survey Subcommittee to review the member and non-member survey instruments included in the *French Report* and make modifications to them. This subcommittee developed the surveys that were eventually used to assess the governance structures of the College. Simultaneously, a Proposal on Recommendation 5 with a flow chart showing the process and timeline of when each governance structure and the leader of that structure would be evaluated was presented to the Faculty Senate, the Administration, and the Institutional Effectiveness Committee by the Director of Institutional Research.

The first series of surveys were taken by the campus as a whole in November 2008. These surveys assessed the Chancellor’s Office, the Instructional Services Office, the Administrative Services Office, the Student Services Office, the Vocational Education Office, and the Faculty Senate. The office as a whole and the leader of the office were assessed. For example, in the case of the Faculty Senate, all three Faculty Senate chairs and the Faculty Senate organization were assessed, and in the case of Instructional Services, the Vice Chancellor for Academic Affairs, the Dean of Division 1 and Dean of Division 2, and the Vice Chancellor’s office were assessed.

In March and April, the surveys for the first group were also used to assess the committees deemed by Windward’s Administrators, Faculty Senate Chairs, and Institutional Effectiveness Committee as being instrumental in the governance of the College. Then in April and May, those same surveys were used to assess the Department Chairs, the ETC Coordinators, and the Budget, Strategic Planning, Enrollment Management, and Institutional Effectiveness Committees.
In accordance with the Proposal on Recommendation 5 and the *French Report*, the IEC voted in closed session to establish the GSIEC. The GSIEC is convened by the Director of Institutional Research and is composed of five senior faculty and staff. It has established policies and procedures that will guide the governance improvement process. As convener of the Institutional Research Committee, the Director of Planning and Program Evaluation is responsible for assuring that the GSIEC keeps the committee apprised of all its activities and progress.

The results of the surveys of leaders and governance structures have been presented to the leaders and governance groups for their self-assessment, and those self-assessments and governance improvement statements have been returned to the GSIEC. The self-assessments and governance improvement statements will be used to assess governance improvements for the following year. They also will be included in forthcoming Annual Assessments/Program Reviews, posted on the College web site, and available in the library for review.

This was reported in the *March 15, 2009, Follow-Up Report* to the ACCJC, which was compiled by the Director of Planning and Program Evaluation. The Report was accepted, meaning that Windward had adequately responded to Recommendation 5.

*Action Plan*

1. Assess Strategic Plan Performance Measures for all of our Strategic Plan items;

2. Assess Windward's progress in achieving continuous, sustainable improvement level on ACCJC rubrics for Program Review and Planning and proficiency level for SLOs;

3. Establish Accreditation Steering and Standard Committees for 2012 Self-Study;


5. Revisit Institutional, Program, and Course SLOs;

6. Assess the accuracy of all program maps and guides and place in Catalog and on the WCC web site;
7. Develop Curriculum Central SLO Assessment site;

8. Assess currency of all courses;

9. Assure that the GSIEC evaluation cycle presented to the ACCJC is institutionalized and accepted by the campus;

10. Assure that 20 percent of the courses in programs that need to write an Annual Assessment/Program Review are assessed;

11. Institutionalize the Institutional Analyst position and hire a programmer; and,

12. Provide Cognos training on campus.

Budget Implications

Costs for both the Programmer and Institutional Researcher at PBB salary scale. See more detail in the Office of Institutional Research section of this report.
Part IV. Institutional Research - Program Description

Mission

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.

Description and History of the Office of Institutional Research

In 2002, Windward Community College had no office of OIR in its organizational charts and had no positions designated for that purpose. As needs for institutional and accreditation information continued to grow, a senior faculty member, on nine month re-assignment, was asked to assume the role of Institutional Researcher for the College. In addition, the College administrative computer specialist provided support for institutional administration programming. In the Title III grant awarded October 1, 2005, the College received funds to hire an APT Institutional Researcher.

In current reporting period, the OIR is staffed by one 11-month faculty member, the Director, and one 11-month APT, the Institutional Researcher. The administrative programmer has transferred and due to internal re-allocation, there is now no programmer to support the office and institution.

The OIR continues to receive a growing number of internal institutional query requests and is also involved in many system initiatives, e.g., Achieving the Dream, The National Community College Benchmarking Program, COGNOS, the Graduate Leavers Survey, and other sophisticated longitudinal studies.

