ANNUAL ASSESSMENT REPORT

for the

University of Hawaii - Windward Community College
Chancellor’s Office

for

Academic Year 2009-2010

December 10, 2010

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Mission Statement

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.

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. In the 2009-2010 Academic Year, the Service Learning Office and the International Education Program was migrated to the Chancellor’s Office, and their annual assessments will be part of the Chancellor’s Office assessment. Both will move to the Office of Instruction after the Office of Instruction is fully staffed.
Part II. Program Description

Statement of Purpose

The Chancellor’s Office provides the college with chief executive leadership mediated by deft administrative assistance to assure productive relations with the campus community, general public and university hierarchy. Direct services to the campus include marketing/publications and promotional services to broadly disseminate awareness and appreciation of college activities and achievements; data delivery for institutional research, program review and institutional effectiveness analyses; assistance and leadership with program planning and accreditation requirements.

Process Outcome Statements

Students, staff and faculty will identify the Chancellor’s Office as a service site that hears their concerns and directs them to the process, policy or office/official that directly addresses their concerns.

The Chancellor’s relations with subordinates, super-ordinates, students and the broader public will build the conviction that the college is a stable and responsive organization.

Activities of the Chancellor’s Office

A new Chancellor began the 2009-10 academic year intent upon learning the issues, strengths and challenges that needed to be addressed.

The institution is a fundamentally sound college that is noted for excellence in many of its programs and among many of its faculty and staff. With this in mind, a Taoist approach to exercising authority with restraint has proved to be the best approach. However, when it has been needed I have not been shy about interjecting my leadership and this has reminded the campus that I am watching developments closely and will make corrections in course when necessary.

Although our college’s fiscal health is shaky, we are growing rapidly owing to our faith in the efficacy of the Enrollment Growth Funding (EGF) initiative to subsidize the entry level courses needed by the growing numbers of new students coming to our campus.

I heavily emphasized the importance of fully utilizing EGF during my several interviews and open forums for this post, and I found that the administrative team was ready to utilize it without further prompting upon my arrival as Chancellor. Accordingly, the proportional growth during the 2009-10 academic year has been in excess of 21 percent. In addition to EGF as a stimulant to the increases, credit is owed to the concerted efforts by the Instructional Services Office to promote and support on-line course offerings at WCC as reflected by the 22 sections of courses to be offered Fall semester 2010. Additionally, the College has emphasized a coherent offering of evening courses leading to the A.A. degree.
This step has been taken in response to the SMS Research Study that had been completed thanks to the leadership of Vice Chancellor Hokoana before my arrival. This study revealed the existence of a substantial cohort of older students who would be attracted to Windward Community College (WCC) if courses after 4:30 p.m. could be offered. Additionally, the college is pursuing outreach to the peripheries of its service area with sites in Waimanalo at the Job Corps campus and initial contacts having been made to develop a site at Kahuku High School for video-conference course offerings in addition to limited f2f offerings. Finally, the College’s growth is derived from the stellar efforts of the Financial Aid Officer in an understaffed office. Strategic Plan data reveal that WCC is 15.7 percent ahead of Plan projections for Pell Grant participation rate among Native Hawaiian students, and 10.7 percent ahead in the same category for All Students.

All of this growth is part of a successful team effort by dedicated and talented professionals as emphasized in my presentation to the BOR Subcommittee on Community Colleges; Windward Community College: Ready to Grow, Always with Excellence. The parts of the puzzle were in place before I arrived, but my leadership from the beginning emphasized putting it all together and I reinforced the team’s instincts and intentions to actively pursue growth. For instance, I showcased the SMS Research report at the opening convocation in August 2009 to punctuate the theme of growth I had been pursuing throughout my interviews and my open forum appearances the previous Spring semester. By devoting the entire afternoon session of the opening convocation to the SMS Research report, I believe I was able to motivate and focus attention on the growth theme and on outreach to exactly the age cohort that must be attracted in our Ko‘olau Poko and Ko‘olau Loa districts. The de-emphasis upon residential housing development that is characteristic of the long range development plans in each of those districts produces dwindling high school graduating classes that are approximately half the size of classes found throughout much of the rest of O‘ahu.

As the recent news release reported by Susan Lee indicates, WCC has an excellent Marketing team in Bonnie Beatson and Peter Tully Owen (winners of Gold & Silver Paragon awards from this year’s National Council for Marketing and Public Relations conference) to help the college carry on its marketing outreach to the 25 to 49 year-old cohort that will drive its enrollment growth on a path toward 4000 headcount within the next several years.

Another key emphasis of my leadership has been to assure that WCC maintains a clean bill of health with ACCJC. In my first months on the job I worked directly with the Accreditation Liaison Officer (ALO), Jan Lubin, to assure that the administrative team and any faculty/staff who could be recruited would have maximum opportunities to contribute to the WCC Mid-term Report. I personally assigned tasks to the administrative team, set deadlines and made major editing decisions. The College now has a respite from accreditation Follow-up Reports during the next two years when we will be carrying out our Self Assessment of Institutional Effectiveness regimen.
The Convocation at the beginning of the Spring semester 2010 devoted a significant time segment to briefing the assembled faculty/staff on the Self Assessment of Institutional Effectiveness forthcoming process. Working directly with ALO Lubin I have recruited all of the Standard Chairs, Sub-Committee Chairs, Editor and Documentarian preparatory to the project. Additionally the College has completed a draft of a Substantive Change request for its Certificate of Achievement in Veterinary Assisting and has submitted it to ACCJC for a preliminary review before the deadline for final submittal. This Substantive Change document is soon to be followed by a similar document completed by Vice Chancellor Fulton to address the fact that over 50 percent of our A.A. degree courses can be earned in a Distance Education environment.

Finally, I have mandated the review of the Mission, Vision and Core Values Statement for the College. A task force committee with resource help from the ALO has completed its task and the results will be finalized at the beginning of the Spring 2011 semester by the campus community. My chief involvement with the task force has been to make editorial comment, and to focus the group’s attention on Standard I.A. guidelines for a mission statement as described by ACCJC. After substantial opportunities for campus review the finalized statement will be selected soon by a campus poll to be held by the Faculty Senate.

I have served as a member of a visiting team sent by ACCJC to review the self study completed by the College of Micronesia-Federated States of Micronesia in Pohnpei this past March 2010. My service on the visitation team has helped me to realize the crucial significance of preparing WCC for peer review of its program review/learning outcomes assessment practices two years hence.

Accordingly another theme of my leadership during the past academic year has been to draw on the work of the Governance Subcommittee of the Institutional Effectiveness Committee (GSIEC) chaired by Jeff Hunt in an effort to reconstitute governance practices by streamlining and/or rationalizing them. Significantly, two committees were consolidated to create a Planning and Budget Council representative of all constituencies on campus with the responsibility to assess program/unit reviews from the campus and prioritize budget requests based upon the data adduced to support the requests. Previously two separate committees handled planning and budget responsibilities in an unclear manner with no coordination between the two committees leading to delay and confusion as to the purposes and outcomes expected of each committee (See Program Improvements below).

I have enjoyed very productive relations with the Faculty Senate and its trinity of leaders. Together we have completed a review and re-formulation of the Senate Constitution, Sabbatical Leave Review policy, Assigned Time Leave Review policy, and Policy on Policies.
New programmatic efforts at the college include participation with the grant funded project designed by the UH Manoa Center for Disability Studies to boost the number of students with disabilities who go into STEM disciplines and successfully transfer into baccalaureate studies. Additionally the college is an active partner with KapCC, HonCC, and LeeCC in a funded National Science Foundation project called the Pre-Engineering Education Collaboratives (PEEC) to boost participation and transfer by Native Hawaiians in this high demand STEM field. Finally the college is actively pursuing collateral connections between its PaCES program and high school feeder programs such as the Nalu program which outreaches to at risk students referred by the court system.

