Program Review
2007–2011
Office of the Chancellor
December 15, 2012

University of Hawai‘i
Windward Community College
45-720 Kea‘ahala Road
Kāne‘ohe, Hawai‘i 96744
Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Windward Community College Mission Statement</td>
<td>3</td>
</tr>
<tr>
<td>Part I. Chancellor’s Office</td>
<td>3</td>
</tr>
<tr>
<td>Mission Statement</td>
<td>3</td>
</tr>
<tr>
<td>Program Description</td>
<td>4</td>
</tr>
<tr>
<td>Statement of Purpose</td>
<td>4</td>
</tr>
<tr>
<td>Process Outcome</td>
<td>4</td>
</tr>
<tr>
<td>Activities of Chancellor’s Office</td>
<td>4</td>
</tr>
<tr>
<td>Measurable Outcomes</td>
<td>5</td>
</tr>
<tr>
<td>Program Improvement</td>
<td>5</td>
</tr>
<tr>
<td>Analysis of the Program</td>
<td>6</td>
</tr>
<tr>
<td>Action Plan</td>
<td>6</td>
</tr>
<tr>
<td>Budget Implications</td>
<td>6</td>
</tr>
<tr>
<td>Part II. Office of Planning and Program Evaluation</td>
<td>6</td>
</tr>
<tr>
<td>Mission</td>
<td>6</td>
</tr>
<tr>
<td>Process Outcomes</td>
<td>7</td>
</tr>
<tr>
<td>Description of the Office of Planning and Program Evaluation</td>
<td>7</td>
</tr>
<tr>
<td>Activities of the Office of Planning and Program Evaluation</td>
<td>7</td>
</tr>
<tr>
<td>Measurable Outcomes</td>
<td>8</td>
</tr>
<tr>
<td>Analysis of the Program</td>
<td>8</td>
</tr>
<tr>
<td>Program Improvement</td>
<td>10</td>
</tr>
<tr>
<td>Action Plan</td>
<td>10</td>
</tr>
<tr>
<td>Budget Implications</td>
<td>11</td>
</tr>
<tr>
<td>Part III. Office of Institutional Research</td>
<td>11</td>
</tr>
<tr>
<td>Mission</td>
<td>11</td>
</tr>
<tr>
<td>Description and History of the OIR</td>
<td>12</td>
</tr>
<tr>
<td>Process Outcomes</td>
<td>12</td>
</tr>
<tr>
<td>Activities of the OIR</td>
<td>12</td>
</tr>
<tr>
<td>Measurable Outcomes</td>
<td>14</td>
</tr>
<tr>
<td>Program Improvement</td>
<td>14</td>
</tr>
<tr>
<td>Action Plan</td>
<td>15</td>
</tr>
<tr>
<td>Budget Implications</td>
<td>15</td>
</tr>
<tr>
<td>Part IV. Marketing and Public Relations</td>
<td>15</td>
</tr>
<tr>
<td>Mission</td>
<td>15</td>
</tr>
<tr>
<td>Program Description</td>
<td>15</td>
</tr>
<tr>
<td>Accomplishments</td>
<td>16</td>
</tr>
<tr>
<td>Analysis of Program and Measurable Outcomes</td>
<td>17</td>
</tr>
<tr>
<td>Program Improvement</td>
<td>18</td>
</tr>
<tr>
<td>Action Plan</td>
<td>19</td>
</tr>
<tr>
<td>Budget Implications</td>
<td>20</td>
</tr>
<tr>
<td>Part V. Private Fundraising</td>
<td>20</td>
</tr>
<tr>
<td>Mission</td>
<td>20</td>
</tr>
<tr>
<td>Funding Raising Program Description</td>
<td>21</td>
</tr>
</tbody>
</table>
Windward Community College Mission Statement

The Windward Community College mission statement was reviewed during the 2010-11 academic year. However, prior to the approval of the new mission statement in 2011 the college functioned under the guidelines of the following 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.

The new mission statement implemented in the 2010-11 academic year is as follows:

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 Koʻolau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment—inspiring students to excellence.

I. Chancellor’s Office

Mission Statement

The Unit mission statement up until 2010 was:

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

Statement of Purpose

The Chancellor’s Office added a Statement of Purpose as well as Process Outcome statements during the 2009-10 academic year as follows:

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 faculty/staff, students and the broader public will build the conviction that the college is a stable, responsive and innovative institution.