Activities of the OIR

The OIR supports the institution by:

1. Researching, preparing, and presenting reports detailing institutional information for students, faculty, department chairs, administration, the UH System and the public.

2. Supporting the various efforts of the College in compiling program reviews and annual assessments and analyzing institutional effectiveness through assessment.

3. Supporting the various constituencies of the College in responding to requests for ad hoc information queries and reports.
4. Supporting the various committees involved in program development, 
   assessment and institutional effectiveness.

5. Researching and preparing reports for accreditation self-studies.

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

7. Reporting the Human Resources information for the institution.

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

9. Contributing to system-wide initiatives through participation in the 
   Institutional Research Cadre.

10. Providing leadership and coordinating efforts to collect and communicate 
    information useful in the analysis of institutional research issues.

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

12. Supporting the efforts of the College in compiling and presenting 
    information pertinent to the overall effectiveness and improvement of 
    governance as the convener of the Governance Subcommittee of the 
    Institutional Effectiveness Committee.

13. Supporting the Planning and Budget Council.

14. Providing leadership and coordinating efforts in the design, construction, 
    and outfitting of the Library Learning Commons building.

Measurable Outcomes

1. Since 2002, the OIR has steadily become more efficient in providing the 
   ad hoc information requested within the requestor’s timeline for 
   information. From an initial response time rate near 70%, the response 
   rate of returning submitted ad hoc requests has risen to 90%. This is 
   due to training and interaction with other members of the IR Cadre and 
   the growing familiarity and experience with the ODS database and the 
   software used to access the database.

   Goal for 2009-10: maintain the response time for ad hoc information 
   requests at 90%.
2. The OIR is increasingly requested to provide analysis and reports for customized, sophisticated longitudinal studies of institutional information. When these requests are received, the requestor is informed of the approximate time anticipated to successfully respond to the request. In some cases, the information requested cannot be prepared in a timely manner due to the complexity of the request, prioritization of the workload of the office, and/or the abilities of the office.

Goal for 2009-10: work with requestors to clearly define, or refine, the request in such a way that 90% of customized information requests are satisfactorily completed within a month of the request.

3. The OIR is responsible for presenting reports to support system-wide initiatives (i.e., ATD, NCCBP, Graduate Leavers) and annual and five-year program reviews. To date the OIR has responded to the submittal deadlines of these activities within the specified deadlines.

Goal for 2009-10: maintain the on-time submittal of information at 100%.

4. The OIR makes extensive efforts to present institutional information in a retrievable manner on the OIR webpage. The webpage now presents a wealth of information regarding the institution and requires continual updating to maintain its currency and relevancy.

Goal for 2009-10: continually update the OIR webpage so that it maintains 100% currency of information for archival and current information.

5. In 2009, the OIR has initiated email notices to faculty and staff alerting them to the addition of new information to the OIR webpage. The webpage now has “Quick Facts” and “Other Facts” links which provide information to answer the most frequently and commonly asked questions regarding the institution. Those curious of other institutional information may continue to “drill down” into more specific information through the other links provided on the webpage.

Goal for 2009-10: maintain the email alerts for new information posted on the OR webpage for 100% of the information added.

6. Administrative and other decision-makers at the College need daily “desktop” access to institutional information to make planning decisions. COGNOS was touted as providing this access but it is now known that this will not occur. There will be access to institutional information through COGNOS, but it will be for predetermined reports provided by
System IRO. As a consequence, the OIR has proposed that two software programs, Hyperion and PL/SQL, be installed on administrative computers enabling them to run routines, prepared by the OIR, which will allow them to directly query the ODS and manage the data therein to their specifications. This effort requires the purchase of additional licenses for the institution. (note: if this improvement increases productivity and access to institutional information, the department chairs would be the next step in increasing institutional data access).

Goal for 2009-10: install, on the desktops of the seven administrators, Hyperion and PL/SQL, with a library of customized routines, so that they can execute and manipulate data queries of institutional information.

Program Improvement

The OIR is at a critical point in its development. In order to provide the information for complex and sophisticated longitudinal studies, precise in-depth detailed studies, and to support the needs of the Office of Planning and Program Evaluation, programming support is required. The continuation of the APT Institutional Researcher also needs to be institutionalized as a general funded position, as the position is due to end with the completion of the Title III grant in 2010.

In addition, the information requirements of the Employment Training Center have grown, and after abortive attempts to include them in Banner, they need substantive IR support and assistance in their program review and Perkins reporting requirements.