**Measureable Outcomes**
My connections to the community have been in the area of “getting to know you”, as well as “engaging with you” experiences as follows:

- State Hospital Advisory Board membership helps me to interact with our nearest State agency on the upper slope above the campus to assure open communication lines as it relates to hospital patient escapes (elopements as they are euphemistically called), as well as issues related to the exchange of facilities that the college and the hospital hold on each others campuses;

- Hawai‘i Institute of Marine Biology (HIMB) meetings to lay the basis for a Coral Quarantine Station to be placed on our campus;

- Pacific American Foundation and HIMB joint meetings to complete work on a successful HUD grant proposal for the purchase, restoration and operation of the Waikalua Loko fishpond in Kane‘ohe. I recently completed taping of a panel discussion that will be aired by the Office of Hawaiian Affairs on Channel 53 concerning this partnership;

- Kane‘ohe Business Group membership involves me with the body that sponsors the Ho‘olaule‘a community block party on the WinCC campus and produces significant funding for student scholarships and the advancement fund;

- Kane‘ohe Marine Corps Station meeting with its commander Colonel Bob Rice & Loretta Huff, Educational Center Manager established a relationship that may result in placement of services on the base once the peripheries of our service area are addressed;

- Lea Albert, District Superintendent and the Windward Complex Principals discussions have set the stage for placement of videoconferencing equipment in Kahuku;

- Participating as a member of the panel of chancellors in an open forum with the participants in the Professional Administrative Summer Institute (PASI) as
my first significant appearance in my role as a new chancellor at a UH system sponsored event;

- Kane‘ohe Ranch/Castle Foundation meeting with Mitch d’Olier and Terry George was a getting to know you that brought the Kailua Town Party into my purview, but I was unable to get WinCC participation this year. I intend to rectify this oversight in the coming year.

- Induction into the Royal Order of Kamehameha on September 21, 2009 as an Honorary Ali‘i 7th Degree is largely honorific, but an honor greatly appreciated;

- Continued service on the EPSCoR Statewide Steering Committee and the Louis Stokes Alliance for Minority Programs Alliance Board of Directors;

- Aloha United Way liaison with the UHCC system involved active participation in planning and conducting the annual softball tourney, providing inspirational comments at the training session for AUW campus liaisons, and being nominated for recognition as “Learning Institution of the Year” at the AUW Banquet where we lost out to Damien School.

**Program Improvement**

Missing from the foregoing description was any mention of learning outcomes assessment, not because it is not being done, but because the assessment being done does not “close the loop” by including analysis by colleagues who then apply the results to prescriptive directions for the future. I determined that program review as an integral part of the budgeting and planning process had to be put right on this campus before closing the loop on learning outcomes could be addressed. In addition to learning outcomes assessment, the campus needs to adopt practices of process outcomes data gathering and analysis for its service oriented units. Fall semester 2010 will be devoted to these issues and the program/unit reviews produced in Fall 2011 should employ learning outcomes data in a more central role as the driving element in concert with strategic plan requirements for budget requests.

The consolidation of the committees into the Planning and Budget Council is an improvement. It provides a basis for representation of constituencies and a procedure that focuses on budget recommendations in the Spring and strategic plan review and recommendations in the Fall. This pattern is more in keeping with the rhythm of UH System deadlines. To wit, the focus is on communicating strategic plan successes and failures in the Fall semester when program/unit review documents are developed presumably in concert with campus strategic plan performance goals. In the Spring semester the focus is on evaluating the program/unit review documents relative to the budget requests which should be consonant with campus strategic plan needs.

The GSIEC review process also clearly identified the Master Plan and Space Allocation Committee (MaPSAC) as an arm of governance that could be improved.
Working together with its chair, we re-structured this committee to give it a representational theory and a set of operational procedures based upon parliamentary procedure that the campus could support.

In the area of problem solving I have addressed issues such as the future placement of Hakipu‘u Charter School given its dilemma having been evicted from Bishop Hall adjacent to the WCC campus. Department of Health officials are intent upon using that parcel of land to pursue a public/private partnership to construct a long term health care facility. They have evicted a school that has been the chief source of Running Start students for WinCC, as well as providing many an attentive audience for Hawaiian cultural studies presentations on our campus. Working with Senators Jill Tokuda and Norman Sakamoto, as well as Associate Vice President Mike Unebasami, and Linda Smith, Executive Assistant to the Governor, I have been trying to offer assistance insofar as possible. With the State Hospital’s agreement, facilities that heretofore have been borrowed from the college by the hospital are to be relinquished to allow the charter school to move in to a transitional home while it searches for a permanent campus site. The parcel of land in question where Hakipu‘u would temporarily move is dominated by a facility that is leased by WinCC to the Law Library Consortium until 2026. This gives the college some latitude to provide temporary shelter to its educational partner since the land parcel is not likely to be needed for its planned use as a parking lot given the Consortium lease.

Other problems that have required my intervention have included bringing together the parties involved with the Licensed Practical Nursing program at KapCC to enable them to hold their program classes on the WinCC campus. This was worked out amicably without requiring further intervention on my part other than establishing some ground rules and working with Chancellor Richards to get the process moving in a manner we both agreed upon as being appropriate.

The college’s overall EEO status shows that only one category (Institutional Support) is under-utilized for female employees. Measures to remedy this situation require an extended closing date of 16 days versus 11 days for the advertisement. Although this seems a modest measure the under-utilization in this category would be rectified by a headcount of two additional employees. The following events have addressed EEO/AA requirements:

- Women’s History Month dedicated several speaking engagements around the theme of “Women Taking the Lead to Save Our Planet;”
- Sexual Harassment Training by Greg Lefcourt, October 1, 2009;
- EEO/AA Briefings for search committees, January-December 2009;
Finally, the college has recruited and hired both a Dean of Division I and a Dean of Division II. These instructional office Deans have been recruited through a transparent process that has included multiple levels of interviews at the committee, and administrative staff levels, along with open forums for the Divisions in question as well as for the campus at large. The process has been fair, open and it has been re-assuring to see the interest that has been displayed by faculty and staff as they have participated in the open forums and submitted their observations in writing to the VCAA for consideration.

Analysis of the Program
The report of the GSIEC Survey instrument by members of the Chancellor’s Office has produced averages that include eleven items that stand out as the lowest scored items on a Likert Scale from 1-5 points out of 47 items total in each survey. The eleven lowest scored items average out from the lowest item at 3.8 to seven items at 4.25 and others in between these bookmarks.

The first step to addressing concerns reflected by my GSIEC surveys has been to schedule monthly meetings for those faculty members and staff who are direct/indirect reports to the Chancellor. Heretofore the Chancellor has met every two weeks in face to face meetings with direct reports. I am continuing these meetings, but to address issues such as the “intended process outcomes” of the Chancellor’s Office, supplies budgets, facilities issues and other process issues the monthly meeting by all direct/indirect reports to the Chancellor would be conducive to addressing virtually all concerns reflected in the surveys. Although this does not include the issue of integrating student input into the Chancellor’s Office operations, I would seek brainstorming ideas from the monthly meeting about an appropriate means of providing this opportunity to accommodate student input.