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 2009 the college lost its full time Development Officer in support of private fundraising from the University of Hawai‘i Foundation. In 2010 the college was assigned .25 fte of a U.H. Foundation Development Officer’s time to support private fundraising. In 2011 the office absorbed a programmer re-assigned from the dissolved Employment Training Center program. The programmer provides assistance both to the Institutional Research, as well as the Planning and Program Effectiveness branches of the Chancellor’s Office.

The Leadership functions of the Chancellor’s Office include the following:

External

1. Meet with public, attend public functions and events;
2. Analyze and present information;
3. Work with Congressional delegation, state legislators and city council members to win their support;
4. Work with BOR, president, and other chancellors to get support for the College;
5. Build rapport and relationships with community leaders to gain support.

Internal

1. Facilitate long-range planning, such as the Windward Community College Strategic Plan
2. Develop and enforce policies;
3. Provide vision and direction;
4. Take action to facilitate activities, courses, programs;
5. Determine College issues, needs, people, resources;
6. Address problems and work with students, faculty, and staff to find solutions;
7. Give direction to the leaders of the College that reflect the Windward Community College Mission;
8. Engender good morale on campus;
9. Find solutions and take action to resolve problems and issues;
10. Attend, listen, contribute, and lead meetings;
11. Encourage and provide support to staff;
12. Make and communicate decisions;
13. Talk to, and listen to people at all levels of the College and community.

**Activities of the Chancellor’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. 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](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 may be found at the following site: [http://www.wcc.hawaii.edu/ir/PBCounci.html](http://www.wcc.hawaii.edu/ir/PBCounci.html)
With respect to accreditation preparations, the Self Evaluation of Education Quality and Institutional Effectiveness (SEEQIE) was submitted to the ACCJC and the Accreditation Review Team members in July 2012. The Team visit was in October 2012, and the formal accreditation response from the ACCJC will be received in late January 2013.

Additionally, the Chancellor has been very active in seeing that the assessment of General Education Student Learning Outcomes and Associate in Arts Student Learning Outcomes following the timeline set by the two 2011 Summer Task Forces he commissioned is followed. The foregoing ecommences in Fall 2012 and will continue through Spring 2014. The first comprehensive report on General Ed and AA Degree SLOs will be in the Fall 2015 semester, with yearly reports during all preceding semesters.

**Measureable Outcomes**

The Chancellor’s connections to the community have continued to expand:

- State Hospital Citizen’s Advisory Board membership has continued;
- Inducted as a member of the Royal Order of Kamehameha, 2010;
- Board of Governors for the Louis Stokes Alliance for Minority Programs (NSF);
- 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;
- Member of the Board of Directors of Hawai‘i Council for the Humanities and Chair of the Grants sub-committee;
- Member of the Board of Directors 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.

**Program Improvement**

The campus has begun to adopt practices of process outcomes data gathering and analysis for its service oriented units, and the program/unit reviews produced in Fall 2012 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 the following action plan based upon the feedback from its GSIEC Surveys over the past three years. 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.

- Student, faculty and staff input mechanism to be implemented by the Chancellor’s Staff includes two to three afternoon reception/teas with the Chancellor per semester open to the entire campus community.

Budget Implications

There are no new budget requests.

Part II. 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 Office of Planning and Program Evaluation

- Assures that an Assessment Schedule is set up, and that this Schedule is followed by departments each year;
• Provides updates to the catalog with accurate institutional (General Education/AA degree), program, and course SLOs and descriptions;

• Assures 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; and,

• Assures that accreditation reports and documents are produced and delivered in a timely manner.

Description of the Office of Planning and Program Evaluation

Windward Community College (Windward CC) uses ongoing and systematic evaluations to make improvements based on the College’s Mission, Vision and Core Values. The College has an ongoing, cyclical planning process that engages faculty and staff. Department Chairs with input from faculty, Program Directors, and Vice Chancellors create funding requests for upcoming years based upon information detailed within their respective annual assessments and five-year comprehensive program reviews. Budget requests must be tied both to program reviews and to the campus Strategic Plan.

To support faculty and staff in these strategic and operational planning activities, program assessment, accreditation, governance evaluation, and closing the loop in the planning and budget process, the Windward CC Office of Planning and Program Evaluation was established in December 2007 as a unit within the Chancellor’s Office. This office coordinates its activities with those of the Employment Training Center until 2010, the Institutional Effectiveness Committee, the Strategic Planning Committee, and Budget Committee until 2009 and now the Planning and Budget Council, the Office of Institutional Research, the Faculty Senate, and the Windward CC Administration.

