Tactical Targets for Windward Community College in Pursuit of Strategic Plan Goals to 2015 and Beyond:

The college is committed to a Strategic Plan that sets measureable goals (enrollment, financial aid distribution, developmental education success, persistence, graduation and transfer targets) for the whole population of credit students, as well as the same categories of specific goals for the disaggregated population of Native Hawaiian students. This is in keeping with the college’s mission statement recognizing a “…special commitment to support the access and educational needs of Native Hawaiians.”

Moreover other highlights of the Strategic Plan direct the college to:

- expand its service to underserved regions by means of distance delivered services;
- emphasize increased enrollment of the non-traditional age demographic, especially the 25-49 years old demographic;
- increase extramural funding and funding from other non-state revenues;
- increase STEM certificate and degree graduates.

DIVERSIFIED CERTIFICATE & DEGREE OFFERINGS

In order to meet its goals for enrollment growth the college must diversify its certificate and degree offerings. Requests for approval of the following programs are already pending:

1. Veterinary Technology A.S. degree;
2. Agripharmatech Certificate of Achievement;
3. Hawaiian Studies A.A. degree

Additional support for the foregoing programs may be necessary since the process of establishing a program is incremental.

An important tactic to use in the search for diversified academic programs is to draw upon existing strengths in the liberal arts transfer degree program (Associate of Arts) that heretofore has been the only degree offered by the college. For instance with its strengths in the Arts and Sciences, the college:

- could develop a separate, articulated Associate of Science degree in Natural Sciences;
- could develop a certificate program in Aquaculture;
- could develop an A.A. in Visual Arts Entrepreneurialism;
- in light of the entrepreneurial potential in other fields such as Biotechnology, Aquaculture and Journalism the Business Department could develop certificate programs in Entrepreneurialism;
- given the existence of a certificate program in Psycho-Social Developmental Studies an articulation agreement with UHWO could be pursued;
- given the success of the Math Department in offering multiple sections of Calculus each semester the college could consider the development of an articulated pathway to the College of Engineering;
- could develop Associate Degree in Nursing program reflecting indigenous values with an emphasis upon campus, community & kupuna care supplemental to a record of academic achievement.
OUTREACH NON-TRADITIONAL STUDENTS

Increasing the enrollment of non-traditional students with particular emphasis upon the 25 to 49 years old demographic has been very successful and it must receive continuing support. Toward this end:

- expansion of night and week-end course offerings;
- continued recruitment of faculty and support for their skills development as online instructors;
- bolstering the staffing of the Financial Aid office to continue the college’s stellar performance in this endeavor;
- and planning for a child care facility and its staffing all represent contributing tactics to build and support non-traditional enrollments.

ACCELERATED REMEDIAL LEARNING INITIATIVE

Also likely to build enrollment and improve access for both traditional and non-traditional-aged students is the college’s existing leadership role in the development of Ready, Set Grow. This is a non-credit remedial developmental Math and English program for adult students and/or recent dropouts who test at 6th-9th grade levels to raise their grade levels within no more than two sessions of eight weeks duration apiece. Successful students would either move on with a nationally recognized Work-Force Readiness Certificate or transition to a community college and an appropriate certificate or degree program.

Funding for this program is currently being provided by a grant from Hawai‘i Community Foundation. Additionally the newly funded C3T grant from the U.S. Dept. of Education should be sufficient to support this program for at least three years. The intent is for Windward Community College to distribute this program (currently offered at WinCC and LeeCC in pilot versions) to all community college campuses. For the distribution of this program to succeed, articulation of Developmental Education Math and English curricula with Ready Set Grow must be supported and must be successful.

Developmental Math is already experimenting with a fast track pilot of developmental courses that need to be institutionalized if the pilot succeeds. The redesigned lab-style computer-aided instruction courses are Math 19-Developmental Mathematics I (DM I), Math 28-Developmental Mathematics II (DM II) and Math 29-Developmental Mathematics III (DMIII). Additionally English is similarly experimenting with a combined ENG 22 & ENG 100 package which similarly awaits institutionalization assuming success of the pilot.

INSTITUTIONALIZING ACHIEVING THE DREAM

Pursuant to the college’s Strategic Plan goals to increase Native Hawaiian student enrollment, we must follow-up on the excellent outreach/distance education efforts begun by former Vice Chancellor for Student Affairs Hokoana. This will mean institutionalizing
our presence in Waimanalo and establishing our presence in Kahuku. Investments in f2f as well as video-conferenced course offerings to both communities and the development of similar partnerships with community organizations between these two geographical antipodes should be supported with technical and programmatic support.

Boosting persistence, graduation and successful transfer rates require attention to the First Year experience programs including:

- New Student Orientation;
- Frosh Camp;
- Learning Communities that pair courses with the IS 103 course;
- Supplemental Instruction & Tutoring;

**CULTIVATING COMMUNITY CONNECTIONS**

The college enjoys strong supportive relations with many community partners and it will continue to strengthen and expand those relationships. Community members serve on advisory groups to help oversee its academic programs. The Chancellor maintains a schedule of bi-monthly meetings with the Windward CC Ambassadors. This group consists of prominent residents of our community who introduce potential donors and possible funding opportunities to the college. Additionally, the college continues to cultivate strong relationships with the Kaneohe Business Group, the Pacific American Foundation, the Hawai‘i Institute for Marine Biology (Coconut Island), the Windward Arts Council, Kamehameha Schools, and the Native Hawaiian Education Association.

Ho’olaule‘a stands out as the prime example of a mutually beneficial relationship between the college and its Kane‘ohe Business Group partner with the fundraising support for scholarships, the advancement fund, and other quite substantial programmatic funds. Pacific American Foundation provides the college with another productive symbiosis by virtue of its interest in purchasing and operating the Waikalua Loko fishpond with help from the college. Coconut Island is the central partner helping to make the Pacific Center for Environmental Studies (PaCES) the successful high school bridge program that it has become. Moreover, the relationship with Coconut Island has opened the possibility that the college may be considered as a site for a federal government funded Coral Research Center in the future.

Given the significance of strong community relations, the college should ensure that assets of importance to those relationships are maintained. This means preserving the Great Lawn, site of Ho’olaule’a, maintaining a role in the operation of Waikalua Loko Fishpond, and aggressively pursuing the continued funding for PaCES. The soon to be inaugurated Library Learning Commons is certain to act as a substantial magnet for community enjoyment of the most beautiful and relaxing campus in the U.H. System; consequently its support and upkeep as an edifice and as a service site must be guaranteed. Moreover, the college must adopt a fiscally sound and economically competitive fee structure for its meeting rooms in Akoakoa and the Paliku Theatre, in particular. Funds for the repairs, replacement of equipment, new equipment, furniture and other furnishings should be derived from fees collected insofar as possible.
OPEN INVITATION TO CONTINUOUS REFINEMENT

The strategic plan for Windward Community College extends to academic year 2015-16, mid-way through a second biennium from 2011. Given funding realities and the still to be realized economic recovery the foregoing tactics may require two or three biennia to accomplish.