The twelve low scoring items produced by non-members of the Chancellor’s Office range from 4.13 to 4.25 and they reflect a different set of concerns than the items adduced by the members of the Chancellor’s Office. Given the range of concerns reflected in these items responding may require occasional one-off types of response.

An item about student input is a duplicate of an item adduced by the earlier survey results completed by members of the office and along with the item about faculty input as well as the item about staff input all three would be amenable to an agenda item for the Chancellor’s Office monthly meeting to brainstorm appropriate responses. Since regular meetings with the Faculty Senate tri-chairs works well it may be best to set up a regular meeting with student government leadership as well. There appears to be clear linkage between institutionalizing input vehicles and the perception that the office is receptive and concerned about the ideas of others. Consequently resolving the input issue should also resolve the latter issues.
Likewise with three items all of which have to do with conducting assessment of both the leader and the office as well as utilizing the assessment in program review. The linkage among these issues should be amenable to perceptual surveys that may be implemented each semester to determine the degree to which the leader and the office are achieving their intended process outcomes. Process outcomes have been defined at the first Chancellor’s Office Monthly meeting and a survey will be developed thereafter for subsequent implementation.

Concerns about supporting staff development and inspiring others to achieve excellence may be addressed by the Chancellor’s recent commitment to supplement Staff Development funding for those faculty/staff who have been accepted to deliver papers, or chair breakout sessions at state, regional, national or international conferences.

**Action Plan**

The Chancellor’s Office has developed an action plan based upon the feedback from its GSIEC Survey for the 2009-10 academic year. The plan includes three measurable improvement actions as follows:

- Monthly staff meetings with agenda, meeting notes and follow-up to be held by fac/staff direct reports to the Chancellor. The foregoing will be measured by the agenda and meeting notes for meetings September-May of each academic year.

- Process outcomes to be defined collegially by the Chancellor’s Staff Meeting. Eight process outcomes are published in this annual review, and methods of gathering data on their achievement are still to be developed in time to implement the assessment during the 2010-11 academic year.

- Student, faculty and staff input mechanism to be determined and implemented by the Chancellor’s Staff. One or more methods to gauge campus reaction to office decisions, as well as to provide a mechanism for campus input will be implemented and analyzed on an ongoing basis.

**Budget Implications**

There are no new budget requests.
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.

Process Outcomes

- The OPPE will assure that 20 percent of courses in each department will be assessed each year, and that currency of all SLOs is assessed in 05 and 10 years to promote sustainable continuous improvement of student learning, student achievement, and student success.

- The OPPE will assure sustainable continuous improvement of student learning, student achievement, and student success by reviewing and modifying performance measures in the Strategic Plan through analysis of expected and actual outcomes, and disseminating this information to the campus at large.

Description of the Office of Planning and Program Evaluation:

The OPPE supports the institution by:

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

- Assuring that the planning processes that are taking place are on schedule through reporting to the Planning and Budget Council;

- Supporting accreditation related reporting activities;

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

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

- Supporting committee activities; and,

- 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:

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

- Participates in the budget decision-making process through membership on the Planning and Budget Council, which makes recommendations to the Chancellor regarding biennium and operating budget decisions using the performance measures of the strategic plan and Student Learning Outcome assessment as indicators;

- 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;

- Creates Follow-Up, Mid-Term, Annual Reports for the ACCJC, and works with the editor to assure that the Self Evaluation of Institutional Effectiveness is accurate and ready for submission to the ACCJC; and,

- Convenes the Accreditation Steering Committee during the Self Evaluation of Institutional Effectiveness period.

Measurable Outcomes

During the reporting period, the Department Chairs were sent Excel Spreadsheets indicating which courses would be assessed from 2009 – 2016. The result was that 90 percent of the courses that were on the 2009 list for assessment were turned in on time. Those that didn’t get their assessments in on time were to be turned in by the due date of the Departmental Reports, December 10, 2010.

During the reporting period courses that had not been taught in more than five years were archived, making it easier to look at the currency of SLOs for all courses in the 2010 academic year. All new courses go through a stringent SLO reviewing process before they are accepted and taught.

Based on the figures reported to the College by the UHCC Office, Windward is meeting and/or exceeding most of the measurable outcomes in the Strategic Plan. We are below our expected outcomes in degrees and certificates and for both Native Hawaiians and the entire student population and for Native Hawaiians in transfers to non-UH institutions.

There were problems in the calculations for the Achieving the Dream Cohort that needed to be rectified at the System Office. These problems have been fixed and
the new data will be given to the different colleges by the System Office soon. Therefore, though it looks like we do not meet our expected goals for some of the measures in the Achieving the Dream cohort, we must wait until the accurate date is presented to report on this.

The GSIEC surveys for 2009 for the Planning and Budget Council and the Institutional Effectiveness Committee have not been done yet. The results will be reported in the next reporting period.

**Analysis of the Program**

According to the [WCC Mission Policy](#), Windward should look at revising its Mission/Vision and Core Values Statements in fourth year following the Self Assessment of Institutional Effectiveness. The Chancellor, based on my recommendation as the Accreditation Liaison Officer because the Planning and Budget Council was just being formed, made a formal request to the Faculty Senate, asking the Senate to form a campus-wide committee comprised of faculty, staff, students, and administrators to look at revising these statements. If revised, these statements will have bearing on Windward’s Strategic Plan and Institutional, Program, and Course SLO assessment, and the mapping and Program Outcome Guidelines that have already been developed.

The Mission, Vision, and Core Values Committee developed Mission, Vision, and Core Values statements that will be sent out to the campus as a whole to review and vote on. The process has been anything but smooth. The committee put the first statement it developed on the web for feedback in March 2010. It then incorporated the feedback into a revised set of statements, which was open to discussion at an open forum in April 2010. The feedback from this forum was then incorporated into a revision that was presented at a retreat before Fall Convocation in August. This retreat yielded another version, which was taken to the Faculty Senate after being revised, with the first revision for discussion at the department level. After discussion at the department level, one unit rewrote the entire mission statement. The process is still ongoing with voting taking place in the Institutional Effectiveness Committee, the Accreditation Steering Committee, and the Planning and Budget Council.

The Policies and Procedures Sub-Committee of the Faculty Senate discussed many different policies – new and old. My office looked for already existing policy and help reword it to suit Windward’s needs. We established a Policy on Policies, a form that must be used by all groups submitting a new policy, a new Sabbatical Policy, and a new Curriculum Committee policy to name a few. These policies and procedures will help make shared governance at Windward more transparent.

In 2012, the ACCJC will be sending an Accreditation Team to evaluate whether or not Windward has actually done the things we said we would do in the 2006 Self Assessment of Institutional Effectiveness. In order to assure
compliance, the College has set up an Accreditation Steering Committee which I convene. The Chairs for Standards I–IV are on the Committee as well as the Director of Institutional Research and the Chancellor. The teams were set up in a Convocation Activity in the Spring. The Standard Chairs and Sub-Standard Chairs were determined by preferences established by filling out a form at Convocation. The Chancellor and I looked at the first preference of all faculty and staff who submitted the forms, and choose who we felt would be best suited to the Standard as Chair and Sub-Standard Chair. An invitation then was sent from the Chancellor’s Office to those chosen. Acceptance and/or rejection was sent to both the Chancellor and myself. I assigned those who did not indicate a preference to a Committee in discussions with the Chancellor.

The Institutional Effectiveness Committee gave three on WOW Day. Ellen Ishida-Babineau gave a Workshop on Developing SLOs, and I gave two workshops. One was on mapping Institutional, Program, and Course SLOs and the other was on Connecting Assessment (Program Review/Annual Assessments) to Planning and Budget.

