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Note: The first section of this document is a preamble to the College’s next strategic plan. Italics indicate direct quotes from the UHCC Strategic Directions 2015-2021 excerpted as highlights from the full document, which is available at http://uhcc.hawaii.edu/OVPCC/strategic_directions/index.php.

Interspersed with the UHCC action items are Windward CC’s action items created by nine subcommittees of the Planning and Budget Council, each assigned a specific portion of the strategic plan. Refinements resulted from input from the Faculty Senate, Staff Senate, Ke Kumu Pali, ASUH-WCC (student government) and members of the Administrative Team.

Final approval was made by the Planning and Budget Council on April 28, 2017.
I. History and Description of the College

Windward Community College (Windward CC) is located in Kāne‘ohe on the island of O‘ahu at the base of the Ko‘olau mountains. It primarily serves residents from Waimānalo to Kahuku. 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. The Master Plan for the College was initially developed in 1989 and is being updated. The Master Planning and Space Allocation Committee is responsible for making recommendations to the Chancellor on short-, mid-, and long-term facilities use, the planning for the renovation of existing facilities, and construction of new facilities. Its recommendations link the institutional mission, strategic plan, and the long-range development plan (LRDP or Master Plan), with available funding and programmatic priorities to the physical development, renovation, and space assignment of the campus.

The College is governed by the Board of Regents of the University of Hawai‘i (UH BOR). The daily operations of the College are directed by the Windward CC Chancellor, who is directly responsible to the University of Hawai‘i System (UH System) President. By state law, the College has an open-door policy that welcomes students who have completed high school or who are 18 years of age or older. Credit enrollment for Fall 2015 was 2,610 students.

The College’s credit programs have a global approach to learning with a particular sensitivity to Hawaiian values. They connect liberal arts with career exploration, technological skills and literacy, and community involvement. Windward CC is best known for its offerings in creative writing, journalism, Hawaiian studies, the fine arts, veterinary studies, plant biotechnology, and the marine, earth, and planetary sciences. As of Fall 2015, the College offers the following degree and certificate programs:

**Associate in Arts degrees in:**

- Liberal Arts
- Liberal Arts with Concentration in Visual Arts
- Liberal Arts with Concentration in Performing Arts
- Hawaiian Studies

**Associate in Science degrees in:**

- Natural Sciences with Concentration in Biological Sciences
- Natural Sciences with Concentration in Physical Sciences
- Natural Sciences with Concentration in Engineering
- Natural Sciences with Concentration in Computer Science
- Veterinary Technology
Certificates of Achievement in:

- Agripharmatech
- Veterinary Assisting

Academic Subject Certificates in:

- Business
- Bio-Resource Development and Management
- Hawaiian Studies
- Plant Biotechnology
- Psycho-Social Developmental Studies

Certificates of Competence in:

- Plant-Food Production and Technology
- Applied Business and Information Technology
- Information Computer Science in Web Support
- Information Computer Science Cybersecurity

The College, through the Office of Career & Community Education (OCCE) also offers a noncredit certificate program to become a Certified Nurse’s Aide as a pathway into the Kapi'olani Community College Nursing Programs.

Windward CC plans to expand its program offerings in the next seven year period (2015-2021) by adding concentrations to the Associate in Arts Liberal Arts degree in Entrepreneurship, and Social Work with an Emphasis in Substance Abuse Counseling.

Windward CC has developed learning communities and enhanced its tutoring, counseling, and student support areas to increase student persistence and retention rates. It has also created articulated relationships with other colleges to increase baccalaureate program options for Windward CC students.

A variety of short-term, noncredit vocational courses are offered at Windward CC through OCCE. The instructional programs are designed to address appropriate pacing, educational material, and pedagogy for the community at large. OCCE offers a wide selection of noncredit courses and cultural programs, including the Fujio Matsuda Technology Training and Education Center, which was established in 1985. Additionally, the College offers many enrichment activities, including theatrical performances, the Palikū Arts Festival, art displays, and the Hawaiian Music Institute. The College hosts an annual Windward Hō'olaule'a in collaboration with Kaneohe Business Group for the Windward community.
II. Description of the College Planning Process

A. The Planning and Budget Council

The Planning and Budget Council (PBC) is a standing committee that reports to the Chancellor and is charged with reviewing, evaluating, and updating the College's strategic plan. The PBC is comprised of representatives from various areas of the College. Members include faculty, administrators, APT’s and civil service employees who serve staggered, two-year term with opportunity for reappointment. Members are nominated by campus constituencies to the Chancellor. The committee prioritizes strategic actions based on program reviews and annual and summary reports from the deans and directors. It makes recommendations to the Chancellor regarding the allocation the College's operating budget, as well as resource requests for future funding as outlined in the PBC Handbook: https://windward.hawaii.edu/ir/PBCouncil/2014/Documents/Planning%20and%20Budget%20Council%20Handbook_10-10-14.pdf.

B. The Strategic Plan

The ACCJC Standards guide the College's mission, its evaluation of student learning, programs, and services; the adequacy of resource distribution; and ensures that financial resources planning is integrated with institutional planning. The Windward CC strategic plan drives types of programming, new initiatives, program improvement activities, staffing, and facilities improvements and additions. It drives the College’s biennium budget request integrating the College's programs and services to meet the College's mission. It is also linked to an assessment process of the program review assessment process, including five-year reviews and annual assessments of the Liberal Arts and CTE Programs, and Certificates in addition to the annual CTE Program Performance Health Indicators (PHI).


Windward CC’s planning process encompasses a number of elements. The cycle begins with the original development and annual review and revision to the campus strategic plan as approved by the UH BOR. The UH System strategic plan was updated with feedback of all constituencies in the Fall of 2014. (http://www.hawaii.edu/strategicdirections). The UHCC System Strategic Planning Council evaluated and proposed UHCC System strategic outcomes and performance measures to conform to the UH System Strategic Outcomes and Performance Measures. (http://uhcc.hawaii.edu/OVPCC/strategic_directions/index.php).

The Vice President for Community Colleges (VPCC) visits each campus every semester. In the spring, he reviews initiatives important to all the colleges, and in the fall, evaluates how each college has performed based on benchmarks,
baseline data, and suggested performance targets in the College's strategic plan.

The monitoring of the progress and the achievement of the campus’ strategic outcomes and performance measures is essential to the college’s future success. This begins with the Annual Assessments and Program Reviews.

The following are identified as programs and support units that must submit Annual Assessments and Program Reviews:

<table>
<thead>
<tr>
<th>5-Year Program Reviews</th>
<th>Annual Assessment Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Credit Programs</strong></td>
<td><strong>Support Units</strong></td>
</tr>
<tr>
<td>Associate in Arts Transfer Degree</td>
<td>Academic Support</td>
</tr>
<tr>
<td>Agripharmatech</td>
<td>Administrative Services</td>
</tr>
<tr>
<td>Developmental Education</td>
<td>Office of the Chancellor</td>
</tr>
<tr>
<td>Hawaiian Studies</td>
<td>Office of Career &amp; Continuing Education</td>
</tr>
<tr>
<td>Veterinary Assisting</td>
<td>Student Services</td>
</tr>
<tr>
<td>Veterinary Technology</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Noncredit Vocational Programs</strong></th>
<th><strong>Academic Departments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Occupations - Certified Nurse's Aide</td>
<td>Humanities</td>
</tr>
<tr>
<td></td>
<td>Language Arts</td>
</tr>
<tr>
<td></td>
<td>Math and Business</td>
</tr>
<tr>
<td></td>
<td>Natural Sciences</td>
</tr>
<tr>
<td></td>
<td>Social Sciences</td>
</tr>
<tr>
<td></td>
<td>Instructional Services (summary report)</td>
</tr>
</tbody>
</table>

The Windward CC Annual Assessment and Program Review Schedule is available at [http://windward.hawaii.edu/Assessment/Program_Review_Timeline.pdf](http://windward.hawaii.edu/Assessment/Program_Review_Timeline.pdf).