Thus, the Office of Planning and Program Evaluation is charged with coordinating educational initiatives that support:

• Assessment and Evaluation of Current and Future Programs;
• Student Support Services;
• Strategic Planning and Budgeting;
• Faculty and Staff Development; and,
• Accreditation

and 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 annual assessment and program review processes for all vocational and academic credit 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

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;

• Assures that all Windward CC General Education/AA degree learning outcomes are assessed from Fall 2012 onward;

• Assures that all program SLOs and certificate SLOs are assessed within the Departmental Reports and reported in the AA degree Annual Report;

• Creates ACCJC Follow-Up, Mid-Term, and Annual Reports; with other responsible parties, creates Substantive Change Requests; and works with the designated 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 – 2015. This resulted in 80
percent of the courses on the 2009 list being turned in on time, 85 percent of the courses that were on the 2010 list turned in on time, and 85 percent of the courses on the 2011 list turned in on time. Those departments that didn’t get their assessments in on time turned them in by the due date of the Departmental Reports for each year.

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.

Analysis of the Program

The following endeavors how the Office of Planning and Program Evaluation has supported Windward CC from 2008-2011:

- **Strategic Planning**
  - Developed new 2008-2015 Windward CC Strategic Plan with the Strategic Planning Committee that included measurable outcomes incorporating the performance outcome measures developed by both the UH and UHCC Systems
  - In 2009, developed forms for the newly established Planning and Budget Council that would be used by departments making budgetary requests linked to the Strategic Plan.
  - Developed an interactive workshop with the Director of Institutional Research for the Council on how Planning and Budget Council members should fill out the form.
  - Facilitated continuous review of the Strategic Plan by members of the Planning and Budget Council since its inception.
Conducted workshops with the Vice Chancellor for Academic Affairs and the Director of Institutional Research for the campus-at-large on how to tie SLO assessment and Strategic Plan Measures to the budget requests.

**Accreditation**

**Responding to 2006 Self Study Recommendations**

Windward CC had been put on warning by the ACCJC following a visit in November 2007 by a Follow-Up Team based on the following Windward CC’s 2006 Self Study Recommendations.

1. To evaluate institutional effectiveness, the College should continue to improve its strategic planning processes by developing measurable performance indicators for setting institutional goals and strategic directions;

2. The team recommends, to ensure appropriate participation and input, that the College refine its current governance structure policies by including written definitions of the roles and responsibilities for all constituent groups and formalize processes and structures for clear, effective communication and reporting relationships. In addition, the College should implement an annual evaluation process to access the effectiveness of leadership and decision making which leads to institutional improvement.

- Developed with the Strategic Planning and Budget Committees a procedure for reviewing Strategic Plan Outcomes to satisfy Recommendation 1 above.
- With the Director of Institutional Research, modified this procedure when the Planning and Budget Council by the new Chancellor to the procedure currently used by the campus.
- Drafted a proposal to the Faculty Senate with the Director of Institutional Research to satisfy Recommendation 5 based on the French Report.
- With an Institutional Effectiveness Committee (IEC) Sub-Committee, developed member and non-member survey instruments based on recommendations in the French Report.
- Established the Governance Sub-Committee of the IEC (GSIEC) to distribute and monitor the member and non-member surveys;
- Worked with the external evaluator to assure that he met with all constituencies necessary to write his report and arranged for him to report back to the IEC and the Chancellor on his findings.
o Established an IEC sub-committee to review the external evaluator’s report and make recommendations.

o Presented the new Policy on Assessing to the Faculty Senate in April 2012.

**Reporting to the Accrediting Commission for Community and Junior Colleges (ACCJC)**

o Compiled the Annual Report to the ACCJC for the Chancellor to file every June.

o Assured that the Vice Chancellor for Administrative Services had access to compile the ACCJC Annual Financial Report for the Chancellor to file every June.

o Compiled the Student Learning Outcomes Report for the Chancellor to file in October 2012.

o Compiled an ACCJC Follow-Up Report, formerly known as a Progress Report in March 2009 to show that Windward CC had addressed Recommendations 1 and 5 as reported above.

o Compiled all the Planning Agenda Items into a list that the Chancellor could distribute to the Administrative Team so they could write the narrative analysis of those items within their privy, then compiled the narratives into themes that represented the Planning Agenda Items addressed.

o Compiled an ACCJC Mid-Term Report, required of all institutions in the third year after a comprehensive evaluation, providing a narrative analysis with evidence that demonstrates how deficiencies have been resolved as well as describing the progress on recommendations for improvement as identified in the Planning Agenda items from the Self Evaluation.