Program Improvement
The OPPE needs to assure that 100 percent of the 20 percent of the courses in a department are assessed every year. During the 2009-2010 Academic Year, only 85 percent of the courses that should have been assessed were actually completed. This can best be done by formulating a Policy on Course Assessment that holds the Administration responsible and includes sanctions for those who do not turn in an assessment.

The OPPE must also be more proactive in establishing workshops for Planning and Budget Council members on how to tie SLO assessment and Strategic Plan Measures to the requests made by the departments concerned. It also should help facilitate, through the IEC, development of workshops for faculty and staff on SLO development and assessment.

Fortunately, the APT Institutional Researcher position, originally part of the expiring Title III Grant, is now part of a Perkins Grant, and the position was institutionalized as a general funded position. In addition, the APT Programmer from ETC was assigned to the Office of Institutional Research (OIR) and will provide programming assistance to both the OIR and OPPE. However, soliciting monies through various federal/state/local grant opportunities depends on word of mouth. A general-funded Grant Writer in the OPPE Office, who would work with college-wide departments as well as the OPPE on specific grant opportunities, would increase WCC’s ability to meet all our Strategic Plan and Achieving the Dream targets.

Action Plan

- Assess Strategic Plan Performance Measures for all of our Strategic Plan items;
• Assess Windward’s progress in achieving continuous, sustainable improvement level on ACCJC rubrics for Program Review and Planning and proficiency level for SLOs;

• Revisit Institutional, Program, and Course SLOs, using current or revised Mission, Vision, and Core Values statements;

• Assess the accuracy of all program maps and guides and place in Catalog and on the WCC web site;

• Develop Curriculum Central SLO Assessment questions;

• Assess currency of all course, program, and institutional SLOs;

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

• Assure that 100 percent of the 20 percent of the courses in programs that need to write an Annual Assessment/Program Review are assessed; and,

• Develop workshops on tying SLO Assessment and Strategic Plan Measures to Budget Requests.

• Hire 1.0 FTE Grant Writer (PBB) to solicit funds to assure that all Strategic Plan and Achieving the Dream Measures and analyze which interventions have attained sustainable, continuous improvement status.

**Budget Implications**

See the detailed budget for both OPPE and IRO in the Office of Institutional Research section of this report.

1.0 FTE Grant Writer, approximately $42,492/year.
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 requested to assume the role of Institutional Researcher for the college. In addition, the College’s 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 2009, the OIR was staffed by one eleven month faculty member, the Director, and one eleven month APT Institutional Researcher supported by the last year of the Title III Grant. The Administrative Programmer transferred and due to internal re-allocation, there was no programmer position to support the office and institution.

In 2010, the APT Institutional Researcher was converted to a full-time general-funded position. In addition, the APT Programmer from ETC was re-assigned to the OIR to provide joint programming support for the OIR and the Office of Planning and Program Evaluation (OPPE), especially to support accreditation and assessment efforts.

In 2010-11, 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 and assessment studies.

Process Outcomes

- The Office of Institutional Research provides quantitative data and analysis to students, faculty, staff, and administration to strengthen and improve courses, programs, and services.

- The Office of Institutional Research presents institutional information to students and prospective students for their decision-making regarding the College.
Activities of the OIR

In accomplishing the attainment of its mission and process outcomes, the OIR supports the institution by:

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

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

- Supporting the various constituencies of the College in responding to requests for ad hoc information queries and reports.

- Supporting the various committees involved in program development, assessment and institutional effectiveness.

- Researching and preparing reports for accreditation self-studies.

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

- Reporting the Human Resources information for the institution.

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

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

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

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

- 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.

- Supporting the Planning and Budget Council.
• Providing leadership and coordinating efforts in the design, construction, and outfitting of the Library Learning Commons building.

Measurable Outcomes

• 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 percent, the response rate of returning submitted ad hoc requests has risen to 90 percent. 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 2010-11: to maintain the response time for ad hoc information requests at 90% (note: this goal was met for 2009-10).

• 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 2010-11: to continue to work with requestors to clearly define, or refine, the request in such a way that 90 percent of customized information requests are satisfactorily completed within a month of the request (note: this goal was met for 2009-10).

• 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 2010-11: to maintain the on-time submittal of information at 100 percent (note: this goal was met for 2009-10).

• 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 1 for 2010-11: to continually update the OIR webpage so that it maintains 100 percent currency on information for all archival and current information.

Goal 2 for 2010-11: to update the OIR webpage to provide institutional research information to support Accreditation review.
Goal 3 for 2010-11: to provide support to the OPPE in the creation of a webpage specifically presenting accreditation-related information.

- 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 2010-11: to maintain the email alerts for new information posted on the OR webpage for 100% of the information added (note: this goal was met for 2009-10).

- 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. 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 2010-11: to 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 (note: this goal, first presented in 2009-10, was not met due to technical and cost considerations).

Program Improvement

In 2009-10, the OIR was 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 was required. The APT Institutional Researcher position, originally part of the expiring Title III Grant, position was institutionalized as a general funded position.

In addition, the APT Programmer from ETC was assigned to the OIR and will provide programming information to the OIR and Office of Planning and Program Evaluation.
**Action Plan**

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

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

- The OIR will strive to provide information to the constituencies of the institution in timely and appropriate reports.

- The OIR will strive to develop ways in which “desktop” access to institutional information is provided to decision-makers.

- The OIR and OPPE will establish a formal budget process and allocation for the offices enabling them to purchase supplies and equipment, renew software licenses, and otherwise expend funds to support their missions.

**Budget Implications**

In 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 2009 and 2010, 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 2010-2011 for the OIR and OPPE

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Supplies</strong></td>
<td></td>
</tr>
<tr>
<td>office supplies</td>
<td>500</td>
</tr>
<tr>
<td>printer and scanner supplies</td>
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</tr>
<tr>
<td>ST</td>
<td>2,000</td>
</tr>
<tr>
<td><strong>Equipment</strong></td>
<td></td>
</tr>
<tr>
<td>laptop computers (2)</td>
<td>3,000</td>
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<tr>
<td>flatbed color scanner and software</td>
<td>1,000</td>
</tr>
<tr>
<td>ST</td>
<td>4,000</td>
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<tr>
<td><strong>Software</strong></td>
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<td>Hyperion license renewal (2)</td>
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<tr>
<td>Hyperion license new (1)</td>
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<td>Zoomerang license renewal (1)</td>
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<td>ST</td>
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<tr>
<td><strong>Professional Development</strong></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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<td>ST</td>
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<td><strong>Total</strong></td>
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<td></td>
<td>20,525</td>
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</tbody>
</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 Windward Community College (WCC), 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

Primary Function

MPRO serves two primary functions:

1. To build and maintain a positive image of WCC among its various constituencies;
2. To support the college community in building and maintaining student enrollment by 5 percent each year, and;

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 WCC'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, website 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 publications and communications.

Activities of the MPRO
Accomplishments
MPRO has exceeded its goal to increase enrollment by 5 percent annually. Fall 2009 enrollment increased by nearly 20 percent over the previous year, and Fall 2010 enrollment stands at an unprecedented 2661 students, the second largest increase in the UH System.

The overall collaborative marketing efforts between the seven community colleges in the UH System (UHCC) has helped to lay the groundwork for WCC's marketing. Together, we were able to purchase Internet and television advertising that would be cost prohibitive to any one college, especially one as small as Windward.

**WCC Marketing Strategies:**

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 programs, services and events.

