Annual Assessment Report
For Academic Year 2010–2011
Office of the Chancellor
December 15, 2011
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Mission Statements

Windward Community College Mission Statement

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai‘i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O‘ahu’s Ko‘olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment—inspiring students to excellence.

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. 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 as of the next reporting period.
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 a stable teaching and learning environment, as well as 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; and,
Leadership and assistance with program planning and accreditation requirements.

Process Outcome Statements

The Chancellor’s relations with faculty/staff, students and the broader public will build the conviction that the college is a stable, responsive and innovative institution.

Activities of the Chancellor’s Office

The Chancellor’s Office communicates directly with campus community by means of public appearances at campus events and e-mail messages via the wccfacstaff mass e-mail address. Over the span of the last twelve months since 12/15/10 to 12/14/11 the Chancellor has composed and sent approximately 68 informational messages, an average of 5.67 messages per month via this medium. Another means of communicating to the campus indirectly is by means of the Administrative Staff meetings and the meeting notes are publically available at:
http://windward.hawaii.edu/Committees/Chancellor_Staff/Documents.php

The Planning & Budget Council with the Chancellor as chairperson has now completed a full cycle of program review analyses for the purpose of budget planning in both the Biennium year and the Supplemental year. This body continues to fine tune its operating procedures to improve members’ understanding of the budget process at the campus, system and state levels. Moreover, this is the body that advises on the prioritized re-allocation of vacant faculty positions, the use of available funding for new and replacement equipment, allocation of available funding between equipment needs and staff development expectations and long term budget planning for equitable increases or decreases in supplies budgets for the departments. Meeting notes for the past year may be found at the following site:

With respect to accreditation preparations, the second draft of the Self Evaluation of Education Quality and Institutional Effectiveness (SEEQIE) will be available for review during winter
break 2011-12. Review will be completed by the Standard Chairs, the Accreditation Liaison Officer and the Chancellor along with other Executive/Managerial personnel for targeted sections of the study.

Additionally, the Chancellor has commissioned a Summer Task Force (2011) to re-write General Education Student Learning Outcomes (Gen Ed SLOs) approximately half of which need to be re-constituted to assure that they will be readily operationalized for assessment purposes. Finally, a similar Associate of Arts Degree Task Force has been commissioned by the Chancellor to assure operationalized SLOs for the degree program that subsumes nearly 80 percent of the College’s student body. The foregoing emphasis upon operationalizing SLOs happens within the context that the Fall 2012 semester is the deadline when colleges are expected by the ACCJC to have achieved proficiency in the use of SLOs for program improvement. This coincidence between our College’s visitation in Fall 2012 and the expected standard has had the impact of focusing the collective mind of the College.

**Measureable Outcomes**

The Chancellor’s connections to the community have continued to expand:
- State Hospital Advisory Board membership has continued;
- Pacific American Foundation (PAF) relations continue to be close as the College is finalizing the purchase of Waikalua Loko fishpond in conjunction with PAF which will be the owner/operator of the property;
- Kane‘ohe Business Group membership continues;
- 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;
- Member of the Board of Directors of Hawai‘i Council for the Humanities and Chair of the Grants sub-committee;
- Member of the Kailua Chamber of Commerce;
- Regular reporter of Windward CC events at the Kane‘ohe Neighborhood Board;
- Member of the Pacific Post-Secondary Educators Consortium;
- Presentations to Kane‘ohe Rotary Club & Kane‘ohe Business Group as well as the State House Finance Committee have helped to present the college in a positive light.

Finally, the college has recruited and hired an Interim Director of the Office of Career and Community Education, as well as having completed the recruitment of a Vice Chancellor for Student Affairs with an offer of employment soon to be made.

**Program Improvement**

The campus still needs to adopt practices of process outcomes data gathering and analysis for its service oriented units. However, the 2011 Spring and Summer semesters were devoted to closing the loop 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 has been an improvement. It has provided 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.

**Analysis of the Program**

The accreditation survey reflects broad based satisfaction with the Chancellor’s effectiveness (78% of staff respondents rate excellent/satisfactory; 75% of faculty respondents rate excellent/satisfactory) and accessibility (85% of faculty respondents rate excellent/satisfactory; staff were not asked about accessibility).

**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 measureable 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.
- 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 update the catalogue with accurate course SLOs and descriptions.
- 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.
- The OPPE will conduct a longitudinal analysis of extramural funding through analysis of Performance Measure 3.1 of the Strategic Plan to determine whether or not any new programs were started and staffed and the percent of change in extramural funding.

