

STRATEGIC PLAN FOR 2002 - 2010



University of Hawai'i
WINDWARD
COMMUNITY COLLEGE

STRATEGIC PLAN

FOR 2002 - 2010

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PREFACE

This document is the Strategic Plan for Windward Community College as updated in spring of 2004. The document was originally developed as an Academic Development Plan for the college in 2002. In 2003-2004, the planning committee spent many hours expanding the ADP into a strategic plan with identifiable actions and assigned responsibilities. Priorities were determined by an inclusive college-wide process. This 2005 edition of the document has been updated to correct changes in fact, and to extend the planning timeline to 2010.

STRATEGIC PLAN FOR 2002- 2010

I. HISTORY AND DESCRIPTION OF THE COLLEGE

Windward Community College (WCC) is the youngest of the seven community colleges in Hawai'i. It is located in Kāne'ōhe on the island of O'ahu at the base of the Ko'olau mountains and primarily serves residents from Waimanalo to Waimea on the North Shore. Established in 1972, the College operates out of renovated former Hawai'i State Hospital buildings and some newly constructed buildings on approximately 64 acres of land just below the State Hospital facilities. A Master Plan for the College has been developed and approved. A new science building, a multi-functional humanities building with a theatre and art gallery, a student center, and the Imaginarium have been completed and opened in the last six years. Operating on a conservative timetable, it will take at least a decade to complete the Master Plan.

The College is governed by the Board of Regents of the University of Hawai'i. The daily operations of the College are directed by the Chancellor who is responsible to the President. By State law, the College has an open door policy that includes, but is not limited to, residents who have completed high school or who are 18 years of age or older. Credit enrollment for Fall 2004 was 1,772 students.

The College credit program has, as its foundation, a strong liberal arts curriculum. It is known for its offerings in creative writing, journalism, Hawaiian studies, the fine arts, and the marine, earth, and planetary sciences programs. In addition to the Associate in Arts degree, the College also offers Academic Subject Certificates in Business, Art, Hawaiian Studies and Psycho-Social Developmental Studies; and Certificates of Completion in Plant Landscaping and Agricultural Technology.

A variety of non-credit vocational certificates are offered through the Employment Training Center (ETC). ETC enrollment is approximately 2000 students per year. The Office of Community Education offers a wide selection of non-credit courses and cultural programs and oversees the Fujio Matsuda Technology Training and Education Center, which was established in 1985 to serve as a technological education center for the Windward O'ahu community. The College offers many enrichment activities, including theatrical performances, art displays, and the Hawai'i Music Institute.

II. DESCRIPTION OF THE COLLEGE PLANNING PROCESS

A. Preparing the Academic Development Plan 2002

The Academic Development Plan Task Force was composed of representatives from all academic departments, administration, and support units that included maintenance, clerical, learning resources, library, academic computing, media, student services and student government. The Task Force held discussions and developed recommendations through subgroup meetings and department/unit meetings.

The Task Force reviewed each of the recommendations and commendations from the 2001 Accreditation Report to assure that there had been an adequate response.

The Academic Development Plan process included assessing the status of the Master Plan for construction and renovation of existing buildings, and reviewing the most current drafts of the Community Colleges' Strategic Plan.

B. Implementing the Academic Development Plan

The Strategic Planning Committee is a standing committee appointed by the Chancellor with guidance from the administration and the Faculty Senate. It is anticipated that, wherever possible, members of the original Academic Development Plan and Strategic Plan Task Forces will serve on this Committee when it reconvenes. Cross college representation will be maintained.

The Committee will conduct a yearly assessment on the progress of the action plans specified in this Academic Development Plan and provide a report to the college. Every other year, a more extensive analysis will be done and the plan will be updated.

The Strategic Plan is a critical part of the college overall planning and budgeting process. It provides primary information on which budget decisions will be made in formulating the annual operating budget, planning the legislative request, and in seeking additional sources of funds. It is anticipated that this plan will be used to conduct the Self-Study Accreditation in the year 2006 and to guide College personnel in the development of annual professional and programmatic goals.

C. Creating the Strategic Plan

In 2003-2004, the original planning committee members, joined by additional faculty and staff, revisited the ADP to convert it to a Strategic Plan. They established actions, and assigned responsibility to the original items. They added new actions based on changes in college needs. They took drafts of the plan out to the college for prioritization of items, using a voting process within departments and across the college.

III. MISSION, CORE VALUES, AND VISION OF THE COLLEGE

A. Mission of Windward Community College

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.

Windward Community College is further committed to the mission of the Community Colleges of the University of Hawai‘i:

- To broaden access to post-secondary education in Hawai‘i by providing open-door opportunities for students to enter quality educational programs within their own communities.
- To specialize in the effective teaching of remedial/developmental education, general education, and other introductory liberal arts, pre-professional, and selected baccalaureate courses and programs.
- To provide the trained workforce needed by the State, by offering occupational, technical, and professional courses and programs which both prepare students for immediate employment and career advancement.
- To provide opportunities for personal enrichment, occupational upgrading, and career mobility through credit and non-credit courses and activities.
- To contribute to and stimulate the cultural and intellectual life of the community by providing a forum for the discussion of ideas; by providing leadership, knowledge, problem-solving skills, and general informational services; and by providing opportunities for community members to develop their creativity and appreciate the creative endeavors of others. (University of Hawaii Community Colleges, *Strategic Plan Update 2003-2007, Draft 02/07/02*)

B. Core Values of Windward Community College

- Learning and teaching
- Academic excellence
- Critical thinking
- Creativity and innovation
- Collegial and family or *'ohana* spirit
- Diversity
- Intellectual freedom
- Service
- Cooperation and collaboration
- Scholarly communication and research
- Global perspective
- Commitment to the use of technology

C. Vision for Windward Community College

Students and community members will be enriched and able to live full, productive lives in a quickly changing, technologically oriented society through the quality education, effective training, dedicated support services, and imaginative artistic productions provided by Windward Community College and its partners in the community.

IV. PLANNING CONTEXT

A. External Factors

Global and Local Economic Influences:

Hawai'i's geographic location and the richness of its natural and human resources provide unique opportunities for the State to serve as a center for international conferences and communication on the latest developments in health, economics, science, technology and tourism. If this vision for the State becomes reality, it will increase the need for a workforce with international understanding, technological expertise and effective communications skills.

Locally, the increasing use of technology has created a demand for technology-literate workers. In addition, the educational systems of the State must respond to the job growth in the private technology area. Between 1996 and 1999 this sector of the workforce showed an increase of 15.4% in Honolulu County and 17.3% statewide. (Hawai'i State Department of Business, Economic Development & Tourism, "Hawai'i's Expanding Tech Sector," dbedt e-reports, May 2001; <<http://www.hawaii.gov/dbedt/hets/types.html>>.)