**Public Relations**

Through MPRO's public relations efforts, approximately 87 press releases and media advisories were sent to various media resulting in free publicity valued at approximately $250,000:

- 87 press releases/advisories resulted in:
  - 1110 column inches of print publicity; and,
  - One and 1/2 hour+ minutes of broadcast publicity.

News topics have included Atelier, Library Learning Commons groundbreaking, Waikuloa Loko Fishpond Day, Chemistry Forum, Hawaiian Music Workshops, Common Book, Scholarship Aha, Women's History Month, and grants received to name a few. This accounts for only the very visible media attention we have received through MPRO's public relations efforts.

Other strategies for targeting nontraditional and traditional students included:

- **ADVERTISING** - Full-page print ads promoting Areas of Excellence, Scholarship Aha, Vet Assisting, CNA, Music Workshops, supported by some radio in targeted dates before registration;

- **NEWSLETTERS** - Fall & Spring issues of Malamalama o Ko'olau mailed to 15,000 residents;

- **INTERNET-BASED PROMOTION** - [Collegeview.com](http://Collegeview.com) resulting in 41 students enrolling! Activity from May 2009 - May 2010 included:
  - 45 students applying;
  - 43 students being accepted;
• 41 students enrolling;
• 562 Hub views;
• 628 Web tours taken;
• 280,242 Ad Views (66 connections);
• 21 Web links;
• 116 Online application connections; and,
• 126 Requests for information

• BROCHURES were completed for Atelier, Nursing Pathway, Sub-Tropical Tree Care, Drama @ WCC, among others.

• POSTERS, POSTCARDS, FLYERS were produced for Paliku Theatre, Language Arts, ETC, Vet Assisting, Music Workshops, Talk Story Series, and Gallery 'lolani.

• EVENTS in which MPRO participated in and produced promotional documents for included: Library Learning Commons groundbreaking, Scholarship Aha, West Side Story, Velveteen Rabbit, Windward Ho'olaule'a, College & Career Fair, Imaginarium Re-Opening, Gallery 'lolani openings and various college recruitment activities.

**Communication Design**

MPRO completed 349 design and photography projects—a total value ranging from $250,000 to $350,000 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 stated goals.

**Area Serviced Design projects**

<table>
<thead>
<tr>
<th>Area Serviced</th>
<th>Design projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Services</td>
<td>56</td>
</tr>
<tr>
<td>Chancellor</td>
<td>37</td>
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<tr>
<td>Advertising</td>
<td>24</td>
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<tr>
<td>ETC</td>
<td>22</td>
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<tr>
<td>Sciences</td>
<td>4</td>
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<tr>
<td>Gallery lolani</td>
<td>18</td>
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<tr>
<td>VCOI (Instruction)</td>
<td>16</td>
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<tr>
<td>Hoolaulea</td>
<td>21</td>
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<tr>
<td>Paliku Theatre</td>
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<tr>
<td>Art-Atelier, etc.</td>
<td>10</td>
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<tr>
<td>Fund Development</td>
<td>12</td>
</tr>
<tr>
<td>OCCE</td>
<td>13</td>
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<tr>
<td>Misc. faculty/staff</td>
<td>4</td>
</tr>
<tr>
<td>Ke Kumu Pali</td>
<td>6</td>
</tr>
<tr>
<td>Web</td>
<td>8</td>
</tr>
<tr>
<td>Imaginarium</td>
<td>5</td>
</tr>
<tr>
<td>Special Event</td>
<td>1</td>
</tr>
<tr>
<td>Performing Arts</td>
<td>4</td>
</tr>
</tbody>
</table>
Humanities 4
Hawaiian Studies 7
Business 2
The Learning Center 2
Vet Assist 4
Womens History Mo. 2

Photography

Although not an official function of MPRO, creating original photography for WCC continued to be a significant part of MPRO's AY2009-2010 operations with over 51 photo shoots completed. These images were used in TV spots, print advertisements, print articles, various Web sites, posters, fund development appeals, fliers, brochures, WCC newspapers and newsletters, PowerPoint presentations, direct mail pieces and campus signage to name a few.

Quality photography has contributed to a positive image for the College. Unlike stock photo providers, MPRO produces highly cost effective images tailored to the aesthetics of the WCC campus community.

MPRO’s 51 photo projects covered a broad spectrum of subjects, departments and events:

- Ag-Tech
- Biotechnology
- Chancellor's Office
- CNA
- Economics
- ETC (Autobody, Culinary Arts, Office Skills, OAT, Business)
- Faculty portraits
- Gallery lolani
- Hokulani Observatory
- Imaginarium
- Natural Sciences
- OCET
- Paces
- Service Learning
- Trio

WCC Catalog and Schedule of Classes

Of the many publications that MPRO produces, among the most critical are the WCC Academic Catalog and the Schedule of Classes (SOC). In both cases, MPRO is working diligently with the Vice Chancellor of Instruction and the Vice Chancellor of 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

**Cost-saving Measures:**

In 2009, WCC shifted 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.

**PowerPoint**

MPRO supported the Chancellor, the Vice Chancellor of Instruction and the Performing Arts Department with four PowerPoint presentations during AY 2009-2010.

**Videography**

As in previous years, MPRO’s capacity to produce video for broadcast and Web use was limited by the fact that our department has no video equipment.

**Migration to New Marketing Server**

Prior to 2008, MPRO had no protection or back-up for its digital assets-design files, digital images and documents - all of which resided on two computers in the MPRO office. This left MPRO open to the possibility of catastrophic loss in the event of a single computer and hard disk failure. In 2008, this was temporarily mediated by the purchase of a small RAID storage drive, but this was problematic due to the device’s limited disc space.

A permanent solution arrived during AY2009-2010, when with the generous assistance of the WCC computing staff, MPRO was given dedicated space on one of WCC’s network servers. MPRO’s digital assets are now well protected.

**Web**

MPRO continues to support the WCC website by providing a steady stream of content and images, as well as feedback on design-related issues.

During the AY2009-2010, investments were made to upgrade the WCC website server 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 website when television and print ads ran, and during brief flights of radio advertising.

**In-House Printing**

MPRO acquired a Xerox Phaser 7760 color copier in 2008, which is 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. We also work closely with the WCC Media Center to print larger quantities (250-1000) resulting in additional savings for departments service.

MPRO supports Student Services’ counselors with developing informational packets to distribute to local area high school counselors and attending college and career fairs.

Other accomplishments benefitting the College are:

- Membership in The National Council on Marketing and Public Relations (NCMPR)  
  - Paragon Gold and Silver Award-winner in NCMPR national design/communications competition

- Leadership role on campus as head of Aesthetics Committee 2009-2010

- Leadership role in the community as President of Kaneohe Business Group 2009-2010

- Leadership role in the community as member of Windward Ho'olaule'a Steering Committee 2009-2010

- Leadership role in the community as member of Castle High School Project Grad committee 2009-2010

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

- Lead designer in unifying the University of Hawaii System brand with signatures that include modernized seal and nameplate adopted by all campuses (launched 2007)

**Factors impacting enrollment**

Positive factors that may have impacted enrollment include: 1) Recession economy and high unemployment; 2) A more positive perception created by UHCC and WCC marketing campaigns; 3) More visibility as a college option; 4) Recruitment efforts by Student Services personnel; 5) Access to online applications and registration
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.

**Measurable Outcomes**

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 following accomplishments.