**Substantive Change Requests**

o In May 2010, with the Program Coordinator and Vice Chancellor of Academic Affairs, a Substantive Change Request for the Certificate of Achievement (CA) in Veterinary Assisting.

o In February 2011, with the Dean of Division I and the Vice Chancellor of Academic Affairs, compiled the Substantive Change for 50 percent of the Associate in Arts in Liberal Studies being available online.
In October 2012, with the convener of the Mission, Vision, and Core Values Committee, compiled the Substantive Change for the Revision of Windward CC’s Mission, Vision, and Core Values Statements.

In October 2012, with the Program Coordinator and the Dean of Division II, compiled the Substantive Change for the Associate of Science degree in Veterinary Technology.

**2012 Self-Evaluation of Educational Quality and Institutional Effectiveness**

- Formed and convened the Accreditation Steering Committee.
- Compiling the Self-Evaluation of Educational Quality and Institutional Effectiveness.
- Distributed the Self Evaluation to the ACCJC and all ACCJC Visiting Team members.
- Worked with the Team Assistant on details related to the Visiting Team’s needs.

**ACCJC Self-Evaluation 2012 Team Visit**

- Worked closely with the Media Coordinator and the Chancellor’s Secretary to assure that Windward CC would be able to submit a hard copy of the Self-Evaluation and evidence as well as a DVD containing the same information to the ACCJC, the UHCC System Office, and all the members of the Visiting Team by August 15, 2012.

- Sent supplemental materials in as timely a manner as possible to the Team Assistant for the October 15 – 18, 2012 visit.

- Worked closely with the Chancellor’s Secretary on assuring that on the Pre-Visit, the Team Leader and Team Assistant had rooms for two days, and that a State car was provided for their use.

- Worked closely with the Chancellor’s Secretary on housing, special dietary needs, and car arrangements and with Computing Services to assure that all computer, printer, and network needs were met on campus and off-campus for the October visit.

- Wrote short biographical sketches on each team member to display on the Windward CC web site along with their picture.

* Assessment and Evaluation*
o Updated the Master Course List each year to reflect the actions taken by 
the Credit Curriculum and Academic Affairs Committee.

o Assured that 100 percent of the courses in the Course Catalog have SLOs 
listed.

o In 2008, updated the Windward CC Course-Level Assessment Plan, which 
calls for assessing 20 percent of the courses from each department over a 
five-year cycle by identifying which courses in each department were to 
be assessed from 2009– 2015.

o Established an IEC Sub-Committee on Student Learning Outcomes in 
2010.

o Dissolved the IEC Sub-Committee on Student Learning Outcomes based 
on the new Curriculum Policy established in February 2012.

o Assured that 20 percent of all department course student learning 
outcomes were assessed annually.

o Assured that General Education/Program Student Learning Outcome 
assessment commenced in Fall 2012, and that all four General Education 
and Program Outcomes would be assessed by Spring 2014.

o Developed rubrics for all General Education and AA Degree outcomes.

o Developed Convocation Workshops on Assessment of General Education 
and AA degree Student Learning Outcomes.

o Assured that all Non-Instructional Units and Developmental Education 
courses as well as Instructional Programs turn in their Annual 
Assessments and Five-Year Comprehensive Program Reviews in time for 
Planning and Budget Council review.

o Assure that Academic Subject Certificates are part of the Annual 
Departmental Reports and that they are assessed through the Annual 
Report and/or 5-Year Program Review of the Associate in Arts in Liberal 
Studies.

o In 2009-10, reviewed and revised Course-Level Assessment forms.

o In 2010, with the Interim Dean of Division II, eliminated courses from the 
Course Catalog that had not been taught in five or more years.
o Met ETC course coordinators, instructors, and advisors and developed measurable outcomes.

o Met with ETC course coordinators, instructors, and advisors and gave feedback on the analysis that they had done and offered suggestions how they could improve their assessment in order to show both the attainment of student learning outcomes and the need for budgetary resources.

o In 2010, developed ETC program maps and program guides.

o In Spring 2010, the Chair of the Non-Credit Curriculum and Academic Affairs Committee requested that the Windward CC Faculty Senate Constitution be modified to include the Non-Credit Curriculum and Affairs Committee as a sub-committee of the Faculty Senate. The Director of Planning and Program Evaluation worked with the Secretary of the Faculty Senate to update the Windward CC Faculty Senate Constitution to this end.

o Worked with the Career and Continuing Education coordinators for the last four years, discussing their assessments and analysis.