Student Population Influences:

Although the population in the Windward area (Ko‘olaupoko and Ko‘olauloa districts) has grown slowly over the past decade, the opening of the H-3 freeway, the transfer of military personnel to the Kāne‘ohe Marine Corps Base, and the merger of the Employment Training Center (ETC) with Windward Community College are factors that are expected to contribute to the growth of the student population. The table below provides census data for the City and County of Honolulu and the Ko‘olaupoko and Ko‘olauloa districts of the island of O‘ahu.

Table 1

Census Data for City & County of Honolulu, Ko‘olaupoko, and Ko‘olauloa Districts

County & District	1980	1990	2000	Percent Change	
				1980 to 1990	1990 to 2000
City & County of Honolulu	762,565	836,231	876,456	9.7	4.8
Ko‘olaupoko	109,373	117,694	117,994	7.6	0.3
Ko‘olauloa	14,195	18,443	18,899	29.9	2.5

Source: U.S. Bureau of the Census, *1990 Census of Population and Housing, Population and Housing Unit Counts, Hawaii*, 1990 CPH-2-13 (March 1993), table 8; U.S. Census Bureau, *Census 2000 Redistricting Data (P.L. 94-171) Summary File, County Subdivisions*.

When the ADP was created in 2002, there had been a downturn in the local economy that increased unemployment, especially among the less educated. This traditionally has led to an increase of enrollment in the Community Colleges as shown in the fluctuations of enrollment in the table below. Since that time unemployment has decreased substantially, but contrary to projections enrollment has only slightly decreased.

Table 2

Community Colleges Headcount by Campus for Years 1990 Through 2000

Year	HawCC	HonCC	KapCC	KauCC	LeeCC	MauCC	WinCC	Total
1990	1,896	4,383	6,292	1,424	5,812	2,346	1,627	23,780
1991	1,857	4,466	6,550	1,507	6,351	2,590	1,616	24,937
1992	2,207	4,774	7,132	1,580	6,135	2,713	1,787	26,328
1993	2,415	4,741	7,375	1,464	6,476	2,597	1,642	26,707
1994	2,815	4,824	7,648	1,518	6,507	2,826	1,767	27,905
1995	2,811	4,445	7,329	1,461	6,368	2,765	1,674	26,853
1996	2,463	4,090	7,373	1,367	6,014	2,854	1,518	25,679
1997	2,221	3,970	7,189	1,283	5,936	2,787	1,513	24,899
1998	2,308	4,124	7,236	1,136	5,765	2,849	1,491	24,909
1999	2,279	4,769	7,254	1,142	5,570	2,862	1,514	25,390
2000	2,090	4,487	6,760	1,052	5,259	2,678	1,451	23,777

Infrastructure Influences:

The State and the University plan to continue developing telecommunications systems and providing alternative methods of instructional delivery. Distance-delivered courses are expected to increase as instruction is delivered directly to the home and workplace.

Funding will continue to be a challenge, increasing our reliance on tuition revenues, special program revenues, gifts and grants.

B. Internal Factors

Faculty and Staffing Needs:

Additional facilities maintenance personnel, faculty, and instructional support staff are sorely needed. With the science, humanities, and student services buildings completed, and a new library/media/learning center complex being planned, there is a definite need to expand the facilities and instructional support staff of the college. Also, with the development of credit and non-credit programs i.e., Plant Biotechnology and Bio-Resources Development and Management; the Ocean Recreation Program; the Hawai'i Music Institute; and the Atelier program)—additional faculty and staff positions are needed to ensure successful implementation and maintenance of these new programs.

Student Population:

The demographics of the student population have remained relatively stable over the past six years and are similar to the patterns throughout the University of Hawai'i Community Colleges. As enrollment has grown, the ratios of the demographics have been consistent.

C. Planning Assumptions

The following planning assumptions were used in the compilation of this Strategic Plan:

External

- The State's economic picture is expected to slowly recover over the upcoming six-year period.
- There will be an increase in the number of students enrolling at WCC, who otherwise would have enrolled at the University of Hawai'i at Mānoa due to the publicity of the college's offerings and quality educational experience, smaller class sizes, convenient location, reasonable tuition, free parking, and UH-Mānoa's expressed concentration on upper division and graduate education.
- New students will be attracted to the College due to our improved facilities, such as the science building, the humanities complex, the Imaginarium and the student campus center.

Internal

- The student population will likely remain predominantly liberal arts majors.
- Systemwide efforts to make the University of Hawai'i a truly seamless system will help the Community Colleges to provide their area residents with the basic educational requirements for any of the system's degree and certificate programs. To this end, WCC hopes to offer the residents of the windward side of O'ahu the core courses required for programs offered at any of the UH campuses.

- The needs of employers and special-needs students and the avocational interests of area residents can be served through the Employment Training Center/Office of Continuing Education and Training.
- WCC will remain an open-admission College.
- The need to assist underprepared students will continue and will be served through joint efforts of the Windward Community College credit and non-credit programs and the State Department of Education.
- Campus technology will continue to be important to academic support and to the enhancement of successful teaching.
- WCC will be a leader in Hawaiian Studies, the performing arts and the sciences.
- New facilities such as the Imaginarium, Science and Humanities buildings, and Student Center will attract and accommodate new students and increase community involvement and support.

Enrollment Projections:

We expect enrollment to increase gradually over the next six years due to the following factors:

- Increase in the working adult student population; i.e., more evening, off-campus, and distance-delivered offerings.
- The opening of new facilities.
- New programs or modifications to existing programs.
- Enrollment shifts as a result of the opening of the H-3 highway, the increase in military personnel at the Kāneʻohe Marine Corps Base, and ETC's move to the WCC campus.
- New instructional delivery systems via HITS, cable television and the internet.
- The Community Colleges' relatively low tuition rates.
- UH Mānoa's concentration on upper division and graduate education.
- Implementation of enrollment enhancing outreach programs such as the Running Start program and other DOE and grant-funded programs.
- Improved and enhanced marketing of the College.

Projections of Windward Community College's enrollment, based on Department of Education graduate estimates, show no significant changes over the next several years.

Table 3
**Annual Enrollment Projections Based on
 Department of Education Populations
 For the Years 2001 Through 2007**

	2000	2001	2002	2003	2004	2005	2006	2007
Total	1,451	1,555	1,435	1,413	1,401	1,393	1,406	1,412
First Time	315	396	322	304	306	306	325	322
Transfer	200	227	195	195	195	195	195	195
Continuing/ Returning	936	931	918	914	900	892	886	895

Data from the UH Institutional Research Office, March 2001.
 Additional data are available in the Appendix of this report.