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 non-instructional 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 Educational Quality and Institutional Effectiveness (SEEQIE) is accurate and ready for submission to the ACCJC; and,
- Convenes the Accreditation Steering Committee during the SEEQIE 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 85 percent of the courses that were on the 2010 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 5, 2011.

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. For measure 3.1, Increase, Extramural Funding by 3 percent per year, according to our 2011 Strategic Plan Actuals, the College has increased its funding from $2,093,351 in Fiscal Year 2006-2007 to $3,901,350 in Fiscal Year 2009-2010. The predicted goal for Fiscal Year 2009-2010 was $2,287,462 which was based on 3 percent of the 2006-2007 compounded. In fact, Windward has already exceeded its goal in Extramural funding for Fiscal Year 2014-2015, the last year in its current Strategic Plan.

Extramural funding has become more and more important to the College as the General Fund budget allocated from the legislature has been reduced by restrictions and reductions over the past few years. Also the College often relied on funding from the Employment Training Center (ETC) for its reserves. ETC was dissolved in 2010; therefore those monies are no longer available to the campus, and extramural funding becomes more important. A Grant Writer would help Windward expand its extramural funding even more rapidly than now and take some of the burden off of the faculty.

The GSIEC surveys for 2009 and 2010 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

The Accreditation Steering Committee met every month during the 2010 Academic Year. Agenda items were posted and discussed at each meeting. Items included new Department of Education Regulations that the College would be responsible for reporting on, type of citation style to use in the Self Study, development of a Self Study timeline, and reports from the Standard Chairs on problems and concerns from their Sub-Standard Chairs. In order for the citations in the report to remain current, a database for the 2012 report was developed. This necessitated the purchase of a server and appropriate software. I worked with the IT Specialist in order to assure that the server was robust enough to handle the demands of the database and
other College needs. The server will be used for future Self Studies as well as future College needs.

During the 2010 AY, the IEC developed assessment questions that were included for the launch of Curriculum Central. These questions will help assessment activities on campus. They were developed to assure that each department would annually assess 20 percent of its courses. Using Curriculum Central as a data warehouse for assessment activities will not be possible, so as the convener of the IEC, I have been attending workshops and webinars on different software products that could be used to facilitate online assessment. The IEC also modified the current Assessment Form for Course assessment, adding Program Level and General Education SLOs and giving more guidance in how to write the analysis and connect the assessment to the budget request during the 2010 AY. The Committee also promulgated a new Philosophy of Assessment based on the newly passed Core Values of the College.

Two new ad hoc subcommittees assisted in making the directives of the IEC easier to handle. The Sub-committee on Professional Development in Assessment was started to develop workshops based on feedback from a Spring 2011 survey. The following workshops were offered for faculty and staff from February – April 2011: Creating SLOs and Assessment Tools, Refining Current SLOs, Creating Non-Instructional Student Learning Outcomes, Linking SLO Assessment to the PBC Forms, Interpreting Data for the Department Chairs Reports, and Creating and Using Rubrics. The convener of the SPDA got release time, and the committee will be continued during the 2011 AY.

The second ad hoc committee that was formed was the SLO Subcommittee. This committee has been integrated into the new CCAAC Policies and Procedures. It looks at all the SLOs for new courses and/or programs that go through the CCAAC prior to entering the data on the new online course request form. The committee works directly with the requestor to make sure that each SLO is assessable and matches the goals of the course. The committee is comprised of three members of the IEC. The discussion of SLOs in a large group is time consuming. The advent of this committee has allowed the IEC to focus on more substantive changes that need to be made to Windward’s culture of assessment.

One of these changes was the creation of a Summer Task Force to look at our General Education Student Learning Outcomes. The committee was composed one member from each of the five departments, one member from Academic Support, a Student Services representative, an APT, and a lecturer. This group met every week over the Summer, first looking at General Education statements and philosophies from other schools. Then the committee prioritized which outcomes we thought most important and came up with four General Education headings. The committee then developed definitions and outcomes for each of the headings that were necessary for all students at Windward to achieve. The final document was presented at convocation with activities on how to fill out the new course assessment form, and will continue to be vetted and voted on in the Fall 2011 semester.
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 2010-2011 Academic Year, only 80 percent of the courses that should have been assessed were actually completed. Departments, however, did substitute courses in some instances for those on the list. With these substitutions, 95 percent of the courses that should have been assessed actually were completed. To assure 100 percent compliance, a Policy on Course Assessment that holds the Administration responsible and includes sanctions for those who do not turn in an assessment must be established.