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. 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 units responsible and includes sanctions for those who do not turn in an assessment must be established. 2011-2012 assessments were due on November 1, 2012, and will be incorporated into the Departmental Annual Reports which were due to the Office of Academic Affairs on November 15, and will be reported in next year’s Chancellor’s Annual Assessment.

The Office of Planning and Program Evaluation 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 course SLO development, data analysis, and assessment.

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 working out of the Chancellor’s Office, who would work with college-wide departments as well as the
Office of Planning and Program Evaluation on specific grant opportunities, would increase WCC’s ability to acquire more extramural funds in these tight budget times.

The implementation of the new Governance Assessment Policy will begin in the 2012-2013 academic year, with the following responsibilities ascribed to the Institutional Effectiveness Committee:

- Creating any surveys, and rubrics where appropriate, in collaboration with stakeholders. Surveys must comply with the Americans with Disabilities Act. Significant concerns about the survey design can be directed to the Chancellor, who has final authority over survey design.

- Deciding on appropriate assessment data to use, such as a combination of perception surveys, institutional data, and other evidence.

- Directing the Institutional Research Office or other entity to conduct the surveys and oversee their implementation.

- Conducting annual formative assessments some in the Fall and some in the Spring on the:
  - Office of the Chancellor
  - Office of the Vice Chancellor of Academic Affairs
  - Office of the Vice Chancellor of Student Affairs
  - Office of the Vice Chancellor of Administrative Services
  - Office of the Director of the Career and Community Education
  - Office of the Dean of Academic Affairs, Division I
  - Office of the Dean of Academic Affairs, Division II
  - Core Governance Committees (some in the Fall and some in the Spring)
    - Curriculum and Academic Affairs
    - Faculty Senate
    - Institutional Effectiveness
    - Ke Kumu Pali
    - Planning and Budget Council
    - Master Planning and Space Allocation
    - Aesthetics Committee
    - Governance in Departments (in early Spring)
    - Humanities
    - Language Arts
    - Mathematics and Business
    - Natural Sciences
    - Social Sciences

- Editing the raw results from surveys and other assessments to exclude derogatory or overly personal comments.

- Transmitting the results of the survey and other assessment tools to the offices and groups surveyed in a timely manner. Automatically tabulated survey results should be transmitted within one month, preferably sooner.
• Organizing trainings and providing materials to assist groups in understanding how to use assessment results.

• Analyzing previous assessments and self-assessments to determine if appropriate changes have been made every three years, or more frequently if needed.

• Sending the results of this analysis to the group and to the group’s governing authority indicating to what extent improvements have been made and making recommendations regarding the group’s use of the assessment process.

• Ensuring that there are adequate opportunities for feedback on assessment tools and after every assessment cycle listening to suggestions by stakeholders regarding changes to the assessment tools used.

• Reviewing the policy in the early fall of every year and if changes are recommended, go through the standard policy revision process with the Chancellor has final authority over all changes.

Continuation of the assessment of our governance entities is important for Windward CC to maintain the shared governance and institutional integrity that has been achieved in the last five years. The Office of Planning and Program Evaluation is committed toward fulfillment of the process outcomes developed for the planning process as well as governance evaluation and the assessment of Windward’s institutional, program, and course student learning outcomes and is eager, willing, and able to work independently or collaboratively with Windward CC’s administration, faculty, and staff to achieve these endeavors.

**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 and Academic Subject Certificate 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 place them on the WCC web site;
- Assure that the new Policy and Procedures for Assessment of Governance Entities 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,
- Assure that Windward CC’s four newly established General Education and Associate in Arts SLOs are assessed and discussed following the new process by Spring 2015.
• 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 III. 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.

The OIR continues to receive a growing number of internal institutional ad hoc 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

- To provide quantitative data and analysis to students, faculty, staff, and administration to strengthen and improve courses, programs, and services.
- To present 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 selected aspects 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 (note: this effort will be assigned elsewhere within the College in 2012-13).
- Supporting the Planning and Budget Council.
- Providing leadership and coordinating efforts in the design, construction, and outfitting of the Library Learning Commons building (note: this effort will end in 2013).