The Academic Subject Certificate Programs and Certificate of Completion programs are now reviewed as part of the academic department to which they belong. Within the next strategic plan period, it is the intent of the College to turn these into degrees or Certificates of Achievement. Furthermore, programs or activities that receive special funding through grants are excluded from this policy. Title IV: Students Toward Academic Achievement and Retention; Windward Talent Search; Upward Bound; and the USDA-CSREES grant are examples of these programs. These programs are unique in that they have different reporting and evaluation timetables, reporting format requirements, and mandated outcomes methods. The assessment processes for these programs are mandated by their granting agencies, and while not identical in format, provide essential data for decision-making.

**C. Program Evaluation and Review in the Strategic Planning Cycle**

The program review process is an ongoing, year-round assessment of the academic programs and support units of the College.
August-September
- Review Strategic Outcome Measures
- Chancellor’s Annual Report
- Training on modifying Strategic Plan
- Distribute data to Departmental Chairs for Departmental Report/ARPD
- Training for Department Chairs on Departmental Report Template

October
- Review UH Strategic Directions
- Review UHCC Strategic Plan Update
- ARPDs Completed Online
- Planning and Budget Council Forms Initiated in Department
- Training for Third Party Reviewers
- Training on Analysis of Data

November
- Align UH and UHCC Strategic Plans
- Develop, Align, and Modify Windward CC Strategic Outcome Measures with UH and UHCC Strategic Plans
- Department Chairs submit Departmental Report/ARPP to Dean, Director, or Vice Chancellor for comment
- Departmental Reports/ARPD submitted to Third Party Reviewers

December
- Department Chairs revise reports as necessary
- December 15: Final Departmental Report due for posting on Planning and Budget Council site and ARPD due to System Office

January
- Present Strategic Plan at Convocation
- Department Reports and ARPDs posted on the Planning and Budget Council website
- Training for Planning and Budget Council Members

February-April
- Convener establishes agenda with key program and unit personnel present to clarify which PBC queries will be presented, and established the order in which they are presented

April-May
- PBC reviews and prioritizes budget requests and allocations and submits final Summary Sheet ratings and recommendations to the Chancellor

July
- Chancellor determines order of budget requests and allocations for supplies, equipment, position reallocation, and new positions.
- PBC receives Chancellor report and rationale for any changes
- Biennium or Supplemental requests submitted to UHCC System
- Process begins again with August-September.
III. Mission, Core Values, and Vision of the College

A. Mission of Windward Community College
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 the Ko‘olau region of O‘ahu and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

B. Core Values of Windward Community College

Ka lama kū o ka naʻauao
Creating meaningful curricula and diverse learning experiences

ʻA ʻobe hana nui ke ʻalu ʻia
Working collaboratively and inclusively

He pūnāwai kahe wale ke aloha
Serving and supporting with aloha

Kūlia i ka nuʻu
Striving for excellence

He aliʻi ka ʻāina, he kauā ke kanaka
Caring for Hawaiʻi and the planet

C. Vision for Windward Community College

Ka Mālamalama o ke Koʻolau
Enlightening Koʻolau

IV. Planning Context

A. External Factors
Supporting a process of review, analysis, strategic plan revisions, and budgeting requires that the Windward community be kept informed of major initiatives and external factors. Windward CC must be responsive to the workforce and social needs of its constituency as the College is required to interface with businesses, community organizations, legislative bodies, executive agencies, workforce and apprenticeship councils, K-12 education partners, and the university system leadership.

New demands based upon shifting employment patterns, new technologies, and policy changes need to be recognized and articulated in the evaluative process as major drivers. Liberal Arts is tasked to keep their curriculum vibrant and integrated with the UH System through program articulation. Their service mission to support holistic learning requires an understanding of the
demands of the external community. Moreover, the A.A. Liberal Arts degree provides an appropriate vehicle to reflect the academic strengths that have been characteristic of Windward Community College by developing Areas of Concentration constituent to the degree.

Every dynamic institution must be responsible to major community needs and initiatives. Programs may have to respond to those societal factors. Major program changes may be originated through external economic change and educational articulation by community groups appealing directly to the Chancellor and OCCE. It is the responsibility of the Chancellor and the OCCE Director to work with these groups to develop the capacity to implement local and state initiatives through appropriate consultation, budgeting, and implementation.

B. Internal Factors

Additional facilities’ maintenance, personnel, faculty, and instructional support staff are needed. With the science, humanities, mathematics, language arts, social science, library learning commons, and student services buildings completed, there is a definite need to complete the renovation of the Administration building and to expand the facilities and instructional support staff of the College. Also, with the development of new credit and noncredit programs i.e., Culinary Arts; Entrepreneurship; Social Work; Information and Computer Science, and taking the Veterinary Assistant Certificate of Achievement to the Neighbor Islands, additional faculty and staff positions are needed to ensure successful implementation and maintenance.

C. Infrastructure Influences

The State and the University plan to continue to develop telecommunications systems and to provide alternative methods of instructional delivery. Distance-delivered courses are expected to increase as instruction is delivered directly to the home and workplace. Taking the Windward CC Veterinary Assistant Program to Maui, Kaua‘i, and Hawai‘i islands is an example of this.

Funding from the legislature will continue to be a challenge. The new performance-based funding implemented by the UHCC System Office and the State may develop enhanced funding streams. However, increased reliance on tuition revenues, special program revenues, gifts and grants will be necessary.

D. Planning Assumptions

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

External

- The State’s economy has recovered from the downturn of 2009, and should continue to grow healthier over the upcoming seven-year period.

- There will be an initial decrease in the number of students enrolling at Windward CC as the economy continues to improve. Slow enrollment growth will follow as the college adjusts to the recruitment challenges by
focusing on dual credit outreach strategies, enhancing its distance delivered coursework and emphasizing upon recruitment of the 25-49 year old age cohort.

• New students will be attracted to the College due to improved facilities, new programs, the small class sizes, the campus ambience, and superior distance delivered courses and support services.

**Internal**

• The student population will have more majors and/or concentrations to choose from.

• System-wide efforts to make the University of Hawai’i a truly seamless system will help the Community Colleges to provide area residents with the basic educational requirements for any of the System's degree and certificate programs. To this end, Windward CC 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 the vocational interests of area residents will be served through the Office of Career and Community Education.

• Windward CC will remain an open-admission College and will develop new programs or modify existing programs that will increase enrollment among the working adult student population locally and state-wide by offering classes in the evening, off-campus, and through distance education.

• The need to assist underprepared and underserved students will continue and will be served through joint efforts of the Windward CC credit and noncredit programs and the State Department of Education (DOE).

• The implementation of enrollment enhancing outreach programs such as the Running Start program and other DOE and grant-funded dual credit programs will enhance the going rate to college at district high schools.

• Campus technology will continue to be important to academic support and to the enhancement of successful teaching.

• Windward CC will continue to be a leader in Hawaiian Studies, the fine and performing arts, and the sciences.
Highlights of the UHCC Strategic Plan 2015–2021:
(italics are directly quoted from the UHCC Strategic Plan)

The University of Hawai‘i Community Colleges (UHCC), having just celebrated fifty years of contributing to creating higher education opportunities for Hawai‘i’s citizens, are poised to have an even greater impact going forward. The need couldn't be more critical… This strategic plan, built on the student success agenda of UH Community Colleges over the past six years and aligned with the University of Hawai‘i Strategic Directions, is designed to create the opportunity, the success, the economy, and the quality of life desired by Hawai‘i for its residents.