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 Institutional, program, and SLO development, data analysis, and assessment.

As mentioned previously, although Windward is out-performing its Strategic Plan 3.1, Extramural funding objectives, 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 acquire more extramural funds in these tight budget times.

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 Program 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;
- 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 and analyze which interventions using these funds have improved student learning and persistence to graduation.
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. Office of Institutional Research

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, the Graduate Leavers survey, and other sophisticated longitudinal and assessment studies.
Process Outcomes

- Provides quantitative data and analysis to students, faculty, staff, and administration to strengthen and improve courses, programs, and services.
- 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 2011-12: to maintain the response time for ad hoc information requests at 90% (note: this goal was met for 2009-10 and 2010-11).

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 2011-12: 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 and 2010-11).

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 2011-12: to maintain the on-time submittal of information at 100 percent (note: this goal was met for 2009-10 and 2010-11).

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 2011-12: to continually update the OIR webpage so that it maintains currency on information for all archival and current information, and to revise the webpage so that official and in-house information are clearly presented and are retrievable.

Goal 2 for 2011-12: to update, as needed in support of OPPE, the OIR webpage to provide institutional research information to support Accreditation review.

Goal 3 for 2011-12: to provide support to the OPPE, as needed, 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 2011-12: to maintain the email alerts for new information posted on the OR webpage for the information added (note: this goal was met for 2009-10 and 2010-11).
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 2011-12: 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, has not been 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 2011-12 for the combined operation of the Offices of Institutional Research and Planning and Program Evaluation is presented below.

Proposed Budget for 2011-2012 for the OIR and OPPE

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<td>printer and scanner supplies</td>
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<td>Equipment</td>
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Part V. Public Relations and Marketing

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**

MPRO serves two primary functions:

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

MPRO’s primary objectives are:

- 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.
- 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.
- 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.
- To maintain professional standards for the College’s publications and communications.

**Accomplishments**

WCC’s marketing efforts are designed to increase awareness of the College offering students more choices, more access and more opportunities.

Through the public relations efforts, more than 80 press releases were sent to various media, resulting in approximately 960 column inches of free print publicity, and more than 1.5 hours of free broadcast publicity on primetime TV news and public television, along with numerous radio public announcements.

In addition, MPRO completed 376 design and photography projects from August 1, 2010 to August 31, 2011. 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.

Most importantly, MPRO has exceeded its objective to increase enrollment by 5% annually. Fall 2010 enrollment increased by 13.3% over the previous year and Spring 2011 enrollment grew by 4.5%.

Other accomplishments benefitting the college are:

MPRO continues to utilize the Xerox Phaser 7760 color copier acquired in 2008 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 in both printing costs and savings of time by having ready access to good quality prints. The MPRO also works closely with the WCC Media Center to print larger quantities (300-1000) resulting in additional savings for departments serviced.

Local and national professional involvement:
Membership in The National Council on Marketing and Public Relations (NCMPR)
- Paragon Award-winner in NCMPR national design/communications competitions
Leadership role on campus as chair of Mission Statement committee and co-chair of 2010 Self Study, Standard III-B–Physical Resources
Leadership role in the community as President of Kaneohe Business Group 2010-2011
Leadership role in the community as member of Windward Ho‘olaule‘a Steering Committee 2010-2011
Leadership role in the community as member of Castle High School Project Grad committee 2010-2011
Leadership role in marketing UHCC through ongoing creative ad campaign–print, television, and Web promotions

Analysis of Program and Measurable Outcomes

Number of staff members in MPRO – 2
Number of online communication vehicles – 3 (WCC website, Social media, e-mail)
Number of visitors to WCC website. (FY10 721,000)
Number of marketing and communication services provided – 18 (see below)
- Media Relations (press releases, response to inquiries, requests for info, etc.)
- Art direction
- Ad production (graphic design/layout digital and print)
- Desktop publishing and production (e.g. newsletters, posters, course schedules, catalogs, brochures, flyers, posters, etc.)
- Web design
- Online communications (blogs, e-marketing, etc.)
- Photography/videography
- Special events coordination/execution
- Copywriting (print, online publications)
- Report writing
- Newsletter writing
- Script writing
- Powerpoint or multi-media presentation
- Video production/coordination
- Social media networking
- Recruitment/outreach activities
- Talent search
- Consultation
Below are some highlights of the public relations efforts:

- Facebook, Twitter and YouTube social media established to keep students and followers up-to-date with WCC news and conversation
- Malmalama o Ko’olau newsletter informs 10-15,000 Kāne'ōhe-Kailua households and WCC mail list members of programs and events at the College twice a year.
- Over 200 column inches of publicity in Midweek Islander have brought scores of community members to Chemistry Forums, Common Book events and Talk Story Series throughout the academic year 2010-2011.
- Over 120 column inches of publicity Gallery ‘Iolani’s exhibitions in the StarAdvertiser with large, full-color photos.
- Over 160 column inches of publicity on the Windward Ho’olaule’a and Palikū Arts Festival helped to attract over 15,000 visitors to campus.
- Media blitz (TV, print, radio, social media) helped promote the first-ever Palikū Arts Festival with over 4,000 in attendance
- Radio, print and social media filled more than 400 seats at Scholarship ‘Aha events
- Atelier video by Stuart Yamane ran on Hawaii Public Television helped bring awareness to and filled every vacant seat in the program.
- Acquired video equipment to create on-site short promos for social media.

WCC Catalog and SOC

The most critical publications produced by MPRO are the WCC Academic Catalog and the Schedule of Classes. In both cases, MPRO works diligently with the Vice Chancellor of Academic Affairs 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
- improve efficiency of production by converting to a digital—rather than paper-based—workflow

Cost-saving Measures

In summer 2011 WCC printed a two-year catalog (2011-2013). Similarly, the SOC is now printed once every two semester. A Web-based catalog (in bookmarked pdf format), with paper copies being printed only “on demand” and for a nominal fee.

This year, Curriculum Central was hoped to be a time-saver in gathering content for both catalog and SOC, however, we experienced repeated errors in data derived from this source. We plan to work with the Academic Affairs Office to ensure that future catalog database information is efficient and correct.

WCC Website

With google analytics, tracking Web activity is easier than tracking print or TV advertising, however cross-marketing is all-important to maintaining a top of mind presence. The WCC website received 721,000 visits in AY 2010-2011 compared to 561,319 visits the year before, an
increase of 28.6%. We are able to see spikes in activity especially in August, 2010, January, 2011 and on August, 2011 at each semester’s start.

The WCC website is a major marketing tool that requires regular maintenance and periodic upgrading. At this time there is no full-time webmaster. If more resources were invested, the College website could address the needs of visitors more comprehensively, especially with online applications now available.

**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 website 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 marketing and public relations efforts, social networking training for the College to include social media Facebook, Twitter and YouTube could be implemented to support these new trends in communication. The College as a whole is currently engaged in a WCC social media site.

The 2010 GSIEC results have not been posted to the website at this time.

**Action Plan**

To enhance the effectiveness of MPRO, the following are suggestions for program initiatives:

- Video training for future Web/media involvement;
• Request for improved catalog database processes for ease of production;
• Increase public relations efforts to increase public awareness of WCC’s programs, services and special events;
• Leverage social media networking opportunities; training for social media
• Work with SMS community survey and non-traditional student focus group results 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 website and develop an extended 3-year plan for maintenance, policies and upgrades;
• Improve communications through website and Intranet initiatives;
• Include Marketing Committee goals and outcomes for improvement in future assessments;
• Revitalize Marketing Committee (new faculty/staff members needed) and meet on a bi-monthly basis;
• Discuss with Marketing Committee other areas of funding for marketing projects; and,
• Request hiring of webmaster

Budget Implications

A webmaster is needed to upgrade and maintain website/or Web designer to periodically upgrade website with training for specific WCC personnel to manage website/Intranet.

The webmaster would be in charge of developing and maintaining the College Internet/Intranet site. The Internet has become a valuable tool for advertising and communicating to a variety of constituencies around the world. A presence on the Internet with a well-designed website can be a great asset to the College, and it is the webmaster's job to develop and keep this site running.

The webmaster is responsible for designing a website and the ongoing upkeep of the site, which includes fixing problems and making updates. A webmaster must make sure the site represents the College well and is user-friendly and easy to navigate. He or she establishes website content, such as links to other sites, interactive games, online forms and moving graphics; approves of other sites linking to the institution site; and directs questions or comments from website visitors to proper College personnel.

Qualifications
Good graphic design and layout skills and an understanding of marketing and advertising tactics are helpful to webmasters who are building sites to increase revenue and participation. The webmaster must be able to work in a team environment and attend regular meetings with college communications professionals, administration and faculty & staff to discuss ways to improve the website.