To continue to provide the present level of service, and to provide enhanced institutional research support, the Office of Institutional Research requires a general funded APT Institutional Researcher and a general funded APT programmer position.

Action Plan

1. The OIR will continue to provide the institution with institutional research, as needed, to support its mission.

2. The OIR will continue to enhance its abilities to provide institutional information through training and interaction with the IR Cadre.

3. The OIR will strive to provide information to the constituencies of the institution in timely and appropriate reports.
4. The OIR will strive to develop ways in which “desktop” access to institutional information is provided to decision-makers.

5. The OIR will request to establish a formal budget process and allocation for the OIR enabling it to purchase supplies and equipment, renew software licenses, and otherwise expend funds to support its mission.

Budget Implications

From 2002-2007 the OIR had no funds allocated to its functioning. In 2008, at the request of the Director, an account code was established and the office received an allocation of $1,000. In Spring 2009, an accounting of expenses was initiated revealing the actual cost of software licenses and renewals and estimated office expenses. A proposed budget for the combined operation of the Offices of Institutional Research and Planning and Program Evaluation is presented below.

Proposed Budget for 2009-2010 for the OIR and OPPE

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplies</td>
<td></td>
</tr>
<tr>
<td>office supplies</td>
<td>500</td>
</tr>
<tr>
<td>printer and scanner supplies</td>
<td>1,500</td>
</tr>
<tr>
<td>Equipment</td>
<td></td>
</tr>
<tr>
<td>memory upgrade (3 computers)</td>
<td>360</td>
</tr>
<tr>
<td>Software</td>
<td></td>
</tr>
<tr>
<td>Hyperion license renewal (2)</td>
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<tr>
<td>Hyperion license new (1)</td>
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<tr>
<td>PL/SQL license renewal (2)</td>
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<tr>
<td>PL/SQL license new (1)</td>
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<tr>
<td>SPSS license renewal (1)</td>
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<tr>
<td>Zoomerang license renewal (1)</td>
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<td>Professional Development</td>
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<tr>
<td>training and memberships</td>
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<tr>
<td>Travel (conferences)</td>
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<tr>
<td>Webinars</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>15,085</strong></td>
</tr>
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</table>
Part V. Public Relations and Marketing - Program Description

Mission

The Marketing and Public Relations Office’s (MPRO) 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.

Program Description of the Marketing and Public Relations Office

The MPRO 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 MPRO include these four areas:
1. Community Relations
2. Event Planning
3. Marketing and Publications
4. Media and Public Relations

Our goal is 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. We accomplish this by building and maintaining a positive image of WCC among its various constituencies; and by assisting in maintaining and building student enrollment.

Activities of the MPRO

MPRO’s primary objectives are:
1. To develop and implement an annual marketing plan with the support and input from the Marketing Committee consisting 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.

**Measurable Outcomes**

In February 2007, the chancellors approved a one-and-a-half year budget for UH Community Colleges to begin a collaborative marketing plan for the UHCC. In May 2008 the plan was extended for three years. A marketing theme “Define Your World” was developed.

The overall strategy in reaching our target market of traditional and non-traditional students was to integrate new technologies such as the Internet and Interactive Television along with the traditional methods of advertising through collaborative marketing efforts between the seven community colleges in the UH system. WCC’s marketing director was an instrumental part of the creative team and concepts for the television and advertising campaign.

During the reporting period, investments were made to upgrade WCC’s Web site, resulting in an increase of traffic and keyword search for Windward Community College. There is a correlation of increased traffic and hits to the WCC portal Web site when television and print ads ran, and during brief flights of radio advertising.

The overall strategy is supported by WCC’s individual marketing efforts to increase awareness of the College offering students more choices, more access and more opportunities.