V. ASSESSMENT OF PLANNING

A. Accreditation Report

During October 24-26, 2000, a seven-member accreditation team visited Windward Community College. The team found WCC's self-study document to be candid, and the experience of the team at the campus was positive. The team commended the College for its commitment to providing community instructional programs and services to its students despite the difficult fiscal constraints resulting from the State's economic recession. In addition, the accreditation team commended the College for collaboration with surrounding community agencies in the development of special programs. Other commendations listed by the team were:

- the dedication of faculty and quality of classroom instruction provided to students;
- the commitment of the staff members in student services and the care they take with individual students to ensure academic success;
- the outstanding Journalism program and the award-winning newspaper *Ka 'Ohana*;
- the College's academic support staff, media services, and librarians in the development of the College's web site and library web pages to provide attractive and useful resource tools for students;
- the beauty of the campus; and the maintenance of its grounds, its classrooms (including those facilities that have been badly infested with termites and battered by the tropical climate); and
- the collaboration with the surrounding community, especially with regard to the Art Gallery program and the taro patch cooperative program.

The Accreditation team also made major recommendations to the College:

1. The College should re-examine its mission and create a new mission statement.
2. The College should implement a comprehensive planning process for evaluating and prioritizing instructional needs in the areas of capital improvement construction; instruction and instructional support; human resources; physical plant; and technology application.
3. The College should develop an institutional technology vision.
4. The College should develop and implement a comprehensive fiscal monitoring and resource development plan.
5. The College should formalize, implement, and publicize a process for establishing its standing committees; and it should assure that students, as well as all segments of the College community, participate in the institution's governance and decision making.
6. The College should draw upon program evaluation results and tie educational planning directly to planning for staffing, budget development, and program elimination/addition.

The six recommendations for improvement from the 2000 WASC Accreditation Commission were incorporated into this Academic Development Plan.

B. Status of 1996–2002 Academic Development Plan

As part of the planning process, the College evaluated the progress made since the last academic development plan was written. A brief summary of the College's efforts from 1997 to 2002 can be found in the Appendix.

C. Status on Staffing

As of July, 2001, the College's FTE position count was 103.4, short of the 133.9 FTE projected. Progress has been made in obtaining additional staffing through extramural grant projects. Grant projects obtained by the College have provided additional faculty in the Hawaiian Language and Hawaiian Studies areas and additional staffing to the counseling services programs.

D. Status on Program Activity Levels and Resource Requirements

In Fall 2001, the College's headcount of credit students was 1,554 with 14,111 student semester hours (SSH). There were 215 classes offered with an average class size of 22 students. In Fall 2004, the credit headcount was 1,772 with a SSH of 15,647. The average class size was 25 and there were only 209 classes. More students were being served with fewer classes.

E. Status on Physical Facilities

The Imaginarium was completed in January, 2001; and the Campus Center opened in the Summer of 2002. The new Humanities building has been used for general purpose and specialized instruction since Fall 2001. All other capital improvement projects under the College's Master Plan are on hold pending funding availability. The Library/Media/Learning/Academic Computing building has been planned with an allocation of \$350,000 by the legislature. Funds for design and construction are in the 05-07 budget biennium request. The older buildings are 74 years old and require maintenance and upgrading.

Various repair and maintenance projects have been completed or initiated from fiscal year 1995-96 to present. Included among these projects are: replacement of the telephone system, repainting and re-roofing of buildings, replacement of air conditioning units, upgrade of light fixtures, abatements for asbestos, and treatment of termite damaged areas.

VI. STRATEGIC DIRECTIONS 2002-2010

See attached table as updated in 2004 to add college priorities and assign responsibility to action items.

Strategic Direction	Responsible Person(s)	Accomplishments as 12/31/03	Resources Needed	4/04 Campus Priority
1.0 PROMOTE LEARNING AND TEACHING FOR STUDENT SUCCESS				
A. Expand existing and support new academic support initiatives designed to promote learning and student success across the curriculum				
<ul style="list-style-type: none"> Remedial instruction in basic skills (reading, writing, and math); learning and study skills 	Language Arts and Math faculty, ETC	Ongoing. A review of possible remedial math courses has been done. Math curriculum changes are planned for Fall 2004. ETC offers remedial instruction at the Dillingham site.	Sufficient lab equipment and support. Additional lecturer costs may be needed. 2.0 FTE positions.	2
<ul style="list-style-type: none"> Basic Computer Literacy skills; integrate new technology into teaching strategies 	Deans, Academic Support Units, ICS faculty	CIL requirement added to degree requirements. Federal grant activities focused on increased technology in classrooms.	CIL workshops, and testing. Training and equipment for faculty on use of technology.	4
<ul style="list-style-type: none"> Peer tutoring and mentoring 	Learning Center staff and STAAR staff	The federally- funded Title III grant provided funds for tutoring students and the federally funded STAAR program provided funds for tutoring low-income, first generation college students or students with disabilities.	Maintain programs, \$ for tutors, part-time coordinator. Institutional funds will be needed to replace federal funds at end of grant period.	4
<ul style="list-style-type: none"> Writing Across the Curriculum and Writing Intensive 	All faculty with assistance from Language Arts faculty	Ongoing.	WAC workshop. Training for faculty.	4
B. Increase enrollment and retention of students from local high schools through the development and offering of a "Freshmen Year Experience." Experiment with different scheduling approaches such as: Learning communities, Block scheduling, Linked courses, Supplemental courses, Integrated support services, Summer Bridge	Dean of Instruction, faculty from content areas, Dean of Student Services		Faculty assigned time.	4
C. Support assessment and related activities				
<ul style="list-style-type: none"> Institutional researcher position or compensation to conduct institutional research 	Provost, Assessment Committee	Faculty member on FT assigned time to do IR as of August 2002.	1.0 APT (Institutional Researcher)	4
<ul style="list-style-type: none"> Implementation of strategies to address assessment outcomes/findings 	Provost, Assessment Committee, Deans, DCs, Faculty	Have continued to support work of Assessment Committee. Working now with ad hoc group to organize assessment, accreditation, and planning activities. The Assessment Coordinator and his committee have been successful in completing several assessment projects.		3