Windward Community College embarks on its 45th year as a constituent campus of the University of Hawai‘i community of campuses. The college community is fully in support of the principles and initiatives of the UHCC Strategic Plan for 2015-2021 as presented hereafter. Frequently, the college presents its own uniquely crafted action items to address issues of notable significance to its constituencies.

The plan consists of the following sections drawn from the University of Hawai‘i Community Colleges Strategic Directions, 2015-2021.

- Hawai‘i Graduation Initiative - increase the number of graduates and transfers and get students through to graduation and transfer more quickly.

- Hawai‘i Innovation Initiative - link workforce development to developing emerging sectors in Hawai‘i’s economy while simultaneously providing a stable workforce for traditional employment sectors.

- Modern Teaching and Learning Environments - ensure that students and faculty have the learning and teaching environments appropriate for the 21st century and the sustainability practices to maintain those environments.

- High Performance Mission-Driven System - capitalize on practices and policies that rely on the University of Hawai‘i being a single system of higher education in the state that can provide students with smooth transitions from K-12 through the community colleges to the baccalaureate institutions in the most productive, cost-effective, and results-oriented manner possible.

- Enrollment - identify and establish goals for targeted currently underserved populations.
V. Hawai‘i Graduation Initiative

The Hawai‘i Graduation Initiative is the UH System’s commitment to increase the educational capital of the state by increasing the participation and completion rates of students, particularly Native Hawaiians, low-income students, and those from underserved regions and populations and preparing these students for success in the workforce and their communities. The UH Community Colleges share this commitment, including increasing the transfer rates and success of its students. The UHCC HGI effort includes the following dimensions:

A. Graduation

Graduation with an Associate Degree or a one-year Certificate of Achievement (CA) provides the greatest lifetime economic value for community college students and attaining those credentials is a major focus of the student success agenda.

Metrics

Graduation (Associate Degree or Certificate of Achievement)
Targets by Campus

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<tbody>
<tr>
<td>WIN</td>
<td>315</td>
<td>369</td>
<td>348</td>
<td>347</td>
<td>365</td>
<td>383</td>
<td>402</td>
<td>422</td>
</tr>
</tbody>
</table>

A1. Tactics

a. Establish clear structured pathways for each degree for both full-time and part-time students;

b. Enhance student management of degree completion through getting students on a degree pathway early and using STAR to guide student registration and progress toward the degree;

c. Deploy new block scheduling where appropriate;

d. Accelerate "time-to-college" ready status for students at one or two levels below the college-ready standard;

e. Increase intrusive advising techniques to identify and intervene when students are at risk of dropping out;

f. Deploy new advising/counseling strategies to enhance success of high risk students, including engaging other community programs;

g. Develop easy re-entry programs for students who must stop out;

h. Deploy initiatives to achieve higher participation in the "15 to Finish" initiative, including moving to year-round programs at regular tuition rates;

i. Continue programs like reverse transfer and automatic posting of credentials to assure that students are awarded any credential they earn;

j. Provide program and other academic managers with tools to track and manage student progress through to completion; and
k. **Use the Student Success Council to identify obstacles that may inhibit attaining this metric and strategies to overcome the obstacles.**

### A2. Windward Specific Action Items

a. Establish clear, structured pathways leading to academic credentials and concentrations (i.e. AA, CA, AS, ASNS, Academic Certificates).

b. Implement strategies to ensure that students maintain continued progress toward their degree.

c. Create and strengthen first-year cohorts with major degree tracks to facilitate student support and engagement, reduce time to degree, and increase retention.

d. Increase outreach to underserved target communities.

e. Expand access to specialized programs, such as Veterinary Technology to other communities by offering online and hybrid courses.

f. Promote programs to bridge the gap between high school and college to increase college-going rates and college-readiness, such as Early College.

g. Provide consistent quality in distance education courses. Develop a degree in Creative Multimedia.

h. Investigate the possibility of creating a single baccalaureate degree program.

### B. Native Hawaiian Graduation

*Native Hawaiian student success remains of paramount importance to the UH Community Colleges as we strive to fulfill our obligation to be a model indigenous serving institution.*

#### Metrics

**Native Hawaiian Student Graduation**

*(Associate Degree or Certificate of Achievement)*

**Targets by Campus**

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</tr>
</thead>
<tbody>
<tr>
<td>WIN</td>
<td>126</td>
<td>156</td>
<td>142</td>
<td>139</td>
<td>146</td>
<td>153</td>
<td>161</td>
<td>169</td>
</tr>
</tbody>
</table>

#### B1. Tactics

a. **Further develop Native Hawaiian student success centers on each campus that incorporate peer and professional advising and mentoring, cultural activities, student leadership development, and other support systems based on Native Hawaiian values and practices;**

b. **Develop programs that target and serve populations in geographic regions with large Native Hawaiian populations;**
c. Develop programs that target Native Hawaiian males for both enrollment and graduation success; and

d. Strengthen relationships with Kamehameha Schools, the Office of Hawaiian Affairs, and other organizations who share the mission of educating Native Hawaiian students;

e. Increase the number of Native Hawaiian faculty, staff, and administrators.

B2. Windward Specific Action Items

a. Establish a Native Hawaiian success center.

b. Increase the number of Native Hawaiian faculty, staff, and administrators.

c. Develop strategies that target students from kaiapuni (Hawaiian-immersion schools) and Hawaiian culture-based schools.

C. Low Income Student (Pell Recipients) Graduation

Community colleges, with their lower cost of attendance, are of critical importance in providing access to higher education for low-income students. Through aggressive outreach to students and their parents, the number of Pell recipients significantly increased over the past six years.

Metrics

Low-Income (Pell Recipient) Graduation (Associate Degree or Certificate of Achievement)
Targets by Campus

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>WIN</td>
<td>171</td>
<td>217</td>
<td>201</td>
<td>189</td>
<td>198</td>
<td>208</td>
<td>218</td>
<td>229</td>
</tr>
</tbody>
</table>

C1. Tactics

a. Increase financial aid assistance so that all students will receive 100% of their unmet direct cost (tuition, fees, and books) from grant sources, that is, without student loans;

b. Develop stronger working relationships with other public benefit programs to ensure that low-income students have access to child care, housing, transportation, and other support while attending college; and

c. Expand the Wai'ale'ale program(s) to all campuses and incorporate the successes of those programs into regular support of low-income students.
C2. Windward Specific Action Items

a. Explore strategies to motivate students to take more than 12 credits.

b. Remove barriers for reentering students.

c. Decrease costs-per-student by increasing access to tuition waivers.

d. Open a childcare center and ensure its sustainability in funding and maintenance.

D. Transfer

Over the past six years, the number of transfers from the community colleges has steadily increased but not at the same rate of increase as either enrollment or graduation.