Over the past 12 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 outstanding programs, services and events. Through these public relations efforts, more than 86 press releases were sent to various media, resulting in approximately 950 column inches of free print publicity, 13 minutes of free broadcast publicity on primetime TV news and numerous radio public announcements—a total value worth approximately $99,000 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 approximately 448 design and photography projects as follows from August 1, 2008 to August 31, 2009—a total value ranging from $223,000 to $300,000 if contracted outside the
College. 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>Area Serviced</th>
<th>Design &amp; Photography Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Services</td>
<td>77</td>
</tr>
<tr>
<td>Chancellor</td>
<td>28</td>
</tr>
<tr>
<td>Advertising</td>
<td>37</td>
</tr>
<tr>
<td>ETC</td>
<td>30</td>
</tr>
<tr>
<td>Sciences</td>
<td>16</td>
</tr>
<tr>
<td>Gallery Iolani</td>
<td>20</td>
</tr>
<tr>
<td>VCDI/Instruction</td>
<td>21</td>
</tr>
<tr>
<td>Hoolaulea</td>
<td>19</td>
</tr>
<tr>
<td>Paliku Theatre</td>
<td>16</td>
</tr>
<tr>
<td>Art – Atelier, etc.</td>
<td>15</td>
</tr>
<tr>
<td>Fund Development</td>
<td>12</td>
</tr>
<tr>
<td>OCCE</td>
<td>13</td>
</tr>
<tr>
<td>Misc. (faculty/staff)</td>
<td>4</td>
</tr>
<tr>
<td>KeKumu Pali</td>
<td>5</td>
</tr>
<tr>
<td>University Partners</td>
<td>6</td>
</tr>
<tr>
<td>Web</td>
<td>8</td>
</tr>
<tr>
<td>Imaginarim</td>
<td>5</td>
</tr>
<tr>
<td>Special Event</td>
<td>1</td>
</tr>
<tr>
<td>Performing Arts</td>
<td>1</td>
</tr>
<tr>
<td>Humanities</td>
<td>4</td>
</tr>
<tr>
<td>Hawaiian Studies</td>
<td>4</td>
</tr>
<tr>
<td>Business</td>
<td>3</td>
</tr>
<tr>
<td>Title III</td>
<td>2</td>
</tr>
<tr>
<td>Womens History Mo.</td>
<td>1</td>
</tr>
</tbody>
</table>

In 2008, MPRO acquired a Xerox Phaser 7760 color printer, which was utilized to print posters, flyers and brochures promoting college programs and events in smaller quantities as needed. This has resulted in direct savings to the college. For example, an 11” X 17” color poster can be printed “in-house” at a cost of $ .20, a savings of up to $.75 per piece for printing smaller quantities of 50 to 250. In the 2008-2009 Academic Year roughly 8,330 color prints have been made with a savings on outside printing costs of approximately $3,200. There is also a savings of time by having ready access to good quality prints without having to manage third party printing services. The MPRO also works closely with the WCC Media Center to print larger quantities (250-1000) resulting in additional savings for all departments serviced.

Of the many publications that MPRO produces, among the most critical are the WCC Academic Catalog and the Schedule of Classes. In both cases, MPRO is working diligently with the Vice Chancellor of Academic Affairs and
the Vice Chancellor for Student Affairs to streamline the production process. This effort is ongoing.

Our key goals are to ensure the accuracy of information contained in the documents by establishing editorial oversight for each section of these publications and improve efficiency of production by converting to a digital—rather than paper-based—workflow.

It’s harder to gauge the results of paid advertising. However, when possible, tracking registration sign-ups for programs based on advertising has shown that students and their families are receiving the information necessary to act upon an advertising call to action. In one instance, a series of two Scholarship Aha ads combined with a radio promotion resulted in more than 150 reservation phone calls within a few days and a total of nearly 300 attendees.

This may be indicative of MPRO’s most significant contribution to the College, exceeding its objective to increase enrollment by 5 percent annually as the Fall 2008 enrollment increased by 5.3% over the previous year. Positive factors that may have impacted enrollment include: 1) A more positive perception created by UHCC and WCC marketing campaigns; 2) More visibility as a college option; 3) Recruitment efforts by Student Services personnel; 4) and, Recession economy and high unemployment. Negative factors that may have impacted enrollment include: 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; 4) Class scheduling and program availability.

With Google Analytics, tracking Web activity is easier than print or TV; however, cross-marketing is all-important to maintaining a top of mind presence. The WCC Web site received 554,705 visits (181,612 Unique Visits) in 2008-2009 Academic Year compared to 236,258 visits (78,486 Unique Visits) in 2007-2008 Academic Year, an increase of 131 percent. We are able to see spikes in activity especially on August 26, 2008 (1,639 and January 13, 2009 (1,874 visits) at the beginning of each semester.