Strategic Direction	Responsible Person(s)	Accomplishments as 12/31/03	Resources Needed	4/04 Campus Priority
D. Support distance learning				
<ul style="list-style-type: none"> Incentives for faculty to develop distance DL delivered courses 	Deans, Content area Faculty, Academic Support Staff		Assigned time, training, graphic resources, student services support, supplies	4
2.0 FUNCTION AS A SEAMLESS STATE SYSTEM				
A. Implement a new student information system to support (but not be limited to:				
<ul style="list-style-type: none"> Online, interactive, admissions application form; online course registration; Distance education registration 	UH System team; WCC: A&R specialist& Computer specialist			4
<ul style="list-style-type: none"> System-wide selective access to student records; Bursar system; Student accounts (fees, payables, receivables, and obligations) 	Dean of Student Services; Computer Specialist			4
<ul style="list-style-type: none"> Financial Aid 	Financial Aids Officer; Computer Specialist	Requested in 05-07 biennium budget request to legislature.	Establish and fill a full-time Financial Aid Officer position to address the threefold increase in students who apply for and are awarded financial aid.	4
B. Enhance library services to include:				
<ul style="list-style-type: none"> Electronic database that will be available to all students in the system 	UH system committee, WCC administration		Campus and system funding	4
<ul style="list-style-type: none"> Delivery of books and materials to and from UH campus libraries 	UH system committee, WCC administration			4
<ul style="list-style-type: none"> Universal library card, standard library policies and procedures, consortium purchasing 	UH Library council, WCC head librarian			4
C. Participate in system-wide efforts to improve the current articulation process, e.g. develop consistent graduation/core/major requirements. As a campus, examine and respond to UH-Manoa's new General Education core.				
D. Share Resources				
<ul style="list-style-type: none"> Share faculty, facilities and resources within the UH system 	UH&WCC Administrations			4
<ul style="list-style-type: none"> System-wide marketing 	UH&WCC Administrations	UH Public Relations has provided support, expertise, and resources. Susan Lee transferred to WCC effective 1/1/04.	1.0 FTE position	4
<ul style="list-style-type: none"> Disability-related accommodations (e.g., sign language interpreters, Braille libraries, etc.) 	Dean of Student Services, Directors of OCET	ADA and 504 Coordinator at ETC Honolulu branch.	1.0 FTE Disability Services Provider position	4

Strategic Direction	Responsible Person(s)	Accomplishments as 12/31/03	Resources Needed	4/04 Campus Priority
E. Pursue the designation of WCC as a University Center	Faculty Senate and WCCAdministration			4
3.0 PROMOTE WORKFORCE AND ECONOMIC DEVELOPMENT				
A. Provide a new home base for ETC and integrate the efforts of both institutions in workforce and economic development efforts of WCC and ETC	Director ETC, Dean of Instruction	Done. New home provided. Still need to integrate efforts.		4
B. Explore the integration of workforce and economic development within the strong liberal arts offerings, including such areas as psycho-social developmental studies, environmental studies, and business	Director of ETC, Dean of Instruction, DCs from Social Sciences, Natural Sciences, and Business			4
C. Identify additional programs to add to currently articulated transfer programs	Dean of Instruction			4
D. Explore the possibility of providing some of the general education requirements for transfer into nursing, allied health, and other vocational programs.	Dean of Instruction	Ongoing. New science courses have been added to meet some of these needs. Particularly, Anatomy and Physiology courses.		4
E. Explore and establish partnerships with Windward businesses and also businesses located in Honolulu	Director of ETC, Dean of Instruction, Director of OCET			4
F. Capitalize and fully utilize the expertise of ETC in offering adult basic education, especially reading and communication skills.	Director of ETC, Dean of Instruction, Director of OCET			5
4.0 DEVELOP OUR HUMAN RESOURCES: RECRUITMENT, RETENTION, AND RENEWAL				
A. Modify faculty workload to enhance quality of instruction. Reduction of instructional credit hours and increase in student contact hours outside of the classroom, staff development, cur-riculum development. Move to a 12-credit workload for faculty to increase time for professional renewal and growth. Work towards a consistent and equitable workload assignment across the University system.	Provost, Faculty Senate. This is a collective bargaining issue and therefore involves the UHPA and the UH Administration (BOR and President)	New UHPA contract has 15 – 12 proviso for teaching load	\$200,000 per year, if not funded through collective bargaining (legislature).	2
B. Establish per mentoring and orientation for new faculty and lecturers.	Dean of Instruction, Staff Development Committee, Department Chairs			4

Strategic Direction	Responsible Person(s)	Accomplishments as 12/31/03	Resources Needed	4/04 Campus Priority
C. Assign clerical support to faculty with leadership responsibilities, such as Dept. Chairs and major committee chairpersons.	Provost; Dean of Instruction	Not accomplished yet. Will again put in biennium budget request. (Not funded last biennium) Additional resources are needed to accomplish this.	2.00-3.00 FTE Clerical positions	4
D. Increase the offering of sabbaticals. Explore greater and more varied use of sabbaticals, including new initiatives, such as mini-sabbaticals.	Faculty Senate			4
E. Establish salary equity and adjust for discrepancies in faculty salaries.	Provost. This is a collective bargaining issue and therefore involves the UHPA and the UH Administration (BOR and President)	Awarded salary equity adjustments totaling \$65,624 over 2 years.		4
F. Establish a training and mentoring program in Instructional technology and curriculum development.	WCC Administrators, Staff Development Committee, Academic Support Staff			4
G. Develop a college-wide plan for prioritizing and communicating staffing needs.	WCC Administration	WCC strategic plan should provide this when updated. (Staffing plan exists.)		3
5.0 DEVELOP AN EFFECTIVE, EFFICIENT, AND SUSTAINABLE INFRASTRUCTURE TO SUPPORT STUDENT LEARNING				
A. Complete plans and construction of new buildings and renovation of existing buildings in the master plan, especially the library and all parking, roads, lighting, phone lines, data lines, and utilities.	UH Administration	Ongoing. Planning for Library/Learning Center complete. Leo A. Daly was hired to plan the new Learning Resources Building. Their final report is expected at the end of February 2004. Funding is needed for design and construction of the building, infrastructure, parking, landscaping.	CIP funds for design and construction.	1.3
B. Renovate and repair classrooms and offices. Air condition remaining areas on campus, especially the Media Center, faculty offices, and other rooms that house electronic equipment	Director of Administrative Services	Ongoing. Much progress made.	Funds for air conditioners, for maintenance, and for electricity.	4
C. Examine the process by which renovation and repair work is completed on campus and communicate status of projects underway and in queue.	Director of Administrative Services	Increased communication.		4