Metrics

<table>
<thead>
<tr>
<th>Baccalaureate Transfer Targets by Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>------</td>
</tr>
<tr>
<td>WIN</td>
</tr>
</tbody>
</table>

D1. Tactics

a. Establish clear structured pathways for the highest volume baccalaureate degrees for both full-time and part-time students;

b. Expand distance delivery and other shared delivery of courses critical to student transfer pathways;

c. Establish meta-major or other pathways for undecided students;

d. Enhance student management of transfer completion through getting students on a transfer pathway early and using STAR to guide student registration and progress toward their baccalaureate degree;

e. Expand the policies and practices in Ka’ie’ie to provide students with advising, registration priority, peer mentors, and transfer orientation support;

f. Develop expanded financial aid for students in their baccalaureate transfer; and

g. Work with UH baccalaureate institutions to offer more opportunities for distance education and evening/weekend degrees and for upper division courses on community college campuses.
E. Eliminating Access and Success Gaps for Targeted Populations

The UH Community Colleges play a vital role in ensuring access to the benefits of higher education for all Hawai’i’s citizens. In fulfilling that mission, the commitment is that there should be no achievement gaps for any of the populations normally considered unrepresented in higher education. This plan commits to eliminate gaps in enrollment, graduation, STEM graduation, and transfer for these targeted populations:

- Native Hawaiian
- Filipino
- Pacific Islander
- Low-income (Pell recipients)

By 2021, the enrollment percentage of a targeted population should be equal to, or greater than, the percentage in the overall population served by the college. And the percentage of graduates, STEM graduates, and transfers for the targeted population should be equal to, or greater than, the enrollment percentage of the targeted population.

Metrics

The following tables establish the baseline for these gap reductions:

**Native Hawaiian Student Gap Analysis**

<table>
<thead>
<tr>
<th></th>
<th>U.S. Census</th>
<th>Fall 2016 Enrollment</th>
<th>All Degrees &amp; CAs FY 2016</th>
<th><strong>STEM Degrees &amp; CAs FY 2016</strong></th>
<th>Transfer to 4-year program</th>
</tr>
</thead>
<tbody>
<tr>
<td>WIN</td>
<td>33%</td>
<td>41%</td>
<td>41%</td>
<td>*15%</td>
<td>38%</td>
</tr>
<tr>
<td>UHCC</td>
<td>21%</td>
<td>28%</td>
<td>26%</td>
<td>*10%</td>
<td>24%</td>
</tr>
</tbody>
</table>

*Did not achieve target.

**STEM at UHCC & former UHCC students at UH 4-year institutions.**

**Filipino Student Gap Analysis**

<table>
<thead>
<tr>
<th></th>
<th>U.S. Census</th>
<th>Fall 2016 Enrollment</th>
<th>All Degrees &amp; CAs FY 2016</th>
<th><strong>STEM Degrees &amp; CAs FY 2016</strong></th>
<th>Transfer to 4-year program</th>
</tr>
</thead>
<tbody>
<tr>
<td>WIN</td>
<td>5%</td>
<td>5%</td>
<td>*3%</td>
<td>*2%</td>
<td>*3%</td>
</tr>
<tr>
<td>UHCC</td>
<td>15%</td>
<td>17%</td>
<td>18%</td>
<td>*12%</td>
<td>*14%</td>
</tr>
</tbody>
</table>

*Did not achieve target.

**STEM at UHCC & former UHCC students at UH 4-year institutions.**
Pacific Islander Student Gap Analysis

<table>
<thead>
<tr>
<th></th>
<th>U.S. Census</th>
<th>Fall 2016 Enrollment</th>
<th>All Degrees &amp; CAs FY 2016</th>
<th>**STEM Degrees &amp; CAs FY 2016</th>
<th>Transfer to 4-year program</th>
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</thead>
<tbody>
<tr>
<td>WIN</td>
<td>5%</td>
<td>*2%</td>
<td>*1%</td>
<td>*2%</td>
<td>*2%</td>
</tr>
<tr>
<td>UHCC</td>
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<td>*2%</td>
<td>*2%</td>
<td>*1%</td>
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</tr>
</tbody>
</table>

*Did not achieve target.

**STEM at UHCC & former UHCC students at UH 4-year institutions.

Low-Income (Pell Recipient) Student Gap Analysis

<table>
<thead>
<tr>
<th></th>
<th>Fall 2016 Enrollment</th>
<th>All Degrees &amp; CAs FY 2016</th>
<th>**STEM Degrees &amp; CAs FY 2016</th>
<th>Transfer to 4-year program</th>
</tr>
</thead>
<tbody>
<tr>
<td>WIN</td>
<td>60%</td>
<td>*58%</td>
<td>*19%</td>
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<tr>
<td>UHCC</td>
<td>48%</td>
<td>53%</td>
<td>*28%</td>
<td>*45%</td>
</tr>
</tbody>
</table>

*Did not achieve target.

**STEM at UHCC & former UHCC students at UH 4-year institutions.

E1. Tactics

The tactics designed to eliminate these gaps are embedded in the other metrics. This view of the targets provides a clear indication of whether those tactics are being successful in eliminating the gaps for these populations.

E2. Windward Specific Action Items

a. Develop strategies to allow students from underrepresented groups (including Native Hawaiians, Filipinos, Micronesians/Pacific Islanders) increased access.

F. Reduction in Time-to-Degree

Analysis shows that community college students engage in a pattern of enrollment that includes moving between full- and part-time status, stopping out and re-enrolling, or dropping out in frustration at the lack of progress. This pattern can be explained in part by the competing demands on the student from work and family but is also the result of the structure of requirements, offerings, and policies. The analysis also shows that the longer a student takes to complete a degree or certificate the higher the risk that the student will never complete. Two initiatives in this plan address the desire to reduce the student's time-to-degree.

G. Accelerating College Readiness

Most students come to the UH Community College not yet prepared to do college-level work in English and math. The traditional-sequential course-based approach to remediating these deficiencies has not
resulted in students progressing to college readiness, much less to degree completion. Over the past six years, several initiatives both nationally and within the UH Community Colleges have begun to address this readiness issue through early identification and remediation before the student enrolls in college, through co-requisite rather than pre-requisite remediation, and through Just-in-Time strategies to supplement student learning in college level courses. The goal is to get a student "college ready" as quickly as possible with the skills to be successful in his or her degree program.

Metrics

- 75% of students testing at one level below college-ready standards will complete their college-level English and/or math course within one semester.
- 70% of students testing at two or more levels below college-ready standards will complete their college-level English or math course within one year.

G1. Tactics

a. Adopt a co-requisite model for remediation in both English and mathematics;

b. Provide effective supports for students enrolled in co-requisite based remediation, including supplemental instruction; 24/7 tutoring; peer mentoring, emporia, and other academic and counseling support;

c. Expand boot camp and other student readiness programs prior to enrollment in the semester; and

d. Expand iCan and other contextualized learning for the least prepared students.

G2. Windward Specific Action Items

a. Institute multiple measures to improve the accuracy of course placement.

b. Institutionalize campus-wide effective developmental education strategies, such as summer Math Bridge.

c. Decrease reliance on lecturers in developmental and entry level English and math courses.

d. Develop support strategies for developmental prerequisite and corequisite coursework.
H. Student Retention and Credit Accumulation

Analysis shows that students who return for their second year with 20 earned credits for full-time students, and 12 earned credits for part-time students, are much more likely to complete their degrees.

Metrics

- Increase the year-to-year retention from 49% to 65% for all degree-seeking students.
- Increase the percentage of full-time students who have earned 20 credits after one year from 45% to 65%.
- Increase the percentage of degree seeking part-time students who have earned 12 credits after one year from 38% to 65%.
- Increase the percentage of full-time students who graduate or transfer within 150% of entry from 33% to 60%.

H1. Tactics

a. Place students on guided pathways as soon as possible and use the pathways to guide student course registration and progress toward their goal;

b. Fully develop early warning and intervention systems for students;

c. Expand service learning, undergraduate field and laboratory research, student employment, peer mentoring, and other strategies to encourage student engagement;

d. Develop financial incentives and rewards for timely progress toward degrees;

e. Provide easy means for students to take leave when necessary and to easily re-enroll;

f. Ensure that courses are available to allow students to stay on path toward timely graduation; and

g. Expand lower cost summer school options for students.