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. The response rate of returning submitted normalized ad hoc requests within 1-7 days has risen each year and the response rate for ad hoc requests taking 8-14 and over 14 days to complete has
decreased. This is due to training, interaction with other members of the IR Cadre, and the gaining of overall experience and a growing familiarity and expertise using the ODS database and the software used to access the database. A summary of responses to IR requests from 2008 to 2012 by percent and count is presented below.

### Percent of IR Requests Answered by Calendar Day Groupings

<table>
<thead>
<tr>
<th></th>
<th>1-7 days</th>
<th>8-14 days</th>
<th>Over 14 days</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>41.67%</td>
<td>36.11%</td>
<td>22.22%</td>
</tr>
<tr>
<td>2009</td>
<td>47.92%</td>
<td>29.17%</td>
<td>22.92%</td>
</tr>
<tr>
<td>2010</td>
<td>56.00%</td>
<td>26.00%</td>
<td>18.00%</td>
</tr>
<tr>
<td>2011</td>
<td>68.25%</td>
<td>15.87%</td>
<td>15.87%</td>
</tr>
<tr>
<td>2012</td>
<td>66.13%</td>
<td>19.35%</td>
<td>14.52%</td>
</tr>
</tbody>
</table>

### Count of IR Requests Answered by Calendar Day Groupings

<table>
<thead>
<tr>
<th></th>
<th>1-7 days</th>
<th>8-14 days</th>
<th>Over 14 days</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>15</td>
<td>13</td>
<td>8</td>
<td>36</td>
</tr>
<tr>
<td>2009</td>
<td>23</td>
<td>14</td>
<td>11</td>
<td>48</td>
</tr>
<tr>
<td>2010</td>
<td>28</td>
<td>13</td>
<td>9</td>
<td>50</td>
</tr>
<tr>
<td>2011</td>
<td>43</td>
<td>10</td>
<td>10</td>
<td>63</td>
</tr>
<tr>
<td>2012</td>
<td>41</td>
<td>12</td>
<td>9</td>
<td>62</td>
</tr>
</tbody>
</table>

Goal for 2012-13: to maintain the response time for normalized ad hoc information requests within 14 days, and to within 21 days for advanced requests requiring more investigation (note: this goal was met for the 2008-12 period).

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 2012-13: to continue to work with requestors to clearly define, or refine, the request in such a way that customized information requests are satisfactorily completed within a month of the request (note: this goal was met for 2008-12 period).

The OIR is responsible for presenting reports to support system-wide initiatives (i.e., ATD, NCCBP, Graduate/Leavers, WAI Project, Hawaii Graduation Initiative) 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 2012-13: to maintain the on-time submittal of information at 100 percent (note: this goal was met for the 2008-12 period).

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

Goal for 2012-13: 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 for 2012-13: to provide support to the OPPE, as needed, in the creation of a webpage specifically presenting accreditation-related information.

In 2009, the OIR 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 2012-13: to maintain the email alerts for new information posted on the OIR webpage for the information added (note: this goal was met for 2008-12 period).

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 and department chairs 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.

This goal from 2009-10 has not been achieved due to policy, technical and cost considerations.

Goal for 2012-13: to continue to research and develop ways for administrators and department chairs to access data from their desktop in accordance with the new data governance policies of Executive Policy E2.215, Institutional Data Governance.
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 participate in the formalized PBC budget process 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 typical budget for the combined operation of the Offices of Institutional Research and Planning and Program Evaluation is presented below.
## Typical Budget 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>1,000</td>
</tr>
<tr>
<td>printer and scanner supplies</td>
<td>1,500</td>
</tr>
<tr>
<td><strong>Equipment</strong></td>
<td></td>
</tr>
<tr>
<td>Four computer upgrades (every three years)</td>
<td>10,000</td>
</tr>
<tr>
<td>color printer and scanner and software (every 3-5 years)</td>
<td>1,500</td>
</tr>
<tr>
<td><strong>Software</strong></td>
<td></td>
</tr>
<tr>
<td>Hyperion license renewal (4)</td>
<td>4,200</td>
</tr>
<tr>
<td>PL/SQL license renewal (4)</td>
<td>1000</td>
</tr>
<tr>
<td>SPSS license renewal (1)</td>
<td>400</td>
</tr>
<tr>
<td>Survey Monkey and Zoomerang license renewal (1)</td>
<td>400</td>
</tr>
<tr>
<td><strong>Professional Development</strong></td>
<td></td>
</tr>
<tr>
<td>training and memberships</td>
<td>5,500</td>
</tr>
<tr>
<td>Travel (conferences)</td>
<td>3,000</td>
</tr>
<tr>
<td>Webinars</td>
<td>1,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>29,500</td>
</tr>
</tbody>
</table>
Part IV. 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.