Strategic Direction	Responsible Person(s)	Accomplishments as 12/31/03	Resources Needed	4/04 Campus Priority
D. Assess and establish life-cycle funding for college equipment. Institute fees where appropriate to cover the cost of supplies, maintenance, and equipment replacement.	Provost, College Administration	Not complete. IT Vision plan to provide much of this. Existing new building equipment (a/c, lighting controls, electronic doors, etc.) require additional funding to maintain. Updated Facilities Use Policy and increased user fees 1/03.	Funds for maintenance of building equipment and replacement of parts = \$150,000 per year. Addtl funding of \$298,650 each year of a 4-year cycle also needed to replace audio-visual equipment. Imaginarium replacement costs: 2004-06: \$16,400 2006-08: \$32,150 2008-10: \$28,000	1.5
E. Develop and maintain adequate instructional facilities to support effective teaching and learning using technology.	WCC Administration and Academic Support staff	Improved.		4
<ul style="list-style-type: none"> Provide all faculty with up to date computer and other appropriate technology tools for curriculum development, personal productivity, and communication with students and colleagues. 	Academic support staff	Ongoing.	Funds for new and replacement equipment.	4
<ul style="list-style-type: none"> Implement a four-year equipment replacement cycle for computing equipment in all classrooms, labs, and offices. 	Academic support staff	Ongoing.	\$700 per computer station is needed each year of a 4-year replacement cycle for 500 computer stations (total of \$350,000 per year)*.	3
<ul style="list-style-type: none"> Implement facilities for distance learning that enable Windward to serve as both a send and receive site 	Academic support staff			4
F. Improve institutional technology planning and technology support services				
<ul style="list-style-type: none"> Review the organization of technology support units and consider consolidating staff under a qualified technical manager so as to improve the planning and coordination of technology development and support. 	WCC Administration	Ongoing; with reorganization discussion.	Staff time to implement changes.	4

Strategic Direction	Responsible Person(s)	Accomplishments as 12/31/03	Resources Needed	4/04 Campus Priority
<ul style="list-style-type: none"> Reduce the span of supervision for technology support staff so as to improve their ability to complete projects and provide assistance to users in a timely and effective manner. Explore creative ways to provide services to faculty and staff (e.g., employees, student interns, outsourcing, etc.) 	Provost, Dean of Instruction, Academic Support staff	<p>A temporary .50 FTE Assistant Dean position has been established and filled to oversee all Academic Support units.</p> <p>Ongoing. Only 1 permanent staff is assigned to Academic Support Services. Currently one .50 FTE position and one position on Title III funds augment staff in ACS.</p> <p>Only one permanent position is assigned to Administrative Computing and has been given many Banner assignments.</p> <p>Student Services and OCET/ETC provide the majority of the computer support needed in their areas, mainly through outsourcing and temporary staff.</p>	<p>1.0 FTE (Asst) Dean position</p> <p>3.0 FTE computer specialists to provide support to the entire campus.</p>	3
<p>G. Provide staffing (faculty, staff, operations and maintenance, technicians, and possibly management) to enable full use of WCC facilities (including, but not limited to the Gallery, the Imaginarium, and the Theatre)</p>	Provost	<p>In FY2003 College received 5.0 positions (3 janitors and 2 groundskeepers). These positions accommodated all the new facilities except one (Hale ` _koakoa). Additional positions are still needed to support the maintenance of the total facilities on campus. Also, with the joining of ETC and WCC, no additional general funded positions came to support the increased workload. The College received a personnel clerk (transferred from the Chancellor's Office), but still needs additional support.</p>	<p>1 Building Maintenance Worker (\$35,000), 1 laborer (\$30,000), 1 Janitor (25,000), 1 Computer Technician (\$40,000), 1 Account Clerk (\$35,000), 1 general B.O. Clerk (\$25,000), and personnel clerk (\$30,000).</p>	1.1
<p>H. Increase campus security personnel and inform campus community of security procedures and liabilities (protect property and people using our facilities, especially after dark.)</p>	DOAS	<p>Security has been modified, but not increased due to lack of funding.</p>	<p>\$100,000+ per year for security contract services</p>	1.2
<p>I. Increase staff and funding for marketing.</p>	Provost	<p>Marketing Coordinator obtained. Susan Lee was transferred to WCC office 1/1/04.</p> <p>Webmaster needed to maintain WCC website.</p>	<p>1.0 FTE webmaster</p>	4
<p>J. Update telephone system</p>	Director of Administrative Services	<p>Complete.</p>		4

Strategic Direction	Responsible Person(s)	Accomplishments as 12/31/03	Resources Needed	4/04 Campus Priority
6.0 FORGE STRONGER LINKS WITH THE WINDWARD COMMUNITY				
A. Expand continuing education and community service				
<ul style="list-style-type: none"> Increase the short term training programs, non-credit options, and enrichment classes 	Director of ETC	Catalog includes expansion.	1.0 FTE for Coordinator	4
<ul style="list-style-type: none"> Increase continuing education opportunities for senior citizens 	Director of ETC	Ongoing.		4
<ul style="list-style-type: none"> Take advantage of the surrounding resources (e.g. courthouse, health center, parks and recreation) 	Director of ETC			4
<ul style="list-style-type: none"> Forge relationships with the community through service learning and other internship-type activities 	Service Learning Coordinator	Ongoing. Project visitation, Junior Achievement, and State Hospital are sites where service learning student mentors/tutors are placed for 20 hrs./sem. for last 6 years.	Student assistance, \$ for postage, printing, and supplies (folders, labels, film, film development, etc.)	4
7.0 STRENGTHEN THE LIBERAL ARTS				
A. Continue support for existing and new initiatives				2
<ul style="list-style-type: none"> Institutionalize programs currently supported by external funds (e.g. Title III and STAAR Programs) 	Provost, Deans	Ongoing. Replacement for Title III funds requested in 03 biennium (not received). Reports of Hawaiian Studies needs sent to BOR and Legislature. 2004-2005 is the last year of funding for STAAR. #1 priority in 2005, #3 priority now.	Approx. \$350,000/year. Staff positions need to be funded.	4
<ul style="list-style-type: none"> Examine alternative course scheduling options to increase facility utilization and to provide increased flexibility. 	Deans, Department Chairs			4
<ul style="list-style-type: none"> Explore possible additions to the curriculum (e.g. surf science, ocean recreation, safety and stewardship, agriculture (native and exotic plants) 	Deans, Department Chairs, Content discipline faculty			4
<ul style="list-style-type: none"> Develop 200 level courses in pre-major areas with greater student demand and commit to 200 level and sequential courses, even if low enrolled. 	Faculty and Academic Administration			4
<ul style="list-style-type: none"> Promote quantitative analysis and critical thinking skills across the curriculum 	Faculty and Academic Administration			4
<ul style="list-style-type: none"> Work toward establishment of a grant writer position for the campus 	Provost			4