The Web site is a major marketing tool that requires regular maintenance and upgrading. At this time there is no full-time Webmaster. If more resources were invested, the WCC Web site could address the needs of visitors more completely, especially with online applications now available.
Other accomplishments benefitting the college are:

- Membership in The National Council on Marketing and Public Relations (NCMPR)
  - Paragon Award-winner in NCMPR national design/communications competitions
  - Presenter at NCMPR conference 2009 in Kansas City, Kansas

- Leadership role on campus as member of Aesthetics Committee 2008-2009

- Leadership role in the community as member of Windward Ho'olaule'a Steering Committee 2008-2009

- Leadership role in the community as member of Castle High School Project Grad committee 2008-2009

- Lead designer in unifying the University of Hawaii System brand with signatures that include modernized seal and nameplate adopted by all campuses

- Leadership role in marketing UHCC through creative ad campaign—print, television, and Web

The GSIEC Survey was completed by two committee members and 16 non-members of the Marketing Committee. Member reviews emphasized not knowing the policies for participation and evaluation. One member recommended that the Marketing Committee “meet more regularly and establish procedures for providing feedback and input.” With only two committee members responding, there is concern that the survey didn’t have enough data to make an accurate assessment.

Of the 16 non-members who responded, the response was mainly positive. However, half of respondents commented they didn’t know anything about marketing committee activities, and that the committee “does not publicize minutes or decisions made.” Another non-member commented that s/he didn’t know that such a committee existed.

Program Improvement

In 2009, WCC is shifting from a one-year catalog to a two-year catalog. Similarly, the SOC is now printed once every two semesters, instead of twice. Additionally, WCC may move toward a Web-based catalog in future years, with paper copies being printed only “on demand” and for a nominal fee.
It would benefit the College to collect data upon entry to and upon exit from the College to better understand the effects of our marketing efforts.

These data collection needs include:

- A marketing survey to assess at time of enrollment where students received information to help make their decision to come to WCC.

- An exit survey to help follow students in their education and career. This would segue with an Alumni relations campaign.

- A marketing “client satisfaction” survey for faculty to give quantifiable information as feedback to assist in assessing promotions. For example, we understand the effectiveness of the Veterinary Assisting ad and promotional campaign due to faculty member tracking information. It may also include a “customer service” portion to give feedback to MPRO on objectives of project.

- MPRO will continue to forge ahead with the marketing plan to reach further into the high school and non-traditional student markets by supporting student services’ counselors with developing informational packets to distribute to local area high school counselors and attending college and career fairs

Further, to enhance the effectiveness of MPRO, the following new initiatives should be promulgated:

- More involvement with clients at the planning level;

- Web training for future Web development;

- Video training for future Web/media involvement; and,

- Establishment of an internal communications plan.

Analysis of the Program

As with any small unit, getting the work done in a timely, accurate and cost-efficient manner is always a challenge. Despite having only one full-time marketing and public relations officer and one full-time graphic designer, MPRO was able to accomplish a great deal in a relatively short time, as evidenced in the accomplishments chart referenced above.
The College has been fortunate to leverage the talents of a graphic designer who is also an accomplished photographer. The quality of the photography is evident in WCC’s advertising, brochures, catalogs, Web and other promotional items. Every department who has worked with him has been more than satisfied with results of his work. MPRO believes quality images make the difference in creating a perception of quality for the College.

Below are some highlights of the public relations efforts:

- Over 120 column inches of publicity Gallery ‘Iolani’s exhibitions in the *Honolulu Star-Bulletin* with large, full-color photos.

- Over 80 column inches of publicity on the Windward Ho‘olaule‘a helped to attract over 15,000 visitors to campus.

- Over 100 column inches of publicity in *Midweek Islander* brought scores of community members to Chemistry Forums, Common Book events and Talk Story Series.

- Media blitz helped promote the Hawaiian Music Workshops series in a matter of a few days, with registration numbers filling all available spaces in most events.

- *Atelier* video and news story for *Malamalama* magazine, Web and interview by Noe Tanigawa at Hawaii Public Radio filled every vacant seat in the program.

- *Malamalama o Ko‘olau* newsletter informs 15,000 Kaneohe-Kailua residents and WCC mail list members of programs and events at the College twice a year.

Additionally, during the 2008-2009 Academic Year, MPRO communications efforts have:

- Established graphic standard for use of WCC signature in stationary and publications;

- Established graphic standard fonts for WCC publications;

- Created a comprehensive acceptance packet for new students;

- Provided design services for more than 400 projects;
• Established editorial oversight of the Academic/Credit, ETC and OCET catalogs;

• Streamlined production of the Academic/Credit, ETC and OCET catalogs, plus SOC;

• Assembled a highly mobile professional photography suite (including camera, lenses, lights, seamless kit, etc.), allowing MPRO the ability to produce professional photographs both in-studio and on location, with a minimum of lead time;

• Provided technical and artistic expertise on over 60 photo shoots; and,

• Assembled a large collection of high quality photographs for use in WCC publications and promotions and provided photographs to local publications, including the Honolulu Advertiser, Star Bulletin, and Honolulu Weekly and other media sources.