Education
The webmaster must be skilled in various website building and programming tools, such as JavaScript, XML, HTML, Java, ASP, SQL and Flash, as well as Dreamweaver, Photoshop, Fireworks, Illustrator and other computer design programs. A bachelor's degree in website design, computer science or related field is preferred, although two-year associate's degrees are
available, according to the U.S. Bureau of Labor Statistics. The webmaster can also obtain various certifications to show proof of their talent and qualifications.

**Pay**

Because of the increased usage of the Internet as a key marketing and communication tool, webmasters are in high demand. The average salary for a webmaster in the U.S. is $46,000 to $66,000 annually, reports payscale.com in December 2011.

**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.

**Fundraising 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 guest 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.

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

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

This has been a very good year for private fund raising. With the help of the UH Foundation Officer assigned to the College, fundraising for 2010-11 increased from $141,058 in 2009-10 to $216,547 in 2010-11, a 53.5% increase. The appointment of the Windward Ambassadors (15 friends of the College) meeting once every two months advises the Chancellor on fundraising activities while taking an active interest in the Chancellor’s identified fundraising priorities.

**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
- Palikū 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

**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.

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.

Staff

The Service-Learning Office is headed by the Coordinator (Pamela DaGrossa, PhD), who received 6 credits per semester assigned time for this purpose. The Coordinator supervises three federal-work study community placement students who work a total of approximately 40 hours per week. VISTA Joy Domingo’s term of service ended August 20, 2011. The Coordinator decided not to request a new VISTA due to the amount of time and work it takes to advertise, select, and train the VISTA, particularly during the summer when the Coordinator is not on duty. We will consider a VISTA in the future when we have a specific project need.

Service Learning Goals

- 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.
Measurable 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,

To support student service opportunities such as through AmeriCorps Students-In-Service program.

Analysis of Program

Accomplishments

Faculty recruitment, training, and support

Two 45-minute service-learning workshops, 1) Service-Learning in the Classroom and 2) Creating a Service-Learning Option, continue to be used to train and recruit s-l faculty. 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 number of faculty offering s-l options in Fall 2011 was 24. Four faculty members were trained in s-l during the 2010-2011 academic year.

A Service-Learning Advisory Panel was selected and includes the S-L Coordinator, two faculty members, and two community members. Directives are drafted and we plan to add one former service-learning student as a member.

Supporting s-l students

The Service-Learning Fair is now the major event to provide students exposure to community partners. The first fair was held for the Spring semester on January 25, 12:30-3:30pm. Twenty-five community partners participated. Each left with at least one volunteer signed up. The Fall fair was held September 6, 12:00-2:00pm; forty community partners participated. Over 150 WCC students attended in addition to faculty, staff, BYU-Hawaii students, and community members.

The Coordinator continues to assist the student help in developing their communication and advising skills to better assist students who come to our office. We maintain a Facebook page as well as our page on the WCC website to provide current information on our program and various
volunteer opportunities in the community. We continue to work on developing videos for our more frequently chosen community partners. One of the current s-l office assistants is skilled at video editing and has accepted the project for this year. WCC’s Marketing staff continues to help us with publicity by taking photographs of our students at their sites and providing a banner and bookmark “business cards” for our office. These are given out at events such as WCC’s Ho‘olaulea, held annually in September.

**Developing community partnerships**

Ka ‘Ohana, the WCC newspaper, ran several articles related to service-learning during 2010-2011. The WCC Newsletter, Malamalama O Ko‘olau, also ran a near-full page article on service-learning in the 2011 issue. Service-learning is kept visible with articles featuring our students in their community sites. It is evident that all this publicity, including increasing s-l courses, has made service-learning a known and normal part of WCC campus life.

Over 20 new community partnerships have been formed over the last year. These include Hawaii Meals on Wheels, Hui O Ko‘olaupoko, Hui Malama O Ke Kai, PACT, Youth 2 Youth, and the Hula Preservation Society. New partners primarily result from word of mouth sharing of information and students identifying new organizations with which to volunteer. We continue to seek new community partners.

We received a $4,800 Learn and Service America mini grant from the Hawaii Pacific Islands Campus Compact (HIPICC) to organize and run a 2-week summer STEM enrichment program for intermediate school students in 2011. We collaborated with Kapiolani CC, and UH Manoa to bring 21 rising 7th graders from Waimanalo, Laie, and Palolo together to engage in real-world applications of science, math, and technology. WCC, KCC, and UH students served as mentors and tutors in the program. We have received the same mini grant again for 2011-2012. This year, the colleges decided to split and we will run the program entirely at WCC using WCC service-learners and volunteers. Major goals of the program will remain the same, although the program will much more cost effective and more focused on serving the windward community. It will give current WCC students real-world experience and create pathways for some future WCC students.