Strategic Direction	Responsible Person(s)	Accomplishments as 12/31/03	Resources Needed	4/04 Campus Priority
B. Encourage community use of WCC facilities.	WCC Administration Department Chairs	This has increased geometrically! Ongoing. Increased usage has resulted in an increased workload for full-time staff.	Staff for set-up/breakdown of furniture, media equipment, conference planning.	4
C. Support Goals of Arts and Humanities Department				
<ul style="list-style-type: none"> Obtain support for new facilities; provide adequate staffing for Arts and Humanities program. Fund permanent: full-time Theatre Manager, half-time Theatre Technician; full-time Gallery Manager; full-time Hawaiian Studies Instructor; half-time Religion Instructor. 	Department Chair with faculty in designated areas of interest/ expertise	<p>Full-time Theatre Manager and half-time Theatre Technician have been hired.</p> <p>We are currently filling 4 -5 HWST 107 courses each semester with 35 students in each class. This course is the only one WCC currently has that meets UHM's HAP focus area.</p> <p>We have been filling anywhere from 3 to 5 Religion classes per semester with 35 students in each class. It is time that this be recognized as the 1/2-time position it is, and rolled up into a 1/2-time position.</p>	<p>1.0 FTE Hawaiian Studies Instructor</p> <p>0.5 FTE APT Educational Specialist (Gallery Manager)</p> <p>0.5 FTE Religion Instructor</p>	3
<ul style="list-style-type: none"> Increase course offerings in Drama, Music, Art, and Hawaiian Studies 		Ongoing.		4
<ul style="list-style-type: none"> Build community links through the Little Theatre, 'Iolani building, Palanakila theatre and studios, etc. 		Ongoing. Continue the support that is being currently provided.		4
<ul style="list-style-type: none"> Increase non-credit courses, non-credit/credit linkages, and summer institutes/workshops. 				4
D. Support Goals of Business Department				
<ul style="list-style-type: none"> Utilize institutional researcher to survey Windward O'ahu residents to determine whether WCC's computing curriculum should primarily focus on Computing Literacy, MOUS certification, programming, web design, computing, electronics, networking and technology (CENT), computer repair, computer security, etc. 	Business department faculty	WCC's Institutional Researcher has been apprised of the need for a survey, however, he is committed to other higher priority activities as directed of him by the Chancellor of the college.		

Strategic Direction	Responsible Person(s)	Accomplishments as 12/31/03	Resources Needed	4/04 Campus Priority
<ul style="list-style-type: none"> Support and expand high quality technical, occupational and professional business/technology course offerings based on community needs to enable students to earn a living wage. This may require additional staffing and computer labs. 		<p>As stated previously, WCC's Institutional Researcher could not perform a community needs survey because of higher priority activities which have occupied his time. However, the ICS faculty has integrated new computer skills in their course offerings based on their understanding of what is required in today's workplace. (See section 1.0(A))</p> <p>Ongoing. Need to upgrade computer classroom and labs to accommodate courses.</p>	Community survey	4
<ul style="list-style-type: none"> Encourage students to attain internationally recognized certification in products offered by Microsoft, Cisco, Novell, IBM, and others. 	Business Department faculty	On-going.	\$700 per computer station is needed each year of a 4-year replacement cycle for 500 computer stations (total of \$350,000 per year)*.	4
<ul style="list-style-type: none"> Synchronize credit and non-credit (ETC) business technology course offerings to meet the technical, occupational and professional needs of windward residents. 	Business department faculty			4
<ul style="list-style-type: none"> Support the implementation phase of the Computer Information Literacy Competency graduation requirement at Windward Community College and insure that the College maintains flexibility to utilize the most appropriate technology resources to accommodate the needs of the students. 	Business Department faculty and Information Retrieval Technology Committee	Starting in fall 2003, 40% of an instructor's time has been dedicated to making students aware of the CIL requirement, presenting workshops, and preparing and scoring exams. A website (www.hawaii.edu/wcccil) is available as a reference.		4
E. Support Goals of the Language Arts Department				
<ul style="list-style-type: none"> Continue to require speech/communication as part of our degree program, emphasizing the interdisciplinary qualities of communication. In order to encourage students to study speech/communication, create a speech lab for use by classes for videotaping, analyzing, and improving the quality of all communications. 	Academic Deans, Language Arts faculty and Academic Support staff	First stage of assessment completed. Lost beginning of communications lab.	Revise AA Degree to match Manoa categories Communications lab.	4

Strategic Direction	Responsible Person(s)	Accomplishments as 12/31/03	Resources Needed	4/04 Campus Priority
<ul style="list-style-type: none"> In order to enhance international understanding, encourage WCC students to study at least one other language, other than their native language. 	Language Arts faculty	Ongoing.		4
<ul style="list-style-type: none"> Continue to advocate the fundamental skills of reading, critical thinking, and good writing as essential to education and work by promoting writing and literature in the classroom and community. (examples: Star Poets contest, People Who Write series, Writing Across the Curriculum, Writing Intensive courses, and a future Writer-In-Residence program) 		Statewide Star Poets contest in its 5 th year; second \$10,000 Starbucks Foundation grant received in 2003. Recruitment for WI faculty ongoing.	NCR Equipment. Funding to continue Rainbird. WAC Workshops on campus (Wo Champions)	4
<ul style="list-style-type: none"> Provide training for faculty who are interested in teaching DE or web-enhanced courses and continue to assess courses doe DE opportunities in addition to those already taught. 	Academic deans and department faculty	Ongoing.		4
<ul style="list-style-type: none"> Ensure installation of equipment so composition computer classroom can use Internet's web-based tutorials, ancillary teaching tools, and research capabilities 				4
<ul style="list-style-type: none"> Continue to explore the use of and training in new technology and techniques for Ka 'Ohana and Rain Bird, and to encourage interdepartmental projects. 	Language Arts faculty.			4
F. Support Goals of the Mathematics Department				
<ul style="list-style-type: none"> Continue to work for the adoption and implementation of a quantitative requirement for the AA degree 	Department, Faculty Senate, College			4
<ul style="list-style-type: none"> Provide a remedial program for students who do not place into Math 22 or higher 	Departmental Faculty	Review and planning accomplished. Curriculum changes are planned for Fall 2004.		3
<ul style="list-style-type: none"> Develop a plan for assessment in the area of mathematics, do a trial assessment, and revise the assessment plan and process as needed. 		Trial assessment accomplished at the end of Fall 2003.	Assigned time to continue the assessment.	4