*Highlights of the public relations efforts:*

- Generated media coverage of Library Learning Commons event from major newspapers and three television channels;
- Generated media and direct mail efforts which resulted in high attendance of potential donors to Imaginarium Re-Opening event and Planned Giving event;
- Produced over 120 column inches of publicity for Gallery 'Iolani's exhibitions in the Honolulu StarAdvertiser with large, full-color photos;
- Produced over 70 column inches of print publicity and more than 30 minutes of PSA Television airtime for Windward Ho'olaule'a that helped to attract over 15,000 visitors to campus;
- Produced over 120 column inches of publicity in Midweek Islander which have brought scores of community members to Chemistry Forums, Common Book events and Talk Story Series events throughout the academic year 2009-2010;
- Produced a media blitz to help promote the new Vet Assisting program with initial enrollment. The program just graduated its first cohort of veterinary assistants;
- Generated Atelier video documentary for PBS that helped fill every vacant seat in the program and created awareness of the uniqueness of this art program in the state;
- Produced the Malmalama o Ko'olau newsletter, which informs 15,000 Kaneohe-Kailua residents and WCC mail list members of programs and events at the College twice a year; and,
• Generated website highlights faculty and student achievement as well as events and programs.

During the past 12 months, MPRO communications efforts have included:

• Designing and producing a paid advertising campaign leveraging print, radio, movie theater, Web and direct mail to attract new students from Windward and around Oahu.

• Establishing editorial oversight of the Academic/Credit, ETC and OCET catalogs.

• Streamlining production of the Academic/Credit, ETC and OCET catalogs, plus SOC.

• Establishing graphic standards for use of WCC signature and typography in stationery and publications.

• Refining a comprehensive acceptance packet for new students.

• Providing design services for more than 350 projects.

• Assembling 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.

• Assembling a large collection of high quality photographs for use in WCC publications and promotions.

• Provided photographing to local publications, including the Honolulu Advertiser, Star Bulletin, Honolulu Weekly, and other media sources.

• Providing technical and artistic expertise on over 50 photo shoots

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. Similar results were from an ad campaign for the Vet Assisting program.

Program Improvement
To enhance the effectiveness of MPRO, the following are suggestions for program initiatives:
• To be more proactive with clients at the planning level;

• To develop Web training for future Web development; and,

• To develop of an internal communications action plan.

It would benefit the college to collect data upon entry to the college and upon exit, to better understand the effects of our marketing efforts.

Data collection needs:

• 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 aspirations.

• 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.

Additionally, 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 website could address the needs of visitors more thoroughly, especially with online applications now being made available. Also, to further leverage advertising and public relations efforts, social networking through facebook and youtube could be implemented to support new trends in communication. The College as a whole is not currently engaged in a WCC social media site.

Action Plan

• Continue marketing efforts by reaching further into the nontraditional market.

• Increase public relations efforts to increase public awareness of WCC's programs, services and special events.

• Work with results of recent 2009 SMS community survey and 2009 media preferences 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.

• Include marketing committee goals and outcomes for improvement in future assessments
• Discuss recommendations for social media marketing

• Discuss other areas of funding and “charge-backs” for future marketing projects

**Budget Implications**

**Webmaster**
A full-time webmaster is needed to maintain and upgrade the WCC website.

**Professional Development**
Professional development in area of Web design/maintenance $1,000
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
Professional membership in AIGA (American Institute of Graphic Design) $250
Professional development – Design/Photography conference $1,200
Webinars $1000

**Equipment**
PMS Books/Color ink Swatches - $110
Hammermill Color Copy - 10 X $30 = $300
Photography Equipment Sand bags-3X$40 = $120
color enhancing, polarizer, clear filters for both lenses - $200
ultra wide angle lens - $2150
5 Clamp with Plastic Tips - 2” Also, a strobe needs to be repaired or replaced.
Videography Equipment video camera - $6,000 - $8600 video lighting and grip equipment - $4000 photo tripod / head - $140 SOFTWARE: Final Cut Pro or Final Cut Express for video editing - $999

**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**

- Identify, cultivate and solicit individuals (alumni, friends, parents, community leaders and others) who have the capacity to make gifts to WCC.

- Establish key areas of interest with donors.

- Make appropriate suggestions for gifts of support to donors: monetary and/or in-kind support.

- Involve and educate donors with WCC fundraising and its related activities so they can help make our case to other potential donors.

- Ensure donors are properly thanked.

- Ensure donors are properly recognized.

- Inform community members/donors about WCC, its programs and support needs via direct mail, media, and quest speaker opportunities at community organization meetings.

- Educate and involve faculty, staff and academic leadership in the fundraising process.

- Prepare proposals for private foundations for monetary grants or in-kind support.

- Establish positive relationships with elected officials.

- Establish accounts within system to properly steward donor-specific gifts.

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

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. Chancellor thanks all donors with a formal thank you letter.

7. Chancellor calls donors of $500 and above.

8. Chancellor maintains the invaluable symbiosis between the College and the Kaneohe Business Group to continue to build Hoolaulea.

**Measure Outcomes**

My work with U.H. Foundation has become more active since the hiring of K C Collins as the liaison between the Foundation and UHCC. Prior to her arrival I attended the delivery of the final installment of a $50,000 donation to the Paliku Theatre from Red Miller of Kane‘ohe. This donation was part of a matching challenge that raised a total of $100,000 in memory of Camille Almy an ardent supporter of the performing arts in the Ko‘olau Districts. The theatre lobby is now named after Ms. Almy and an appropriate dedication reception has been held.

I also hosted the President and Treasurer from the Lani-Kailua Outdoor Circle to give them a tour of the campus’ Agriculture facilities, as well as hold a meeting with Dr. Dave Krupp to discuss his Pacific Center for Environmental Studies (PaCES) program with them. Lani-Kailua had doubled their scholarship contribution for the coming year meriting the special thank you in person.

Since K C Collins’ arrival I have been holding several meet, greet and thank-you sessions with Hank Iida of the Kane‘ohe Rotary Club, Ameron Hawai‘i officials, and John Reppun of the Minami Foundation. I also arranged for an Art student to engage a service learning project cataloging donated art works on the campus to mollify a donor who was concerned that works of art were being misplaced.

KC and I have held a speaking engagement by Oswald Stender, former Bishop Estate Trustee during the week of Opening Convocation this past August as the draw for invited guests to hear an appeal for planned giving offered by the UHF experts in this field. The Chancellor’s Golf Outing held on April 30 gave me a chance to break 100 (if you pro-rate my score over 18 holes) for the first time in my life as well as to thank retirees, donors and Friends of the college for helping us raise funds for the Agriculture Program. Finally, my office is up to date in getting written acknowledgements out to all donors large and small, a process requiring not only a signature, but also a brief personalized note in the margin to each donor.

Major event hosting has included the BOR meeting held in August featuring a report by our Head Librarian on the new Library Learning Center; the President’s visit, tour of the campus and open forum sessions with students and faculty; the Groundbreaking for the Library Learning Center that was well attended and appreciated by the campus community; two visits by the Vice President for Community Colleges including open forums; Hakuoh University Handbell Choir
hosting for performances at Paliku Theatre in support of a project sponsored by the Emeritus Vice President for Community Colleges; the Board of Regents Subcommittee on Community Colleges including a campus tour and luncheon session. I hope that I was able to make visitors feel welcome and valued, because I know our college staff did everything possible to make these events run smoothly.