H2. Windward Specific Action Items

a. Increase use strategies to promote student success.

b. Create a proactive counseling strategy to promote timely graduation.

c. Evaluate and optimize degree pathways and the online guided pathway registration system.

d. Implement pathways to promote graduation.
VI. Hawai‘i Innovation Initiative

The University of Hawai‘i System is vital to the state's economy in terms of ensuring a well-qualified workforce for the state but also as a contributor to that state economy through job creation based on its research and innovation activities... While elements of this type of workforce system already exist, this plan outlines a strategy to develop a more robust workforce planning and management system while at the same time committing the UH Community Colleges to developing and delivering degree and certificate programs in already identified emerging workforce areas such as cyber security, information technology, and big data, sustainability and emerging green jobs, sustainable agriculture, biotechnology, medicine, engineering, digital media, and other high tech occupations.

A. Developing a Robust Workforce Planning and Management System

A new planning and management system will be implemented by 2017 and refined over the next several years. The new system will have the following characteristics:

A1. Tactics

a. The tool will be economic sector based and will include each of the workforce sectors within Hawai‘i that have links to educational programs within the community colleges. The sectors will be aligned with state workforce and economic development planning, including private sector planning efforts such as those of the Business Roundtable, Chamber of Commerce, and the Economic Development Alliance.

b. The system will include information on workforce demand, skills, credential, and/or certification requirements, and earnings potential in each sector and will be informed by examining:

c. Labor market information including real-time job openings and analysis;

d. Planning documents from state and counties on economic development strategies and their related e-workforce requirements;

e. Wage earning information including information from the State Longitudinal Data System;

f. Student interest, enrollment, and graduation data; and

g. Focused consultation and consultation with Public/Private Working Groups to help analyze the trend data and its implications for program development and delivery.

h. The analysis will be carried out at both at the state and county level.
The UHCC programs, both credit and noncredit, as well as baccalaureate program offerings, will be mapped against the sector categories. One model for such a mapping is based on the sectors visualization work of the Colorado Community College system.

A2. Windward Specific Action Items

a. Expand the number of continuing education workforce training courses and programs leading to industry recognized credentials and national certifications in high demand/high skill industry sectors.

b. Increase the number of students achieving national and industry recognized certifications by emphasizing service to adult learners, long-term unemployed, Native Hawaiians, and at-risk, disadvantaged populations.

c. Identify career pathways aligned to high demand/high skill industry sectors in Hawai‘i. Pathways should include stackable credentials with multiple entry levels and exits to specific occupations.

d. Develop noncredit-to-credit partnerships including articulation agreements toward earning college credit.

e. Enroll credit students in continuing education national certification courses as capstone trainings to supplement their credit degrees or certificates.

f. Use distance education technologies and resources to deliver workforce training to incumbent workers and the business community.

g. Expand the number of industry specific advisory boards to validate workforce training curricula and to provide work-based learning opportunities such as internships, On-the-Job Training (OJT), or other work experience.

h. Collaborate with the Windward CC’s Office of Career and Continuing Education (OCCE) for development for potential credit certificates and degrees.

i. Explore how to integrate OCCE workforce students into campus student success services.

j. Utilize labor market research tools such as EMSI and Focus to provide predictive analytics data for identifying future employment needs and identifying skills gaps.

B. Creating a Better Understanding of the Economic Value-Added Measure of Community College Credentials

In order to better assess the economic value-added measure of programs offered and completed by students, the UHCC system will develop a tracking system to fully understand employer needs, graduate
placement, graduate earnings and advancement, and needs for further education and training.

The new tracking system will build on the State Longitudinal Data System (SLDS) to obtain information about student employment, earnings, and wage growth after graduation. The SLDS information will be supplemented by other post-graduation follow-up through:

1. Student job placement information;
2. Alumni contact and social media;
3. Faculty knowledge of student placement; and
4. Direct contact with employers and former students.

C. Increase the STEM Workforce

Both the UH innovation agenda and the state’s economic planning target a significant growth in STEM-related jobs. The UH Community Colleges provide both mid-level technician training in these areas and a pathway for students seeking baccalaureate or higher education in STEM fields.

Metrics

- Increase the number of STEM graduates in STEM related Associate Degree and Certificate of Achievement programs and in UH awarded baccalaureate degrees in STEM to UHCC transfers by 5% per year for the first three years and 6% per year for the next three years.

- Eliminate any gaps in STEM graduation for Native Hawaiian, Filipino, Pacific Islander, and Pell recipient students.

C1. Tactics

a. Automate the Structured Pathway Project and use results to make pathway experiences seamless throughout system; adopt new counseling strategies to place students on pathways, assess student capacity for success on chosen pathway, help student make a new pathway decision if needed.

b. Create specific pathways into baccalaureate programs in data science and cybersecurity, biotechnology, engineering, physical sciences, and other demand fields, using meta majors such as the Associate in Science in Natural Science (ASNS) degree where appropriate.

c. Extend the pathways to Department of Education (DOE) STEM initiatives.

d. Increase student STEM readiness and success through summer bridge programs and calculus readiness approaches.

e. Increase field based activities and undergraduate research opportunities as a way to engage students in STEM education.
Identify strategies using distance and hybrid education to allow students from neighbor island and small O'ahu campuses to pursue STEM careers.

C2. Windward Specific Action Items

a. Extend the Veterinary Assisting (CA) and Veterinary Technology (AS) programs to neighbor island students through hybrid instruction that combines online lectures with local hands-on labs.

b. Investigate additional concentrations for the ASNS degree, such as information and computer science.

c. Develop a CA program in Sustainable Agriculture.

d. Develop facilities appropriate for Agricultural education.

e. Provide outdoor learning and performance facilities.

f. Expand the capacity for lab courses by converting the ‘Imiloa 123 lecture classroom into a laboratory classroom.

g. To enhance success of students in STEM-related programs, develop a shorter pathway for achieving proficiency in mathematics.

h. Ensure STEM positions among teaching faculty are filled.

i. Support on-campus and off-campus student projects and activities in STEM-related subjects such as the Marine Option and NASA programs, etc.

j. Develop STEM concentrations for societal issues - such as natural disasters and their mitigation - that merge science, technology, engineering, history, and sociology curricula, with a focus on the Pacific region.

VII. Modern Teaching and Learning Environments

This will be accomplished through first and foremost a commitment to creating a sustainable environment on campus, through the implementation and execution of a building and grounds maintenance program that minimizes any deferred maintenance, through the creation and implementation of design standards for classrooms and laboratories that reflect modern teaching approaches, through ensuring that equipment is current and meeting industry standards, and through developing and maintaining a high speed digital environment on all campuses.

A. Sustainability

The University of Hawai‘i Board of Regents has modified the University’s mission to include an explicit commitment to creating a sustainable...
future for the University and State. To implement that new BOR policy, the president has issued a UH Executive Policy that commits the University to focusing on sustainability by:

1. Adopting aggressive energy conservation and co-generation goals so that UH would become carbon neutral by 2050;
2. Expanding the use of locally produced food products to help create food sustainability within the islands;
3. Developing instructional and research programs focused on sustainability issues;
4. Better incorporating sustainability practices into operations; and
5. Serving as role models and consultants to the community on sustainability.

Metrics

By 2016, each campus will develop its sustainability plan as required by the UH Executive Policy. In developing these plans, the colleges should consider their contribution to the following overall system goals:

- By 2021, the UHCC system will reach a 30% reduction in energy usage per square foot compared to the 2008 base year.
- By 2021, the UHCC system will generate 15% of its energy through photovoltaic and other co-generation strategies.
- By 2021, 25% of the food produced in the UHCC culinary programs and food service facilities will be from local sources.