Strategic Direction	Responsible Person(s)	Accomplishments as 12/31/03	Resources Needed	4/04 Campus Priority
<ul style="list-style-type: none"> Promote education opportunities outside of the conventional classroom such as education abroad opportunities and experiential or hands-on education in the different science areas by the following activities: strengthen ties with appropriate external agencies for collaborative activities; provide faculty release time, or reduce instructional workload to 12 credits, to allow time for faculty members to supervise and mentor students in these activities; and provide the logistical resources (supplies, equipment, facilities, and travel costs) to support these activities. 	Natural Science Faculty and WCC Administration	MOP – 5 students Grants – (NOAA & BRIN – 14 students) Independent study – 8 students. These are the venues for giving students outside experience.	Hard funding.	3
<ul style="list-style-type: none"> Identify and seek to secure the necessary staff required to support an FTE of 2,000 that aligns with goals listed above. Now that the majority of our new facilities and infrastructure will be in place by Fall 2002, the college should press forward to fully utilize the new buildings as the Ed Specs called for in their design. Without this increase in student enrollment, there won't be enough critical mass to fuel any new or expanded program we attempt to implement. The department might, for example, examine the impact that the recently proposed unification of UHWO, LCC, and WCC might have in this regard. 	WCC Administration	Enrollment has grown 30% in 3 years. Additional staff was requested and not funded in 2002-04 biennium. Will try again. Unification of UHWO, LCC and WCC was never formally proposed by anyone; it was only an occasional rumor.	Resources already reflected in other categories.	4
H. Support Goals of the Social Sciences Department				4
I. Support Goals of Vocational and Community Education				4
<ul style="list-style-type: none"> Increase vocational options at WCC site 	Director of ETC/OCET	(New goal item)	2.0 FTE positions	4
J. Support Goals of Student Services				
<ul style="list-style-type: none"> Support college matriculation services, including outreach, recruitment, admission counseling, and transfer planning. 	Student Services	(New goal item)	Fill vacant counselor position	1.4

Strategic Direction	Responsible Person(s)	Accomplishments as 12/31/03	Resources Needed	4/04 Campus Priority
<ul style="list-style-type: none"> Collaborate with instructional faculty to promote learning opportunities outside the conventional classroom, including co-curricular programming and student leadership development. 	Departmental Faculty & Student Services staff	(New goal item)	1.0 FTE faculty position in student life	3
<ul style="list-style-type: none"> Help students integrate and explore the options of emerging careers related to their educational experiences and objectives 	Student Services staff	(New goal item)	Fill vacant counselor position	4

VII. APPENDIX

APPENDIX

Summary of Progress on 1996-2002 Academic Development Plan

GOAL A: PROVIDING ACCESS TO QUALITY ED. EXPERIENCES AND SERVICES TO THE STATE	Accomplished? <i>Comments or Status</i>
1. Restore basic support to instruction including equipment upgrades, library books and other materials, media materials, and staffing of services related to the operation of several computer laboratories.	PARTIALLY. <i>Shrinking state resources has limited progress in meeting this goal. Some advances have been made through grants (mainly federal) and equipment obtained with the construction of new facilities.</i> <i>Title III provided (and continues to provide) computer equipment; a computer specialist for some specific support for Hawaiian student centered initiatives; media resources for language learning, music, and general instruction support; and library resources.</i>
2. Expand community services programming, particularly within the renovated community services facility which opened Fall 1996.	LIMITED. <i>The limited expansion of the community services program was due to economic down turns and changes in staffing. A recent reorganization of this program should provide us the necessary resources to meet this goal in the future.</i>

GOAL B: IMPLEMENTING DIFFERENTIATED CAMPUS MISSIONS AND FUNCTIONING AS A SYSTEM	Accomplished? <i>Comments or Status</i>
1. Enhance the Liberal Arts course offerings to support the AA degree and General Education.	<p>PARTIAL. <i>Budget constraints and delays in the completion of the new facilities hampered full accomplishment of this goal. Some success has been achieved in developing 200-level courses, adding more "Hawaiian" related and science courses, and student support services.</i></p> <p><i>We have met the demand in the community to the extent that our budget will allow. A variety of courses are offered, and some seldom-offered courses have been tried recently. Some were "supported" even when enrollment was less than 10. Courses developed: MATH 203 (Calculus Bus. & Soc. Sci.), SSCI 293V (Coop. Arts & Sci. Ed.), SOC 250 (Comm. Forces in HI), ASTR 281 (Space Exploration), ASTR 294 (Spec. Topics in Astr.), SSCI 297 (Guided Imagery/Hypnotherapy), BIOL 200 (Coral Reefs), BIOL 200L (Coral Reef Lab. & Field Stu.), MUS 253 (Basic Exp. Of Music), POLS 297 (Politics & Film), IS 205 (Adv. Career Seminar), ENG 209 (Business Writing), MATH 206L (Calculus Computer Lab), ART 253 (Figure Modeling), BOT 210 (Phytobiotechnology), ART 214 (Life Drawing), and OCN 101 (Introduction to the Marine Option Program). The College also continues strong support for Writing Intensive courses.</i></p> <p><i>The College has expanded courses that have a Hawaii or Asia/Pacific focus. Courses added in this area, in addition to those listed above, include: MUS 197 (Intermediate Ukulele), HWST 107 (Hawai'i: Center of the Pacific), GEOG 122 (Geography of Hawai'i), IS 260A, IS 260B, IS 260L (Polynesian Voyaging Stewardship & Lab—replaces IS 297B, 297C & 297D), IS 297B, IS 297C, IS 297D (Polynesian Voy. Adv. & Lab—replaces IS 297), HWST 270 (Hawaiian Mythology), and HAW 50 (Basic Conversational Hawaiian).</i></p>

<p>2. Enhance and possibly restructure the vocational-technical programs to provide access to broader career clusters.</p>	<p><i>The College also now confers degrees to students with an academic subject certificate in Psycho-social Developmental Studies, Hawaiian Studies, and Business within the Associate in Arts degree.</i></p> <p><i>The College has strengthened and enhanced the natural and physical sciences, especially those of primary importance to Hawai'i. The college added Coral Reefs and Marine Options Program classes, Polynesian Voyaging, Surf Science, GIS and Plant Tissue Culture.</i></p> <p><i>The new Imaginarium opened for college, K-12, and community use.</i></p> <p><i>The College continued to refine the student placement process in writing, reading, and mathematics courses and to improve student support services. The Compass Placement Test includes an entering student survey as part of the demographic assessment. Survey results along with the placement test scores are available within the Compass database. To increase access to placement testing, computers were placed in the STAAR (TRIO) Program's tutorial lab allowing individuals to take the test on a walk-in basis during the open hours of the TLC.</i></p> <p><i>A five-year TRIO grant for Student Support Services was awarded to the College. Over the next 5 years, approximately \$1.5M will be used to continue to achieve this initiative. NO. Although changes have been made to these programs, continued low enrollments have hampered progress in achieving this goal.</i></p> <p><i>The College continued to support the instructional needs of all vocational programs. However, both the Agriculture and Business programs have experienced low enrollment and completion rates over the past several years. (Enrollments in Business programs at CCs statewide have been problematic.)</i></p> <p><i>The WCC Business Certificate program was terminated at the end of Spring 2002. In place of the Business Certificates, an Academic Subject Certificate in Business and an Associate Degree in Technical Studies were developed and approved.</i></p> <p><i>The College developed Certificates of Completion in Plant Landscaping and Agricultural Technology. An administrator from the Dean of Instruction's Office continues to participate in the State's Tech Prep and School-to-Work initiatives with the Department of Education.</i></p> <p><i>A grant from the federal government has provided the resources to expand the College's efforts in the area of service learning. An additional 6 credits of assigned time, library resources, and staff development materials have been made available through this grant.</i></p> <p><i>The College sought and received external funding (Title III, GEMS, USDA grant, PCATT funding, EIF grants, etc.) to enhance present and new offerings and programs.</i></p>
<p>3. Enhance student learning through collaborative student/teacher/community service learning projects.</p>	<p>PARTIAL. Enhanced student learning through collaborative activities has been achieved through programs such as the Service Learning Program, Marine Option Program (MOP), etc. For example, students in the MOP program have opportunities for internships with community groups and projects such as MARBEC, UH-BRIN, UH-HIP, etc.</p>
<p>4. Strengthen and enhance services which support instruction.</p>	<p>LIMITED. Little progress has been made in achieving this goal due to budget constraints. It is hoped that the planned completion of the new library facility will provide for the accomplishment of this goal.</p>