**Program Improvements**

The Chancellor will continue to work with the Development Officer pursuing donor priorities that include:

- Advancement Fund
- Scholarships
- Library Learning Commons Naming Opportunities
- Paliku Theatre
- Imaginarium/Observatory
- PaCES

Second tier fund raising priorities include:

- Certified Nursing Assistant Pathways
- Study Abroad Opportunities
- Hawaiian Cultural Studies
- Distance Outreach Sites
- Atelier Program
- Ceramics Studio
- Gallery ‘Iolani
- Hawai‘i Music Institute

**Analysis of the Program**

The College has the services of a Development Officer shared with three other community colleges in the system. In the 2009-10 fiscal year the college raised $141,058 in all forms of donations. The gift tables for Windward Community College demonstrate that the pool of donors tends to give modest gifts. For instance more than 70 percent of the donors give an average gift of $30, and another 20 percent of the donors give an average gift of $150. Boosting these averages requires a concerted effort to emphasize “life changing” experiences for students to stimulate increased donations for scholarships, as well as an effort to promote naming opportunities at amounts that are “modest” enough (i.e. $1500 per year to name a conference room in LLC) to fit the budgets of our giving community.

Currently the program is ramping up for another annual appeal to fundraise by contacting its many former donors.

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

**Budget Implications**

There are no new budget requests.

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**VII. Service Learning**

**Mission**

The Service-Learning Office promotes and facilitates academic learning through meaningful service experiences with community partners, enhancing the academic experience while developing more aware, participating community members.

**Service Learning Description**

Service-learning brings the College and the community together to apply academic learning in ways that build relationships and meet community needs.
The Service-Learning Office is headed by the Coordinator (Pamela DaGrossa, PhD) who supervises three federal-work study community placement students and one VISTA (Volunteers in Service to America) member.

Service Learning Activities

- Enhance the student learning experience by providing optional, for-credit opportunities to engage in real-world learning in their communities
- Enable students to provide assistance to community partners and those served by them
- Assist faculty in developing service-learning options for their courses and increasing their engagement with the community
- Provide assistance to community partners to help them provide community services.

Measureable Outcomes

1. To recruit, train, and support faculty who are willing to include a service-learning option in one or more of their courses;
2. To inform, advise, and support students about service-learning as it applies to their courses, and also to their educational and career goals;
3. To develop community partnerships as placement sites for each service-learning course;
4. To track students’ service and report results to faculty; and,
5. To support student service opportunities such as through AmeriCorps Students-In-Service program.

Analysis of Program

Accomplishments

1. Faculty recruitment, training, and support

Two workshops, 45-minutes each, were created by the Coordinator to train and recruit s-l faculty: 1) Service-Learning in the Classroom and 2) Creating a Service-Learning Option. The first serves as the “training” for new s-l faculty. The second is a hands-on workshop to assist faculty in generating actual s-l course option descriptions. The first workshop was offered more than 10 times in the last year; the second (new in Fall 2010) has been given four times. The number of faculty offering s-l increased from 4 in Fall 2009 to 21 in Fall 2010.
VISTA Joy Domingo (see below) has targeted STEM courses for service-learning. Thanks to her involvement and support in recruiting, WCC will be offering the first s-l developmental level math in Hawaii in spring 2011. Math tutors are direly needed in windward schools. Spring 2011 will see four new science/math service-learning courses offered.

2. Supporting s-l students

Ka ‘Ohana, the WCC newspaper, has run four articles on service-learning over the last year, each of which generated several phone calls and visits from students inquiring about s-l possibilities. The inclusion of the photos of our office staff as well as student service-learners create opportunities for approaching us to ask about service-learning. We plan to keep service-learning visible with articles featuring our students in their community sites.

Service-learning information sessions were held at the beginning each of Fall 2009 (8 partners), Spring 2010 (13 partners), and Fall 2010 (19 partners). The demand from both students (for suitable times) and community partners (for more opportunities to reach students) has. After consultation with about a dozen community partners, we have decided to change formats for Spring 2011. We will be having a Service-Learning Fair January 25, 12:30-3:30pm. Over 25 community partners have asked to be invited.

In addition to advising students who come to our office, we also provide them with lists of possible service-learning sites and opportunities. To facilitate this, we have updated our web page to include a more comprehensive list of partners. In the coming year, we will be revamping that to include photos and video for sites, so students can go to the web page to learn about community partner opportunities, needs, and requirements. WCC’s Marketing staff has also helped us in this endeavor by taking photographs of our students at their sites and providing a banner and bookmark “business cards” for our office.

We are also in the process of developing “help wanted” type flyers to give students more specific information about s-l opportunities for each course. They will be available at the Service-Learning Fair.

3. Developing community partnerships

In April 2010, the S-L Coordinator was successful in obtaining a VISTA (Volunteers in Service to America) member placement at WCC. Dean Ardis Eschenberg serves as a Co-Supervisor with Dr. DaGrossa. VISTA Joylin Domingo arrived in August 2010. Her project is to build programmatic capacity at WCC to help youth graduate from high school, access college, and, ultimately, complete a degree program in higher education. She is developing a mentoring program between WCC’s service-learning students and intermediate students in the Castle-Kahuku and Kailua-Kalaheo complex. Since August, Joy has familiarized
herself with WCC’s campus, staff, students, community partners, and sl practices. She has assisted with the identifying and recruiting courses and faculty that are underrepresented in service-learning. Her focus is on best practices, mentor selection, mentor training, program monitoring, and program assessment. She has conducted community research and assessment (e.g., Hawaii State assessment scores, graduation and drop rates, number of economically disadvantaged students, college going rates) to determine which two schools demonstrate the greatest need. Kahuku and Waimanalo middle schools were selected. The next step of gaining cooperation of school faculty and administration has proved to be a challenge. After, four months attempts, we have built a successful partnership, however both schools have demonstrated and expressed a greater need for tutors than of mentors. When the spring 2011 semester begins, interested sl students will be placed in these schools as mentor/tutors. They will be given a brief training and carefully paired off with intermediate students. Joy has also been building partnerships with community organizations and other neighboring schools to expand the options of sites. During the semester, Joy will keep in contact with the sl students, involved schools and staff. At the end of the Spring 2011 semester, she will access, evaluate, and revise the program based on feedback from mentor/tutors, mentees, and school staff. Joy’s goal is, “When my year of service as a VISTA Volunteer has come to an end, I hope to have made a difference whether big or small and have built a sustainable relationship between Service-Learning and community partners and schools.”

Over the last three semesters, we have formed new community partnerships with Affordable Housing and Homeless Alliance, God’s Country Waimanalo, Asian Pacific Violence Prevention Center, Blood Bank of Hawaii, Malama I Na Ahupuaa, Ahahui Malama I Ka Lokahi, Hawaii Cat Foundation, and Mission Houses Museum. We have also revived some faded relationships with agencies such as with Hakipu’u Learning Center, the Hawaiian Humane Society, and the Boys and Girls Club Windward Clubhouse. We continue to seek new community partners.

We are grateful to have received a $4,800 Learn and Service America mini grant from the Hawaii Pacific Islands Campus Compact (HIPICC) to organize and run a summer STEM enrichment program for intermediate school students, premiering in 2011. We will cooperate with Kapiolani CC, UH Manoa, and possibly Chaminade University, in this endeavor. Approximately 20 students will be invited from different communities, including at least one windward community, to come to WCC to engage in real-world applications of science, math, and technology.

4. Tracking students’ service

The Service-Learning Office began tracking student, course, and community partners data in August 2009. Relationship databases were created (using FilemakerPro) and all office members were trained in data entry and database modification. These databases allow us to respond track and generate reports for
ourselves and for our faculty. The databases are revised as needed. Forms that student submit (Site Proposal; Assumption of Risk, Release, and Waiver of Liability; Time Sheet; Supervisor Evaluation) are revised almost every semester as we strive to make them most efficient and effective for students, faculty, and our office.