6. Tactics

a. Continue to execute energy reduction strategies, including metered auditing and monitoring of energy usage;
b. Explore new funding models for energy conservation projects that re-invest savings into new projects;
c. Expand PV installations or cooperate with large scale University PV implementations;
d. Explore and model new technologies such as battery storage;
e. Work to modify procurement to allow favored purchasing of local food product. Work with farmers to create a local supply and/or value added products for use by the colleges;
f. Develop training programs for green-related jobs in the state;
g. Incorporate sustainability concepts into existing courses and/or create new degree programs or tracks as appropriate; and
h. Develop community-oriented sustainability workshops, consultations, and demonstration projects.
7. Windward Specific Action Items

a. Reduce operational consumption of energy, water, and raw materials, and reduce waste production by adopting the Hawai‘i Green Business Program Standards, and through monitoring, evaluating, and making continuous improvements to current practices.

b. Create a Sustainability Curriculum Committee to foster instruction in fundamental principles of sustainability across a wide range of disciplines.

c. Promote the creation of S-designated courses.

d. Provide faculty with training on incorporating sustainability into their curricula in meaningful ways.

e. Create and support funding opportunities for students and faculty to conduct research into sustainability.

f. Foster sustainability on campus by recognizing, valuing, and promoting knowledge of Hawaiian culture and practices, such as mālama ʻāina and mālama kai.

g. Establish a permanent Campus Sustainability Committee to create, implement, and periodically review a Windward CC Sustainability Plan that will be aligned with the Koʻolaupoko Blue Zone Workplace Initiative and Hawaiʻi Green Business Program.

h. Develop and expand partnerships, internships, and job opportunities for students in non-profits, industry, and government organizations.

B. Building and Grounds Maintenance Program

The University system in general has been plagued with a very large deferred maintenance backlog. While the UH Community Colleges, partly because of the side benefit of its energy efficiency programs, has a lower deferred maintenance backlog, this plan commits the community colleges to developing an on-going program of regular maintenance that eliminates the backlog that does exist and ensures that no significant new backlog will develop.

Metrics

- The current deferred maintenance backlog within the UH Community Colleges will be reduced to no more than 10% of the required Capital Renewal budget of the UHCC System by 2017.

- Once reduced to the target level, the deferred maintenance backlog will never exceed 10% of the required Capital Renewal budget of the UHCC system in future years.

B1. Tactics
a. Develop transparent, accountable, efficient and effective processes and supportive organizational structures for construction, renewal and maintenance of facilities to include all phases from planning and procurement through project management and acceptance.

b. Reallocate current funding and seek new funding to properly address renovation, redesign, and maintenance for 21st century positioning avoiding in the process a buildup of deferred maintenance.

C. Modern Teaching and Learning Environments

The continued rapid expansion of digital technologies has an impact on how teachers teach and how students learn. As industry adopts these new technologies, there is the added responsibility to ensure that students going to work in those industries are exposed to the type of equipment and the applications they will use on the job.

This plan proposes to create these environments by addressing three different components of the ideal learning environment:

Instructional Classrooms, Laboratories, and Support Facilities

C1. Tactics

By 2016, a Modern Facilities Task Force will be created and develop the following:

a. Establish standards on what requirements different learning spaces require to support modern or desired instructional pedagogy in that space. These standards will include not only the physical layout but also the digital and media requirements, furniture requirements, laboratory and shop requirements, and other required contributions to creating the modern teaching space;

b. Review and evaluate which standards should be applied to each space currently within our facilities;

c. Identify what gaps or shortfalls exist between the current and the desired learning environment;

d. Establish a priority for addressing the shortfalls with the understanding that some improvements may require major renovations while others could have lower cost solutions.

D. Capital Equipment Replacement

Capital equipment is defined as equipment with a value of $5,000 or more. Often this equipment is purchased on a cash available basis by the campus and, when cash is not available, the equipment simply becomes inoperable. This plan commits to using Kuali to help develop a system of planned equipment replacement, similar to the building
maintenance plan, that accounts for the expected life of equipment, the cost of replacement, and a system-wide budget for capital equipment replacement.

E. High-speed Digital Infrastructure

The UH System has created a very high-speed digital network connecting all campuses, learning centers, libraries, and DOE schools. This plan commits the UH Community Colleges to ensuring that the on-campus networks are constructed and maintained in a manner that takes full advantage of this intercampus network.

Working with UH Information Technology Services and drawing on the planning work of the Modern Facilities Task Force, the UH Community Colleges will assess all of its internal campus networks to assure that they provide the required high-speed connectivity to the teaching and learning space, to the business operations, and to the students in general.

E1. Windward Specific Action Items

a. Promote the adoption of open source or free software to meet instructional needs.

b. Promote the adoption of Open Educational Resources (OER) to meet instructional needs.

c. Promote appropriate access to computing technology.

d. Upgrade all wired and wireless campus network equipment within five years to the most current technology and/or best practices.

e. Increase training and resources for instructors who teach online courses.

f. Offer computer literacy workshops and other resources for students in need of learning assistance.

g. Institutionalize and promote online tutoring services.

h. Develop virtual classroom tools for credit instruction.

i. Establish policies and procedures for students to earn college credit for experiential or non-traditional learning, such as credit-by-exam, ACE credits for corporate and military training, credit through licensure or certification, and credits for prior learning assessment portfolios.

VIII. High Performance Mission-Driven System

A. Implementing the goals and reaching the targets in this plan are enabled if the UH Community Colleges accept the challenges facing
all of higher education while optimizing the advantages of being part of a single system of higher education…(t)his plan commits the UH Community Colleges to:

1. Minimize the cost of higher education while maintaining quality;
2. Maximize alternative revenue streams other than state general funds and student tuition;
3. Develop and support technology driven solutions such as STAR that promote student acceleration and expose obstacles in scheduling, completion, and retention;
4. Develop and support business and management practices that provide high quality service and which provide managers with high quality information on which to base plans and actions;
5. Fully implement the recommendations of Hawai‘i Papa o Ke Ao; and
6. Develop a robust professional development program that focuses on the changing pedagogies related to distance education, flipped classrooms, smart devices, simulations, collaborative learning, and other strategies to improve student engagement and learning.

B. Reducing the Cost of Education for Students

The tuition, fees, and book cost of attending a community college should be eliminated as a barrier or consideration for all students. Analysis of unmet need shows the UH Community Colleges to be approximately $3 million short of delivering on this commitment to its current students.

B1. Tactics

This gap will be eliminated through:

a. Expanded private fundraising for need based scholarships;
b. Expanded partnerships with other organizations or employers who can support the direct costs experienced by students;
c. Expanded student use of available federal and other non-UH sources of support; and
d. Adopt Open Education Resources to replace textbooks, with most textbooks replaced by the year 2021.

C. Maximizing Alternate Revenue Streams

C1. Tactics

The potential alternate revenue streams identified include:

a. Increased efficiency in business practices. The target is to achieve a 10% efficiency reduction in expenditures which would generate
about $20 million in revenue for new programs or services; and

b. Increased revenue from noncredit workforce development training and contracts that can support reinvestment in equipment, professional development, and program operational support;

c. Increased revenue from private fund-raising from the current average revenue of $9,885,191 to $19,770,383 per year. This money can support students, professional development, and innovation;

d. Increased indirect cost revenue (RTRF) from grants by increasing grant production from the current five-year average of $35 million per year to $50 million. These RTRF funds can be used to support innovation, new program development and startup costs, renovation, and other quality improvements; and

e. Increased partnerships with business and industry to share facilities, equipment, specialized teaching expertise, and other potential cost reduction items. This will partially be accomplished by maturing the Public Private Working Group concept.

Each of these strategies will be aggressively pursued over the period of this plan.