GOAL C: CONTINUING TO CHAMPION DIVERSITY AND RESPECT FOR DIFFERENCES	Accomplished? Comments or Status
<p>1. Enhance the recruitment, retention and support services for students while recognizing student diversity and respecting differences.</p>	<p><i>While substantial progress has been made in marketing and recruitment through the establishment of a marketing committee and changes to recruitment efforts with the DOE, limited progress has been accomplished in the retention and support services area. This was mainly due to staffing shortages and limited facilities.</i></p> <p><i>The College enhanced enrollment management services, including recruitment, marketing, public relations and publicity. A marketing committee was established to develop and facilitate a marketing plan: creation and publication of quality marketing brochures for student recruitment and for fund development; purchase and design of professional quality marketing displays to showcase the college at college fairs and other exhibitions; and purchase and distribution of marketing giveaways (pens, pencils, desktop supplies, etc.)</i></p> <p><i>To enhance marketing/recruitment efforts with the DOE, each counselor has been assigned as a liaison to each of the Windward district high schools to promote the successful transition of high school students to college. In April 2001 the college hosted the first annual Open Campus, inviting representatives from the DOE, community agencies and other prospective applicant referral sources.</i></p> <p><i>The College has improved accessibility of all services for evening students (academic and career advising, student employment, financial aid and admissions and records), but there is room for improvement. While the number of financial aid applicants and recipients has nearly doubled, and the scope of services has expanded in the area of marketing and recruitment (particularly in the Office of Admissions and Records), the staffing has remained the same. There is a need to address increased workload demands with limited staff.</i></p> <p><i>The College Career Center has upgraded career exploration services including the online version of Discover and Career Kokua. With the merger with the ETC, the future direction of career counseling is under review.</i></p>

GOAL D: STRNGTHENING THE UNIVERSITY AS A PREMIER RESOURCE IN HAWAIIAN, ASIAN AND PACIFIC AFFAIRS, AND ADVANCING ITS INTERNAL ROLE	Accomplished? Comments or Status
<p>1. Establish an emphasis on Hawaiian and Pacific Island studies and promote a Hawaiian studies focus across the curriculum.</p>	<p><i>While the establishment of a "strong" curriculum has not been fully recognized, several new courses have been developed and offered.</i></p> <p><i>The College developed a strong multi-disciplinary Hawaiian Studies curricula. Several new interdisciplinary courses have been developed and offered. Specifically, Polynesian Voyaging 160, 160L, 260 & 260L and Surf Science.</i></p> <p><i>The College now offers an Academic Subject Certificate in Hawaiian Studies. In fact, work has begun to revamp the certificate to align it with UHM's Baccalaureate degree in Hawaiian Studies.</i></p>
<p>2. Continue to showcase the Hawaiian and Pacific Islands through cultural programming.</p>	<p><i>YES. With Title III funding, the College has been able to provide Summer Institutes, students' access to kupuna, and begin the development of the Hawaii Music Institute.</i></p>

GOAL E: ACQUIRING RESOURCES AND MANAGING THEM WITH ACCOUNTABILITY AND RESPONSIVENESS	Accomplished? <i>Comments or Status</i>
1. Continue development of new facilities and implementation of the campus master plan.	<p>PARTIAL. <i>The construction of new facilities at the campus has fallen behind schedule. Listed below are the facilities completed and planned for completion -</i></p> <p>1996 – <i>Community Svc. Bldg. & Front Parking Lot</i> 1997 – <i>Science Building</i> 1998 – <i>Bldg. J Parking Lot</i> 2001 – <i>Planetarium Building</i> 2002 – <i>Humanities Bldg., Campus Ctr., & Front Road</i></p>
2. Improve the campus telecommunications infrastructure.	<p>PARTIAL. <i>The College has installed a new telephone system and computer network system. The College is able to receive transmissions from the University of Hawai'i interactive television system.</i></p> <p><i>Completed projects include:</i> 1998 – <i>New Telephone System</i> 2000 – <i>All Buildings Connected With Data Line Service.</i> 2000 – <i>Telecom Lines Installed Throughout Campus.</i></p>
3. Maximize the utility of limited resources.	<p>PARTIAL. <i>The operational costs of the new facilities has drained the internal resources of the College, thereby limiting funds for updated technological equipment (computers, software, etc.).</i></p> <p><i>Resources have been stretched to their limits. New hardware and software is sorely needed. Efforts continue to make life-cycle budgeting for technology resources a priority</i></p>
4. Build a strong technology support organization to foster effective use of technology in improving teaching, learning, communication, and personal productivity.	<p>LIMITED. (See item #3).</p> <p><i>Work is underway to merge the Library, Academic Computing, The Learning Center, and Media Center under one half-time Assistant Dean/Director position. The Administration is also considering the consolidation of the College's computing resources. This includes Academic Computing, Administrative Computing, computing support within the Employment Training Center and The Learning Center.</i></p>
5. Foster and maintain a high-quality faculty and staff.	<p>PARTIAL. <i>While some progress has been made to improve faculty and staff development (mainly through collective bargaining and internal staff development activities), very little progress has been made to improve other staff development opportunities. This was mainly the result of funding limitations.</i></p> <p><i>The College has worked to provide faculty with more time to teach and develop professionally by increasing opportunities for reassigned time, and readjusting workload. This has been done through collective bargaining and the College's expansion of assigned time.</i></p> <p><i>Options for faculty exchanges, internships, partnerships, and mentoring have been pursued with a Fulbright Exchange.</i></p> <p><i>Mentoring has been fostered with new faculty being "assigned" to senior faculty through a coordinated effort of Staff Development and the Office of the Dean of Instruction.</i></p> <p><i>There have been increased opportunities for faculty and staff to attend national, regional or local conferences, workshops and institutes.</i></p> <p><i>Although the College has not hired a staff development coordinator, assigned time is being provided for the faculty member who assumes the responsibility for professional development for the campus.</i></p>

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