4. **Tracking students’ service**

We continue to tweak our databases to respond track and generate reports for us and for our faculty. With an increasing number of students on other islands (due to distance learning), we have added sites on other islands. Service-learning forms that student submit (Site Proposal; Assumption of Risk, Release, and Waiver of Liability; Time Sheet; Supervisor Evaluation) are now quite efficient and effective for students, faculty, and our office, and will not be revised in the coming semester.

Here is general data on service-learning at WCC:
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 is now the SIS Campus Coordinator and does orientations and advising for SIS members. Academic year 2010-11 had 6 applicants; 2011-2012 so far has 7 with orientations continuing. Three students have completed and received $1740 each in educational stipends.

### 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.
- Continue to improve the quality of our s-l options. As was predicted, when standards were raised, we experienced a decrease in the number of courses in Spring 2011. In Fall 2011, we saw the bounce back in not only more courses, but also many more service-learners.

### Budget Implications

For the first time in at least 2 years, the service-learning office received $450 for office supplies. This is being used to purchase everyday items such as folders, certificates, and other basic supplies. Additional costs include 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, beginning with more release time given to the Coordinator, as the office now services many more students and faculty than 2 years ago.
VIII. International Education

Mission

To plan, develop, provide, and maintain international education at Windward Community 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 year 2010-2011 included:

- Promoting the International scholarships and programs available for UHCC students;
  1. Freeman Foundation Scholarship, Japan
  2. Aichi University Exchange Program (Japan)
  3. Hakuoh University International Study Tour (Japan)
  4. Monbukagakusho Scholarship (Japan)
  5. Honda Scholarship for International Study
- Advising students who are interested in applying to the above;
- Recruiting International scholarship screening committee members from WCC faculty members;
- Creating a necessary place-holding course for future International exchange students (IS97C: Study Abroad);
- Promoting WorldQuest completion; and
- Planning and hosting the visit of WCC sister college, Kagawa Junior College, Japan (10 students and 2 teachers visited, 3/28 – 4/4/2011)

In Fall 2010, the Committee hosted Ken Kiyohara, Honda International Center (KCC), to promote the last Freeman Foundation Scholarship to Japan. Ken visited 6 classes in which potential candidates may enroll, and consulted with 3 interested students individually afterwards. At least 5 WCC students applied, and one student was selected for the scholarship. Unfortunately, this program was cancelled after the March 11, 2011 earthquake and following nuclear disasters in Japan.
Meanwhile, during the same semester, 4 WCC students participated in the Freeman China and Korea programs in their destination countries.

In Spring 2011 semester, the committee hosted Karen Hayashida and Deborah Nakagawa, UH Office of VP for Community Colleges, to promote International scholarships and programs available for UHCC students. We set up an information table in the lobby of Hale Palanakila (200+ students stopped by) and visited 6 classes. The Committee was informed that one WCC student (actually her home campus is HCC, but taking WCC classes and the Committee and a WCC former-exchange student advised her on campus) was selected for the Aichi University Exchange Program.

Also in Spring 2011 semester, WCC hosted 10 students and 2 teachers from its sister college, Kagawa Junior College (Japan). The Committee planned their visiting schedules: 3 days at WCC and one day at Kualoa Ranch for cultural experience. The emphasis was placed on the communication with WCC students, especially Japanese language students (classes of Akiko Swan). They also visited several other classes, Imaginarium, Gallery Iolani, aqua culture lab and ceramics lab. The Committee Chair provided transportation for the visitors for these 4 days using the WCC van. Upon the advice of the Committee, the Kagawa group also visited the Polynesian Culture Center.

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.

GSIEC results for 2009 and 2010 were not available before this report was due.

Action Plan

- Develop ideas on how to enhance international education at WCC, with the Chancellor, Doug Dykstra and Vice Chancellor of Instruction, Richard Fulton.
- Plan and organize an attractive activity for the 2011 International Education Week in November.
- Develop a strategic plan to bring in more international students to WCC.
- Promote study abroad scholarships that are available for WCC students, and encourage them to apply for those international opportunities.
- Develop a more informative and helpful web page.

Budget Implications

None at this time.