D. New Support Systems for Managing Students and Business Processes

D1. Tactics

These improvements include:

a. Continued development of STAR as the engine to manage guided student pathways including the deployment of STAR as the student registration interface;

b. Development of services and information for students for use on mobile devices;

c. Improving data systems for management purposes, including data exchange with the DOE;

d. Improving analytic capability using predictive analytics for student success;

e. Improving financial management systems to monitor expenditures and budget controls; and

f. Improving enrollment management systems.

E. Hawai‘i Papa o ke Ao

E1. Tactics

This strategic plan commits the UH Community Colleges to implement fully the recommendations of Hawai‘i Papa o ke Ao in the areas of:
i. Leadership Development;
ii. Community Engagement; and
iii. Hawaiian Language and Cultural Parity.

This includes adopting the benchmarks identified in the Hawai‘i Papa o ke Ao report.

a. Hawaiian enrollment at parity with Hawaiians in the Hawai‘i state population.

b. Hawaiian students performing at parity with non-Hawaiians.

c. Qualified Native Hawaiian faculty members are employed in all disciplines at the University.

d. Native Hawaiian values are included in its decision making and practices.

e. Hawaiians hold leadership roles in the UH administration.

f. The University of Hawai‘i is the foremost authority on Native Hawaiian scholarship.

g. The University is responsive to the needs of the Hawaiian community and, with community input, implements programs to address the needs of Native Hawaiians and other underrepresented groups.

h. The University fosters and promotes Hawaiian culture and language at all its campuses.

The UH Community Colleges are critical to the success of this plan as community colleges are the main entry point for Native Hawaiian students into the UH System.

E2. Windward Specific Action Items

i. Leadership Development Goals

a. Hawaiian enrollment at parity with Hawaiians in the Windward population.

• Maintain a Native Hawaiian enrollment percentage that is equal to, or greater than, the percentage of the Native Hawaiian population on the Windward side.

b. Hawaiian students performing at parity with non-Hawaiians.

• Native Hawaiian graduates at Windward CC will be at the same percentage as the Native Hawaiian enrollment percentage.

c. Qualified Native Hawaiian faculty members are employed in all disciplines at the college.

• Advertise faculty and staff positions within publications targeted to Native Hawaiian graduates and professionals.
d. Native Hawaiian values are included in Windward CC’s decision making and practices I.

- Identify a set of basic Native Hawaiian values to guide decision making and practices. (ie. LŌKAHI: To work together in harmony from the Native Hawaiian Chamber of Commerce, http://www.nativehawaiianchamberofcommerce.com/hawaiian-values/)

- Invite Native Hawaiian groups to participate in revision of the College’s institutional values.

c. Hawaiians hold leadership roles in the UH Administration.

- Advertise administrative positions within publications targeted to Native Hawaiian graduates and professionals.

- Include in desirable qualifications: knowledge of Hawaiian traditional practices and culture.

- Provide opportunities for Native Hawaiian faculty and staff to participate on campus committees.

- Include representatives from recognized Native Hawaiian groups on college committees.

ii. Community Engagement Goals

a. The University of Hawai‘i is the foremost authority on Native Hawaiian scholarship.

- Provide opportunities to host conferences and summits that report on statistics, strategies and best practices in Native Hawaiian education; such as the annual NHEA conference (nhea.net).

b. The University is responsive to the needs of the Hawaiian community and, with community input, implements programs to address the needs of Native Hawaiians and other underrepresented groups.

- Provide opportunities for Hawaiian civic clubs and other Hawaiian-serving agencies to use Windward CC facilities to hold regular meetings, community forums, workshops, and commercial kitchen use.

- Support community-based initiatives that build capacity for health and well-being of the Hawaiian community.

iii. Hawaiian Culture and Language Parity

a. Windward Community College fosters and promotes Hawaiian culture and language on campus.

- Support Hawaiian language medium college courses.

- Provide application forms and degrees in both Hawaiian and English.
• Support Hawaiian language lessons for the faculty and staff, including incentives for active participation and successful completion.

b. Participate in establishing a formal Native Hawaiian advisory council, comprised of campus Pūko'a and Native Hawaiian councils from each campus to advise the Vice-President for Community Colleges on progress toward the goal of being a model indigenous serving institution.

c. Incorporate the Hawai‘i Papa o ke Ao recommendations into the campus strategic plans.

F. Professional Development Programs

The continued development of high bandwidth digital technologies, on-line resources and education, and the use of mobile devices that provide ready access to information and communication are changing the pedagogy of the modern University. These technologies create the opportunity to change the group interaction of faculty and students from information exchange to information processing and analysis.

F1. Tactics

As part of this plan, the UH Community Colleges will:

a. Develop a professional development program for faculty teaching in online courses, including a certification and continuing education program for all online instructors. The professional development program will also create an environment for faculty to share best practices and outcomes in the online environment.

b. Develop a professional development and innovation program to allow faculty to learn, experiment, and test various strategies employing digital teaching, flipped classrooms, collaborative learning, and new approaches to college learning and student success.

IX. Enrollment

The UH Community Colleges experienced rapid enrollment growth from 2006 through 2011 with student enrollment rising from 25,206 in 2006 to 34,100 in 2011. This growth was initially fueled by intentional expansion of course offerings to address unmet demand and then dramatically impacted by the recession. Since 2012 the enrollment has declined but still remains 23% above the 2006 level.

Metrics

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<th>High School Graduate Enrollment Targets by Campus</th>
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The targeted enrollment areas are as follows:

**A. Recent High School Graduates**

The Hawai‘i Department of Education has established a goal of having 65% of its graduates enrolled in post-secondary education. Statewide, the current going rate is at 54% but there are significant differences in going rates among the different high schools in the State.

**A1. Tactics**

Efforts to achieve this increased going rate will include:

a. Developing dual credit enrollment programs so that high school students may earn at least six college credits before graduation;

b. Developing clear programs of study between K-12 and the UH Community Colleges, including in various Career and Technical Education and STEM related fields;

c. Conducting extensive outreach to potential students and their parents beginning in the middle school years, particularly for those schools identified as having low post-secondary going rates;

d. Providing information and assistance with financial aid support; and

e. Working with the DOE to improve college readiness through 12th grade remediation for college bound students, summer bridge programs, curricular alignment, and other efforts to reduce the need for remediation.

**A2. Windward Specific Action Items**

**Recent High School Graduates**

a. Increase enrollment of recent high school graduates by 38% from the baseline of 245 students to 339 students by 2021.

b. Develop and offer dual credit or early college programs at Windward area high schools.


d. Offer a minimum one dual credit course per school year at each feeder school by 2021.

e. Provide a mechanism for high school students taking Windward CC courses, via any mode, to identify an academic pathway.

f. Design and implement an effective enrollment management and recruitment plan to increase outreach to potential student and parents beginning in the middle school years.
g. Increase the number of systematic touchpoints students encounter for financial aid information and assistance through financial aid outreach into the community, the DOE, and additional deliberate contacts must be made throughout the enrollment process.

h. Engage 15% of recent high school graduates in summer learning opportunities such as summer bridge programs, program specific summer experiences, and summer learning communities.

i. Extend recruitment efforts island-wide to promote expanded program offerings.

j. Continue Native Hawaiian Male mentoring efforts to engage students as they transition from high school to the College.