Here is general data on service-learning at WCC:

<table>
<thead>
<tr>
<th></th>
<th>Fall 2009</th>
<th>Spring 2010</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td># courses offering S-L option</td>
<td>5</td>
<td>28</td>
<td>32</td>
</tr>
<tr>
<td># classes</td>
<td>8</td>
<td>43</td>
<td>54</td>
</tr>
<tr>
<td># teachers</td>
<td>4</td>
<td>17</td>
<td>21</td>
</tr>
<tr>
<td># students</td>
<td>42</td>
<td>74</td>
<td>62*</td>
</tr>
<tr>
<td># sites in use</td>
<td>22</td>
<td>37</td>
<td>33*</td>
</tr>
</tbody>
</table>

*Incomplete – data is still being collected

5. Students In Service

Fall 2011 was the first semester we actively pushed Students In Service on campus. Students-In-Service is an AmeriCorps program that provides educational awards in exchange for certain number of service hours (300, 450, 900) across one or two years. WCC did not previously have a SIS presence although the awards have been available to our students for years. The Service-Learning Coordinator became a SIS Campus Coordinator in August 2010. We offered five orientations and currently have 7 students participating. We hope to have at least 20 new SIS participants in 2011.

**Action Plan**

- Continue recruiting and training service-learning faculty, especially in the sciences, math, and technology areas.
- Continue recruiting students and identifying ways to bring about success in s-l projects
- Finalize Service-Learning Advisory Board and establish College-level service-learning outcomes.
- Establish a clear, permanent place for Service-Learning in the WCC organizational structure.
- Establish a Service-Learning Advisory Board by the end of Spring 2011. It will consist of the Coordinator, two faculty, two administrators, two community partners, and two experienced service-learning students. Sarah Hadmack and MJ Lewis have agreed to be faculty members. Dean Ardis Eschenberg has agreed to be a faculty member. Presumably the administrator under which service-learning resides (currently the Chancellor) will also service on the advisory board.
• Improve the quality of our s-l options. While the focus over the past three semesters has been on increasing service-learning faculty. We will now being a period of increasing s-l QUALITY. All newly trained faculty understand that s-l options must clearly describe the requirements, learning outcomes, and assessment. Service-learning faculty whose s-l options do not meet these requirements will be offered assistance in bringing their s-l options up to standard as well as re-training in service-learning; if they fail to do so, the s-l designation for the course and the faculty member will be removed. Thus, we expect a decrease in the number of courses in Spring 2011, despite the new faculty and courses.

**Budget Implications**

At present, none, as we receive no budgetary support beyond the Coordinator’s 6-credit course release each semester, federal work-study students, and our office space. If WCC is serious about service-learning and wants it to continue growing, additional financial support will become necessary the very near future.

**VIII. International Education**

**Mission**

To plan, develop, provide, and maintain international education at Windward Committee College.

**Process Outcomes**

• To serve as liaison with foreign higher education institutions;

• To serve as liaison with the UH International Education Steering Committee, and UHCC International Education Committee;
• To provide information on study abroad opportunities and grants; and
• To support and recruit international students.

**International Education Activities**

WCC International Education Committee has been active since the 1994. The Committee’s main activities during the Fall 2009 semester included:

1. Organizing the International Education Week event;
2. Promoting the scholarships available through the Honda International Center; and
3. Distributing the “*Fiscal 2010-2011 The Japanese Foundation Program Guide Lines*” to committee members and WCC administrators to promote international education.
4. Promoting international education at the annual WCC Ho'olaule'a.

The committee organized the “International Education Week Film Festival November 16 – 20.” The films shown were:

1. “*Samoan Wedding*” by Chris Graham, on November 16,
2. “*Departures*” by Yojiro Takita, on November 17,
3. “*Baraka*” by Ron Fricke, on November 18,
4. “*Monster Thursday*” by Arid Ostin Ommundsen, on November 19, and
5. “*The Gods Must Be Crazy*” by Jamie Uys, on November 20.

Toward the end of Fall 2008 Semester, the committee arranged the visit of Ken Kiyohara (Honda International Center at KCC) to promote the Freeman Scholarships for Japan, Study Abroad in Japan, and the Honda Scholarship for International Study. On September 16, the committee hosted his visit. The committee chair, Toshi Ikagawa, served as an interviewer for the selection committee for the Freeman Scholarship for Japan on November 20. Four WCC students were selected for the scholarship. They were Elevila Thompson, Micaela Gradie, Naia Arguire, and Savannah Adler.

The committee, in coordination with the Language Arts Department, set up a booth at the annual WCC Ho'olaule’a on September 26, 2009. The booth provided
the meanings of last names in many different cultures/languages providing visibility to international education to both the campus and the community.

Then, during the Spring 2010 semester, the committee promoted the scholarships available through the Honda International Center, and hosted the UHCC WorldQuest Competition.

In the middle of Spring 2010 Semester, the committee arranged the visit of Ken Kiyohara (Honda International Center at KCC) to promote the Freeman Scholarships for Korea and China, Study Abroad in Japan, and the Honda Scholarship for International Study. On February 8, the committee hosted his visit. The committee chair, Toshi Ikagawa, served as an interviewer for the selection committee for the Freeman Scholarship for Korea on November 20. Two WCC students were selected for the scholarship. They were Brent Sunada and Christroad Ogawa.

The Committee hasn’t received the results of the Freeman Scholarship for China as of May 14, 2010. Additionally, the committee chair, Toshi Ikagawa, also served as an application reviewer and an interviewer for the selection committee for the Hakuoh University International Study Tour (Japan) in Spring 2010 semester.

WCC hosted the UH Community College WorldQuest Competition organized by the Pacific and Asian Affairs Council on April 9. WCC teams won the 2nd and 3rd places. The committee chair, Toshi Ikagawa, participated as a judge.

**Analysis of Program**

According to the directives of the committee, the Chairperson attends quarterly meetings of the UHCC International Education Committee, and the committee plans, develops, and maintains international education-related activities. As indicated in the Year-End report, we are fulfilling the charge satisfactorily.

As for the survey results, the number of responses were extremely small. Thus it is difficult to assess any conclusions. However, it is clear from the few responses, that those who responded know little about the committee and how it works.

There were few negative comments in the GSIEC survey, so the committee appears to be perceived positively. Regarding the leadership, some written comments mentioned, “a hard working dedicated chair,” and “a great job.” It appears the chair is doing a good job.

One written comment noted, “This committee does not seem to be functioning and it does not publicize any minutes or decisions.” This probably represents the prevailing general ignorance of the non-members for committees on campus. The committee has its own web site (http://windward.hawaii.edu/Committees/International_Education/) which lists the minutes and year-end report.
Another comment mentioned that “...the procedures involved are not published anywhere.” This probably means that the committee’s directives are not listed in the Committees and Councils web page (http://windward.hawaii.edu/Committees/). The committee sent its approved (9/13/07) directives to the administration in 2007. These have now been posted to the Committee web page at http://windward.hawaii.edu/Committees/International_Education/Directives.html. A new web site is also now under construction.

**Action Plan**

1. Develop ideas on how to enhance international education at WCC, with the Vice Chancellor of Instruction, Richard Fulton.

2. Plan and organize an attractive activity for the 2010 International Education Week in November.

3. Develop a strategic plan to bring in more international students to WCC.

4. Promote study abroad scholarships that are available for WCC students, and encourage them to apply for those international opportunities.

5. Develop a more informative and helpful web page.

**Budget Implications**

None at this time.