Activities of MPRO

MPRO’s primary objectives are:

1. To develop and implement an annual marketing plan with the support and input from the Marketing Committee consisting of a cross-section of campus constituents.

2. To promote the College’s brand and sustain a strong institutional image by regularly communicating College news and pertinent information to internal/external constituents.

3. To support WCC’s faculty/staff/administrators with marketing and public relations projects to help the College meet its goals and objectives in a timely, accurate and cost-effective manner.

4. To maintain professional standards for the College’s publication and communications.

Number of Staff Members in MPRO

There are a total of two staff members dedicated to accomplishing marketing and communications activities: a marketing/public relations officer and a graphic designer.

Number and types of marketing and communication services provided

1. Media relations (press releases, response to inquiries, requests for info, etc.)
2. Ad design/production (art direction, graphic design/layout digital and print)
3. Communication design/production (e.g. newsletters, posters, course schedules, catalogs, brochures, flyers, posters, etc.)
4. Signage design
5. Web design consultation
6. Online communications (Spotlight, e-marketing, etc.)
7. Photography and photo editing
8. Videography and video editing
9. Special events coordination/execution
10. Copywriting (advertising, print, online publications)
11. Report writing (campus, UHCC System)
12. Speech writing
13. Feature story writing
14. Script writing (TV and radio)
15. Powerpoint or multi-media presentation
16. Video production/coordination
17. Social media networking (Facebook, Twitter, YouTube)
18. Recruitment/outreach activities
19. Talent search
20. Consultation

**Accomplishments Over a 5-Year Period (AY2007-2008 through AY2011-2012)**

**Public Relations**

Through public relations efforts, MPRO averages more than 70 press releases distributed annually to various media per year, resulting in approximately 980 column inches of free print publicity. In addition, more than 2 hours of free broadcast publicity on primetime TV news and public television, along with numerous radio public service announcements can be linked to these efforts.

MPRO has been a leader in organizing and executing successful events such as the Chancellor’s Gala, Grand Opening of the Library Learning Commons, and 40th Anniversary celebrations. In addition, MPRO plays a key role in promoting annual events like the Windward Ho'olaule'a, Palikū Arts Festival and the inaugural WCC Bon Dance, as well as Atelier Hawai‘i, Imaginarium shows, the Native Hawaiian Scholarship ‘Aha, major Palikū productions, StarPoets Contests and Chemistry Forum events.

Additional Local and National Public Relations involvement:


- 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 2009-2011
• Leadership role on campus and community as faculty booth chair and publicity chair on Windward Ho‘olaule‘a Steering Committee 2008-2012
• Leadership role in the community as publicity chair of Castle High School Project Grad committee 2008–2012
• Leadership role as UHCC Marketing Committee member to create island-wide ad campaign—print, television, and Web promotions

Communication Design

MPRO completes an average of 375 design and photography projects per year—a total value ranging from $250,000 to $350,000 annually if contracted outside the College. All of the activities are within the scope of MPRO's mission and meet the objectives relating to MPRO's stated goals.

Photography

Although not an official function of MPRO, creating original photography for WCC continues to be a significant part of MPRO's operations, with an average of 34 photo shoots completed per year for a wide variety of faculty clients, projects and events. These images are used in TV spots, print advertisements, print articles, books, various websites, posters, fund development appeals, fliers, brochures, WCC newspapers and Malamalama ‘o Ko‘olau newsletters, PowerPoint presentations, direct mail pieces and campus signage, but to name a few.

Quality photography contributes to building and maintaining a positive public image of the College, its faculty, programs, facilities and students. MPRO produces highly cost-effective images tailored specifically to the aesthetics and demographics of the WCC campus community.

Video Production and Editing

With the acquisition of an HD DSLR video camera, lighting and grip equipment, as well as video editing software in 2011, MPRO finally began its foray into video production and editing. While print media will continue to be a critical component of MPRO’s program, marketing initiatives are trending increasingly towards video production geared specifically for social media, such as YouTube, Facebook, Vimeo, etc. MPRO sees video production as pivotal and plans to devote increasingly greater time and resources to that end.