**B. High School Non-Completers and GED Recipients**

_A significant portion of the adult population does not have a high school diploma. This includes many students who leave their high school without graduation. Currently, the GED credential can currently only be earned through the Department of Education Adult Schools. While under Hawai‘i law, individuals without a GED could enroll in a community college when they reach the age of 18, access to Federal financial aid requires that the individual earn a GED before enrolling. The overarching goal is to develop, in cooperation with the Adult Schools, a system that not only provides the student with a GED but which also prepares them for entry into community college programs._

**Metrics**

**GED Recipients Enrollment Targets by Campus**

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<td>228</td>
<td>233</td>
<td>238</td>
<td>242</td>
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**B1. Tactics**

_This target will be reached through coordinated programs with the Department of Education Adult Schools to align the adult education and GED preparation courses with community college curricula and college readiness. Additionally, the current iCAN model of the UH Community Colleges that incorporates workforce readiness and academic skills for underprepared students will be expanded in conjunction with state workforce readiness programs for GED holders._

**B2. Windward Specific Action Items**

a. Increase outreach to students who participate in GED and other adult basic education preparation programs by 10%. Targets could include but are not limited to a variety of social services agencies and community programs.
b. Create a communications plan with follow-up services to prospective students recruited from GED and other adult basic education preparation programs.

c. Identify attendance barriers and pair them with mitigating supports, such as transportation, childcare, and offering more evening/online/hybrid classes.

C. Pacific Islander Students

_Pacific Islanders are the one minority population that is not currently enrolled in the UH Community Colleges at population parity. While Pacific Islanders make up 4% of Hawai‘i’s population, they comprise only 3% of the UHCC enrollment. The enrollment target is to eliminate this access gap by 2021._

**Metric**

_Pacific Islander Enrollment Targets by Campus_

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<tbody>
<tr>
<td>WIN</td>
<td>43</td>
<td>65</td>
<td>*41</td>
<td>47</td>
<td>48</td>
<td>50</td>
<td>52</td>
<td>54</td>
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</table>

*Did not meet target.

C1. Tactics

_This target will be reached through extensive outreach into the Pacific Islander communities, working in cooperation with other University outreach programs and community agencies. The outreach program will also rely on peer mentors drawing from successful Pacific Islander students within the University or from the Pacific region._

C2. Windward Specific Action Items

Increase outreach to and seek input from agencies and communities that have established relationships with a significant number of Pacific Islanders.

a. Strengthen the College’s relationship with Hawai‘i Job Corp to continue offering the IS 103 class and to explore other course interests.

b. Pair Pacific Islander applicants with current peer mentors from their community to serve as guides through the enrollment process.

c. Engage the families of Pacific Islander applicants in the enrollment process by expanding early-college and college-reach activities to the Kahuku area.

D. Working Adults

_Community colleges serve a significant portion of the working age adult population. These individuals could be seeking new careers, advances in_
their current career, or just specific skills needed to maintain or advance in their job. Often, these working adult students attend part-time, during evening and weekend hours, or through distance education as they balance work, family and college.

**Metric**

*Establishing a target for this population is somewhat arbitrary but for planning purposes, the goal is to increase the participation rate from the current 2.25% of adults between the ages of 25 to 44 to 4%. The targets are based on the population statistics in the service areas of the colleges.*

**Working Adults (25-44) Enrollment Targets by Campus**

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<td>1,071</td>
<td>1,132</td>
<td>1,194</td>
<td>1,255</td>
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*Did not meet target.

**D1. Tactics**

* Strategies to expand this enrollment include workplace based programs in conjunction with major employers, well-designed distance or hybrid education programs, cohort based programs for part-time students, year round programs at regular tuition rates, and full implementation of Prior Learning Assessment (PLA) techniques.*

**D2. Windward Specific Action Items**

a. Increase outreach to prospective community partners and employers to determine the workplace-based educational needs of their employees.

b. Increase the number of credit by exam opportunities.

c. Implement new scheduling options including evening, hybrid, and online courses offerings.

d. Develop, implement, and manage a system of proactive follow-up with prospective students from point of interest through application and registration.

e. Create a cohort-based program for student parents to help them balance multiple responsibilities.

f. Continue the Paipai o Ko'olau or similar efforts to increase enrollment of adult students, especially Native Hawaiian students.

g. Promote credit attainment for adult learners through adopting best practicing in prior learning assessment.

h. Establish policies and procedures for students to earn college credit for Experiential or Non-traditional Learning, such as Credit-By Exam, ACE credits for corporate and military training, credit through licensure or certification, credits for Prior Learning Assessment Portfolios, etc.
i. Encourage and support students in earning college credit for Experiential and on-traditional Learning.

E. International Students

The final targeted enrollment category is international students. International students also bring a rich diversity to the UHCC campuses and help create an environment where Hawai‘i residents become more aware of and able to work in the global economy.

Metric

International Student Enrollment Targets by Campus

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<td>14</td>
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<td>15</td>
<td>16</td>
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</table>

*Did not meet target.

E1. Tactics

International students also represent a significant revenue source as well. Hawai‘i as a state has targeted education as a potential economic import sector and community colleges can play a role in developing that economic sector.

E2. Windward Specific Action Items

a. Seek a memorandum of agreement with sister colleges such as Waikato University and Te Whare Wānanga o Awanuiārangi to offer an online class that includes a campus visit.

b. Provide faculty and staff with cultural exchange opportunities.

F. Student Year-to-Year Retention

Metric

While not a specific enrollment target, the analysis also considered the impact on enrollment if the student success goal of increasing the year-to-year retention of students within the community colleges from 50% to 65% were to be achieved.

F1. Windward Specific Action Items

Increase the rate of year-to-year student retention from 46% to 65%.

a. Provide guided pathways with fewer course options to keep students moving toward graduation.

b. Implement guided pathway registration via STAR.

c. Support the transition to an acceleration model of developmental
education that uses a multiple measures approach to placement.

d. Continue and increase first-year experience programming with specific emphasis on the second semester.

e. Support the development of additional academic options to provide pathways to career and transfer.

f. Review and revise the unsatisfactory academic progress policy and procedures.

g. Explore potential Hawaiian knowledge-based pathways that set up students to transfer to baccalaureate programs.

h. Implement predictive analytics to drive student success.

i. Increase financial aid information and assistance to continuing students.

j. Establish an enrollment management working group.

X. Conclusion

Any plan encompassing six years, as this one does, is certain to run up against unexpected developments that may require emergency actions to be taken. Unforeseen developments militate to a flexible planning mentality that adjusts to conditions as they arise. This plan is written in that spirit and the college community must expect to make necessary adjustments although they may not be foreseen at this time. We may rest assured that any major departure from this plan will be properly vetted and approved by the Planning and Budget Council, the campus body responsible for the Strategic Plan by its charter.

At the moment, the College faces a downturn in its enrollments and a decline in the availability of traditional age incoming college students. The plan commits Windward CC to continue to exert heroic efforts to recruit an increasing proportion of dwindling high school graduating classes, and the Early College
initiatives clearly represent that commitment with quite hopeful prospects of succeeding. Moreover, the College has had success providing the personal student support, as well as the academic support services that boost retention and persistence rates to raise its graduation and successful transfer figures.

Clearly Windward CC has created a congenial environment for Native Hawaiian students and it intends to continue to reach out to serve and support the needs of a clientele that has constituted a plurality of the campus for many years. However, the College must also serve the workforce development needs of our community by reaching out to an older demographic of students.

The Office of Career and Community Education evokes just such a commitment while providing the flexibility to expand or contract its offerings as the market may command. By expanding its degree and certificate program offerings to leverage its strengths in the Arts and Sciences Windward Community College is more relevant to the needs of its service community than ever before.

Finally, the College recognizes that it must maintain an aggressive commitment to stay on the forefront of distance delivered instruction. Already the student body reflects the success of Windward CC’s distance-delivered course offerings as evinced by approximately 30% of our enrollees who are home based at other University of Hawai‘i campuses. We expect that the strategic plan encompassed in these pages will guide the College to continued success as the educational gemstone of its geographic districts as well as the entire State of Hawai‘i.