The Director of Marketing also sits on the Marketing Committee. The charge of this Committee is to build community awareness of the college, its programs and its vital role in the community, and to assist with management/recruitment planning using 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 plan that integrates print, radio and (if possible) TV advertising, publications, Web site development and community partnerships that can supplement the college’s marketing budget ($36,000).

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.

• Work with recent community survey 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 an extended 3-year plan for maintenance, policies and upgrades.

• Improve internal communications through intranet initiative.

Budget Implications

• Webmaster to maintain and upgrade Web site/or Web designer to periodically upgrade Web site - PBB – 3541/month.

• Professional development in area of Web design/maintenance - $1000.

• Professional development – continued membership in NCMPR (National Council for Marketing and Public Relations) - $250

• Professional development – Membership in PRSA (Public Relations Society of America) - $250

• Membership in AIGA (American Institute of Graphic Design) - $250

• Professional development – Design/Photography conference - $1200

• Webinars - $1000

Equipment
PMS Books/Color ink Swatches - $110

Software
Final Cut Pro for video editing - $999

Photography Equipment

• additional camera body - $2700
• ultra wide angle lens - $2150
• macro lens - $1050
• photo memory card(s) - $65 @
• new photo tripod / head - $140
• color enhancing, polarizer, clear filters for both lenses - $200 @
• Sand bags - $40 @

Videography Equipment

• video camera - $8600
• video lighting and grip equipment - $4000
Part VI. Private Fundraising

Mission

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.

Fund Raising Program Description

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.
**Fundraising Activities of the Chancellor’s Office**

1. The Development Officer (DO) cultivates and builds rapport with alumni, friends, parents, community leaders and others to ask for gifts of support for WCC.

2. The DO develops key areas of interest with donors.

3. The DO makes appropriate asks of potential donors.

4. The DO advises the Chancellor on all funding strategies with appropriate informational updates.

5. The DO educates and involves WCC volunteers.

6. The DO thanks donors for gifts of support of $150 and above with an informal handwritten note.

7. The DO thanks all donors with a formal thank you letter.

8. The DO calls donors of $500 and above.

2008-2009 Objectives:

1. Involve 100 community leaders/volunteers with various fundraising activities by FY activities by FY 09.

2. Increase private gifts by five percent in 08 and 09.

3. Increase “in-kind” gifts by five percent in 08 and 09.


*Measurable Outcomes*

The college has lost its Development Officer and the position will not be replaced, although U.H. Foundation does hope to increase staffing to be assigned to general support activities for the community colleges.

In the absence of records from past years the UH Foundation Report for October 30, 2009 will be used as a baseline to be compared to next year’s report in the Chancellor’s Office Unit Review.
<table>
<thead>
<tr>
<th>UHF Account</th>
<th>Begin Balance</th>
<th>Revenues</th>
<th>Expenses</th>
<th>End Balance</th>
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</thead>
<tbody>
<tr>
<td>WCC Advance Fund</td>
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<tr>
<td>WCC Fac/Staff Develop Fund</td>
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<tr>
<td>Work Force Development</td>
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<td>$2,027</td>
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<tr>
<td>Ho‘olaule‘a Events Fund</td>
<td>0</td>
<td>$8,352</td>
<td>$542</td>
<td>$7,810</td>
</tr>
</tbody>
</table>

Program Improvements

The Chancellor, working with volunteer help and staff support from UH Foundation on an ad hoc basis, hopes to replicate as much as possible of the foregoing activities.

Analysis of the Program

Currently the program is in transition working with existing contacts to maintain relationships in the community as best as possible.

Action Plan

1. Maintain relationships with existing donors, particularly those who have renewed or increased their contributions to scholarship funds and other Foundation accounts.

2. Reconstitute the Windward Ambassadors membership and renew relationships with former members while welcoming new members.

3. Renew relationships with existing advisory councils to assure that they feel appreciated and to solicit their advice about fund raising.

4. Work closely with elected representatives to position the College to support its budgetary needs.

Budget Implications

There are no new budget requests.