Web

Our website is the cornerstone of our brand and a lifeline to our community. MPRO supports the WCC website by providing a steady stream of content, 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 flights of radio advertising.

*The WCC website received 721,031 visits in AY2010-2011 compared to 561,319 visits the year before, an increase of 28.6%. We are able to see spikes in activity especially in August and January, at each semester’s start. Comparing to 236,258 visits in AY2007-2008, it is clear that the WCC website is a fundamentally important communications instrument.

Social Media

MPRO is the designated administrative office responsible for online presence of WCC’s Social Media – the engagement of multi-directional conversation on the Web. In 2011, MPRO established a WCC Social Media “hub,” where all valid campus Facebook pages co-exist under the umbrella of Windward Community College’s institutional Facebook page. WCC leverages the power of Web-based interaction with students, parents, alumni, donors and the media through:

- Facebook
- Twitter
- YouTube

Cost-Saving Measures

On-Demand Printing of Catalog and Schedule of Classes (SOC)

In 2009, WCC shifted from a one-year catalog to a two-year catalog. Similarly, the SOC is now printed only on demand. WCC may move toward a Web-based catalog in future years, with paper copies being printed only on demand and for a nominal fee.

MPRO utilizes an in-house Xerox graphics printer recently acquired on a five-year lease to print small quantities of posters, brochures, invitations, fliers, and a host of other print collateral, saving the college thousands of dollars in commercial printing costs.

MPRO Comparable Measures

Most importantly, MPRO has exceeded its objective to assist in increasing and sustaining enrollment by 5% annually. As an example, Fall 2010 enrollment increased by 13.3% over the previous year and Spring 2011 enrollment grew by 4.5%. WCC has been one of the consistent leaders in enrollment growth within the UH System over the past five years.

Enrollment increases over past 5 years:
2008 1,940 5.6
2009 2,326 19.9
Action Plan

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

- More involvement with clients (faculty/staff) needed at the planning level
- Web training for future Web development
- Video training for future Web/media involvement
- Improve communications through website and Intranet initiatives
- Include Marketing Committee goals and outcomes for improvement in future assessments
- Work with Academic Affairs to improve database processes for ease of production on print and Web-based catalog
- Continue marketing efforts by reaching further into the non-traditional student market and support Student Affairs counselors with developing informational packets to distribute to college and career fairs
- Continue to improve public relations efforts to increase public awareness of WCC’s programs, services and special events
- Create an online newsletter, magazine or blog highlighting college programs, successes and donor news
- Leverage social media networking by adding Flickr and Vimeo photo apps
- Work with recent data from Media Preferences survey (Oct. 2012) to provide targeted services to users of technology, and non-technology users
- Discuss other areas of funding for marketing projects
- The College’s website is a critical marketing and communications tool that requires regular maintenance and periodic design upgrading. At this time there is no full-time Webmaster. If resources were invested, the WCC website could address the needs of visitors more fully, and integrate and leverage online and mobile applications now available.

Budget Implications

A webmaster is needed to periodically upgrade and manage the website and possibly develop an Intranet. 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. The PBC request for this position has been presented by Media Services with input from Marketing and Public Relations.
**Part V. 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 and 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.

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

- The Development Officer (DO) cultivates and builds rapport with alumni, friends, parents, community leaders and others to ask for gifts of support for WCC.
• The DO develops key areas of interest with donors.

• The DO makes appropriate asks of potential donors.

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

• The DO educates and involves WCC volunteers.

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

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

• The DO calls donors of $500 and above.

**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

**Measure Outcomes**

The college lost its Development Officer in 2008, and the position was not replaced until 2010-11. During the interim the Chancellor worked with volunteer help and staff support from UH Foundation on an ad hoc basis. Although hoping to replicate as much as possible of the foregoing activities, donor activity for the 2009-10 period fell
to a low of $141,000. After the return of a .25 FTE Development Officer the fundraising outcomes have soared to $217,000 in 2010-11; $893,000 in 2011-12.

Analysis of the Program

Currently the program is in transition working with a re-constituted Windward Ambassadors membership to expand the group and to attract new donors to the college. Additionally the college has made extraordinary efforts to support new programs with successful proposals to private foundations to support the new I-Can non-credit remedial program that will be implemented state-wide.

Action Plan

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

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

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

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

• Continue to prepare proposals for private foundations for monetary grants or in-kind support.

Budget Implications

There are no new budget requests.